

Literacy without a Book!

Summer Reads (2013)
Minnesota Literacy Council

Example Lesson

Margaret Crenshaw Minneapolis Schools
3/11/2013

Title: Alphabet Jump Rope

Size of group: 3-10

Appropriate age range: 4-8

Skill practiced: Alphabet and Sounds

Materials: A jump rope

Process:

1. Assign two students to spinning the rope (older students)
2. One student will jump over the rope while the other students spin the rope.
3. The student jumping will have to say a different letter or a different letter sound at each jump.

Ex: A, B, C, D... or Ah, Buh, Cuh, Duh

4. Students can try and get through the whole alphabet. If they mess up a jump, they should start at which ever part of the alphabet they left off on. A,B,C missed jump.. start again D, E, F, G...

Assessment (how will you know the students learned the new skill?): Students jumping will be able to go through the whole alphabet while jumping.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

Make sure you rotate through all the students and give them a chance. In the end you can do the jumping and every student can go through the alphabet together as a big cheer.

Word Search

Ruth Amerman, Northfield MN

Size of group: 2-4

Appropriate age range: K-1

Skill practiced: Sight Words

Materials: Big flash cards with the sight words, k-1 set, written clearly on them.

Process:

Hang the flash cards around the room, or if the room is big, a smaller section. Then tell the students a word and ask for them to find it. Once they have found it ask either the one who found it, or each student, to use it in a sentence. Then pick a new word for them to find. You can turn this into a “race” where the winner of each round is the student who finds the word and makes a sentence.

Assessment :

As the students play the game they should get quicker at picking out the words (and picking out the right words). A way to assess if they have learned and remembered the sight words is to take the cards down and mix them up, then hang them up in new places. Then repeat a word you had asked them to find before. If they have learned the word then they won’t just go back to the place they remember it being, but will find it in its new place.

Reflection:

1. When I played this game I needed to stress that we were “walking racing”
2. Some of the quieter students took longer to find the cards; this means that they didn’t always get the chance to make a sentence. So I made sure to ask students who hadn’t spoken in a bit to make a sentence, even if they hadn’t found the word, so that they could practice as well.
3. Sometimes the students would confuse one word for another, or just guess. When they found the wrong word I would tell them what it was, what it meant and ask them to make a sentence with it, then continue with the search for the original word.

Alphabet Basketball

Ruth Amerman, Northfield, MN

Size of group: 2-4

Appropriate age range: K-1

Skill practiced: Letter Recognition

Materials: Soft, foam balls with letters written on them, at least one ball for every letter. More for more common letters.

Process:

In a section of your room, spread the balls out on the floor. Then create a “basketball hoop” with your arms. Ask the students to find the first letter of their name, and then put it in the “hoop” for a point. Make sure that they show you the letter and tell you its name before they drop it through your arms. Repeat the game with other questions, such as, what is your favorite animal? Find the letter that animal starts with.

Assessment :

When the students are putting the ball in the hoop, ask them the name of the letter. Then ask them what else starts with that letter. Eventually the students should be able to find and identify all the letters in the alphabet and come up with words they start.

Reflection:

1. Have a second teacher who can help some of the slower students find their letters, and also keep the faster students from getting too rowdy while they are waiting.
2. If the student brings up the wrong letter gently correct them, ask for something that starts with the letter they brought up and have them put the ball through the hoop anyway.

Around The World

Haley Childers, Faribault MN

Title: Around the World

Size of group: 10-25

Appropriate age range: 6-9

Skill practiced: Sight Words

Materials: Sight Word Flashcards

Process:

1. Arrange the students in a circle on the ground or in desks
2. Choose one student to stand up and stand behind the next person (leaving their spot empty)
3. The vista can then show one of the flashcards of sight words. The person standing and the person he/she is behind will then try to get the word. The first to get the word moves on to stand behind the next person in the circle. .

Ex: Student A is standing up behind student B. The vista shows the word, and student B says the word first. Student A will sit down in that spot and student B will get up and stand behind the next student.

4. The game will continue around the whole circle. If a student can make it all the way around the circle and back to his/her spot, he or she is declared the winner.

Assessment (how will you know the students learned the new skill?): If the game continues on with switching, it will show that the students are at the same level. If there is a winner, than it displays that that student is more advanced than the others in that subject.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

Make sure you rotate through all the students and give them a chance. Complete the assessments first in order to see where the students are at and try to group them according to their level. If there are kids way younger, maybe pair them with an older student.

Student's Book

Haley Childers, Faribault MN

Title: Student's Book

Size of group: 1-20

Appropriate age range: 4-10

Skill practiced: Oral communication and writing

Materials: Construction paper, computer paper or lined paper, writing and coloring material, glue stick, and individual pictures of the students printed out.

Process:

1. Take pictures of each student individually and print them out. Staple together about 15 pages of paper in between two pieces of construction paper (construction paper is the cover and back of the book)
2. Once all of that is prepared, Have the students glue their picture on the cover and write their name and book. If they are younger, assist them in writing their name.
Ex: Haley's Book
3. Once each student has a book with a complete cover, the students can begin writing their story. Pictures and words should be encouraged.
4. If the students do not know how to write or spell, they can tell you what to write and then draw the picture.

Assessment (how will you know the students learned the new skill?): Looking through the students book will show what they know about stories. It will also display their writing abilities when it comes to vocabulary, spelling, and content.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

Prepare the books beforehand and have the pictures ready. Make sure to describe that the student is the author. If they don't know what to write, add in a prompt like "what did you do today?" or "What is something you would like to do?" Anything that interests the student. If that doesn't work, glue a prompt into the book and have them fill in one word. Ex: "I like too _____ with my friends"

Sparkle

Haley Childers, Faribault MN, 6/28/2013

Title: Sparkle

Size of group: 5-25

Appropriate age range: 5-10

Skill practiced: Listening and spelling

Materials: A list of words appropriate for the age range and space

Process:

1. Position the group of students in a circle and have them all stand up.
2. Choose a place to start and be prepared with words they should know how to spell.
3. Say a word from the list, have the first student say the first letter, the next student say the next letter, and so on. Once they have said the last letter, the next student says "sparkle" and then the next student is out and sits down.
Ex: Teacher says the words "and". The first student would say a, the next n, the next d, the next sparkle, and the next is out.
4. If a student doesn't know the letter or gets it wrong they sit down, and the next person picks up at the same spot.

Assessment (how will you know the students learned the new skill?): If the students are able to get the letters and spell it out, it displays that they are listening and know how to spell the words.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

Make sure to have a mixture of harder words and easier words depending on the group.

Sight Word Memory/ Concentration

Haley Childers, Faribault MN, 7/5/2013

Title: Memory/Concentration

Size of group: 1-4

Appropriate age range: 5-10

Skill practiced: Memory, matching, and reading

Materials: Cards that have sight words, two cards for each word included

Process:

1. Make two cards for each word you want to include in the game.
2. Lay all the cards out for the students. Then have one student start by flipping over two cards. If they match, they keep the pair. If the two do not match, the student flips the two card back over.
3. If there is more than one student, then the next student would take a turn. If not, that student will continue flipping two cards until he or she completes all the pairs.
4. If there is more than one student, the one with the most pairs wins.

Assessment (how will you know the students learned the new skill?): The student will be able to match the cards by memorizing what cards he or she has already flipped over and what spots they are in.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

If it is being played with a pair or small group, be sure to determine beforehand whether or not the student gets to go again if he or she gets a match.

Lightning

Haley Childers, Faribault MN, 7/5/2013

Title: Lightning

Size of group: 1-2

Appropriate age range: 5-10

Skill practiced: Scanning and finding sight words

Materials: Multiple copies of a list of 10-16 sight words, highlighter

Process:

1. Make a template with 10-16 sight words on it. Find lightning clipart and have a white lightning bolt by each of the words.
2. Place the sheet of paper and highlighter in front of the student and say "I will say a word and you will have 3 seconds to find it. If you find it within 3 seconds, you get to highlight the lightning bolt next to that word."
3. If you want to encourage the student more, give them a second chance. You can do this by repeating the words he or she missed, and so he or she can highlight those lightning bolts the second time around..

Assessment (how will you know the students learned the new skill?): The student will be able to scan and find the word within 3 seconds. If they get them all right away, they know it. But do it over with the students that struggle in order to see if they improve their speed.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

If a student is easily frustrated, eliminate the time limit. Focus on finding the correct word and work your way up to the speed.

Fill in the blank

Haley Childers, Faribault MN, 7/12/2013

Title: Fill in the blank

Size of group: 1-4

Appropriate age range: 5-10

Skill practice: Reading, writing, comprehension

Materials: A pencil and a passage that has missing words (sight words) and a word bank.

Process:

1. Find a passage online that already has a word bank of the words that go in the blanks. Or you can write your own passage, then take out certain words and put them in a word bank.
2. Have the student write his or her name on the paper and explain that each blank will be one of the words from the word bank.
3. Have the student read until there is a blank (maybe read past it a little for more context). Then ask what word fits in the blank. Once the student knows the word, have him or her write it on the line and cross it off in the word bank.
4. If the student seems to be struggling, read the sentence with each of the words in it and ask him or her what word fits the best.

Assessment (how will you know the students learned the new skill?): The student will be able to read and fill in the blank with less guidance.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

Let them read it however they want, silently or out loud. If they seem to get stuck, read the beginning to get them started. Then give extra guidance by saying each word left in the blank until the student says it. After that, you can begin to just say what word are left in the box rather than saying the sentence every time.

Word Race

Ruth Amerman, Northfield SummerPLUS

Size of group: 2-3 groups of 2-3

Appropriate age range: K-3rd

Skill practiced: Writing, Spelling

Materials: Scrabble letters, or letter flash cards.

Process: Give each group a set of 7-10 letters (each group gets the same letters). Their job is to make as many words with the letters as possible in one or two minutes (longer for younger students, less for more advanced students). For the less advanced students have the teachers write down the words for each group, the more advanced students should write down their own words. At the end of the given time each group shares their words. For each word they have that another group also has they get one point, for each word they have that no other group has they get two points. The group with the most points wins the round.

Assessment: As the students play they should be able to come up with more complex words, which is one way of telling if they are learning, additionally the students should be able to come up with the words quicker the more they play.

Reflection: It may help to mix up the level of students through out the groups, this way the more advanced students are working with and helping the less advanced students.

Your Story

Ruth Amerman, Northfield SummerPLUS

Appropriate age range: 1st-2nd Grade

Skill practiced: Writing, story telling, and comprehension.

Materials: Paper, pencils, crayons.

Process: Have the students write a short story about a recent event, for example, what they did on the 4th of July, on their birthday, over the weekend, etc. The teachers will help students with the writing when needed. After the students have finished their stories, they can share the stories with the rest of the class.

Assessment: Eventually the students should be able to write more clearly. The stories themselves should become clearer too. The teachers should encourage the students to include a beginning, middle and end. Writing their own stories and including these basic parts of story telling will help them better understand stories they read.

Reflection: Make sure that you are paying attention to the students who need a little extra help writing, otherwise they may become bored and frustrated. Ask the students questions about what they did, this can help them brainstorm what to write. Letting the students color or draw while they are writing also helps them organize their thoughts.

Missing Letters

Ruth Amerman, Northfield SummerPLUS

Size of group: 2-3

Appropriate age range: Kindergarten

Skill practiced: Letter recognition

Materials: Alphabet flash cards

Process: Lay out the flash cards in alphabetical order on the ground or on a table. Go over the alphabet with the students while pointing to the letter. Then have one student cover their eyes or go hide. While they are hiding take one of the letters away. When they come back ask them which card is missing. If they identify the right letter then they get a point. This can be a team game as well, with the team working together to figure out the missing letter, or you could have all the students cover their eyes and have them compete for who can find the missing card the fastest.

Assessment: It should take the students less and less time to discover the missing letter as time goes by. The students can be assessed by how quickly they pick out the letter and how that time changes over the course of the game and the more often you play it.

Reflection: Have the letters in order first, but if that becomes too easy mix the cards up so that the student has to identify all the letters before they find the missing one. Encourage the students to help their peers if they get stuck but make sure they aren't just telling the stuck student what letter is missing.

Duck, Duck, Zebra!

Ruth Amerman, Northfield SummerPLUS

Size of group: 3-6

Appropriate age range: K-1st

Skill practiced: Alphabet, Letter/Sound recognition

Materials: None, but a place to sit in a circle

Process: This game is essentially Duck, Duck, Grey Duck but with letters. Students sit in a circle and one student will walk around touching the other students heads, but instead of saying duck, duck, grey duck, the student will go through the alphabet, and instead of grey duck they will say “z”. For example, the student may go “a, b, c, d...z!” And start running around the circle with the student they tapped on z chasing them. The students can say as many letters as they want before saying z, the more random it is, the better.

One way to make the game more difficult is to ask the students to say words that begin, or end, or are somehow associated with, the letter instead of just letter. So then it could go like “apple, banana, cat, doll...zebra!” You could also come up with themes, like foods, books, animals, etc.

Assessment: For the younger students who have difficulty with letters the game will begin slowly, it will take a bit for them to get around the circle. But as the game progresses they will get faster. Eventually you will be able to tell that they are learning because you will be able to increase the difficulty (adding themes, words, etc) and the students will be able to handle it.

Reflection: Make sure to go over the alphabet with the students before you start and if you are thinking of introducing words and themes, spend sometime before the game practicing with the students, asking them questions like “can you tell me an animal that starts with the letter....?” This gives them a bit of a “warm up” and helps them start thinking about letters.

Reading Skills Race

Ruth Amerman, SummerPLUS

Size of group: 3-4

Appropriate age range: K-3rd

Skill practiced: Adaptable to many different literacy skills, depends on what you are focusing on.

Materials: Sight word flash cards, Alphabet flash cards, or a set of prepared questions.

Process: Have the students line up horizontally facing you. You should be about ten feet from the students. Individually show the student a flash card, or ask them a prepared question about reading (for example, what rhymes with dog?). If the student is able to answer the question then they are able to move one step closer. The closer they get, the more difficult the questions/flash cards should get. For example, have the more difficult sight words reserved for when students get closer or if you're using the alphabet flash cards you can start asking them to come up with words instead of just identifying the letter. Once a student (or students after the round is done) steps past you, they win the game!

Assessment: The students should be able to answer more difficult questions as the game goes on, but if they struggle answering a certain level's questions, then you know where they need more help and tutoring.

Reflection: This game is adjustable for students with different skill levels. For example, if you know that one student is better at sight words than the others, you can give them more difficult letters right away. If a student struggles, then you can give them easier questions.

Storytelling

Haley Childers, Faribault MN, 7/19/13

Title: Storytelling

Size of group: 3-10

Appropriate age range: 5-10

Skill practiced: Listening, comprehension, and oral communication

Materials: A microphone

Process:

1. Position the group of students in a circle.
2. Explain that each person in the circle is going to tell part of the story, so they need to listen to each other carefully.
3. After the first student says his or her part, pass the microphone to the next person and have them add to the story.
4. If you feel the story has lost their interest or has a good conclusion, you can stop them and start a new story.

Assessment (how will you know the students learned the new skill?): The students will be able to tell different parts of the story and add on correctly to the previous student's part. It also allows you to see the children's creative side. The older they are, the more details you want to look for.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

Have some beginning story ideas in mind so you can get the children going with their story. If they are younger and say one word like "dinosaur," as the mic is passed you could say "wow there was a dinosaur!"

Draw and Write with a Prompt

Haley Childers, Faribault MN, 7/19/13

Title: Draw and write with a prompt

Size of group: 1-5 (depending on age)

Appropriate age range: 5-10

Skill practiced: thinking, drawing, and writing

Materials: A prompt, paper, pencil, and colored pencils or crayons

Process:

1. Give each student a prompt that may vary depending on the age group. For younger do one sentence like "I like to ____ with my friends." With that they can practice writing the sentence on a separate sheet of paper as well as fill in the blank. For older groups, you can have a more open ended prompt that allows more originality.
2. After they are done writing, the students can draw a picture to show it to you if they want. It allows the artistic students to show their talent.
3. When they are done writing and drawing, allow the students to share with each other.
4. Allow them to take it home and be proud of it!

Assessment (how will you know the students learned the new skill?): You will be

able to see if they know their letters, words, and paragraphs. The older the group is, the more writing structure you can look for, but be sure not to discourage them.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

For younger children, having a short sentence with one blank is best. It shows you if they know their letters and how to write them. For some, you may need to guide their hands. For older, the more open ended the question, the better.

Bang

Haley Childers, Faribault MN, 7/26/13

Title: Bang

Size of group: 1-10

Appropriate age range: 5-10

Skill practiced: reading sight words

Materials: A container and flashcards of sight words or letters depending on the age group

Process:

1. Have the students sit in a circle. Make sure all the flashcards are in the container and that they can't see them.
2. Choose someone to start. That person will draw one of the cards and say it. If the word is said correctly, the player keeps it. If not, the player has to put it back.
3. Mixed in with the flashcards will be the word bang. If a player draws the word bang, the player has to put back all the cards that had been collected.
4. After a certain amount of time, have them count up their cards. The one with the most cards is the winner.

Assessment (how will you know the students learned the new skill?): The student will gain confidence and be able to get more words each time they play. As long as they are having fun while learning or reviewing the words, they will improve.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?):

Change the number of bangs depending on the age of the kids. If there is a student struggling, help them sound out a few words and allow him or her to keep it. If they are more advance, give them only one chance. Kids were asking me to play it with them again. It worked with first grade up to 5th or 6th grade!

Beginning Sound Game

Will Quaney, Boys & Girls Club, 7/29/13

Title: Beginning Sound Game

Size of group: 3-6

Appropriate age range: 5-8

Skill practiced: Phonics and decoding

Materials: Pictures, ideally with the word written, and cards with letters or combinations of letters such as "sh".

Process: Spread the word pictures out on the floor, and have each student pick a sound or letter card. Have them tell you the sound the card makes, and then have each student look to find a picture that begins with the same sound or letter. Then have them repeat their sound and read their word.

Assessment (how will you know the students learned the new skill?): The speed with which they will find their words will show how quickly they have caught on, and their recognition of the sounds the letters and letter combinations make will be more consistent as well.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?): The children enjoyed the game a lot, and the hunting for words and pictures. The younger students may need more help with some words, but the easier the words and the clearer the pictures, the better.

Alphabet Rummy

Will Quaney, Boys & Girls Club, 7/29/13

Title: Alphabet Rummy

Size of group: 3-5

Appropriate age range: 4-7

Skill practiced: Alphabet and Sounds

Materials: 52 cards, either a playing card deck or notecards, each with a letter of the alphabet written on it, creating 2 full alphabets.

Process: Each player is dealt a hand of five cards, and removes any pairs of letters in their hands, and put them in front of them. The player whose turn it is can either draw a card from the top of the deck or pick up the top card of the discard pile, then discards a card. The object of the game is to get rid of all your cards in pairs (or, in the case of older kids, runs of three letters in order). The player who has no cards in hand first wins.

Assessment (how will you know the students learned the new skill?): As the turns go on, the kids will learn to recognize the pairs they can make, and their turns will take less time. They won't have to think or be prompted to take a certain card, and will do so on their own. They'll begin to say the names of the letters and the sound they make, or even say words that begin with those letters. I've had students do this without being prompted, so I have occasionally made it a rule that you must do this when you lay down a pair.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?): Be prepared to have children try to take cards when it's not their turn, or to lay down cards that aren't pairs, but they think are pairs (such as C and K). Some children will catch on faster than others, but the games I've played at my sites have been pretty uniform in their enjoyment of the game and the lesson they learn from it. Teaching alphabetical order with the older kids in placing runs of 3 is more difficult, but I have made some progress with that with some students.

Speed Scrabble

Will Quaney, Boys & Girls Club, 7/29/13

Title: Speed Scrabble

Size of group: 3-5

Appropriate age range: 7-10

Skill practiced: Spelling and Vocabulary

Materials: Set of Scrabble tiles.

Process: Each student takes 7 random tiles from the bag. They then have a round to make as many words as they can, or the longest word they can, from the letters they have. Each student is scored based on their words, using the Scrabble point system.

Assessment (how will you know the students learned the new skill?): The students will learn to use their letters wisely, and will progressively spell longer and more complex words. Furthermore, they will learn that the use of some letters, such as Z and Q, is more seldom than letters such as A and N. The use of these letters will give them the logic with which to spell words they don't know.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?): The times I have played this at my sites have been a big hit. The students are engaged and enjoy the competition, and eventually get the hang of the format and the rarity of letters. Be prepared for spelling errors, and, conversely, accidental spelling of real words whose meaning they don't know. Don't make the vocabulary too complex for them, but don't make it too easy either.

Single-Letter Scrabble

Will Quaney, Boys & Girls Club, 7/29/13

Title: Single-Letter Scrabble

Size of group: 3-5

Appropriate age range: 7-10

Skill practiced: Spelling, vocabulary, and rhyming

Materials: Set of Scrabble tiles.

Process: Set up a word ending template, such as “and” or “ing”. Then give each student a set of consonants and have them try to make words by placing their consonants in front of the endings. Encourage them to use more than one letter at a time, such as “sh” or “str”.

Assessment (how will you know the students learned the new skill?): The students will make more complex words, and, as the game goes on, will sort through rhyming words in their heads rather than guessing and checking if they’ve made a word.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?): The students with whom I’ve played this game have enjoyed it, and like to say the rhyming words. A way of making the game more interesting is to have them try to remember the words they’ve made already, and use the rhyming mnemonic to help them remember.

Chalk Poems

Will Quaney, Boys & Girls Club, 7/29/13

Title: Chalk Poems

Size of group: 3-10

Appropriate age range: 5-10

Skill practiced: Spelling, vocabulary, alphabet

Materials: Set of different-colored chalk, and a sidewalk outside.

Process: Give each student their choice of colored chalk and have them write their name on the sidewalk.

Then have them come up with words (ideally adjectives) that begin with each letter of their name, in an acrostic poem style.

Assessment (how will you know the students learned the new skill?): The students will come up with words on their own, and enjoy thinking of new words. With the younger children who can't write words, they will like writing the letters of their name.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?): Younger children will ask for help spelling words, and the even younger students may need help to form the letters or write at all. The spelling of the words is best, have them attempt to spell it, and then correct them or prompt them as needed.

Categories

Will Quaney, Boys & Girls Club, 7/29/13

Title: Categories

Size of group: 3-7

Appropriate age range: 6-8

Skill practiced: Vocabulary and Spelling

Materials: Paper and pencils, notecards, or a dry-erase board

Process: Choose a category, such as “Animals” or “Fruits”. Set a timer for one minute, and then let the students write down as many words that could fit into that category as possible. Tally up their scores, and give them extra points for good spelling.

Assessment (how will you know the students learned the new skill?): The association of words is something that comes easily for children, and, if prompted, they can come up with a number of words. Spelling will be variable, but, with correction and prompting, it will help them to recognize individual words.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?): As with all other spelling exercises, correction of the spelling is necessary for good spelling habits.

Hangman

Will Quaney, Boys & Girls Club, 7/29/13

Title: Hangman

Size of group: 3-8

Appropriate age range: 6-10

Skill practiced: Spelling and Vocabulary

Materials: A chalk or dry-erase board, and chalk or dry-erase markers.

Process: Classic Hangman game. Choose a word (either with a category hint or without), and place blank spaces with the number of letters on the board. Each student guesses a letter; correct letters are placed in the word, and wrong letters are put below the drawn gallows, and a piece of the hangman is drawn. The game ends either when the word is guessed or the hangman is complete.

Assessment (how will you know the students learned the new skill?): The children will learn the letters to guess more often, and which letters to guess less often. They will also learn to fill in the blanks in their head to guess the word, as opposed to just randomly guessing letters and stumbling upon the answer.

Reflection (If you did this at a site, how did it go? What advice would you give someone when preparing/executing this activity?): This is, by far, the most popular game at my sites. The students always beg to play, and they love coming up with words and stumping their classmates. The rules we use are variant, however. In an effort to have the students understand the importance of vowels in spelling, they can guess vowels and incorrect letters won't count as a piece of the hangman. Categories for the word can also help, which give them a frame in which to place the words they think of.