



PhOnics Games

Concept by Greta Jackson

A British expert in the teaching of reading

Developed by Dr. Ranganayaki Srinivas



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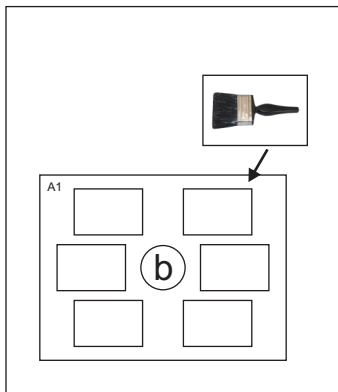


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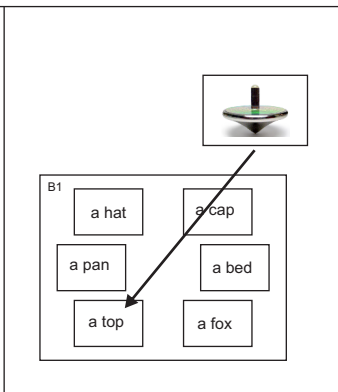
Phonics Games series A, B, C and D include 480 picture cards and 80 boards with little boxes to place the pictures.

- ★ There are 20 games - A has 8 games; B, C and D have four games each.
- ★ Each game has four boards and 24 picture cards.
- ★ The boards have six little boxes to place the picture cards.
- ★ Series A cards have a letter, representing a sound, printed in the middle of the boards. Series B to D have the words printed on the boards.

Sample Card A1



Sample Card B1



Learning Focus

Series A - Initial consonants

Series B - Consonant-vowel-consonant (c-v-c) words

Series C - Words with double vowels

Series D - Other digraphs

Level

Generally sets A and B will be appropriate in UKG and sets C and D will be appropriate for Std, I and II. But the use will vary from school to school.

Teachers can also use the picture cards for group/pair activities in any class.

How To Play

At first the teacher will need to teach the game. The teacher plays the game with the brightest children who will teach the other children. The teacher shows a picture card and asks, "What is it?" The others in the group say, for example, "a hat". The teacher says, "Who wants it?" The child who has the board with the letter 'h' says, "me" and places the card in one of the little boxes.

The game ends when all the little boxes are filled with the picture cards.

Once the children understand the game, they can play independently in groups of four or five. Some groups play competitively, others cooperatively. Let the children make their own rules and discuss the pictures. The teacher should allow time for the children to think and identify the pictures. She should not intervene too soon and tell the children where to place the cards.

While working with special children teachers might want to work with smaller groups and even individual children.

Other Uses

The picture cards can be used for a variety of classroom activities in which the children work in small groups and pairs. But for whole class activities, teachers will need bigger flash cards.

Bigger flash cards can be prepared using pictures from newspapers, magazines and other resources. Or you can order bigger flash cards from us that will include a list of flash card based activities for teaching oral communication and phonics.

Sample Classroom Activities

1. After teaching, for example, 'b' and 'c' words, mix up both the cards and distribute among the children. Write on the floor 'b' on one side and 'c' on another side. Ask the children to come and place the cards in the proper place. Finally they can take turns to pick up a card, stand in front of the class and say: We are all 'b'. Then each child tells the class the word for the picture: a book, a box, etc.
2. Write 'one' on the floor of one side of the classroom and write 'many' on the other side. Distribute the cards among the children and ask them to place the cards in the proper place and tell the class what the pictures stand for. Example, 'a book' is placed on 'one' and the child says, 'a book' and 'lions' are placed on 'many' and the child says, 'lions'.
3. Distribute the cards among the children, call out a sound, for example, 'c'(/k/) and all the children who have cards with pictures of a cat, a camel, a car, etc. will hold up their cards or come to the front of the class and show their cards to the class.
4. Put all the cards on the table. Divide the children in groups. Ask one child from each group to come to the table, pick up a card, identify the first sound and write it on the blackboard. The child asks the other groups "What is in my hand?" The groups take turns to guess the word. Example, the card in the child's hand is 'a book'. The child writes on the blackboard 'b' and says 'b' ('ba' not 'bi'), others guess by asking, 'a box? / a

bench? / a book?' etc. The child with the card says, 'Yes' or 'No'.

5. Mix up two or three packs of cards, distribute them randomly among the children and ask them to find their pair partners. After finding their partners, they should decide why they make a good pair.

They should tell the class, for example

'I have a book', 'He has a box'. Both 'b' words.

'I have a dish', 'I have food'. We are a pair.

'We have a lion and a camel. Both animals.'

6. Select theme based cards (vehicles, animals, fruits, etc.). Divide the children into groups. Mark the corners and middle of the classroom and name them as 'vegetable land', 'animal land', etc. Mix up the cards and distribute one card per child. Ask them to identify where they belong and go and stand their with their card. Finally, ask them to tell the class what they are. Example: (All of them say) We are animals. (Each one says) I am a lion. I am a tiger. If there are plurals more than one child should share the card and they should say, for example, 'We are lions'.

For more activities and videos of children playing the phonics games visit <http://www.quickquiz.info>.

Attend monthly webinars and discuss with other teachers your experience of using the phonics games. You can send your questions, feedback and suggestions to rangoon@askrangoon.com.

Conduct a workshop for schools in your area and share with them your experience of using the games. Make presentations of the way you used the games in your school, the benefits your children experienced, the problems you faced and the solutions you worked out. Send us the workshop details and we will send you one complimentary set of games.

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