



Games & Activities

This document has games and activities for children to play with an adult or caregiver. These activities can be used with any book the child is reading. Choose activities that your child would enjoy.

Write-a-rhyme

Objective: word analysis, rimes

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Using a book the child is reading at home, ask the child to search for words that have the same word families (rimes) on the document links below. The child writes down as many words as possible that have the same word family (rime).

- [Game One document](#)
- [Game Two document](#)
- [Game Three document](#)

Beginning-End

Objective: word analysis

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: The caregiver chooses one word from a book the child is reading at home and writes the word at the top of a piece of paper from a page. The child then searches the same page and finds and writes a word whose initial letter is the same as the final letter of the first word. The student then searches the page/paragraph/chapter for another word whose initial letter is the same as the final letter of the previous word (e.g.: *magic* - *catch* - *helicopter* - *rabbit* - *there* - *enter*...)

Memory Lane

Objective: word memory

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Assign a particular sentence of the book for the child to memorize. Then close the book and read the sentence aloud with one, two or three words changed. (e.g.: "The big tree turned red" might be read, "The big bush turned orange." The child then writes down the words they think were changed. One point is scored for each correct word. Repeat several times.

Split

Objective: word analysis

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Using a book the child is reading at home, the child writes down all the small words they can find inside larger words without rearranging the sequence of the letter. (e.g.: "father" has "fat" and "her"; "visit" has "sit" and "it".) One point is scored for each small word found.

Break-up

Objective: word analysis, vocabulary development

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: The caregiver chooses one word from a book the child is reading at home and writes it at the top of a piece of paper. The child then writes as many words as they can using those letters. When completed, add another word from the book to the top of the piece of paper. Now the child may use letters from both words to make new words. The child scores one point for each word they create.

Track-down

Objective: scanning, visual perception

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: The caregiver writes four to ten words on the top of a piece of paper. All but one of the words is from a page of a book the child is reading at home. Within a specified time (1-3 minutes) the child searches the text and writes down the word that doesn't belong.

Beginnings

Objective: sentence structure, word usage

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: The caregiver chooses and assigns a sentence from a book the child is reading at home. The child attempts to form two new sentences using the first letter of each word from the sentence assigned (e.g.: "*The dog ran away*" might become "*Tall ducks race awkwardly.*") Repeat several times with different sentences from the book.

Tic-Tac-Toe Unscramble

Objective: spelling, word construction

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 2 players

Procedure: Draw a tic-tac-toe grid on paper. The caregiver writes a scrambled word from a book you are reading at home in each square (e.g.: "horse" might be "sreho".) Players take turns figuring out a word and placing an X (for player 1) or O (for player 2) over any words you can unscramble within 30-seconds.

Beginning-End

Objective: word analysis

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: The caregiver chooses one word from a book the child is reading at home and writes the word at the top of a piece of paper from a page. The child then searches the same page and finds and writes a word whose initial letter is the same as the final letter of the first word. The student then searches the page/paragraph/chapter for another word whose initial letter is the same as the final letter of the previous word (e.g.: *magic - catch - helicopter - rabbit - there - enter...*)

Memo-Write

Objective: visual memory, spelling

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Ask the child to study and memorize a particular sentence or paragraph from the book they are reading at home. After a few minutes, close the book and ask the child to write down all the words they remember. The child scores one point for each correct word.

Box-Words

Objective: word perception

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: The child makes a chart with five vowels in the first vertical column and any five consonants they choose on the top row. [Click here for a Box-words template.](#) In the squares where each vowel intersects with a consonant, the child writes as many words as they can find in a given section of a book that uses both letters. No word may be used more than once.

Unscramble

Objective: sentence structure

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Using a book the child is reading at home, the caregiver writes several scrambled sentences that contain 5-10 words (e.g.: "The sky is red today", becomes "red the today is sky".) The child has to rewrite the sentences correctly **without** referring back to the text.

Join-up

Objective: consonant blends, word recognition and construction

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Using a book the child is reading at home, combine as many consonant blends and word families (rimes) as possible that make actual words. [Use this document](#) to help build consonant blends and word families.

Before or After

Objective: word recognition, spatial relationships

Materials: a book the child is reading

People: 1 caregiver and at least 1 player

Procedure: Using a book the child is reading at home, the caregiver says: "I am thinking of a word on page ____." The child then asks: "Is it before the word ____?" or "Is it after the word ____?" The parent/teacher can only answer with "yes" or "no". The child continues to ask before/after questions until they figure out the word.

Fill-in

Objective: spelling, word recognition

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Using words from a book a child is reading at home, the caregiver write a series of initial letters followed by a dash based on a sentence from the book (e.g.: T_____ b_____ e_____ s_____.) The child then tries to fit in missing letters that make sense. All words must be from the text. (The sentence above might be "*The birds eat seeds.*")

Grammy

Objective: grammar, vocabulary development, sentence structure

Materials: a book the child is reading, paper/pencil

People: 1 caregiver and at least 1 player

Procedure: Create a chart with the parts of speech in the left column and any letters the child chooses across the top, or [use this document](#). In the squares where each part of speech intersects with a letter, the child writes as many words that fit that part of speech as they can find on a designated page or chapter of a book the child is reading at home.