

Dyslexia Games (Non-digital)

Auditory Closure

Clap the syllables:

A teacher pronounces two words, each having a different number of syllables. Then clap the syllables in one of the words. A selected child should identify the correct word from the number of syllables that are clapped.

Substitute the opposite/alternative:

Preparation: make a group of sentences to be read aloud. One of the words in each is to be changed to an opposite.

Read each sentence aloud. Have a student repeat the sentence and substitute a word of opposite meaning.

Auditory Discrimination

Sound rhythm patterns:

Children close their eyes while the teacher claps or taps on a table a number of times, stops, then claps or taps again. The children are to tell if the rhythm patterns were the same or different. The children listen with their eyes closed so that they cannot see the number or pattern of taps.

Same or different word match:

Materials: squares of red and green paper, approx. 3" square, one of each colour for each child; larger squares for teacher, approx. 8" square

Preparation: make a list of words, some the same, some different, but similar in sound. The teacher says two words. If the words are the same, children hold up their green squares; if they are different, they hold up their red squares. The teacher repeats the word pair and holds up his or her own card so that children can see immediately if they were correct.

Auditory Figure-Ground Differentiation

Listen for your name:

The teacher should select a CD of a song with a somewhat even tempo and volume. The CD player should be placed in the centre of the group. As the recording is played, the teacher should direct students to do certain activities, using a low, but audible voice.

Directions should be worded in such a manner that students must listen to part of the sentence before they hear the name of the person who should respond.

Auditory Memory

Taking a trip:

Begin the game by saying something like 'I'm going to ocean city, and I am going to take my boat' (place and item may vary). The first student repeats the sentence and adds an item he will take such as 'I'm going to ocean city and I am going to take my boat, and an umbrella'. Each student in turn, repeats what the prior student said and adds an additional item that he or she would take. A student who cannot repeat the list is out and the game continues until only one student is left.

Skip, hop and jump: (alternatively, Simon Says)

Children who are capable of skipping, hopping on one foot and jumping can participate in this activity. One child is selected at a time, to follow the teachers instructions, such as: 'hop on the right foot, skip, then jump two times, skip to the door, jump twice, turn around and hop back to your seat'.

If the child performs this activity correctly, they may select a student and give the next instructions. If incorrect, they may select the student but the teacher will give the instructions.

Variations of this activity include:

- a) Have the student close their eyes and listen as they listen and follow instructions
- b) This activity may also be done by a group of children all trying to follow the leaders instructions simultaneously

Visual Closure

Fill in the missing part:

Preparation: prepare worksheet or overhead projection of incomplete drawings of objects. These drawings may be in the form of a shadow/silhouette.

Show the students the incomplete drawings. Have the students complete the picture by filling in the missing part. Pictures may be made less distinct as these exercises progress.

Broken sentences:

Prepare several 3x5 cards each containing one word. Select cards that will make a sentence, place these cards on the table in a random fashion. Student will rearrange the cards to make the sentence. A copy of the correct sentence should be available so the student can check his/her work for accuracy.

Begin with just one sentence. As the student is able to make one correct sentence the number of words per sentence may be increased or words to make more than one sentence can be added. The beginning word of the sentence should be capitalised and proper punctuation should be included. The words should be printed neatly and large enough so that closure problems are not further complicated.

Visual Discrimination

Colour match:

Preparation: attach a piece of coloured construction paper to a piece of cardboard, make several different charts of this type with different colours, large enough to be seen from a distance.

There are a variety of colour discrimination activities which can be done with these charts:

- a) Children will be given matching smaller pieces of colours construction paper and will hold these up to match the colour shown by the picture
- b) Children who are wearing the colour that matches the colour displayed by the teacher will stand up
- c) A child will find something in the room that matches the colour displayed by the teacher

Letter on my back:

This is a tactile intervention for children who have difficulty with reversals of letters or numbers. Have the child stand facing the board and in the centre of their back, between the shoulders, the teacher prints or writes with their finger, a specific letter or number which that child frequently reverses. The child will feel the shape of the letter, then go back to the board and write it.

Visual Figure Ground Differentiation

Find the item:

Preparation: prepare several small, flat boxes, containing items such as buttons, curtain rings, nails and screws. Print task cards and arrange the near the boxes.

Examples include:

- 1) Find the blue button in a box of green buttons
- 2) Find the short nail in a box of long nails
- 3) Find the square button in the box of round buttons

If the student is unable to read, an example can be fastened to a card and placed adjacent to the appropriate box

Visual Memory

Picture the day:

Materials: drawing paper, crayons and pencils

At the end of the day, have the students draw a picture of an activity they enjoyed during the day. No class discussion should precede the drawing. When the drawings are completed, have several students describe the activity, using their drawing as a reference.

It is suggested that this activity is used about every three weeks. The teacher can encourage those students whose recall is limited by discussing the activity individually with them. This could serve as a group or individual assignment.

Repeat the gestures:

Preparation: make a list of gestures that can be performed by students, similar to the examples below.

The teacher and students should be standing with their arms at their side as this activity begins the teacher will instruct the students to watch the gestures and note the sequence in which they are performed.

First, the teacher will demonstrate several gestures, without giving any verbal clue or instructions, then ask the students to repeat the gestures, in their proper sequence. The gestures should be pronounced and done rather slowly.

Next the students will repeat the gestures as the teacher gives verbal instructions only, without demonstrating the movements.

Example:

- 1) Left hand on head
- 2) Right hand on left elbow
- 3) Hands on hips