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About This Book

Many teachers are overwhelmed with the task of meeting the individual needs of each of their students. It is very important to implement activities that reach all of the different learning modalities. Often, books offer many teaching ideas, but they fail to help teachers implement them. *Phonics: Games & Learning Activities* not only offers the lesson ideas but also the ready-to-use materials to use with the lessons. These activities have been tried and tested in classrooms, and they have been found to be motivating, enjoyable, and all-round successful. They are designed to make your life easier because they require very little preparation time. Almost all of the activities can be used at learning centres or as whole-class activities.

Preparation Suggestions

1. Copy all of the activity materials onto heavy cardboard and laminate them. This will give the materials years of durability.
2. Prepare a writing connection to go along with each activity. This will help to reinforce the featured skill, and it will also help the students to give more meaning to their writing.
3. Make extra copies of each game or activity. These can be sent home with those students who might need more practice with specific skills.
4. Tape game boards together on the back, because the tape is likely to yellow with age. Also, paste game boards onto pieces of heavy cardboard and then laminate them.
5. The learning games in this book can be used as interesting and motivating free-choice activities, or they can be used with teacher supervision after discussions of the emphasised skills.
6. Most importantly, be sure to model each game or activity several times. As you explain how to use each activity, include auditory examples of saying the words out loud, blending out loud, etc.

Skills: adding the final 'e'
long vowel sounds

Materials

- copies of pages 5–14 for each student
- scissors for each student
- a stapler and staples

Preparation

Copy one Final 'E' Book for each student. (**Note:** Be sure to run the copies back-to-back so that the letter 'e' side can be folded over to make the new word.) Pair pages as follows: 5 and 6, 7 and 8, 9 and 10, 11 and 12, 13 and 14.

Procedure

1. Ask the students to cut out the pages of their books. Encourage them to cut carefully along the dotted lines, so as not to cut off any of the pictures or letters.
2. Help the students staple their books together along the left-hand sides.
3. Next, tell the students to fold the tab down along the solid line on each page. When a page is folded, the original picture will be covered and the letter 'e' will be added to the word. See the example below.



When back-to-back copy is made, cut out card and fold here.

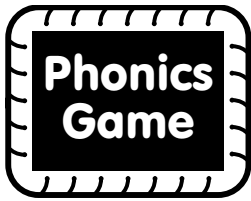


When folded, card reveals new word.

4. To use their books, the students first say the word on a page without the final 'e.' They then add the final 'e' to the word and say the new word.

Writing Connections

- ✍ Tell the students to choose four or more words from their books. Have them each write a sentence which uses one of the words without the final 'e.' Ask them to write another sentence, using the word with the final 'e.' This activity reinforces the different meanings of words with and without the final 'e.'
- ✍ Ask the students to each choose four or more words and use them in a story.



Magic 'E' Adventure

Skills: adding the final 'e'
vowel and consonant
discrimination

Materials

- copies of pages 16–18 for each pair or group
- any small items which could be used as game pieces (beans, buttons, etc.)
- dice
- tape
- scissors
- crayons or textas
- cardboard

Preparation

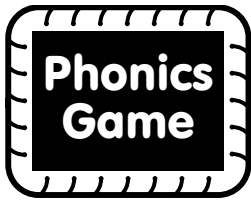
1. Copy the Magic 'E' Adventure game (pages 17 and 18) onto heavy cardboard. (Make enough game boards for every two to four players.)
2. To assemble a game board, cut page 17 along the the dotted line, and line it up on the solid line where indicated on page 18. Tape the two pages together on the back.
3. Colour the 'Start' square with a bright colour. Colour the rest of the squares, if you desire.
4. You may want to back the game with cardboard and laminate it for durability.

Procedure (2–4 players)

1. Discuss how the letter 'e' sometimes changes the sound and meaning of a word when it is placed at the end of a word. Cite some examples.
2. Hand out all of the game materials to each pair or group.
3. Read and discuss the directions (page 16) with the students.
4. Allow each pair or group a couple of practice plays before beginning the game.
5. Answer any questions.
6. Begin playing the game.

Variation

Require the players to also say the pattern of each word, for example, VCE, cute, and VC, cut. (V = vowel; C = consonant; E = silent/final 'e')



Sound Bingo

Skills: discriminating digraph and diphthong sounds
position of blend and diphthong sounds

Materials

- copies of pages 20–43
- small items, such as beans or buttons, which could be used as game pieces (about 20 per student)
- scissors

Preparation

1. Choose which bingo game you would like your students to play. Pages 20–32 focus on digraphs, while pages 33–43 focus on both digraphs and diphthongs. (**Note:** If you choose to play the more advanced version of this game, you will need to make copies of the word cards on pages 30–32 and page 43.)
2. Copy one set of bingo cards for ten students or two sets for 20 students.
3. Copy the word cards onto heavy cardboard and cut them out.
4. You may wish to laminate all the cards so that they last longer.

Procedure (10–20 players)

1. Each student covers their Free Space with a marker.
2. The teacher reads a word card and calls out the word.
3. The students must listen carefully to the word and discriminate whether the word has a *ch*, *sh*, or *th* sound (or an *aw/au*, *ow/ou*, or *oi/oy* sound if they are playing the more challenging version). They must decide if the sound is at the beginning (B), middle (M), or end (E) of the word.
4. The students place their markers on the appropriate squares. For example, if the word was 'chin', they would look for a box with the 'ch' sound and a 'B' since the sound is at the beginning of the word.
5. When a student places five markers in a row either horizontally, vertically, or diagonally, she or he should call out "Bingo." The student must then give a word for each box in the winning bingo row. These words may be the ones that were called or the students' own words, as long as they fit the criteria of the boxes correctly.

Variations

1. If the cards have been laminated, the students may be asked to write the called words in crayon in each box instead of using place markers. The words can be wiped away after each round.
2. Instead of playing for five in a row, play 'Blackout.' In this game the winner is the first person to completely cover a card with game pieces.