

PATTERN PATHS

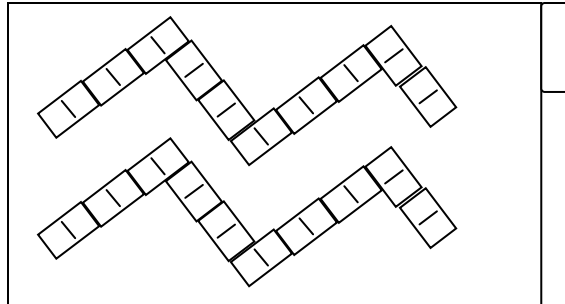
PRINTING INSTRUCTIONS PER PARTICIPANT:

- 1 plain paper copy of each page**
- 1 color copy of page 4 if possible, if not make additional black/white copy of this page.**

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Objective: Reinforce patterns learned in Stevenson Language Skills

Construction: Cut 20 blank dominoes from the blank page. Keep the other blank page as a master for future games. Glue the 20 blank dominoes pieces onto a folder as shown in the example picture. Decorate as desired. Use Word Domino pieces for this game.



EXAMPLE

Game Directions

Directions for one player:

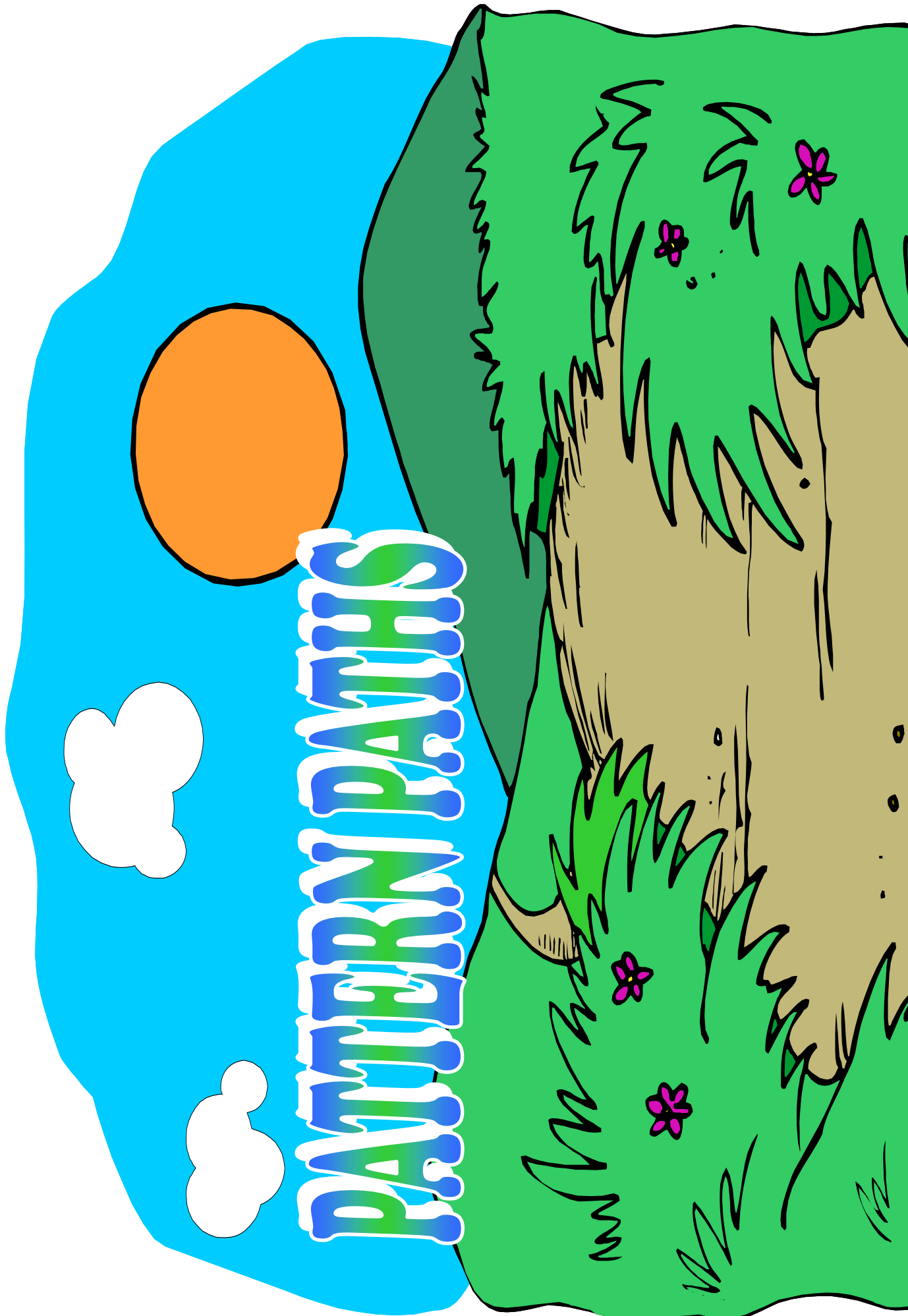
1. Separate the double domino word pieces from the other pieces. Turn face down and draw two. Place one on the first space of each path.
2. Turn remaining domino words face up. On each path make a chain of dominoes by matching a vowel pattern from the previous word to the next word. If appropriate, keep a record of your time and try to improve each time you play.

Optional: Use the words in the path you completed and put them in a story, illustrate them or put them in alphabetical order.

Directions for two players:

1. Separate the double domino words from the others. Turn face down and each player draws one to place at the beginning of their path. Set others aside out of play.
2. Next each player draws 4 dominoes from the remaining dominoes and turns those face up. This becomes their "team".
3. Take turns placing a domino from your "team" onto your path. The vowel patterns must match.
4. Each time you place a domino on your path, draw another domino and add it to your "team".
5. If you cannot play a domino, mix up your 4 with the extra ones and draw 4 more if there are dominoes available. Your turn is over.
6. The winner is the first player to cover his or her path with dominoes.

Optional: Assign point values to each vowel pattern and players must add up points remaining in their "teams" when one player completes their path. Let players play several rounds and add up the points. Winner is the player with the lowest points.



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