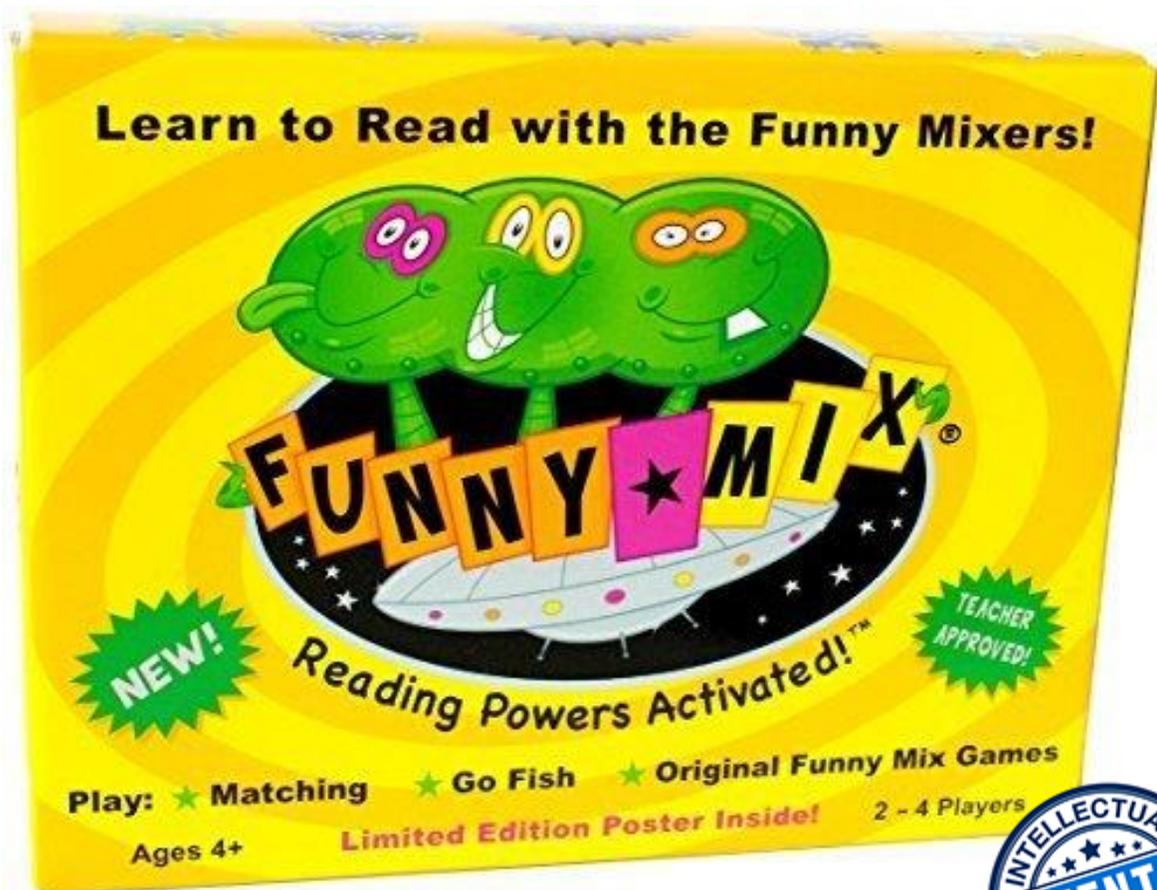


FUNNY MIX[®]

Reading Powers Activated[™]



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READVENTURES[®]
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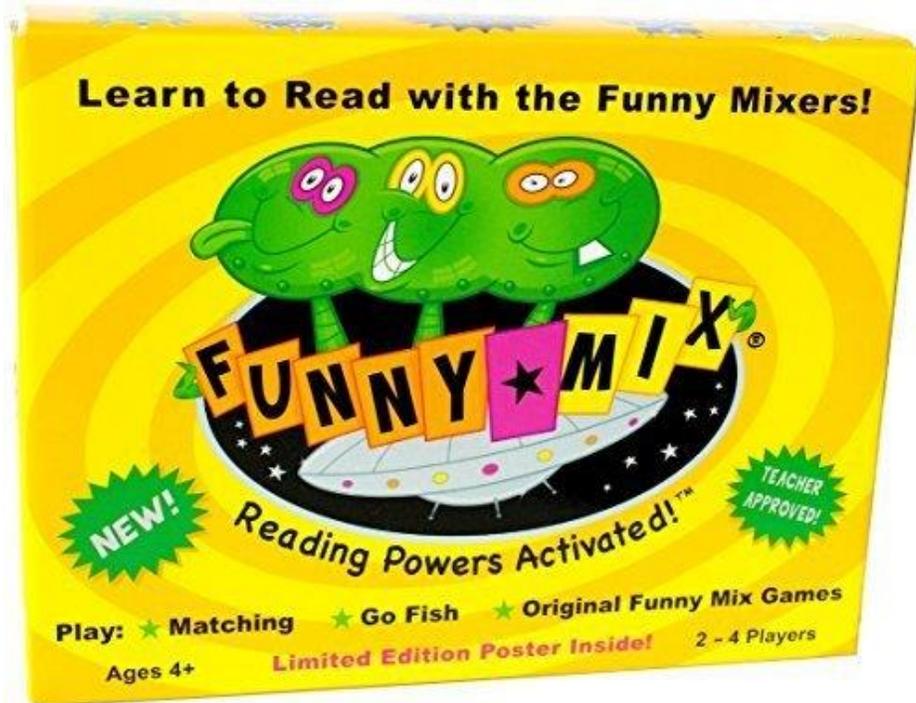
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Reading Powers Activated!™

“Syllables govern the world.”
-George Bernard Shaw

The Patented FUNNY MIX® Card Game



Contents: 42 Power Cards, 14 FUNNY MIXER Cards, 1 Power Ring, Poster.

The Story of the FUNNY MIXERS

Each FUNNY MIXER was born in the Phonics Galaxy with amazing powers. Only children can activate these powers. That's why FUNNY MIXERS™ have travelled to Earth in their Mixer 26er Rocket. They need your help!

Introduction:

The FUNNY MIX Card Game was developed with the scientifically-based research of learning to read which includes Phonemic Awareness and Phonics. The game even provides for practice with spelling and reading Nonsense Words! In the following paper, I will describe how The FUNNY MIX® Card Game facilitates children's learning to read by combining these essential components with Superhero's names.

The FUNNY MIXER'S Names

The FUNNY MIX® Card Game consists of 14 FUNNY MIXERS whose names are one-syllable real words which include all 26 letters of the alphabet. These 14 real words consist of 3 different syllable patterns. The FUNNY MIXERS™ and their powers are as follows:

Level 1

First Syllable Pattern: Consonant-Vowel-Consonant (Short Vowel)

1. Zip – becomes invisible
2. Web – catches objects
3. Yum – invents candy
4. Box – creates presents
5. Hat – performs magic

Level 2

Second Syllable Pattern: Silent – e (Long Vowel)

6. Dive – breathes underwater
7. Pete – moves fast
8. Cube – makes ice
9. Joke – tells jokes
10. Game – wins games

Level 3

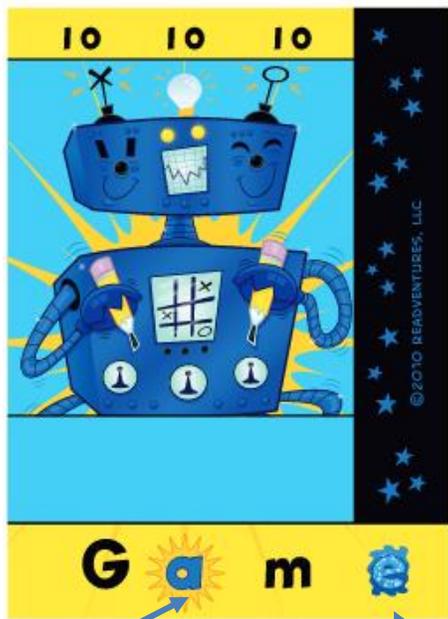
Third Syllable Pattern: Vowel-Combined (Long Vowel)

11. Queen – talks to animals
12. Leaf – changes color
13. Rain – blasts rain
14. Soap – blows bubbles

The Poster (on the next page) depicts each of these 14 FUNNY MIXERS.

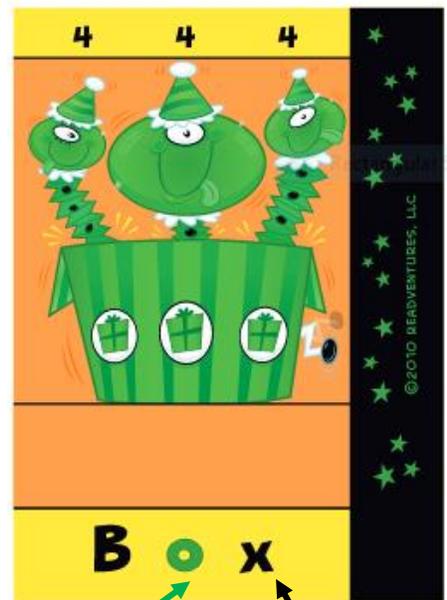
The Advantages of the Color-Coding Design of The FUNNY MIX® Cards

In addition to the color-coding of the 3 different levels of syllable patterns, the FUNNY MIX® Cards provide children with easy to remember mnemonics or prompts that facilitate children’s pronunciation of letter sounds and assists with spelling.



Blue vowels in the **sun** will always say their long vowel *sound*. Ask, “What letter is in the sun?” This will prompt children to say the letter and *sound* at the same time.

Vowels located **underwater** are silent and say nothing. This is because it is very difficult to hear **underwater**.

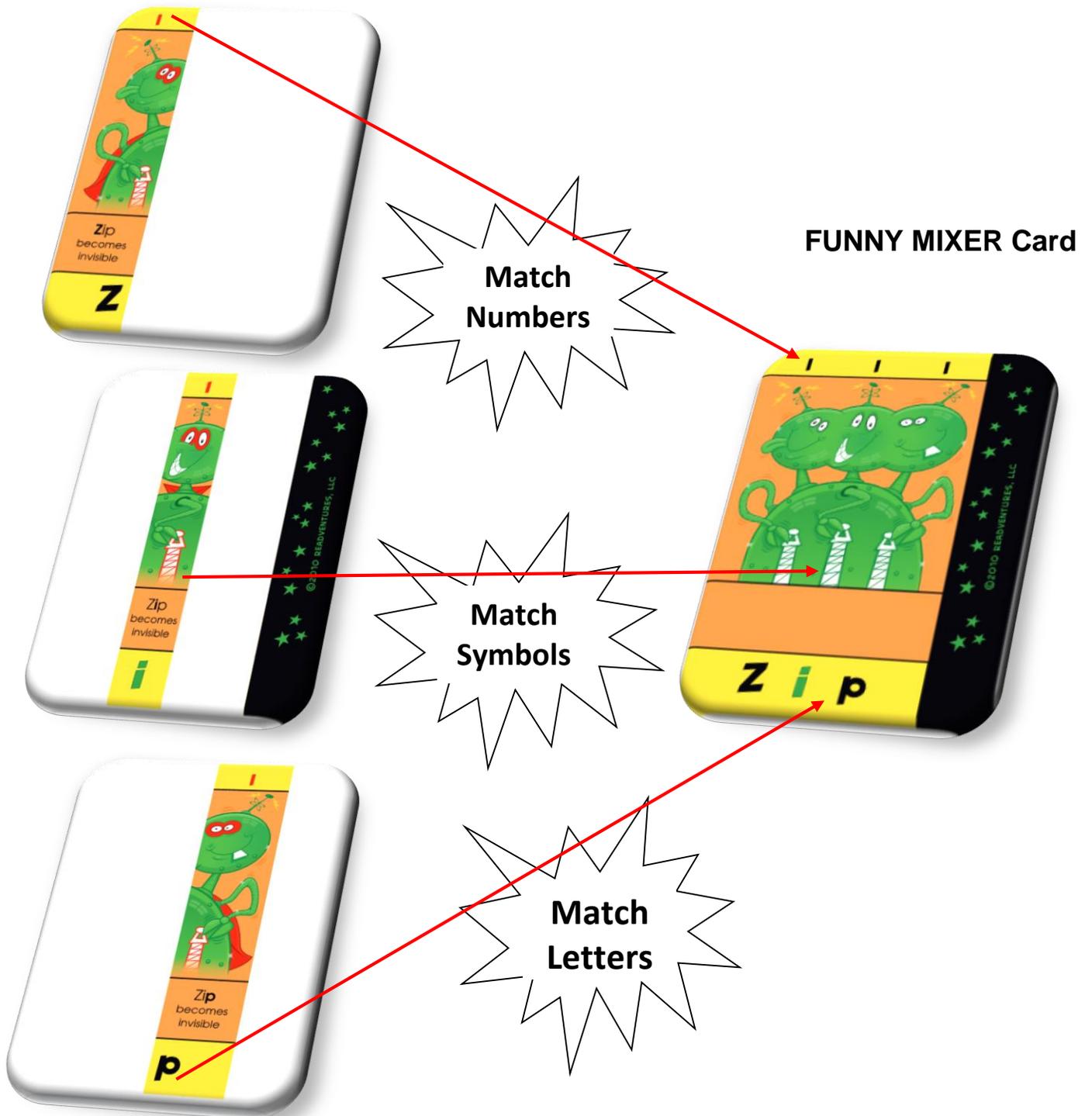


Green vowels will always say a short vowel *sound*. This *sound* can be remembered by the *sound* pronounced in each FUNNY MIXER’S name.

Black consonants have *sounds* that can be remembered by the *sound* pronounced in each FUNNY MIXER’S name.

How to Activate the FUNNY MIXER'S Powers

3 Power Cards (with Red Capes, Masks and Powers)



Children place the 3 Power Cards directly on top of the matching FUNNY MIXER Card by simply using numbers, symbols or letters. The FUNNY MIXER now has capes, masks and powers!

Game #1: The Easy Matching Game

Initially, children can play a **Matching Game** in order to learn each FUNNY MIXER'S name and power. Children are introduced to the **First Level** of FUNNY MIXERS™; Zip, Web, Yum, Box, and Hat. The instructor can introduce these FUNNY MIXERS™ and their powers by referring to the poster or the FUNNY MIXER Cards.

FUNNY MIXER CARDS Level 1



To play, children take turns selecting a Power Card from the Draw Pile and placing it on top of the matching FUNNY MIXER Card. Power Cards contain **red capes** and **masks**. Each FUNNY MIXER has powers that are **activated** when the 3rd Power Card is placed on top and the FUNNY MIXER Card now has all of its capes and masks. The winner is the child who activates the most FUNNY MIXER'S powers.

The Building Blocks of Reading Instruction

As stated in *Put Reading First: The Research Building Blocks of Reading Instruction: Kindergarten Through Grade 3* (2009) there are five areas of successful reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The FUNNY MIX® Game focuses on teaching phonemic awareness and phonics. Teaching spelling is also included as it is closely intertwined with phonemic awareness and phonics.

Phonemic Awareness

“Phonemic awareness is one aspect (and the most difficult) of phonological awareness. It is the ability to attend to and manipulate phonemes, the smallest sounds in speech” (Yopp & Yopp, 2009). This activity is called phoneme segmentation. “Children break a word into its separate sounds, saying each sound as they tap out or count it” (Armbruster, Lehr, Osborn, Adler and National Institute for Literacy, 2009).

Every child can have fun playing The Matching Game as reading is not required. The FUNNY MIX® Game was created based on the knowledge that children enthusiastically learn the names of characters even as early as age 2. According to The United States Consumer Product Safety Commission (2002), “Children at this age begin to show an interest in television and television characters. They are drawn to familiar cartoon characters from television shows that they can incorporate into their play themes.”

Phonemic Awareness Checklist

While playing the Matching Game, when children activate the powers of each FUNNY MIXER from Level 1, the instructor can ask the following:

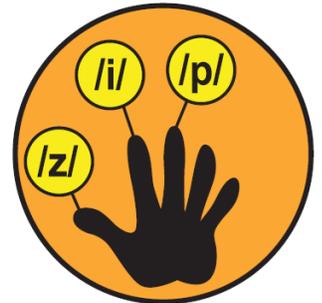
1. Teacher says, "Say the name Zip ."
2. Child says, "Zip ."
3. Teacher says, "What are the 3 sounds you hear?"
4. Child says the 3 sounds in order, "/z/, /i/, /p/."

(This is a listening activity. Children do not have to look at the names.)

Children can count each sound on their fingers as each sound is stated.



The teacher checks as each sound is stated.



- | | | | | | | |
|--------|--------------------------|-----|--------------------------|-----|--------------------------|-----|
| 1. Zip | <input type="checkbox"/> | /Z/ | <input type="checkbox"/> | /i/ | <input type="checkbox"/> | /p/ |
| 2. Web | <input type="checkbox"/> | /W/ | <input type="checkbox"/> | /ě/ | <input type="checkbox"/> | /b/ |
| 3. Yum | <input type="checkbox"/> | /Y/ | <input type="checkbox"/> | /ů/ | <input type="checkbox"/> | /m/ |
| 4. Box | <input type="checkbox"/> | /B/ | <input type="checkbox"/> | /ö/ | <input type="checkbox"/> | /x/ |
| 5. Hat | <input type="checkbox"/> | /H/ | <input type="checkbox"/> | /ǎ/ | <input type="checkbox"/> | /t/ |

The FUNNY MIX® Game Supports Common Core State Standards for Grades K-2 (2010):

Phonological Awareness

[CCSS.ELA-Literacy.RF.K.2c](#) Blend and segment onsets and rimes of single-syllable spoken words.

[CCSS.ELA-Literacy.RF.K.2d](#) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

[CCSS.ELA-Literacy.RF.1.2a](#) Distinguish long from short vowel sounds in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2c](#) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

[CCSS.ELA-Literacy.RF.1.2d](#) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Phonics

Now is the time for children to learn the letter(s) that make the sounds in each FUNNY MIXER. “**Phonics** is the understanding that there is a predictable relationship between phonemes (the sounds of **spoken** language) and graphemes (the letters and spellings that represent those sounds in **written** language)” (Armbruster et al., 2009).

The importance of teaching phonemic awareness prior to phonics cannot be emphasized enough. “If children are to benefit from phonics instruction, they need phonemic awareness. The reason is obvious: children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to the graphemes when they see them in written words” (Armbruster et al., 2009).

Phonics Checklist

While playing the Matching Game, when children activate the powers of each FUNNY MIXER from Level 1, the instructor can ask the following:

Zip Web Yum Box Hat

1. Teacher points to and says, “Say the name Zip .”
2. Child says, “ Zip .”
3. Teacher says, “Say each letter and sound in the name Zip .”
4. Child says, “ ‘Z’ says /z/, ‘i’ says /i/, ‘p’ says /p/.”

(Children need to look at the names on the cards, poster or this list.)



The teacher checks as each letter and sound is stated.

- | | | | | | | |
|--------|--------------------------|--------------|--------------------------|--------------|--------------------------|--------------|
| 1. Zip | <input type="checkbox"/> | “Z” says /z/ | <input type="checkbox"/> | “i” says /i/ | <input type="checkbox"/> | “p” says /p/ |
| 2. Web | <input type="checkbox"/> | “W” says /w/ | <input type="checkbox"/> | “e” says /e/ | <input type="checkbox"/> | “b” says /b/ |
| 3. Yum | <input type="checkbox"/> | “Y” says /y/ | <input type="checkbox"/> | “u” says /u/ | <input type="checkbox"/> | “m” says /m/ |
| 4. Box | <input type="checkbox"/> | “B” says /b/ | <input type="checkbox"/> | “o” says /o/ | <input type="checkbox"/> | “x” says /x/ |
| 5. Hat | <input type="checkbox"/> | “H” says /h/ | <input type="checkbox"/> | “a” says /a/ | <input type="checkbox"/> | “t” says /t/ |

The FUNNY MIX® Game Supports Common Core State Standards for Grades K-2 (2010):

Phonics and Word Recognition

[CCSS.ELA-Literacy.RF.K.3a](#) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

[CCSS.ELA-Literacy.RF.K.3b](#) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

[CCSS.ELA-Literacy.RF.1.3b](#) Decode regularly spelled one-syllable words.

[CCSS.ELA-Literacy.RF.1.3c](#) Know final -e and common vowel team conventions for representing long vowel sounds.

[CCSS.ELA-Literacy.RF.2.3a](#) Distinguish long and short vowels when reading regularly spelled one-syllable words.

Multisensory Instruction for Teaching Letters and Sounds (Phonics)

Build a FUNNY MIXER, one Power Card at a time, saying the letter(s) and sound(s). For example, “Z” says /z/. It may be helpful to trace each letter in a shallow tray of sand or salt, while saying each letter and sound. When all of the letters and sounds can be identified on the 3 separate Power Cards, blend the sounds together while overlapping the Power Cards in order.

“Tactile or tracing strategies (VAK or visual-auditory-kinesthetic) are especially useful with children who have learning disabilities and those children who simply are unable to remember the letter names” (Miller, 2005).

Spelling

Children can also practice spelling each FUNNY MIXER name as phonemic awareness, phonics and spelling are intertwined. “Teaching phonemic awareness, particularly how to segment words into phonemes, helps children learn to spell. The explanation for this may be that children who have phonemic awareness understand that sounds and letters are related in a predictable way. Thus, they are able to relate the sounds to letters as they spell words” (Armbruster et al., 2009)

Spelling Checklist

Check as each letter is stated or written.

1. Teacher says, "How do you spell the name Zip?"
2. Child says or writes, "Z-i-p."

1. Zip Z i p

2. Web W e b

3. Yum Y u m

4. Box B o x

5. Hat H a t

Multisensory Instruction for Teaching Spelling

Each FUNNY MIXER name can also be traced in a shallow tray of sand or salt. For example, say the name, “Web,” write the name in a sand or salt tray while saying the letters, then say the name, “Web” again.

“Students write the word while naming the letters (Cox, 1992; Gillingham & Stillman, 1997). The rationale for this step is that naming letters builds the visual sequence of letters in the word through auditory and kinesthetic input. It is important for students to see the word they have spelled orally” (Birsh, 2005).

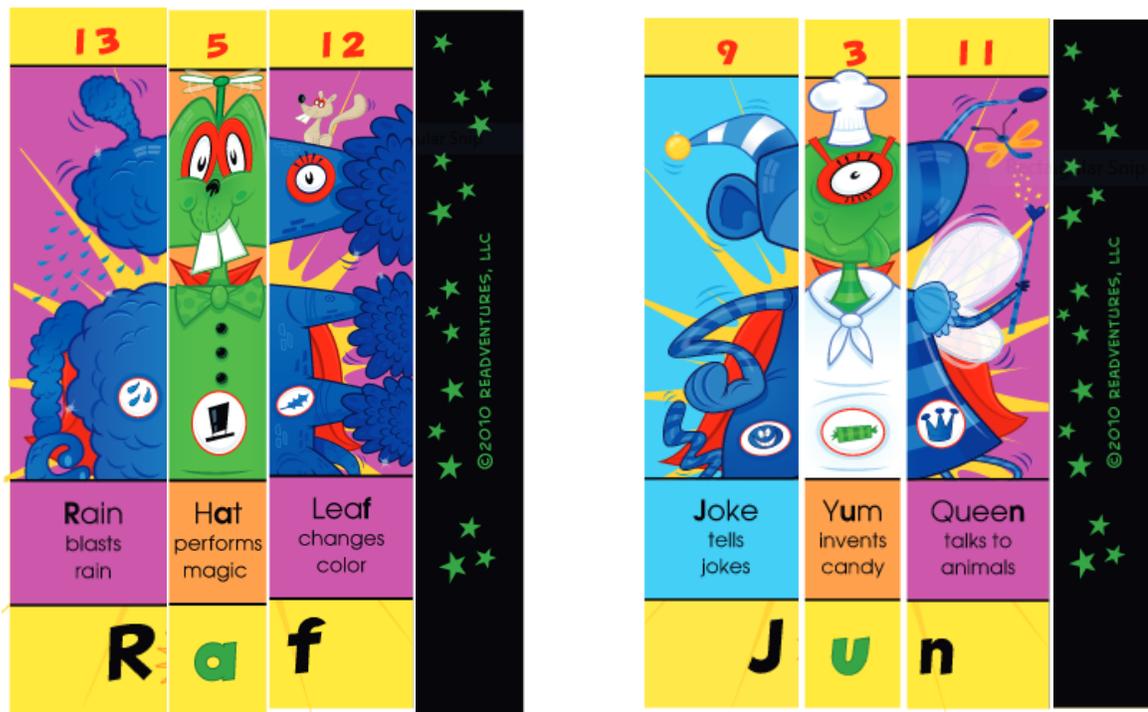
“The multisensory method, also known as VAKT (visual-auditory-kinesthetic-tactile) implies that students learn best when information is presented in different modalities (Mercer & Mercer, 1993). Kinesthetic (movement) and tactile (touch) modalities are used along with visual and auditory. Activities such as tracing, hearing, writing, and seeing represent the four modalities. Tactile and kinesthetic modalities can be emphasized by using sandpaper letters, sand trays, or raised letters” (Murphy, 1997).

Game #2: Create Your Own FUNNY MIXERS™ Game - The Value of Nonsense Words

While playing The Matching Game, children advance through the stages of phonemic awareness, phonics and spelling at their own pace to ensure success and build confidence! Children can play The Matching Game with **Level 1 Cards** first, then add **Level 2 Cards**, and finally include **Level 3 Cards**. With each level, children learn new consonants and syllable patterns.

Note: All FUNNY MIX Games can be played with Level 1 cards or additional levels.

In this example, children have already learned the 14 FUNNY MIXERS names and powers during The Matching Game. Now, children can demonstrate their ability to decode silly names as The FUNNY MIXER'S names are mixed up.



Children can mix Power Cards together to create over 1700 new FUNNY MIXERS™ with funny names and up to 3 powers. These funny names are called nonsense words. They may be the building blocks of real words such as “craft”, “giraffe”, “draft”, or “jungle.” As a result of decoding these nonsense names, children are demonstrating that they know the letters and sounds in each name and can blend them together to read. In turn, this skill will also help children decode new words.

“The ability to read nonsense words is the best measure of phonologic decoding skill in children. Reading tests often refer to this skill as “word attack.” The reader literally has to penetrate the sound structure of the word and sound it out, phoneme by phoneme; there is no other way” (Shaywitz, 2003).

“Reading nonsense words ensures that students have internalized the phonics patterns and supports reading individual word parts in multisyllabic words” (Hougen & Smartt, 2012).

Game #3: Bonus Math

Children can add the numbers at the top of their new FUNNY MIXERS™ together to see who has the higher score!

13	2	6
Rain blasts rain	Web catches objects	Dive breathes underwater
R	e	v

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Start a Reading Revolution!

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