



Mingle Games Skilled

Volume Two

**A Collection of
Exciting Classroom
Skilled Mingle Games
for Elementary Grade
Students**

CompuRead

Discovering the Joy and Logic of Reading



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Introduction to Mingle Games

Children have to move and through *CompuRead Mingle Games* they joyfully await for information to be taught in a fun and sociable way. Learning comes alive in a *CompuRead Mingle Game* and allows the struggling student to work with a high performing student.

Perhaps the greatest value which can be claimed for *CompuRead Mingle Games* is motivation. Because children inherently like games and can learn efficiently from them, the reasons below can further enlighten the teacher as to a mingle games justification.

- a. Children give undivided attention and interest to a mingle game and make a sincere effort to contribute to the best of their ability.
- b. Mingle games demand constant concentration of all participants to the end of the game. Mingle games have no passive observation on the part of players.
- c. Low achieving children gain status and success through playing with and showing equal skill to higher achieving students.
- d. Mingle games afford a variety of ways to present and review desired learning according to pupils' interest. Mingle games are intended to reinforce, not replace, other teaching techniques. They do not violate sound methods of teaching nor defeat the purpose of classroom work.
- e. Mingle games often give a sense of visualization and give purpose to learning. Visualization is a major justification for using a game to help the students into the "I've got it," moment of learning.
- f. High achieving learners sometimes should be grouped together.
- g. Many mingle games can be carried over and played with siblings at home.
- h. Mingle games inspire the pupils to greater effort because of the necessity for the knowledge of all players. Self-competition found in a mingle game is planned to encourage the child to his highest level.
- i. Mingle games often will speed up, as well as strengthen, learning in the fundamental skills.
- j. Pupils must understand why the game is being played, that the goal is learning and not just fun. They need to play the game according to the rules and to develop good sportsmanship. Hard things are taught often by easy means such as a game but children need to learn how to work. They need to develop the attitude that many times extreme effort must be necessary if permanent learning is to take place. Students also need to learn how to play, especially when a game will result not only in some fun but to solidify the skill they have studied so hard to learn.
- k. Mingle games in these volumes do not have long, complicated, or vague directions. The games reinforce a particular skill with directions which can be easily and quickly explained.

Observation of Students Through Games

Teachers find Mingle games a wonderful opportunity to learn more about a student's personality. The teacher may solve other student problems by observing students in the many situations of mingle games.

Teachers should be alert in determining how, when and where the games can best be used.

Both teachers and children want their classroom to be a happy place in which to work. To have a heavy work day enlivened by the planned diversion of a purposeful, occasional and lively mingle game makes school the joyful place children want to be.

Mingle Games Further Live a Happy Classroom

No child expects all learning to be fun and no child wants to play games all day long. With justification it can be said that an expected Mingle Game has "built in" incentives for any player to be prepared for his part in the game and feel confident to participate.

Both teachers and children want a happy classroom atmosphere and everyone looks forward to the planned diversion of a purposeful, occasional and lively mingle game. Mingle games are not quiet. Be prepared for noise. As each player talks the sound gets louder so as to be heard above the next player.

Grade Level of Mingle Games

It is impossible to indicate precisely the one grade level of mingle games. *CompuRead's Mingle Games* in these volumes are useful in many situations. They appeal to many ages, often including adults. At any indicated grade level, the range of ability and interests may span several years. This range widens as the students mature.

The *CompuRead Mingle Games* have been classified into three major difficulty levels in three separate volumes.

1. Easy Mingle games, Volume 1
2. More Skilled Mingle games, Volume 2
3. Challenging Mingle games for Top Students and Adults, Volume 3

The games are listed by name and its purpose.

CompuRead Mingle Games can span many grades. Intermediate and upper-grade teachers will dip down into Easy Mingle games to reinforce earlier learning to help low achievers. Primary-grade teachers will reach up into the Challenging Top Students and Adults games to challenge high achieving learners. Mingle games are played where they can best be of service.

As the teacher learns the skills, interests, levels of achievement and the needs of her pupils, that is the best guide for selection of a mingle game.

Classroom Materials for Mingle Games

1. A standard office size clipboard for every child in the class.
2. A slat board with transparent slats the child can see through to put the words behind that can be clipped to the clipboard.
3. Index File cards.
4. Large envelopes to store games for future use.
5. Large Safety Pins, common pins.
6. Plastic Page Protectors.
7. Scissors, Chalk, Chalkboard, Erasers, Pencils, Paper.
8. Large mirror or a small mirror for each child.
9. Playing area large enough for students to circulate.

Mingle Games Skills Learned

- Beginning, Medial and Final Sounds
- Remembering Objects, Letters and Words from Pictures
- Funny Songs and Poems to Teach Phonetic Sounds
- Memory and Writing of School Events
- Key Words for Sounds
- Rhyming One Word and in Poetry
- Opposite Words
- Silent Letters
- Correct Tongue, Lip and Jaw Movements
- Like and Different Sounds and Words
- Sound Matching
- Pantomime Matching
- Remembering Patterns
- Sight Word Matching in Voice and Written
- Jig Saw Puzzle Match
- Blowing "wh" Sound
- Blends Poems for Accuracy
- Matching Colors and Shapes
- Motor Likeness and Differences
- Pictures Same and Different
- Likeness and Difference in Tempo of Music
- Likeness and Difference in Notes Sung
- Days of Week, Months of Year, Seasons, Cardinal and Ordinal Numbers
- Parts of Body, Bones, Muscles, etc.
- Right-Left Manipulation
- Following Verbal and Written Directions
- Identifying Sounds
- Sentence Match
- Inflectional Endings
- Defining Words
- Deriving Who, What, Where, Why and How From Pictures
- Matching Rule to Words
- Punctuation Marks
- Sound alike, Different Meaning and Spellings
- Contractions
- The Use of I
- Asking and Telling Sentences
- Capital Letter Beginnings
- Common and Proper Nouns
- Complete and Incomplete Sentences
- Familiar Poems and Nursery Rhyme Order
- Abbreviations
- Is and Are Usage
- Was and Were Usage
- Break, Broke and Broken Usage
- Speak, Spoke and Spoken Usage
- He, She and Him and Her Usage
- Variant Endings er, ed, ing
- Tongue Twisters
- Relevant and Irrelevant Sentences
- Multiple Meanings in Sentences
- Similar Sounds, Different Letters
- Cause and Effect and Mood
- Feelings for Self and Others
- Fact and Fiction
- Sequence of Pictures, Poems and Songs
- Memory of Passage from Stories, Proverbs, Songs, Poems.
- Acting as Reader Reads, Players manipulate puppets
- High Low, Near Far Sounds
- Assembling Sequence of Story Sentences
- Repeating Numbers, Events, People, Directions Backwards
- Matching of Familiar Poems, Songs, or Known Skill

Mingle Games - Volume Two

- Word Order in Sentences
- Sentence Word Sequence
- Correct Spelling
- Alliterate Sentences
- Ending Familiar Expressions
- Matching Emotional Expressions
- Sports Words for Football, Basketball and Baseball
- Matching the Punch Line to Make a Joke Funny
- Restructuring Story Sentences for Accuracy
- Marching Low Vocabulary and High Vocabulary
- Analogies for: How Words Go Together, Degree, Antonyms, Part to Whole, Small to Big, Same, Relationship, Similar, Less Than, Hierarchy, Necessity, Cause and Effect
- Idioms
- Use of Adjectives
- Frequently Seen Sign Matching
- Multisyllable Agreement
- Prefix and Suffix Meanings
- Root Words

Skilled Mingle Games

Sight Word Memory

Likenesses & Differences

SKILLED MINGLE GAMES

Purpose

– Visual Memory — Quick recognition of Likenesses and Differences in Sight Words

Student Players and Possible Grade Levels

– All class members, Grades 1-6.

Materials

- 4x6 Index Cards (See directions for making cards below)
- Permanent marker pens
- If computer generated, use your word processor to make cards.



Word Set One: the of and a to in is you that it he was for
on are as with his they I at be this have

Word Set Two: or one had word but not what all were we when your can said there use
an each which she do how their if

Word Set Three: will up other about out many then them those so some her would make
like him into time has look two more write go see

Word Set Four: number no way could people my than first water been call who oil now
find long down day did get come made may part over

Word Set Five: new sound take only little work know place year live me back give most
very after thing our just name good sentence man think say

Word Set Six: great where help through much before line right too mean old any same
tell boy follow came want show also around form three small set

Word Set Seven: put end does another well large must big even such because turn here
there why ask when men read need land different home us move try

Word Set Eight: kind hand picture again change off play spell air away animal house
point page letter mother answer found study still learn should America world high

Word Set Nine: every near add food between own below country plant last school father
keep tree never start city earth eye light thought head under story saw

Word Set Ten: left don't few while along might close something seem next hard open
example begin life always those both paper together got group often run important

Word Set Eleven: until children side feet car mile night walk white sea began grow took
river for carry state once book hear stop without second late miss

Word Set Twelve: idea enough eat face watch far Indian real almost let above girl sometimes mountain cut young talk soon list song leave family body music color

Word Set Thirteen: bench bought clear wrench fair flew gleam hair hate head, hear hitch lamp late match much oil patch sell shell should spoil spread stamp such switch team thought threw would.



Directions

On index cards write above sets of words, one word per card. Make two sets alike. Distribute the cards among the students. Students mingle to find two cards exactly alike.



Variations

- Clip several cards to clipboards. In this manner the game can be played with as many words as the teacher wishes. Cards can be used with different words to match and different skills to teach such as vowel sounds, blends, beginning sounds and 'r' controlled sounds.
 - For a higher challenge, students say the one word (or as many words as clipped to the clipboard) without visual prompt. Allow players to hold cards out of sight in case they forget the word or words.
 - Aside from Mingle Games, the cards could be used as "Old Maid" matching game with players matching words to make a 'book.'
4. Use cards as flash cards.

Hints

- To save teacher time, high functioning students could clip the cards on the clipboards before the game according to skill to be taught.
- Save word card sets in envelopes for organization and future games.
- With so many words to keep track of, write the set number, in smaller text, in a corner of each card.
- Play game with only one set at a time.
- Demonstrate game before class prior to having students mingle with each other.

Winners

- Those who quickly find matches may come to teacher with their matches, turn in their cards, then return to the game to assist those having trouble.

Remembering Visual Patterns Forwards and Backwards

Visual & Auditory Memory

Purpose

- Long term Visual and Auditory Memory enhancement.
- Giving complete attention to information to repeat it backwards after frontwards has been established.
- Auditory memory of object named in folded section.

Student Players and Possible Grade Levels

- All class members, Grades 2-6.

Materials

- Chalkboard for drawing patterns.
- Paper for each student to make a drawing.
- Material or projection screen to cover objects drawn on chalkboard.

Directions

- Students form in teams of three or four with a team captain.
- Each student folds a standard piece of paper into eight (8) sections. Number each section, 1 through 8.
- On the chalkboard, draw a rectangle with eight (8) sections. The teacher or student draws a graphic or picture into each section. Each pattern drawn must have a name. (star, triangle, square, rectangle, tree, house, etc.)
- After a short exposure to the chalkboard graphics, the chalkboard is covered and students copy from memory all patterns they can remember onto their paper.

Each team will accomplish the following...

- The captain counts the number all of the correct objects the whole team has drawn and circle them as correct and writes the total. Fill in all correct objects into all paper's sections.
- All team members name each object and writes it next to the object. Practice several times naming all the objects as a team, forward and reverse order.
- Each team member repeats all objects in reverse order.
- The student from each team who remembers the most objects, in reverse order, wins for his team.

Variations

- Have one child tell his house number. When a reasonable group of numbers have been told, have the students repeat backwards.
- Less challenging backwards remembering are:
 - a) ages of people in family
 - b) number of months in year
 - c) children in class
 - d) days in week

- e) titles of books read
- f) windows in classroom
- g) objects starting with each letter of the alphabet
- h) grades in school
- i) teachers down the hall
- j) seasons of the year
- k) places passed coming to school and backwards going home
- l) classes of the day
- m) a pattern is drawn without pictures. When the pattern is drawn, bring it to life with a cartoon with eyes, nose, and mouth. Here are some funny ideas for your cartoon.

Hints

- Be patient with children who have difficulty with backwards memory.
- This game appeals to high functioning students.

Winners

- The winners are the student who can remember the most graphics or pictures.

Silent Sentences

Speech & Language

SKILLED MINGLE GAMES

Purpose

– To learn and review how English Language speech sounds are produced.

Students and Possible Grade Levels

– All class members and students needing phonetic review.
– All Lower Grades.

Materials

– Chalkboard and chalk

Directions

– Write as many letters of the alphabet as the class can handle on the chalkboard. The teacher demonstrates which part of our head makes each sound. The children follow by mouthing each sound silently and slowly with great expression.
– When the class is confident with the individual sounds, the teacher assigns a letter to each child to match as they mingle silently mouthing the sound. When the assigned sounds match, the students approach the teacher for accuracy.

Variations

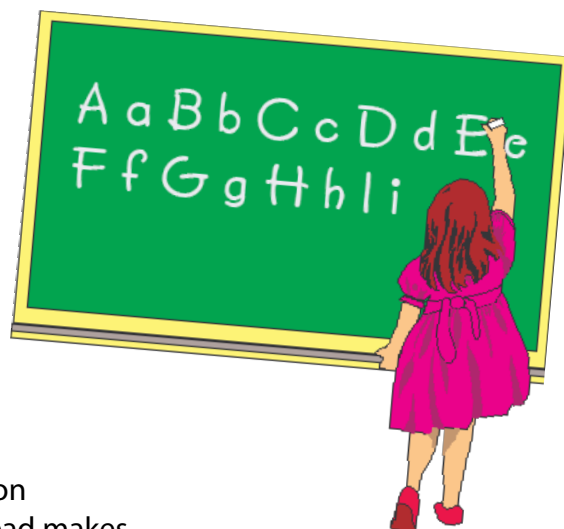
– When the students are confident with individual sounds, write several numbered sentences on the chalkboard or whiteboard. The teacher mouths each word in the sentences silently and slowly to demonstrate. Children follow.
– She assigns the numbered sentences. The students then mingle silently and with great expression mouth each sound and word in his assigned sentence. The students approach the teacher when their match is made and say their sentence aloud slowly and with great expression.

Hints

– This game is played after the children have had training and experience in knowing the parts of the face, lips, larynx, tongue and teeth that help us talk.
– The sentences are very short. Such as "I love you." "Look at me." "Open the door." Say the sentences aloud after saying them silently.

Winners

– The first pair to approach the teacher with their matched sentence.
– The students could come to the front of the room and point to every sound in every word and say aloud slowly and with great expression how it is mouthed and sounded.



Purpose

– Critical thinking of how rules can be used to attack words.

Student Players and Possible Grade Levels

– Players who have practiced rules and feel in control of how rules are used.

Materials

– Several phonetic rules are distributed. The rules and words that follow that rule are matched,

1. The Short Vowel Rule or Closed Syllable:

In a three-letter word with a vowel between two consonants usually has the short vowel sound. A consonant on either side of the vowel closes in the vowel and is called a closed syllable.

Matching Words: *cat, men, cot, bit, cot, but.* Exceptions: Some three-letter words do not follow the Short Vowel Rule: *the, are, was.*

2. The Open Syllable Rule: Note: The Open and Closed syllable rule can be taught and with multi-syllable words.

go, so,

3. The Long Vowel Rule: When two vowels are together such as *ai, oa, and ea*, the first vowel says its own name and the second is silent.

Exceptions:**4. The Vowel-Consonant e Pattern:**

Such as *babe, race, ride rode cave take face wake brave nose bone hole alone awoke froze close spoke stone fire time five miles slide side hiked shine like life dine pines time while nine lime vine fire line drive spine shine mind like, life.*

5. Sounds of the long 'a' such as: *ay* in *play*, *ei* in *eight*, *ai* in *rain*, a consonant *e* in *cake*, *a* in *baby*, *ea* in *great*, *ey* in *they*, *au* in *gauge*.

6. R-controlled Vowels such as: *car, park, horn, bird, burn.* dark start. *Er* in *fern*, *ir* in *bird*, *ur* in *burn*, or *is* word and *world*.

7. The diphthongs of *ow*, in *cow* and *ou* in *couch*, *oi* in *boil* and *oy* in *boy*. The *ow* is mainly at the end of words and *ou* in the middle. The spelling of *oi* is mainly in the middle, *oy* at the end.

Rule: /ld/ before "o" says "o" as in *cold*: *old told gold*

Rule: The "i" is usually long when it is in front of "ind": *rinds kind behind. mind wind* (as *string*)

Exception: *wind* that blows

Double Consonant: *litter little*

Variations

Long before the game is played, children find words in their reading that follow the rules and make lists. These lists are familiar to the students so the players know what rules are and feel success and accomplishment.

Cautions

- Only two rules can be used in the game until children feel in complete control of how to use the rule.
- As many rules as players are capable of are played in one game.

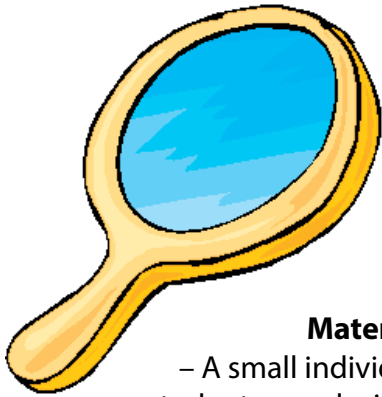
Winners

- Success is not in competition but being able to explain orally how the rule helps attack words.

Mouthing Words

Mouth Movements

SKILLED MINGLE GAMES



Purpose

- To hear and see the correct tongue, lip, jaw and throat movement and placements.

Students and Possible Grade Levels

- All class with emphasis on the child who needs help making sounds, Grades K-4.

Materials

- A small individual mirror or one that can be passed from player to player to see how students are placing their jaws, tongue and lips.

Directions

- Teacher whispers several sounds (one sound per player) just seen and heard in the mirror. Same sounds are whispered to other half of students. Students mingle saying the sound whispered to them—trying to match. When matches are found the pair approaches the teacher to confirm.

Variations

- Make two sounds, some the same and some different as: striking two sounds on the triangle or a piano or any sound within the environment. Students respond with “yes” for same and “no” for different.
- Say two words that are the same or distinctly different.
- Gradually choose words only slightly different.

Hints

- Students emphasize sound when mingling.
- Make students aware that a game with whispers is more difficult than saying the sound aloud.

Winners

- All sound pairs with a matching sound approach teacher to confirm.

Keeping Your Score

Visual & Auditory Memory

SKILLED MINGLE GAMES

Purpose

- To increase visual memory from short term to long term.

Student Players and Possible Grade Levels

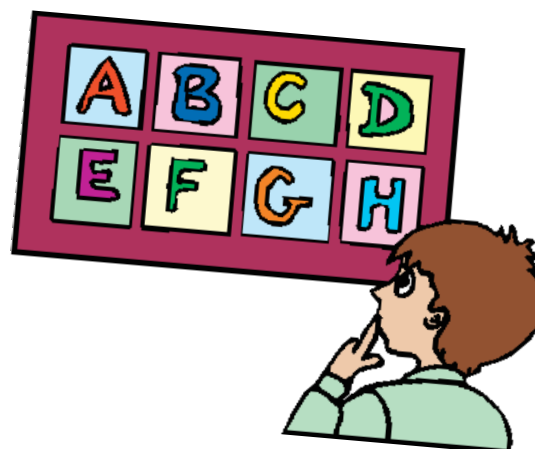
- All class and those who need visual memory improvement.

Materials

- Use letters of the alphabet, words, pictures and charts that increase in difficulty.

Directions

- Study for a minute or two or any set time a picture, figure or drawing. Remove it and try to duplicate it from memory.
- Keep score of how many objects remembered. Students mingle to look at what others have remembered and compare to their drawing.
- Set drawing away for a day or two. Keep score by showing the same picture again to see how many more objects or words, etc. were remembered.



Variations

- Students read a sentence in a book, cover it and try to remember all the words in the sentence.
- Remember names of all students in his/her class.
- Remember what was on the school lunch menu today.
- Remember the author and illustrator of a favorite book.
- A high performing and a struggling student may work together.

Hints

- It is not unusual for struggling readers to remember more objects than high performing students.
- Quality of art is not a factor, only that the object was remembered.

Winners

- After several times a picture has been shown and objects counted on the last try, only then is the winner declared.

I'm The Best

Long Term Memory

SKILLED MINGLE GAMES

Purpose

- Cooperation, Organization and Leadership Development.
- Developing Long Term Memory.

Players and Possible Grade Levels

- All class members, 2-6

Materials

- Practice time for performers.
- Some performances may need stage props.

Directions

- The practiced activity is performed before the class.
- Before the game starts, learners get together to practice with two to five students (more is cumbersome) with any materials they have learned to say, sing or perform while mingling.
- Such things as: any song, or poem, months of the year, days of the week, saying anything backwards, any dance, spelling list, anything the group can do well together.

Variations

- Students may wish to write their own skit or song.

Hints

- Students can practice during recess time.
- This is a good game for cold winter days when outside play is not practical.
- Students can practice on opposite ends of room so noise will not disturb other groups.
- Students may need several recess periods to perfect performance.

Winners

- The children can vote as to the best performance that may be taken to another class in the school.
- Each voter must have at least three reasons why he voted for a particular group.

Many Ways

Inflectional Endings

SKILLED MINGLE GAMES

Purpose

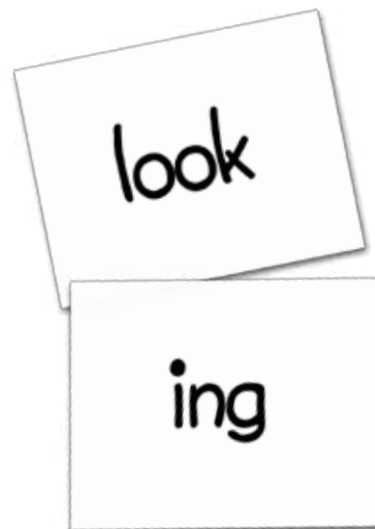
– Learners to be aware of the many inflectional endings.

Players and Possible Grade Levels

– Two to four children with inflectional ending words. Others to match words. Grades 3-6.

Materials

- Cards
- Crayons or pencils
- Paper for Book
- Bulletin Board
- Clipboards

**Suggested and Starting Words...**

_ing - looking staying fishing sleeping
 _es - clashes peaches churches glasses
 _ed - asked rained painted played
 _er - longer later funnier thicker
 _s - drops apples stars hats
 _est - funniest happiest biggest saddest
 _ful - painful hopeful careful playful

_ly - quietly gladly nearly
 softly
 _less - careless harmless boneless
 sleepless
 _ness - sickness neatness darkness
 goodness

Directions

- Divide students into two teams with a captain using no more than two inflectional endings.
- Make a deck with the four words for each inflectional ending on each card and endings on other cards. Distribute half the deck to team one - the 'ending holders.'
- The other half to team two, the 'word holders.' Ending holders and word holders mingle to match endings with the four words. When a word is spotted, a team member may take the word and give it to the captain.
- When the captain has all four words together, the word holders and ending holders approach the teacher to confirm.

Variations

- More challenging to say and not see the inflectional ending as players mingle.

Hints

- Players could spell the words to match with the endings. The game will go smoothly if the players are familiar with the spelling of the words.

Winners

- When a team comes forth with an ending and four words are matched within the allotted time for the game, the game is won...but not quite. The final winners are when the players can write a sentence using the words with their inflectional endings.
- A funny bulletin board complete with cartoons or bound book could be made of words with all their inflectional endings made into funny sentences to give practice and meaning to inflectional endings.

Two for One

Compound Words Definition

SKILLED MINGLE GAMES

Purpose

- To be made aware of the many compound words in every book read.

Student Players and Possible Grade Levels

- All class members, Grades 1-2.

Materials

- Cards with compound words.
- Cards with definitions for compound words.

A box for mail--mailbox

A bag filled with beans--beanbag

What we wear under our clothes--underclothes

A ball that goes through a basket--basketball

A ball that you kick with your foot--football

A board that you can put cups on--cupboard

A man made of snow--snowman

A case to hold books--bookcase

A man who fights fires--fireman

A board you can write on with chalk--chalkboard

A room for storing goods--storeroom

A boat used as a house--houseboat

A plane that goes into the air--airplane

A tie that goes around someone's neck--necktie



Directions

- Several cards with compound words are given to half the class. The definitions are given to the other half. The word card holders mingle to find the definition for the card they hold.

Variations

- The children could have fun by trying to act out, if possible, the definition.
- Children find compound words in their reading and add the definition for

another game.



Hints

- Choose as often as possible struggling students to be the definition card holder.

Winners

- The first two card and definition holders who return to the teacher.
- The game is definitely won only if the definitions and compound words match and the definitions can be read.

Surprise Words

Compound Words Together

SKILLED MINGLE GAMES

Purpose

- To help students become aware of words that can be compounded.

Student Players and Possible Grade Levels

- All class members, Grades 2-3.

Materials

- Cards to write compound words.
- Clipboards

airplane spaceship someday homemade sunshine someone pancake pickup onto
bedtime campfire daylight daytime nighttime gumdrop lifetime behind chipmunk
eggshells pop tops pop cans pietins everybody campground

Directions

- Distribute as many compound words as teacher wishes.
- Write first part of compound word on one card and the last part on another card.
- Students mingle to match first and last part in time allotted.

Variations

- A compound word list could become a spelling list.
- Students could make riddles or tongue twisters from compound words.

Hints

- Type in words on a computer or high functioning students could write words on index cards before game begins.
- Save cards for future games.
- Students look for compound words to add to game in their reading and conversation at school and at home.
- This game is played very quickly

Winners

- The two students with matching compound words.



Much Match

Rhyming Memory

SKILLED MINGLE GAMES

Purpose

- To increase awareness of not often said rhyming words.

Student Players and Possible Grade Levels

- All class members, Grades 2-3.

Materials

- Sample rhyming words could be: bench/wrench, bought/thought, clear/hear, fair/hair, flew/threw, gleam/team, hate/late, head/spread, hitch/switch, lamp/stamp, match/patch, much/such, oil/spoil, sell/shell, should/would.

Directions

- Distribute as many words as teacher wishes to use. One rhyming word to half the students the other rhyming word to other half. Students mingle to match rhyming words.

Variations

- Students mingle saying the rhyming word.

Hints

- When students become aware of not often said rhyming words, more can be added for future games.

Winners

- The most match rhyming words in the allotted time wins.



Sentence Surprises

Sounds of Our Language

SKILLED MINGLE GAMES

Purpose

- To introduce the sounds of English with a sound sentence.

Student Players and Possible Grade Levels

- All of class, Grades 1-6.

Materials

- Cards to make sounds
- Permanent markers
- Clipboards

Sounds below:

all as in ball
 ell as in yell
 ff as in off
 ill as in mill
 a as in add
 i as in itch
 o as in off
 u as in under
 e as in elf
 x as in fox
 qu as in quilt
 ck as in sack
 z as in buzz
 wh as in wheel
 ph as in phone
 th (voiced) as in they
 th (unvoiced) as in thin
 ch as in chop
 sh (beginning) as in ship
 sh (ending) as in cash
 atch as in patch
 itch as in ditch
 otch as in notch
 utch as in hutch

dge as in edge
 ang, as in sang
 ank as in thank
 ing as in wing
 ings as in things
 inging as in singing
 ink as in wink
 inking as in sinking
 ong as in song
 onk as in honk
 ung as in hung
 unk as in trunk
 ai as in rain
 ay as in play
 ey as in they
 eigh as in sleigh
 vowel consonant e as in gate
 au as in gauge



Directions

– Make a card for each sound and a card for each Sound Word and picture. Distribute the sound cards to half the students and the Sound Words to the other half. The cards may look like the cards on the previous page.

Variations

– Students mingle saying the sound word. Other students saying the sound.

Hints

- Play this game a few sounds at a time.
- Previous learning of sounds is necessary.
- Because of the vast number of words included in the Two Vowel Rule it will not be included in the words above. The Two Vowel Rule is: “When 2 vowels go walking the first does the talking.” as in; rain, boat, doe, bay, tree, pie.
- The Vowel Consonant ‘e’ Rule is also not included. The rule is the same as the Two Vowel Rule. Even when a consonant is between the two vowels; as rope, name, cake, mule, rule. The first vowel says its long vowel name and the last vowel (the e) is silent.
- The Sound Picture could be drawn by the students to help remember sounds.

Winners

– If students are able to transfer their knowledge of sounds to attack words.

Watch Your Mouth

Sound Definitions

Purpose

– To help both player and teacher with accurate instructions for correct mouth formation of sounds and words.

Student Players and Possible Grade Levels

– All of class with emphasis on players needing help in sound and word formation.



Materials

- Small mirrors
- Place to hang mirrors
- Card or paper to write instructions

Some sample words for the sounds could be:

The 'p' sound: pig, apple, top. Press the lips together gently and then separate them suddenly by sending puffs of breath between the lips as you say p-p-p. This sound is whispered. Put your hand on your throat or larynx. Do you feel it working?

The 'b' sound: ball, ribbon, tub. Made the same as 'p' but your larynx deep in your throat helps make the sound. Put your hand on your throat or larynx. Is it working to make the 'b' sound? Both your lips and your larynx make the sound of 'b'.

The 'm' sound: milk, hammer, comb. Close your lips and make a humming sound through your nose such as m-m-m-ay, m-m-m-ama, m-m-m-an

The 'h' sound: hat, beehive, heavy, heart. Open your mouth and let all your breath out when and say h-h-h-at, h-h-h-eart, h-h-h-ill

The 'w' sound: wagon, wigwam. Round your lips into a little circle. Touch your throat to feel your throat or larynx working to help make the 'w' sound. Your lips and your larynx work together.

The 't' sound: top, necktie, cap. The tip of your tongue touches the gum behind your upper front teeth. This sound can be whispered or said very loud and harshly. If you say the 't' sound softly your throat muscles don't help much, but the louder you say the 't' sound the more your throat muscles work.

The 'd' sound: dog, window, bed. The 'd' sound is made like the 't' by placing the tongue behind the gum of your front teeth. The larynx or throat works to help make the 'd' sound. Put your hand on your throat to feel it helping your tongue.

The 'n' sound: nail, penny, pen. Your mouth is open and your tongue is placed behind your upper teeth. For a little fun, try to make the 'n' sound by holding your nose.

The 'y' sound: yarn. Make the long 'e' sound followed by the sound of the following word as the short 'e' sound in yellow; the 'ar' sound in yarn.

The 'k' sound: key, turkey, book. **The 'hard c' sound:** car, cat. Raise the back of your tongue. Touch your throat or larynx to feel it helping to make the 'k' sound.

Consonant Blends: br bl cl dr fl fr gl gr pl sc sk st scr sp squ tr tw

Digraphs: ch sh wh th

Directions

- Mount several mirrors on the bulletin board. Surround them with a few sounds and words. The children watch themselves and other players say the sounds and words to correct errors. When players can say sounds correctly, the teacher makes note of it.
- Two sounds are used. Teacher whispers individually which sound to say as he/she mingles. When each sound is matched, all players go to a designated area. For instance all the 'k' sounders go to a designated area and the 'b' sounders to another.

Variations

- When all members can move the mouth and sounds and words correctly all are winners and the sounds and words are changed.

Hints

- Children become familiar with the surrounding sounds and words by saying them very slowly and specifically.
- Each member watches carefully to see if his/her mouth and other mouths are moving correctly.
- If the teacher wishes, she can bring the child to a mirror alone to determine accuracy aside from the class but do not make a player self-conscious or isolate him.
- Peace and quiet should prevail before teaching the sounds.
- All letters should be mastered in hearing the correct sound and saying it before blends are introduced such as 'bl' or 'st'.
- All problem letters must be taught in dozens of situations for it to become habitual speech.
- If teacher wishes more specific instruction on new sounds, they are found in the *CompuRead Teacher's Manual*.

Winners

- Each member of the class helps others to say sounds correctly so a new game can be played with new sounds so class can win a small, very small, treat.

Starting Right

Capital Letter Beginning

SKILLED MINGLE GAMES

Purpose

- To make players aware that the first word in each sentence begins with a capital letter.

Student Players and Possible Grade Levels

- All of class, Grades 1-3.

Materials

- Sentences Cards
- Clipboard

You can use the sentences below and later you can make your own:

_____ play house has many blocks. this
 _____ wind is chilling my fingers. the
 _____ is in my lunch today? what
 _____ hair is black. her
 _____ should pick up before we go home. you
 _____ saw many animals at the zoo. we

_____ pencil should be sharp to write well. a
 _____ is the first day of the week. sunday
 _____ the toys in the box. put
 _____ yellow birds were in the cage. two
 _____ bought a doll for me. mother
 _____ sit on a chair in school. students
 _____ newspapers are delivered in the
 morning. most

Directions

- Divide the students into two teams. Make enough copies for each team to have the sentences and words. Distribute both sentences and words to each team.
- Use the cards on the following pages, one card with the sentence and the other card with the beginning words, one capitalized and one not. Using the clipboard, students attach sentences and beginning words to the clipboard. Players mingle to find a sensible beginning word with the capital letter.
- When all team members have found a capital letter word to fit a sentence, the team goes to a designated area.

Variations

- Players act out sentences when they are completed.
- Put all the capitalized words in alphabetical order.
- Players write the correct sentence at their seats.

Hints

- Words may be sensible in more than one sentence. Allow sensible words to be correct. Usually the game comes out with all words making sense.
- So the words can be clipped easily, the bottom word is the capitalized word.

Winners

- After a designated time, the most team members with sensible beginning sentences matched with capital letters.

_____ play house has
many blocks.

this
This

_____ wind is
chilling my fingers.

the
The

hair is
black.

 is in my
lunch today?

her

Her

what

What

should
pick up before we go
home.

you
You

 saw many
animals at the zoo.

we
We

pencil
should be sharp to
write well.

a
A

 is the
first day of the
week.

sunday
Sunday

the toys
in the box.

put
Put

 yellow
birds were in the
cage.

two
Two

_____ bought a
doll for me.

mother
Mother

_____ sit on a
chair in school.

students
Students

newspapers
are delivered in the
morning.

most
Most

Where's My Home?

City & Name Capitals

SKILLED MINGLE GAMES

Purpose

- To make aware that places and names begin with a capital letter.
- To make aware of the difference between proper nouns and common nouns.

Student Players and Possible Grade Level

- Grades 1-3, or when introducing parts of speech.

Materials

- 4x6 Index Cards for common and proper nouns.
- Common and proper nouns written on own cards for future games.

Proper Nouns

New York City Maple Street Chicago, Illinois Cherry Street Ford
Frank Boston Mississippi River Red Riding Hood Harry Potter
The Star Spangled Banner Pacific Ocean The North Pole
Union Pacific United States Mickey Mouse Miss Jones

Common Nouns

me boy house car live yellow lesson story time practice
help skill memory happen word the song toys melon food
closet dish honey knight organ paw piano smell zipper
island

Directions

- Prepare cards before game begins by writing a correct common noun on one card and an incorrect common noun on another card, such as "boy" and "Boy."
- On another card, write the correct proper noun and on still another card, the incorrect proper noun, such as "New York City" and "new york city." (Samples nouns above)
- Pass out one card to each player. Players mingle to find another player with the correct common or proper noun. (New York City, new york city) (boy, Boy)
- When a common or proper noun is matched, players go to their seats and work together to create a sentence, a joke, a poem, a cartoon or a tongue twister using the correct common and proper nouns and any other common and proper nouns they want to.

Boy

boy

New York City

new york city

Variations

- Have children gather enough common and proper nouns to fill two more cards. Print the cards out and play another game.
- Have children write the name of their city or town and the names of members of their family, including pets. Make a “My Family” bulletin board.

Hints

- Common and proper nouns are the first and most easily understood of the Parts of Speech.
- The game is played well during Valentine’s Day when all the names of children are given out.
- Divide the class into two sections...Names from A to M , N to Z for lunch line lineup, first to the swings, first to the coat room, first to reading circle, etc. Any way you can use or write proper name nouns in a meaningful way.

Winners

- Show what you created with your common or proper noun.

The Important Word “I”

The Capital I

Purpose

- To make the students aware that “I” is capitalized when speaking about ourselves
- To make the students aware that someone else or something else should always be spoken of first before you speak of yourself

Players and Possible Grade Level

- All class members, Grades 2-3.

Materials

Father and I...	played catch in our backyard.
Frank and my friend and I...	played a computer game at home.
Fred and I...	looked for my lost pencil.
The girls and I...	practiced on my new piano.
Our dog and I...	rode in the back of our truck.
Charlie and I...	are in the same class.
Yes, this is...	I.
My sister and I...	baked cookies with mother.
My teacher and I...	tidied up the classroom.
My friends on my street and I...	like to ride our bikes.
All my friends and I...	play together at recess.
My cat and I...	like to be warm.
Mother, Dad and I...	are going camping this summer.
My math book and I...	know a lot about numbers.
This beautiful garden and I...	have yellow flowers.
This new car my Daddy bought and I...	are sure to go on some long trips.
My family and I...	thank you for helping during the flood.
My computer and I...	can solve a lot of problems.
My toothbrush and I...	go to work on my teeth each morning and night.
This warm coat and I...	have made many angels in the snow.
Sun and water and seeds and I...	can make this garden grow.
Everyone in my neighborhood and I...	help me to grow up to be a good person.

Directions

- The first part of the sentence cards are distributed to half the players. The last half of the sentence cards to the other half.
- Players mingle to match the first and last half that could make sense.

Variations

- The students listen to each other's speech for a week to keep track of how many times they hear someone speaking of themselves first, as "Me and my sister."
- All students are at their seats. The first part of the sentence cards are distributed to all students. The second sentence card is given to the first student. He compares both sentence cards to see if they make sense. If it does, the student may retain both cards. If not, student passes on the sentence card to another student until it makes sense to another student. The last sentence cards are passed quickly. The student has the right to pass the last sentence card he thought made sense and keeps the one just passed to him.
- The "first sentence cards" and "last sentence cards" could be Story Starters for creative writing.
- To make the players aware of the subtle Cause and Effects in the sentences.

Hint

- There could be more ways than one to make a sensible sentence.

Winners

- The game is played with teams. The most sensible sentences within a time limit are the winners. The sentences are read and talked about.

Frank and my
friend and I

Father and I

played a computer
game at home.

played catch in
our backyard.

Fred and I

looked for my lost
pencil.

The girls and I

practiced on my new
piano.

Our dog and I

rode in the back of
our truck.

Charlie and I

rode in the back of
our truck.

Charlie and I...

are in the same
class.

Yes, this is

I.

My teacher and I

My sister and I

tidied up the
classroom.

baked cookies with
mother.

My friends on my
street and

like to ride our
bikes.

All my friends and I

play together at
recess.

My cat and I

like to be warm.

Mother, Dad and I

are going camping
this summer.

This beautiful garden
and I

My math book and I

have yellow flowers.

know a lot about
numbers.

This new car my
Daddy bought and I

are sure to go on
some long trips.

My family and I

thank you for helping
during the flood.

My toothbrush and I

My computer and I

go to work on my
teeth each morning
and night.

can solve a lot of
problems.

Sun and water and
seeds and I

This warm coat and
I

can make this garden
grow.

have made many
angels in the snow.

Everyone in my
neighborhood and I

help me to grow up
to be a good person.

Question & Saying

Asking and Telling

SKILLED MINGLE GAMES

Purpose

– To be aware of voice inflection of Asking Sentences that ask a question and Telling Sentences that simply make a statement.

Student Players and Possible Grade Levels

– All class in lower grades when children are becoming aware of the inflection of punctuation. From second grade to those in need of comprehending Asking and Telling sentences.

Materials

– The sentences below, written on cards by the children and your own sentences the teacher and students make for future games.

Is today Friday
Are we going to recess early today

My dog is black and white
My crayons are short and used

I have a little sister
How old is your sister

Christmas comes in December
Did you help clean your room

It is raining

The car is new

Did you see the full moon
A capital letter begins a sentence

My friend has a monkey
Get plenty of fresh air

Why do we celebrate the 4th of July
Do you like candy

New York in a large city
Have you been to a large city

Directions

- Each of the cards containing the sentences above as time and ability allow are given out to players. One sentence for each player. If you have more students than sentences, print out duplicates so each player has a card.
- Some sentences are “Asking” and some “Telling.” Each player clips his sentence to his clipboard.
- The players mingle until they find another player with an Asking or Telling sentence. They go to a designated place or to teacher to confirm.

Variations

- Say a Telling Sentence in an Asking way, as: “This is a cold day?”

Hints

- Asking sentences can be said by the teacher throughout the day to make the students even more aware of their voice inflection at the end of an Asking Sentence.

Winners

- Must be able to justify whether Asking or Telling sentence to teacher.

What was That?

Homophones or Sound-Alikes

SKILLED MINGLE GAMES

Homophones are words or sounds that are pronounced the same, but different in meaning, whether spelled the same way or not. For example; blue and blew. Homophones are also a written letter or combination of letters that represents the same speech sound. For example; 'ph' is a homophone of 'f' in English. Both of these sounds are pronounced the same.

Purpose

– To give practice in sound, spelling and meaning of homophones

Student Players and Possible Grade Levels

– All class members, Grades 1-6.

Materials

- Paper to write sentences and Sound-Alike words
- Envelopes to store sentences for future games
- Clipboard for each player

Directions

– Copy and cut out the cards on the next several pages. Give to the class the number of sentences the teacher wishes class to learn. Give each player a homophone sentence. The players mingle to match the homophone sentences.

Some sentences with homophones could be:

This water is **too** hot **to** put my hand into.
I'll race you **to** the school fence.
My little brother is **two** years old.

The sky is beautiful and **blue** today.
The wind **blew** limbs around the yard.

Leesa **Bee** flies quickly from the hive to the flowers.
Our parents want us always to **be** helpful.

I live on a **road** just out of town.
I **rode** on a pony for my first time.

I **knew** how to read a long time ago.
My bicycle is shiny and **new**.

The **red** ball went into the stream.
Mandy has **read** thirty library books.

I am my father's **son**.
Our **sun** has been shining for millions of years.



My friend **threw** the ball across the ball field.
We walked **through** the tall grass to get home.

This is how to tie a **knot**.
There is **not** a bad dog on this block.

I know the **way** to the store.
How much do you **weigh**?

Bill **ate** a lot of cake at his birthday party.
We should be responsible when we are **eight** years old.

The land was **bare** after the great storm.
Have you watched a **bear** catch fish in a stream of water?

Mother **beat** several eggs to make the pie.
Beet juice is a very healthy drink.

We hauled a pile of **wood** for our fireplace.
Dad **would** work from early until late at night.

Last **week** we went to our city park.
When you are sick you may become **weak**.

Please **wait** for me after school.
The **weight** of the snow broke the branches of the trees.

I put my **toe** into the water to test it.
Father hitched the boat to the truck to **tow** it to the lake.

That is **their** house on the other side of the street.
Look over **there** to see the animals.

You should have heard that fish **tale**.
Have you played the game to pin the **tail** on the donkey?

Most children know they should not **steal**.
Cars are made of heavy **steel**.

What is the **sum** of all the groceries.
Some children like to skate on the ice and others don't.

To be able to **sew** on a machine is a great skill.
There were **so** many children at the picnic.

Many boys in the old days wanted to go to **sea**.
One of the miracles of life is to **see** with our eyes.

Men of old wanted to **sail** around the world.
Stores have a **sale** on their goods.

It is not **right** to steal.
Every child must learn to **write** well.

I **read** a book until late last night.
Red is a beautiful color.

A **plain** is flat land.
Every boy wants to learn to fly a **plane**.

The pie was big enough for a **piece** for everybody at dinner.
Everybody hopes for the world to live in **peace**.

My new **pair** of shoes is made of leather.
To cut the skin off a fruit is to **pare** it.

We got a **pail** of sand from the beach.
Sick children are usually **pale**.

It takes more than **one** player to win a basketball game.
Our team **won** by only a point but a win is a win.

Our city built a **new** school.
Everyone **knew** we needed a school.

I don't **know** all the answers. Do you?
Some answers are "yes" and some are "**no**".

The **knight** of old was in metal armor.
It gets dark early on a winter **night**.

Variations

- Save parts in envelopes for future games. Add sound alike words to the game envelope whenever you or the students see one.
- Some of the homophones could be acted out to further enhance meaning.
- As there are many homophones to learn, this game can be played many times with different sentences. When the children discover homophones in their reading they can write their own sentences to makeup future games.

Cautions

- Homophones are a difficult task to hurdle for low functioning learners. Much practice is needed.

Winners

- The first ones to match their sentences—the winners. The last ones—the losers.
- When all the words are matched, the children write a sentence about the homophone.

The sky is beautiful
and blue today.

This water is too hot
to put my hand into.

The wind blew limbs
around the yard.

I'll race you to the
school fence. My
little brother is two
years old.

Leesa Bee flies
quickly from the
hive to the flowers.

Our parents want us
always to be helpful.

I live on a road just
out of town.

I rode on a pony for
my first time.

The red ball went
into the stream.

I knew how to read a
long time ago.

Mandy has read
thirty library books.

My bicycle is shiny
and new.

My friend threw the
ball across the ball
field.

I am my father's
son.

We walked through
the tall grass to get
home.

Our sun has been
shining for millions
of years.

Bill ate a lot of cake
at his birthday party.

I know the way to
the store.

We should be
responsible when we
are eight years old.

How much do you
weigh?

The land was bare
after the great
storm.

This is how to tie a
knot.

Have you watched a
bear catch fish in a
stream of water?

There is not a bad
dog on this block.

We hauled a pile
of wood for our
fireplace.

Mother beat several
eggs to make the
pie.

Dad would work from
early until late at
night.

Beet juice is a very
healthy drink.

Please wait for me
after school.

Last week we went
to our city park.

The weight of the
snow broke the
branches of the
trees.

When you are sick
you may become
weak.

That is their house
on the other side of
the street.

I put my toe into
the water to test it.

Look over there to
see the animals.

Father hitched the
boat to the truck to
tow it to the lake.

Most children know
they should not
steal.

You should have
heard that fish tale.

Cars are made of
heavy steel.

Have you played the
game to pin the tail
on the donkey?

To be able to sew on
a machine is a great
skill.

What is the sum of
all the groceries.

There were so many
children at the
picnic.

Some children like
to skate on the ice
and others don't.

Many boys in the old
days wanted to go to
sea.

One of the miracles
of life is to see with
our eyes.

Men of old wanted to
sail around the world.

Stores have a sale on
their goods.

I read a book until
late last night.

It is not right to
steal.

Red is a beautiful
color.

Every child must
learn to write well.

The pie was big
enough for a piece
for everybody at
dinner.

A plain is flat land.

Everybody hopes for
the world to live in
peace.

Every boy wants to
learn to fly a plane.

We got a pail of sand
from the beach.

My new pair of shoes
is made of leather.

Sick children are
usually pale.

To cut the skin off a
fruit is to pare it.

Our city built a new
school.

It takes more than
one player to win a
basketball game.

Everyone knew we
needed a school.

Our team won by
only a point but a win
is a win.

The knight of old was
in metal armor.

I don't know all the
answers. Do you?

It gets dark early on
a winter night.

Some answers are
"yes" and some are
"no."

Combining Words #1

Contractions

SKILLED MINGLE GAMES

Purpose

- To make students aware of the words that make up contractions

Student Players and Possible Grade Levels

- All class members, Grades 2-4.

Materials

Contractions With Not

are not....aren't
cannotcan't
could not....couldn't

did not....didn't
does not....doesn't
do not....don't
had not....hadn't
has not....hasn't
have not....haven't
is not....isn't
must not....mustn't
should not....shouldn't
was not....wasn't
were not....weren't
will not....won't
would not....wouldn't

Contractions With Have

I have....I've
they have....they've
we have....we've
you have....you've

Contractions With Would

he would....he'd
I would....I'd
she would....she'd
they would....they'd
we would....we'd
you would....you'd

Contractions With Will

he will....he'll
I will....I'll
she will....she'll
they will....they'll
we will....we'll
you will....you'll

Contractions With Are

they are....they're
we are....we're
you are....you're

Contractions With Is

he is....he's
here is....here's

it is....it's
one is...one's

she is....she's
that is....that's
there is....there's
what is....what's
when is....when's
where is....where's
who is....who's

Directions

- Distribute the contraction cards with the words comprising the contraction on one card and the contraction on the other.
- Students mingle to match words with contraction.
- Give students a copy of the Contractions Chart if the teacher desires them to do creative work.

Variations

- The contractions and words could become a spelling list. Help players to spell contractions saying the 'apostrophe' as he spells.
- A rhyme, joke, riddle, tongue twister, cartoon could be created with the contractions and contraction words.

Hints and Cautions

- This game is played quickly so make the time limit very short, longer if creative work is to be accomplished.

Winners

- Matched contraction words and contractions come to teacher to confirm and go on to create.

Contractions Chart

Contractions With Not

are not.....aren't
cannotcan't
could not....couldn't

did not.....didn't
does not....doesn't
do not....don't
had not....hadn't
has not....hasn't
have not....haven't
is not....isn't
must not....mustn't
should not....shouldn't
was not....wasn't
were not....weren't
will not....won't
would not....wouldn't

Contractions With Have

I have....I've
they have....they've
we have....we've
you have....you've

Contractions With Would

he would....he'd
I would....I'd
she would....she'd
they would....they'd
we would....we'd
you would....you'd

Contractions With Will

he will....he'll
I will....I'll
she will....she'll
they will....they'll
we will....we'll
you will....you'll

Contractions With Are

they are....they're
we are....we're
you are....you're

Contractions With Is

he is....he's
here is....here's

it is....it's
one is...one's

she is....she's
that is....that's
there is....there's
what is....what's
when is....when's
where is....where's
who is....who's

----- Cut Here -----

Contractions Chart

Contractions With Not

are not.....aren't
cannotcan't
could not....couldn't

did not.....didn't
does not....doesn't
do not....don't
had not....hadn't
has not....hasn't
have not....haven't
is not....isn't
must not....mustn't
should not....shouldn't
was not....wasn't
were not....weren't
will not....won't
would not....wouldn't

Contractions With Have

I have....I've
they have....they've
we have....we've
you have....you've

Contractions With Would

he would....he'd
I would....I'd
she would....she'd
they would....they'd
we would....we'd
you would....you'd

Contractions With Will

he will....he'll
I will....I'll
she will....she'll
they will....they'll
we will....we'll
you will....you'll

Contractions With Are

they are....they're
we are....we're
you are....you're

Contractions With Is

he is....he's
here is....here's

it is....it's
one is...one's

she is....she's
that is....that's
there is....there's
what is....what's
when is....when's
where is....where's
who is....who's

are not

aren't

cannot

can't

could not

couldn't

does not

doesn't

do not

don't

had not

hadn't

has not

hasn't

who is

who's

have not

haven't

is not

isn't

must not

mustn't

should not

shouldn't

was not

wasn't

will not

won't

were not

weren't

would not

wouldn't

I have

I've

they have

they've

we have

we've

you have

you've

he would

he'd

I would

I'd

she would

she'd

they would

they'd

we would

we'd

you would

you'd

he will

he'll

I will

I'll

she will

she'll

they will

they'll

we will

we'll

you will

you'll

we will

we'll

you will

you'll

we are

we're

you are

you're

he is

he's

here is

here's

it is

it's

one is

one's

she is

she's

that is

that's

there is

there's

what is

what's

when is

when's

where is

where's

Purpose

- Long Term Visual and Auditory Memory.

Student Players and Possible Grade Levels

- All class members, Grades 2-6.

Materials

- Glue, pencils, crayons and paper to paste picture and write facts.
- Bulletin board to pin pictures and facts to.
- Three ring binder and plastic protectors for class book.

Directions

- Print out cards for players to write a fact on each card.
- Students bring a small picture of themselves to school.
- Students sit at desks, paste picture and write five facts about themselves, as: I was born in Hawaii. I like malted milk. I am a good swimmer. I can play a guitar, I have a good dog. One fact is written per card. Each student decorates his cards as he wishes.
- A bulletin board is made of pictures and facts arranged around each picture.
- Bulletin board is left for a week for students to learn others' names and facts.
- The pictures and facts are taken down. Teacher pins the picture and name of one person about which another player must remember.
- Fact cards are mixed and distributed among the students.
- Players mingle to match picture and facts about their assigned student.

Variations

- With class members knowing each other's names they can line up for lunch alphabetically by first names or last names.
- All birthday students in January (or any month) are first in line. Students line up alphabetically.
- Praise is given if the teacher calls on a student who can name four (or any number) of facts about another student.

Hints

- Make a book with all the fact pages.
- Some students may wish to write a story of their lives.

Caution

- Student may wish to have help from home to decide on facts.

Winners

- There are no winners or losers, just learning the names and facts and becoming friends.

Purpose

- To be aware that our joyful and playful English Language doesn't always mean what the words say they should.
- To be aware we understand English better when we know the idioms.

Student Players and Possible Grade Levels

- All classes. Struggling students paired with high functioning students, team of high functioning students.

Materials

- Cards with printed idioms.
- Clipboards
- Three hole binder and plastic protective pages to hold creative idiom art.

A sample list could be:

To make a scene...to create a disturbance
 To know the ropes...to be familiar with a situation or place
 By hook or crook...by any means
 In the limelight...the center of attention
 Keep the ball rolling...not stop what you are doing
 Don't give up the ship...not be discouraged
 Keep the home fires burning...keep strong until soldier returns
 Rake over the coals...say negative things about someone or something
 Turn tail...Running away from a bad situation
 Bury the hatchet...End a quarrel and be friends
 Hit the hay...Go to bed
 Stick in the mud...One who dislikes having fun
 Go to the dogs...Behaving poorly
 Eat humble pie...To apologize
 Burn the midnight oil...To study for an upcoming test
 Pitch to the winds...To give up
 Wolf at the door...Lack of money
 Up in the night...Don't know what you're talking about

Continued on next page.

Directions

- Print out the Idioms and answer cards. Children mingle to match the idiom with its meaning.

Variations

- Have children think of idioms we say every day without even thinking.
- Listen to teachers, parents and adults talk. Have parents help. Write the idioms.
- Write those seen in reading.
- The Internet has hundreds of idioms from which to pick and choose.
- High functioning children may want to know how some idioms came to be as: “know the ropes” comes from knowing how to change the many complicated ropes that change the scenery in a theater.
- When all have been matched, all the pairs with matching cards could prepare a silent pantomime for the class to decide the idiom being acted.

Cautions

- Have patience with low functioning students who do not usually think in the abstract and creative terms of an idiom.

Winners

- There are hundreds of idioms in English. Children who enjoy idioms may find it fun to make a book with their artwork depicting what the words actually say and what they mean.

True or Not True Listening

SKILLED MINGLE GAMES

Purpose

- Listening Carefully for Comprehension.

Student Players and Possible Grade Levels

- All of class. Passages appropriate to grade level.

Materials

- Passages
- Sentences to pass out.

Directions

- Distribute sentences that could be true or not true in each story before the passage is read. Students acquaint themselves with the questions.
- A student or teacher reads a short passage to the class.
- The true statements assemble on the right side of the reader. The untrue on the left side.
- The passage is read once again and discussed why each sentence is true or not true.

Variations

Distribute a copy of the passage. It could be read again to include:

- parts of speech
- a sentence that infers
- a sentence that does not belong
- A compound sentence and a simple sentence.

Caution

- The passage or story being discussed should be familiar to all students so strong and struggling students can answer with confidence.

Winners

- With a copy of the passage in hand, everyone discusses the questions and takes a turn answering. Winners are if everyone on the “true” side defends his answer and answers correctly with the teacher being the umpire.
- Winners are also if everyone on the “not true” side answers correctly. the game is declared a draw.

Purpose

- Long Term Memory for remembering sequences and sentences from previously known lessons.

Student Players and Possible Grade Levels

- All class members, Grades 1-6.

Materials

- Printed out sentences.
- Clipboards to hold sentences.

Directions

- Several players are given the name of a different poem, song, or any previously learned material known to all class members.
- A sentence from each of the previously learned material is distributed to players and clipped to their clipboard.
- Poem or song title holders mingle to find and match their poem, song, etc. When all sentences have been put in sequence, all players go to designated place for verification.

Variations

- Higher grades can say instead of show the sequence of the material such as the poem or song, etc.
- Any number of sentences (four or five) from a story book (probably a reader or social studies book) are written on the chalkboard and read to class. Players work in pairs to use the table of contents to decide the title of the story from which the sentences were taken. Skim the story to find the sentences.

Hint

- Written sentences can be saved in large envelopes for future games.

Winners

- The first players to find the sequence or sentences in the allotted time.

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