Go Fish

Skills you can practice with this game:

- Letter names (“Do you have a B?”)
- Letter sounds (“Do you have a letter that makes the mmmmmm sound?”)
- High frequency words (“Do you have the word ‘is’?”)

How the game is played:

Cards with words or letters on them are dealt to each player. On a player’s turn, she asks for a word or letter that is in her hand. If the player she asks has the card that was requested he gives it to the player whose turn it is. The match is put down on the table to be counted at the end of the game. If the player who is asked does not have the matching card, the player whose turn it is has to “Go Fish”.

You Will Need:

- For high frequency words: A list of the words that your child is learning in school. (Teachers sometimes refer to these as sight words).
- Index cards (cut in half) or squares of paper

Preparation:

Print the words or letters that your child needs to practice on the cards or pieces of paper. Make 2 copies of each. Use 10 or 15 different words or letters for the game. If your child knows only a few letters or words, you can use them more than once. To make sure that the cards are viewed right side up, place a small dot on the back of each card at the top.

If you are using the game to help your child learn letter names, you may want to use both upper and lower case versions of the letters. For example, you could include two upper case T’s and two lower case t’s. During the game, T & T would match and so would T & t.

Shuffle the cards and deal 5 to 7 cards to each player. Spread out the remaining cards face down to make a Fish Pond.

Activity:

Players take turns trying to get matches for the cards they are holding in their hand by asking the other player for the word or letter they wish to match. If the other player does not have the requested word, he tells the player who asked for it to “Go Fish”.

Note: If the child is not able to identify a word in his hand, he should be allowed to spell it and the adult player would respond by saying the word. For example, if the child wanted the word with, he might ask: “Do you have the word that’s spelled w, i, t, h?” The adult might respond, “Yes, I have the word with.” or “No, I do not have the word with, Go Fish.”