



GAMES AND ACTIVITIES

FOR

READING CIRCLES



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Much thanks for submitting games to:

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INTRODUCTION

Our belief is that the main element of a Reading Circle is shared reading of children's books. If the program has a good ratio of enthusiastic "book-buddies" to children, and a large selection of outstanding children's books, we find that most children are easily engaged with reading for forty minutes. However, we all like a change in routine, and there are many games and activities that can help children to increase vocabulary, develop love of language, and improve literacy skills.

Four components of language are: * listening * speaking * reading * writing

Therefore, we can conclude that any games and activities that involve these skills are worthwhile. Wow! This could be a long book.

Because we are working with groups of children at a Reading Circle, we can also help children to develop their social skills - skills such as sharing and cooperating. We suggest that games should not be made too competitive.

The games we chose are reasonably simple to organize, and will encourage children to think and take risks. The games should promote cooperation, and they should allow children to have fun with words.

Many Reading Circles are challenged because the children greatly outnumber the parents and other volunteers. Also, at many programs, there is a large range in age of the children who attend. Therefore, choose games and activities accordingly. Break up the group by age and run different activities (e.g.: Word Bingo with School-age children, Picture Bingo and rhymes with the pre-schoolers)

This booklet is a guideline. Each of these activities can be done in different ways – use your imagination and flexibility to adapt the ideas for your program.

Feel free to make copies of this booklet. Many of these activities are also ideal for families to play at home. Please note that the age ranges we've noted are rough guidelines. Some of these activities are a lot of fun for adults too!

Many of these games and activities have been submitted by volunteer leaders at Reading Circles. Others have come from Frontier College staff and other sources. Certainly, the majority of these games have been around in one form or another for a long time.

Have fun!

Dave Page

For Young Children (Toddlers and Preschool)

RHYMES AND SONGS

Purpose: Development of language skills, rhythm, prediction, physical coordination

Materials: All you need are a few popular rhymes or songs

How to participate:

- 1) Choose a few simple rhymes that have actions to accompany them.
- 2) Ask children to gather around.
- 3) Start with a popular rhyme. Tell the rhyme, with accompanying hand and body movements. Then tell it again and encourage the children to participate. This is a chance for you and the children to be playful - your enthusiasm will be catching!

Examples:

Twinkle, Twinkle, Little Star
Eensy Weensy Spider (Went Up the Water Spout)
The Wheels On the Bus (Go 'Round and 'Round)
Head and Shoulders, Knees & Toes
Hokey Pokey
The Banana Song (.. "Peel Banana...")
I'm A Little Teapot
A, B, C Song
Zoom, Zoom, Zoom.. we're going (to the moon)

- 4) Let the children respond at their own pace. Some prefer to watch and listen.
- 5) Encourage parents and other adults to join in the songs and rhymes. Adults will learn by participating, and will model participation.

NOTE: You may only know one or two rhymes. This is a great start! Ask each child and parent, in turn, to request a song or rhyme. A few children will choose to lead the rhyme or song and others will just make a request.

CALL AND RESPONSE

Purpose: Children listen to a story and respond to key words or phrases. This group activity helps children to develop listening and prediction skills.

Materials: A fun book with repeated sounds, words, and/or phrases.

How to participate:

- 1) Choose a book which repeats key words and/or phrases.
- 2) Ask children to gather around.
- 3) Select key sounds/words/phrases that are often repeated in the story. Ask the children to give specific responses to these cues.

Example: *The words "huff and puff" - children huff and puff. The word "wolf" the children all howl.*

- 4) Read the story aloud. Each time you read a key word or phrase, encourage the children to make the response. Use facial or body language to encourage and help the children with their timing.

NOTE: Keep it simple for younger children. Children can also make actions to cues from the story. Animal sounds and actions are always popular.

Recommended books:

Any book with a tactile/sensory experience associated i.e., fuzzy/shiny, 3D, musical, pull-tabs. Simple books with repetition are ideal.

The Very Hungry Caterpillar - Carle

Caps for Sale - Siobodkina

Mortimer - Munsch

So Much - Cooke, Oxenbury

The Little Red Hen

The Three Little Pigs

PICTURE BINGO (ages 3- 5)

Purpose: To help children practice skills of sorting and matching and to teach the concept of a game.

Creating: You will need to create your own bingo cards, and set of matching pictures. Children will enjoy helping you to make this game!

- 1) Pick up twenty (or more) copies of a flier or magazine, or else use a photocopier.
- 2) Choose pictures of items that pre-schoolers will be able to recognize and name.
- 3) (eg: ball, cup, dog, cat, car, apple)
- 4) Cut out sets of each picture. Keep one of each picture for your master set
- 5) Create enough square "bingo cards" for each child to have one. Try making the three squares by three squares to start. Paste one of your fifteen pictures to each of the nine squares Try to make each card different.
- 6) Paste each remaining picture to an individual square of cardboard. This will be your "master set". Put these in a cloth bag or an envelope.
- 7) Gather squares of paper or other markers

Playing Picture Bingo:

- 1) Each child is given a picture bingo card
- 2) Bingo caller draws a picture from the master set, shows the picture to the children.
- 3) Ask "who has a picture of a ball?" Help the children to identify the matches.
- 4) Children put marker on corresponding pictures on their bingo card
- 5) First child to complete a line of three shouts out BINGO (or go for the whole card, depending on interest, attention span)

NOTE: For this age group, the fun is in the play, not in the competition.

PUPPETS

Purpose: To use puppets to act out a story or nursery rhyme. This allows children to participate, and to play the part of a character.

Materials: Hand or finger puppets. Making the puppets might be a craft activity that may lead to the puppet story.

How to Participate:

- 1) Choose a story with a few key characters. E.g.: Little Red Riding Hood. Read the story aloud to let the children become familiar with it.
- 2) Ask children to choose characters from the story. Children can then make puppets, or use puppets provided.
- 3) During the next reading of the story, children can say the words in chorus, or repeat, as with "Call and Response". Let the children act out the story with their puppets.

NOTE: Refer to a book on simple puppet making. Puppets can be very simple (socks, paper bags, popsicle sticks).



Ages 6+

WORD SEARCH/CROSSWORD

Purpose: Word search and Crossword puzzles allow children to make associates between letters and words. These kinds of puzzles improve a child's word recognition, letter association, and spelling.

Materials: Pens, word search and crossword puzzles.

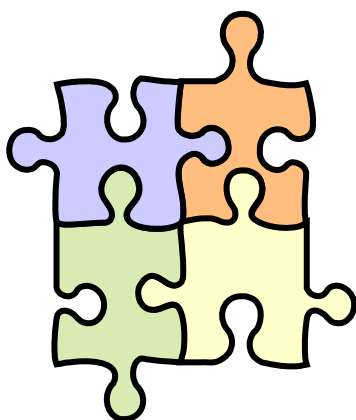
How to participate:

- 1) Distribute puzzles to each child.
- 2) Ask the children to help one another, or to work in small groups.
- 3) Provide enough time for the children to do the puzzles. Parents and volunteers should offer assistance - for example: reading difficult words. Allow the children time to do the word search or have them take it home.

NOTE: Older children may enjoy the challenge of creating their own Word Search puzzle.

There is an internet site where you can make your own word-search puzzles, and other puzzles. This is a great help in creating puzzles of a theme, or to develop a specific vocabulary. (You might make a word search puzzle using the children's first names)

<http://puzzlemaker.school.discovery.com/WordSearchSetupForm.html>



CATEGORIES (JUNIORS) Ages 6-9

Materials: Category cards, word cards.

How to participate:

- 1) Make two sets of cards:
 - *category cards (e.g.: animals, flowers, fruit, birds, toys)*
 - *word cards (e.g.: cat, elephant, cow, horse, tiger, rose, tulip)*You will need to make at least five word cards for each category card
- 2) Arrange children into two teams.
- 3) Give each team a set of category cards which they can display on a table or in a clear space, in a row.
- 4) Give each team a set of word cards, keeping them separate from the category cards, and have them face down in a pile.
- 5) When you give the signal, one child, from team takes a turn picking the top word card, reads the word card aloud, and places it under the appropriate category card.
- 6) When all the word cards are placed under the category cards, ask the child from each team to read the headings and the words under each.

NOTE: If all the children are able to play this game I you can have the teams arranged to participate using a tag style.

ANIMAL

HORSE

CAT

DOG

CATEGORIES (ADVANCED) Ages 10+

Purpose: This activity allows the children to make associations with letters, words, and subject categories.

Materials: Paper, pens, box, clock.

How to participate:

- 1) Prepare a grid that has 6 rows, and 6 columns.
- 2) Ask the children to write words that have 5 different letters (i.e. PLANT, BREAD, SPRIG) on pieces of paper. Collect the papers and put them in a box.
- 3) Ask the children as a group to think of five "categories", or themes (e.g.: animals, toys, jobs, singers, actors, sports, fruit, countries, cities)
- 4) On the grid, in the first column (vertical), each child leaves the first space blank, and writes in the suggested categories in each box, *Jar* the 5 boxes.
- 5) Choose one of the papers with a 5 letter word. Read it aloud to the children.
- 6) Ask each child to write the word on the grid, in the first row (horizontal), leaving the first space blank. There should be one letter in each box (e.g.: B-R-E-A-D)
- 7) Start the clock, giving the players a set time (e.g.: 5 minutes) to think of a word for each box. (A word for each category that starts with the letter on the top row)
- 8) After the time is up, ask the children to read the words they thought of out loud for each of the five categories, saying the letter the word begins with. (I.e. the category animal under the letter "B", under the letter "R" etc.)
- 9) This activity can be done individually, or in small groups.

Example:

	B	R	E	A	D
ANIMALS	Bear		Elephant		Dog
TOYS	Bean bag				Doll
JOBS				Actor	Doctor
SPORTS	Basketball	Rowing			

FRUIT		Raspberry		Apple	
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CHARADES

Purpose: To develop vocabulary, reinforce sight vocabulary, and practice reading skills

Materials: index cards with charade words or phrases

Number of players: pairs or small groups

Instructions:

- 1) cards are placed face down in a pile
- 2) a child chooses a card and then reads the card quietly to the facilitator to ensure comprehension
- 3) the child then acts out the word or phrase
- 4) the other children try to guess what the charade is
- 5) children take turns reading, acting and guessing

Here are some Charade words and phrases for your index cards - or have the children write down phrases from their favourite stories.

Charade Words: (for young children)

elephant
snake
bird
crossing guard
teacher
fire-fighter

Charade Phrases:

washing the dishes
riding a bike
listening to music

playing cards
making and eating breakfast

PICTURE LABELS

Purpose: to build new vocabulary
to reinforce sight vocabulary
to promote discussion (practice verbal communication)
provides a lead-in to a story writing activity

Materials: post-it notes, pictures, pen

Number of players: may be done in pairs or small groups

Instructions:

- 1) choose or have student choose a picture
- 2) begin by talking about the picture
- 3) ask student to name everything in the picture
- 4) prompt by asking questions – i.e. : What is this? What colour is...?
- 5) you may need to explain the meaning of a word
- 6) place each word on a post-it note to make a label
- 7) after each label has been written ask the student to read each label and then tape it in place on the picture

Note: You can also do this sort of activity by labeling objects and places around the Room with masking tape. You can also colour code different categories of objects.

PICTIONARY

Purpose: to encourage reading comprehension and creativity
to reinforce sight vocabulary
to promote discussion (practice verbal communication)
provides a lead-in to a story writing activity

Materials: paper, pens, chalkboard and chalk/whiteboard and markers or chart paper and markers

Number of players: may be done in pairs or small groups or 2 teams

Instructions:

- 1) write down words or actions on squares of paper. Adjust vocabulary depending on age group. I.e.: 6-year-olds: dog, riding a bike; 10-year-olds: brushing my hair, swimming, etc.
- 2) have the child randomly pick a piece of paper out of a hat and begin drawing a picture to represent the word or action.
- 3) allow a facilitator to help interpret if necessary, or assist the drawer. Children can work in pairs if number permit.
- 4) have the children guess what is being drawn, and perhaps set a time-limit i.e., 60 seconds per drawing. Allow each child who wants a turn to have at least one each (if playing where the child who guesses gets to draw next).



OVER THE RAINBOW

Purpose: To identify colours
To practice reading the names of the colours

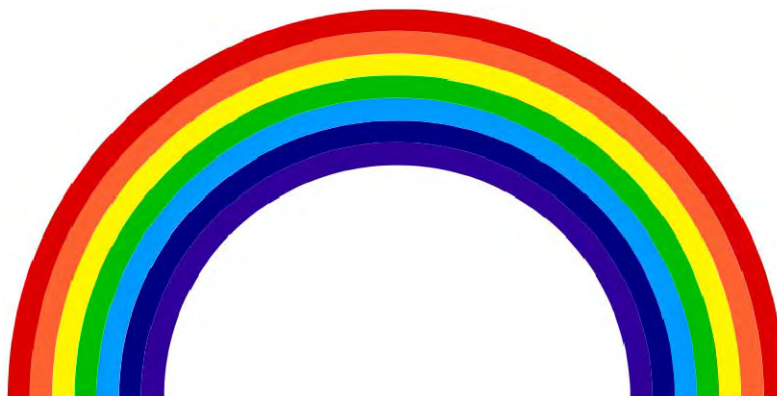
Materials: Bristol board
Index cards
Crayons/markers
Objects for tokens

Number of players: two to five

Instructions:

- 1) First square is Home, last square is the End of the Rainbow - in between squares are coloured at random (white, black, red, blue, yellow, green, purple, orange, brown, grey and pink) - a pile of 30 cards labeled with the names of all the colours on the board
- 2) Add six "trouble cards" - write on these sayings such as "Go back to blue, Go back to Pink, Go back to grey"
- 3) Each player draws cards to make their way around the board. As each card is drawn players move their token to the next corresponding space on the board
- 4) if a "trouble card" is drawn the player must do what it says. When you reach the bottom of the pile of cards, shuffle and start again

- 5) Keep reading colours until one player reaches the "End of the Rainbow"



JIGSAW SENTENCES

Purpose: To reinforce vocabulary
Reading words in isolation (taken from context)
Building sentence structure skills

Materials: paper, markers, scissors

Instructions:

- 1) use sentences which the student has dictated to you in a story or construct sentences which contain "problem words" for the student or sentences using vocabulary to be reviewed or reinforced
- 2) cut the sentences into individual words and place them on the table in random order
- 3) have the student put the words in the correct order
- 4) make the sentences easy or difficult depending on the level of the student
- 5) for long sentences, group some words together
- 6) sentences may be made up prior to meeting or during meeting
- 7) keep sentence pieces in an envelope for future reference –

Example:

My dog	Likes	to	play	with his	rubber bone.
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Notes:

Provide assistance where needed

If necessary, provide tips:

Sentences begin with capital letters

Sentences end with periods; exclamation points or question marks

CHICKEN AND WHALES**Purpose:**

To practice the sounds: sh, ch, th, and wh
Identify the pictures on the board

Materials:

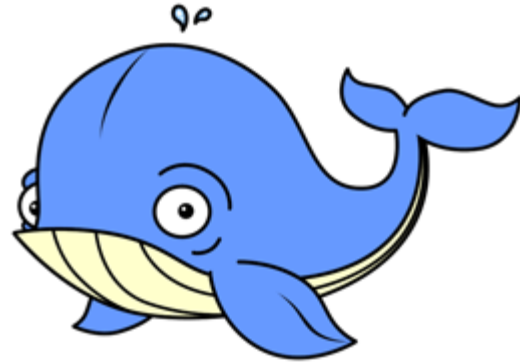
Board with pictures (cut-out or drawn)
Spinner
Game tokens/markers

Number of Players: More than 1

Instructions:

- 1) Every picture square has a picture of an item which contains one of the following sounds: sh, th, ch, or wh - (eg: shoes, sheep, thermometer, thumb, chicken, cheese, whales, whistle, etc.)
- 2) Each player spins the spinner
- 3) After spinning the token is moved to the next square that contains a picture of that letter/sound combination
- 4) Not all of the squares have drawings. Some say "Lose your turn" Or "Go back to start" - you must follow these instructions
- 5) As players move their tokens, they say the name of each picture they pass and state which letter/sound combination is involved shoe =sh

- 6) When players go backwards they must do the same
- 7) If the player cannot identify a picture or sound combination, the facilitator should help by providing the word or sound



PICK A BLEND

Purpose: To improve word attack skills/phonics
To practice pronunciation
To practice blends

Materials: Index cards (for letter blends)
Paper (for word ending chart)
Pen

Instructions:

- 1) Make a chart with word endings (see illustration)
- 2) Make cards with letter blends (see illustration)
- 3) Practice word endings on the chart before starting the game
- 4) Spread blend cards face down on the table
- 5) The player picks up a blend card, holds it next to the word endings on the chart and reads each match aloud until a word is found - this blend sound is left at that sight fl + ake = flake

6) Continue until entire set of blends have been matched

ock	ake
ack	eep
am	ip
ay	ow

bl sl fl pl cl

TELL ME A STORY

Purpose: To develop vocabulary
 To practice communication skills
 To practice "story telling"
 To develop ideas for story writing
 To practice grammar (tenses)

Materials: Interesting pictures

Instructions: List of *questions*
 Choose a *picture*
 Ask student to "*invent*" a story

Examples of Leading Questions:

- 1) What is this animal?
- 2) What name shall we give him?
- 3) What has just happened to him?

- 4) What will happen next?
- 5) Where is he from?
- 6) What does he do?
- 7) What does this animal look like?
- 8) What scares him?
- 9) Does he have enemies?
- 10) How does he fight his enemies?

ALPHABET SOUP

Purpose: Review vocabulary
Practice pronunciation
Practice using a dictionary
Build vocabulary
Practice spelling

Materials: Sheet with the letters of the alphabet

Instructions:

1. Select a theme (e.g.: animals, countries, flowers and plants)
2. Use the alphabet sheet to identify 26 animals (one for every letter) - make the effort to fill in the entire alphabet sheet (use a dictionary)
3. Fill in as many words as possible

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

COMIC STRIP ACTIVITIES

Purpose:

- To practice grammar tenses
- To build vocabulary
- To practice sequencing skills
- To practice conversation skills

Materials: Cartoon strip

Instructions:

- 1) give students a copy of a comic strip (words removed)
- 2) have student tell you what is happening in the strip
- 3) have students develop a story or dialogue for the strip
- 4) cut out the four or five squares of a comic strip
- 5) have student put strip in correct sequence

NOTE: Carefully select the comic strips that you will use to ensure that you have an appropriate degree of information in the pictures for game #1, and a logical sequence for game #2.

As an alternative, you can have children make their own comic strip, much like the activity “Tell Me a Story” on page 16 in this manual.

SCAVENGER HUNT #1: Ages 7-12

Purpose: This allows the children to make the association between words and sentences.

Materials: A list of words, word cards.

How to participate:

- 1)
 - a. Make a master list of words, three times more words than the number of children.
 - b. Include all parts of sentences (using a, and, the, she, he, 'in, is, it, of, that)
 - c. Use" nouns that will make an interesting story. Keep a copy of the master "list of" words.
- 2) Prepare word cards from the list of words, with one word per card.
- 3) Hide the word cards around your space, and give each child a copy of the list of Words

- 4) Divide the children into three teams and ask them to hunt for the word cards.
- 5) Each team must create as many sentences as possible from the words they find.
- 6) Ask each team to read their sentences out loud, and write them down.

SCAVENGER HUNT #2: Ages 9-14

Purpose: This allows the children to make an association between words and sentences.

Materials: Three sentences on different coloured pieces of paper, word cards.

How to participate:

- 1) Write 3 short sentences with the same number of words per sentence, putting each sentence on a different colour of paper. (e.g.; Reading /can /be /lots/of /fun)
- 2) Prepare 3 sets of word cards corresponding with the coloured paper that the sentences are on, with one word per card for each of the sentences.
- 3) Hide the words cards around the room.
- 4) Divide the children into three groups; name each group a colour that corresponds with one of your three different colours of paper.\

- 5) Each group must find all of the words for their groups colour, and form a sentence using the word cards. Let them know how many word cards are hidden.

NOTE: You can make the game more or less difficult depending on the children's abilities. For younger children, scramble an easy sentence, and tell them the sentence first. For older children, you can hide the papers in difficult spots, and you might write a list of clues that suggest the location of the words.

COMEDY CLUB: Ages 9-14

Purpose: This allows the children to use their imaginations and creativity to write something funny, showing them that writing can be FUN!

Materials: Paper, pens, a box.

How to participate:

- 1) Ask each child to write a favourite joke or riddle on a piece of paper and put it in the box. Have some joke books ready for those children who cannot remember or prefer to copy out a joke.
- 2) Leaders collect the jokes and mix them up in the box.
- 3) Each child takes a turn picking a joke out of the box, and reads it out loud to the group.

Notes: Leaders may want to read jokes first to ensure they are legible, and are appropriate. Children should be encouraged to read the joke to themselves first before reading aloud. Discuss how to use voice, character, timing and expression when reading jokes.

This activity seems to become more of a favourite with children after two or three rounds

FURTHER ACTIVITY: The group can make a book with all their jokes, and can also add illustrations to it!

TRIVIA: Ages 9-14

Purpose: Children practice social skills, games skills. We learn about children's interests - children acquire information, and write down questions and answers

Materials: Paper, pens.

How to participate:

- 1) Ask each child to choose a subject for their questions (i.e. Music, sports, pets, Canadian provinces, dinosaurs).
- 2) Ask the children to write down five questions and answers related to their subject.
- 3) Children are divided into an even number of small groups (4 or 5 persons) - 'each small group is a team.
- 4) Pair up teams
- 5) Each team takes turns asking questions, and answering. A team can inform the opposing team of the subjects. The person who made up the questions on the subject asks the other group the questions. Teams that are answering the questions are encouraged to discuss the question before providing their final answer.
- 6) Points can be awarded for right answers. This is optional.

WORD BINGO: Ages 8+

Purpose: This allows the children to become familiar with the titles of children's books and the names of the authors by reading and recognizing the words. Children also help to create the bingo game.

Materials: Grids - five rows by five columns, pens.

Instructions:

- 1) Create a grid that has 5 rows and 5 columns, with a FREE space in the middle.
- 2) Copy and give each child a list with 45 to 50 names of children authors, or book titles. (You can also use a theme as a way of selecting the words.)
- 3) Allow the children to fill in their spaces on the Bingo grid by copying words from the list (randomly - make sure they don't all do this in the same order!)
- 4) A caller *randomly* reads out the words from the list, keeping track of the words called.
- 5) When someone has all the words in a row vertically, horizontally, or diagonally completed, they shout: Bingo!
- 6) Have the children read back the words that make the Bingo, check the card for accuracy.

TABOO: All Ages

Purpose: To make an association between letters and words, being sure that you use no words that begin with the "taboo" letter.

Materials: Paper, pen.

How to participate:

- 1) Ask the children to sit in a circle.
- 2) Ask the children to take turns picking a letter from the alphabet, and that letter will be "taboo"
- 3) Ask everyone to memorize the letter that will be "taboo".

- 4) Each round choose a different person to ask questions.
- 5) The person asking the questions will go around the circle ask the group the same question or asking each person a different question.
- 6) Each person must answer the question without using any words that begin with the "taboo" letter in them. They can respond verbally, or can write their answers down.

OR

- 1) Ask the children to divide into two teams.
- 2) Ask each child to write down a subject on a piece of paper and collect the paper (i.e. fruit, sports, animals)
- 3) Select any letter from the alphabet that will be the "taboo" letter.
- 4) Explain to the children that they cannot use any words that begin with the "taboo" letter.
- 5) Read out a subject and ask each team to write down as many words that relate to the subject without using any words that begin with the "taboo" letter.
- 6) Give the children 2-3 minutes to write down as many words, then have them read their list to the group.

BOOK MAKING/STORY WRITING: All Ages

Purpose: This allows the children the opportunity use their imaginations to create and develop their own stories.

Materials: Paper, pens, lots of crayons.

How to participate:

- 1) You can use regular size blank paper.
- 2) Have the children use one piece of paper for each page of the book. They can write a few sentences per page and can illustrate each page.

- 3) The book can be stapled in the corner, or can be tied with string along the side.
- 4) To get the children started, try giving them a first line such as "Once upon a time there were two..."
- 5) You might use this activity for the last fifteen minutes of your Reading Circle. Make sure the children print their names on each page of the "books", and clip the pages together before they are collected. Each week, the children can work on the next page of their book.

NOTE:

You might try encouraging children to create an alphabet book. Instead of drawing and colouring, children might cut pictures out of catalogues. For children ages 4 - 6, you can prepare books in advance such as simple alphabet books, where only the letters are provided, and children can cut and paste items that start with each letter.

Physical Literacy Games

There is an abundance of physical literacy games available on the internet, and here are just a couple that work well with a younger age group. They are a great way to transition between activities that require concentration and sitting still, and usually require no materials.

Literacy Duck, Duck Goose: Ages 4-7

Purpose: Reinforcing learning the letters of the alphabet

How to participate:

- 1) Have the children sit in a circle and pick one child as the goose.
- 2) The goose must then step away from the circle and the children in the circle have to pick a letter in the alphabet.
- 3) They call the goose back to the circle and the goose goes around the circle reciting a letter with each child they pass; "a, b, c..." instead of saying 'duck, duck...' as they go around the circle.
- 4) When the designated letter is called out, that child is the 'goose' and the two geese race around the circle in opposite directions back to the spot.

Note: Be careful that the children have enough room to run around the outside of the circle without running into each other!

With a, b, c games of this sort, the game can be altered so that children have to recite words instead. I.e.: apple, bear, camp, dog, etc

Ladders: Ages 6-10

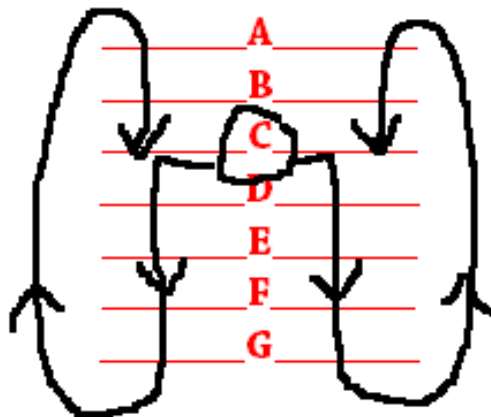
Purpose: Reinforcing letters of the alphabet, building vocabulary and listening skills.

How to participate:

- 1) You need an even number of children for this game, or else assign one child the role of calling out letters.

- 2) Divide the children up into pairs and assign a letter of the alphabet to each pair.
- 3) Have the children sit across from their partners with their feet touching and legs out straight. Each pair is like a rung on a ladder. Make sure there is room between the rungs for children to move.
- 4) Explaining the rule often requires a demonstration for the children. Basically when a letter pair is called out such as “a” or a word to represent that letter pair like “apple” then that pair must get up and go down the ladder (over the legs (rungs) of the other pairs) and around the outside of the ladder to the top and down the ladder again to their rung.
- 5) There is no winning or losing at this game; you can just keep calling out letters or words until each pair has had at least a couple turns or the game gets boring.
- 6) You can try calling out more than one pair at a time to keep things interesting, i.e., “apples and bananas!”

Visual Example of “c” being called:



ADDITIONAL ACTIVITIES

Scrabble:

You can give the children the first word to get them started by putting the word on a big piece of paper, or on a blackboard. In teams or as a large group the children can think of words that can expand on to the first word. You can also use the board game addition.

- Pen Pals:** The children can be pen pals with the other children at the Reading Circle, or with children from other Reading Circles or other schools in Canada. All you need is an address, and enthusiastic children.
- Telegrams:** A telegram is a coded message. You can give the children a list with each letter of the alphabet having a different code. (ie. The letter R can be represented by an apple, etc.) Have the children write a sentence or two in code, and have them exchange their sentences with the other children to decode. .
- Address Book:** The children can make their own address books, listing emergency numbers in the front, and the other addresses and phone numbers in alphabetical order.
- Post Cards:** The children can make post cards with an illustration on the front and a message on the back. They can send them to parents, friends, or relatives.
- Newspaper find:** The children are given a section of a newspaper and are asked to find listed items, words, or headlines. The children can compete in teams.
- Concentration:** Make up a duplicate set of word cards. Mix up the cards. Have the children place them face down. The idea is to find the matching words and put them into piles, so they are left with many pairs of words.
- Story web:** A group of children can make up their own stories. Have the child sit in a circle with one person beginning the story. Give that child a ball of yarn. They can choose anyone in the circle to continue with the story, by throwing them the ball of yam. Be sure to hold on to a piece of the yarn when you pass it. As the story continues the web will grow.
- Make Bookmarks:** The children can decorate their bookmarks with their names or with images or characters from their favourite stories.