

# Introduction

## Why Play Games?

Fluency in reading and writing requires a complex set of skills that need to be practiced over time. The hundreds of games and activities in this book provide engaging practice ideas to practice key skill sets while respecting students' needs for variety, movement, and fun!

## Who Are These Games For?

These games are designed for anyone teaching students of any age to read, spell, or write. They can be used with any language arts curriculum to add multi-sensory practice, fun, and engagement!

## How it Works

The Logic of English Game Book is full of games that strengthen literacy skills. There are active and fun ways to strengthen phonemic awareness skills, drill phonograms, build reading fluency, practice spelling, and improve comprehension and vocabulary. These games equip parents and teachers to provide all sorts of multi-sensory and engaging practice, including high-energy active games, creative games, card games, tactile games, and more. Whether you've got ten minutes or all day, these games can help solidify skills and deepen mastery at each step of the learning process.

Most games in this book have alternative directions for group and individual settings. Some are designed specifically for one setting or the other. Each game has a summary of the materials needed, the suggested age range, and the approximate time required to play that game.

## Game Book Expansion Pack

Eight full-color game boards with a laminate coating designed for dry erase markers so you can choose phonograms or words to practice. Used in games like Silent E Ladders and Slides, Spelling Scramble, and Phonogram Bubble Race. Available for purchase at [store.logicofenglish.com](http://store.logicofenglish.com).



### LOE Reusable Materials Used in These Games

- Phonogram Game Tiles
- Phonogram Game Cards
- Basic Phonogram Flash Cards
- Student Whiteboards



## Additional Materials

Many games in this book call for the use of common household or classroom materials such as pencils, markers, paper, dice, and toys. Many of the games also call for Logic of English reusable materials. Learn more about these and other helpful resources at [www.logicofenglish.com](http://www.logicofenglish.com).

## Glossary of Terms

**Phonograms** - written representations of speech sounds, such as a, b, ou, tch, and eigh. The phonogram games in this book are designed to help students practice the phonograms' sounds. When you play a phonogram game, refer to the phonograms by the sound(s) they make, rather than by letter names.

**Phonemic Awareness** - the ability to identify individual sounds within spoken words.

This skill is generally practiced auditorily and verbally without written text.

**Segmenting** - breaking words into their individual sounds.

**Blending** - combining individual sounds into whole words.

**Morphemes** - units of meaning within a word, including roots, prefixes, and suffixes.

**Morphology** - the study of roots, prefixes, and suffixes and how they work together to form words.

**Templates** - reproducible templates used in some of the games. They can be found in the back of this book. These templates may be copied.

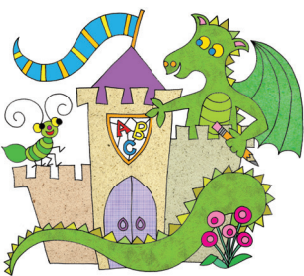
**Boards** - full color game boards found in the Game Book Expansion Pack.

Logic of English® creates integrated language arts curriculum that systematically intertwines the different skills students need to become strong readers and writers.

- Phonemic Awareness
- Systematic Phonics
- Fluency
- Vocabulary
- Comprehension
- Composition
- Spelling
- Grammar
- Handwriting



Learn more about all of our products at [\*\*www.logicofenglish.com\*\*](http://www.logicofenglish.com).



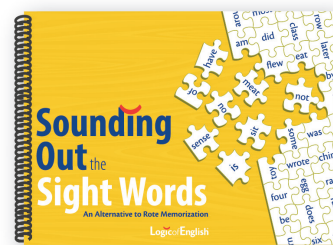
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Ages 4-7



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Ages 8+



## Sounding Out the Sight Words

All Ages

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# Blending Animal Names

Ages 4-8

**Setting:** Individual & Group  
**Time:** 1-3 minutes  
**Supplies:** Animal pictures or toys

## Set Up

## How to Play

### Individual

Choose four to ten animals whose names are just one syllable. Set out pictures or toys that represent those animals. For an extra challenge, choose some multi-syllable animal names.

The teacher segments the name of an animal, saying the individual sounds with a pause between them (example: /d-o-g/). The student must blend the sounds back together into a word and hold up the correct animal.

### Group

Choose animals whose names are just one syllable. For an extra challenge, choose some multi-syllable animal names. Set out pictures or toys that represent those animals.

The teacher segments the name of an animal, saying the individual sounds with a pause between them (example: /d-o-g/). The first player must blend the sounds back together into a word and hold up the correct animal. The rest of the players give thumbs up if they agree with his answer or thumbs down if they disagree. If he is incorrect, he may try again. Then another student takes a turn.

## Sample Words

### One-Syllable Words:

dog, cat, fish, fly, goat, cow, mouse, deer, horse, pig, bird, owl, hen, ant, sheep, duck, mole, goose, bear

### Multi-Syllable Words:

turtle, lion, rabbit, tiger, pony, squirrel, llama, panda, monkey, turkey, gerbil, chicken, elephant, dinosaur

## Variations

### Animal Actors

Segment animal names and ask the student to blend the word together and act like the animal.

### Dress-Up Blending

Set out a pile of dress-up clothes. Segment a word (h-a-t) and ask the student to pick out that piece of clothing and put it on.

### Student Pairs

Group the students into pairs. Player A chooses the name of one of the animals and says it with all the sounds “un-glued” or segmented. Player B must “glue” or blend the sounds back together and find the correct animal.

# Phonogram Obstacle Course

Ages 4-10

**Setting:** Individual & Group**Time:** 7-15 minutes**Supplies:** Whiteboards and dry erase markers or clipboards with paper and pencils, Phonogram Game Cards, obstacles

## Set Up

### Individual

Set up nine stations with a Phonogram Game Card and a dry erase marker or pencil at each station. Put obstacles between the stations to run around, crawl under, balance on, or climb over. Give the student a whiteboard or a clipboard with paper.

## How to Play

The student follows the obstacle course, stopping at each station to read a phonogram, write it on the whiteboard or clipboard, and show it to the teacher. When the teacher nods “yes,” the student may go on to the next obstacle.

### Group

Set up nine stations around the room with a Phonogram Game Card and a dry erase marker or pencil at each station. Put obstacles between the stations to run around, crawl under, balance on, or climb over. Give each student a whiteboard or a clipboard with paper.

Assign a student referee to each station. The referee makes sure the phonogram is read and written correctly. One after another, the students follow the course, stop at each station to read a phonogram, write it on the whiteboard or clipboard, and show it to the referee. When the referee nods “yes,” the student may go on to the next obstacle. When a student finishes the course, he moves into the position of a referee, freeing the referee to move into the line to complete the obstacle course.

## Variations

### Obstacle Relay Teams

Divide the students into three equal teams. Set up two short obstacle courses. The members of Team One referee both courses for the first round. Team Two forms a relay line at one course and Team Three forms a relay line at the other course. One player progresses through the course, reading and writing the phonograms, then tags the next player. Race to be the fastest relay team. Then rotate the teams so that each team gets one chance to referee and two chances to race.

Note: Adjust the setup to accommodate your group size. For example, with 24 students you could have three teams of eight students, and two courses with four stations. With 20 students you could have four teams of five students, and two courses with five stations.



# High-Frequency Word Scatter

Ages 4-9

**Setting:** Individual & Group**Time:** 5-10 minutes**Supplies:** High-frequency words to practice, index cards, pen

## Set Up

## How to Play

### Individual

Choose five to twenty-five high-frequency words for the student to practice and write each word on two index cards. Scatter the index cards around the room.

The student picks up one card and reads the word out loud. He walks around the room searching for a match. When he finds the matching card, he picks it up and reads the word out loud. If he reads the word correctly, he may go and find another word to match. If he does not read the word correctly, he tries again, with help from the teacher as needed. When he finds and reads all the matches, he wins!

### Group

Choose high-frequency words for the students to practice and write each word on two index cards. Make at least five pairs per student. Tell the students how many matches they should each find, based on the number of cards you use. Scatter the cards around the room.

Each student picks up one card and reads the word out loud. All the students walk around the room searching for a match. When a student finds the matching card, he picks it up and reads the word to the teacher. If he reads the word correctly, he may go and find another word to match. If he does not read the word correctly, he tries again, with help from the teacher as needed. If another student is holding the matching card, they may play a tie-breaking game to determine who will collect the match. Once students find their quota of matches, they may either sit down or help other students. At the end of the game, students take turns reading the words they found out loud to the group.

## Variations

### Competition

Students race to find as many pairs as they can. They must take each pair to the teacher and read the word correctly before looking for another pair. The student with the most pairs at the end wins!

### Timed Scatter

Set a timer and record how long it takes the student to find all the pairs. Scatter the cards again and see if the student can beat her record!

# Spelling I Spy

Ages 6+

**Setting:** Individual & Group**Time:** 1-5 minutes**Supplies:** Words to practice, index cards, pen, whiteboards and dry erase markers or pencils and notepads

## Set Up

## How to Play

### Individual

Choose words to practice spelling and write them on index cards. Hang the cards around the room in clear sight of the student. The teacher plays the game with the student. The teacher and student each hold a whiteboard and dry erase marker, or a pencil and notepad.

One player chooses a spelling word. He provides a clue to which word he is thinking of by saying, "I spy a word that \_\_\_\_." For example: "I spy a word that has two single-letter vowels." "I spy a word that has four consonants." "I spy a word that is an antonym of \_\_\_\_." The other player guesses which word he spies by walking to where that word is hanging. When he finds the right word, both players write it.

### Group

Choose words to practice spelling and write them on index cards. Hang the cards around the room in clear sight of all players. Give each student a whiteboard and dry erase marker.

One player chooses a spelling word. He provides a clue to which word he is thinking of by saying, "I spy a word that \_\_\_\_." For example: "I spy a word that has two single-letter vowels." "I spy a word that has four consonants." "I spy a word that is an antonym of \_\_\_\_." Other players guess which word he spies by walking to where that word is hanging. When they have found the right word, all the players write it.

## Variations

### Challenge

Instead of hanging word cards around the room, challenge students to describe the spelling of objects they see in the room.

# Reading Robot

Ages 5-10

**Setting:** Individual & Group  
**Time:** 5-15 minutes  
**Supplies:** Slips of paper, pen, objects or pictures of objects mentioned in the phrases

## Set Up

### Individual & Group

Write phrases from the list below on slips of paper for the student(s) to read, one phrase on each slip. Collect the items mentioned in the phrases or provide pictures of the items.

## How to Play

The students are robots. Each student draws a slip, reads the directions, and does what the directions say. Multiple players take turns.

## Sample Phrases

- |                                  |   |                                       |
|----------------------------------|---|---------------------------------------|
| Put the dog next to the cow.     | Put the duck on top of the cow.         | Drive the train on the tracks.        |
| Put the cat by the dog.          | Put the rooster on top of the barn.     | Stop the train.                       |
| Put the fish by the cat.         | Put the horse by the tree.              | Drive the train through the cave.     |
| Put the goat next to the cow.    | Put the cow by the horse.               | Drive the train fast.                 |
| Put the frog on top of the goat. | Put the sheep in the barn.              | Switch tracks.                        |
| Put the duck on top of the fish. | Put the duck in front of the barn.      | Drive the train slow.                 |
| Put the hen by the cat.          | Put the pig on the path.                | Drive the train up the hill.          |
| Put the pig by the frog.         | Put the dresser next to the bed.        | Drive the train down the hill.        |
| Put the cat next to the dog.     | Put the rug by the bed and the dresser. | Park the train.                       |
| Put the frog by the cat.         | Put the pillow on the bed.              | Park the car by the train.            |
| Put the goat by the frog.        | Put the blanket on the bed.             | Make the train go fast on the tracks. |
| Put the pig on top of the frog.  | Put the doll under the blanket.         | Drive the car on the road.            |
| Put the hen by the fish.         | Put the bear on top of the blanket.     | Make the car stop.                    |
| Put the cow next to the hen.     |   | Make the car drive slow on the road.  |

## Variations

### Robotic Voices

Students may read the phrases in different voices.

### Challenge

Ask students to write directions for other robots to follow.

# Newspaper Highlight

Ages 7+

**Setting:** Individual & Group  
**Time:** 5-10 minutes  
**Supplies:** Newspapers, highlighters

## Set Up

### Individual & Group

Provide each student with a section of the newspaper or have students find an article that they are interested in. Provide each student with a highlighter.

## How to Play

Each student reads their newspaper article and searches for morphemes they have learned. When a student finds one of the morphemes, he marks it with the highlighter. Once all the students finish their articles, they share each word they found, the meaning of the morpheme, and the meaning of the word.

## Variations

### Competition

The player who can find and define the most morphemes wins!

### Composition Challenge

Students create their own sentences using the words that contain the selected morphemes.