

Amazing Words

Objective: Fluently pronounce taught irregular (or temporarily irregular) words

Materials: *Amazing Words* gameboard, die (1-2-3), pawns

Teacher: Place your pawn on the starting square. Then you will roll the die and move that number of places. You have to follow the path around the blue squares to get to the end of the maze. Read the word on the square that you land on. Whoever gets to the end first wins.

Directions:

1. Choose a pawn and place it on the start square.
 2. Take turns rolling the die and moving the number of spaces shown on the die.
 3. Read the word written in the square you land on.
- The first player to reach the finish wins.

The path is a maze. You may only move to squares that directly connect to the sides (or top or bottom) of a square. Diagonal moves are not allowed. If you get stuck and cannot move forward, you must find a different path.

Corrective Feedback & Scaffolding

If students make an error, follow the *I, We, You* feedback procedure.

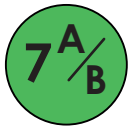
I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.



Amazing Words



finish					
should	next	first	good	have	how
you			could		too
who	very	my	because		give
	what		come	take	
there	was	want		he	feel
would			said		her
your	where	care	please	why	of
					start

Objective: Apply various skills in the context of a book

Materials: student book, dry-erase board and markers (or other writing surface/tool)

Teacher: Make sure your book is closed and is right in front of you. I'll say a word or clue. Then you look through your book to find the word or solve the clue as fast as you can.

- Read each clue, one at a time.
- If you have 1 student, encourage the student to try to find the word/clue before you do.
- If you have more than 1 student, encourage students to try to be the first one to find the word/clue, but make sure everyone finds the word/clue before doing the next one.
- The student writes the word and reads the sentence that contains the word. (For words students can sound out, encourage them to say the sounds as they write. For other words, encourage them to say the letters as they write.)

Corrective Feedback and Scaffolding

If students struggle to write the word, point to the word as they copy it.
If students struggle to find a word/clue, tell them what page to check.

Going on a Trip

1. Find the word *want*. (Write it; read the sentence.) (p. 6 and others)
2. Find the word /b/aaa/k/. (back) (Write it; read the sentence.) (p. 19)
3. Find the word /w/iiii/lll/. (will) (Write it; read the sentence.) (p. 7 and others)
4. Find the word /fff//uuu/nnn/. (fun) (Write it; read the sentence.) (p. 5 and others)
5. Find the word *going*. (Write it; read the sentence.) (p. 6 and other pages)

Helping Dad Pack

1. Find the word *could*. (Write it; read the sentence.) (p. 7 and others)
2. Find the word /www/iii/th/. (with) (Write it; read the sentence.) (p. 8 and others)
3. Find the word /th/iii/sss/. (this) (Write it; read the sentence.) (p. 6 and others)
4. Find the word /www/iii/lll/. (will) (Write it; read the sentence.) (p. 6 and others)
5. Find the word *should*. (Write it; read the sentence.) (p. 12 and others)

Kids on the Block

1. Find the word *care*. (Write it; read the sentence.) (p. 11 and others)
2. Find the word /d/iii/d/. (did) (Write it; read the sentence.) (p. 14)
3. Find the word /j/uuu/sss/t/. (just) (Write it; read the sentence.) (p. 11 and others)
4. Find the word /h/aaa/nnn/d/. (hand) (Write it; read the sentence.) (p. 11 and others)
5. Find the word *because*. (Write it; read the sentence.) (p. 7 and others)

Mom's Gifts

1. Find the word *come*. (Write it; read the sentence.) (p. 6 and others)
2. Find the word /sss/t/ooo/p/. (stop) (Write it; read the sentence.) (p. 5 and others)
3. Find the word *said*. (Write it; read the sentence.) (p. 5 and other pages)
4. Find the word /g/iii/fff/t/. (gift) (Write it; read the sentence.) (p. 6)
5. Find the word *could*. (Write it; read the sentence.) (p. 6 and others)

Objective: Fluently pronounce target words, including taught irregular (or temporarily irregular) words and words with taught letters/patterns

Materials: Bingo gameboard for each player, Bingo markers, small word cards (or use list below)

Teacher: We are going to play Bingo. We will pick up a word card from our stack. Then you will read the word out loud. If you have that word on your gameboard, cover it with a Bingo marker.

Note: Words are also provided in the word list below. You can either make your own word cards or call out the words in a random order.

1. Teacher or student picks up a small word card.
2. Student says the word on the card.
3. Students find the word on the board, cover it with a Bingo marker (provide assistance if needed).

The first player to cover 5 words in a row horizontally, vertically, or diagonally wins the game.

Students read the words on their board after someone wins.

Corrective Feedback & Scaffolding

If students make an error, follow the **I, We, You** feedback procedure.

I: That word is _____. Say the word for the students.

We: Say it with me. Students say the word with you.

You: Your turn. Students say the word independently.

Words:

because	my
big	next
care	no
come	not
could	of
did	on
do	said
feel	should
first	sit
give	stop
go	take
got	this
have	too
here	want
him	what
how	where
if	why
in	will
it	with
mom	would

Word Bingo

stop	come	have	on	my
mom	want	too	did	no
because	big	Word Bingo Free Space	first	give
him	not	could	it	would
here	of	this	said	take

Word Bingo

with	care	got	what	how
go	should	if	have	will
feel	take	Word Bingo Free Space	of	big
why	where	because	sit	want
would	next	him	first	mom

Word Bingo

do	in	where	this	got
next	will	give	sit	go
could	come	Word Bingo Free Space	too	said
with	if	did	how	here
care	stop	on	should	it

Word Bingo

not	want	how	go	what
feel	would	do	said	first
take	my	Word Bingo Free Space	mom	of
no	next	in	give	too
why	where	come	will	if

Word Bingo

got	not	do	did	because
sit	care	this	my	him
have	big	Word Bingo Free Space	should	stop
here	on	feel	what	why
in	could	with	it	no