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TAB 1

Letter Names and Sounds

- 1 Introduce the letter name. Hold up the letter card and model the activity: **The name of this letter is _____**. Lead the group: **Say the name with me**. Test the students: **Tell me the name of this letter**.
- 2 Introduce the letter sound. Continue to hold up the letter card and model by saying: **The sound for this letter is /—/**. Lead the group: **Say the sound with me, /—/**. Test the students: **Tell me the sound for this letter**.
- 3 Test the group on both the letter name and sound: **Tell me the name of this letter. Tell me the sound for this letter**.
- 4 Give individual turns on the letter name and sound: **Tell me the name of this letter. Tell me the sound for this letter**.



correction

Say: **You told me the name (or sound). Tell me the sound (or name)**. Repeat until students identify the name and sound correctly.

Match Me

- 1 Introduce **Match Me: To play Match Me, I'll say a letter name or sound and you'll pick the card that matches.**
Place the letter cards face down in a stack on the table. Hold up the first card and say: **The name of this letter is _____.** **The sound for this letter is /—/.** **Tell me the name of this letter. Tell me the sound for this letter.**
After the students respond, place the card in front of you facing the students. Repeat with the remaining cards, placing them in a row in front of you.

- 2 Model the game: **I'll show you how to play. I'll say the name or the sound for a letter.** After giving the letter name or sound, say: **Match me!** Look at your cards, pick up the correct letter, and say: **I can match you, _____** (letter name) or **I can match you, /—/** (letter sound). Place the card face down in front of you. Continue asking for the letter name or sound in an unpredictable pattern until all the cards are in a stack. Shuffle your cards and place them in a row in front of you.

- 3 Lead the group: **Now do it with me.** Give each student a set of letter cards. Say: **Put your cards on the table in front of you like mine. I'll say the name or the sound for a letter.** After giving the letter name or sound, say: **Match me!** Everyone looks at their cards, picks up the correct letter, and says: **I can match you, _____** or **I can match you, /—/**. Everyone places their card in a stack in front of them. Continue asking for the letter name or sound in an unpredictable pattern until all the cards are in the stack. Have everyone shuffle their cards and place them in a row in front of them.

- 4 Test the students: **Your turn to do it without me. I'll say the name or the sound for a letter.** After giving the letter name or sound, say: **Match me!** The students look at their cards, pick up the correct letter, and say: **I can match you, _____** or **I can match you, /—/**. The students place

their cards in a stack in front of them. Continue asking for the letter name or sound in an unpredictable pattern until all the cards are in the stack. Have the students shuffle their cards and place them in a row in front of them.

- 5** Give individual turns: **Everyone will get a turn to pick a card and say the name or the sound for the letter.** After giving the letter name or sound, say: **Match me!** The student looks at her cards, picks up the correct letter, and says: **I can match you, _____** or **I can match you, /—/**. The student places her card in a stack in front of her. Continue with individual turns for the remaining cards. Conclude the game by saying: **You worked hard to match my letters.**



correction

Say: **The name of your letter card is _____** or **The sound for your letter card is /—/**. You need to match _____ (name) or /—/ (sound). **Match _____** or /—/.

TAB 3

Turn-over

- 1 Introduce **Turn-over: To Play Turn-over, I'll say a letter name or sound, or the name of a picture, and you'll turn over the card.** Hold up a letter card and say: **The name of this letter is _____.** Say the name with me. Tell me the name of this letter. Continue to hold up the letter card and say: **The sound for this letter is /—/. Say the sound with me, /—/. Tell me the sound for this letter.** If there are picture cards, hold them up one at a time and say: **This is _____** (if the picture is a noun). **What is this?** Or say: **This shows _____** (if the picture shows a verb, adjective, etc.). **What does this show?**
- 2 Model the game: **I'll show you how to play Turn-over.** Spread out the letter cards and any picture cards face up on the table. Say: **When I say the letter name or sound, or the name of a picture, I'll turn the card over. Turn over _____.** Turn over the card. Repeat with the remaining cards, asking for the name or sound in an unpredictable pattern. Shuffle the cards and spread them out on the table again.
- 3 Lead the group: **Now do it with me. When I say the letter name or sound, or the name of a picture, point to the card. Everyone point to _____.** Which card should I turn over? Point to the card with the students and turn it over. Repeat with the remaining cards, asking for the name or sound in an unpredictable pattern. Shuffle the cards and spread them out on the table again.
- 4 Test the students: **Your turn to do it without me. Everyone point to _____.** After the students point to the card, call on a student to turn it over. Repeat with the remaining cards, asking for the name or sound in an unpredictable pattern. Shuffle the cards and spread them out on the table again.
- 5 Give individual turns: **Everyone will get a chance to turn over a card.** Call on students one at a time to turn over

the cards after you say the name or sound. Continue with individual turns until all the cards are turned over. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on some letter names and sounds. Conclude the game by saying: **You worked hard to turn over the cards for the letter names and sounds.**



correction

Say: **You turned over _____.** **You need to turn over _____.** **Turn over _____.**

TAB 4

Give Me a Letter Card

- 1 Introduce **Give Me a Letter Card**: **To play Give Me a Letter Card, we'll gather cards when we say the names or sounds for the letters on the cards.** Place one set of letter cards in a row in front of you.
- 2 Model the game: **I'll show you how to play Give Me a Letter Card. Give me _____** (letter name). Choose the correct letter, say the letter name, and put the card in a stack in front of you. Then ask for a letter sound: **Give me /____/** (letter sound). Choose the correct letter, say the letter sound, and put the card in the stack. Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern.
- 3 Lead the group: **Now do it with me. Don't let me fool you. I'm going to ask you for the name or sound for a letter.** Give each student a set of letter cards. Say: **Put your cards in front of you like mine. When I ask for a letter name or sound, give me the card for that letter. Give me _____ or Give me /____/.** Everyone chooses the correct letter, says the letter name or sound, and puts their card in a stack in front of you. Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Redistribute the cards to the students and place your letter cards in front of you in a different order. Say: **Make your cards look like mine.**
- 4 Test the students: **Your turn to do it without me. Give me _____ or Give me /____/.** The students choose the correct letter, say the letter name or sound, and put their letter cards in a stack in front of you. Continue with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Redistribute the cards to the students and place your letter cards in front of you in a different order. Say: **Make your cards look like mine.**
- 5 Give individual turns: **Everyone will get a turn to give me a letter card.** Call on a student and say: **Give me _____**

or **Give me /—/**. The student chooses the correct letter, says the letter name or sound, and puts his letter card in a stack in front of you. Continue with individual turns for the remaining cards, asking for the letter name or sound in an unpredictable pattern. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on letter names and sounds. Conclude the game by saying: **You worked hard to say the names or sounds for the letters on the cards.**



correction

Say: **You told me the name (or sound). Tell me the sound (or name).** Repeat until the students identify the name and sound correctly.

TAB 5

Letter Cover-up

- 1** Introduce **Letter Cover-up: To play Letter Cover-up, I'll say the letter name or sound and you'll cover up the card.** Place the letter cards face down in a stack. Hold up the first card and say: **The name of this letter is _____. The sound for this letter is /—/.** Put the card on the table facing the students. Repeat with the remaining cards, spreading them out on the table.
- 2** Model the game: **I'll show you how to play Letter Cover-up. Cover up _____** (letter name). Put a chip on the letter card and say the letter name. **Now cover up /—/** (letter sound). Put a chip on the letter card and say **/—/**. Repeat with the remaining cards, alternating letter names and sounds. Collect the cards, shuffle them, and spread them out on the table again.
- 3** Lead the group: **Now do it with me.** Give each student a chip for every card. Say: **Cover up _____** or **Cover up /—/**. Everyone puts a chip on the card and says the letter name or sound. Repeat with the remaining cards. Collect the cards, shuffle them, and spread them out on the table again.
- 4** Test the students: **Your turn to do it without me. Cover up _____** or **Cover up /—/**. The students each put a chip on the card and say the letter name or sound. Repeat with the remaining cards. Collect the cards, shuffle them, and spread them out on the table again.
- 5** Give individual turns: **Everyone will get a turn to cover up a card and say the letter name or sound.** Call on a student and say: **Cover up _____** or **Cover up /—/**. Continue to call on students until all the cards are covered up. If the students need more practice on letter names and sounds, give them more chips and have them continue to stack chips on the cards. Conclude the game by saying: **You worked hard to cover up the letters.**



correction

Say: **You covered up /—/ (or _____).** **Cover up /—/ (or _____).** Repeat until students cover up the correct letter card.

TAB 6

Four Square Letters

- 1** Introduce **Four Square Letters: To play Four Square Letters, you'll choose a letter card and say the name or the sound for the letter.** Place the game board in the center of the table. Put the letter cards face down on a blank square. Put a pile of chips on two squares. The square with a question mark is reserved for error cards. (See the correction procedure.) Hold up the first card and say: **The name of this letter is _____. The sound for this letter is /—/.** Place the card face down on the blank square. Repeat with the remaining cards. Shuffle the cards.
- 2** Model the game: **I'll show you how to play Four Square Letters.** Choose a card, show it to the students, and say: **Tell me the name of this letter.** Say the name of the letter and place the card face down on the blank square. **I'll take a chip and put it in front of me.** Choose another card and say: **Tell me the sound for this letter.** Say the sound for the letter and place the card face down as before. **I'll take a chip and put it in front of me.** Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Shuffle the cards and return the cards and chips to the squares.
- 3** Lead the group: **Now do it with me.** Call on a student to choose a card and hand it to you. Show the card to the students and say: **Tell me the name of this letter** or **Tell me the sound for this letter.** Say the letter name or sound with the students. **We'll each take a chip and put it in front of us.** Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Shuffle the cards and return the cards and chips to the squares.
- 4** Test the students: **Your turn to do it without me.** Call on a student to choose a card and hand it to you. Show the card to the students and say: **Tell me the name of this letter** or **Tell me the sound for this letter.** The students

say the letter name or sound. **Everyone take a chip.** Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Shuffle the cards and return the cards and chips to the squares.

- 5 Give individual turns: **Everyone will get a turn to choose a card and say the name or the sound for the letter.** Call on a student to choose a card and hand it to you. Show the card to the student and say: **Tell me the name of this letter** or **Tell me the sound for this letter.** The student says the letter name or sound and takes a chip. Continue with individual turns for the remaining cards. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on letter names and sounds. Conclude the game by saying: **You worked hard to say the names and sounds of letters.**



correction

Say: **You told me the name** (or **sound**). **Tell me the sound** (or **name**). Repeat until students identify the name and sound correctly. After students say the letter name or sound correctly, ask them to take a chip. Put the error card on the question mark square and review all the error cards at the end of the step.

TAB 7

Cover Up the Cats

- 1 Introduce **Cover Up the Cats: To play Cover Up the Cats, we'll say letter names and sounds and cover up the cats.** Place the game board and chips in the center of the table. Put the letter cards face down in a stack beside the game board.
- 2 Model the game: **I'll show you how to play Cover Up the Cats.** Hold up the first letter card and say: **The name of this letter is _____. The sound for this letter is /—/. When I say the name and the sound for the letter correctly, I'll cover up one cat on the board.** Cover up any cat with a chip. Place the card face down in another stack. Repeat with the remaining cards. Remove the chips. Shuffle the cards.
- 3 Lead the group: **Now do it with me.** Give each student some chips. Hold up the first letter card and say: **The name of this letter is _____. Say the name of the letter with the students. The sound for this letter is /—/. Say the sound for the letter with the students. Ask a student to cover up a cat with a chip. Place the card face down and repeat with the remaining cards. Remove the chips and return them to the students. Shuffle the cards.**
- 4 Test the students: **Your turn to do it without me.** Hold up the first letter card and say: **Tell me name of this letter.** The students say the name of the letter. **Tell me the sound for this letter.** The students say the sound for the letter. Ask a student to cover up a cat with a chip. Place the card face down and repeat with the remaining cards. Remove the chips and return them to the students. Shuffle the cards.
- 5 Give individual turns. **Everyone will get a turn to say the name and the sound for a letter and cover up a cat.** Call on a student to hand you the first letter card. Hold up the card and say: **Ready? Tell me the name of this letter.** The student says the name. **Ready? Tell me the sound for**

this letter. The student says the sound. Ask the student to cover up a cat. Continue with individual turns for the remaining cards. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on some letter names and sounds. If all the cats are covered, tell the students: **We can stack our chips and then see which cat everyone liked best.** Conclude the game by saying: **You worked hard to cover up the cats.**



correction

Say: **You told me the name** (or **sound**). **Tell me the sound** (or **name**). Repeat until the students identify the name and sound correctly. When students identify the letter names and sounds correctly, ask them to put their chips on a cat.

TAB 8

Alphabet Names and Sounds

- 1 Choose a game (Monster Mix, Pass the Ball, Sea Swim, Treasure Trek, or Watching in the Wild) and introduce **Alphabet Names and Sounds: To play [Name of Game], we'll say the names and sounds of letters.** Place the game board and die in the center of the table. Put a game marker on **Start**. Place the letter cards face down in a stack beside the game board. Hold up the first letter card and say: **Tell me the name of this letter. Tell me the sound for this letter.** Place the card face down in another stack. Repeat with the remaining cards. Shuffle the cards.
- 2 Model the game: **I'll show you how to play the game.** Hold up the first card and say: **Tell me the name of this letter** or **Tell me the sound for this letter.** Say the letter name or sound and place the card face down in another stack. Say: **Now I get to move my marker. Let's see how many spaces I can move.** Roll the die and move the marker as you count the spaces, following the instructions on the game board. Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Shuffle the cards.
- 3 Lead the group: **Now do it with me.** Ask a student to hold up the first card. Say: **Tell me the name of this letter** or **Tell me the sound for this letter.** Say the letter name or sound with the students. Have the student place the card face down. Say: **Now we get to move the marker. Let's see how many spaces we can move.** Roll the die and call on another student to move the marker. Say: **Everyone help count the spaces.** Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Shuffle the cards.
- 4 Test the students: **Your turn to do it without me.** Ask a student to hold up the first card. Say: **Tell me the name of this letter** or **Tell me the sound for this letter.** All the students say the letter name or sound. Have the student place the card face down. Call on another student to roll

the die, count the spaces, and move the marker. Repeat with the remaining cards, asking for the letter name or sound in an unpredictable pattern. Shuffle the cards.

- 5** Give individual turns: **Everyone will get a turn to say a letter name or sound and to move a marker. When it's not your turn, say the letter name or sound with your lips but no voice.** Give each student a marker. Call on a student to choose a card and ask her to say the letter name or sound. When the student says the letter name or sound correctly, ask her to roll the die and move her marker. Continue with individual turns for the remaining cards. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on letter names or sounds. Conclude the game by saying: **You worked hard to say the names and sounds of letters.**



correction

Say: **You told me the name (or sound). Tell me the sound (or name).** Repeat until students identify the name and sound correctly. If students say the name or sound of an incorrect letter, hold up the letter card and say: **The name of this letter is _____ and the sound for this letter is /—/. Tell me the name of this letter. Tell me the sound for this letter.** After students give the correct answer, ask them to roll the die and move their marker.



Picture Point

- 1** Introduce **Picture Point: To play Picture Point, I'll say the sounds in a word slow and you'll say the word fast and then point to the picture for the word.** Place the picture cards and any blank cards face down in a stack on the table. Hold up the first card and say: **This is _____** (if the picture is a noun). **What is this?** Or say: **This shows _____** (if the picture shows a verb, adjective, etc.). **What does this show?** Place the card on the table facing the students. If you turn over a blank card, say: **This is a mystery card. The word for this card doesn't have a picture. The word is _____.** Use the word in a sentence. Repeat with the remaining cards, spreading them out on the table.
- 2** Model the game: **I'll show you how to play Picture Point. I'll stretch out the sounds in a word for one of the cards.** Say the sounds in the word slow as you move your hands farther apart with each sound. **I'll say the word fast and then point to the picture.** Push your hands together in a clapping motion as you say the word. Then point to the picture. If there is a blank card, say: **This is a mystery card. The word for this card doesn't have a picture. The word is _____.** Use the word in a sentence. Say the sounds in the word slow as you move your hands apart. **Ready? I'll say it fast.** Push your hands together as you say the word. Then point to the blank card and say: **The word for this card doesn't have a picture.** Repeat for the remaining cards.
- 3** Lead the group: **Now do it with me.** Place the picture cards on the table in a different order. Say: **I'll stretch out the sounds in a word and we'll move our hands apart.** Say the sounds in the word slow as everyone moves their hands apart. **Ready? We'll say it fast and then point to the picture.** Everyone pushes their hands together as they say the word. Then point to the picture with the students. If there is a blank card, use the same procedure as in Step 2. Repeat for the remaining cards.

- 4 Test the students: **Your turn to do it without me.** Place the picture cards on the table in a different order. Say: **I'll stretch out the sounds in a word and you move your hands apart.** Say the sounds in the word slow as the students move their hands apart. **Ready? Say it fast and then point to the picture.** The students push their hands together as they say the word. Then they point to the picture. Repeat for the remaining cards.
- 5 Give individual turns: **Everyone will get a turn to say a word fast and point to a picture. If you know what word I'm saying, put up your thumb.** (Show the students how to do this.) Place the picture cards on the table in a different order. Call on a student and say the sounds in a word slow as the student moves her hands apart. The student says the word fast as she pushes her hands together. Then she points to the picture. Continue with individual turns for the remaining cards. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on some words. Conclude the game by saying: **You worked hard to say the words fast and point to the pictures.**



correction

Stretch out the sounds in the word and say it fast. Then stretch out the sounds in the word and have students say it fast. If students mispronounce a sound when saying the word fast, say the word, then say the sounds in the word slow and say the word again. Say the sounds in the word slow and tell students: **Ready? Say it fast.** Repeat until students say the word correctly.

TAB 10

Picture Turn-over

- 1** Introduce **Picture Turn-over**: **To play Picture Turn-over, I'll say the sounds in a word slow and you'll say the word fast and then turn over the picture for the word.** Place the picture cards and any blank cards face down in a stack on the table. Hold up the first card and say: **This is _____** (if the picture is a noun). **What is this?** Or say: **This shows _____** (if the picture shows a verb, adjective, etc.). **What does this show?** Place the card on the table facing the students. If there is a blank card, say: **This is a mystery card. The word for this card doesn't have a picture. The word is _____.** Use the word in a sentence. Repeat with the remaining cards, spreading them out on the table.
- 2** Model the game: **I'll show you how to play Picture Turn-over. I'll say the sounds in a word slow.** Say /—/—/—/ as you move your hands farther apart with each sound. **Ready? Say it fast.** Say the word fast as you push your hands together in a clapping motion. Say: **I'll turn over /—/—/—/.** **Ready? Say it fast.** Say the word fast and turn over the picture card. If there is a blank card, say: **This is a mystery card. The word for this card doesn't have a picture. The word is _____.** Use the word in a sentence. Using your hands, say the sounds in the word slow and then say it fast. Turn over the blank card. Repeat with the remaining cards.
- 3** Lead the group: **Now do it with me.** Place the picture cards and any blank cards on the table in a different order. Say: **I'll say the sounds in a word slow.** Say /—/—/—/ as you move your hands apart. **Ready? Say it fast.** Everyone says the word fast as they push their hands together. Say: **Turn over /—/—/—/.** **Ready? Say it fast.** Say the word fast with the students. Ask a student to turn over the picture card. If there is a blank card, use the same procedure as in Step 2. Repeat with the remaining cards.

4 Test the students: **Your turn to do it without me.** Place the picture cards and any blank cards on the table in a different order. Say: **I'll say the sounds in a word slow.** Say /—/—/—/ as you move your hands apart. **Ready? Say it fast.** The students say the word fast as they push their hands together. Say: **Turn over /—/—/—/.** **Say it fast.** The students say the word fast. Ask a student to turn over the picture card. Repeat with the remaining cards.

5 Give individual turns: **Everyone will get a turn to say a word fast and turn over a card. When it's not your turn, say the word fast with your lips but no voice.** Place the picture cards and any blank cards on the table in a different order. Say the sounds in a word slow and call on a student to say the word fast and turn over the picture card. Continue with individual turns for the remaining cards. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on some words. Conclude the game by saying: **You worked hard to say the words fast and turn over the picture cards.**

correction

Say: **You turned over /—/—/—/** (stretch out sounds), _____ (say the word fast). **You need to turn over /—/—/—/, _____.**

Guessing Game

- 1 Introduce the **Guessing Game: To play the Guessing Game, I'll use the Slinky to stretch out the sounds in a word and you'll guess what word I'm saying.** Place the picture cards and any blank cards face down in a stack on the table. Turn over the first card and say: **This is _____** (if the picture is a noun). **What is this?** Or say: **This shows _____** (if the picture shows a verb, adjective, etc.). **What does this show?** If you choose a blank card, say: **This is a mystery card. The word for this card doesn't have a picture. The word is _____.** Use the word in a sentence.

- 2 Model the game: **I'll show you how to play the Guessing Game.** Choose a card, look at it, and place it face down in front of you. **I'll say the sounds in the word slow, /—/—/—/.** As you say each sound in the word, stretch the Slinky farther. **Ready? I'll say it fast.** Push the Slinky together as you say the word. Turn over the card, show it to the students, and say the word. If you choose a blank card, say: **The word for this card doesn't have a picture. I'll say the word slow, /—/—/—/.** **Ready? I'll say it fast, _____.** Use the word in a sentence. Repeat with the remaining words.

- 3 Lead the group: **Now do it with me.** Choose a card, look at it, and place it face down in front of you. Say: **I'll say the sounds in the word slow, /—/—/—/.** Stretch the Slinky. **Ready? We'll say it fast.** Push the Slinky together as you say the word with the students. Turn over the card, show it to the students, and say the word. Repeat with the remaining words.

- 4 Test the students: **Your turn to guess what word I'm saying.** Choose a card, look at it, and place it face down in front of you. **I'll say the sounds in the word slow, /—/—/—/.** Stretch the Slinky. **Ready? You say it fast.** Push the Slinky together as the students say the word.

Turn over the card, show it to the students, and say the word. Repeat with the remaining words.

- 5** Give individual turns: **Now I'll try to fool you. Everyone will get a turn to guess what word I'm saying. I'll stretch out the sounds in a word. If you know what word I'm saying, put up your thumb.** (Show the students how to do this.) Choose a card, look at it, and place it face down in front of you. Call on a student and say: **I'll say the sounds in a word slow, /—/—/—/.** Stretch the Slinky. **Ready? Say it fast.** Push the Slinky together as the student says the word. Turn over the card, show it to the students, and say the word. Continue with individual turns for the remaining words. Recycle the cards until each student gets a turn. Continue recycling the cards if the students need more practice on some words. Conclude the game by saying: **You worked hard to guess the words.**

correction

Stretch out the sounds in the word and say it fast. Then stretch out the sounds in the word and have the students say it fast.

TAB 12

Picture Cover-up

- 1 Introduce **Picture Cover-up: To play Picture Cover-up, I'll say the sounds in a word slow and you'll say the words fast and cover up the pictures.** Place the picture cards and any blank cards face down in a stack on the table. Turn over the first card and say: **This is _____** (if the picture is a noun). **What is this?** Or say: **This shows _____** (if the picture shows a verb, adjective, etc.). **What does this show?** If you turn over a blank card, say: **This is a mystery card. The word for this card doesn't have a picture. The word is _____.** Use the word in a sentence. Repeat with the remaining cards, spreading them out on the table.

- 2 Model the game: **I'll show you how to play Picture Cover-up. I'll stretch out the sounds in a word and then I'll say it fast.** Say /—/—/—/ as you stretch out your Slinky. **Ready? I'll say it fast.** Say the word fast as you push your Slinky together. Take a chip and say: **I'll cover up /—/—/—/** (stretch out the sounds), _____ (say the word fast). Put the chip on the card. If there is a blank card, say: **This is a mystery card. The word for this card doesn't have a picture. The word is _____.** Use the word in a sentence. Using your Slinky, stretch out the sounds in the word and then say it fast. Put a chip on the blank card. Repeat with the remaining cards. Collect the cards, shuffle them, and spread them out on the table again.

- 3 Lead the group: **Now do it with me.** Give each student a Slinky and a chip for each picture card. Say: **Get ready to stretch out your Slinkys.** Say /—/—/—/ as everyone stretches out their Slinky. **Ready? Say it fast.** Say the word fast with the students as everyone pushes their Slinky together. Say: **Cover up /—/—/—/, _____.** Everyone puts a chip on the card. If there is a blank card, use the same procedure as in Step 2. Repeat with the remaining cards. Collect the cards, shuffle them, and spread them out on the table again.