Shell Education

Welcomes you to

Reading Is All Around Us:
Using Environmental Print to Teach Beginning Literacy Skills

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What Is Environmental Print?

Environmental print is defined as product and restaurant logos, signs, billboards, advertising, and functional print (street signs, door signs, etc.) commonly found in a child’s environment. This is not to be confused with “print in the environment” which can encompass a variety of forms, such as teacher labeling of objects in the environment.

Environmental print first appeared on the education forefront when researchers found that very young children were able to read print in their surroundings. In a study by Harste, Burke, and Woodward (1982), it was determined that three- to six-year-old children could read environmental print. Anderson and Markle (1985) suggested discussing environmental print items to create meaningful experiences for children. Cloer, Aldridge and Dean (1981, 1982), encouraged teachers to use environmental print to assist children in the transition from reading environmental print to reading manuscript through instruction.

There has been some question, however, as to whether or not children attend to the individual sounds and symbols of environmental print. In fact, the studies with environmental print lay dormant during the 1990s after Masonheimer, Drum, and Ehri (1984) debunked environmental print reading as not reading at all. They reported that the absence of visual and contextual cues prevented children from recognizing the words.

Renewed interest in the role of environmental print came about in the early 2000s when numerous studies (Christie, et al, 2002; Prior and Gerard, 2004) found that adult interaction with children was key to the transfer to conventional reading. The researchers report that the adult must draw attention to the letters and sounds in environmental-print words in order for children to recognize environmental print as words rather than pictures.
Environmental-Print Word Wall

Activity Format
Whole group

Objective
Students will develop word recognition and fluency by identifying and reading familiar print in the environment from a classroom word wall.

Materials
• one each of 26 letters of the alphabet
• index cards for recording new word wall words
• glue or glue stick
• tape, stapler, or pushpins for new word cards

Preparation
1. Cut out or die cut one each of the 26 letters of the alphabet for word wall headings. Laminate the letter headings for durability, if desired.
2. Staple, pin, or tape the letters of the alphabet in order on a bulletin board or wall space to serve as headings to group newly learned words together.
3. Before the lesson, direct students to collect packaging, containers, etc., from home which have printed words they know and can read. Alternately, have a prepared set of environmental-print words from newspaper ads or product packaging, or printed from the computer. Be certain to have some packaging for those students who forget or are unable to bring words into class.

Procedure
1. Gather the students together. Show the students an environmental-print word that you have chosen as an example. Draw the students’ attention to the starting letter of the word.
2. Ask the students which letter on the word wall corresponds with the beginning letter of the sample word.
3. Read the word with the whole class. Glue the word onto an index card and attach the card to the word wall underneath the appropriate letter heading.
4. Continue reviewing each word that students have gathered in the same manner. Have the students read the environmental-print words and identify under which letters of the word wall the words should be posted.
5. When all words have been posted on the word wall, read each column of words chorally as a whole group.
6. Continue this activity as students find more environmental-print words, signs, and packaging to bring into class.
Fluency and Comprehension

Environmental-Print Word Wall (cont.)

Sample Dialog

Teacher: This is my favorite flavor of gum. Does anyone know the word that is printed on my gum package?
Student: I do! It’s Doublemint™.
Teacher: Yes, it is. Everyone read this name together with me. “Doublemint” What is the first letter on the name of my favorite gum?
Students: D
Teacher: Look at the alphabet that I have posted on the wall near our library center. That is a word wall that we are going to fill up together with new words that we are learning. Can you find the D on our word wall?
Student: It comes after C, right here!
Teacher: Correct! I am going to glue my Doublemint wrapper on to this card and then put the card up under the letter D because that is the letter that my word begins with. Now, what things did you bring in that are your favorites?

Assessment

Observe the students’ participation during this activity. Pay close attention to the students’ alphabet knowledge. Using a class list as a checklist, mark off those who bring in environmental-print words as well as those who have the alphabet knowledge required.

Differentiation

- Conduct the same activity using a manuscript decontextualized version of the word for the word wall
- Conduct the same activity with a small group of students.
- Conduct the same activity using other new vocabulary words, student names, and sight words.
Fluency and Comprehension

Word Wall Reading Sponge Activities

**Activity Format**
Whole group

**Objective**
Students will read and reread words on the word wall for increased fluency and word recognition.

**Materials**
- word wall

**Preparation**
1. Follow the directions to create an Environmental-Print Word Wall (page 67).

**Procedure**
1. During transition times when sponge activities are helpful, have the students chorally read columns of words from the word wall.
2. Alternately, have groups of students chorally read columns of words from the word wall. Change the grouping pattern with each new column, challenging the groups to “race” for speed and accuracy. Groups can be organized by boys and girls, table groups, rows, birthdays, clothing, or eye or hair color.
3. Play “I Spy” with the word wall. (See the Sample Dialog.)
4. Have students create sentences using environmental-print words from the word wall.
5. Spell environmental-print words from the word wall chorally.
6. For continued development of phonological awareness, rhyme the environmental-print words on the word wall with other words. For example, Trix rhymes with Twix, sticks, picks, six, etc.
7. Play “I went walking and I saw . . .” reading and rereading words that begin with the same letter. The teacher sets the pattern for the class. Students then take turns adding a new environmental-print word to the chant.
   - I went walking and I saw Taco Bell.
   - I went walking and I saw Toys “R” Us and Taco Bell.
   - I went walking and I saw a Tootsie Roll, Toys “R” Us, and
     - Taco Bell.
   - I went walking and I saw Trix, a Tootsie Roll, Toys “R” Us,
Sample Dialog

Teacher: I spy with my little eye a word on our word wall that rhymes with poke.
Students: Coke™.
Teacher: I spy with my little eye a word on our word wall that names my favorite gum.
Students: Doublemint.
Teacher: I spy with my little eye a word on our word wall that is a kind of bandage.
Students: Band-Aid.
Teacher: I spy with my little eye a word on the word wall that is a type of cereal.
Students: Cheerios.
Students: Froot Loops.
Students: Frosted Flakes.

Assessment

Observe the students’ participation during the activity.

Differentiation

• Challenge the students to direct the activity by identifying words with their own “I spy with my little eye” question. The student who responds to the “I spy” question asks the next “I spy” question.
• Challenge the students by having the students write down their answers to the “I spy” questions.
Phonological Awareness

Isolating Sounds

Activity Format
Small group/Independent practice

Objective
Students will identify sounds in words.

Materials
- “Functional-Print Cards” (pages 36–39)
- a supply of environmental-print words
- scissors
- glue
- index cards

Preparation
1. Duplicate and cut out “Functional-Print Cards.”
2. Glue each environmental-print word and functional print word to an index card.
3. Laminate the cards for durability, if desired.

Procedure
1. Gather a small group of students. (This activity will first be done in a small group and then independently by the students.)
2. Show the students the cards and explain that they will identify the first sound they hear in each word.
3. Ask a child to select a card from the stack and have him or her say the word and then tell the beginning letter sound. (Be sure to focus on the beginning sound rather than the name of the letter.)
4. Challenge the children to think of other words that begin with the same sound.
5. Then, ask the child to identify the sound heard at the end of the word.
6. Continue in this manner, giving all the students in the group the chance to select a card and identify the sound. (Depending on the number of cards prepared for the activity, each child in the group should have several turns.)
7. After having the children participate in this activity in a small group, encourage them to play independently for further practice.
Phonological Awareness

Isolating Sounds (cont.)

Sample Dialog

Teacher: What word is on the card?
Student: Stop
Teacher: What sound do you hear at the beginning of the word Stop?
Student: /s/
Teacher: Right. What sound do you hear at the end of the word Stop?
Student: /p/
Teacher: Can you think of another word that begins with /s/?
Student: (Students respond.)

Assessment

Observe each student’s ability to identify the beginning and ending sounds of the words. Pay attention to the student’s ability to think of other words that begin with the same sound.

Differentiation

- For an added challenge, ask the students to identify the consonant sounds in the middle of words.
- Place the cards at a learning center. Have the students match cards that have the same beginning or ending sounds.
Phonological Awareness

Functional-Print Cards

STOP  EXIT

Girls  Boys
Phonological Awareness

Functional-Print Cards (cont.)

- **YIELD**
- **ROAD WORK AHEAD**
- **ONE WAY**
- **RR**
Functional-Print Cards (cont.)

Phone

SPEED LIMIT 35

DO NOT ENTER

Pedestrian crossing
Functional-Print Cards (cont.)

<table>
<thead>
<tr>
<th>Open</th>
<th>Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAUTION</td>
<td>DANGER</td>
</tr>
</tbody>
</table>

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Phonemic Awareness

Phonemic awareness refers to a child’s ability to identify and manipulate sounds in language. Phonemic awareness is important because research has shown that it is an excellent predictor of reading success.

A phoneme is a single or individual sound in language. For example, the first sound /h/ in the word hat is a phoneme. A phoneme does not necessarily have to be only one letter though. The /th/ sound in the word thin is a phoneme as well.

There are eight different categories of phonemic awareness activities:

- **Phoneme Isolation**—recognizing the sounds in words
  For example: The first sound in cat is /c/.
- **Phoneme Identity**—recognizing words that have similar sounds
  For example: The words dog, dot, and dig begin with /d/.
- **Phoneme Categorization**—recognizing words that sound the same and words that sound different
  For example: The words sit, bit, and hit have similar sounds. The word man sounds different.
- **Phoneme Blending**—combining spoken phonemes into words
  For example: The sounds /t/ /e/ /n/ make the word ten.
- **Phoneme Segmentation**—breaking words into their separate phonemes
  For example: There are four sounds in the word bank—/b/ /a/ /n/ /k/.
- **Phoneme Deletion**—identifying a new word when a phoneme is removed from another word
  For example: If you take away /n/ from nice, you get the word ice.
- **Phoneme Addition**—identifying a new word when a phoneme is added to another word
  For example: If you add /s/ the beginning of at, you get the word sat.
- **Phoneme Substitution**—changing a phoneme in a word to make a new word
  For example: If you change /p/ in pig to /w/, you get the word wig.

The phonemic awareness activities listed above are generally thought to be in order from easiest to most difficult. Although as an early childhood educator you may never present a formal lesson on phoneme substitution, it is important to be aware of the kinds of tasks students will ultimately need to be able to perform. Also, you just may have students who are easily able to perform the basic phonemic awareness activities and need a challenge.

The best part of phonemic awareness activities is that they engage children because they are fun—they are engaged in play with language.
Children love to play word games with their names. Build on this by including name-related phonemic awareness activities into your day.

**Nursery Rhyme Names**

Have the students identify names in the nursery rhymes read in class. For example, students should identify the name Miss Muffet from the nursery rhyme Little Miss Muffet. Then, have the students identify the beginning sound of the words Miss and Muffet. Finally, have any student whose name also begins with the same sound stand. This activity can be done with the names of characters from storybooks as well.

**Mystery Name**

Have the students guess about whom you are speaking by segmenting a child’s name. For example, if you want to call on Tim, rather than calling his name, call out /t/ pause /i/ pause /m/. Have the class guess which student you are naming.

**New Name Game**

Use the letters of the alphabet and the corresponding sounds in a name sound substitution activity. Have the students substitute the sound for the letter your class is studying for the first sound of each of their names. For example, if you are studying the letter S, the name Julia would become the name Sulia and Mark would become Sark. Practice with a few names each day during Circle Time or have a day on which all the students go by their new names.

**Environmental Print Connection**

Display a logo (without the word) of a restaurant or store with which the students will be very familiar. Ask the students if they know the name of the restaurant (or store) the logo represents. Once the restaurant (or store) has been identified, ask students to say the first sound they hear in the name of the restaurant (or store). If the students have a difficult time isolating the initial sound in the word, model saying the word very slowly or segmenting each sound in the word. Emphasize the sound made at the beginning of the word. If the student(s) still cannot identify the sound, tell him or her the sound and then say the word again several times.
Skill:
Sound segmentation

Suggested Group Size:
Whole class

Activity Overview:
Students will verbally and kinesthetically segment the sounds in words.

Materials:
- “Stretchy Words Picture Cards” (pages 128–130)
- “Stretchy Words Action Cards” (page 131)

Activity Preparation:
1. Photocopy “Stretchy Words Picture Cards” onto cardstock paper (or print copies from the CD).
2. Color and cut apart the cards.
3. Laminate the cards for durability, if desired.
4. Photocopy “Stretchy Words Action Cards” onto cardstock paper (or print copies from the CD).
5. Color and cut apart the cards.
6. Laminate the cards for durability, if desired.
1. Select an area in the classroom or outside where the students can move their bodies safely.

2. Show the students one of the action cards and demonstrate its movement. For *arms spread apart*, start with palms together in front of you and slowly move your hands apart until your arms are outstretched. For *hands in the air*, start by bending to touch your toes or ankles and then slowly raise your arms until they are raised high above your head. Have the students practice the action movements one time.

3. Explain to the students that you are going to be showing them pictures of words and saying the words very slowly. The students are to begin the chosen action, for example, “Stretch out your arms,” as soon as you begin to say the word. They are to complete the action as you finish saying the word. Remind them that they will be doing the actions slowly and not quickly.

4. Before beginning, give students an example to be sure all students understand the directions. Show the students one of the picture cards and say the word slowly, such as “Bbbbbbuuuuusssss.” Model the chosen action as you say the word.

5. Repeat for five or six words.

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**Adaptations**

- Students can put the word back together after the action is complete. After arms are outstretched for “bbaaaauuuusssss,” the students can say the word “bus” while clapping their hands together.
Stretchy Words Picture Cards (cont.)

1. Bell
2. Bed
3. Mouse
4. Fan
Instruction in phonics helps students make the connection between letters and sounds, as well as how letters and sounds work together to form words when reading. Young children are learning the letters of the alphabet. Many preschools have taken on the task of formally teaching students the letter names and associated sound(s). In fact, some preschools are adopting formal reading programs from textbook publishers. Although phonics instruction is traditionally thought of as a paper-pencil task, there are many developmentally-appropriate ways for students to practice identifying letters and sounds in the early childhood classroom without ever lifting a pencil.

**Newspaper Hunt**

Write the letter about which you are learning on a large piece of construction paper or butcher paper, for example, the letter B. Provide the students with newspapers and advertisements, scissors, and glue. Have the students search through the newspapers and advertisements in search of examples of the upper- and lowercase letter. If desired and appropriate, have the students find pictures that begin with the same letter. The children should then cut out the letters or pictures and glue them on the piece of paper. Display the letter/picture chart in the classroom. Of course, if students are not yet comfortable with scissors, allow them to tear out the letters, or solicit adult assistance with this activity. As an alternative, you might have the students trace the letters they find with a finger or a crayon.

**Letter Tower**

Rinse out and dry empty soda cans. Cover the soda cans with construction paper or contact paper. Write a different letter on the outside of each can with a thick black marker. Stack the cans in a tower. The configuration of the tower does not matter; the students just need a target. Have a student stand several feet away and throw a beanbag or light ball at the tower. The student then identifies the letter written on each can as he or she picks it up and rebuilds the tower. Extend the activity, if the student is able, by having him or her identify the sound or a word that begins with the sound.

**Environmental-Print Connection**

Set out a supply of environmental print. Be sure several of the environmental print words begin with the same letter. Select one of the words and display it. Ask the children to identify the name of the initial letter in the word. Tell the students the sound the letter makes as well. Sort the words based on the initial letter. Glue the sorted words onto a sheet of construction paper or butcher paper and display them in the classroom.
Fluency refers to a readers’ ability to recognize and read words quickly and accurately. Fluency also has to do with the expression a reader uses as well. Obviously, most children in an early childhood classroom will not be able to read enough to apply this definition of fluency; however, there are many activities that can be done to set the groundwork for fluency for when students do begin reading. Modeling fluent reading is one of the most important things a teacher can do. Ask students to pay attention to the way in which you read stories, poems, and nonfiction works. Discuss with the students the way your voice sounded after reading a selection.

Variety is the Spice of Life
Children need to hear a wide variety of texts read to them. Storybooks are extremely important to children of this age; however, be sure to expose your students to chapter books, nonfiction, poetry, age-appropriate magazine or newspaper articles, cartoon strips, and more. Reading a variety of genres offers experience in hearing different vocabulary, phrasing, and even expressions.

Nursery Rhymes
Read and reread nursery rhymes to the class. These short poems are easy for children to memorize. Although it is from memory when children recite nursery rhymes, this is how students begin to develop an understanding of the natural rhythm and flow of language.

Patterned Texts
Select books with patterned text. Children quickly pick up on the language patterns and begin reciting the repeating parts of the text along with you as you read. The children are listening to the reader read with good fluency. In addition, as the children participate while chiming in with the repeating parts of the book, they are practicing good phrasing and expression as well. You will often hear children “reading” these books on their own in the classroom library with similar expression as you used in the initial reading.

Environmental-Print Connection
Gather a supply of environmental print words with which the children will be familiar. Place the words in a bag. Ask one student to select a word from the bag and tell the class a sentence using the word. Then, repeat the sentence several times using different phrasing and expression each time. Ask the students to repeat the version that sounds the most natural.
Vocabulary

The words we know and use in communication make up our vocabularies. Developing vocabulary is an important component of setting reading foundations because we know that vocabulary is directly linked to reading comprehension. The more developed a child’s vocabulary is, the more likely he or she is to draw on that rich vocabulary when reading, writing, and speaking.

Model Vocabulary

One of the most important things you can do to help develop your students’ vocabularies is to model a rich vocabulary. Teaching young children does not mean that you have to water down the words you use. In fact, be consciously aware of the words you select in order to model appropriate ways and contexts to use words. If you feel the children need more explanation of a particular word, include the definition within the context of what you say, rather than selecting an easier word. For example, if you want to use the word **galoshes**, you could say, “He put on his **galoshes** which are his **rain boots**.”

Realia

Children learn a great deal about new words, especially nouns, when they have an opportunity to “experience” the word. Try consciously to introduce one new word a day. Think about objects with which students may not be familiar as you make your lesson plans each week. In fact, you may want to list the vocabulary word you wish to introduce each day in your lesson plans.

Often, simply by bringing an object from home or by digging it out of the back of the closet at school, students gain a whole new perspective on your lesson. The word you are using, and often even abstract concepts, become more familiar and easier to understand. For example, if a story you read tells about what a boy sees when he looks through binoculars, bring a pair of binoculars for the children to see and possibly use. Consider selecting items to bring in that are based on books you plan to read, units of study, or even just common or unusual objects, such as a compass or a lime. As you display the object, engage the students in a discussion about it. Soliciting students’ experiences with the object is a great way for students to model vocabulary for each other.

**teacher tip**

Reading aloud daily is another excellent way to expose your class to vocabulary. Select books that are rich with vocabulary. In this way, students hear vocabulary words used in a variety of sentences and contexts.
Language Experience

Provide language experiences for small groups of children. Bring an item for the children to “experience.” The object for a language experience can be any object; however, if you can relate it to something the class is studying, the object and the related vocabulary becomes more meaningful and more immediately applicable. Some examples of excellent language experience objects are listed below.

- a coconut
- earmuffs
- a whisk
- jacks
- a pinecone
- a horseshoe
- a funnel
- a magnifying glass
- shells

Encourage the children to describe the object with their five senses. Document the language the students use while they talk about the object by writing it on a board or on a piece of chart paper. Encourage each child to write or dictate a sentence about the object. Then, allow each child time to illustrate a picture to match the sentence.

Categories

Understanding how words are associated can be a challenging task for young children. Provide lots of practice in making associations by playing categorizing games. Display several items for the children. Ask the children to observe the items and try to select two or three that belong together because they share a common characteristic.

Another way to play categorizing games is to provide the name of the category and ask the children to provide the names of things that would fit in the category. One way to fit this activity into a busy schedule is to call out a category, such as “things that are cold,” prior to having the children line up for lunch. As you call on each child to line up at the door, he or she must name something that is in the category. Require that each child name a different object than was previously named, if desired.

Categories

- Things for a baby
- Jewelry
- Sports
- Things you turn on
- Things you can read
- Animals that live on land
- Parts of the body
- Things that tickle
- Vehicles

Environmental-Print Connection

Display a collection of environmental print words. Ask the children if they can identify or “read” each of the words. Ask the students if they can think of ways in which the words can be grouped together. For example, the students may group together all the environmental print words that belong to food items. In this way, students are practicing the categorization of words.
Gaining meaning from what we read is the whole reason we read. Although most students in an early childhood class will not be reading, teachers can do a great deal to help students develop comprehension of materials that are read to them.

**Thinking Aloud**

Thinking aloud is a strategy in which the teacher models what he or she is thinking while reading by saying it out loud for the children to hear. For example, when showing the cover of a book, the teacher may say, “When I look at this cover I see a boy in a bathing suit. It makes me think that he will go swimming in this story.” By saying out loud what you are thinking, the children begin to see the things you do in order to make meaning from the story. By doing this each time you read a story to the children, they will see a variety of comprehension strategies modeled throughout the year. You need not use this strategy on every page; however, a couple of times per book will work well.

**Making Connections**

Making connections to prior knowledge is an excellent way for children to make meaning from a text. There are two specific ways children can make connections—from text-to-life and from text-to-text. When children make these connections, they are bringing their prior knowledge to the text, including vocabulary, in order to better comprehend the text currently being read. Model each of these types of connections over the period of several weeks and then encourage the students to make the connections, too.

<table>
<thead>
<tr>
<th><strong>Text-to-Life Connections</strong></th>
<th><strong>Text-to-Text Connections</strong></th>
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<tbody>
<tr>
<td>When children make text-to-life connections, they see similarities between what they are reading and something they have experienced. For example, you may say, “When the boy went to the beach, it reminded me of the time I went to the beach. I built a sandcastle in the sand and then the water came up and ruined it.”</td>
<td>In a text-to-text connection, the children make a connection between what they are currently reading and something else they have read. For example, to model a text-to-text connection, you may say, “When we read the story, Make Way for Ducklings, it reminded me of the story, A House for Hermit Crab. In both stories, animals were looking for a good home.”</td>
</tr>
</tbody>
</table>

**Environmental-Print Connection**

Children at this age are beginning to develop an understanding of story structure, which aids comprehension. Telling their own stories can help children understand that stories have a beginning, middle, and ending. Place a collection of environmental print words that students will easily recognize in a bag. Have a student select one of the words and tell a brief story with a beginning, middle, and ending, using the word.
School Supplies

Skill:
Recognizing names for common school supplies and classroom items

Suggested Group Size:
Small group of 9 students

Activity Overview:
Students will play a listening game in which they must identify names of common school supplies and classroom items.

Materials:
- “School Supply Cards” (pages 120–121)
- “I Have...Who Has Cards” (page 122)
- sample objects from the vocabulary list
- eight 3” x 5” (8 cm x 13 cm) index cards
- pocket chart

Vocabulary Words:
book       eraser
chair      paint
crayons    paper
desk       pencil

Activity Preparation
1. Photocopy “School Supply Cards” and “I Have...Who Has Cards” on cardstock paper, and color as desired (or print color copies from the CD).
2. Cut out the cards, and laminate for durability.
3. Place the “School Supply Cards” in the pocket chart.

Building Background
Explain to the students that today they will be focusing on names for objects in the classroom. Show the students one of the sample objects. Have the students state the name of the object if they know it. Have a volunteer come up to the pocket chart, and find the card that names the object you are holding. Have the student show the word to the class, and then tell what the object is used for. Continue with the remaining objects.
1. Tell the students that they will be playing a listening game called “I Have...Who Has.” Shuffle the cards, and pass one out to each student. Any extra cards need to be distributed to the students who will not have difficulty focusing on two cards at once.

2. Have the students look at the picture at the top of their cards. The person with the “Go!” card goes first by reading aloud the card that says, “Who has the book?” The rest of the students need to look to see if the picture of the book appears at the top of their cards. The student who has the card reads his or her own card aloud to the class by saying, “I have the book. Who has the chair?” The game continues in this manner until the student with the “Stop!” sign at the bottom of the card reads his or her card.

**Adaptations**

- Use the blank set of “I Have...Who Has Cards” (page 123) to make another set of school supply cards using words instead of pictures.
- Use the blank set of “I Have...Who Has Cards” (page 123) to make games for other vocabulary topics.

**Related Books**

*I Spy School Days* by Jean Marzollo
*School Supplies: A Book of Poem* by Bennette Hopkins, Lee
School Supplies Cards—Set A (cont.)

- eraser
- paint
- paper
- pencil
<table>
<thead>
<tr>
<th>I have the</th>
<th>Who has the</th>
<th>I have the</th>
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<td><img src="desk.png" alt="" /></td>
<td><img src="palette.png" alt="" /></td>
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<td>Who has the</td>
<td>Who has the</td>
</tr>
<tr>
<td><img src="desk.png" alt="" /></td>
<td><img src="Palette.png" alt="" /></td>
<td><img src="pencil.png" alt="" /></td>
</tr>
<tr>
<td>Who has the</td>
<td>Who has the</td>
<td>STOP!</td>
</tr>
<tr>
<td><img src="paper.png" alt="" /></td>
<td><img src="pencil.png" alt="" /></td>
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</table>
Blank I Have... Who Has Cards

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<tbody>
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<td>Who has the</td>
<td>Who has the</td>
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<table>
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<tr>
<th>I have the</th>
<th>I have the</th>
<th>I have the</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has the</td>
<td>Who has the</td>
<td>Who has the</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have the</th>
<th>I have the</th>
<th>I have the</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has the</td>
<td>Who has the</td>
<td>STOP!</td>
</tr>
</tbody>
</table>

GO! STOP! GO! STOP!