# Language Arts BINGO 

10 Reproducible Bingo Games That Reinforce Skills in Grammar, Spelling, Vocabulary, and More

by Virginia Musmanno



New York • Toronto • London • Auckland • Sydney • Mexico City New Delhi • Hong Kong • Buenos Aires

## Acknowledgements

I would like to thank my family and friends for their encouragement as I published my first book, with a special thanks to my daughter Lisa for her technical support, and reading specialist Carrie Sowerby for consultations on lesson extensions. I also extend my gratitude to my attorney Tom Wettach for his prudent advice and encouragement.

## Diane Bell and her class at Sto-Rox Elementary Center

 provided practice trials of the games; I appreciate their time and enthusiasm.
## I also want to thank Kama Einhorn, my editor at Scholastic, for her sensible advice in the design and format of this book.



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> Cover design by Maria Lilja Interior design by Holly Grundon

ISBN: 0-439-36545-7
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Printed in the U.S.A.

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## Introduction

## "BlNGO!"

Most of us have had the pleasure of completing a row of plastic chips on a game card and triumphantly calling out that word. So why not bring the excitement of this fun and familiar game into the classroom, and use it to strengthen literacy skills?

Language Arts Bingo includes 10 Bingo games that provide fast-paced practice in key areas of your language arts curriculum. Students build word-recognition skills, develop their understanding of grammar concepts, and strengthen their spelling skills. They'll also build listening skills and learn teamwork. And all the while, they're having a good time!

## GREAT FOR SECOND-LANGUAGE LEARNERS!

Students new to English can be very successful with the games in this book. The games will provide nonthreatening opportunities to learn words and grammar structures. Pair second-language learners with native English speakers. You might play the same game several times with these students, to reinforce the concepts introduced.


## Using This Book

## Each game is comprised of the following four pages:



## TEACHER DIRECTIONS

Simple directions, tips, and extension activities help you and your students make the most of each game.


## CALL LIST

This is a list of all the words the "caller" will call out during the game. (Cut along the dotted lines and put all the slips in an envelope before you begin to play.)

## EIGHT STUDENT BINGO CARDS

Copy and cut apart the cards so that each student gets one. There are eight different cards, so several students will win at the same time. (Pair students together if you want to reduce the number of winning cards at one time.)

## TEACHING Tip

Enlarge the cards if you wish. You might also laminate the cards for extra durability.


## MAKE-YOUR-OWN GAMES

In addition, we've included four blank Bingo grids on page 7 so that students can make their own games on any topic!

## Basic Instructions

- Students might enjoy being the caller as well.
- Give small prizes such as pretzels, animal crackers, stickers, or mini-erasers.
- Make up a sentence for each word called to put words in context and build vocabulary.
- Store the master call list, envelope with call-list words, Bingo cards, and chips in a large, self-sealing plastic bag.


## These simple instructions apply to all 10 Bingo games.

1 Make two copies of the call list. Keep one copy intact, and cut apart the second one and place the slips in an envelope. (Making one of these on colored paper makes checking easier.)

2 Make copies of the bingo cards, cut them apart, and distribute so that each student or pair of students can have one. Distribute chips or markers.

3 Review the object of the game with students. Explain that a winner has five covered blocks in a straight line (vertically, horizontally, or diagonally).

4 Pull words from the call envelope and read them aloud. (As you go, place each slip on your master call list.) Students find the "answer" or corresponding word (depending on the game) on their card and add a chip or marker. Pause long enough between words to allow players to search their cards. Remind students to cover only one square for each word called.

5
When "Bingo" is declared, tell students to hold their cards. Say, "Clear your cards," once winners have been confirmed. Place the called words back in the envelope and, if desired, play again!

## MARKERS

With a paper cutter, cut colored construction paper into small squares for chips. Keep the chips in sets of about 40 in individual envelopes or self-sealing bags. Students might also use the following as markers:

- Raisins • Candy-coated
- Cinnamon red-hots
- Small buttons chocolates
- Dried beans


## Bingo <br> （）A 动



## Bingo <br> 

|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |

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Bingo
动动（9）


## Advanced Word Family Bingo

The word families encountered in upper-grade reading are not always easily decodable or recognizable. Quick recognition of these spelling patterns is the focus of this game.

TEACHING Tips Send the call list home for extra spelling practice before playing the game.

To simplify the game, write the words on the board as you call them.

## DIRECTIONS

1 Practice first by making copies of the call list (one per student). Have students circle or highlight the word-family "chunk" (ending sound) in each word. Taking


2
Play the game according to the Basic Instructions given on page 6: You say the word, and students place their markers on the corresponding word family on their card.

## TALK BACK

Pair students and pass out one Bingo card to each pair. Taking turns, one student reads a word chunk; the other provides a word with that chunk. Repeat for all chunks on the card. Reverse roles with another card. Or play the game with you as one player, and the class as the other.

## BRAINSTORM

Write a word-family chunk on the board. In teams of three, have students write as many words as they can think of in that family. Set a time limit of a minute or two, then see which team has generated the most words.

## SILLY SENTENCES

Ask pairs of students to write several silly rhyming sentences using words from the call list or from a particular word family. For example: On a clear morning last year, I shook with fear because a big smear appeared on my ear!

## LIMERICKS

Word-family lists lend themselves nicely to limericks. Read a few limericks to familiarize the class with the format. Create a class limerick on the board using one of the word families. Or have pairs create their own limericks to read to the class!

## Call List <br> Advanced Word Family Bingo

| bail | delight | complain | grief | unfair | brook | stream |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| assail | fright | explain | thief | deal | crook | crew |
| curtail | insight | obtain | good | heal | outlook | drew |
| frail | twilight | bread | hood | meal | undertook | mildew |
| trail | broil | dread | likelihood | steal | bellow | broom |
| brawn | coil | head | livelihood | zeal | burrow | bloat |
| drawn | foil | instead | understood | sleigh | shadow | caught |
| fawn | recoil | spread | bound | eighteen | glow | taught |
| lawn | spoil | agreed | found | weigh | void | appear |
| yawn | couch | bleed | ground | neighbor | gaunt | clear |
| bleat | crouch | deed | impound | freight | haunt | smear |
| cheat | grouch | feed | wound | broach | jaunt | boot |
| cleat | pouch | weed | affair | coach | beam | achieve |
| treat | slouch | belief | flair | bounce | give | believe |
| wheat | abstain | brief | impair | poach | gleam | grieve |
| blight | chain | chief | stair | roach | scream | float |

## Advanced Word Family Bingo

| ail | ain | air | awn | ead |
| :---: | :---: | :---: | :---: | :---: |
| eal | eat | eed | eight | ought |
| lef | oach | $\sum^{2}$ | oil | ood |
| ook | ouch | ound | ow | ue |
| ew | aunt | eam | ew | ief |

## Advanced Word Family

 Bingo
## Advanced Word Family

 Bingo| ounce | oot | oid | ieve | ear |
| :---: | :---: | :---: | :---: | :---: |
| aught | ue | oom | oat | ew |
| eam | aunt | en | ow | ook |
| oach | eigh | eal | rang | ound |
| ood | ief | eed | ue | awn |

## Advanced Word Family Bingo

| aught | eam | eight | ief | oil |
| :---: | :---: | :---: | :---: | :---: |
| aunt | eal | eed | ight | air |
| ead | eat | n | ail | ounce |
| oot | ue | oid | oom | ow |
| ound | ain | eigh | eal | eat |

## Advanced Word Family Bingo

Advanced Word Family Bingo

| ew | eed | ain | aunt | oom |
| :---: | :---: | :---: | :---: | :---: |
| ook | ead | ound | oid | ead |
| awn | aught | in | ail | ound |
| ood | ight | eat | awn | eigh |
| eed | ain | awn | oat | oot |

## Advanced Word Family

 Bingo| air | ight | ook | oat | eal |
| :---: | :---: | :---: | :---: | :---: |
| oach | ief | awn | oat | oid |
| ain | aught | $\sum^{2}$ | ouch | oat |
| eat | air | aunt | ear | ieve |
| ouch | oil | eat | eed | ew |

Advanced Word Family Bingo

| ead | oid | ound | ail | aught |
| :---: | :---: | :---: | :---: | :---: |
| ook | ief | awn | ead | eat |
| ight | ound | a | oom | ounce |
| oil | awn | ail | oat | eat |
| ief | ead | eam | ieve | eigh |

## Contraction Bingo

> Contractions make speech faster or less formal. To spell them correctly, students should understand that contractions are a way of combining two words, and that the apostrophe takes the place of missing letters.

## DIRECTIONS

1 Briefly review the concept of contractions. Correct placement of the apostrophe is often a problem; stress that it takes the place of the missing letters.


2 Play the game according to the Basic Instructions given on page 6 . You read the two-word equivalent, students place their marker on its corresponding contraction.

## SUNDAY PAPERS

Collect Sunday comics for several weeks and make black and white copies. Have students highlight the contractions in the comics. Tally them on copies of the call list. Compare tally sheets and analyze them to see if some contractions are more commonly used than others. Let students draw their own comic strip using at least one contraction in each frame.

## CONTRACTION SKITS

Working in groups of three, students can write a short play on a theme of their choice. See which group can use the most contractions in their script. (They might use a copy of the call list for reference.)

## CONTRACTION CONCENTRATION

Make a set of pronoun cards (you, we, she, I, and so on) and a set of cards with the contracted ending ('d, 're, 've, and so on). Lay all cards face down. Each player turns over two cards. If the player makes a contraction that can be read correctly, he or she keeps the cards. If not, he or she turns the cards back over in place. Players take turns until all cards are gone. The player with the most cards wins.

## Call List Contataion Eino

| apeot | didor | ndon |
| :---: | :---: | :---: |
| heis | isout | Itap |
| steis | trais | weyp hae |
| weat | wiloot | jow will |
| Culd or | dos ont | bsont |
| Imi | ixw | kets |
| Staud out | trewil | ws oot |
| werent | woud oot | youse |
| couthae | donot | bue eor |
| 1 mm | nis | stewil |
| Staud haxe | teyae | newil |
| wehae | wouthee | joubie |

## Contraction

Bingo

## Contraction

 Bingo| we'll | we're | weren't | won't | would've |
| :---: | :---: | :---: | :---: | :---: |
| you'll | you're | you've | isn't | aren't |
| could've | doesn't |  |  | haven't |
| I'll |  |  |  |  |
| it's | let's | she's | should've | they'll |
| they're | couldn't | didn't | don't | hasn't |

## Contraction

 Bingo| wouldn't | don't | it's | they're | you've |
| :---: | :---: | :---: | :---: | :---: |
| that's | won't | doesn't | it'll | they'll |
| should've | we've | $\underbrace{\prime}$ | didn't | isn't |
| I'll | shouldn't | weren't | could've | I'm |
| couldn't | we're | she's | he's | aren't |

Contraction
Bingo

| hadn't | I've | they've | you'll | hasn't |
| :---: | :---: | :---: | :---: | :---: |
| let's | wasn't | you're | haven't | she'll |
| we'll | you've |  | aren't | I'll |
| that's | wouldn't | couldn't | I'm | he's |
| shouldn't | you'll | doesn't | she's | hadn't |

## Contraction

## Bingo

| haven't | we'll | you're | let's | hadn't |
| :--- | :--- | :--- | :--- | :--- |
| they're | they've | it'll | wouldn't | isn't |
| won't | isn't |  | could've | should've |
| couldn't | shouldn't | aren't | she's | we're |
| doesn't | I'm | don't | they'll | I've |

## Contraction

Bingo

| didn't | I'm | won't | they'll | it's |
| :--- | :--- | :--- | :--- | :--- | :--- |
| hadn't | shouldn't | you'll | wasn't | she'll |
| he's | we're | couldn't | weren't |  |
| should've | aren't | isn't | doesn't | wouldn't |
| they're | I've | hasn't | you're | she'll |

## Contraction

 Bingo| haven't | hasn't | she'll | hadn't | let's |
| :--- | :---: | :---: | :--- | :--- |
| we'll | don't | I've | wasn't | you've |
| doesn't | it's |  | they've | you're |
| didn't | it'll | they're | you'll | could've |
| isn't | they'll | would've | couldn't | I'm |

## Ending Blend \& Digraph Bingo

TEACHING Tip)

Remind students to cover only one square per word called.

The auditory discrimination of final consonant digraphs (two consonants that together make one sound) can be tricky. Most student practice concentrates on initial sounds rather than final consonant blends and digraphs. Here's a fun way to do just that!

## DIRECTIONS

1
Before playing, review all the letter pairs you will be using by writing each on the
 board and having the students pronounce them. Give or ask for an example word for each letter pair (for instance, ch is in teach).

2 Play the game according to the Basic Instructions given on page 6. You call the word; students put their markers on the corresponding digraph.

## IN THE NEWS

Bring in a newspaper and several highlighters. Have teams of students highlight as many ending consonant blends or digraphs as they can in a given amount of time.

## Try <br> THIS!

## MATCHUP

Write the call-list words on index cards, leaving off the ending blend or digraph. Write the ending blends and digraphs on the board in a column. Pass out cards and have students attach self-sticking tape to the back as they receive their card. One at a time, have students stick their card next to an ending to make a real word.

## DO-IT-YOURSELF DIGRAPHS

Using the blank Bingo grids on page 7, have students make their own Bingo card with new words, using the twelve ending blends and digraphs. They should list their words on a sheet of paper (without putting their name on it). Collect all papers, and play bingo by randomly calling out words from different students' lists.

## Call List Ending Blend \& Digraph Bingo

| bench | adept | trunk | intelligent | shimp |
| :---: | :---: | :---: | :---: | :---: |
| itch | slept | bash | print | skimp |
| match | wept | cash | serpent | autogaph |
| peach | bald | polish | sprint | nymph |
| stitch | bold | rash | brisk | photograph |
| friend | emeald | relish | dusk | telegraph |
| intend | scald | asphalt | husk | triumph |
| mend | scold | cobalt | risk | booth |
| refund | blink | halt | whisk | fift |
| offend | brink | salt | blimp | math |
| accept | bunk | tilt | limp | myth |
| adapt | shrink | absent | scrimp | noth |

Ending Blend \& Digraph
Bingo
Ending Blend \& Digraph Bingo


## Ending Blend \& Digraph <br> Bingo

| th | nt | sh | nd | th |
| :---: | :---: | :---: | :---: | :---: |
| Id | ph | ch | nk | mp |
| pt | It | $\underbrace{}_{\mathrm{n}}$ | sh | ph |
| Id | mp | sh | pt | nt |
| sk | ph | nt | ld | sk |

## Ending Blend \& Digraph

## Bingo



Ending Blend \& Digraph Bingo

| It | nd | mp | sh | lt |
| :---: | :---: | :---: | :---: | :---: |
| ph | nk | ch | nd | nt |
| sk | ld | $\underbrace{}_{\mathrm{n}}$ | ld | mp |
| sk | th | ch | nk | th |
| nt | pt | mp | pt | sh |

Ending Blend \& Digraph
Bingo


Bingo

| pt | pt | nt | sh | nk |
| :---: | :---: | :---: | :---: | :---: |
| ph | mp | nd | ph | ch |
| It | sk | $\mathrm{n}^{2}$ | ld | th |
| ld | mp | nt | nk | th |
| ch | nd | sh | sh | pt |

TEACHING Tips You might try some of the extension activities suggested below before playing this game, to lessen confusion.

Have the winners tell you not only the winning words, but also their meanings.

## Homophone Bingo


#### Abstract

Homophones (words that sound the same but have different meanings) can cause confusion and spelling problems. Multiple exposures to the correctly spelled word can help!


## DIRECTIONS

1
Copy the call list for the students. Discuss each pair of homophones and their meanings.


## HOMOPHONE PAIRS

Ask each student to choose a pair of homophones to illustrate. Have them fold a piece of paper in half like a little book, then write a homophone on each side and illustrate each in turn.

## HOMOPHONE BEE

Have an old-fashioned spelling bee, dividing the class into two teams. Say a homophone pair. A student on one team spells the word and uses it correctly in a sentence; a member of the other team does the same for the homophone mate. (Alternate which team goes first, since the team who goes second will always have the more challenging task.)

## AMELIA BEDELIA

Read an Amelia Bedelia story to the class. Have students write a short paragraph of their own Amelia Bedelia story. To get them started, ask, What would Amelia do if you said, "Wash the hair on your head"? (She would put a hare on your head and wash it!)

## SENTENCE WRITING

Have students write logical sentences that include two homophones, such as:

- The students were bored with the math problems on the board.
- I asked the bookseller to look for an old book in his cellar.

2 Play the game according to the Basic
Instructions given on page 6. Pull one slip and read both words aloud. Use each in a sentence and discuss the different meanings. For instance, say aunt, ant. Pause. Say, I love my Aunt Judy (pause to have those with aunt on their card place their chip. Then ask for a volunteer to spell aunt.) Then say, The ant ruined our picnic (pause to have those with ant on their card place their chip). Ask for a volunteer to spell ant.


| Call List <br> Homophone Bingo |  | hare | hair | scene | seen | dew | due |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | pray | prey | cellar | seller | lessen | lesson |
|  |  | blew | blue | in | inn | steal | steel |
| an | aunt | haul | hall | see | sea | dye | die |
| flour flower |  | right | write | cent | sent | made | maid |
| pail | pale | board | bored | knead | need | tail | tale |
| eight |  | heal | heel | sew | so | fare | fair |
| grate | great | road | rode | clause | claws | mail | male |
| pause | paws | brake | break | knew | new | their | there |
| bare | bear | here | hear | soar | sore | feat | feet |
| groan | grown | rose | rows | creak | creek | meat | meet |
| peace | piece | by | buy | knot | not | waist | waste |
| be | bee | hole | whole | son | sun | flee | flea |
| guest | guessed | sail | sale | dear | deer | one | won |
| plain | plane | cell | sell | know | no | wood | would |
| been | bin | hour | Our | stair | stare | night | knight |

Homophone
Bingo

| aunt | due | inn | pale | sale |
| :---: | :---: | :---: | :--- | :--- |
| bee | feet | not | plane | waste |
| bored | great | n | write | bear |
| sell | hair | maid | sale | no |
| claws | hear | knight | sore | buy |

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Homophone Bingo

| eight | here | by | rode | sun |
| :---: | :---: | :---: | :---: | :---: |
| bin | flea | hole | blew | waist |
| rose | cell | n | creek | be |
| scene | in | meet | soar | plain |
| sent | knew | be | grate | one |

## Bingo

## Homophone

 Bingo| flea | won | would | fare | bee |
| :--- | :--- | :--- | :--- | :--- |
| tale | deer | maid | sun | sent |
| not | see | n | buy | inn |
| rode | blue | hear | plane | bear |
| hair | pale | great | steel | hall |

Homophone

## Bingo

| dough | mail | sell | here | see |
| :---: | :---: | :---: | :--- | :--- |
| by | pause | waste | write | their |
| hole | pray | b | bee | sun |
| fare | one | tail | piece | knight |
| meat | road | groan | aunt | fair |

## Homophone

 Bingo| rode | fair | sea | whole | right |
| :---: | :---: | :---: | :---: | :---: |
| ant | be | won | there | waist |
| made | know | me | meet | son |
| night | mail | ate | board | right |
| tale | fare | won | wood | grate |

Homophone Bingo

| dye | ant | our | guest | cellar |
| :---: | :---: | :---: | :---: | :---: |
| male | paws | need | flour | blew |
| lesson | do | b | be | pray |
| their | bare | peace | been | no |
| feat | grown | heal | brake | stair |

## Homophone

 Bingo| dough | pause | sew | do | flee |
| :---: | :---: | :---: | :---: | :---: |
| flower | hare | dear | lessen | waist |
| guessed | pray | n | steal | hear |
| plain | blue | board | die | feet |
| bin | haul | know | stare | there |

## Irregular Verb Bingo

## Most past tense verbs are formed by adding -ed. However, students need to read and write irregular verbs, too!

## DIRECTIONS

1
To familiarize students with irregular verbs, copy the call list for each student and read each present-tense verb aloud. Invite the class to "echo" its past tense in response. Depending on students' levels, they can cover up the past tense column. Tell students to "think yesterday!"


Play the game according to the Basic Instructions given on page 6 . Call out a present tense verb, and have students look for its past tense equivalent on their card. Ask for a volunteer to use the past tense verb in a sentence.

## SWITCHEROO!

Have half the class write a sentence using a present tense verb (each student using a different verb). Ask the other half of the class to write sentences using past tense verbs. "Presents" switch with "pasts" and rewrite the sentence on the page in the opposite tense.

## PAST-TENSE CHARADES

Pick past-tense verbs from the call list and have children act them out as the rest of the group guesses the word.

## PAST-TENSE MEMORY

Start a story and go around the circle, with each student repeating all that was said previously. For instance:

Teacher: I went on a trip.
Student 1: I went on a trip. I brought a good book to read.
Student 2: I went on a trip. I brought a good book to read.
I wore my new tennis shoes.

## Try THIS!

As you call the verbs, use them in sentences to keep them in context. context.

## TEACHING

 Tip| Call List <br> Irregular Verb Bingo |  | fly | flew | say | said |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | forget | forgot | see | saw |
| begin | began | freeze | froze | seek | sought |
| bend | bent | get | got | set | set |
| bite | bit | give | gave | shake | shook |
| bleed | bled | go | went | sing | sang |
| blow | blew | grow | grew | speak | spoke |
| break | broke | know | knew | spin | spun |
| bring | brought | lead | led | spring | sprang |
| catch | caught | leave | left | steal | stole |
| choose | chose | lend | lent | stick | stuck |
| creep | crept | lost | lost | sting | stung |
| do | did | make | made | swim | swam |
| drive | drove | ride | rode | take | took |
| eat | ate | ring | rang | throw | threw |
| fall | fell | rise | rose | wear | wore |
| fight | fought | run | ran | write | wrote |

## Irregular Verb Bingo

| bit | froze | said | swam | crept |
| :---: | :---: | :---: | :---: | :---: |
| broke | went | set | threw | ate |
| chose | led |  | began | flew |
| drove | lost | spoke | bled | got |
| fought | rang | stole | bought | grew |

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## Irregular Verb Bingo

| drove | saw | ate | sought | fell |
| :---: | :---: | :---: | :---: | :---: |
| set | fought | shook | flew | sang |
| forgot | spoke | se | froze | spun |
| got | sprang | gave | stole | went |
| stuck | grew | stung | knew | swam |

## Irregular Verb

 Bingo| left | spun | began | rode | chose |
| :---: | :---: | :---: | :---: | :---: |
| made | stuck | lent | blew | ran |
| rose | took | n | lost | crept |
| saw | wore | bent | rang | said |
| shook | wrote | bit | caught | did |

## Irregular Verb <br> Bingo

| took | led | did | began | threw |
| :---: | :---: | :---: | :---: | :---: |
| bent | wore | bit | wrote | bled |
| lent | blew | n | saw | crept |
| shook | fell | sang | ate | said |
| flew | ran | made | drove | stole |

## Irregular Verb Bingo

| began | bent | bit | bled | blew |
| :---: | :--- | :--- | :--- | :--- |
| broke | brought | caught | chose | crept |
| did | drove | $\sum^{\prime}$ | fell | fought |
| flew | forgot | froze | got | gave |
| went | grew | knew | led | left |

## Irregular Verb

 Bingo| lent | lost | made | rode | rang |
| :---: | :---: | :---: | :---: | :---: |
| rose | ran | said | saw | sought |
| set | shook | sp | sang | spoke |
| spun | sprang | stole | stuck | stung |
| swam | took | knew | threw | wore |

## Irregular Verb Bingo

| threw | wrote | began | bit | blew |
| :---: | :---: | :---: | :---: | :---: |
| brought | chose | did | ate | fought |
| forgot | got | left | went | knew |
| left | lost | rode | rose | said |
| sought | shook | spoke | sprang | stuck |

## Prefix Bingo

Morphemic analysis is one of the most important skills needed for proficient reading in the intermediate grades. Quick recognition of prefixes builds students' fluency and comprehension.

TEACHING Tips

If your students' knowledge of prefixes is limited, try some of the extension activities given below first.

Remind students to cover only one word for each prefix called.

## DIRECTIONS

Play the game according to the Basic Instructions given on page 6 (but make several copies of the call list and cut apart since you'll use each prefix multiple times).
 You call out the prefix (and copy it onto the board), and students find a word containing that prefix on their card.

As you introduce each prefix, have students call out the words they've placed markers on. Write those words on the board under the prefix. Discuss the meaning of each word, or challenge students to use each one in a sentence.

## DICTIONARY SEARCH

In a given time period, have pairs of students use a dictionary to find one, two, or more words with the same prefix.

## PREFIX CONCENTRATION

Write the different prefixes on index cards, and words that will complete the word on another set of index cards (for instance, "un" on one card, "fair" on the other.) Turn the cards over and play Concentration.

## PIN THE TAIL ON THE PREFIX

Draw a simple donkey shape (or have a student volunteer draw one), and write all the prefixes from the call list in the donkey. Blindfold a student and have him or her attach a paper tail to the donkey. Take off the blindfold and look at the prefix closest to the point on which the student "pinned the tail." The student then writes a word with that prefix on the board.

## Call List prefix Bingo

## ad- (toward, before)

dis- (from)
im- (not)
out- (from)
ir- (not)
super- (above)
bi- (two)
ex- (from)
inter- (between)
pre- (before)
post- (after)
pro- (for)
tri- (three)
de- (from)
in- (not)
mis- (bad)
sub- (under)
un- (not)

# Prefix Bingo 

| ad- <br> dress | pre- <br> pare | ex- <br> aggerate | bi- <br> focals | pre- <br> view |
| :---: | :---: | :---: | :---: | :---: |
| inter- <br> fere | de- <br> part | im- <br> perfect | inter- <br> section | de- <br> value |
| out- <br> doors | in- <br> direct | $\sum_{\text {ad- }}^{\text {mire }}$ | in- <br> sincere |  |
| post- <br> pone | bi- <br> annual | ex- <br> cite <br> polite | dis- <br> turb |  |
| post- <br> script | dis- <br> agree | mis- <br> cast | out- <br> law | mis- <br> chief |

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## Prefix <br> Bingo <br> 

| in- <br> complete | un- <br> lit | pre- <br> pare | mis- <br> cast | out- <br> dated |
| :---: | :---: | :---: | :---: | :---: |
| sub- <br> marine | post- <br> date | in- <br> tern | un- <br> fed | ir- <br> regular |
| ir- <br> respons- <br> ible | sub- <br> due | mis- <br> behave | super- <br> fine |  |
| un- <br> afraid | out- <br> doors | ex- <br> am | pro- <br> found <br> post- <br> man |  |
| ex- <br> cept | dis- <br> agree | pre- <br> dict | super- <br> human | un- <br> spent |

## Prefix Bingo

| bi- <br> annual | super- <br> fine | out- <br> burst | un- <br> afraid | ex- <br> aggerate |
| :---: | :---: | :---: | :---: | :---: |
| ad- <br> dress | in- <br> ability | bi- <br> ceps | de- <br> caffinate | post- <br> date |
| tri- <br> angle | pre- <br> dict | $\underbrace{\text { dict }}_{\text {ad- }}$ | ir- <br> rational |  |
| dis- <br> ability | de- <br> canter | im- <br> mortal | dis- <br> agree | inter- <br> cept |
| ex- <br> am | mis- <br> behave | pro- <br> claim | in- <br> complete | sub- <br> due |

## Prefix

 Bingo

| im- <br> patient | out- <br> dated | post- <br> man | ex- <br> ample | in- <br> direct |
| :---: | :---: | :---: | :---: | :---: |
| pre- <br> historic | ad- <br> here | sub- <br> marine | pro- <br> duce | out- <br> doors |
| mis- <br> cast | dis- <br> appoint | $\underbrace{\text { cycle }}_{\text {bi- }}$ | post- <br> nasal |  |
| un- <br> fed | ir- <br> regular | perfect <br> inter- <br> fere | in- <br> tern |  |
| de- <br> ceased | mis- <br> chief | super- <br> human | Tri- <br> ceratops | pre- <br> judice |

## Prefix

Bingo


| ex- <br> cite | de- <br> value | super- <br> natural | in- <br> visible | tri- <br> ple |
| :---: | :---: | :---: | :---: | :---: |
| im- <br> polite | out- <br> law | inter- <br> section | dis- <br> turb | bi- <br> monthly |
| pre- <br> view | ir- <br> respons- <br> ible | n | ad- <br> mire | tri- <br> angle |
| un- <br> spent | mis- <br> fit | un- <br> just | sub- <br> side | ad- <br> dict |
| pro- <br> found | super- <br> impose | post- <br> script | bi- <br> ceps | out- <br> field |

## Suffix Bingo

TEACHING Tips

Remind students to cover only one word for each suffix called.

Copy the call list onto a transparency and tally on the overhead projector.

Grammatically, suffixes are somewhat more difficult than prefixes. The suffixes -age, -ary, -ment, -ness, -ship, and -tion often indicate nouns. Words with -able, -ful, -ial, -ible, -ic, and -less are usually adjectives. Endings such as -ate, -ify, and -ize often indicate verbs.

## DIRECTIONS

1
Play according to the Basic Instructions given on page 6 (but make several copies
 of the call list since you'll use each suffix multiple times). You call out the suffix (and copy it onto the board), and students find a word featuring that suffix on their card.

2
After each suffix is introduced, have students call out the words they've placed markers on. Write those words on the board under the suffix. Discuss the meaning of each word, and challenge students to use each one in a sentence.

Have the winner name the part of speech to which each of his or her winning words belongs

## BINGO BRAINSTORM

On the board, brainstorm other words with these suffixes that could have been included but were not. Generate at least 24. (A rhyming dictionary might be of help.) Using the blank Bingo grids on page 7 , let each student randomly write the brainstormed words in any order on his or her card. Play Bingo with the newly generated words.

## SUFFIX LONG JUMP

Divide the class into two teams. Pull a suffix out of the call envelope. The first team member must think of a word that ends with that suffix in 10 seconds. If he or she succeeds, he or she jumps from the starting line, and remains there while the other team's first member gets a chance. Return the suffixes to the envelope after each turn. The next member of the first team then has to jump from the first member's spot if he or she provides a word with the next newly drawn suffix. Play continues until all members have a chance to call out a word. The winning team is the one farthest from the starting line.

## Call List suffix Bingo

-able (can be)
-ate (to have or be characterized by)
-ial (relating to)
-ify (make or become)
-ment (a state of being)
-ship (condition of being)
-ive (doing some action)
-ize (to make)
-ness (a state of being)
-some (having the quality of)
-ary (a place of)
-ful (full of)
-ic (relating to)
-less (lack of)
-ous (full of)

## Suffix

## Bingo

| fals- <br> ify | $\begin{gathered} \text { organ- } \\ \text { ize } \end{gathered}$ | formless | encampment | sleepiness |
| :---: | :---: | :---: | :---: | :---: |
| disastrous | horse-manship | twosome | celebration | available |
| extensive | cemetery |  | operate | finery |
| joy- <br> ful | SOCial | flexible | heroic | classify |
| emphasize | friendless | entertainment | happiness | $\begin{aligned} & \text { nerv- } \\ & \text { ous } \end{aligned}$ |

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## Suffix Bingo

| civil- <br> ize | form- <br> less | friend- <br> less | argu- <br> ment | develop- <br> ment |
| :---: | :---: | :---: | :---: | :---: |
| foolish- <br> ness | happi- <br> ness | disastr- <br> ous | fam- <br> ous | clerk- <br> ship |
| friend- <br> ship | awe- <br> some | $\underbrace{\text { burden- }}$celebra- <br> some | tion |  |
| informa- <br> tion | lov- <br> able | prob- <br> able | extens- <br> ive | select- <br> ive |
| diction- <br> ary | vocabul- <br> ary | loc- <br> ate | oper- <br> ate | magn- <br> ify |


| friendship | handsome | information | regrettable | probable |
| :---: | :---: | :---: | :---: | :---: |
| extensive | selective | aviary | cemetery | celebrate |
| illustrate | bakery |  | finery | awful |
| harmful | essential | mart- <br> ial | eligible | flex- <br> ible |
| basic | domestic | clar- <br> ify | classify | $\begin{gathered} \text { caps- } \\ \text { ize } \end{gathered}$ |


| critic- <br> ize | organ- <br> ize | grace- <br> less | sleeve- <br> less | encamp- <br> ment |
| :---: | :---: | :---: | :---: | :---: |
| entertain- <br> ment | kind- <br> ness | neat- <br> ness | joy- <br> ous | nerv- <br> ous |
| horse- <br> man- <br> ship | relation- <br> ship | $\sum_{\text {four- }}$ | hand- <br> some |  |
| na- <br> tion | rela- <br> tion | regrett- <br> able | extens- <br> ive | vocabul- <br> ary |
| rel- <br> ate | surg- <br> ery | sin- <br> ful | spec- <br> ial | vis- <br> ible |


| fal- |
| :--- | :---: | :---: | :---: | :---: |
| sify | | organ- |
| :---: |
| ize |$\quad$| form- |
| :---: |
| less |

## Suffix

 Bingo| civil- <br> ize | form- <br> less | friend- <br> less | argu- <br> ment | develop- <br> ment |
| :---: | :---: | :---: | :---: | :---: |
| foolish- <br> ness | happi- <br> ness | disastr- <br> ous | fam- <br> ous | clerk- <br> ship |
| friend- <br> ship | awe- <br> some | $\underbrace{\text { burden- }}$celebra- <br> tion |  |  |
| informa- <br> tion | lov- <br> able | prob- <br> able | pens- <br> ive | select- <br> ive |
| diction- <br> ary | vocabul- <br> ary | loc- <br> ate | oper- <br> ate | magn- <br> ify |



## Suffix

Bingo
$\left.\begin{array}{|c|c|c|c|c|}\hline \begin{array}{c}\text { organ- } \\ \text { ize }\end{array} & \begin{array}{c}\text { critic- } \\ \text { ize }\end{array} & \begin{array}{c}\text { joy- } \\ \text { ous }\end{array} & \begin{array}{c}\text { neat- } \\ \text { ness }\end{array} & \begin{array}{c}\text { nerv- } \\ \text { ous }\end{array} \\ \hline \begin{array}{c}\text { entertain- } \\ \text { ment }\end{array} & \begin{array}{c}\text { kind- } \\ \text { ness }\end{array} & \begin{array}{c}\text { sleeve- } \\ \text { less }\end{array} & \begin{array}{c}\text { grace- } \\ \text { less }\end{array} & \begin{array}{c}\text { encamp- } \\ \text { ment }\end{array} \\ \hline \begin{array}{c}\text { hand- } \\ \text { some }\end{array} & \begin{array}{c}\text { four- } \\ \text { some }\end{array} & \underbrace{}_{\text {relation- }} \text { ship }\end{array} \begin{array}{c}\text { horse- } \\ \text { man- } \\ \text { ship }\end{array}\right]$

## Synonym \& Antonym Bingo

Improving vocabulary is basically a function of familiarity and use-and studying synonyms and antonyms are great ways to expand kids' vocabulary! This game is really two games in oneone for synonyms, one for antonyms.

## DIRECTIONS

1 Do not cut apart the call list for this game;

## TEACHING Tip

Use each word in a sentence after you call it, so that its meaning is clear. simply read from it and make a light pencil mark once you've called out a word.
 For the "Synonyms" game, you'll read words from the first column only, and for the "Antonyms" game, you'll call words from the third column only. The middle column lists the words that students have on their cards.

2 Play according to the Basic Instructions given on page 6. You read a word, and students place their marker on the square that has its synonym or antonym (depending on which game you're playing).

## THE OPPOSITE WORD

Have students choose a paragraph or poem in any of their books and rewrite it, substituting antonyms for as many words as possible. They can read their "opposite" paragraphs to the group.

## SYNONYM STORM

Challenge students to brainstorm as many synonyms as they can for the words big, good, and said. Have them check their answers in a thesaurus.

## SYNONYM-ANTONYM TRIPTYCHS

Have students fold a piece of paper into three equal parts. Give each student a different word (one that has both a synonym and an antonym). Then have them write the word in the middle, write its synonym on the left and its antonym on the right, and then illustrate all three.

## Call List <br> Synonym \& Antonym Bingo

| SYNONYM GAME | WORDS ON CARDS | ANTONYM GAME |
| :---: | :---: | :---: |
| start immature chilly postpone rapid scared unwise pal ample glad firm torrid enormous sick allow noisy attractive fortunate important flawless close immerse grin cheap powerful sugary exhausted incomplete disappointed feeble | begin <br> childish <br> cool <br> delay <br> fast <br> fearful <br> foolish <br> friend <br> full <br> happy <br> hard <br> hot <br> huge <br> ill <br> let <br> loud <br> lovely <br> lucky <br> necessary <br> perfect <br> shut <br> sink <br> smile <br> stingy <br> strong <br> sweet <br> tired <br> unfinished <br> unhappy <br> weak | stop mature warm accelerate slow brave smart enemy empty downcast soft cold tiny healthy forbid quiet hideous unfortunate unimportant imperfect open rise frown generous weak sour rested done delighted strong |

## Synonym \& Antonym Bingo

| let | hot | fearful | tired | hard |
| :---: | :---: | :---: | :---: | :---: |
| full | stingy | ill | fast | perfect |
| lovely | shut | s | strong | loud |
| foolish | cool | unhappy | friend | delay |
| sweet | begin | huge | weak | sink |

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## Synonym \& Antonym

 Bingo| lucky | fast | huge | full | let |
| :--- | :---: | :---: | :--- | :--- |
| happy | weak | ill | lovely | shut |
| smile | stingy | s | cool | perfect |
| sink | hot | begin | fearful | necessary |
| childish | foolish | sweet | begin | unfinished |

## Synonym \& Antonym Bingo

| lovely | cool | tired | perfect | smile |
| :---: | :---: | :---: | :---: | :---: |
| necessary | loud | fast | begin | foolish |
| let | stingy | unhappy | weak |  |
| lucky | sink | unfinished | friend | ill |
| hot | full | shut | huge | hard |

## Synonym \& Antonym Bingo

| let | full | lovely | stingy | shut |
| :---: | :---: | :---: | :--- | :--- |
| cool | unhappy | huge | tired | weak |
| hard | perfect |  | lucky | happy |
| smile | sink | childish | necessary | unfinished |
| delay | loud | friend | strong | fast |

Synonym \& Antonym Bingo

| ill | fearful | begin | hot | sweet |
| :---: | :---: | :---: | :---: | :---: |
| foolish | let | lovely | stingy | shut |
| cool | unhappy | h | huge | tired |
| weak | hard | perfect | lucky | happy |
| smile | sink | childish | loud | friend |

## Synonym \& Antonym Bingo

| full | perfect | friend | foolish | tired |
| :---: | :---: | :---: | :---: | :---: |
| stingy | happy | fast | let | hard |
| cool | sink | $\sum_{3}$ | lovely | lucky |
| huge | necessary | fearful | shut | smile |
| weak | delay | hot | unhappy | childish |

## Synonym \& Antonym Bingo

| unfinished | begin | full | sink | necessary |
| ---: | :---: | :---: | :--- | :--- |
| huge | loud | sweet | stingy | delay |
| friend | weak | ne | fearful | cool |
| foolish | fast | perfect | strong | hot |
| let | lovely | shut | happy | ill |

# Parts of Speech Bingo 

In this game, students will build
their awareness of different parts
of speech—and begin to identify
them more rapidly.

## DIRECTIONS

So that everyone is familiar with the names of the different parts of speech, play a sample game first where you all decide together which part of speech was called.

2 Play according to the Basic Instructions given on page 6. You say the word, and students place a marker on one square that indicates which part of speech the word is.

## DEFINE YOUR TERMS

You might define the different parts of speech like this:
A noun names a person, a place, or a thing.
Proper nouns name specific people or places, and are

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Bingo

proper
noun pronoun adjective
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TEACHING Tip

You may have multiple winners as often as every four calls, unless you play double Bingo (having Bingo two different ways) or have winners fill every square on the card.

A pronoun takes the place of a noun.
Verbs are words describing the action that's taking place.
Adjectives are words that describe nouns.
Adverbs tell how, when, where, or how much.
An article comes before a noun: $a$, an, or the.
Prepositions show the relationship between a word and its object.

## MAKE YOUR OWN MAD LIBS

Brainstorm a list of words for one part of speech. Have students read a paragraph in any book and identify all the words that are that part of speech, then substitute those words for the words brainstormed. They can read the silly new paragraphs to the class.

## CONTENT-AREA BINGO

Instead of using the call cards, call out vocabulary words from your social studies, science, or language arts curriculum.

# Call List Parts of Speech Bingo 

| a | library | we | grow | cute | costly | at |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| an | moth | they | hear | famous | easily | before |
| the | mother | you | know | happy | joyfully | during |
| America | movie | they | knock | hot | later | for |
| Vermont | president | them | leave | large | now | from |
| Abraham | restaurant | I | like | long | once | in |
| Lincoln | side | me | listen | old | proudly | into |
| Joseph | sister | us | passed | popular | quickly | of |
| Mrs. Smith | sofa | him | read | red | quietly | off |
| Dr. Potter | sport | accept | sing | short | slowly | on |
| New York | teacher | admit | speak | silly | twice | over |
| bird | tree | appear | teach | small | above | under |
| boy | he | broke | typed | sweet | after | up |
| fog | her | do | awful | tall | against | with |
| gym | she | forget | beautiful | constantly | along | without |
| kitchen | it | gave | black | correctly | around | loudly |

Parts of Speech Bingo

| verb | preposition | noun | proper noun | pronoun |
| :---: | :---: | :---: | :---: | :---: |
| adjective | article | adverb | verb | preposition |
| noun | proper noun |  | pronoun | adjective |
| article | adverb | verb | preposition | noun |
| proper noun | pronoun | adjective | article | adverb |

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## Parts of Speech

 Bingo| pronoun | adjective | article | adverb | verb |
| :--- | :--- | :--- | :--- | :--- |
| preposition | noun | proper <br> noun | pronoun | adjective |
| article | adverb |  | verb | preposition |
| noun | proper <br> noun | pronoun | adjective | article |
| adverb | verb | preposition | noun | proper <br> noun |


| adverb | verb | preposition | noun | proper <br> noun |
| :---: | :---: | :---: | :---: | :---: |
| verb | preposition | noun | proper <br> noun | pronoun |
| adjective | article |  | adverb | verb |
| preposition | pronoun | adjective | article | adverb |
| noun | proper <br> noun | pronoun | adjective | article |

## Parts of Speech

## Bingo

| noun | proper <br> noun | pronoun | adjective | article |
| :---: | :---: | :--- | :--- | :--- |
| adverb | verb | preposition | noun | proper <br> noun |
| pronoun | adjective |  | article | adverb |
| verb | preposition | noun | proper <br> noun | pronoun |
| adjective | article | adverb | verb | preposition |


| $B \operatorname{Bg} 0^{\circ}$ |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| preposition | noun | proper noun | pronoun | adjective |
| article | adverb | verb | preposition | noun |
| proper noun | pronoun |  | adjective | article |
| adverb | verb | preposition | preposition | noun |
| proper noun | pronoun | adjective | article | verb |

## Parts of Speech Bingo

| article | adverb | verb | preposition | noun |
| :--- | :--- | :--- | :--- | :--- |
| proper <br> noun | pronoun | adjective | article | adverb |
| verb | prep- <br> osition | $\sum^{2}$ | noun | proper <br> noun |
| article | adverb | verb | preposition | pronoun |
| adjective | article | adverb | noun | proper <br> noun |

## Parts of Speech Bingo

| verb | preposition | noun | proper <br> noun | pronoun |
| :---: | :---: | :---: | :---: | :---: |
| adjective | article | adverb | verb | preposition |
| noun | proper <br> noun | $\sum^{2}$ | pronoun | adjective |
| article | adverb | verb | preposition | noun |
| proper <br> noun | pronoun | adjective | article | adverb |

## Syllable Bingo

If students can hear the number of syllables in words, they can decode multi-syllabic words more easily, which helps them become more fluent readers and better spellers.

## DIRECTIONS

1 Play the game according to the Basic Instructions given on page 6 . When pronouncing the word from the call list, say it three times for clarity:


- Slowly, enunciating each syllable
- At a normal rate of speed, the way it is naturally pronounced
- Slowly again, enunciating each syllable

Remind students to cover only one square for each word called.

The game will produce many winners quickly. Playing "fill the card" will lengthen the game.

Have students clap out the syllables they hear in a word.

## SYLLABLE STROLL

Cut index cards in half (puzzle piece-style, so that no two cards fit together the same way-this will serve as a self-checking device). Put the first part of a two-syllable word on one half, the other part on the second half. Shuffle the cards and give one to each student. Let students walk around the room until they find a partner who makes a match for a real word. After all partners are matched, have the students read their words to the class. This game can also be played with three-, four-, and five-syllable words (use larger cards or sentence strips).

## SYLLABIC SENTENCES

Have pairs of students create one sentence with as many one-syllable words as possible. Then have them try it with as many two-, three-, four-, and five-syllable words as possible in one sentence. Or have them try their hand at writing haiku (first line, five syllables; second line, seven; third line, five).


# Syllable <br> $\sin g_{0}$ 



| 1 | 5 | 1 | 5 | 5 |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 4 | 2 | 1 | 1 |
| 3 | 3 |  | 2 | 2 |
| 4 | 2 | 3 | 3 | 3 |
| 5 | 1 | 4 | 4 | 4 |

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## Syllable Bingo



| 1 | 1 | 1 | 2 | 2 |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 2 | 3 | 3 | 4 |
| 4 | 4 |  | 1 | 2 |
| 3 | 4 | 5 | 1 | 2 |
| 3 | 4 | 5 | 1 | 2 |


| 1 | 2 | 3 | 4 | 1 |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 3 | 4 | 5 | 2 |
| 3 | 4 |  | 2 | 4 |
| 2 | 5 | 4 | 5 | 2 |
| 4 | 2 | 1 | 4 | 1 |

# Syllable <br> Bingo 



| 2 | 4 | 1 | 1 | 1 |
| :--- | :--- | :--- | :--- | :--- |
| 5 | 5 | 2 | 4 | 3 |
| 1 | 5 |  | 5 | 5 |
| 2 | 4 | 1 | 2 | 4 |
| 1 | 2 | 4 | 3 | 3 |

$\stackrel{\text { Syllable }}{ }$


| 1 | 5 | 4 | 2 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 1 | 2 | 1 | 5 | 3 |
| 5 | 2 |  | 2 | 1 |
| 3 | 1 | 3 | 3 | 3 |
| 5 | 4 | 2 | 4 | 4 |


| 1 | 2 | 3 | 4 | 5 |
| :--- | :--- | :--- | :--- | :--- |
| 1 | 2 | 3 | 4 | 5 |
| 3 | 3 |  | 2 | 2 |
| 4 | 4 | 5 | 5 | 1 |
| 1 | 1 | 3 | 5 | 2 |

