

# Phonics Dice Deluxe Activities

Phonics Dice Deluxe provides quick, stimulating reinforcement for many phonics-based reading skills. The kit was created with multisensory structured language instruction in mind. The activities described in this booklet complement Orton-Gillingham instruction and the many multisensory teaching approaches derived from it. Because the kit covers a wide range of skills, students of all ages and abilities will find activities useful to them. If you think of a successful new application for the dice, please share it in writing with us at [wvanceleave@wvced.com](mailto:wvanceleave@wvced.com).

The activities in this kit all share these key features:

- They require little preparation or set-up time.
- Rather than wasting valuable time or detracting from effective instruction, they are designed to reinforce students' knowledge of key concepts.
- Most activities require only a few minutes. Because of this, they do not monopolize a teaching period, and a tutor and student or teacher and class can return to them frequently, even within the same class day.
- They are both entertaining and engaging.

A complete Phonics Dice Deluxe Kit includes the following:

- alphabet die (30d) *page 2*
- vowel die (a, e, i, o, u) (6d) *page 3*
- 3 basic kinds of syllables die (closed, open, silent-e) (6d) *page 4*
- 6 kinds of syllables die (closed, open, silent-e, vowel-r, cons.-le, vowel team) (6d) *page 5*
- 3 basic syllable division patterns die (vc/cv, v/cv, vc/v) *page 6*
- 6 syllable division patterns die (vc/cv, v/cv, vc/v, cv/vc, vcccv, cons.-le) (6d) *page 7*
- hard and soft sounds of c and g die (c=/k/, c=/s/, g=/g/, g=/j/, soft, hard) *page 8*
- 3 suffix adding spelling rules die (double, do not double, keep y, change y to i, drop e, keep e) (6d) *page 9*
- assimilated (chameleon) Latin prefix die (ad-, in-, con-, sub-, ob-, dis-, ex-, chameleon) (8d) *page 10*
- basic word origins die (Latin, Greek, Anglo-Saxon) (6d) *page 11*
- advanced word origins die (Latin, Greek, Anglo-Saxon, French) (6d) *page 12*
- bag of 120 cover chips (20 each of 6 colors)
- alphabet gameboard (1)
- closed syllable gameboards (2, 4)
- vowel-r syllable gameboard (16)
- initial consonant blends gameboard (17)
- silent-e gameboard (10)
- hard and soft sounds of c and g gameboard (9)
- kinds of syllables gameboards (basic-5, advanced-7)
- syllable division patterns gameboards (basic-3, advanced-15)
- suffix adding spelling rules gameboards (6, 8)
- word origins gameboards (11, 13)
- assimilated (chameleon) Latin prefixes gameboards (12, 14)
- reference cards outlining the major characteristics of words of Greek, Latin, Anglo-Saxon, and French origin
- instruction booklet (you're holding it) and gamebox

## ALPHABET DIE

### *Description:*

The consonants are blue, the vowels red, and tricky *y* has its own color (as it can be either a consonant or a vowel) on this unique 30-sided die! The remaining 4 sides are wild, allowing teachers and tutors to adapt this die to game playing easily.

Note: With younger children and beginners, turn the die to face the child after he has rolled it, making it easier for him to identify the letter rolled.

### *Activities:*

For all activities listed below, each correct answer earns a point; a wild roll is worth 2 points.

- Take turns rolling the die. The roller either identifies the name or the sound(s) of the letter rolled.
- Take turns rolling the die. The roller names the letter *that follows* (in the alphabet) the letter rolled. A more difficult variety involves the roller naming the letter *that precedes* (in the alphabet) the letter rolled.
- Take turns rolling the die. After naming the letter, the roller determines whether it appears in the first or second half of the alphabet.
- Take turns rolling the die. The roller identifies a word that begins with the letter rolled. Specific subjects or topics (such as “items in this room” or “animals”) can be used to add challenge to the activity.
- Put a closed syllable (cvc) with a blank in place of the first consonant in front of the student (e.g., \_\_at or \_\_ug). The student uses his roll to fill in the blank, announcing whether the roll makes a word or not. Points can be assigned for real words, nonsense words, or both! (Use vowels as a roll again option and wilds as an opportunity for the student to come up with any letter that would make a real word.) For added challenge vowel teams and other structures can be used (e.g., \_\_ail or \_\_ar).
- Take turns rolling the die. When it is your turn, roll and find the letter to match the one rolled on the pre-printed gameboard (Board 1). You should name the letter, its sound, or both during the activity. Then, you can place a marker (20 each of 6 colors have been provided) on the letter named. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template.)

Hints: If the student rolls a letter more than once, allow him to reroll if he chooses. 3 in a row works well for the Alphabet board (horizontally, vertically, or diagonally).

## VOWEL DIE

### *Description:*

This black die with white lettering represents the five basic vowels (a, e, i, o, u). The sixth side, a wild spot, makes it easy to adapt this die to game use.

### *Activities:*

- Take turns rolling the die. The roller provides pronunciations of the vowel rolled.
- The roller identifies all learned ways to spell that sound (e.g., if a student rolled o, he might respond “o at the end of an open syllable, o-e, oa, and ow” as the common ways to spell long o).
- Name a kind of syllable (open, closed, silent-e for this activity). Take turns rolling the die. The roller provides an example of that kind of syllable that contains the vowel rolled (either spoken, in writing, or both).
- For the boards with \_\_\_\_ between letters (Boards 2, 10, 16, + 17), the roller finds a box where the vowel rolled will make a real word, pronounces the word, and places a cover chip on the square. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. A more difficult version involves finding a box where the vowel rolled will *not* make a real word.
- For the board with no missing letters (Board 4), the roller merely finds a word that contains the vowel rolled, pronounces it, and places a cover chip on the square. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template. Can be played with real words or segmented syllables.)
- Using a board comprised of either words or segmented syllables containing vowel teams, the roller identifies a word or syllable that would be pronounced with the long sound of the vowel rolled (e.g., if the roller rolled a, he could cover sail).

*Concept Covered:* Concepts will vary.

*Notes:* Four gameboards have been provided, and others are easy to make. Because e-e in one syllable words is quite rare, when playing the silent-e board (Board 10), the roller has the option of “roll again” when the e is rolled.

### 3 BASIC KINDS OF SYLLABLES DIE

*Description:*

This blue die with white lettering represents the three basic kinds of syllables (open, closed, silent-e). Students can use it to hone syllable identification and reading skills!

*Activities:*

- Take turns rolling the die. The roller defines the kind of syllable rolled.
- Take turns rolling the die. The roller provides an example of the kind of syllable rolled (either spoken, in writing, or both).
- Take turns rolling the die. The roller locates an example of the kind of syllable rolled, pronounces it, and places a marker on it (Board 5). Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template.)

*Concept Covered:*

closed syllable: bat, pig, rad

- ends in a consonant
- vowel is short/says its sound

open syllable: no, hi, ta

- ends in a vowel
- vowel is long or says its name

silent-e syllable: make, bone, vite

- ends in silent-e
- vowel is long or says its name

*Note:* qu = /kw/ and acts as a consonant blend. The u does not function as a vowel for the purposes of pronunciation or syllable identification.

## 6 KINDS OF SYLLABLES DIE

### Description:

This white die with colored lettering represents the six kinds of syllables (open, closed, silent-e, vowel-r, vowel team, and consonant-le). Students can use it to hone syllable identification and reading skills!

### Activities:

- Take turns rolling the die. The roller defines the kind of syllable rolled.
- Take turns rolling the die. The roller provides an example of the kind of syllable rolled (either spoken, in writing, or both).
- Take turns rolling the die. The roller locates an example of the kind of syllable he rolled, pronounces it, and places a marker on it (Board 7). Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template.)

### Concept Covered:

closed syllable: bat, pig, rad

- ends in a consonant
- vowel is short/says its sound

vowel team syllable: boat, foil

- two vowels together
- (sometimes w acts as a vowel)

open syllable: no, hi, ta

- ends in a vowel
- vowel is long or says its name

consonant-le syllable: ta **ble**, fiz **zle**

- consonant-le, count back 3 letters from the end to divide into syllables

silent-e syllable: make, bone, vite

- ends in silent-e
- vowel is long or says its name

vowel-r syllable: car, sir

- vowel + r

*Notes:* qu = /kw/ and acts as a consonant blend. The u does not function as a vowel for the purposes of pronunciation or syllable identification. aw, ew, ow are vowel teams (just as au, eu, ou are vowel teams). Vowel-r syllables are sometimes identified as r-controlled or bossy-r syllables.

### 3 BASIC SYLLABLE DIVISION PATTERNS DIE

#### *Description:*

This white die with green, blue, and red lettering represents three syllable division patterns (vc/cv, v/cv, and vc/v). Students can use it to hone syllable division strategies and reading skills!

#### *Activities:*

- Take turns rolling the die. The roller explains the pattern rolled.
- Take turns rolling the die. Using a board of words that contains different syllable division patterns (Board 15), the roller locates an example of the kind of word she rolled, pronounces it, and places a marker on it. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. A spin on this activity is to use nonsense words. (Activity requires included gameboard or one you design using the blank template.)

#### *Concept Covered:*

#### **1. VC/CV                  rab bit words**

When two consonants stand between two vowels, divide between the consonants.

#### **2. V/CV                  ti ger words**

When one consonant stands between two vowels, try to divide it after the first vowel, creating an open syllable.

#### **3. VC/V                  cam el words**

When one consonant stands between two vowels and v/cv does not make a word, try dividing after the consonant, creating a closed syllable.

## 6 SYLLABLE DIVISION PATTERNS DIE

### *Description:*

This white die with colored lettering represents six syllable division patterns (vc/cv, v/cv, vc/v, cons.-le (count back three), cv/vc, and vcccv). Students can use it to hone syllable division strategies and reading skills!

### *Activities:*

- Take turns rolling the die. The roller explains the pattern rolled.
- Take turns rolling the die. Using a board of words that contain different syllable division patterns (Board 3), the roller locates an example of the kind of word she rolled, pronounces it, and places a marker on it. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. A spin on this activity is to use nonsense words. (Activity requires included gameboard or one you design using the blank template.)

### *Concept Covered:*

#### 1. VC/CV                      **rab bit words**

When two consonants stand between two vowels, divide between the consonants.

#### 2. V/CV                      **ti ger words**

When one consonant stands between two vowels, try to divide it after the first vowel, creating an open syllable.

#### 3. VC/V                      **cam el words**

When one consonant stands between two vowels and v/cv does not make a word, try dividing after the consonant, creating a closed syllable.

#### 4. **Cons.-le, count back 3**                      **tur tle words**

In a consonant-le word, count back three letters from the end and divide the word.

#### 5. CV/VC                      **li on words**

In a cvvc word, if the two vowels together are not recognizable as a vowel team, look for the cv/vc pattern.

#### 6. VCCCV                      **pan ther words**

When you encounter a word with three consecutive consonants, look for a blend or digraph. If you are able to find one, use vc/cv, counting the blend or digraph as one consonant.

## HARD & SOFT SOUNDS OF C AND G DIE

### *Description:*

This white die with blue, green, and black lettering represents the hard and soft sounds of c and g (c = /k/, c = /s/, g = /g/, g = /j/, hard, soft). The rules governing the pronunciation of c and g are invaluable for decoding and spelling.

### *Activities:*

- Take turns rolling the die. The roller explains when the c or g is pronounced that way.
- Take turns rolling the die. Using a board of segmented (nonsense) syllables (Board 9) or words containing c and g, the roller locates an example of the kind she rolled, pronounces it, and places a marker on it. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template.)

### *Concept Covered:*

#### **c and g are soft before e, i, and y. (soft c = /s/ and soft g = /j/)**

1. c = /s/: when it is followed by e, i, or y  
e.g., cent, cider, fancy
2. c = /k/: when it is followed by any letter EXCEPT e, i, or y  
e.g., can, cut, cob, crisp
3. g = /j/: when it is followed by e, i, or y  
e.g., ginger, gym, gel
4. g = /g/: when it is followed by any letter EXCEPT e, i, or y  
e.g., got, go, grand
5. soft g = /j/ (soft) and c = /s/ (soft) when followed by e, i, or y  
e.g., cent, ginger
6. hard g = /g/ (hard) and c = /k/ (hard) when NOT followed by e, i, or y  
e.g., can, got, cob, go

*Note:* The gameboard provided includes open, closed, and silent-g syllables. Additional boards can be created to include real words or segmented syllables including vowel-r and/or vowel team syllables.

With any open syllable ending in y, the y can be pronounced as long e or long i. Consider, for example, fancy and cyclone.



### 3 SUFFIX ADDING SPELLING RULES DIE

#### *Description:*

This white die with blue, green, and orange lettering represents the three suffix adding spelling rules and the two potential actions for each rule (drop e, keep e, double, do not double, keep y, change y to i).

#### *Activities:*

- Take turns rolling the die. The roller explains the rule rolled.
- Take turns rolling the die. The roller explains the kinds of words affected by the rule rolled.
- Take turns rolling the die. Using one of two boards provided (Boards 6 + 8) or one of your own design, the roller locates a word that fits the rule application rolled and covers it. Board 6 is in the baseword + suffix format; here, the roller explains whether and how the base will change as the suffix is added. Board 8 has words with suffixes already added; here, the roller explains what, if anything, happened when the suffix was added. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. A spin on this activity is to use nonsense words. (Activity requires included gameboard(s) or one you design using the blank template.) For a larger group, Boards 6 + 8 could be placed side by side, increasing the gameboard size. Students could be encouraged to play on one side or the other, depending on the area where they need the most work.

#### *Concepts Covered:*

1. Silent-e Spelling Rule: In words ending in silent e:

- **drop e** before a vowel suffix:      hope + ing = hoping
- **keep e** before a consonant suffix:   hope + less = hopeless

2. CVC (1-1-1) Doubling Rule: One syllable words ending in consonant-vowel-consonant (CVC),

- **double** before a vowel suffix:      **run + er = runner**
- **do not double** before a consonant suffix:    **ship + ment**

3. Y-Rule: Never drop the y; keep it or change it. Check the letter before the y:

vowel + y, **keep the y**:

          v y  
s t a y + ed = stayed

consonant + y, **change the y to i** unless the suffix begins with i:

          c y  c y  
t r y + ed = tried                                   t r y + ing = trying

## ASSIMILATED (CHAMELEON) LATIN PREFIXES DIE

### *Description:*

This white die (8d) with different colored lettering represents the seven assimilated or chameleon Latin prefixes (ad-, sub-, ob-, dis-, ex-, in-, con-). The eighth side is a black chameleon, to be used as a “wild” during game play.

### *Activities:*

- Take turns rolling the die. The roller explains when the prefix rolled assimilates.
- Take turns rolling the die. The roller locates a word that contains the prefix rolled on one of 2 boards provided (Boards 12 + 14) and covers it. Board 12 is in the original prefix + baseword format; here, the roller explains how the prefix changes and then pronounces the new word. Board 14 has words with the prefixes already added; here, the roller identifies the prefix and base and then names the original prefix before assimilation. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template.) For a larger group, Boards 12 + 14 could be placed side by side, increasing the gameboard size. Students could be encouraged to play on one side or the other, depending on the area where they need the most work.

### *Concept Covered:*

#### ad:

ad to ac before c (e.g., accelerate)  
 ad to af before f (e.g., affect)  
 ad to ag before g (e.g., aggressive)  
 ad to al before l (e.g., alliance)  
 ad to an before n (e.g., announce)

ad to ap before p (e.g., apply)  
 ad to ar before r (e.g., arrange)  
 ad to as before s (e.g., assert)  
 ad to at before t (e.g., attract)

#### ob and sub:

ob to oc before c (e.g., occasion), sub to suc before c (e.g., succeed)  
 ob to of before f (e.g., offer), sub to suf before f (e.g., suffer)  
 ob to op before p (e.g., opponent), sub to sup before p (e.g., support)

#### ex and dis:

ex drops x (e.g., eject), dis, drops s (e.g., divide)  
 ex changes to ef before f (e.g., effect), dis changes to dif before f (e.g., differ)

#### in and con:

in retains n before n (e.g., innate), con retains n before n (e.g., connect)  
 in to im before b, m, p (e.g., imbalanced), con to com before b, m, p (e.g., combine)  
 in to il before l (e.g., illegal), con to col before l (e.g., collect)  
 in to ir before r (e.g., irrational), con to cor before r (e.g., correct)

*Note:* Some of the prefixes listed above have other, less common, assimilations. For the purposes of this study and the gameboards provided, only the ones listed above are included. Con, one of the prefixes listed above, is actually changed from com, and not vice versa, but teaching it as it is listed is more effective for the student.

## BASIC WORD ORIGINS DIE

### Description:

Latin, Greek, and Anglo-Saxon each own two sides on this white six-sided die with red, black, and purple lettering. Practice identifying words of different origins and explore the origins of the many interesting words in English with this useful die. Reference cards identifying the major characteristics of words of Latin, Greek, and Anglo-Saxon origin are included.

### Activities:

- Take turns rolling the die. The roller states one identifying trait of words coming from the language rolled. (For example, if Anglo-Saxon were rolled, the student could say “often have vowel teams.”)
- Take turns rolling the die. Using a board of words of different origins (Board 11), the roller locates a word of the origin rolled. Depending on what has been taught, the student can be asked to say why the word identified comes from a particular language before placing a marker on it. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template.)

*Concept Covered:* Characteristics of Different Origins

### Latin Words

- usually multisyllabic
- few vowel teams besides ai
- connectives i, u, and ul
- ti, si, and ci = /sh/
- tu = /choo/
- ture = /cher/
- chameleon prefixes
- ct and pt at end of words
- soft c before e or i

### Anglo-Saxon Words

- usually one syllable words
- numbers 1-1000
- basic color words
- simple body parts
- most sight words
- most vowel teams
- short words with silent letters
- ck, tch, and dge spellings
- ff, ll, and ss words

### Greek Words

- often involve science, school, or the arts
- connective o
- y = i
- ph = /f/
- ch = /k/
- k in longer words
- th in longer words
- silent initial p
- ending logy
- ending ic

## ADVANCED WORD ORIGINS DIE

### *Description:*

Latin and Anglo-Saxon each own two sides of this white six-sided die with colored lettering while Greek and French each own a side as well. Practice identifying words of different origins and explore the origins of the many interesting words in English with this useful die. Reference cards identifying the major characteristics of words of Latin, Greek, French, and Anglo-Saxon origin are included.

### *Activities:*

- Take turns rolling the die. The roller states one identifying trait of words coming from the language rolled. (For example, if Anglo-Saxon were rolled, the student could say “often have vowel teams.”)
- Take turns rolling the die. Using a board of words of different origins (Board 13), the roller locates a word of the origin rolled. Depending on what has been taught, the student can be asked to say why the word identified comes from a particular language before placing a marker on it. Each participant tries to form the agreed upon shape (a row, four in a square, etc.) before the other players. (Requires included gameboard or one you design using the blank template.)

*Concept Covered:* Characteristics of Different Origins

### Latin Words

- usually multisyllabic
- few vowel teams besides ai
- connectives i, u, and ul
- ti, si, and ci = /sh/
- tu = /choo/
- ture = /cher/
- chameleon prefixes
- ct and pt at end of words
- soft c before e or i

### Anglo-Saxon Words

- usually one syllable words
- numbers 1-1000
- basic color words
- simple body parts
- most sight words
- most vowel teams
- short words with silent letters
- ck, tch, and dge spellings
- ff, ll, and ss words

### Greek Words

- often involve science, school, or the arts
- connective o
- y = i
- ph = /f/
- ch = /k/
- k in longer words
- th in longer words
- silent initial p
- ending logy
- ending ic

### French Words:

- sophisticated words (most not used until high school or even college)
- ch = /sh/                      • que and qu = /k/                      • ou = /oo/
- i = long e                      • g = /zh/                                      • et = long a
- eau = long o