

# Literacy Thru Songs and Rhythm Board Games

By Matthew Glavach, Ph.D.

This Book Belongs To: \_\_\_\_\_

# Literacy Thru Songs and Rhythm Board Games CONTENTS

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\*Program Songs By Reading Skills

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## INTRODUCTION

The gameboards and sentence reading make a great reading activity. They give more practice for each lesson in the *Literacy Thru Songs and Rhythm* program. The gameboard words are in rhyming patterns. The brain naturally responds to rhyming patterns. Children practice matching and saying words with patterns. After practice with patterns, they can say the words in any order.

After students practice matching words, the gameboards word cards can be used for playing card games. Also, games like concentration (Cards are put facedown and then children try to match pairs with you.) are fun and build visual and auditory memory. Speed sorts with the metronome build reading skills and improve timing in the brain.

The Three Kinds of Gameboards.

GAMEBOARD 1 students put rhyming words under the correct rhyming ending.

To begin, say the words going down. (rhyming patterns).

Cut the words apart, mix the cards and have your child match the words under the correct endings.

After practicing, say the words in any order,

Speed Sorts with the metronome work well with this kind of gameboard. See how many beats it takes to put the words in correct order. Start at a slow speed and increase to make a greater challenge.

This improves automatic word recognition of words and timing in the brain.

GAMEBOARD 2: Students practice adding a letter to make a word. Cut out the letter cards. The open and closed circles show which ending to put the letters next to.

GAMEBOARD 3:These are presented later (Examples #15– 28)

Say the words, cut apart and play games like Concentration by turning the words down, Each player picks two cards. If they match they say the words, keep the cards and get a point. If they dnt match, put them back face down and next person turns two cards up. They can also be used for card games

### SENTENCE READING

Practice reading the sentences together. After practice, your child reads sentences. Point to the words while reading. If she needs help, say the word and continue reading. Practice as needed.

Adjust activities to your child's progress.

NOTE: If you put each used gameboard in an envelope, they can be used for review.

Trace the beginning consonants. (Use different color crayons to trace over many times.)

Say the sounds. (Just stretch the words.)

Each set refers to the song presentation for initial consonants. Practice each set.



Set 1.

bat cat dot

fan got

Set 2.

hat jam kit

let met

Set 3.

nap pan run

sun top

Set 4.

van win yes zip

(SHORT VOWEL WORDS.)

Trace the beginning consonants. (Use different color crayons to trace over many times.)  
Say the sounds. (Just stretch the words.)



Set 1.

ball cup dog

five gate

Set 2.

hat jam kite

log mop

Set 3.

nose pony rat

six toy

Set 4.

van wagon yo-yo

zebra

(WORDS FORMING PICTURES CHILDREN CAN DRAW.)

Trace the ending consonants. (Use different color crayons to trace over many times.)  
Say the sounds. (Just stretch the words.)



Set 1.

cab had leaf

bag book

Set 2.

pail jam pan

cap bus rose

Set 3.

hat five fox

# GAMEBOARD 1: Short Vowel a, Rhyming

an	at
fan	hat
man	sat
ran	cat
pan	rat



# GAMEBOARD 2: Word Building

• an

○ at



• t	• m	• c	• p
-----	-----	-----	-----

○ h	○ s	○ c	○ r
-----	-----	-----	-----

# GAMEBOARD 3: Short Vowel a, Rhyming

ad	at
sad	bat
mad	fat
had	sat
dad	cat

# GAMEBOARD 4: Word Building, Short a

• an

○ at



• f	• m	• c	• t
-----	-----	-----	-----

○ b ○	○ c	○ h	○ s
-------	-----	-----	-----

Read the sentences.

The cat ran.

The rat ran.

The cat sat.

The rat sat.

The cat had a nap.



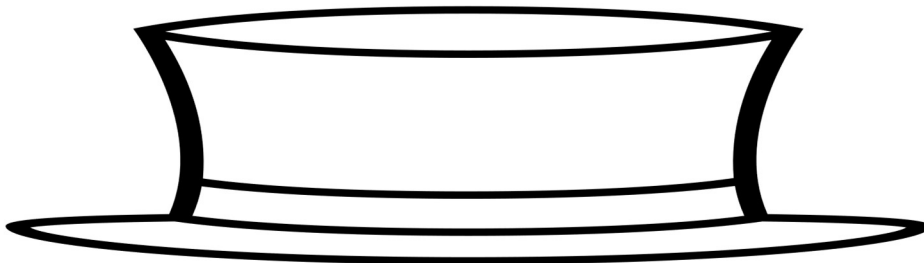
Dad had a bag.

A hat is in the bag.

Dad sat on the bag.

The hat is flat

Dad has a flat hat.



## GAMEBOARD 5: Short Vowel e, Rhyming

en	et
men	let
ten	wet
hen	get
pen	pet

# GAMEBOARD 6: Word Building, Short e

• ed

○ et



• f	• r	• b	• l
-----	-----	-----	-----

○ l	○ w	○ g	○ p
-----	-----	-----	-----

Read the sentences.

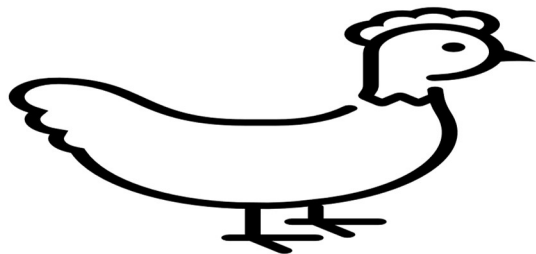
Peg has a pet.  
Her pet is a cat.  
She fed her pet cat.



Ben has a pet.  
His pet is a pup.  
He fed his pet pup



Dad has a pet.  
His pet is a red hen.  
The hen is in a pen.  
Dad fed the red hen.



# GAMEBOARD 7: Short Vowel o, Rhyming

ot	op
not	hop
got	pop
hot	top
lot	mop



# GAMEBOARD 8: Word Building, Short o

• ot

○ op



• n	• g	• h	• l
-----	-----	-----	-----

○ h	○ p	○ t	○ m
-----	-----	-----	-----

Read the sentences.

Tod has a cat.

Tod calls his cat Socks.

Tod pets Socks a lot.

Tod jogs with Socks.

Socks plays with the mop.

Socks can hop on a rock.

Socks sleeps a lot.

Tod and Socks have lots of fun.

Socks got Tod a cup of pop.

Can a cat get a cup of pop?



## GAMEBOARD 9: Short Vowel i, Rhyming

it

in

sit

fin

hit

pin

fit

tin

bit

win

# GAMEBOARD 10: Word Building, Short i

• it

○ in



• s	• b	• f	• h
-----	-----	-----	-----

○ f	○ p	○ t	○ w
-----	-----	-----	-----

# GAMEBOARD 11: Short Vowel i, Rhyming

<b>ig</b>	<b>ip</b>
<b>big</b>	<b>hip</b>
<b>fig</b>	<b>lip</b>
<b>dig</b>	<b>sip</b>
<b>pig</b>	<b>rip</b>

# GAMEBOARD 12: Word Building, Short i

• in

○ it



• p	• f	• t	• w
-----	-----	-----	-----

○ h	○ l	○ s	○ f
-----	-----	-----	-----

Read the sentences.

Tim has a pet pig.

His pig is big.

His name is Bigs.

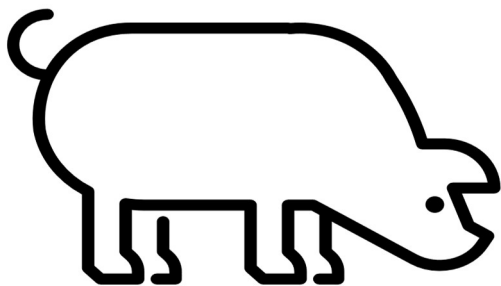
Bigs can dig.

Tim jogs with Bigs.

Bigs hid from Tim.

Bigs has a wig.

Can a pig have a wig?



# GAMEBOARD 13: Short Vowel u, Rhyming

un	ut
run	but
bun	cut
fun	nut
sun	hut



# GAMEBOARD 14: Word Building, Short u

. ub

o ug



.t	.r	.c	.h
----	----	----	----

o.t	o.r	o.b	o.h
-----	-----	-----	-----

## GAMEBOARD 15: Short Vowels, Rhyming Pairs

can

ran

cat

sat

had

dad

men

ten

red

bed

# GAMEBOARD 16: Short Vowels, Rhyming Pairs

not

hot

top

hop

fox

box

hit

bit

hip

lip

# GAMEBOARD 17: Short Vowels, Rhyming Pairs

sun

run

bug

rug

jet

get

leg

beg

red

fed

# GAMEBOARD 18: Short Vowels, Rhyming Pairs

map	cap
bed	fed
mix	six
box	fox
rug	hug

# GAMEBOARD 19: Long Vowel a, Rhyming

ame	ake
name	make
game	take
same	cake
came	bake

# GAMEBOARD 20: Long Vowel i, Rhyming

ike	ide
bike	ride
like	side
hike	hide
Mike	wide

## GAMEBOARD 21: Long Vowels, Rhyming Pairs

five

hive

time

dime

nine

fine

mile

tile

white

write



## GAMEBOARD 22: Long Vowels, Rhyming Pairs

hope

rope

cone

bone

hole

pole

hose

nose

joke

poke

# GAMEBOARD 23 Short / Long Vowels

at

ate

mad

made

rid

ride

not

note

us

use

Read the sentences.

I like to play games.

I like to fly my kite.

I like to ride my skateboard.

I like to be home on time.

I like to ride my bike.



I can hike to a cave.

I can swim in the lake.

I can bake a cake.

I got my mom a red rose.

I can ride huge waves.



## GAMEBOARD 24: Matching Consonant Blends

blue

black

clap

clock

flag

flat

glad

glass

plan

play

## GAMEBOARD 25: Matching Consonant Blends

brick

brake

crab

crack

drop

drum

from

frog

grape

grass

## GAMEBOARD 26: Matching Consonant Blends

press

print

trip

train

trap

trade

skip

skate

smile

smell

## GAMEBOARD 27: Matching Consonant Digraphs

<u>ch</u> in	<u>ch</u> ip
thin	thick
ship	shop
that	this
wish	fish

Read the sentences.

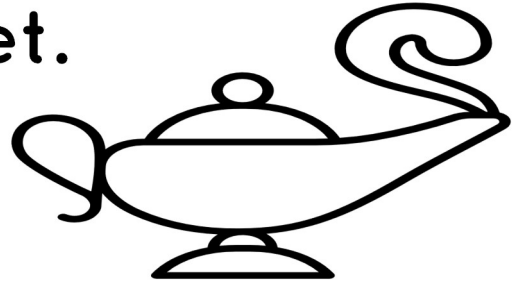
I saw a big ship.

We shop at the mall.

Yes, that is my pet.

I ate too much.

I made a wish.



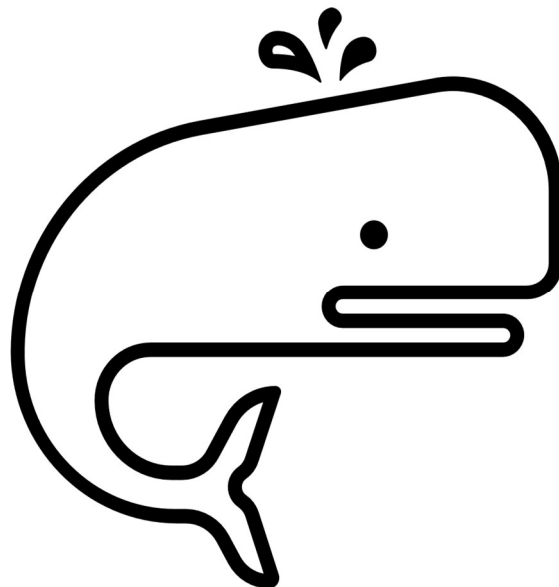
Did you wash your hands?

Do you know which way to go?

Do you like to go fishing?

Is this your coat?

Did you see the whale?





## GAMEBOARD 28: Matching Consonant Blends

fast

last

best

rest

must

just

lost

cost

most

post

## GAMEBOARD 29: Matching Consonant Blends

lamp

camp

land

sand

act

fact

went

sent

ask

mask