



Springtime Fun

Group Activity: ELA – Race to the Ant Hill

Objective:

This board game reinforces letter matching, as well as letter and sound recognition and color identification.

Materials:

- Sequence strip (provided)
- Letter cards, Sets 1 and 2 (provided)
- Game board pages (provided)
- Heavy card stock paper
- Items to be used as game pieces: different buttons, counting bears, playing chips, etc. (1 piece per student)
- Scissors
- Tape

Preparation:

1. Print, laminate, and cut out:
 - a. Sequence strip
 - b. Letter cards, Sets 1 and 2 (1 of each set)
2. Assemble the game board:
 - a. Print the game board pages on heavy card stock paper (1 game board for the entire class).
 - b. Laminate and cut along the dashed lines.
 - c. Carefully align the pages of the game board before taping the quadrants together to form one game board.
3. Shuffle the letter cards with the ants, and place them face down on the table. Keep the other set of letter cards for students completing the matching option.
4. Gather your game pieces.
5. Have the sequence strip on hand, and refer to it throughout the activity to guide students.

Instructions:

1. Explain to students that today they are going to play a letter game. Show students the letter cards, and have students practice receptively and expressively identifying some of the letters. For students learning to identify letter sounds, have those students receptively and expressively identify some of the letter sounds.
2. Place the game pieces on the table, and have students select a game piece.
3. Explain the rules of the game to the students, and point to each corresponding step on the sequence strip as you go.
4. Model the steps of the game:
 - a. Place your game piece at the start box.
 - b. Select a letter card and identify the letter. (Decide whether the student should match the letter, receptively or expressively identify the letter, or receptively or expressively identify the letter sound.) See the Game Response Options section below for more information on differentiating game responses based on student learning level.
 - c. Move your game piece to the square with the matching color ant, and follow the directions.

5. Select a student to go first, or ask for a volunteer.
 6. Prompt the student to follow the sequence in Step 4.
 7. Have students take turns until the first player reaches the finish box. If the letter cards are all used before the game is over, shuffle the cards and continue to play.
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Game Response Options:

- Matching
 - For students learning to match, select this option.
 - After the student selects a letter card, place 1–5 extra letter cards on the table in front of the student, ensuring that one of those extra letter cards matches the letter card that was selected by the student. Place the student-selected letter card above the extra letter card(s), and give the cue “match X [letter].”
 - After the student responds correctly, have them move their game piece to the next space that matches the color on their letter card. Prompt the student to follow the directions written on the space.
 - Receptive letter/sound identification response
 - For students learning to receptively identify letters or letter sounds, choose this option.
 - After the student selects a letter card, place that card plus 1–5 additional letter cards on the table in front of the student. Say, “Give me X [letter/letter sound].”
 - After the student responds correctly, have them move their game piece to the next space that matches the color on their letter card. Prompt the student to follow the directions written on the space.
 - Expressive letter/sound identification response
 - For students learning to expressively identify letters or letter sounds, choose this option. Students using augmentative communication devices may also use this option.
 - After the student selects a letter card, ask, “What is it?”
 - Once the student responds correctly, have them move their game piece to the next space that matches the color on their letter card. Prompt the student to follow the directions written on the space.
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Considerations:

- If completing this activity at home with your student, you do not have to laminate the materials.
- You can play the game with two players, but it may be more fun if friends and/or family members join in on the game.
- Depending on your student’s learning level, follow the suggestions for differentiation section below for more specific suggestions.

Suggestions for Differentiation:

Level 1:

- Provide the cue “do this,” and model the action.
- Provide a verbal model of the letter, and have the student imitate using their mode of communication.
- For any of the Game Response Options above, have 1–2 cards in the field.

Level 2:

- Explain the activity using one-step directions, and teach the student to reference the sequence strip when needed.
- For any of the Game Response Options above, have 2–3 cards in the field.

Level 3:

- Explain the activity using multi-step directions.
- For any of the Game Response Options above, have 4–5 cards in the field.
- Encourage the student to assist classmates as needed during the game by reading the instructions on the box the classmate lands on.

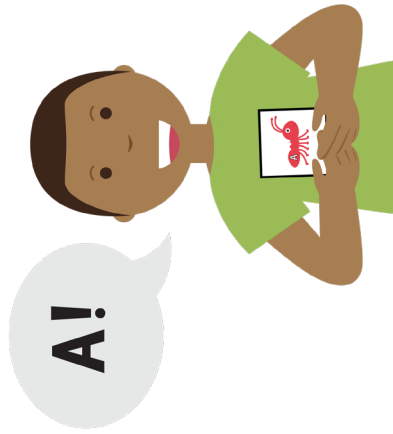
Sequence strip



Pick a game piece and place it on the start box



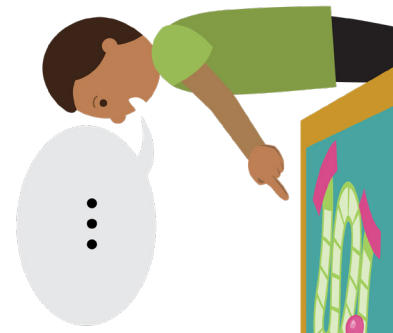
Pick a card and match/identify the letter or letter sound



Move your game piece

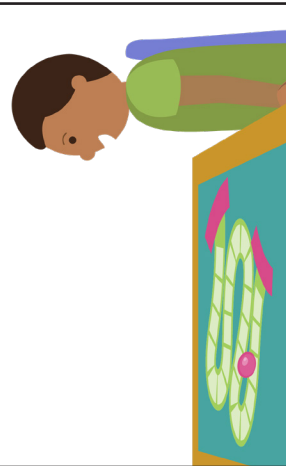


Follow instructions on the box you land on



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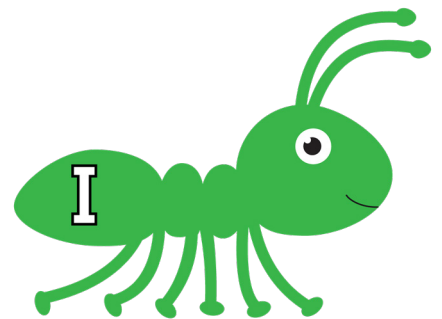
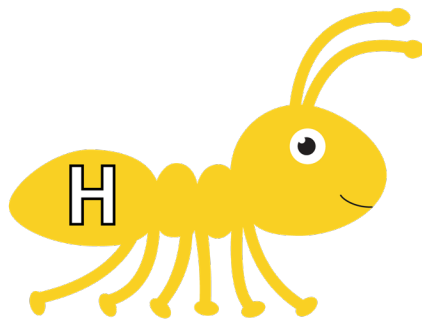
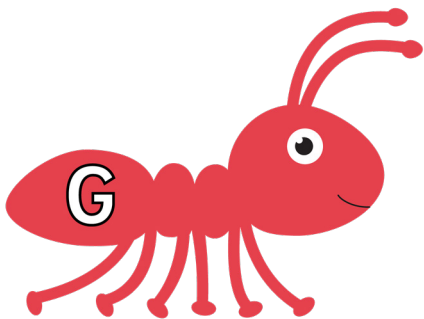
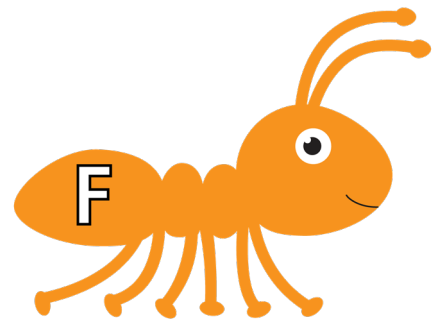
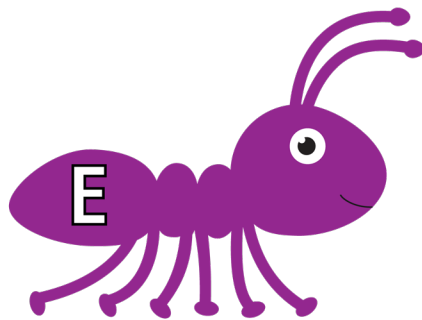
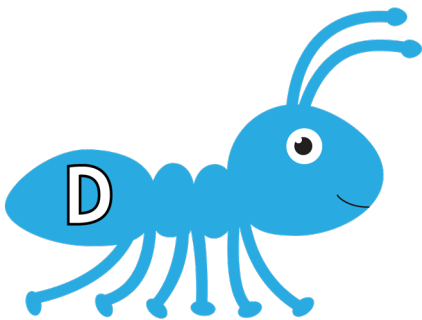
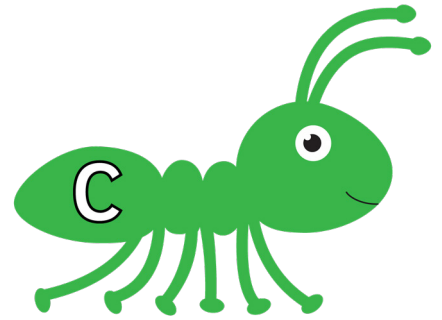
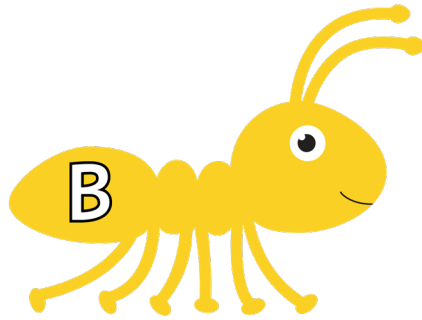
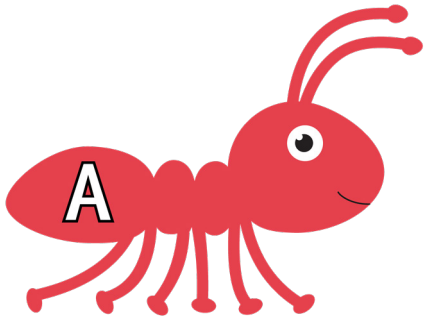
Wait for your next turn

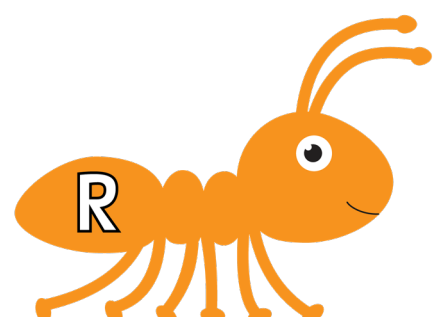
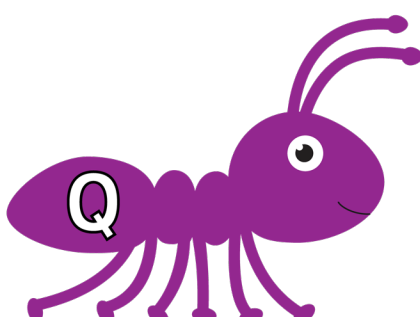
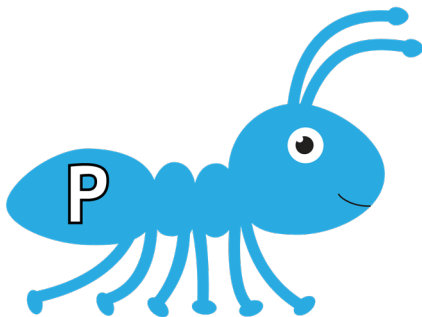
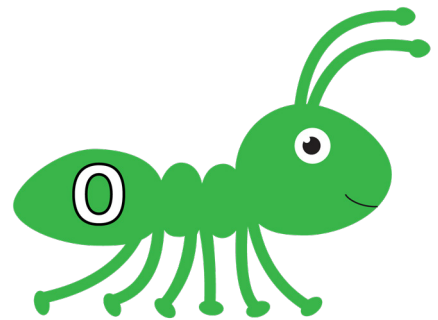
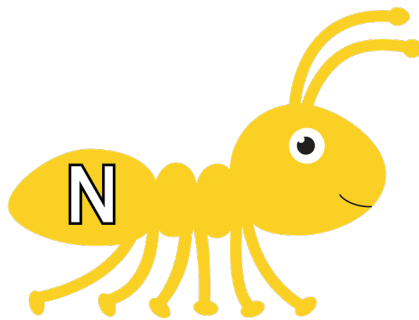
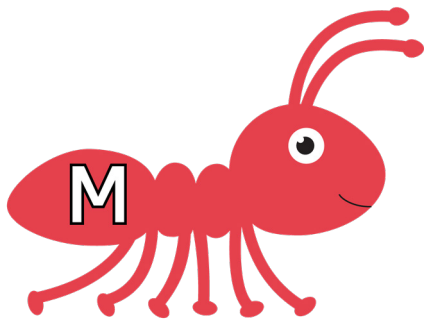
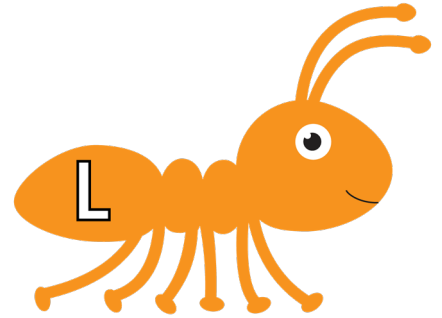
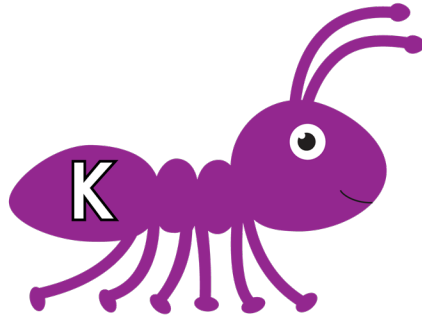
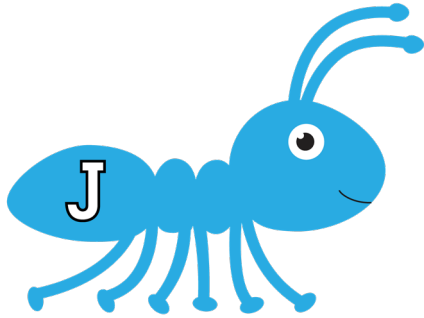


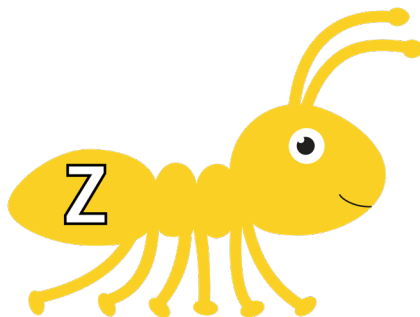
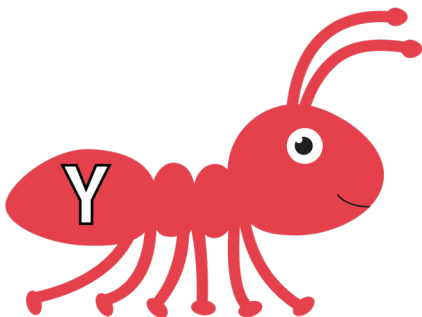
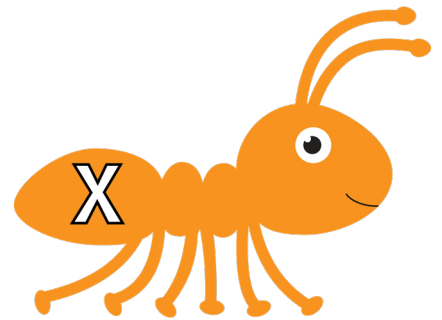
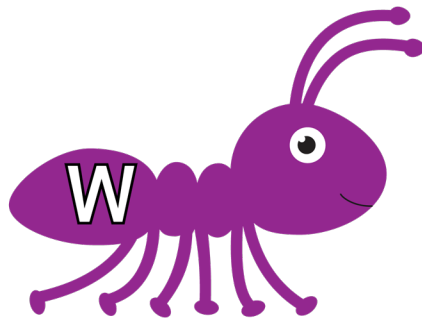
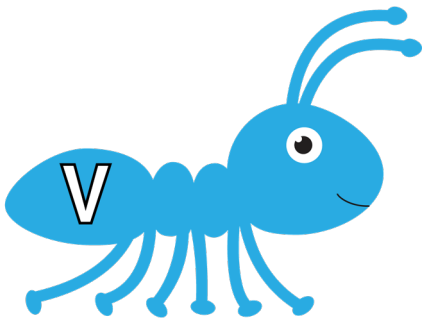
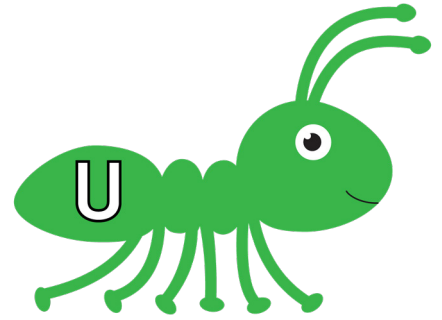
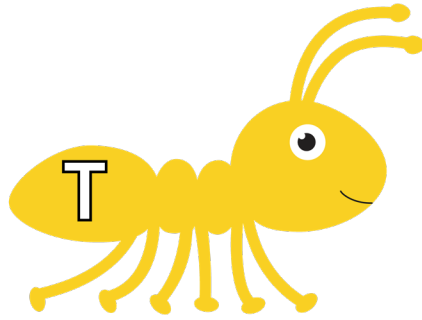
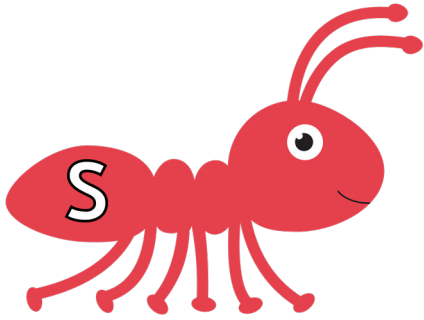
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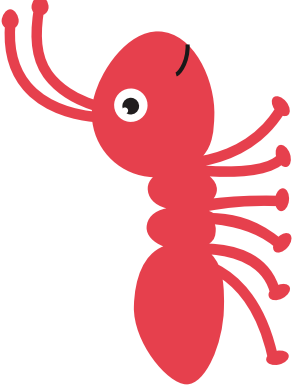
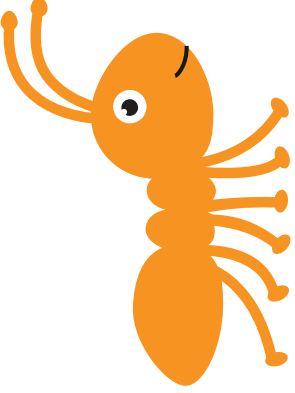
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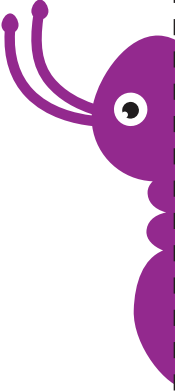


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<p>Start</p>		 <p>Look at me</p>
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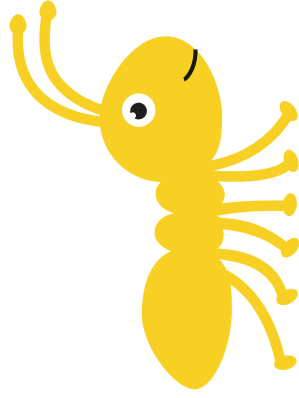
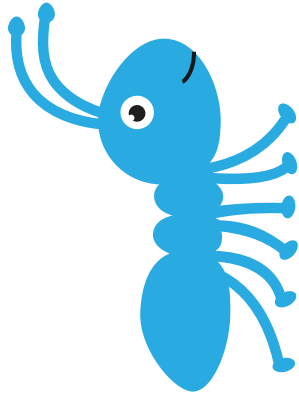
		
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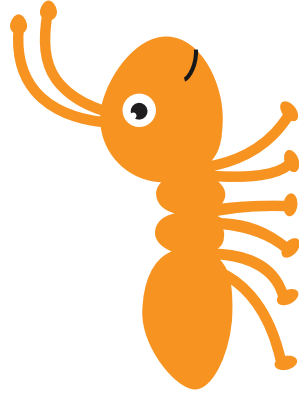
Fist bump



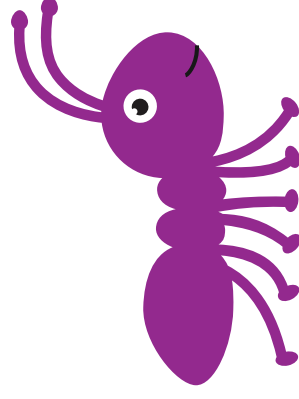
Look at me

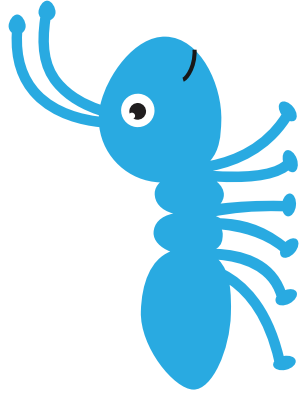
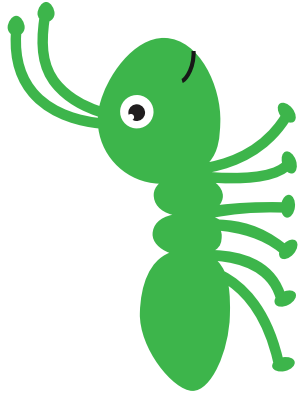


Touch your ears

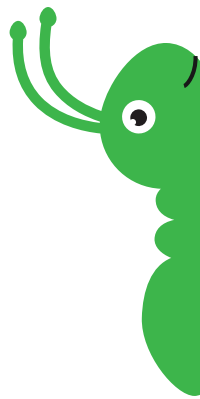
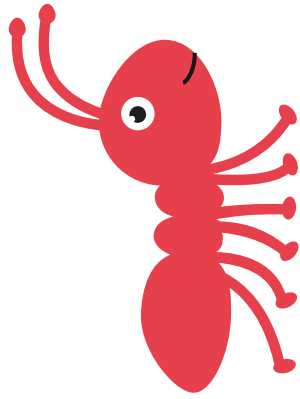
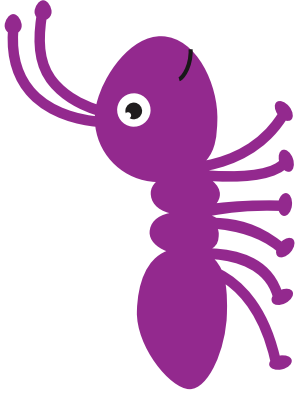


Touch your head



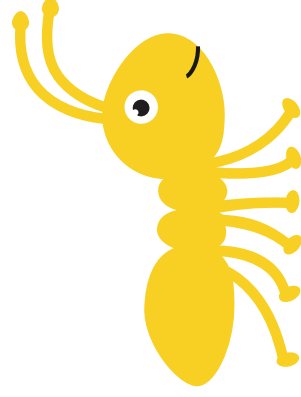
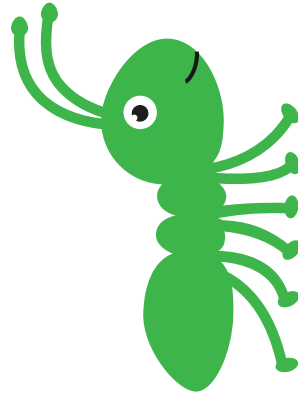


Stand up





Wave



Stomp your feet

