

# 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			
room		once	about	done	they	have
for	push	away		saw		
	girl		been	boy	does	where
how	give	what	ready			put
why		who		ball		from
family	some	down		many	most	young
more		were	every		other	
any	there		their	one	warm	both
						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:** You are going to open your book to a chapter. Then, I'll say a word or clue. Then you will look through that chapter to find the word or solve the clue as fast as you can. Then you will write the word that you found.

- Tell student the chapter where they will find the clue and then read a clue.
- 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.
- For every clue, the students write the word and read 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.

**\*For every clue, the students write the word and read the sentence that contains the word.**

### Animals Up Close

1. Find a way to describe the temperature. (warm, cold; Ch. 1, p. 5)
2. Find something an animal likes to do or is good at doing. (run, swim) (p. 7, 8, and others)
3. Find the word *more* or the word *most*. (Ch. 2, p. 19, 20, and others)
4. Find something on a fish. (gills, scales, stripes, spots; Ch. 3, p. 24, 26)
5. Find a word that ends with /āāā/. (way, say, day; Ch. 4, p. 30, 31, 32 )

### Kim's Birthday

1. What did Kim want to see? (animals; Ch. 1, p. 6)
2. Find the word *young* or *old*. (Ch. 2, p. 9)
3. Find a word that has the sound /āāā/. (snake, stay, way, wait) (Ch 3, p. 14 and others)
4. Find a color word. (black)(Ch. 4, p. 20, p. 21)
3. Which guinea pig did Kim pick? (The one with the plain white face) (Then write *plain*, *white*, or *face*.) (Ch. 6, p. 31 and others)

### Sam's Fourth of July

1. Find a word that describes the weather. (nice, warm; Ch. 1, p. 6)
2. Find boys or girls. (Ch. 1, p. 7 and others)
3. Find a word with the letters *ai*. (plain, wait, tail; Ch. 2, p. 15, 17 and others)
4. Find what happened to cancel the fireworks. (rain; Ch. 3, p. 22, 23)
5. Find what Sam and his friends decided to do inside. (play, game; Ch. 4, p. 27)

### The Fourth of July

1. Find a color word (red, blue, white; Ch. 1, p. 9 and others)
2. Find a word with a\_e. (games, cakes) (Ch. 2, p. 12, 14 and others)
3. Find something fun families can do. (games, play, food; Ch. 3, 21, 22, and others)
4. What kind of fireworks can you do at home? (little; Ch. 4, p. 27)
5. Find a word with the letters *ai*. (rain, wait, tail; Ch. 4, p. 29, 30, 31)

**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:

any	rain
ball	ran
both	roll
boy	room
cold	run
day	saw
done	say
family	stay
gave	step
girl	stop
give	tail
had	their
hold	told
may	wait
more	warm
most	way
old	were
once	where
plain	will
play	young

# Word Bingo

say	boy	stop	day	rain
cold	ran	once	were	give
more	old	Word Bingo Free Space	step	any
roll	saw	play	done	way
hold	where	may	told	warm

# Word Bingo

gave	ball	stay	will	plain
most	ran	their	girl	stop
tail	day	Word Bingo Free Space	say	both
warm	had	young	cold	run
room	were	wait	give	hold

# Word Bingo

both	gave	family	told	way
run	day	plain	stay	saw
their	roll	Word Bingo Free Space	where	wait
rain	more	will	done	may
ball	play	once	step	room

# Word Bingo

give	had	tail	old	ran
any	young	boy	way	their
will	room	Word Bingo Free Space	most	say
family	wait	may	rain	both
stay	done	hold	girl	play



# Word Bingo

told	most	run	gave	any
girl	ball	warm	roll	had
once	stop	Word Bingo Free Space	more	young
were	cold	where	plain	step
tail	boy	old	saw	family