Activities to Use with DI

**Chunking**—Students are provided with beginnings and endings to words. They are given 3 minutes to see who can put the chunks together to make the most words. Longer words (5 or more letters) receive more points than shorter words (3 letters). Different colors for beginnings and endings help.

![Chunking example](graphics)

**Mystery Word**—The teacher places a longer, more difficult word on the board. Students are given different colored markers. Each student has a turn circling or underlining the parts of the word they know how to sound out. When much of the word has been marked they are given chances to see if they can decode it correctly.

![Mystery Word example](graphics)

**Sound Boxes**—The teacher slowly sounds out a word. Students have small tokens or bingo marker and a sheet with boxes. As the teacher sounds out the word, the students place a marker in a box to go with each sound they hear.

![Sound Boxes example](graphics)
**SIZZLE**—The game described in the second Direct Instruction Case Study. Below is a list of initial sound chunks to use. These can be expanded with more complicated letter combinations as students move through the DI lessons and those sounds are presented.

- am
- sm
- b
- cl
- tw
- ag
- in

er ap ade ed ay ing wh at gr ill
op it est ot sh un sn ee et ou
ike ut ame bl ump all or br ur tr
ir ice ar ate en tw fr in cl ug
an sm st ick ack th ake ish ad ent

**Pictionary**—In this game it is played much similar to the game we all know. Old cards from the game have been used or you can make your own. The students choose a word to draw on the board (the teacher can narrow the choices to emphasize certain sounds). They must read the word by themselves or have minimal help from the teacher. Classmates try to guess the word. When the word is correctly guessed, a student is chosen to spell that word. If he or she spells it correctly they get a point.

- clown
- road
- apple
- pool
Go Fish—This game can be played with sight words or sounds used in the DI lessons. Students take turns asking other players if they have a word or sound that they need. When all the cards are gone they count their matches.

News Highlights—Each student has a highlighter and a newspaper or magazine. They are asked to highlight particular sounds within words in the text. Then they switch papers and their partner is charged with sounding out the words where the sounds are highlighted. Another variation would be students writing their word on the board and the group working together to figure out the word.

Sound Scavenger Hunt—Students take paper, clipboards and pencils around the school looking for words with a specified sound. This could also be objects that they see, which they know has the particular sound and practicing spelling the words.