Phonemic Awareness Games & Activities
to use alongside UFLI Foundations

A Guide for Educators and Speech-Language Pathologists
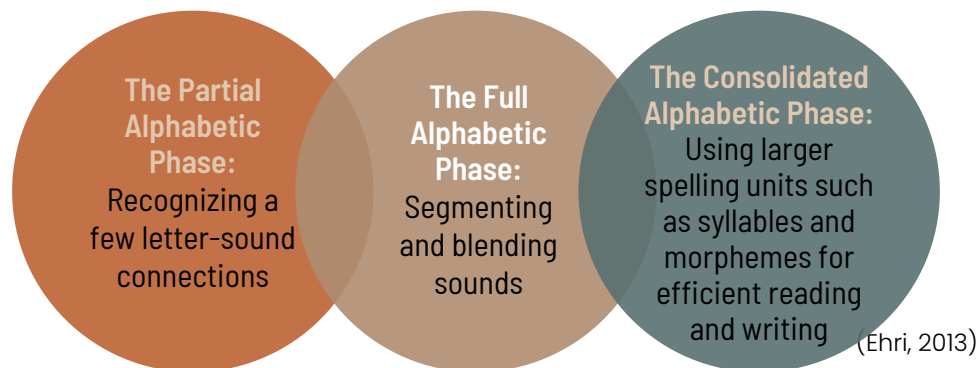
by Danielle Janzen
Western University MClSc SLP Student

Introduction and Implimentation

What is UFLI Foundations?

UFLI Foundations is a comprehensive phonemic awareness program for Kindergarten to Grade 2 classrooms. It introduces students to phonemes (and their corresponding graphemes), syllable shapes, and morphemes while providing practice in manipulating them to read and spell words, fostering independent literacy (Lane & Contesse, 2022). Phonemic awareness, a foundational skill for reading, enables students tor rapidly and accurately read and spell words by recognizing and manipulating sounds. Letter sound knowledge and phonemic awareness are basic predictors of later reading success, so it is important that children have this as a solid foundation (Armbruster et al., 2006). UFLI's structured scope guides student through:

The Partial Alphabetic Phase: Recognizing a few letter-sound connections

The Full Alphabetic Phase: Segmenting and blending sounds

The Consolidated Alphabetic Phase: Using larger spelling units such as syllables and morphemes for efficient reading and writing (Ehri, 2013)

Each lesson is lead by a teacher and follows the same structure: **Phonemic Awareness** (blending and segmenting words), **Visual Drill** and **Auditory Drill** to match phonemes to graphemes, **Blending Drill**, introduction of a **New Concept** (a phoneme, spelling convention, morpheme, etc.), **Word Work** with that concept, practice with **Irregular Words** and reading a **Connected Text** (Lane & Contesse, 2022).

Why include games and activities?

While comprehensive, the UFLI lesson structure relies heavily on teacher-led instruction and student responses, which may not be meaningful and motivating

to all students. The Universal Design for Learning guidelines explain the importance of providing multiple means for students to engage with learning, means for information to be represented and means for students to act upon or express their learning (CAST, 2024). By integrating a variety of games and activities into learning:

Students are given the opportunity to engage with the material in new and open-ended ways, self-discovering connections, patterns and rules that may not have been talked about in whole-class activities (Apel & Masterson, 2001).

Students are motivated, and play allows students to actively contribute and shape learning while stimulating complex thinking (The Ontario Kindergarten Program, 2016).

Additional opportunities to speak, read and spell targeted words are offered, strengthening memory connections with more exposure, supporting recall, reading and spelling skills (Ehri, 2013).

Self-Regulation of is promoted, as students are given the space to independently plan and monitor their performance in completing the task at hand, organize their time and deal with distractions. This is known to be beneficial in supporting the learning of reading and spelling (Apel & Masterson, 2001).

Incorporating games after a UFLI lesson encourages meaningful repetitions of core skills, reaching the dosage needed for learning, while making learning enjoyable and effective.

When can games and activities be used?

Phonemic awareness games and activities can be used, as needed, at all Response to Intervention tiers (Troia, 2005):

- **Tier 1:** Whole-class activities with students divided into smaller groups, using differentiated targets for varying skill levels.
- **Tier 2:** Small-group interventions led by a teacher or SLP for students needing additional support.
- **Tier 3:** One-on-one interventions with an SLP for intensive support.

Games are aligned with the UFLI curriculum ensuring that, regardless of the tier,

intervention is supportive and related to classroom activities and learning. Phonemic awareness games and activities, such as the ones outlined in this guide, also compliment phonemic awareness instruction in classrooms not using UFLI. Games and activities provided provide support to any instruction of Kindergarten to Grade 2 Phonemic Awareness curriculum requirements as they work through identifying sounds that are represented by a letter, identifying words that begin with a letter (The Ontario Kindergarten Program, 2016), through to phonemic awareness, alphabet knowledge and phonics (The Ontario Curriculum, Grade 1: Language, 2023) to word-level reading and spelling using phonics and morphological knowledge (The Ontario Curriculum, Grade 2: Language, 2023).

How does this guide work?

The UFLI program groups lessons by concept, and the teaching sequence is as follows:

1. Alphabet
2. Digraphs
3. VCe
4. Reading Longer Words
5. Ending Spelling Patterns
6. R-Controlled Vowels
7. Vowel Teams
8. Diphthongs
9. Silent Letters
10. Suffixes & Prefixes
11. Suffix Spelling Changes
12. Low Frequency Spellings
13. Additional Affixes

This guide includes at least one prepared game or activity that is tailored to a specific lesson in each of the above groups. Games and activities are explained, with all materials outlined and the lesson it is connected to is explicitly stated. While there is not a unique game for all 128 UFLI lessons, the activities can be adapted by editing the words or targets to match any lesson of the same concept. Each game includes a link to an editable version where educators replace the words and targets in order to connect to any lesson or concept being taught. Games and activities can and should be used with students multiple times over multiple lessons. Repeated use helps students become familiar with game play, reducing cognitive load and working memory needed to figure out how the activity works, leaving more executive functioning capacity for learning (Diamond, 2020).

Activity 1: Locating the Phoneme

Corresponding UFLI Lesson: Lesson 4 focusing on /t/

Materials: Word cards

Instructions: Students are in pairs, one student is looking for /t/ at the beginning of the word and the other is looking for /t/ at the end of the word. Slips can be given to each student to help them remember what phoneme position they are looking for. Students will place word cards face down in a pile between them. They'll flip one card and say the word, listening if /t/ is at the beginning of the word, the end of the word or not in the word at all. If /t/ is at the beginning of the word, the card goes to the student looking for that position, if it is at the end, the card goes to the other student, and if /t/ is not in the word, no one keeps the card. The player with the most cards at the end of the game "wins". Students can play again, switching the phoneme position they are collecting.

Rationale: This activity supports the learning of the phoneme /t/ by practicing identifying it in words, requiring segmenting of phonemes and determining the position it is found in the word. This activity can be done with longer or more complex words for a greater challenge, or can include /t/ in the medial position. Targets are printed on cue cards to support orthographic knowledge of letters, and students can identify where in the word the letter t is to support their phoneme segmentation. This game can also be adjusted to practice the identification of any other phonemes.

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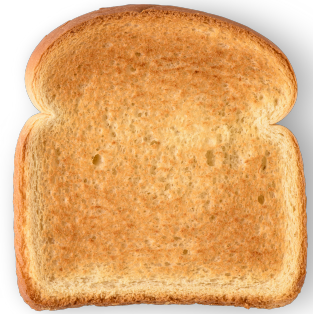https://docs.google.com/document/d/1wAmHxDoCzAFruTauzEhMrJUWNsBT0BJGkLYQS3cXOSM/copy
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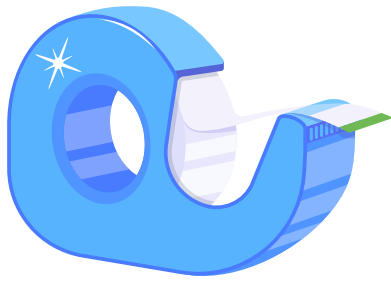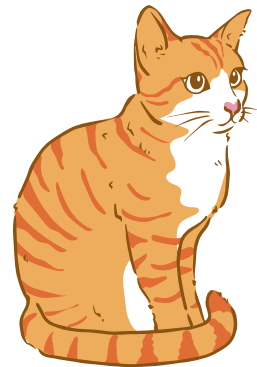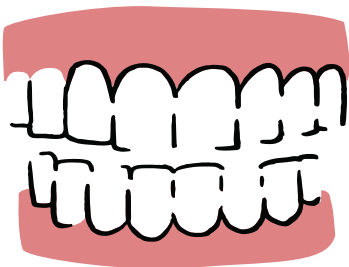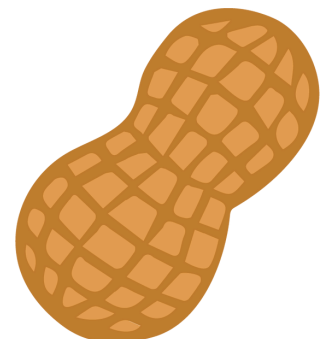
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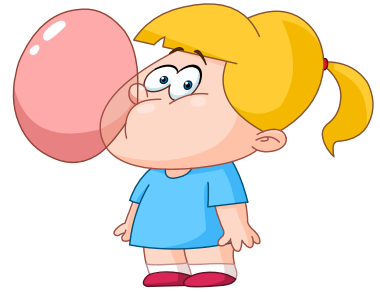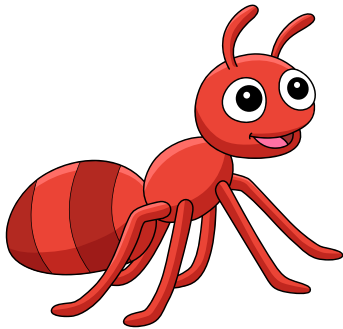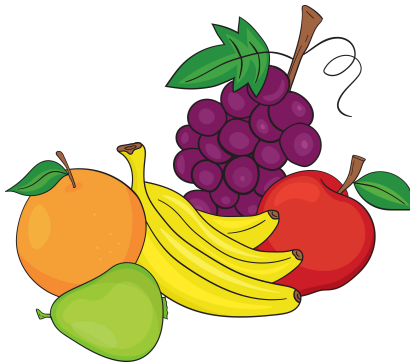
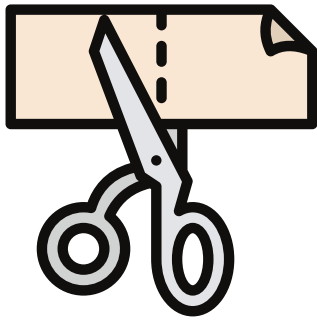|		
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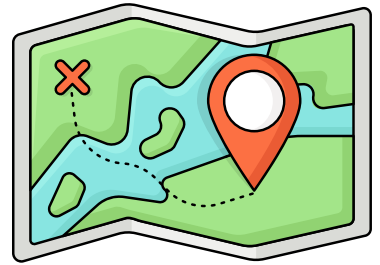
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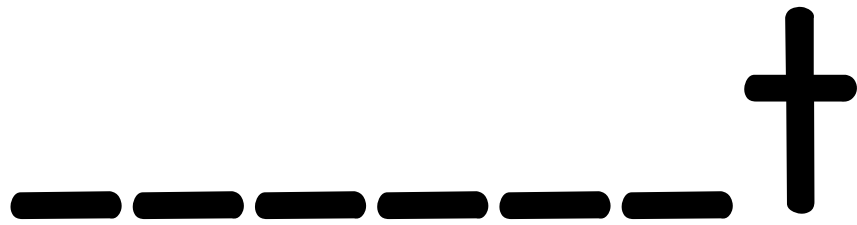
Activity 2: Blending Spinners

Corresponding UFLI Lesson: Lesson 19 focusing CVC words

Materials: Spinners, paperclips, pencils, whiteboards

Instructions: In partners, students will take turns spinning each spinner (making a spinner with a paperclip spinning around the pencil), and writing down, in order, the letters that they've spun to make a CVC word. Once they've written down each letter, they'll blend the phonemes to sound out the word. If they can identify it as a real word, that player will get a point, if it is not a real word, they don't get a point.

Rationale: At this point, students have been familiarized with many consonant and vowel phonemes and are beginning to blend them into words. This activity gives practice blending words and non-words as they identify if the word that they have spelled is a real word. By working in partners, students can support each other in identifying the word that they have spelled, if one is familiar with the word and the other isn't, which can support the learning of new vocabulary. Blending spinners can be used with any phonemes or word shape and can include digraphs, prefixes and suffixes.

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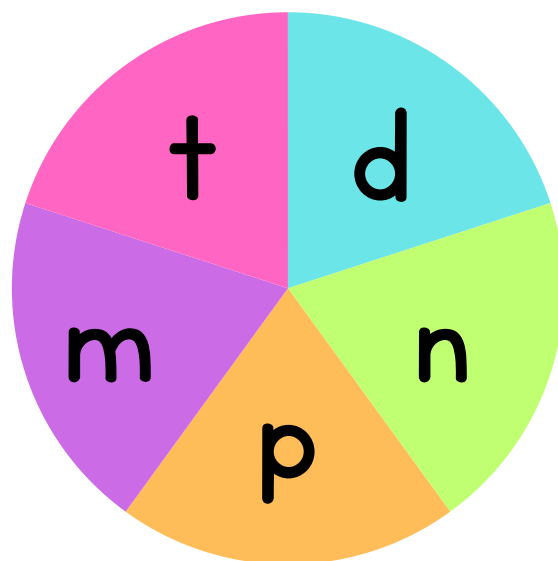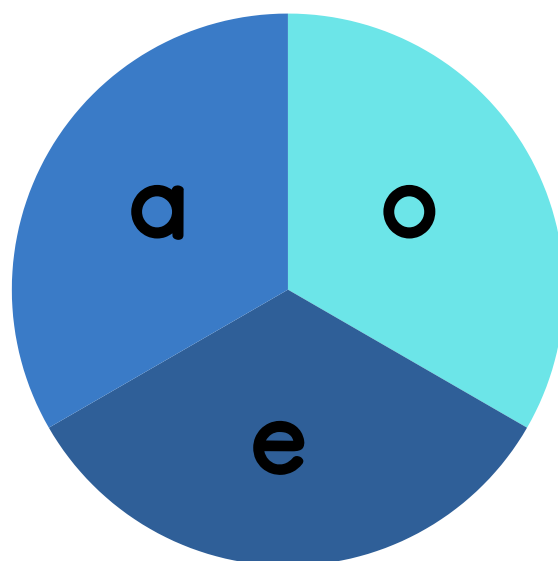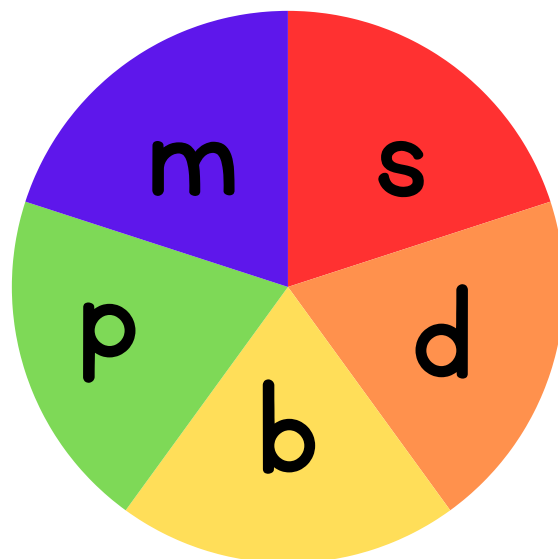
Activity 3: Writing Plurals

Corresponding UFLI Lesson: Lesson 20 focusing on -/s/

Materials: Game cards, whiteboards and markers

Instructions: In small groups, students use cards to play a matching game. Cards include matches of a card with a singular object and card with multiple of that object. When a student finds a pair, they need to write the plural word on their board. They can copy the spelling on the single object card, if needed, and then will add the target phoneme -/s/. The player with the most pairs at the end of the game "wins". Students can play again.

Rationale: This game emphasizes the addition of -s to represent plural. CVC words used have been previously taught in preceding lessons, so this activity provides more exposure and practice with those words and the phonemes within them. For a greater challenge, the printed target word can be removed from all cards, encouraging students to sound out and write both the singular CVC word and its associated plural.

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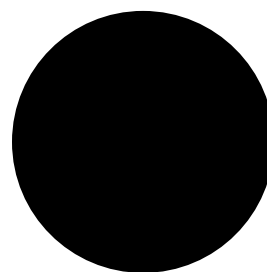https://docs.google.com/document/d/1g1BwdyZQf9zUh7xTODfq0k3wuzm6ee_2rYcVHpxj3gQ/copy
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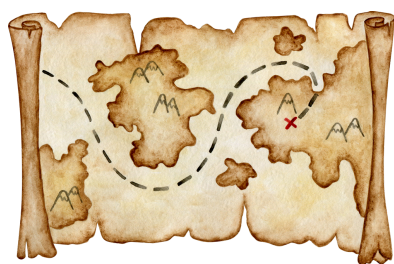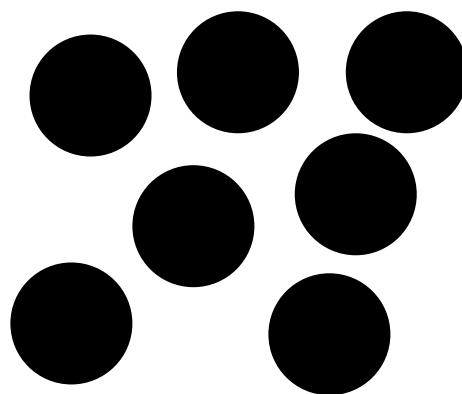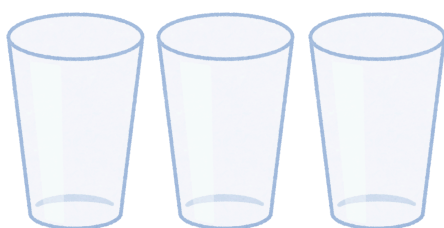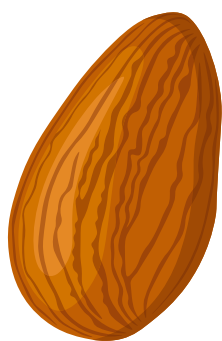
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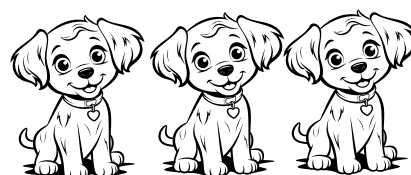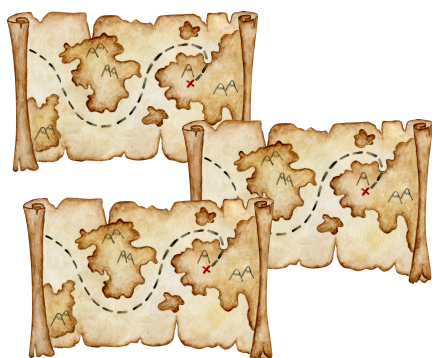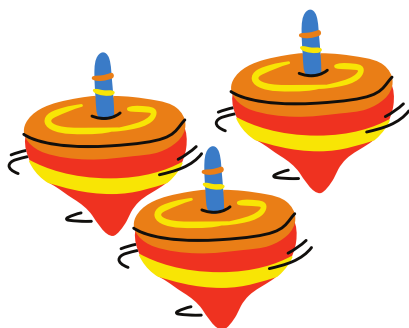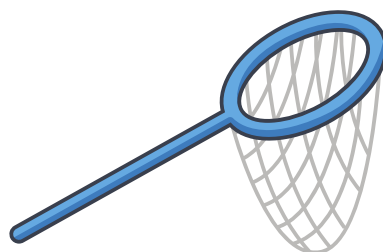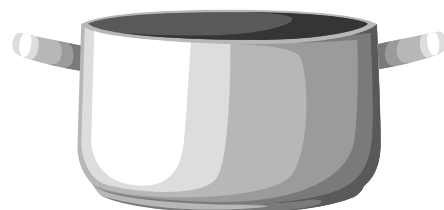
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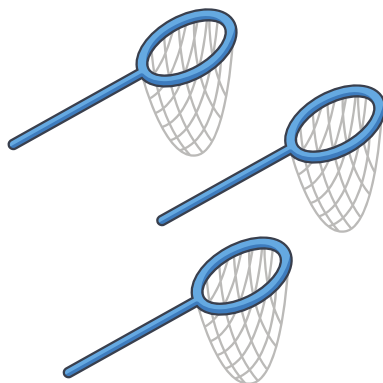
Activity 4: Clip the Vowel

Corresponding UFLI Lesson: Lesson 38 focusing on short vowels with consonant clusters

Materials: Vowel strips, clothes pins

Instructions: In small groups or as a whole class, students are given a vowel strip and a clothes pin. The teacher will say a word aloud and the students will have to listen for and identify the vowel in the word and will put their clothes pin on that vowel on their strip. Teacher can use the target words listed in that UFLI lesson.

Rationale: At this point, students will have had experience reading, writing and hearing all the vowels in a variety of words. This will give them practice auditorily identifying vowel sounds in words. Educators can use the word list of whatever lesson they are currently working on, with simple CVC words for less of a challenge or CCVC or CCVCC words creating more difficulty. This strengthens the auditory phonology to orthography pathway of reading that will assist students in sounding out how to spell word that they can say aloud.

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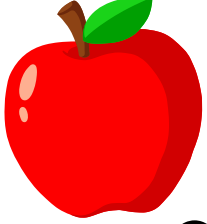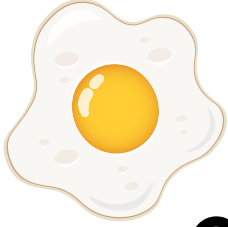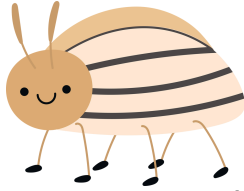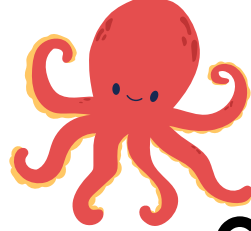
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Activity 5: Add a Letter Boardgame

Corresponding UFLI Lesson: Lesson 42 focusing on the FLSZ spelling rule (F, L, S, and Z are doubled following a short vowel)

Materials: Board print out, dice, game pieces (anything small such as unifix cubes), pencil

Instructions: This game in played in pairs or small groups. Each group will have a game board and a dice and each person will have a game piece and a pencil. Students will take turns rolling the dice and moving their game piece around the words on the edge of the board. The word they land on, they need to decide if they need to double the final letter to make it into a word, or not. They'll write the correct word in a box and read it aloud to their peers. The first student to write four correct words in a row win.

Rationale: This game requires students to remember that words ending in F, L, S, and Z are doubled when following a short vowel. They must identify if the word ends in one of those letters, then decide if the preceding vowel is long or short, as there are foils included in the activity. For students that may need additional support, foils can be removed. This game also supports decoding, as students will read the words as they write them correctly, printing and vocabulary.

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To play the game with different words or with a different spelling rule, click the link to make a copy of the template and double tap on the graphic to edit words as needed.

tel pop jog buz skif los glas fluf bil clif

mug   snif

stif   spel

sel   bel

dres   gruf

fuz   nap

hat   pas

of   staf

gril bos jaz kid puf dol clas fliz dip fel

Activity 6: Magic -e Fill in the Letter

Corresponding UFLI Lesson: Lesson 57 VCe review

Materials: Vowel dice, word strips, whiteboards and markers

Instructions: This game in played in pairs or small groups. Each player will take turns taking a word strip and rolling the vowel dice. They'll write the word on their whiteboard filling in the vowel that they rolled in the blank letter space. They'll read the word using the magic -e rule and decide if the word they've spelled matches the picture on the strip and is correct or not. If the word is not correct with the vowel that they rolled, they can work with their groupmates to decide what vowel does go in that word. If the student gets the correct vowel, they'll keep the word strip and if not, it will go back into the pile for someone else to try. The student with the most word strips wins.

Rationale: At this point, the students have had experience with the magic E making all vowels make their long sound. This activity is a synthesis to this, practicing a mix of all of the vowels in VCe words. They will get practice decoding both words and non-words to identify the correct vowel that is missing from each word and are supported by visual cues. The activity also supports vocabulary development as some words may not be familiar to them or commonly used. This kind of activity can be used when practicing any syllable or word shape where a consistent letter can be omitted and students need to identify what letter is missing.

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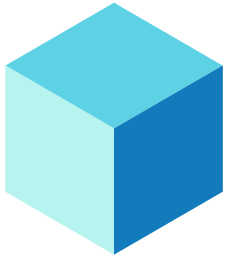
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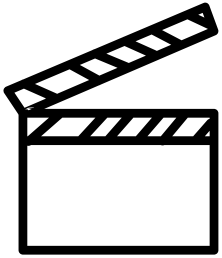
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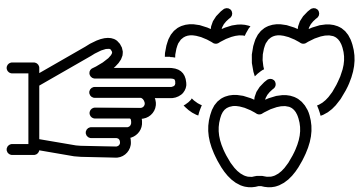
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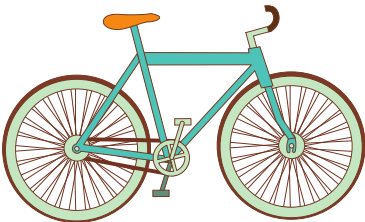
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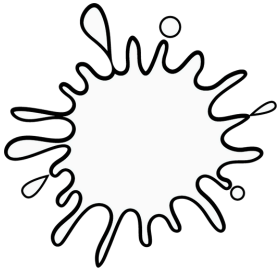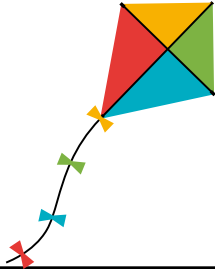
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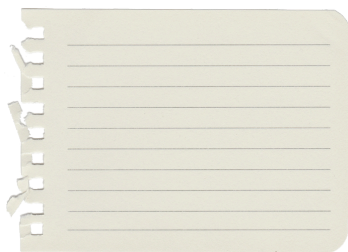
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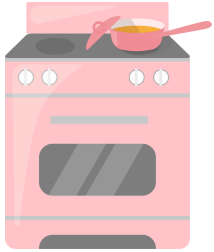
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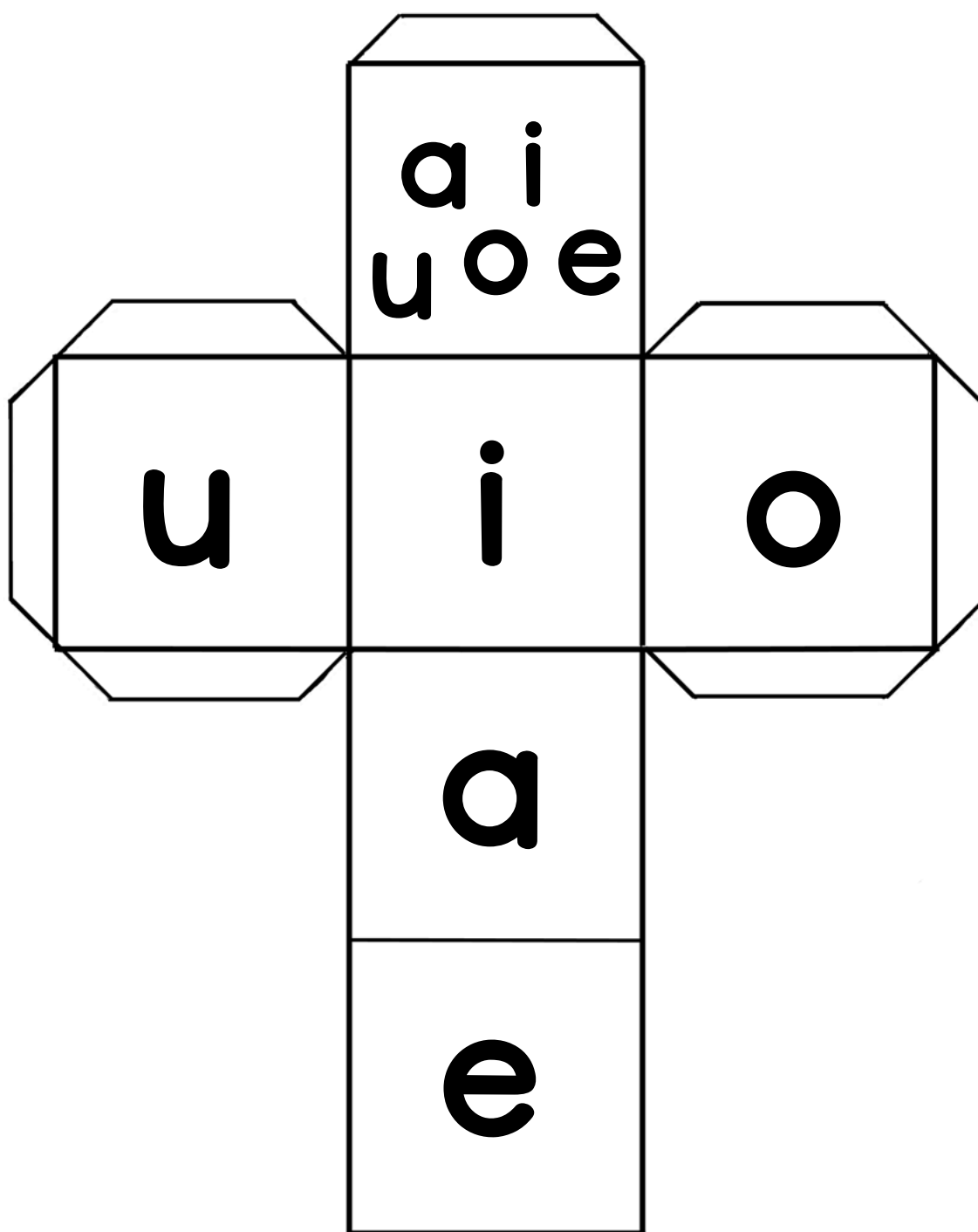
Activity 7: Action Charades

Corresponding UFLI Lesson: Lesson 64 -ed ending

Materials: Action Strips, white board and markers

Instructions: In small groups, students will take turns randomly picking an action strip, secretly reading the action on the strip (decoding practice) and acting it out for their peers to guess. Once it has been guessed, all students will write a sentence on their whiteboard using the -ed past tense ending about what the student was doing (i.e., "He walked.").

Rationale: This is the first exposure students have to adding a suffix to the end of a word to change the meaning. The actions are provided in present tense so that the students understand that when they are writing about what their peer **did** they are adding the -ed ending and that changes the meaning of the word to past tense. The words selected do not require the doubling of letters before adding -ed as this is a scaffold towards that knowledge, if some students need a challenge, they can be provided with verbs that require doubling of letters. The action strips do not have visuals, allowing the students the opportunity to practice decoding the words during the skills that they have learned. This activity can be used to practice other suffixes, such as -ing, where the students write the sentence on the whiteboard while their peer is acting out the action.

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To play the game with different words or with a different spelling rule, click the link to make a copy of the template and edit words as needed.

call	crash
pull	fish
yell	fix
ask	help
blink	jump
brush	kick

splash	hand
sniff	hunt
rush	lift
look	plant
pick	want
gift	lick

Activity 8: Y Word Detective

Corresponding UFLI Lesson: Lesson 73 Y spells a long I at the end of a one-syllable word

Materials: Sentence strips, pencils

Instructions: In small groups, students will work together to read the sentence on the strip, identifying when Y is being treated as a vowel, saying a long I and when it is being treated as a consonant, saying a long E. They will circle any words where Y is a vowel and put a square around words where Y is a consonant.

Rationale: This is the first exposure students have to Y as a vowel so this activity gives them more exposure to words that treat Y as a vowel and therefore say it as a long I sound and compare it to words where Y is a consonant saying a long E sound. The activity gives them the opportunity to decode phrases using phonemes and rules that they already know. It also targets following directions as they need to circle Y as a vowel and square Y as a consonant. Finally, students that are having difficulty decoding can search and read only words that end in Y, students that benefit from decoding the whole sentence can do so, and students in need of a challenge can be tasked to write their own sentences with the words they've read on the strips.

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To play the game with different phrases or with a different spelling rule, click the link to make a copy of the template and edit words as needed.

The bunny is by the bed.

I saw the baby cry.

He sees a happy bird fly.

Mom will fry the eggs.

My tiny dog is so fun.

Do not pry the box open.

The sky is so blue and sunny.

The sly fox ran fast.

I see a spy in the tree.

The silly pig is in the sty.

I will try to jump high.

The shy cat hid.

Why is it so windy?
I like candy.
The puppy likes to run.
That lady has a red hat.
I found a penny.
My tummy is full.

Activity 9: R-Controlled Bingo

Corresponding UFLI Lesson: Lesson 81 graphemes IR and UR spell /er/

Materials: Bingo cards, bingo dabbers or counters

Instructions: In small groups or as a whole class, students will play a game of bingo where an educator or a chosen student will read out words that contain ER, IR or UR spelling of /er/ and students will find them on their bingo sheets.

Rationale: Students have been taught that the sound /er/ can be written with the graphemes IR, UR or ER and that they can try each one and determine which looks most like their visual representation of the word and then check using a dictionary. By playing this game, students will be exposed to the spelling of more words, strengthening their visual representations to aid them in determining when to use the IR, UR and ER graphemes in words. The graphemes used to produce the /er/ phoneme in each word is underlined to remind students that r-controlled vowels change the sound of the vowel completely, supporting them in their decoding.

Editable Copy: Create bingo cards using the UFLI target words or words of your choice at https://myfreebingocards.com/bingo-card-generator

B I N G O

bird	dirt	burn	firm	curl
whirl	fern	turn	thirst	purse
stir	hurt	skirt	germ	fur
girl	shirt	her	curve	curb
quirk	blur	church	burden	shirt

Activity 10: Long and short I word sort

Corresponding UFLI Lesson: Lesson 87 graphemes IE and IGH spell long I

Materials: Balls, tape, markers, baskets

Instructions: The words on the list (next page) will be written on pieces of tape and taped to balls. The baskets will be labeled "Long I" and "Short I". In small groups or as the whole class, students will take turns taking a ball, decoding the word and throwing it into the corresponding basket that represents if the word is read with a long or a short I.

Rationale: Students have been taught that I spells a long I in silent E words ("Kite") and in open syllables ("Tiger") and that Y spells a long I at the end of one-syllable words ("Fly"). Now they are learning that vowel teams IE and IGH both also spell a long I. They've been exposed to many words that have a short I sound. This game consolidates this information as they decode and distinguish words that have long and short I sounds. As the students are decoding words on the fly before throwing the ball into the corresponding basket, it also encourages efficient and fluent decoding and reading. By exposing students to more words that have the long I in them, they'll build their mental representations of these words, helping them remember what spelling rule is used to spell each word with that long I phoneme. If needed, as a support to students, the graphemes spelling the long or short I sound can be underlined to draw students attention to them.

Editable Copy: This game can be adjusted to target distinguishing between any long and short vowels with any graphemes, or other spelling rules or conventions by changing the words on the balls.

Word List:

lie	flight	bite	sky	animal
pie	high	kite	try	slip
die	might	ride	bit	chick
tie	night	time	sip	ship
light	sigh	slide	wig	thick
fight	thigh	cry	dinner	win
spy	fly	my	finger	limit

Activity 11: Sound Swap

Corresponding UFLI Lesson: Lesson 95 /oi/ diphthong

Materials: Word ladder sheets, pencils

Instructions: In small groups or individually, students will work through the word ladder, changing one sound at a time to make the next word and writing it in the next rung.

Rationale: In this lesson, students are taught that diphthongs are two letters and articulatory movements that go together to make one sound. The diphthong /oi/ can be represented with graphemes OI, generally at the beginning or middle of words and OY at the end of words. When completing this word ladder, students are directed to change one sound at a time, emphasizing that a diphthong is just one sound, even though it is made up of two letters. The guidelines given on the word ladder offer support for reminding students that the two letters go together to make a single sound. The ladder also provides opportunities for students to practice switching between the OI and OY graphemes when the /oi/ sound is in the beginning/middle or end of words, as even though they sometimes only have to change one sound, they might have to change the spelling of the graphemes representing /oi/ (i.e., "J<u>oy</u>" to "J<u>oi</u>n"). The activity can be differentiated for students needs by filling out some of the letters ahead of time, or by giving instructions for each step (i.e., "Remove the J and add a T").

Editable Copy:
https://docs.google.com/document/d/1dwGDgjBjW_QcQJERtBStUr-D-tBXu6dy9S7kErHCbuA/copy
To play the game with different words, for practice with different diphthongs or word shapes, click the link to make a copy of the template and edit words and pictures on the ladder as needed.

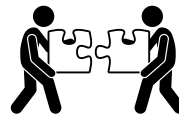# Plant

____ ____ ____ ____

____ ____ ____ ____

____ ____ ____ ____

____ ____ ____

____ ____

____ ____

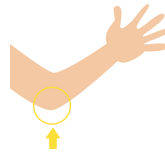____ ____
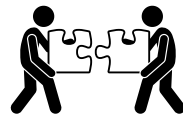
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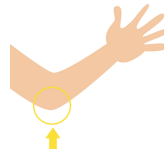
Soil

Plant

p a n t

p oi n t

j oi n t

j oi n

j oy

t oy

b oy.

b oi l

oi l

Soil

Activity 12: Ghost Letters

Corresponding UFLI Lesson: Lesson 98 Silent Letters

Materials: Paper, white crayons, markers

Instructions: Each student will have a paper, a white crayon and some markers. An educator (either aloud or with a pre-written list) will direct the students to write words that have silent letters (UFLI word list) on their paper in white crayon. It will be "invisible". After writing, they can scribble over the white crayon words with coloured marker to make the words "appear" in order to read the word aloud.

Rationale: Students are taught that silent or "ghost" letters can occur in the spellings of words beginning with Kn- (i.e. "Knee") and Wr- (i.e., "Write") and ending with -mb (i.e., "Comb"). These rules and the words that they apply to need to be memorized. In this activity, practicing writing the word and then reading it when making it "appear" supports the encoding of the visual representations of these words with silent letters to the students memory. Writing in white crayon, so that students cannot see what they're printing requires greater attention than rote copying with pencil. This activity can be done with any words with silent letters, the educator can differentiate the activity within their word selections.

Activity 13: Drawing Superlatives

Corresponding UFLI Lesson: Lesson 100 -er, -est suffixes

Materials: Templates printed out, pencils, markers/pencil crayons

Instructions: Each student will be given a template and on the left side of the page, they'll write a sentence and draw a picture with the target word and -er suffix. For example, if their target word is "tall", they can write "This building is taller than the house" and draw something to match. Then, the educator will have students pass their page to someone else, and the next person will have to make a new sentence and picture on the right side of the template, connected to what the first person wrote, using the -est suffix. For example "That blue building is the tallest in the city." The activity can continue with new words for as long as necessary.

Rationale: This lesson introduces students to adjectives, teaching that they can use different words to describe a noun and its qualities. This can allow students to practice writing complex, descriptive sentences with different types of words and grow their vocabulary. By passing the page to another person, studnets practice adding onto a sentence or idea. To scaffold the activity, templates could already have the target word with the -er or -est ending written on it, have a picture and students just have to describe it when writing the sentence, or have the sentence and students have to read it to draw a picture. To incidentally target receptive language and following directions, the educator could tell the students to "Pass the page to someone who is **taller** than you." when switching sheets.

Editable Copy:
https://docs.google.com/document/d/1RIiIgyj8CcjJIbs7VuWAAdItVnUBkxU0J3uDFsBJLyo/copy
To play the game with different words, click the link to make a copy of the template and edit as needed.

_____

_____

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high

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_____

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_____

long

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_____

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_____

new

_____

_____

_____

_____

old

small

tall

_____

_____

loud

_____

_____

_____

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slow

_____

_____

soft

hard

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_____

quiet

_____

_____

_____

_____

quick

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_____

Activity 14: Doubling Game

Corresponding UFLI Lesson: Lesson 107 doubling rule with -ed, -ing and lesson 108 doubling rule with -er and -est

Materials: Game cards, whiteboard and marker

Instructions: Students will lay out suffix cards face up and put all word base cards in a pile face down. They'll take turns picking a word base card and holding it next to each suffix to see if it makes a real word. If a real word is made, the student will write the word on their whiteboard, deciding if they need to double the final consonant or not, and mark down the number of points they receive from that word. They receive the number of points that is written on the suffix card of the suffix that matches their base word and if they had to double the final consonant, they get to double their score for that word. Game continues until a set amount of points is reached or until game play time runs out.

Rationale: Students have previously learned -ed, -ing, -er and -est suffixes and understand that suffixes are added to verbs to change their meaning. In these lessons, they are taught that when adding a suffix to a word that ends with one vowel and one final consonant, they need to double the final consonant. This game gives them continued practice decoding words with suffixes and deciding whether or not the final consonant needs to be doubled to add a suffix. To scaffold the activity, only base words that require doubling could be used, or bases that require doubling and those that do not could be printed on different coloured paper.

Editable Copy:
https://docs.google.com/document/d/1LTwzEdqFyJ-D-K1Qc89u7bbcjGKpsfxQcGuXfxVGm8w/copy
To play the game with different words and suffixes, click the link to make a copy of the template and edit as needed.

ing ₃	ed ₂
er ₂	est ₃
trip	deep
wet	cool

ing [3]	**ed** [2]
er [2]	**est** [3]
trip	**deep**
wet	**cool**

frost	big
help	hot
rain	sad
start	thin

stop	fast
plan	cold
play	bright
push	neat

clap	red
hop	flat
tap	great
clean	warm

Activity 15: Fill in the blanks with irregular words

Corresponding UFLI Lesson: Lesson 116 grapheme OUGH

Materials: Activity sheet, pencils

Instructions: In small groups, students will work together to read the OUGH words provided and write them in the blanks of the sentences based on context clues make the sentences make sense.

Rationale: This lesson, students are learning that the grapheme OUGH can represent the /aw/ sound, usually when followed by a T (i.e., bought) or a long /o/ sound, usually at the end of the word (i.e., dough). In this activity, students are gaining exposure to many words with the irregular spelling OUGH and have practice reading and writing it. There is a mix of words were the OUGH grapheme make the /aw/ sound and some where it makes the long /o/ sound, giving students the chance to decide what sound to decode in the word. They're gaining experience reading longer sentences and making inferences about the word that could fit into the blank. The sentences are decodable for the student's reading level, but could introduce new vocabulary to them. To scaffold this activity, if needed, a visual cue could be provided next to each of the OUGH words in the word bank to aid the student in decoding the word. As well, fewer words and sentences could be provided at a time. This activity can be adjusted to practice any irregular spelling form by changing the sentences and words.

Editable Copy:
https://docs.google.com/document/d/1d1fNngrss_A4uzC8O0mXyQhImLdHvEkfVaxZgrBTENs/copy
To play the game with different words and sentences, click the link to make a copy of the template and edit as needed.

OUGH Irregular Spelling Fill in the Blanks

Word Bank:

doughnut   bought   thought   though

thorough   brought   thoughtful   although

dough   fought

She _____ a giant watermelon to the picnic, but we forgot a knife!

I _____ a toy for my dog, but he only wants the box it came in.

I _____ I was eating chocolate chips, but they were raisins!

My brother and I _____ over the TV remote, but the cat sat on it and won.

_____ it was late, I wanted to watch one more movie!

I had a chocolate _____ for breakfast this morning.

The pizza _____ got stuck to the ceiling when I tried to toss it.

My brother gave my science project a _____ inspection, and then spilled juice on it.

I was scared to ride the roller coaster, _____ I screamed the loudest when I did.

It was very _____ of my friend to share their snack, even if it was broccoli.

Activity 16: Roll and Write -able Words

Corresponding UFLI Lesson: Lesson 126 suffix -able, -ible

Materials: Base words, dice, whiteboards and markers

Instructions: In small groups, students will take turns picking up a base word slip and reading it to identify the corresponding word with the -able suffix. Then they'll roll a dice to decide what the group is going to do with that word and each student will do that activity on their whiteboard and share with the group.

Rationale: Students have learned that -able or -ible when added to the end of a base word means able or can do. In this activity, they'll practice using complex syntax by flexibly changing sentences from the simple form (i.e., "I can break it") to a more complex form (i.e., "It's breakable"). This will grow their vocabulary and flexible thinking, knowing that they can say the same thing in many ways when adding affixes. The variety of activities allow students to consolidate all of their learning through the UFLI program by using the word in many ways, including multiple trials of reading and writing the word. This activity can be done with base words and any affix and the activities that correspond to the dice roll can be adapted to suit the learning needs of the students.
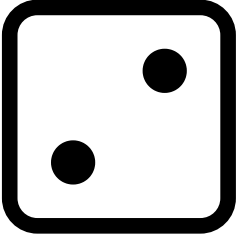
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https://docs.google.com/document/d/1JIjquhIMTt4oukv4SmHCJ4jw2x6x9LcRzTVtuk0Wc2E/copy
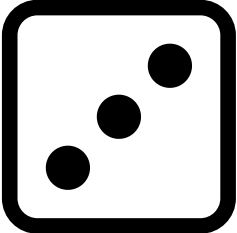To play the game with different words and suffixes, click the link to make a copy of the template and edit as needed.
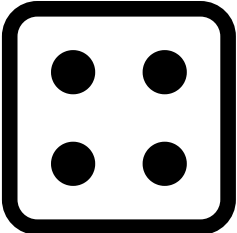
Roll and Write
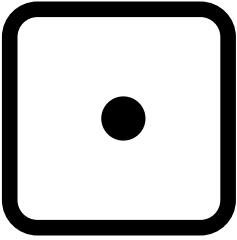
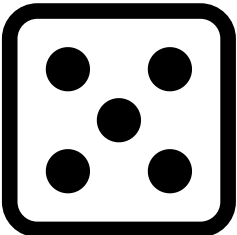🎲 (1) Write a silly sentence using the word.

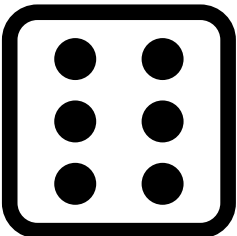🎲 (2) Write the word and explain what the word means.

🎲 (3) Come up with a rhyming word and write it.

🎲 (4) Write the word and draw a picture of its meaning.

🎲 (5) Write down the opposite of the word.

🎲 (6) Write down a compound word or phrase with your word.

I could've avoided it. It was _____.

I can achieve that. It is _____.

Nobody can stop me. I'm _____.

I can measure that. It's _____.

I can wash that shirt. It's _____.

Be careful, the vase can break. It's _____.

My table has wheels so that I can move it. It's _____.

I can stack these chairs. They're _____.

I can fix that with glue. It's _____.

The puppy is so cute, everyone loves her. She's _____.

I love skiing, I always enjoy it. It's _____.

My teacher teaches math so that I can understand it. It's _____.

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