



Mingle Games

Easy

Volume One

**A Collection of Easy
and Exciting Classroom
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 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 alikes, 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

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- Matching of Familiar Poems, Songs, or Known Skill
- 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

Easy Mingle Games

Basic Shapes and Colors

Similar Sounds

EASY MINGLE GAMES

Purpose

- Identify shapes through tactile feel
- Refer to shapes by their correct names
- Accurately match a line of clipped shapes
- Use shapes creatively

Student Players and Possible Grade Levels

- K-2

Materials

- Shapes in all sizes and colors made from construction paper or any other on-hand material
- Clipboards

Directions

- Make two each of all basic shapes of the same color and size. Vary the sizes; small, medium and large.
- Divide class into two teams.
- Attach these shapes to each teams' clipboard.
- Describe to the class the names, sizes and colors of all the shapes.
- Teams mingle to match the same shape and color.

Note: As class increases in shape and color recognition, gradually increase the sizes, colors and shapes to match until students can match several shapes and colors by sight and are familiar with their names. Use the correct names such as square, circle, rectangle, triangle, octagon, diamond.

Variations

- Half the class has shapes of different patterns clipped to their clipboards. The other half is blindfolded. The clipped players find a blindfolded player and lets him feel the shapes. If the blindfolded player can identify, the players go to teacher for confirmation. If he misses a shape, he tries to identify with another clipped player.
- Make basic shapes in different colors, sizes and textures such as fine sandpaper and stiff material like canvas. Match the basic shapes in different positions, colors, sizes, textures, in pairs, in threes, etc.
- Give several shapes of various sizes and colors to all the class. Student players create a house, a person, an animal, or anything of which their minds are capable. Allow players more shapes and paper if they need them. Paste the creation together and hang for others to admire. Allow students to explain their creations and why they used some shapes for different purposes.
- Cut the basic shapes from cardboard. Allow enough left over for the child to hold the cardboard to the chalkboard. Have child trace basic shapes starting in the left-hand direction. Make shapes in different sizes.

Caution

- It may take many times the game is played before some players can accurately match.

Winners

- When a match is made the teacher confirms.

Where's That Paper

Prepositions, Verbal Directions

EASY MINGLE GAMES

Purpose

- Understanding of prepositional placement
- Following verbal directions as to size and color

Student Players and Possible Grade Levels

All class members; kindergarten through second grade

Materials

- Several pieces of paper in blue, red, black, white and green, approximately 2-3 inches in width.
- Shapes can be cut from school construction paper.
- Any normal size book
- Large regular paper clip for each student to clip papers together at end of game.

Directions

Note: This is not a true Mingle Game, but having the student's eyes "mingle" to see other student's correct positioning can be loosely classed as one.

- If your class is large, pair them into three or four students per group allowing the teacher to keep track, at a glance, if answer is correct. This also allows players can keep track or "mingle" to see each other's positioning.
- Give each student several different colored pieces of paper in the colors listed above in various sizes and also a book.

Provide the following verbal directions to student players:

- | | |
|---|--|
| 1. Put the blue paper on the red paper. | 12. Find all the pieces of paper and lay them in front of you. |
| 2. Put the red paper in the book. | 13. Arrange the papers from the smallest to the largest. |
| 3. Pick up the green paper and place it in front of you. | 14. Find the smallest paper and lay it on top of the next bigger paper. |
| 4. Take the red paper away and give it to me. | 16. Find the next bigger paper and lay it on top of the next bigger paper. |
| 5. Point to the black paper. | 18. Point to the biggest paper. |
| 6. Take the red paper from the book and give it to the student next to you. | 19. Arrange all the papers in a neat pile. |
| 8. Lay your hand over the white paper and place it between a black and green paper. | 20. Clip this paper clip to all the papers so we can play another game. |
| 10. Take the green paper and lay it on top of your hand. | |
| 11. Put the green paper into the book. | |

Variations

- Strong learners may make another complete game using the same format for prepositional placement.

Hint

- Cut papers large enough for small hands to get hold of.
- Give each child room enough to place papers.

Winners

- Students who follow directions and can place in correct placement.

Purpose

– Many younger students have difficulty in recognizing patterns in sound, along with visual and auditory and committing this to memory. Often a young student will arrive in class mispronouncing letter sounds and consequently word sounds. Therefore, the purpose of Clap, Clap is to assist in hearing and seeing words with multiple syllables and to easily recognize the difference.

Students and Possible Grade Levels

– All students from grades K-6, especially students with lower developmental reading skills.

Materials

– Any poem or song title, child's name, teacher's name, nursery rhymes, songs and poem titles, colors, objects inside and outside the classroom or home.

Directions

– Divide the class in two sections. Half the students are whispered a two syllable word to clap. The other half a three syllable word. Students then mingle with others to hear other student's two and three syllable word and attempt to match with their own. Students clap and say the word as they mingle.

– After students have found others with two and three syllable words, have them gather in a designated area.

Variations

– As students mature in listening skills, have them close their eyes during class practice and listen to hear the number of syllables pronounced by the teacher and or a student.
– Number of syllables and words to clap can vary according to skill of students.

Hints

– Practice with entire class before attempting the game. Students must know and understand the word "syllable."
– Let students see the number of times your hands clap and the sound you say for each clap. Have them count the syllables in a word.
– This game is a good time to observe if students understand the skill of counting one to one correspondence as saying the syllable at the same time as the clap. This one to one counting skill can also be observed as player bounces a ball.

Winners

– The two and three syllable clappers come to the teacher and demonstrate they can clap and say the word.



Is It This Or That Sound?

Similar Sounds

EASY MINGLE GAMES

Purpose

– The English language is composed of many different sounds, many sounding very similar. For a student to pronounce a letter's sound, he must observe his mouth and facial muscles in action and become familiar with the correct sound pronunciation. The student should not be allowed to practice error.

Possible Grade Levels

– K-6 students in need of visual/observation and auditory/listening skills.

Materials

- Large or hand held mirror
- Paper or chalkboard to note letter differences

Directions

- Have each child bring a small mirror to school. With the mirror, the student will observe himself to see how his mouth moves when he says different beginning sounds.
- Select three sounds; two the same and one different. Student player notes the one different. Have the student begin mouth observation movement slowly and deliberately.

Variations

- If students are able to read letters, have them write, hear as well as see how sounds of letters are alike and different.

Caution

- Be acutely aware of how sound is made with the mouth by the player. If mouth movement and its corresponding sound is incorrectly made, it is difficult to later correct.

Winners

- Students come to teacher with matching sounds to see if they are the same.



Sounds Around Me

Outdoor Sounds

EASY MINGLE GAMES

Purpose

- Auditory Memory for Environmental Sounds

Student Players and Possible Grade Levels

- Grades K-1

Materials

- Small bottles, paper, glue
- Place to walk outside
- Objects to make sounds as mentioned in Variations



Directions

- Go outside on a “listening walk” to listen to all possible sounds. (Possible sounds are _____ on the next page.) Students will identify as many sounds as possible. Try to remember the sound when you have returned to the classroom.

Variations With “Inside” Environmental Sounds

- Cover small bottles with paper. Fill two bottles each with the same objects such as rice, beans, sand, small pebbles, sugar, marbles, water, thin mud. Players mingle to match sounds.
- Play rhythm instruments. Children identify sound of instrument and in sequence.
- Make a recording with neighborhood sounds, as: dog barking, kitten meowing, birds singing.
- Identify the disguised voices of classmates.
- Children close eyes and identify sounds in environment, e.g., sharpening a pencil, turning light on, dropping a pencil, close a door, slide a chair, knocking on door, rapping various objects to note differences in rapping sound as on ball, glass, box, book, table, balloon, paper bag, etc.

Hints

- Have fun imitating as many sounds on the “listening walk” as players are able. Make a recording of the sounds students make to imitate outside sounds.

Winners

- Being able to identify sounds.

Some Possible Outdoor Sounds

cars and traffic

birds singing

trees and leaves blowing in the wind

people walking

children talking

teacher talking

our feet as we walk

people we meet

running water

feet scraping

noises from businesses such as automotive shops

someone crying

radios and music being played

Where's That Circle?

Shape Identification

EASY MINGLE GAMES

Purpose

- To introduce common shapes and learn names
- To find and trace figure ground shapes

Student Players and Possible Grade Levels

- Kindergarten

Materials

- Shapes from stiff paper to laminate
- Picture books
- Crayons

Directions

- Distribute two shapes (or as many as students can handle) among students. Students mingle to match shapes.



Variations

- Figure ground pictures or hidden objects in coloring books and children's magazines often feature this skill.
- You can make figure ground pictures of your own by lightly drawing shapes over pictures in coloring books. Have player find the shape and trace around it.
- Draw overlapping shapes and have player trace around each shape with a different color.

Hints

- Make the shapes from stiff paper to laminate for durability.
- Cut a duplication or triplicate or more of all the shapes you wish child to learn—to have on hand.
- Have students refer to shapes by name and discuss why shape is called that name.

Winners

- The teacher verifies the correct outlining has been accomplished.

Little Dot Difference

Shape Identification

EASY MINGLE GAMES

Purpose

- Visual Discrimination of Differences

Student Players and Possible Grade Levels

- K-6

Materials

- Many shapes and patterns. Card stock paper might work best.
- Scissors, paper and glue.

Directions

- Preparation prior to game: Teacher or assistant will cut out shapes.
- Distribute like and unlike shapes and patterns among students to mingle and match. Demonstrate how shapes can be used to compose a picture.



Variations

- These visual discrimination skills can be taken to higher levels with more difficult and subtle differences.
- Separate all shapes and patterns into piles.

Hint

- Strong student players enjoy describing the pattern and using it to draw a creative picture complete with a caption.

Winners

- Students who return to teacher after mingling with correctly matched shapes.
- Students who use shapes to draw a picture.
- Teachers redistribute shapes for creative art.

Rubbadub My Finger

Lower Case Letters

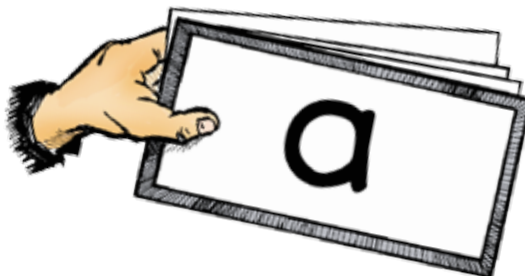
EASY MINGLE GAMES

Purpose

- Visual Discrimination of lower case letters through kinesthetic stimulation.

Students and Possible Grade Levels

- K-1 students in need of kinesthetic training.



Materials

- Scissors, very light sand paper, cloth of different textures, rug sample that leaves a track.
- Mud, rice, beans, water
- Set of two cards you make per letter of lower case alphabet. (See cards on next several page.)

Directions

- Distribute any two cards to the students. Students mingle to match cards.

Variations

- Letters can be written on the backs of the students to recognize.
- A garden hose can be used to “write” letters large across the lawn.
- Cookies can be made in the shape of letters for kinesthetic stimulation.
- Clay can be molded and baked into letters for kinesthetic stimulation.
- A letter could be made outside in the mud to walk around the letter with his feet, saying the letter as he walks.
- Player’s eyes are closed when another person runs student’s finger over letter written on the chalkboard for him to recognize.
- Several students are blindfolded with a letter clipped to his clipboard from the set the teacher made. Another non blindfolded student holds a clay letter and mingles along the line for blindfolded player to match his letter with the clay letter. The non blindfolded player has permission to run the blindfolded player’s finger over the clay letter.

Hint

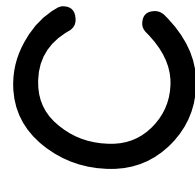
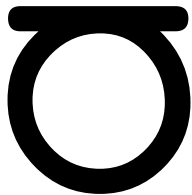
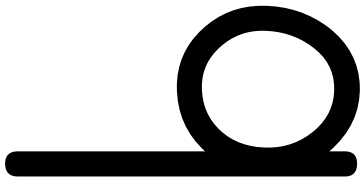
- Student Player says letter as he is tracing it with his finger. When student learns letter, he traces it, saying the sound many times.

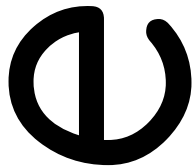
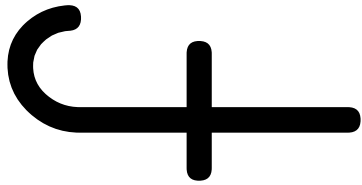
Caution

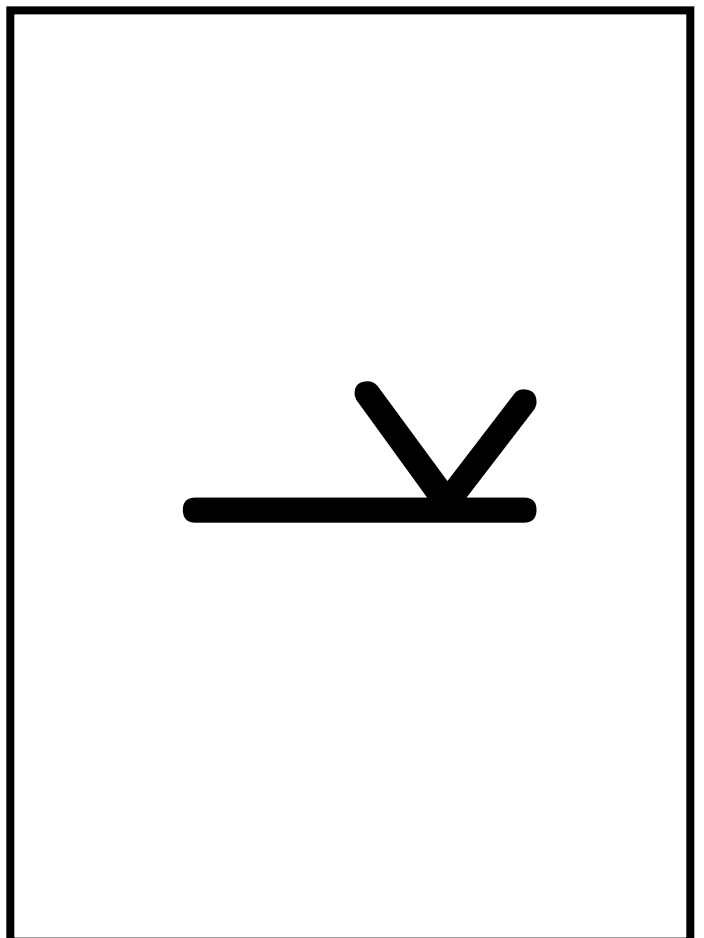
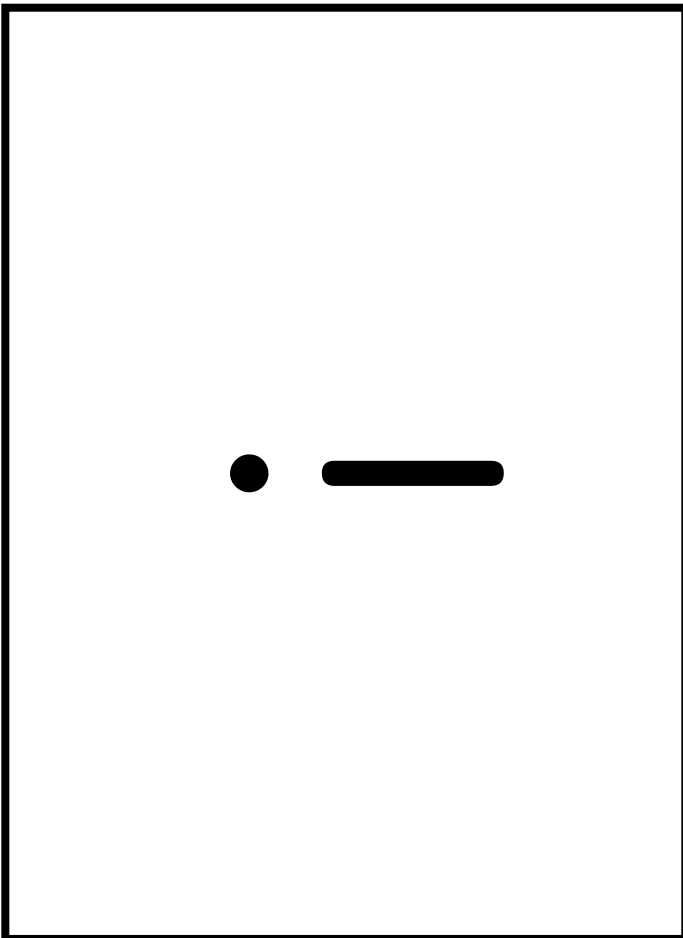
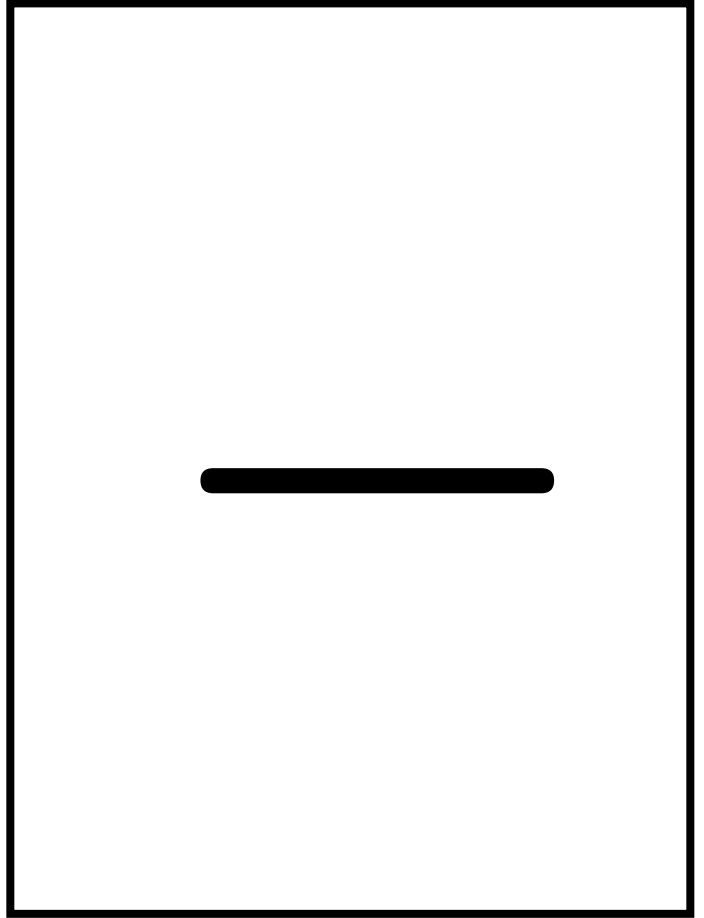
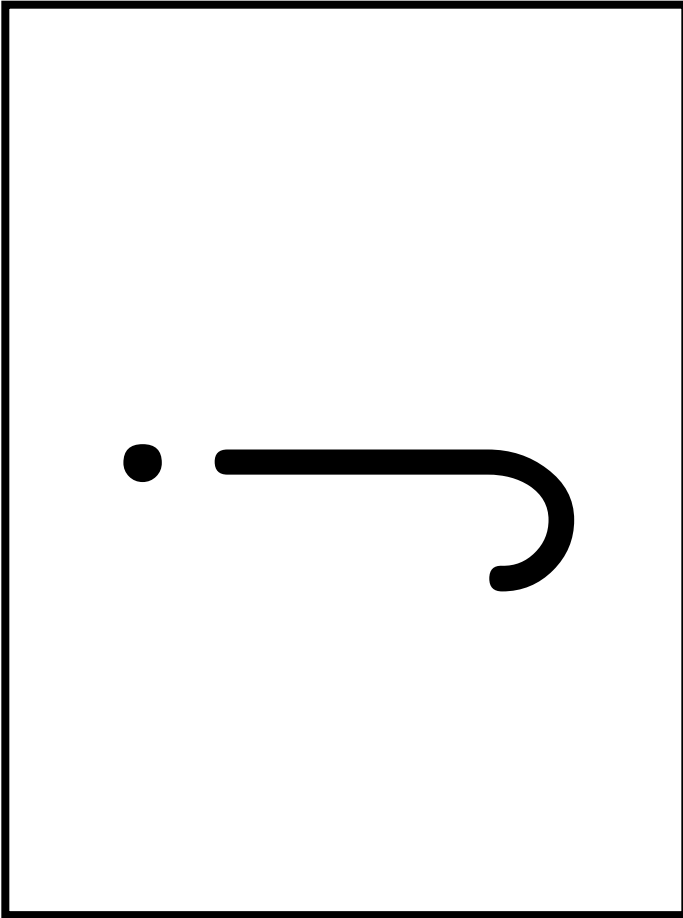
- Even very light sand paper is stimulating, a light touch is enough.

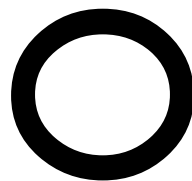
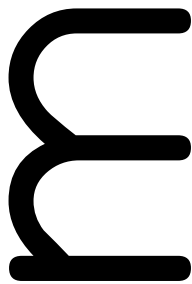
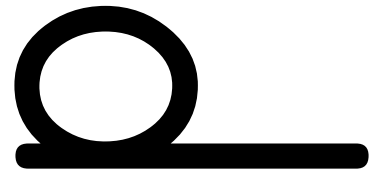
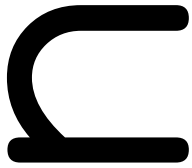
Winners

- When letters match, the pair of students returns to the teacher with the matching letters.









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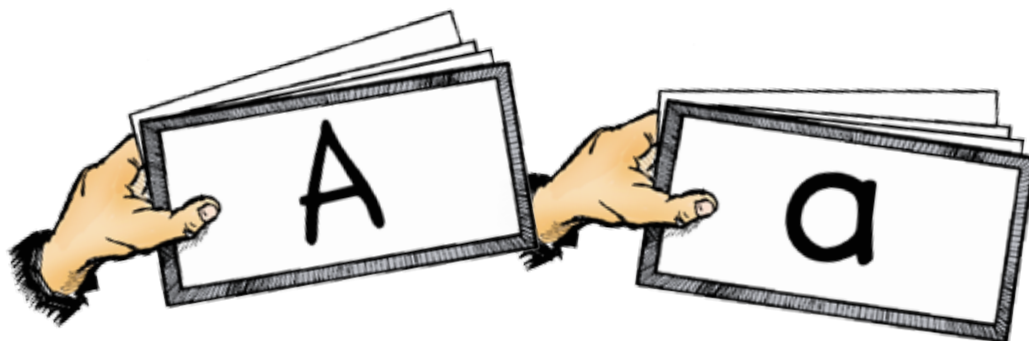
Z

X

Mr. and Mrs. Capital

Capital & Lower Case Letters

EASY MINGLE GAMES



Purpose

- Capital and Lower Case letter recognition.

Students and Possible Grade Levels

- K-2

Materials

- Make capital and small letter cards. (See cards on following and previous pages.)

Directions

- Distribute capital letters to half of the class and small letters to the other half. Students mingle and match upper and lower case letters.

Variations

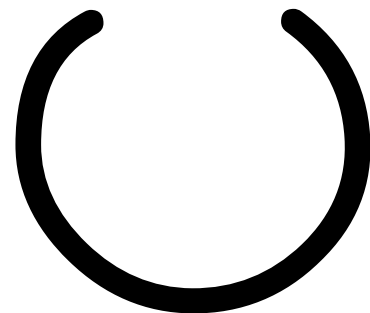
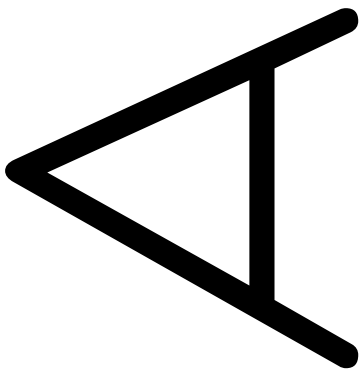
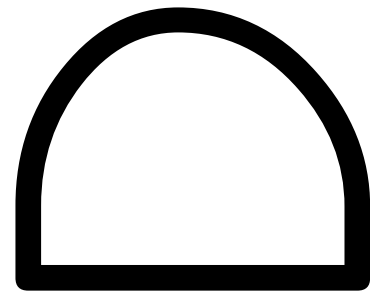
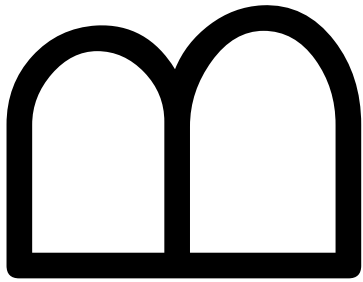
- This same concept of dividing the answers is applicable to dozens of facts such as: math facts, first and last names, opposite words, accented words, historical facts, cause and effect, color mixture, states and capitols, presidents and first ladies, holidays and months, and on and on.

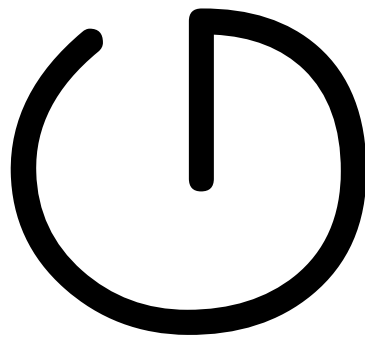
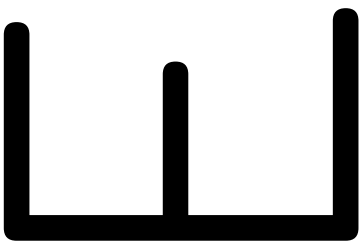
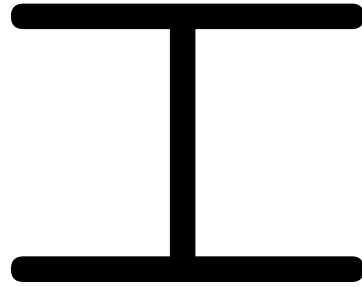
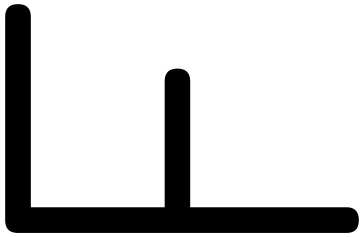
Hint

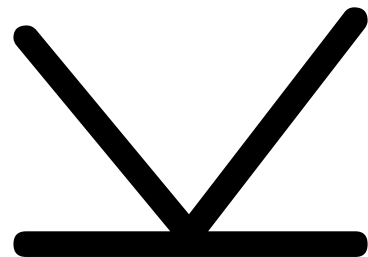
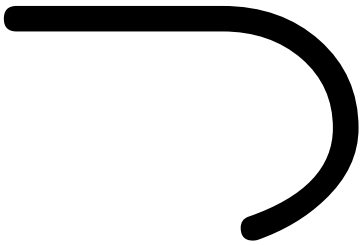
- Ensure students can recognize matching capital and small letters.

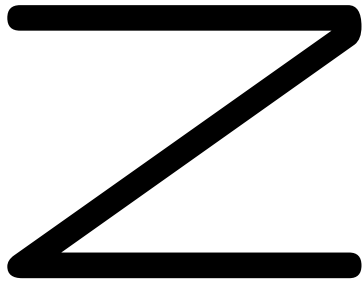
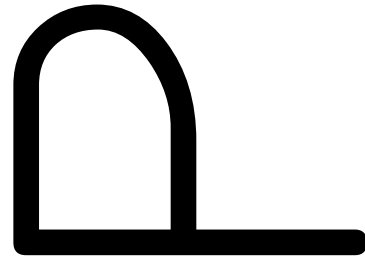
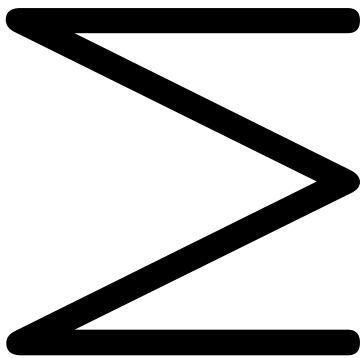
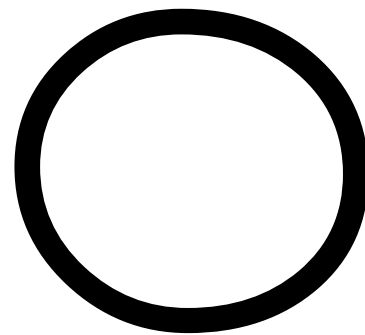
Winners

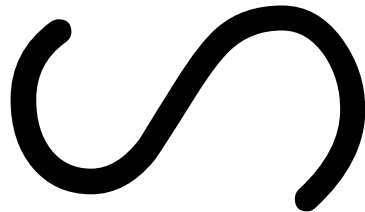
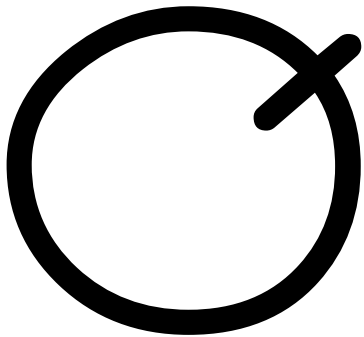
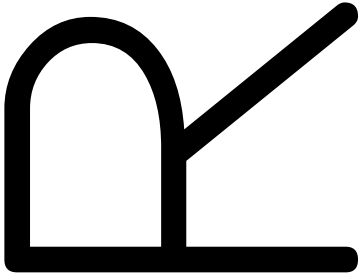
- Matched pairs return to teacher for accuracy confirmation. As the children come to the teacher with letter matches, have them line up in the traditional alphabet order along the chalkboard facing the class.

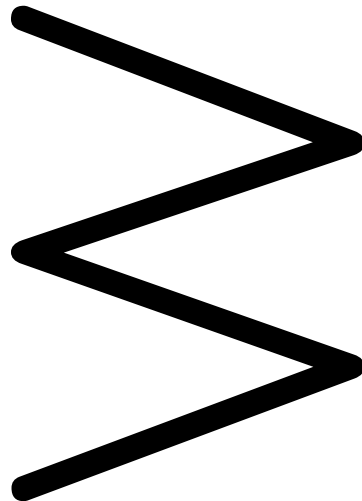
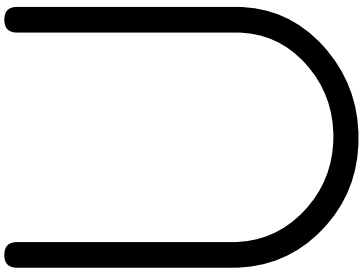
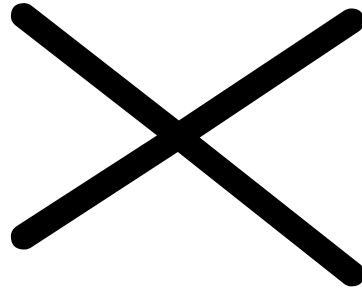
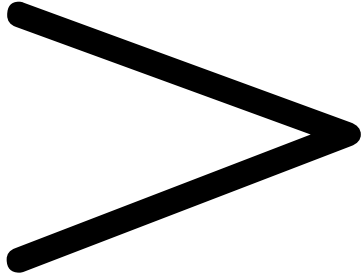


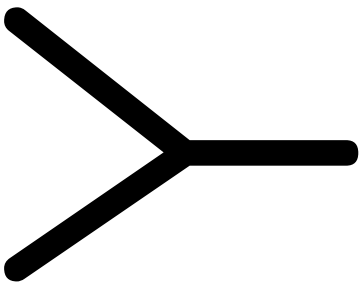
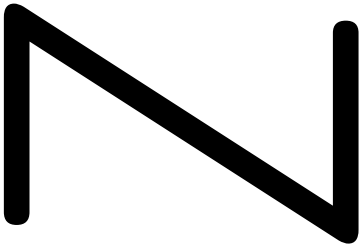




A large, bold, black outline of the uppercase letter 'Z' centered within a square frame.A large, bold, black outline of the lowercase letter 'r' centered within a square frame.A large, bold, black outline of the uppercase letter 'M' centered within a square frame.A large, bold, black outline of the uppercase letter 'O' centered within a square frame.







World Full Of Wonderful Things

Naming Objects

EASY MINGLE GAMES

Purpose

- Vocabulary building by naming objects within the environment.

Students and Possible Grade Level

- K-2

Materials

- Paste, glue, pencils, paper, books to cut up and make
- Location to walk to and name objects along way
- Camera (cell phone)
- Clipboard

Directions

Naming and Identifying Objects in Environment

- One half of students have a printed list of plants and other objects. The other half have pictures of objects, either printed or digital, e.g. on cell phone.
- Walk along designated outdoor path and name each plant and objects encountered.
- Students mingle to match picture with named plant or object. Note: this game can be prepared with a teacher's assistant.



Variations

- Name family members in a picture, picture of classmates, objects in a picture in a book, names of neighbors, objects in classroom, names of teachers, titles of stories read by teacher in class, and home.
- Collect pictures of furniture, kitchen appliances, clothes, classroom items, etc. Students find real or similar item.
- **Organize a Geocache.** Pre place items around the walking path, school yard, or other safe area. Record the GPS coordinates of each object. Each object should be easily found by students. Have the students retrieve one of the objects inside and replace it with a new or similar object for future geocache walks. A geocache variation can easily be adapted to other outside mingle games. Note: a cell phone GPS application (app) can be downloaded onto a cell phone or use a dedicated GPS receiver. Have a local member of a search and rescue team come to class and demonstrate how a GPS receiver operates.

Hints

- In grocery store have child name various kinds of fruits, vegetables and other foods.
- On all objects possible, write the name and attach it to the object. Where it isn't possible take a picture, write object names and paste it in a book.

Winners

- Each pair that comes to teacher knowing and reading the plant and objects. Of coarse, the first pair to successfully return are the grand winners.

More Outside Walking

Environment Vocabulary

EASY MINGLE GAMES

Purpose

- To increase students' awareness and vocabulary of their environment.

Student Players and Possible Grade Levels

- K and Grades 2-3



Materials

- Note pad to take notes of walk.
- Camera or cell phone to take pictures of different leaves, bugs, flowers, trees, cars, buildings, etc.
- Bag to gather small objects.

Directions

- Take a walk around the school's yard. After the walk and the students are back in class, students mingle by acting out and matching:
 - several ways to walk.
 - matching a weed or a flower
 - matching leaves

- matching a smooth rock and a rough rock

- If you can take it, matching bugs.

Note: if possible, project the digital images from the cell phone to a screen, allowing students to easily see what was recorded.

Variations

- When walking with students, have them tell you all they can see and every object they know. Introduce them to objects they may not know to increase their vocabulary.
- While walking let the students become actors. Have them walk sadly, slowly, quickly, loudly, softly, is frightened, proudly, joyfully, boldly, snobbily, hatefully.
- Encourage them to stop and look at the leaves, flowers and weeds, rocks, ants and other bugs. Ask about the color, shape, roughness or smoothness, speed of movement of bugs.
- Point out safety signs are in basic shapes. Help students to recognize safety signs such as school, walk, wait or signs within your environment.
- Play What If Games. What if that butterfly landed on your finger and you could take it home? If you could talk to an ant, what would you say?

Hints

- This game requires several aides or parents. Prior coordination is recommended.
- Gather leaves, rocks, some dead bugs, (yuk, gross), flowers, soil samples, etc., from your walk.

Winners

- Students who want to talk about and ask questions about the walk.

The Great Shape

Shape Identification

EASY MINGLE GAMES

Purpose

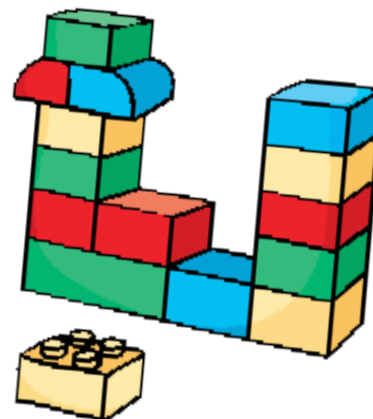
- Visual and kinesthetic memory for geometric shapes

Students and Possible Grade Level

- PS-K

Materials

- Block Building set which includes all shapes. (This is the most expensive of all games.)
- Blindfolds, large box
- Crackers
- Paper for worksheets



Directions

- Prepare Worksheet #1 with all geometric shapes represented in familiar objects such as: 1) (round) a clock, the sun, a penny; 2) (rectangle) a candy bar, a wagon, a sled; 3) (triangle) a tent, a clothes hanger, a ship's sail.
- Prepare Worksheet #2 with items similar and the same shape such as: 1) (round) a cup, a cracker, a wheel; 2) (rectangle) a book, a bed, a rug; 3) (triangle) a lamp shade, a roof, a star with 5 triangles.
- Distribute Worksheet #1 to half the class, and Worksheet #2 to the other half. Students with #1 worksheet mingle to see how many shapes they can cover with pictures from #2 worksheets.

Variations

- Put crackers in a sack. Child reaches into sack, handles the objects and decides whether they are round, square or a rectangle.
- Blindfold half of class. Number of students depends upon size of box. Put duplicate block shapes into large box. While timing the student, around 5-10 seconds, have the student find either the sphere, cube, rectangle or triangle. Upon successful object location, have student line up in front of class and each student holds up their object. The other blindfolded half puts hands into box and whispered what they are told to find. They mingle down the line to match. (Keep careful track. Two teachers or an older child help to smooth the game.)

Hint

- The names of cube such as a cereal box and a silo and a sphere such as a ball can be new vocabulary.

Winners

- Students with No. 1 worksheets return to teacher and if all shapes are correct are declared the winner.
- When a matching shape is found, students remove blindfolds and return to teacher.

Many Questions

Auditory Memory

EASY MINGLE GAMES



Purpose

- To help students understand that just about any happening or event can be made in to a game which stimulates visual and auditory memory.

Students and Possible Grade Levels

- K-6

Materials

- Cards for questions.
- A notebook, clipboard and pencil.
- Envelopes for storing future game questions.

Directions

- Questions are made up and written on 4x6 cards by teacher and students. Questions are about science, current interests to students, riddles, jokes or school happenings. Answers are written by students and placed along the chalkboard next to the question for all to study the answer.

- The Questions are then gathered up and given to three or four team leaders; the Greens, the Blues, the Grays and the Yellows, who clip them to their clipboards. The Answers are given to an equal number of students. The team members give the answers to the team leader as they mingle. The most correct answers collected within the allotted time wins.



Variations

- Teacher or student slips a “mystery” question into the game that has not been on display. All class writes questions. This game can start in first grade and continue to challenge top students and even into Faculty Games.

Hint

- As this game may include some unfamiliar words, two learners may work together for high functioning students to help a struggling student in learning to read.

Caution

- Older students may give the team leader wrong answers thinking their answer won’t be checked.

Winners

- First team to have the most question and answer sets in an agreed time wins a special privilege but if a team member can answer the “mystery,” question (even if his team is a loser) he gets a special privilege for himself and his teammates.
- If an incorrect answer is discovered when answers are checked, his team loses.

All Alphabet Sound Game

Traditional Alphabet Sequence

EASY MINGLE GAMES

Purpose

- To learn the sequence and sound picture of the traditional alphabet.
- To learn the sounds and pictures in CompuRead or other sound pictures the teacher wishes.
- To learn beginning sounds.

Students and Possible Grade Levels

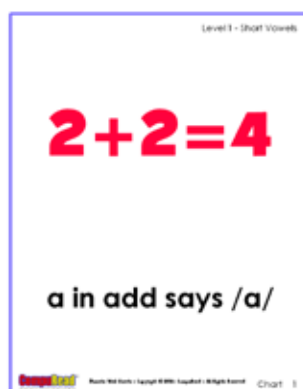
- This game can be played in many variations from K-6 and is for students needing audio and visual practice and review.

Materials

- Letter Sounds on cards
- Envelopes to store sentences
- Mirror, Sound Cards for the short vowels and consonants, either those found in *The CompuRead Teacher's Manual* or any sound words you wish, commercial or hand made.

Directions

- The alphabet cards are passed out with one sound or as many as teacher wishes, per student to one group of students, and the matching pictures to the other group. These students mingle, one set of students showing the sound, the other set showing the picture. When the picture and sound word match, one player clips his word to the other player's clipboard. The two go to a designated area and line up alphabetically.



Mingle Games - Volume One

Level 1 - Short Vowels



i in inn says /i/

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Level 1 - Short Vowels



j in jet says /j/

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Level 1 - Short Vowels



k in keg says /k/

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Level 1 - Short Vowels



i in inn says /i/

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m in map says /m/

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n in nest says /n/

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Level 1 - Short Vowels



o in off says /o/

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p in pig says /p/

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Level 1 - Short Vowels



qu in quilt says /qu/

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Level 1 - Short Vowels



r in ran says /r/

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s in sad says /s/

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t in tent says /t/

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Level 1 - Short Vowels



u in under says /u/

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Level 1 - Short Vowels



v in van says /v/

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Level 1 - Short Vowels



w in well says /we/

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Level 1 - Short Vowels



x in fox says /ks/

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Variations

- One group of students say the sounds, the other the picture word.
- This alphabet game can also be for vocabulary practice to match words. The cards containing the vocabulary words are clipped to one half of the students' clipboards. The matching words clipped to the others' clipboards. When a designated number of words are matched, those students are declared the winners.
- This game can also be for cards without pictures for all capital letters of the alphabet and cards to

match small or lower case letters.

- The words distributed to the children could have several answers. The following categories with pictures and words furnished by the students could be used as students circulate to find circus animals, farm animals, animals that walk tall, trees that lose leaves, trees that stay green, trees that live for centuries. Cities by rivers, cities by the seashore, cities in United States, capital cities, etc., rivers, or any concept you want to teach.
- Common and proper nouns can be mixed and given out. The common nouns are matched. The proper nouns are matched with each set going to a designated area.

Hints

- Students should be thoroughly familiar with the sounds and vocabulary words before the game is played.
- This game is played quickly.
- This game can get noisy with students saying the sounds.
- Teacher mingles with students to check the sound cards and Sound Words to determine if students are saying the sounds accurately.
- This can be a self-correcting game as all students are alert to see that the player is placing only the correct card. Any errors and his group of students lose.

Cautions

- The early learner may not be able to clearly say the beginning sounds "g in gas, l in lid, r in ran, y in yell, ck in duck." At other convenient times have the learner hold a mirror to see and feel with his throat muscles how these sounds are made deep in his throat.
- Also, make him aware of the movements of his mouth and throat muscles when he says the short vowels.

Winners

- The first agreed upon number of students to be in the designated area are declared the winners. Success comes with high praise from the teacher when students recognize cards by sight and sound and can transfer those sounds to unlock words.

Purpose

- Rhyming a word in a sentence with an ending word.

Students and Possible Grade Levels

- All student in class. First and second grades

Materials

- Clipboard
- 4x6 cards for sentences
- 4x6 cards for answers

Sentences could be:

My pig has a yellow _____.
 Can a black dog dance in the _____?
 My pet snake lives in the _____.
 Can a little mouse sit on a _____?
 The airplane flew with a light all through the _____.
 My cat was scared of the big _____.
 My mother said, "It's time for _____.
 You won't be fit if you just _____.
 It is so much fun to run in the _____.



Directions

- Sentences with the rhyming word highlighted are distributed to half the students. Other students are given the rhyming word. Students mingle to match the sentence with the rhyming word.

Variations

- Students are alert in their reading, conversation and play of rhymes for more games.
- The teacher says rhymes throughout the day in fun as:

"Well do tell, there goes the classroom bell!
 There's much to gain by using your brain.
 It's raining you bet but don't get wet.
 It's warm today for kids to play.
 You're just whizzes, You wonderful kidzez.
 Can you yell words down a well?
 School is done. So home we run.
 Like sniffing hounds. We clean the grounds.
 This little sore will hurt no more. Kids like you are very few.
 Fiddle, faddle, bumble boo. Here is work for you to do.
 Do your best then you can rest.
 Dingle, dangle, whingle, whee. Here's good work for you to see.
 It is May. We like to play.
 See! See! A bird in a tree.
 Look! Look! Pictures in this book."

Hints

– Encourage all class members to make up rhymes to say throughout the day and to use for future games.

Winners

– Each child can draw his own version of a rhyme. His rhyme is written under his picture.



Recognizing Rhyming Words

Ending Rhymes

EASY MINGLE GAMES

Purpose

– To recognize the rhyme at the end of a two-line poem.

Students and Possible Grade Levels

– All class members, Grades 1 and 2.

Materials

(Rhymes)

I saw a cub
Swim in a _____.
tub rub

I saw a ring
Up in a _____
swing sing

My, my, my
Do I like _____.
die pie

I saw an egg
Stand up and _____.
beg leg

I saw a chick
Do a magic _____.
trick truck

I saw an elf
On a red _____.
shelf shell

I saw a dog
Stand on a _____.
fog log

Directions

– Write the two-line poem on 4x6 cards to be clipped to clipboards of half the students. The other half receive the two possible rhyming words written on 4x6 cards for their clipboards. Students mingle to find the rhyming word of the poem. The rhyming word is clipped to the poem with the correct word showing. When the match is made, the two students return to their seats and draw a cartoon that matches the poem.

Variations

– To make the game more challenging, the students say the poem instead of having it clipped to their clipboard. The students only say the correct rhyming word answer and not two words.

Hints

– As usual with talking games, the noise level gets high.

Winners

– If time allows, draw the cartoon of the game. Write the poem under the picture. Encourage students to take the poem home for Home Fun. Have family members assist in making up more rhymes for future games.

Blends, Blends and More Blends

Visual & Auditory Memory

EASY MINGLE GAMES

Purpose

– Visual and Auditory Memory for Blends. To make players aware certain words are sounded with a blend and not two divided sounds. Words such as cat are sounded as ca t and not c a t.

Players and Possible Grade Levels

– Beginning readers or those needing beginning sounds and blends.

Materials

- 4x6 Cards to write Sound Sentences and blends
- Permanent marker pen

Blends are listed below

a as in add.....ad__	l as in lad.....la__
b as in bug.....bu__	h as in hat.....ha__
c as in cat.....ca__	h as in hut.....hu__
d as in dad.....da__	r as in ran.....ra__
d as in did.....di__	r as in run.....ru__
s as in sad.....sa__	n as in nap.....na__
s as in sod.....so__	m as in mitt.....mi__
t as in Tad.....ta__ Ta__	m as in mud.....mu__
f as in fat.....fa__	p as in pig.....pi__
g as in gas.....ga__	p as in pot.....po__
j as in jag-a-jag.....ja__	p as in pit.....pi__
k as in keg.....ke__	v as in van.....va__
l as in lid.....li__	wa as in water.....wa__



Directions

– Attach Sound Sentence and Blend cards to clipboards as many cards as players can handle. Half of the students say sound sentence. Other half say the blend. Match the blend with the sound sentence.

Hints

- Not all words in the language have the blend indicated.
- Introduce a few of these blends at a time. Show other words the blends lead into. The stories in CompuRead target each of the blends above.
- Some teachers do not know that sounding blends are a difficult phonetic skill.

Winners

– Encourage the students to say the sound sentence along with the blends. Those who can are winners.

Design Repetition

Visual Discrimination

EASY MINGLE GAMES

Purpose

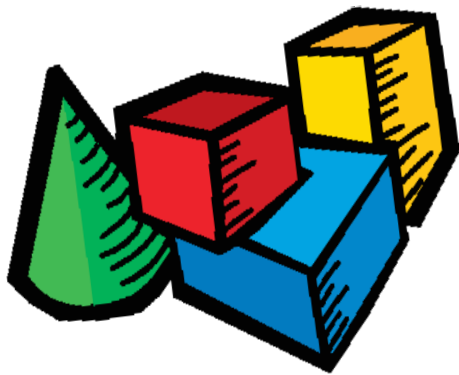
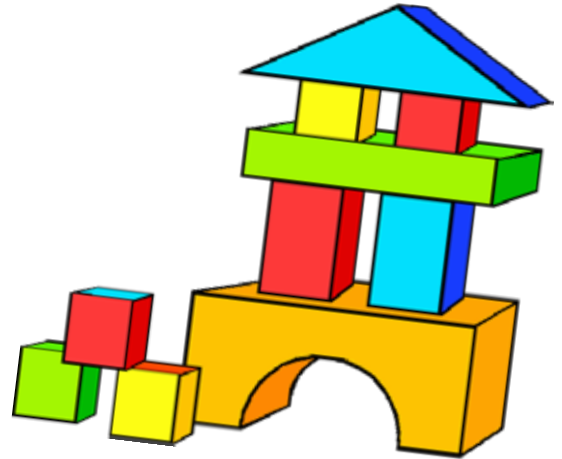
- Visual discrimination of designs
- Desire to make creative designs

Student Players and Possible Grade Levels

- All students, Grades K-1

Materials

- Beads, blocks, silverware, crayons, coloring books, cloth, cut out shapes, or any object in duplicate or triplicate to create a design.



Directions

- Give each student a design to mingle and find someone else with the same design.

Variations

- Use similar patterns of cloth and point out slight variations.
- Help students realize the pattern and repetition of design. Let him copy the design then to create designs of his own of colors, shapes, beads, blocks, silverware, crayons, etc.
- Purchase two inexpensive coloring books. Find two matching pages.

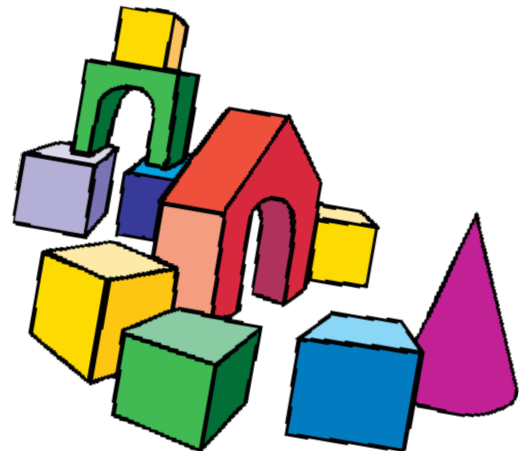
Cut several pictures and match.

Hints and Cautions

- Many young children must have much practice to appreciate, duplicate and create designs.

Winners

- That “aha” moment when student realizes shapes are alive and different and can be made into designs.



What's That Pantomime?

Body Communication

EASY MINGLE GAMES

Purpose

- To help students be aware of the many actions of people.
- To help students realize the preciseness of actions.

Student Players and Possible Grade Levels

- All class, Grades K-3

Materials

- No tangible materials are needed. Students pretend the actions.

Pantomime actions below



- cleaning the floor with a vacuum or broom or a mop
- a baby crawling on the floor
- putting a book on the shelf
- raking leaves and making a compost pile
- polishing fingernails
- carrying a tray
- spreading jam or butter on bread
- beating a drum
- rolling a ball or a snowman
- brushing your hair or the hair of your dog
- dragging something heavy
- putting on shoes and stockings
- stretching as if waking up
- rocking a doll or baby to music
- rowing a boat in a storm
- crying
- wrapping a present
- asking someone to help you
- sewing by hand then pricking your finger
- riding a bucking bronco
- driving a car
- piloting an airplane or rocket ship
- mowing the lawn
- receiving a surprise present
- getting your hands warm
- watching the traffic signal then crossing, or looking then crossing
- throwing a lasso and throwing a calf
- climbing the monkey bars
- chopping through brush or jungle
- raising an umbrella then walking in a rainstorm
- putting on clothes and going to school
- itching
- being very afraid
- laughing
- putting on makeup
- catching a friend while running
- doing hair
- being very cold
- stringing beads
- putting things into a trash can, closing the lid
- getting on a horse
- eating something you don't like
- very sleepy
- being very hungry

**Directions**

– Teacher whispers action to student. Assign each child an action. Several students may have the same action. After game, class decides how to pantomime the action in a future game. Child may add other actions to make the pantomiming clearer.

Variations

– Stories to read to the students could be selected by the teacher to pantomime.

Hints and Cautions

- Pantomiming is a way for the teacher to learn the deep needs of children.
- Play the game with only a few actions.
- Encourage large muscle and accurate movements.

Winners

- The best “ham” pantomimers.

A Pantomiming Movie Star

Personal Confidence

EASY MINGLE GAMES



Purpose

- To help students who are reluctant to read and talk an opportunity to gain confidence through pantomiming.

Student Players and Possible Grade Levels

- All class members, Grades 1-6.

Materials

- Books to read to direct pantomiming.
- Paper and scissors to make small creative costumes.

Directions

- While several students read the parts in a story, other students pantomime the action.
- The class guesses when production is finished, the activity and story from which it came.

Variations

- One or more children select pictures from stories to be read and that can be pantomimed.
- Pantomiming can be done from a single word.
- Teacher whispers several actions after the production to half the class to be acted out. She whispers the same actions to the other half. Class mingles to match actions.
- Say a word and act it out as you say it. The child says the same word and acts it out. Then act out the word without saying it.



Hints

- Encourage pantomimists to use facial expressions as much as possible as in Facial Expressions in higher level mingle games.
- A small bit of costume may enhance pantomiming importance and reality and help pantomimists feel they are performing on a real stage.
- Give readers and pantomimers a chance to practice before performing.

Winners

- Teacher observes if pantomimists gain more confidence for class participation in speech situations.

Jig Saw Puzzles Visual Detail

EASY MINGLE GAMES

Purpose

- To enhance visual detail
- To feel accuracy with fingers of puzzle placement pieces

Student Players and Possible Grade Levels

- All class, Grades 1-3

Materials

- Laminated pictures from magazines
- Scissors for cutting puzzle pieces
- Commercial puzzles if available
- Clipboards



Directions

- Several pictures are cut from magazines. Teacher marks with a permanent marker the shapes she wishes for each picture. Teacher copies a picture for each student.
 - Children cut pieces out. The pieces are mixed and distributed among the class. The children circulate to see how the pieces match together.
 - Students are eligible to take from others' clipboards any piece that can fit into his/her puzzle.
- Only outside pieces not being used are free to be taken.



Variations

- Two or three large piece commercial puzzles could be used and are definitely more durable.
- Some students like to draw a picture and tell in detail about it. Cut the picture apart and put it back together as a puzzle.

Hints and Cautions

- A picture of the completed puzzle on display may be appropriate for students with a low visual memory.
- The magazine puzzle pieces could be laminated for more durability.
- Students must be careful not to bump into each other so as not to disturb puzzle pieces.
- The game goes faster with fewer than 15 or 20 pieces to each puzzle.

Caution

- Caution students that the smallest reason for not fitting is reason enough not to fit.

Winners

- First students with a completed puzzle.

Many, Many Categories

Categorical Organization

Purpose

- To make aware that things of the world can be organized into categories.
- To organize thinking to answer “why” questions
- To recognize visual likenesses and differences.

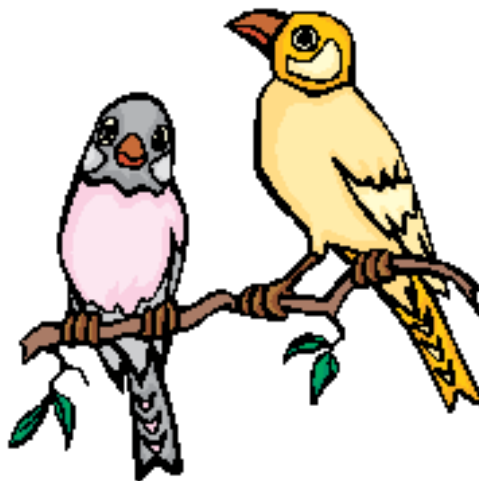
Student Players and Possible Grade Levels

- Grades 4-6, four to eight students at a time.



Materials

- Chart paper
- Markers and crayons
- Books to read
- Clipboards and paper to record notes



Directions

- Make a chart with columns stating different categories so students can see at a glance all things within the category. Paste pictures in each category as: things that fly, things that swim, things that sleep in winter, things that change in winter, etc.
- With the category chart as a guide, show a matching or similar picture to any picture on the chart and have children pick out why picture matches or is similar.
- Students become familiar with all the matching pictures.
- Teacher gathers in all the matching pictures.
- Two teams are chosen. The pictures are mixed up and handed out with two or three to each student. Or as many pictures as teacher sees fit. The two teams mingle among the categories and match the pictures.
- Because the pictures cannot be pasted, another member of the class stands behind to see how and why pictures match, and takes note.



Variations

- Other things to categorize are: colors, foods, clothes, names, sizes, animals, people, toys, TV programs, sisters, brothers, babies, letters, numbers, furniture that would probably be found in each room of your home, foods for breakfast, lunch and dinner.
- Make a chart with columns stating different categories, as:
 - a) animals that live in holes,
 - b) animals that change in winter,
 - c) birds that eat seeds,
 - d) animals that like land and water,
 - e) animals with camouflage,

- f) animals that hibernate,
- g) animals that eat meat.

– Other categories children enjoy learning about are:

- a) things that fly,
- b) things that swim,
- c) things that don't sleep in winter,
- d) things that are tame, things that are wild, etc.

Hints

- Many books should be read to students to develop a background of things to categorize.
- Change or add to the categories.
- Students bring pictures from home to add to or make new categories.
- Pictures in upper grades can become sophisticated, for instance how gears match.

Winners

- The first note taker and picture matcher to come to teacher. Picture matcher tells teacher how and why he matched the pictures.
- When all have been to teacher, the how and why is presented to the entire class.

My Wonderful Body

Position in Space

EASY MINGLE GAMES

Purpose

- Left right and position in space body orientation.
- Location of body parts.

Student Players and Possible Grade Levels

- All students, Grade K-3

Materials

- Dolls to hold and paper dolls.
- Paper, permanent marker and crayons to draw life size human figure.
- Drawings of body parts.
- Clipboards
- Flannel for flannel board and to line body part words.



Directions

- Because of the large number of parts to learn, making a flannel board with outline of a flannel body and body parts to place is more practical. Each body part has a flannel backing so it will stick.
- On the kindergarten and first grade level the body may have pants or skirt, shirt, shoes, gloves, etc. A teacher's assistant might be able to prepare this game.

Variations

- Play "Simon Says, touch your _____."
- Draw and label the parts of a paper doll.
- Lie down and have someone trace around child's body. Label parts of body. This could be the pattern for the flannel board.
- Another game could be only a head clipped to the clipboard and parts of head as: left eye, right eye, left ear, right ear, left eyebrow, right eyebrow, mouth, nose, chin, left cheek, right cheek, neck, throat, hair.
- Have a blindfolded child lie down. Touch different parts of his body. Have him move the part you tapped. If the part is immovable (such as an ear) have him touch that part.
- Teach position is space concepts of; in, out, up, down, before, behind, left, right, forward, backward, over, under, off, in front of, above, below, back of or behind, beside, between, inside or within, nearest, bottom of, together or attached, apart, across, top, through, away from, next to, middle, farthest, around, corner, in order, row, after, center, side, beginning.
- Play left and right games that give commands as: "Bend your body to the left, the right, the front; swing your left arm, right arm, crouch, kick the right foot and the left foot, wriggle all your fingers, stretch overhead, stamp your left foot, slap your right side, etc".

- If child has difficulty learning left from right, place a red dot or anything to identify on the right hand and right foot.
- Manipulate parts of body in different and strange ways, as: wriggle your toes inside your fingers, scratch your arm with your toes, put your foot to your ear, shake hands with your right foot, kiss the soles of your feet, put your knee in your mouth, rub your arm with your ankle, scratch the palms of your hands with your toes.
- Have the child stretch to reach something, either lying down or standing up. Have him tell you when he gets near the object or still thinks it is far, in relation to his reach and body.

Hints

- Label body parts that need it as to right and left; as leg, arm, ankle, thigh, elbow, hips, shoulders, knees, thumbs, ears, feet, eyes, head, fingers, toes, ankles, wrists, sides of body, hair, etc., to be placed on flannel board.

Winners

- There are no winners, just enjoy learning about the human body.

I'll Do What You Say and Write

Position in Space

Purpose

- To orient students as to their position to objects around them.
- To perform directives not usually within their routine.
- To stimulate short term memory.
- To enjoy directions for the fun of it.

Student Players and Possible Grade Levels

- Students needing position in space orientation skills. Grades 1-3.

Materials

- See many items in 'Written Directions' below and other items teacher and students can think of.

Directions

- The directions are only suggestions and of course may not fit your surroundings.
- Three or four written directions are used in one game.
- A different direction is given to every student. He mingles to find students with the same direction he has. These individual students form a group and perform that direction.
- Teacher whispers directions a, b, c and i to 3-4 students. Students performing directions; a, b, c, and i, mingle together.
- Teacher whispers directions d, e, f and i, to others so minglers do not get in each others way.
- Use directions g and h, if you have enough students.
- When all directions are found and all students have performed all directions, the fun is over.



Written Directions

- Sit on the floor behind the teachers desk.
- Everyone whose name starts with 'M' sit to the left of Mary.
- Crawl under the first chairs to the right of the class computer.
- Sit like you sit on your couch in your living room at home.
- Put a red crayon on your desk.
- Put a blue crayon under your desk.
- Put a yellow crayon next to a green crayon on your desk.
- Stand in front of the chalkboard. Turn around three times and write your name on the chalkboard.
- Sit in the seat in back of you. Then sit in the seat in front of you. Then sit in your own seat.

Variations

– Instead of written directions, the more challenging is to say the direction and mingle to find those with the same direction. This can get noisy. Some teachers call it off.

Hints

- Increase the number of directions to two, then three, or more.
- When the concept of how he is related to objects around him is learned, students like to give directions. Have a child give directions to all class and repeat what he is doing.
- Look at a picture and have students tell you where each person and object is in relation to each other and objects around him.

Winners

- Those who catch the concept of orientation of position to objects around them.

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