

English Raven Activity and Resource Kits

For Teachers of English to Young Learners

Phonics and Vocabulary Building



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Phonics and Vocabulary Building

Table of Contents

1. Introduction/How to Use this Kit	3
2. Phonics and Vocabulary Building Activities and Materials	5
2.1. Overview/Phonics Study Elements and Sequence	5
2.1.1. A Definition of “Phonics”	5
2.1.2. Phonics Study Elements and Sequencing	5
2.2. Developing Motor Skills	7/8-12
2.3. Alphabet Themes for Sequencing and Consolidation	13
2.3.1. The Alphabet Wheel	13/14
2.3.2. The Alphabet Apartment	13/15
2.4. Alpha-Pics and Alpha-Cards	16
2.4.1. Alpha-Pics	16/17-18
2.4.2. Alpha-Cards	16/19
2.5. Alphabet Bingo	20/21
2.5.1. Bingo featuring Letter Recognition	20
2.5.2. Bingo featuring Vocabulary Recognition	20
2.6. Alpha-Keys	22/23-26
2.6.1. Using the Alpha-Keys Supplements	22
2.7. Phonics-Based Word Finds	27/28-29
2.8. Phonemic Awareness and Vocabulary Building Worksheets	30
2.8.1. Basic Version – Identification of Initial Sound/Letter	30/31-32
2.8.2. Identification of Initial, Final and Medial Sounds/Letters	30/33
2.9. The Alphabet Book Project	34/35
2.10. Vocabulary Builders	36
2.10.1. Basic Vocabulary Builder	36/37
2.10.2. Grammatical Picture Dictionary	36/38
2.11. General Games and Activities	39
2.11.1. Alpha-Chant	39
2.11.2. Alpha-Flip	40
2.11.3. Listen-Run-Write!	40
2.11.4. Beat the Clock!	41
2.11.5. Finger-Writing Relay	42
2.11.6. The “I know!” Hammer Game	43
2.12. Downloadable Phonics Resources	44
2.12.1. Phonics Flashcards and Alpha-Chants	44
2.12.2. Phonics Kits	45

1. INTRODUCTION / HOW TO USE THIS KIT

The English Raven Activity and Resource Kits for Teachers of ESL to Young Learners

The Activity and Resource Kits for Teachers of ESL to Young Learners are an ongoing project being undertaken by the maker of the English Raven website, designed to focus on general areas of ESL instruction and to gather together a body of relevant theory in combination with practical, ready-to-use worksheets and supplements. They are supposed to be neither authoritative nor exhaustive, but seek rather to provide inexperienced and/or untrained teachers with a handy resource that makes underlying theories of teaching English to young learners accessible and practical. It is also hoped that the kits will encourage teachers to try out their own ideas and to adapt the worksheets, materials and activities to fit their own particular teaching contexts.

Kit One: Phonics and Vocabulary Building

Phonics is often seen as an essential study area within the particular sphere of ESL teaching that caters to young learners. Likewise, building up an ever-growing stock of basic vocabulary appears to be a major priority of most young learner ESL syllabuses. It ought to be noted that the term *vocabulary learning* can be a rather slippery one, as it overlaps into almost every other aspect of language learning. Various experts have been quite right in pointing out that it can be quite precarious to ever label vocabulary as its own specific learning area (independent, for example, from say grammar learning). The approach taken in this kit/guide has been to focus on how phonics learning and vocabulary learning are essentially intertwined, and the vocabulary supplements featured here generally emphasize how the learning of words can represent both a starting point and an end-product of good phonics instruction. Vocabulary is naturally featured again in other Resource Kits to come later.

Given that phonics is most generally defined as learning how to read and write English, it is only natural that the vast majority of phonics-orientated materials are essentially paper-based, requiring students to read words, produce sounds based on letters they read, and to practice their writing skills. However, *using* these materials in more effective and integrated ways is often a skill that is lost on many teachers. Many of the activities featured in this kit mention ways to build phonemic and pronunciation skills through games and tasks, as well as ways in which a focus on phonics elements can be combined and integrated into other learning areas. Throughout all the activities and supplements featured, there is an underlying belief that phonics-orientated instruction can be simple, fun and effective for both teachers and learners.

As the reader will realize upon commencing section 2 of this guide, the area of phonics can actually be quite vast and a fairly long-term undertaking. Learning the alphabet in spoken and written form is the *start* of phonics instruction, not 'phonics' itself. It is not the objective of this kit to provide an exhaustive collection of activities covering every single aspect of phonics, although it does attempt to provide some overviews, summaries and suggested study sequences. It starts at the very beginning of things by explaining what 'motor skills' are and how they can be developed, and from there it moves through the basics involved in the early stages of phonics development. It is hoped that from that point teachers will have sufficient experience and examples to start figuring out how to deliver phonics instruction effectively on their own.

How to Use this Kit

It is generally recommended that teachers first read the kit from start to finish to get an overview of the general theory and to get a feel for what sorts of activities and materials are used to deliver phonics instruction. They can then attempt to make some general decisions about where they think their current students are at and which of the activities might be both (a) enjoyable and easy to understand for the students, and (b) likely to help them develop new phonics skills. Through experimentation and trial and error, teachers will soon find 'favorites' among the activities and worksheets.

Many of the paper-based activities are blank templates for teachers to fill in themselves. By keeping the template in the kit as a master copy, teachers can photocopy it and print their own letters and/or words onto it to focus on particular areas of study. Pictures can also be copied and glued onto the sheets to create attractive worksheets featuring good visuals for the children. When making worksheets, be sure to retain a master copy of each and file it away somewhere safe so that it can be reapplied later or to different classes.

And most importantly of all... The materials featured here have been tried out extensively in young learner classrooms and have generally been very effective. The point here is to not see these materials as the 'limit' of what can be achieved with your learners (and that goes for *any* teaching materials you have at your disposal!). Use the materials and activities, enjoy them and then... **MAKE BETTER ONES!**

The sky's the limit. Good luck and have fun teaching phonics!

2. PHONICS AND VOCABULARY BUILDING ACTIVITIES & MATERIALS

2.1 Overview/Phonics Study Elements and Sequence

English Phonics Studies are generally very popular with syllabus designers, teachers, parents and students in the many educational settings for young learners. The area of Phonics lends itself well to a rather ingrained philosophy in some of these markets - that of approaching language study from the "bottom up", dealing first with small units of the target language and progressively adding to them to hopefully create overall language proficiency. While that is a somewhat flawed view of things in this day and age of modern language teaching, Phonics also plays an important part in *integrated* approaches to language learning for young learners, and generally, both teachers and students enjoy applying Phonics activities in their classrooms.

2.1.1. A Definition of "Phonics"

It may be helpful at this stage to actually ask ourselves, "What exactly is Phonics?" A dictionary definition of the word *Phonics* provides the following description(s):

- *The science of sound : ACOUSTICS*
- *A method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.*

From this you might glean that Phonics is all about sounds, and more importantly, about the methodology involved in applying letters, letter groups and syllables to phonetic values - for beginners.

"Phonics" therefore is all about writing, reading, recognizing and producing the phonetic values of a language, at a beginning level for learners of a second or foreign language. Due to this definition and the general perception many teachers have of "Phonics", this is necessarily an area of study most important to low-level learners and children. Phonics could be considered a holistic approach that at higher/older levels is generally broken into more specific considerations that fall into formal categories like Pronunciation, Reading and Writing.

So as a general guide, the presence of phonics-orientated study in any given curriculum represents a priority on teaching young and low-level learners how to read, write, identify and produce the various sounds of English - both as isolated units and as groups of sounds to make syllables and words.

2.1.2. Phonics Study Elements and Sequencing

In terms of "studying" Phonics, this is an area that definitely benefits from an incremental approach, building from simple sounds and letters into more complicated combinations. But given that English has a notoriously inconsistent and "unphonetic" spelling system, it is almost impossible to exactly align studies of particular sounds/sound combinations with functional language in the order students learn or study it. For example *What's your name?* (a first up item in any language learning syllabus) contains the digraphs "wh" and "ou" as well as a long "a/[silent] e" combination and a contracted "is" form. How could this be expected to match up and provide instant explanations for students studying the letters of the alphabet?

Students therefore benefit from learning "sight words" (the famous Dolch wordlists that list the most common words used in English writing) as well as the building blocks of sound to create words. Knowing letters and sound values can help students to build words, but words themselves can help students to break up the sound/letter combinations, discover rules and exceptions to rules and then apply the knowledge to new words.

Returning to the main theme ("studying" Phonics), there is definitely a general order and sequence to the elements to be studied, as can be seen in Phonics textbooks or courses focusing on reading or pronunciation issues. The list below provides a recommended list of which Phonics elements ought to be studied and in what order, though teachers should consider appropriate time frames according to the ability, needs and progress of their individual students/classes. While "targeted" elements are the focus of study, students should also be recycling previous elements and combining them to create words.

A Typical Phonics Syllabus for Young Learners

STAGE:	CONTENT/STUDY ELEMENTS:
1	Motor Skills, Alphabet letters/sequence
2	Consonant Sounds, Short Vowels
3	Long Vowels, Long vs. Short Vowels
4	Consonant Blends, Consonant Digraphs
5	R-controlled Vowels, Vowel Digraphs/Diphthongs
6	[Advanced Areas] Parts of Speech, Prefixes and Suffixes, Syllables/ Word Stress, Tone/Intonation, Compounds/ Homophones, Synonyms/Antonyms, Contractions

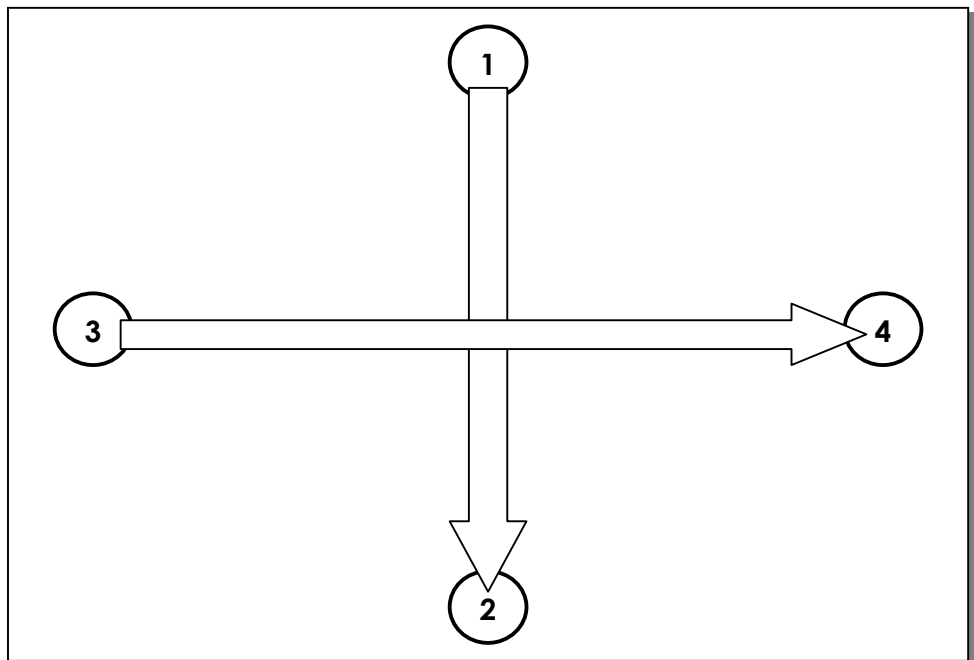
Note that this is a general sequence of *study*, not necessarily a sequence of mastery and *acquisition*. As with other areas of language education for Young Learners, students generally also benefit from "peripheral exposure" to more advanced forms and elements they are likely to study in the near or distant future. By "peripheral", it is meant that students just see these forms and are not required to learn or memorize them. As a general guide (depending on how often the students attend English classes), the above progression of study elements could take anywhere from three to six years to "master", keeping in mind that students will need constant revision and opportunities to reapply what they have learned.

2.2. Developing Motor Skills

Motor Skills are essential for Young and Very Young learners, as this is what helps the students to learn how to produce neat accurate letter writing at a very early age. Knowing how to draw lines from top-to-bottom, left-to-right and in the correct sequence will greatly enhance their letter writing ability, as well as teach them how to scan pages and find information quickly and efficiently. It is also good as a remedial measure for students who are clearly writing letters incorrectly. Imitation on its own is not enough for some students when it comes to writing letters, and employing Motor Skills activities in the classroom will provide some systematic guidance for them. It is generally advisable that teachers start with simple Motor Skills worksheets and gradually progress to more advanced patterns and size differentiation - although any of the activities can be employed for specific remedial purposes.

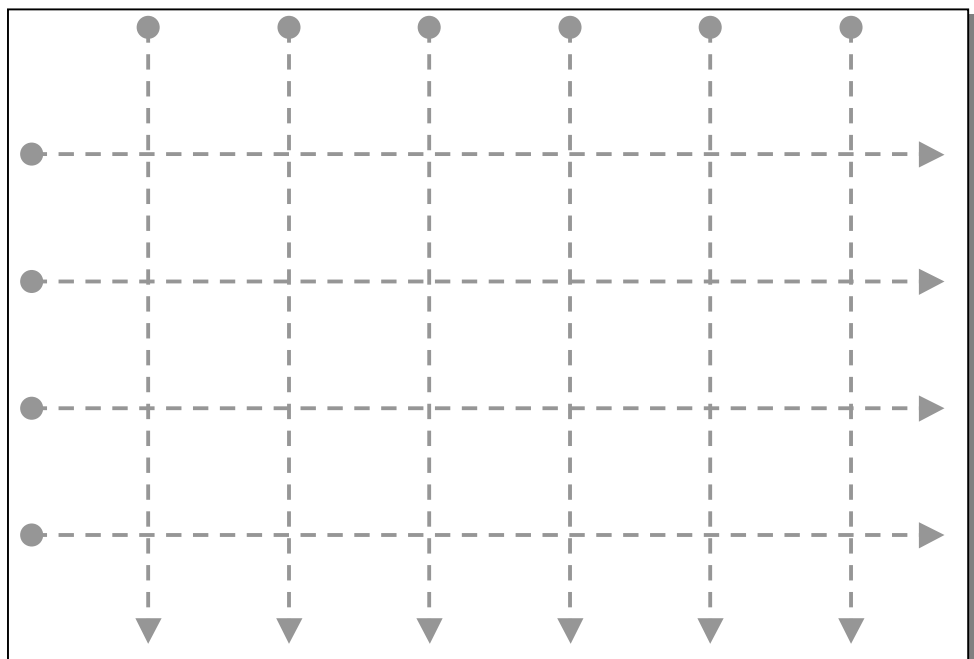
BASIC MOTOR SKILLS 1 ⇨

This is an initial Motor Skills building exercise for very young learners, who are likely to be having trouble holding pencils steady and have little or no concept of top-bottom and left-right. Students simply color in the arrows, starting from (1) and coloring down to (2), then (3) across to (4). Teachers can use the number balls and arrows to teach students the words "top", "bottom", "left" and "right".



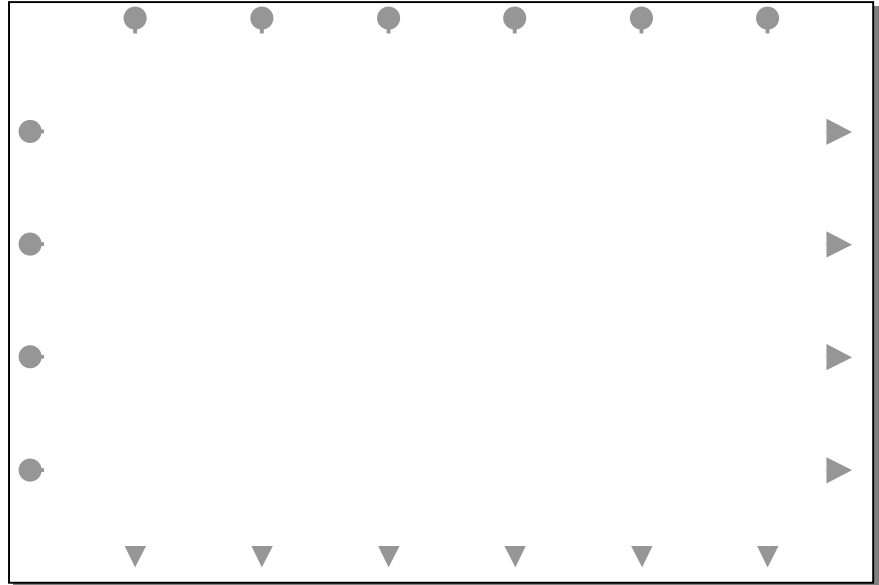
BASIC MOTOR SKILLS 2 ⇨

Following up from Basic Motor Skills 1 above, students can use the sheet to the right to practice a more rhythmic and regular application of straight lines going from top to bottom and left to right. This sort of sheet could be used regularly with very young learners for the first two months or so of instruction, and the lines should be traced with thick color pencils, not thin lead pencils.



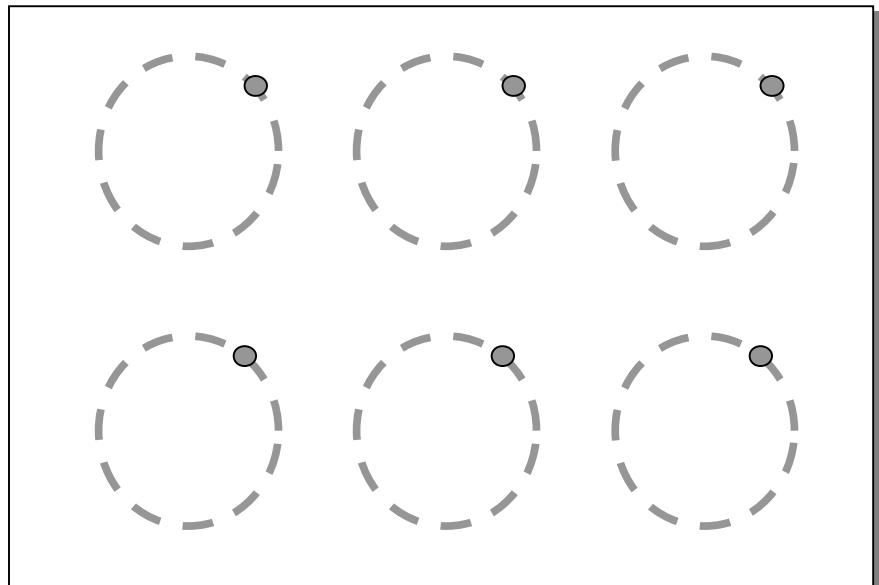
BASIC MOTOR SKILLS 3 ⇨

Following on from Motor Skills 2, and as students are starting to exhibit speedier accuracy tracing the lines, they can move on to the sheet illustrated to the right. This worksheet still requires them to draw lines in color pencil from top to bottom and left to right, but now students are working only with starting and finishing points. This sheet is valuable in helping the students to develop better hand-eye coordination. A handy way to make the worksheets applicable further is to have students draw alphabet vocabulary between the lines created by their grids.



BASIC MOTOR SKILLS 4 ⇨

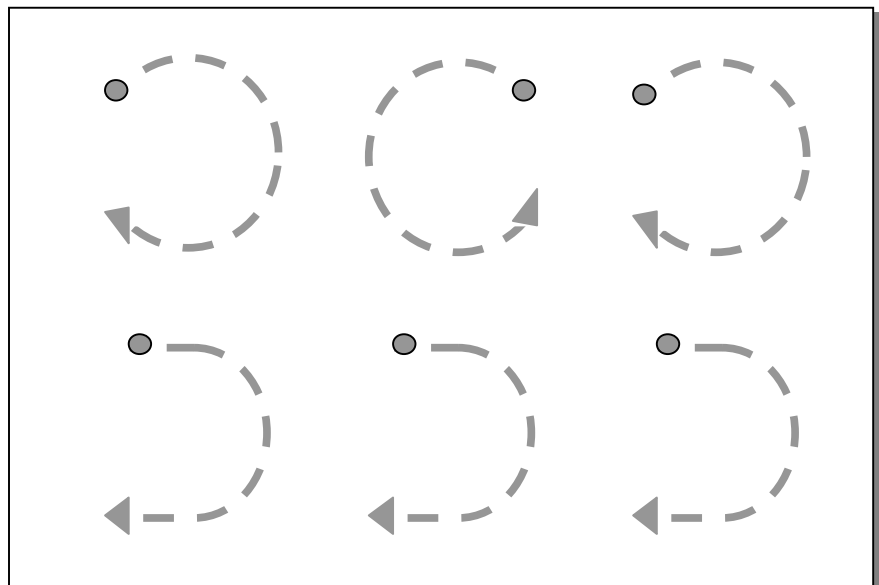
When students are drawing straight lines with a reasonable amount of confidence and accuracy, they can start work on producing circles. The large dots show students where to place their pencil before commencing, and they should be encouraged to move in an anti-clockwise direction. Again, the circles produced can be reused as frames for drawings or coloring in.



BASIC MOTOR SKILLS 5 ⇨

A natural follow-up to Motor Skills 4 is to have students practice drawing part-circles – the shapes they will need for producing letters like “c”, “b”, “d”, “q”, “p” and “g”. The second row of curved lines in this supplement is to train the students how to draw and apply the loop featured in capital letters like “B”, “D” and “P”.

The following four pages feature full-size Motor Skills practice worksheets, suitable for ages 5 and up.



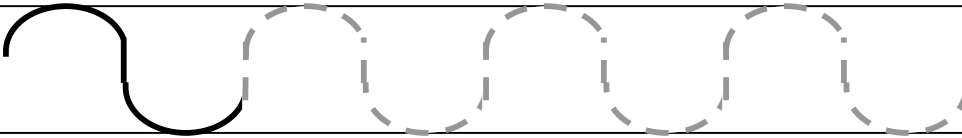


Phonics Motor Skills

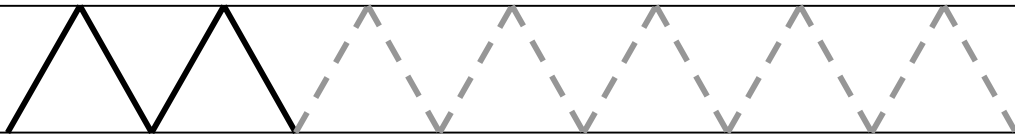
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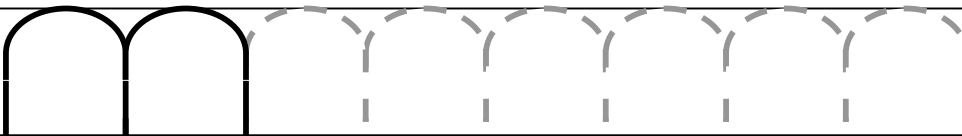
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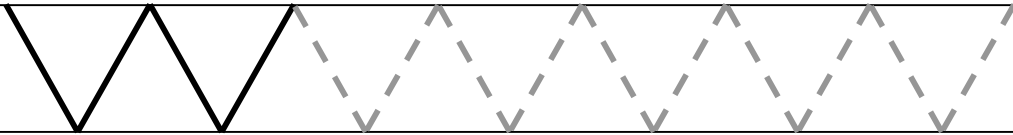
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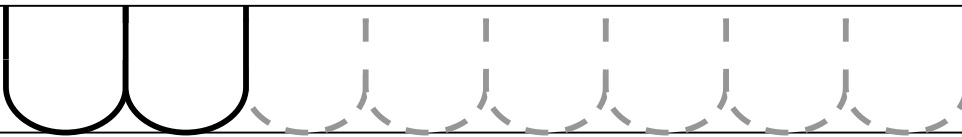
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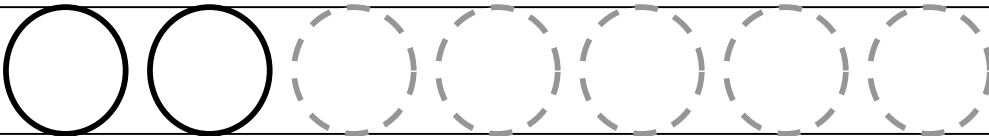
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Phonics Motor Skills

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Phonics Motor Skills

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Phonics Motor Skills

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2.3. Alphabet Themes for Sequencing and Consolidation

The two paper-based activities described here are examples of creative ways to help students re-apply and consolidate their alphabet writing and illustration skills, as well as encourage them to use correct alphabetic sequencing. The following two pages contain the worksheets themselves, which may be photocopied and applied to young learner classrooms. A very effective way to both recycle the alphabet (or sections of the alphabet) and to make it more stimulating for the students is to present it as part of various themes. The "theme" should capture the students' attention, rather than the alphabet study itself. If alphabet letters are written or applied as part of a thematic activity, the students are much more likely to find it interesting and challenging. It should be noted that the range of themes possible is limited only by the creativity of the teacher concerned. Be imaginative - you might surprise yourself!

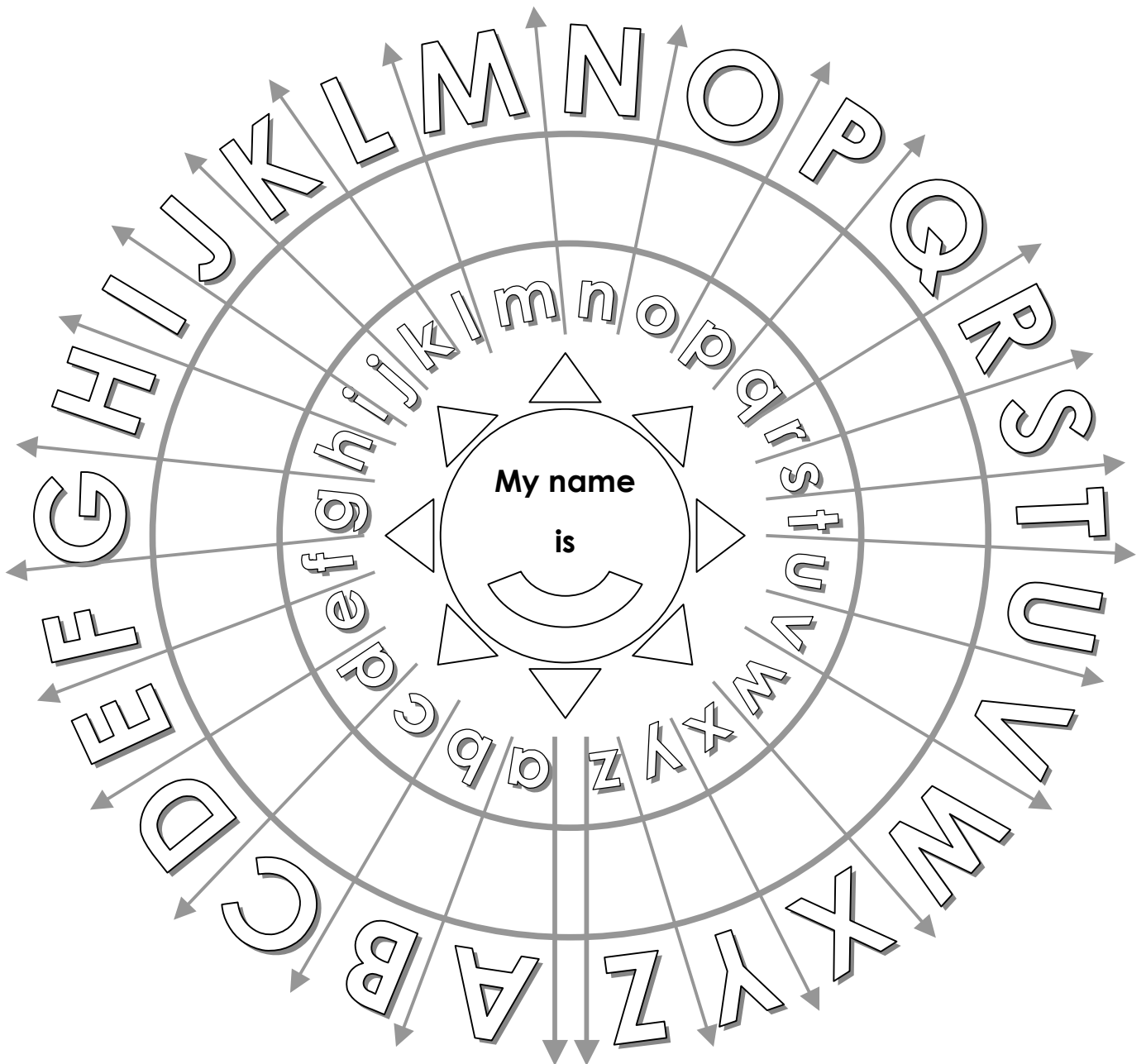
2.3.1. The Alphabet Wheel

Refer to the worksheet on page 14. The Alphabet Wheel is a fun way for students to apply sequencing, drawing and coloring. Students should be encouraged to first color in the inside ring of letters, featuring the alphabet in lower case. They should try to use a range of colors so that new two letters next to each other are of the same color. Upon completing that, students move to the second "ring" which features a space for them to draw a vocabulary item featuring the letter in initial position. Once they have drawn pictures for each letter, they move to the third ring containing the alphabet letters in upper case. Instruct the students to ensure that they color these letters in the same color as the corresponding lower case letter. This is an effective way to encourage students to look back and associate upper case letters with their lower case equivalents. When the three rings have been completed correctly, students may go to the center of the wheel, write their name in the sun logo and color it in. Students are often pleased to see how the Alphabet Wheel gradually comes to life through color matching and vocabulary sketching, and the final product makes for a great piece of work to go home to parents or onto the walls of the classroom.

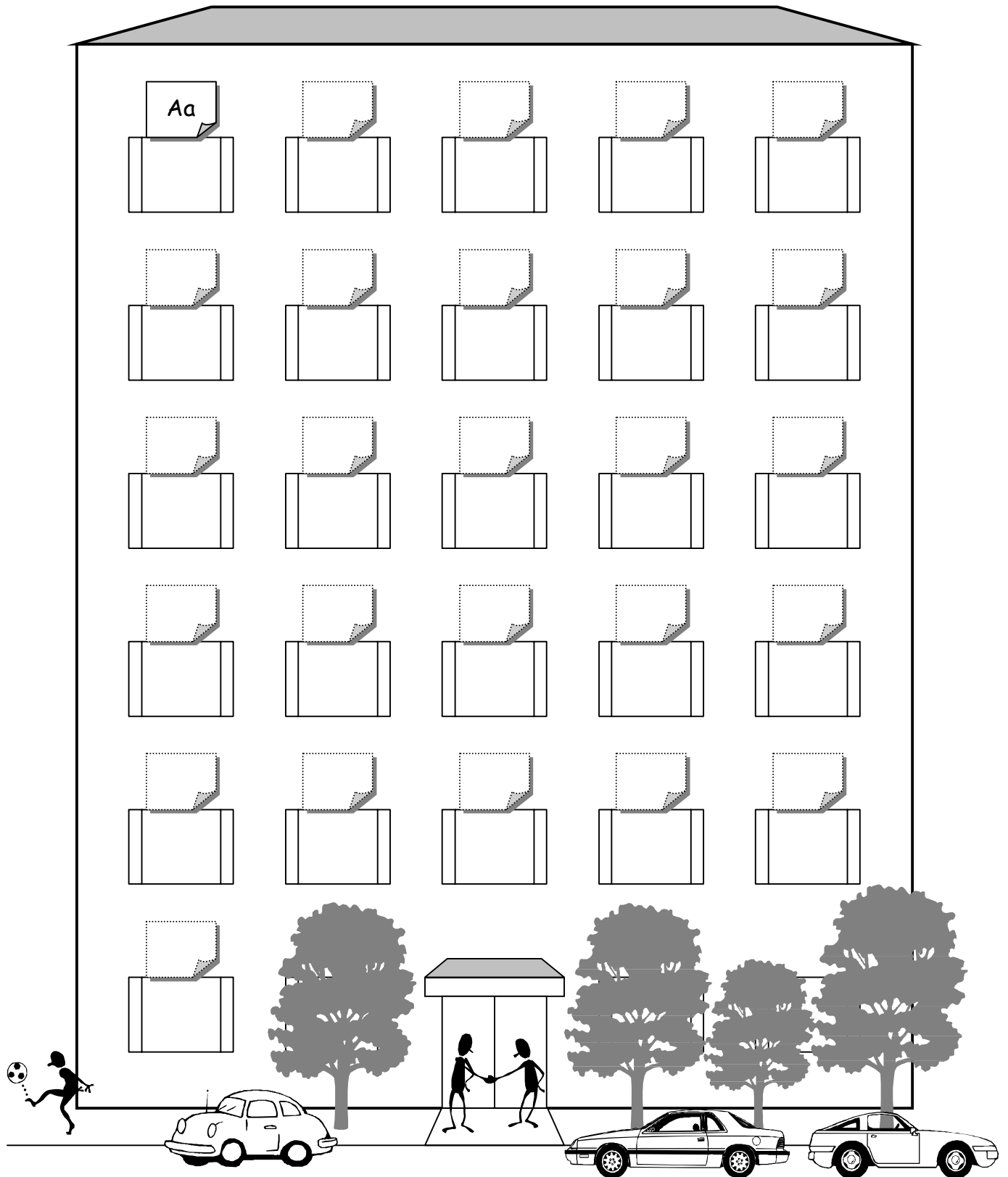
2.3.2. The Alphabet Apartment

Refer to the supplement on page 15. Whereas in the Alphabet Wheel supplement (described above) students were presented with all the alphabet letters in a circular sequence, for the Alphabet Apartment students are given the first letter of the alphabet only. They must write the upper and lower case form for each letter in a small space, and get the alphabet sequence right in a more linear sequence. Upon getting the alphabet letters down in the right sequence, they can then be invited to draw pictures of vocabulary items corresponding to the letters in the "windows" beneath. This process can be made simpler by dictating either the letters or the vocabulary items to the students in sequence. It can be made more difficult by dictating letters or vocabulary items one by one and out of sequence - this forcing the students to look back over the empty spaces to hypothesize about which letters belong where. The activity can become more communicative by using it as an information gap exercise: by copying the same worksheet on two sides of a sheet of paper, once students have completed one side themselves they can reapply the letters on the other side and then ask a friend in the classroom what picture they drew for each letter. They then draw their friend's pictures into the windows on the back of their own worksheets. Once the "work" has been completed, students then have plenty of things to color in around the actual alphabet application. As in the Alphabet Wheel activity, the end result is usually quite attractive and creative - something the students can feel proud of and want to show friends and family.

Alphabet Wheel



The Alphabet Apartment



2.4. Alpha-Pics and Alpha-Cards

2.4.1. Alpha-Pics

Alpha-Pics involves a more systematic approach to alphabet writing and vocabulary application. This is a good writing/drawing activity that makes an excellent follow up to Motor Skills and Alpha Themes, and also lends itself well to recycling. Basically, students write the upper and lower case form of the letter in several pairs across the writing grid, then think of a vocabulary item to illustrate in one or both of the boxes at either end of the writing line. While it may seem a little repetitive, students tend to enjoy applying their own creativity to the pictures and generally like to produce something that is attractive to the eye. Earlier attempts at Alpha-Pics can involve looking back through any Phonics books for vocabulary/picture ideas (thus encouraging independent study and learning strategies). The sheets can also be progressively gathered together to create an "Alphabet Book" that the students have made themselves (see below: Section 2.9.). Later attempts at Alpha-Pics can be made more challenging by disallowing students to look in their textbooks for ideas, or by asking them to draw multiple vocabulary items for each letter.

One way to make the worksheets feature more communicative practice and speaking/listening skills is to have students write the letter out and place an illustration in the left-hand box only. They must then ask another student (preferably at some distance from them - say, the opposite side of the classroom) to describe the vocabulary item they chose for the same letter. Upon receiving this information, the student draws the other student's item in the right-hand box at the end of the letter-writing grid.

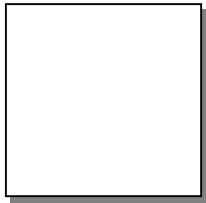
An example of an Alpha-Pics Grid for letters A through E is featured on page 17. Page 18 contains a blank Alpha-Pics grid for teachers (or students) to select their own sequences of letters. The full Alpha-Pics supplement, featuring letters A through Z, is available for download on the English Raven website.

2.4.2. Alpha-Cards

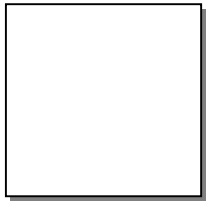
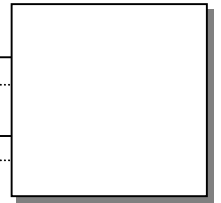
The Alpha-Cards supplement (see example on page 19) allows students to apply their own alphabet skills and creativity. They write the upper-case and lower-case variants of each letter within the writing lines provided, and then draw one (or up to several) illustrations of vocabulary items beginning with that sound/letter in the picture frame provided. Students can decorate their cards however they like, and once finished, they can be cut out and glued onto colorful cardboard (or laminated) to give them longer life. Storing the Alpha-Cards in an envelope or small box also creates a ready-made supplement for flip games or information exchange with other students.

Another way to extend the usefulness of the Alpha-Cards is to have students use them as a sort of ongoing dictionary project. As students learn the spelling for new vocabulary items, they can take out their Alpha-Cards, find the correct letter card and write the new vocabulary item onto the back. The cards then become handy for review purposes, and encourage students to take personal responsibility and pride for their own learning.

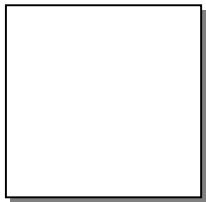
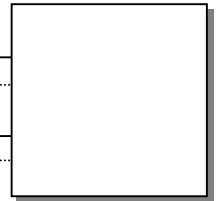
Alpha-Pic Writing and Drawing



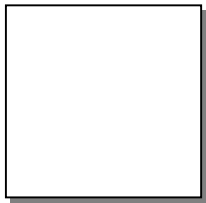
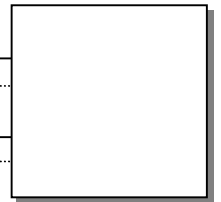
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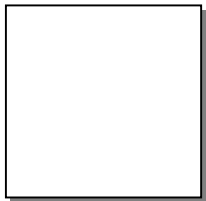
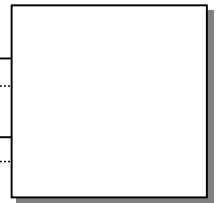
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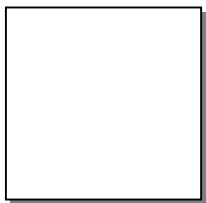
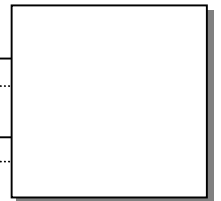
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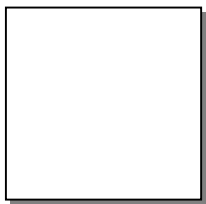
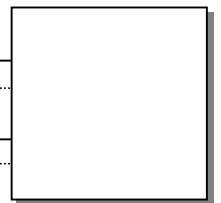
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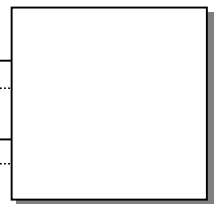
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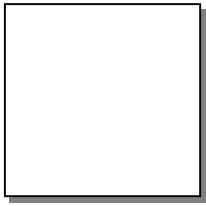
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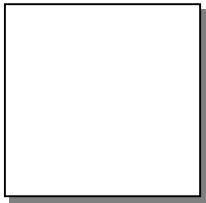
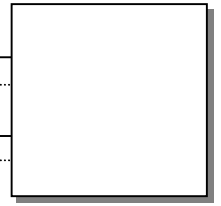
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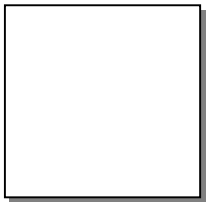
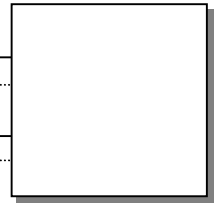
Alpha-Pic Writing and Drawing



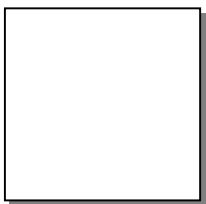
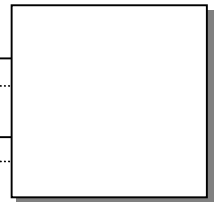
Four horizontal lines for writing: a solid top line, a dashed middle line, a solid bottom line, and a solid baseline.



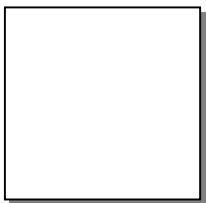
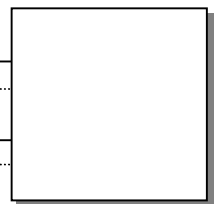
Four horizontal lines for writing: a solid top line, a dashed middle line, a solid bottom line, and a solid baseline.



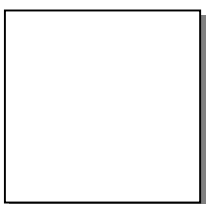
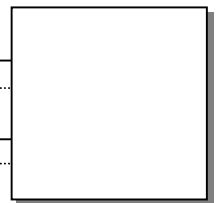
Four horizontal lines for writing: a solid top line, a dashed middle line, a solid bottom line, and a solid baseline.



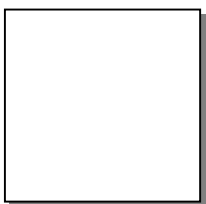
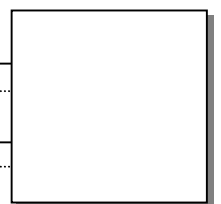
Four horizontal lines for writing: a solid top line, a dashed middle line, a solid bottom line, and a solid baseline.



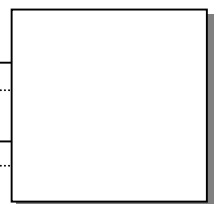
Four horizontal lines for writing: a solid top line, a dashed middle line, a solid bottom line, and a solid baseline.



Four horizontal lines for writing: a solid top line, a dashed middle line, a solid bottom line, and a solid baseline.



Four horizontal lines for writing: a solid top line, a dashed middle line, a solid bottom line, and a solid baseline.



Alpha-Cards

A rectangular card template with a dotted border. On the left side, there are four horizontal lines: a solid top line, a dotted middle line, a solid bottom line, and a dotted line below. On the right side, there is a square box with a 3D effect, intended for a picture.

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2.5. Alphabet Bingo

Bingo is always a popular game with students, and Alpha-Bingo is an excellent way to hold their attention, encourage accurate listening and application skills and create fun and motivation. The Bingo Charts included on page 21 allow for a variety of approaches: 6 slot, 8 slot or 12 slot games. Bingo games make good warm-ups or class time-fillers (and in many cases a popular reward activity for good behavior and study!) so plan for regular short sharp bursts of the application rather than using Bingo as an activity to take up the whole lesson hour. If a teacher copies this sheet and cuts out many bingo grids in advance, he/she will have a good fast activity to apply when all other materials or enthusiasm seems spent. Below are a couple of different ways Alphabet Bingo can be applied in the classroom.

2.5.1. Bingo Featuring Letter Recognition

Depending on which grid the teacher decides to use, students write 6-12 letters into the spaces provided. The letters could be upper case or lower case, big and small letter together within the one space, or a combination of the two. Having the students choose their own letters is a valuable information-gathering device for the teacher, as students will almost invariably stick to choosing letters they obviously know well and/or feel confident with. A simple glance at students' Bingo grids will show the teacher what the students appear to know and what they have yet to learn and absorb. The teacher then draws letters out of a box, bag, or envelope and announces them loudly to the class (at lower levels the teacher may actually write the drawn letter on the whiteboard). If a student has that particular letter written into their grid, they may cross it off. When they have crossed out all the spaces on their grid, they may shout "Bingo!" - the first to do so being the winner of that round. Depending on the level of the students, there are several ways this activity can be made more effective and/or difficult. Instead of announcing the letter outright, the teacher might choose to name a vocabulary item featuring the letter as its initial sound. Students will have to connect the words they hear to the letters they have written. To facilitate more English in the classroom, students may not be allowed to cross out a letter until they orally state what the letter is and/or a vocabulary item beginning with that letter. For example, the teacher might draw out "o" and state "orange!" A student who has "o" written into their grid may not cross the letter out until they've said something along the lines of "Yes! I have "o"! Octopus starts with "o", too!" In terms of challenging the students more and encouraging them to extend their alphabet application skills, a teacher might like to do a quick skim over everyone's grids and then deliberately draw letters out that not many students have chosen. Students will catch onto this pattern, and many will then deliberately attempt to write down "more difficult" letters in a grand plan to catch all the opposition off-guard.

2.5.2. Bingo featuring Vocabulary Recognition

The process here is basically the same as that described above, except that instead of writing down letters into their grids, students draw pictures of vocabulary starting with various letters and/or actually write these vocabulary items out. The challenge then is to hear the name of a letter drawn and associate it with a picture they have selected or a vocabulary item they have written out.

Young Learners tend to love playing Bingo. If a teacher uses the activity regularly and effectively, it may be worth putting together an ongoing scoreboard so students can track their results.

Alpha-Bingo

Game 1

Game 2

Game 3

Game 4

Game 1

--	--	--	--	--	--	--	--

Game 1

2.6. Alpha-Keys

The “Alpha-Keys” supplements presented on pages 23, 24, 25 and 26 help students to practice several Phonics-related skills in a fun and engaging way.

For a start, they are practicing applying alphabet letters in small sequences of 6-12 at a time. Usually teachers break up the alphabet into three or four “manageable” chunks to be studied separately over some sort of period of time. The weakness with this approach is that, when a student is slower than his/her classmates or the teacher runs out of time in lessons, often the last two or three letters in the sequence are only cursorily dealt with or skipped over altogether. It is no coincidence that for classes for which the alphabet has been broken into 2 sections, A-M and N-Z, the last couple of letters in these two sequences rarely receive more than a passing look. The three completed Alpha-Keys charts on the following pages cover A-L, K-V and O-Z respectively - allowing some reapplication of the letters traditionally falling within these “quick pass-over” slots. Secondly, students are activating their motor skills, both in writing the letters up and down vertically (from the top or bottom row of letters) and scanning the entire page to look for pictures to link each letter to. Students are also actively engaging in letter-vocabulary linking, and the set range of choices allows them to make narrower and “more educated” guesses once they have successfully linked up two or three of the letters/pictures in row.

Young students also enjoy the idea of using letters to “unlock” the mystery of the initial letter occurring in vocabulary items. The format commands their attention and offers a quiz-like challenge that requires them to concentrate.

2.6.1. Using the Alpha-Keys Supplements

First have students write the capital and lower case version of each letter in the two boxes beneath the letter presented in the box at the left hand side of the top row. The capital letter should be written first, then the lower case letter. Students then trace the arrow to the vocabulary item, and orally state what it is. They move on to the next letters in the series, though this time there is no arrow for them to trace: they will have to link the letter “key” to a “lock” above a vocabulary item starting with that letter. Note that the six letters in the top row all link to vocabulary items depicted in the top row of the mid-page bar of images. Having completed this stage, students then proceed to the *bottom* of the page and the next six letters. They write the capital and lower case versions of the letter in the boxes provided, then they link upwards to vocabulary items depicted in the bottom row of the mid-page bar.

Answer Keys:

Alpha-Keys 1 (page 28) – “Aa” = apple; “Bb” = bus; “Cc” = cup; “Dd” = door; “Ee” = exit; “Ff” = fire;
– “Gg” = gate; “Hh” = horse; “Ii” = insect; “Jj” = jet; “Kk” = kite; “Ll” = lamp

Alpha-Keys 2 (page 29) – “Kk” = king; “Ll” = lion; “Mm” = mountain; “Nn” = nest; “Oo” = ox; “Pp” = playground;
– “Qq” = quilt; “Rr” = ribbon; “Ss” = sink; “Tt” = tiger; “Uu” = umbrella; “Vv” = van



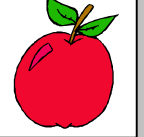




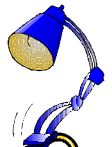

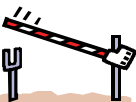


Alpha-Keys 3 (page 30) – “Oo” = open; “Pp” = pig; “Qq” = queen; “Rr” = ruler; “Ss” = stars; “Tt” = table;
– “Uu” = umpire; “Vv” = violin; “Ww” = watermelon; “Xx” = x-ray; “Yy” = yell; “Zz” = zip

The blank Alpha-Keys grid on page 26 is for teachers to create their own Alpha-Keys worksheets, or (even better yet!) for students to make their own Alpha-Keys puzzles to exchange with classmates.



Alpha-Keys: Letters A-L

Aa	Bb	Cc	Dd	Ee	Ff
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

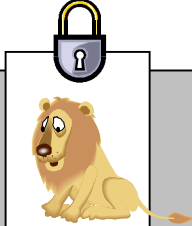


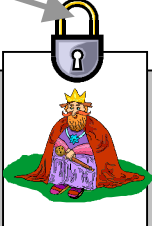





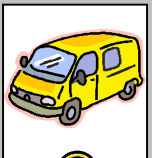


					
					

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Gg	Hh	Ii	Jj	Kk	Ll



Alpha-Keys: Letters K-V

Kk	Ll	Mm	Nn	Oo	Pp
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Qq	Rr	Ss	Tt	Uu	Vv

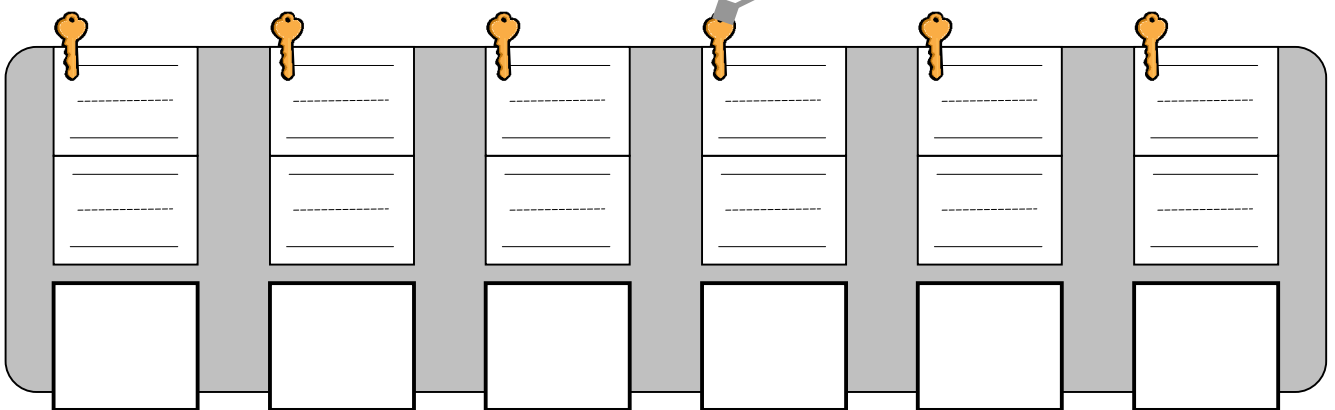
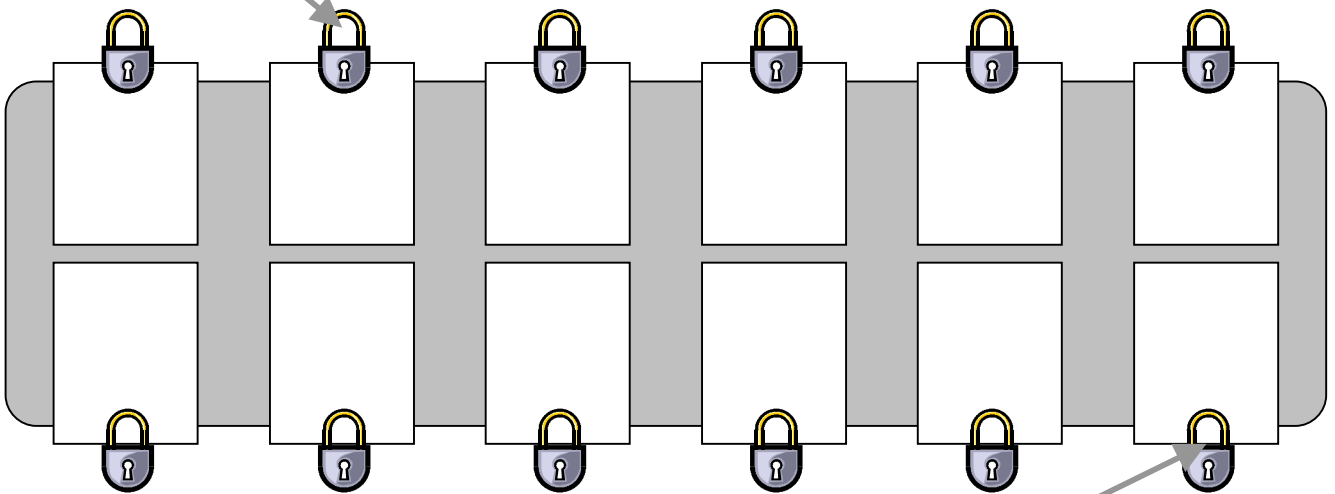
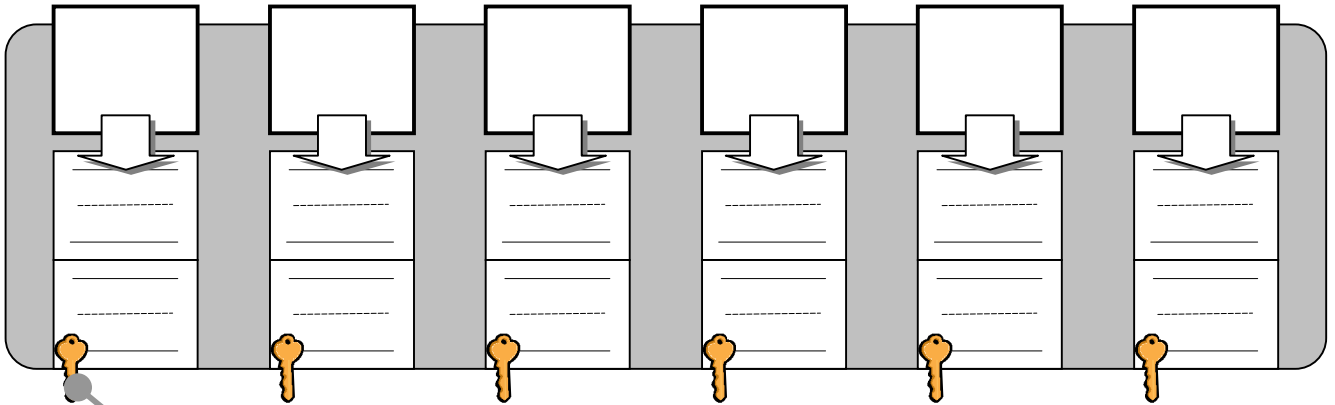


Alpha-Keys: Letters O-Z

Oo	Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy	Zz



Alpha-Keys



2.7. Phonics-Based Word-finds

This kind of supplement is a great way for students to develop sight word recognition and to associate written English words with actual images rather than L1 translations. The word-find example illustrated on page 28 is actually much more complex than it at first appears. For a start, the students are being encouraged to look for 11 words beginning with initial “s”. These are common words that young students are likely to see in storybooks or see depicted in the world around them. Note that there is a mixture of short monosyllabic consonant/short vowel/consonant words, words featuring “s” combined with another consonant to create what is known as a *consonant blend*, and long monosyllabic consonant/long vowel (or vowel digraph)/consonant words. Each of the eleven vocabulary items is illustrated in a picture frame thread running around the edge of the word-find, and the written words themselves are listed in random order in a caption at the bottom of the page. The prevalence of the images (and their intrinsic familiarity) encourages students to look at the pictures first, and then to refer to the word list at the bottom for reference purposes. An arrow in each picture box pointing in a particular direction provides a hint as to how the hidden word is laid out in the word-find.

The true “magic” in terms of vocabulary acquisition for this kind of word-find lies in careful planning. This particular word-find featuring “s” words is actually the first of three word-finds that will be handed to the students over the course of a week or month, as part of a Phonics Unit focusing on the consonants “s”, “t” and “b” in initial position. All the words for all these consonants (33 altogether) have been written into the same word-find grid, which is then supplemented with pictures and word lists at the bottom of the page depending on which of these three consonants the teacher would like to focus on in a given lesson. Words for the next unit as well (featuring initial “h”, “m” and “k”) are also written into this grid. Thus, in the word-find depicted on page 33, while students are looking for the required “s” words, they will also be inadvertently noticing various words starting with “t”, “b”, “h”, “m” and “k” - the very words they will start looking for in subsequent lessons. This initial non-focused exposure to English words is an important ingredient in what is known as *peripheral learning*, sometimes cited as one of the reasons children absorb so much language so quickly. Chances are, by the time the children proceed through 4 or 5 lessons using the same word grid (focusing each time on a different initial letter) and come to the lessons featuring “m” and “k”, they will be able to find most of the words in a matter of seconds. This process can be further enhanced by asking students to find 10 other words once they have completed the assigned ones, flipping their worksheets over and both listing and illustrating the new words on the back.

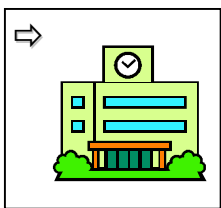
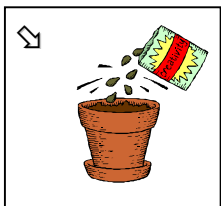
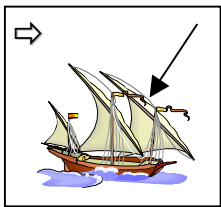
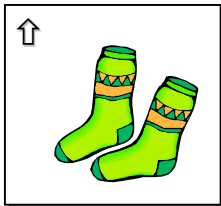
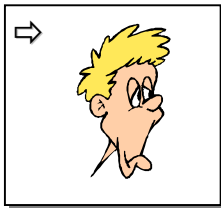
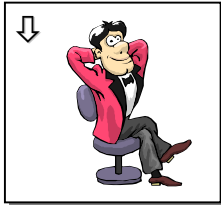
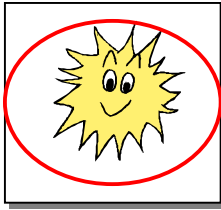
In addition to paving the way for more rapid vocabulary recognition in future lessons, this approach to word finds also ensures recycling and review of vocabulary and spelling. After finding the assigned words for a lesson, students can be asked to find “10 new words” and “10 old words”. They are thus encouraged to find words they located in previous lessons.

The blank word-find grid on page 29 can be used as a template for teachers or students to create their own targeted Phonics word-finds. From the teacher’s point of view, it is worth noting that the process described above is time-consuming and highly organized - the result of very careful syllabus design. Teachers may like to create a simple list of 40 to 50 sight words, write them into the blank grid and then focus on 10 of them at a time across 4-5 lessons. Peripheral learning of vocabulary can still occur through this process, and it is undoubtedly a more effective approach compared to somewhat standard word-finds, featuring a list of words down one side of the page to be found and circled in a grid next to them.

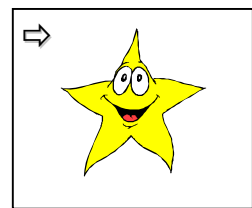
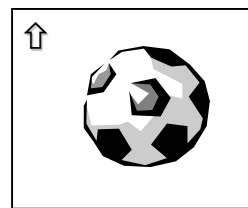
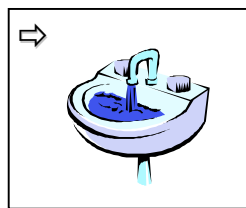
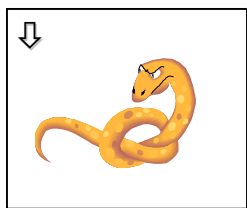
For a truly ‘epic’ vocabulary word-find, guaranteed to keep even advanced students busy for at least a lesson or two, try the consonant word-find available for download from the English Raven website.



Look, Think and Apply – Can you find the words?



b	e	t	d	e	s	i	n	k	a	t	r	e	e
b	r	e	a	d	i	s	k	e	n	z	i	t	y
a	i	y	o	x	b	a	g	t	t	u	s	u	n
r	t	o	p	t	u	p	b	o	o	k	i	a	i
b	i	b	a	s	c	h	o	o	l	h	a	t	x
s	e	t	e	t	a	l	l	b	a	s	a	a	t
d	e	d	t	a	i	l	a	t	e	r	e	p	i
r	s	t	a	r	y	c	x	m	a	p	m	e	b
e	i	r	i	u	s	o	k	u	s	t	u	b	d
c	l	a	n	g	i	r	a	e	r	r	o	u	w
c	b	i	r	d	t	u	b	a	t	r	e	s	s
o	l	n	a	r	r	o	w	i	n	k	o	k	a
s	s	a	i	l	s	e	e	b	h	e	n	c	h
t	a	b	l	e	n	u	j	o	m	p	l	o	e
m	a	t	h	e	a	t	o	x	h	a	y	s	a
t	u	s	a	d	k	a	n	e	r	b	i	k	e
h	o	s	m	e	e	k	a	o	a	p	p	l	e
k	i	n	g	i	n	k	m	t	h	o	u	s	e



star | sink | school | sail | sad | **sun**

soccer | snake | seed | socks | sit

2.8. Phonemic Awareness and Vocabulary Building Worksheets

Described below are three versions of basic worksheets/learning activities designed to facilitate phonemic awareness in students as well as build up their stock of basic vocabulary.

2.8.1. Basic Version - Identification of Initial Sound/Letter

An example of this kind of worksheet can be seen on page 31, and a blank version has been included on page 32 for teachers and/or students to build their own targeted worksheets. In the example version on page 31, we see a typical worksheet to facilitate application of initial "b".

The (A) section is a group/whole class application. The teacher begins by pointing out that they are looking for words that start with the "b" sound. He/she then refers to number 1 ("bat"), states the word and then asks students if it begins with "b". Once there is agreement that the word begins with "b", students trace the circle around the number for this picture and are then invited to apply the same process to numbers 2 through 12. Whenever possible, the teacher employs elicitation to establish what each vocabulary item is and stresses the initial sound before asking students if it begins with "b". Initial "b" pictures are circled, non-initial "b" pictures are crossed out. In the example, the featured vocabulary runs as follows: (1) bat [=b], (2) house [=h], (3) bus [=b], (4) ham [=h], (5) mail [=m], (6) bag [=b], (7) bike [=b], (8) match [=m], (9) box [=b], (10) book [=b], (11) boot [=b], and (12) hen [=h]. Upon completing the set, students then go back and color in the pictures starting with "b". They may also be permitted to use a lead pencil to "guess" the initial letter for the non-b vocabulary items (later, as part of review, they may flip back through their books and self-correct these guesses). In the example, the non-b vocabulary items all begin with "h" or "m" - the focus for phonemic awareness in the following two lessons (applying the "peripheral exposure" technique outlined above in 2.8.). This way, new vocabulary items in subsequent lessons will feel somewhat familiar to the students, and increase their confidence in terms of making "educated guesses" as to what the vocabulary items are and what initial sounds are featured. This also facilitates a certain measure of rhythm in Phonics lessons that students soon catch on to and use instinctively as a kind of learning strategy.

The (B) section of the worksheet is for writing practice (now that students have completed some initial work on identifying "b" phonemically). This is an opportunity for teachers to check and see if students are applying motor skills effectively to write the letters clearly.

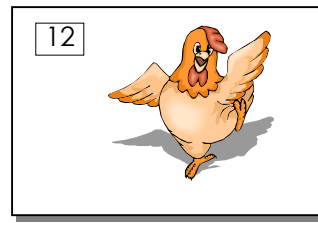
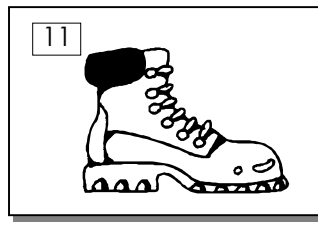
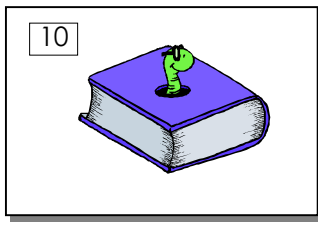
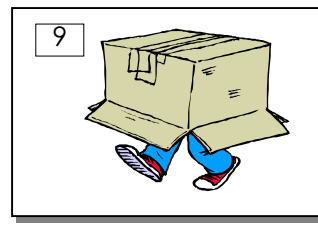
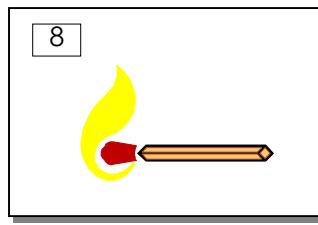
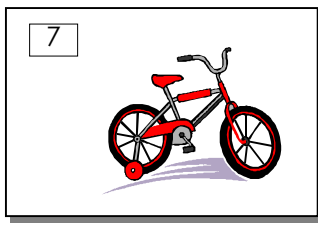
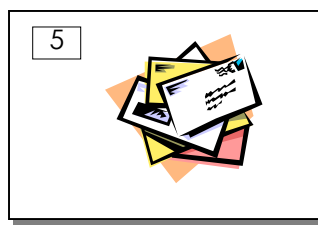
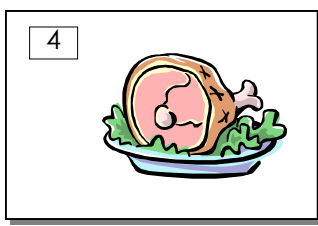
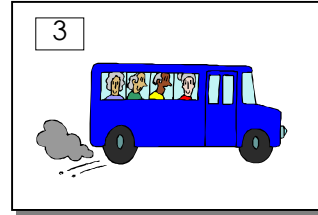
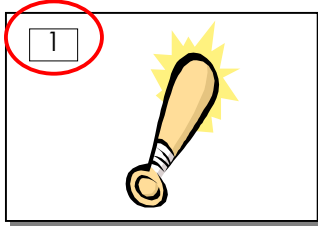
2.8.2. Identification of Initial, Final and Medial Sounds/Letters

An example of this kind of worksheet can be seen on page 33 (which also doubles as a blank template for teachers to apply their own activities to). Note that this activity focuses on monosyllabic words, and is best suited to identifying words with a consonant/short vowel/consonant pattern.

For this activity (designed to be both vocabulary review and an application extension), the teacher pre-selects 12 words that the students have had initial exposure to. The teacher reads each word aloud slowly, inserting it into a meaningful sentence and then stating it in isolation. Students must listen, spell the word in the letter boxes provided, then illustrate it. At lower levels, the activity can focus specifically on an initial sound, a final sound, or a medial sound (the teacher pre-writing the additional letters into the boxes prior to running the activity). The teacher may also like to provide the illustration to make the process easier. At older/more advanced levels, this worksheet could be used to apply monosyllabic words featuring long vowels and/or vowel digraphs. Students are then required to write two vowel letters in the middle letter slot, emphasizing that it is still a single "sound slot" - for example [s][ai][l], [b][ea][k], [b][oo][k], etc. The same could be done for consonant blends and/or digraphs - for example [d][i][sh], [d][e][sk], [r][o][ck], etc.



A/ Phonemic Awareness/Vocabulary Building: "Bb"



B/ Writing Practice – "B" and "b"

B

b



A/ Phonemic Awareness/Vocabulary Building: " "

1

2

3

4

5

6

7

8

9

10

11

12

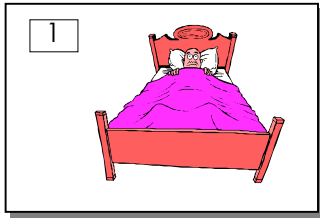


B/ Writing Practice – " " and " "

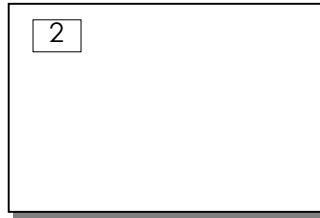
Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



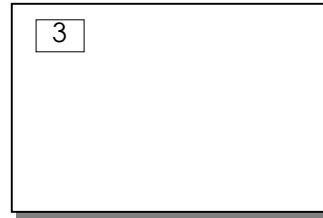
C/ Listen, Write and Draw



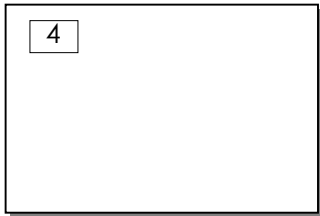
b e d



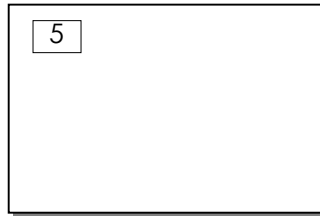
Three empty boxes for writing the word.



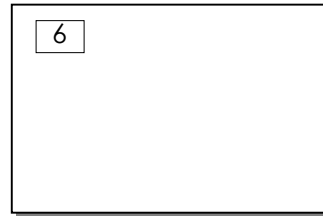
Three empty boxes for writing the word.



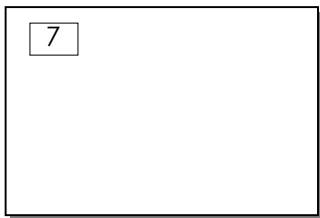
Three empty boxes for writing the word.



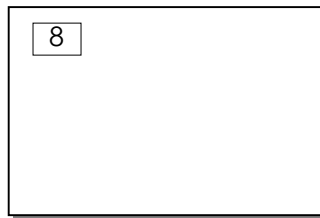
Three empty boxes for writing the word.



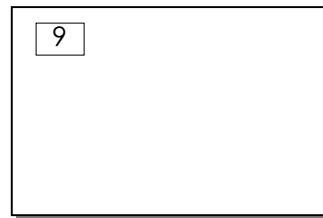
Three empty boxes for writing the word.



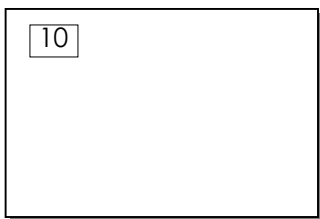
Three empty boxes for writing the word.



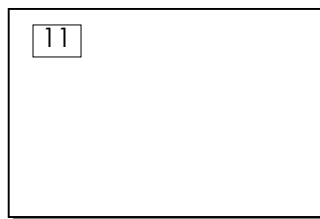
Three empty boxes for writing the word.



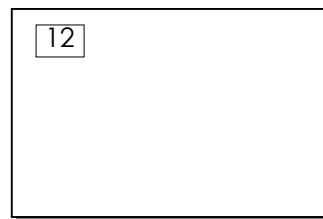
Three empty boxes for writing the word.



Three empty boxes for writing the word.



Three empty boxes for writing the word.



Three empty boxes for writing the word.

2.9. The Alphabet Book Project

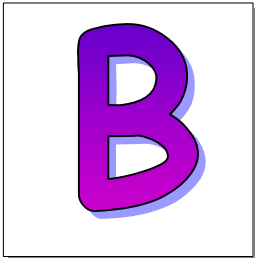
Young learners generally benefit from a very hands-on approach to their own learning, and enjoy making things involving imagination and creativity - something they can claim as their own. The Alphabet Book project is an ongoing activity that caters to these sorts of issues, and creates a personal resource for each student that they can apply and add to over a period of time as well as refer to for review purposes.

Illustrated below is an example of a completed Alphabet Book page, at a stage when a student has completed their "A" pages and has moved on to the letter "B". The student begins by referring to the alphabet "bank" at the top of the two pages and circling "Bb", to remind and emphasize that this sound/letter is the focus. Alternatively, the student could color in the letter block (looks nicer) or color in both "Aa" and "Bb" to show what stage of the alphabet sequence they have reached. Then, using color and imagination, the student illustrates the "big" and "small" variants of the letter. They then flip over (refer to the right-hand page illustrated), circle or color the letter at the top again, and write the capital letter five times and the lower case letter eight times on the writing grids provided. Once students have completed this process for all 26 letters of the alphabet, they can cut each double-page out, fold it and paste it so that it becomes a double-sided page. The pages can then be placed in alphabetical order, be given a nice cover created by the student and tied or stapled together to create the student's very own Alphabet Book/Dictionary.

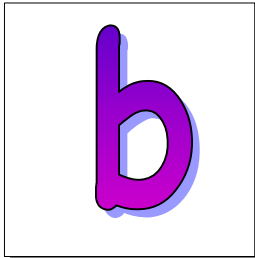
From this point onwards, the project can become ongoing and cumulative. When students discover a new vocabulary item, they can pull out their alphabet books, flip to the appropriate letter page, draw a picture of the word on one side, and spell the word in the numbered space on the back. Students will instinctively want to complete all the pages in the their books, so they are naturally encouraged to seek out words for all the letters of the alphabet. Note that for letters like "q" and "x", students are highly unlikely to find 12 vocabulary items starting with these letters - in this case it might be worthwhile to bend the rules a little so that students can list words featuring these letters as medial or final sounds. Page 35 contains a double template of blank Alphabet Book pages for teachers to copy and/or enlarge.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

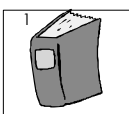
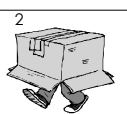
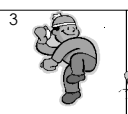




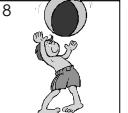




This is my BIG letter:



This is my small letter:



These pictures start with this letter:

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

Let's write the BIG letter 5 times:

B B B B B

Let's write the small letter 8 times:

b b b b b b b b

Let's spell some words that start with this letter:

1 book	2 box	3 boy
4 boat	5 boots	6 bug
7 bat	8 ball	9 bear
10 bed	11 bike	12 bag

My Alphabet Book
Page: 3
Page: 4
My Alphabet Book

Alphabet Book Templates

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

This is my BIG letter:

This is my small letter:

These pictures start with this letter:

1	2	3	4
5	6	7	8
9	10	11	12

Let's write the BIG letter 5 times:

Let's write the small letter 8 times:

Let's spell some words that start with this letter:

1		2		3	
4		5		6	
7		8		9	
10		11		12	

My Alphabet Book

Page:

Page:

My Alphabet Book

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

This is my BIG letter:

This is my small letter:

These pictures start with this letter:

1	2	3	4
5	6	7	8
9	10	11	12

Let's write the BIG letter 5 times:

Let's write the small letter 8 times:

Let's spell some words that start with this letter:

1		2		3	
4		5		6	
7		8		9	
10		11		12	

My Alphabet Book

Page:

Page:

My Alphabet Book

2.10. Vocabulary Builders

2.10.1. Basic Vocabulary Builder ⇨

It is beneficial for students to learn basic vocabulary in “whole word chunks” as well as from the bottom up through Phonics. The supplement illustrated to the right shows how basic vocabulary building can be facilitated for Young Learners without resorting to translations into L1. As students learn new words, they illustrate them in the picture frames and then write them out (first within writing grid lines and then in open spaces) three times to give them some familiarity with writing the word. Obviously, this sort of process is best limited to learning basic “tangible” nouns, verbs and adjectives – it is difficult if not impossible for anyone to physically illustrate function words such as “the”, “of” or “because”.







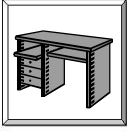


Students can use a form like this to review and practice vocabulary, perhaps holding a slip over the written forms so that they can practice spelling. Vocabulary building sheets like this one can also be gathered cumulatively to produce an ongoing resource for the children.

2.10.2. Grammatical Picture Dictionary ⇨


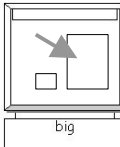







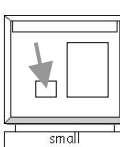



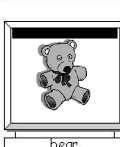
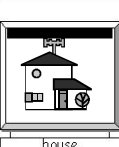





The vocabulary builder shown to the right is a resource that allows students to build vocabulary in conjunction with grammatical awareness. In this example, after students have written and illustrated their new words, they have color-coded a “grammar bar” above each picture depending on the word’s grammatical status. Here all the nouns have been coded as black, while verbs are gray and adjectives are white. Teachers can select their own color codes (the example here uses plain colors for purposes of black and white printing) and encourage students to start sorting words into the various colors as they learn them. This need not be facilitated by stating “noun”, “verb” or “adjective” (or for that matter “명사”, “동사” or “형용사” – young students are very unlikely to know what these words mean in English or Korean!), as students will soon work out the pattern through trial and error and sort words into colors quite instinctively. Once they can sort new vocabulary reasonably accurately, the ongoing grammatical picture dictionary becomes a valuable supplement to lessons involving sentence building and/or structure.

See pages 37 and 38 for blank templates of both supplements.

My Vocabulary Builder Word Count: 90

	house house house		bear bear bear
	shoe shoe shoe		car car car
	nose nose nose		book book book
	ear ear ear		desk desk desk
	apple apple apple		bike bike bike

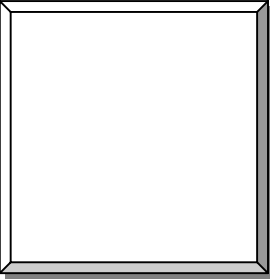
MY PICTURE DICTIONARY

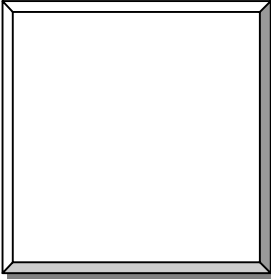
			
run	big	desk	apple
			
play	cry	angry	bike
			
car	small	sleep	push
			
pull	bear	house	happy
			
shoe	dog	fight	ear

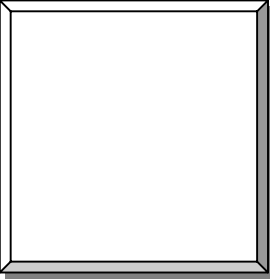
Word Count: 240

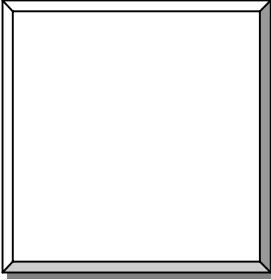
My Vocabulary Builder

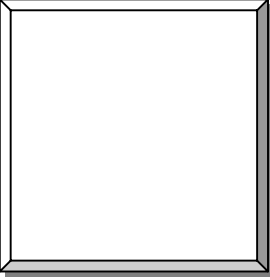
Word Count:	
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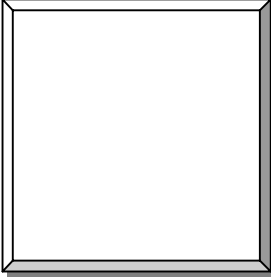
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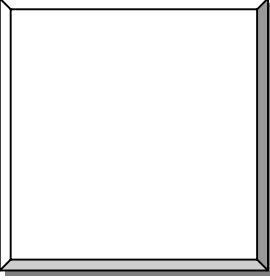
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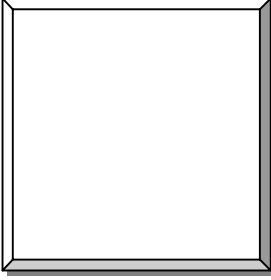
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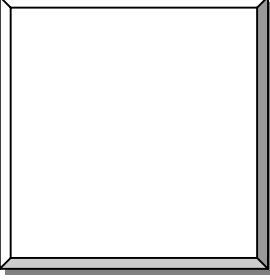
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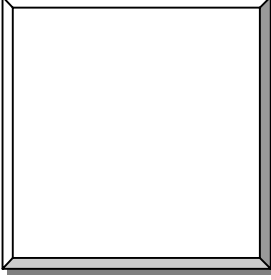
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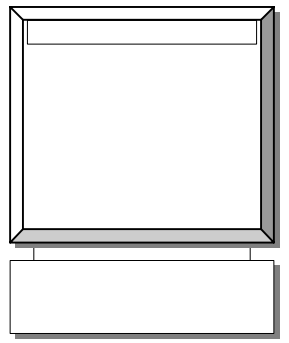
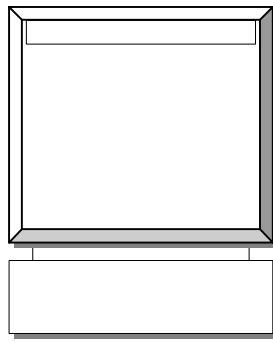
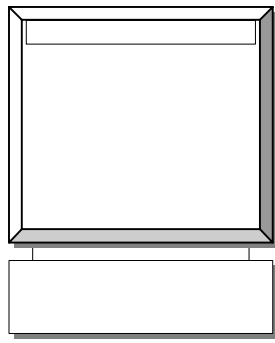
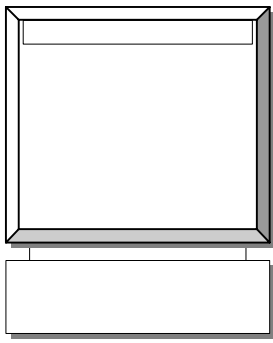
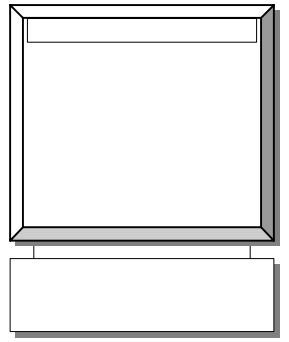
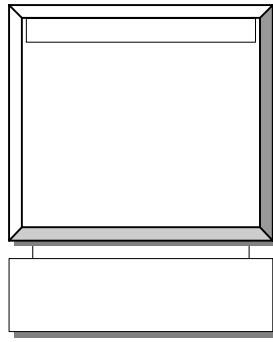
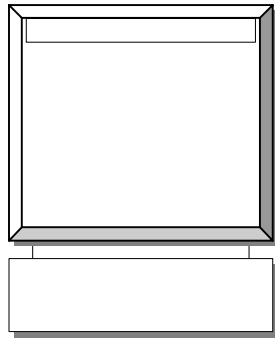
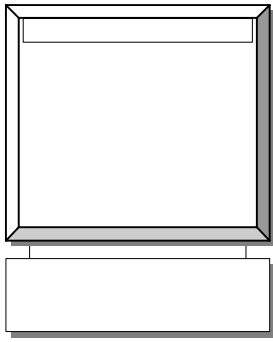
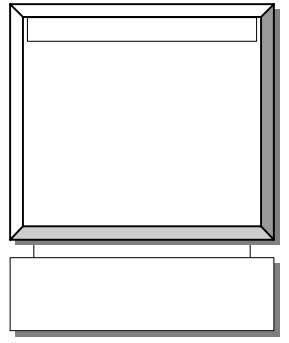
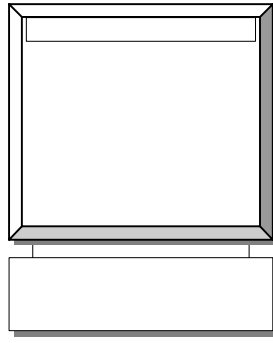
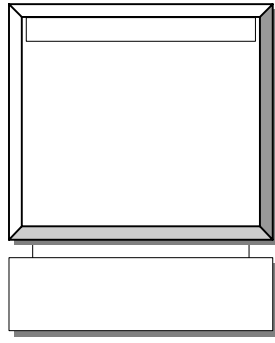
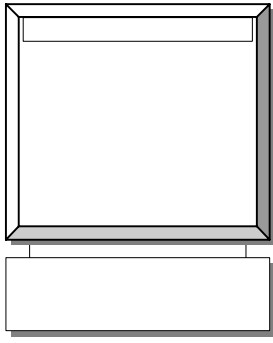
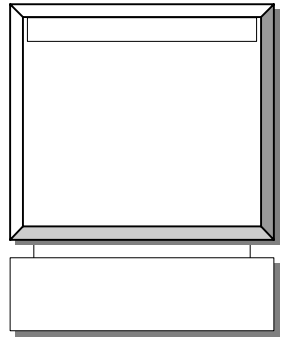
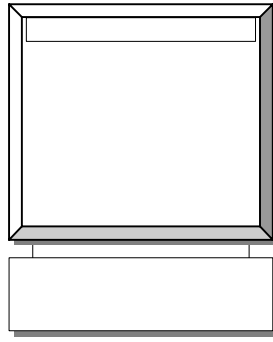
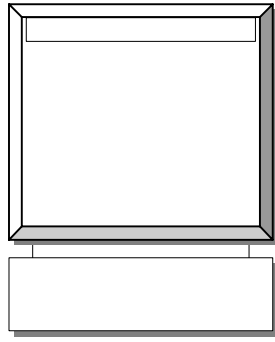
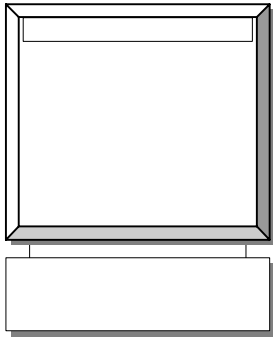
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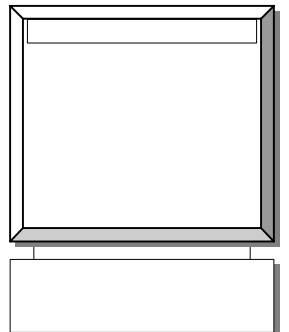
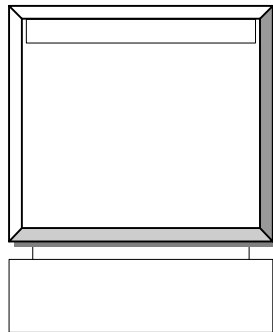
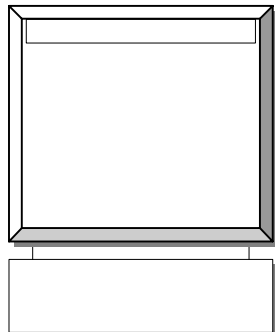
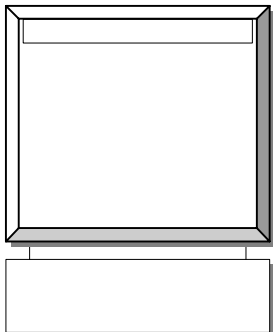
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	_____

M Y P I C T U R E D I C T I O N A R Y



Word Count



2.11. General Games and Activities

Below are some generic games and activities that can be used to facilitate Phonics learning in Young Learner classrooms. These generally have a wide application and can be used in conjunction with or to supplement the activities and supplements detailed in sections 2.2. through 2.10.

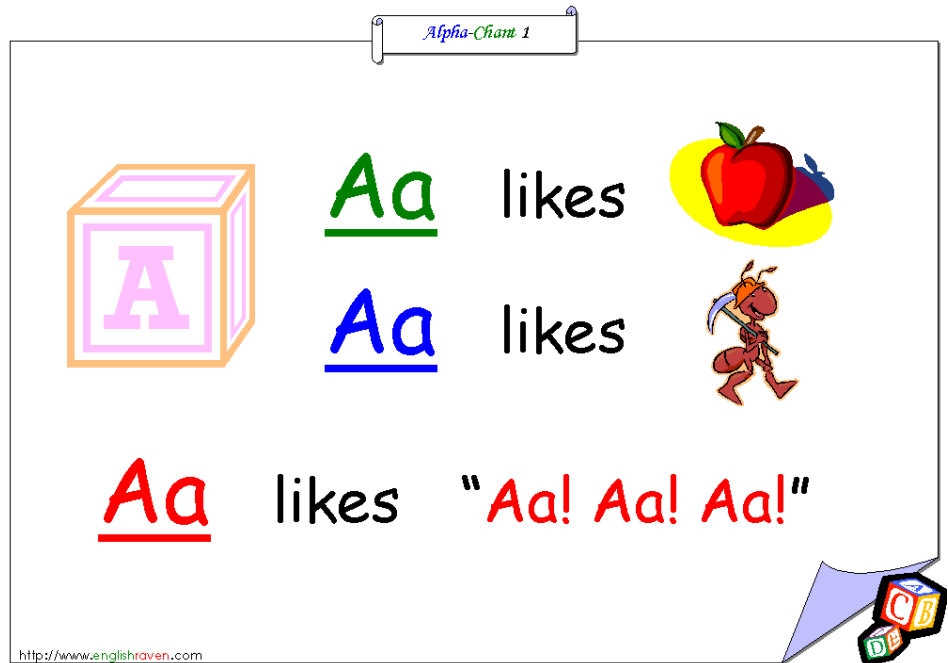
2.11.1. Alpha-Chant

Focus:

Pronunciation of alphabet sounds, differentiating letter names from letter sounds, initial linking of alphabet letters to vocabulary items.

Materials:

26 "Alpha-Chant" cards, depicting each letter of the alphabet and featuring pictures for one or two vocabulary items. See the example pictured to the right ⇒. Two sets of Alpha-chant cards are available for download on the English Raven website.



Overview:

This is a great start-up method of learning the initial sounds of the alphabet, especially for students aged 5-8. In addition to seeing the letters, they hear and practice saying both the name of the letter and the common sound that letter produces within real English words. Students are also learning an effective study habit for when they attempt to read words or think up vocabulary items to match to the letters of the alphabet, as they quickly learn the open-ended chant and tend to enjoy applying it to the English they see and hear around them.

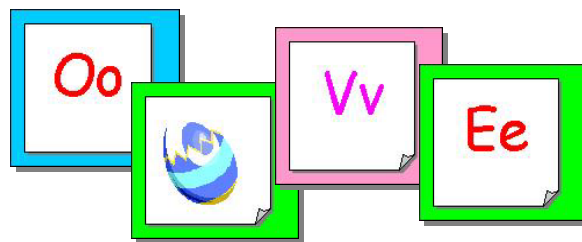
Instructions:

Print or make your Alpha-Chant cards using paper or cardboard that will make the information easy to see for all the students in the classroom. It is recommended that you gather the students into a circle or into a group sitting on the floor in front of the teacher, so that they have clear visual access to the cards and are not distracted by other objects around them (for instance, study books or pencils). Hold up the "A" card, point to the boxed letter and ask the students what it is. Students should respond with "A!" (pronouncing the letter name, not its sound). Then say to the students "Yes, this is 'A'. What does 'A' like? 'A' likes **apple**. What does 'A' like?" Students will repeat the answer back to the teacher, and should be asked to do so again until they are pronouncing the letter name and vocabulary item accurately. The teacher repeats this process with the second vocabulary item. For the third line, students should repeat after the teacher "'A' likes a! a! a!", saying the last three sounds loudly and clearly. Then have the students read the whole card in one go. Then go on to the next Alpha-Chant card. Initially, teachers will have to model the language and sounds so that students can imitate, and the cards should be presented to the students in alphabetic sequence, never more than 8 cards in one sitting. The students will quickly learn to read the cards aloud, and will be able to pre-empt the card that is to come. Eventually, the teacher will be able to mix the sequence of cards up, and/or ask the students to produce the chant without looking at the cards at all.

2.11.2. Alpha-Flip

Focus:

Alphabet recognition, linking alphabet letters with vocabulary incorporating that letter as its initial/beginning sound, learning to independently sequence the letters of the alphabet.



Materials:

Two sets of flip-cards, sized around 3 to 4 cm square and, if possible, laminated to make them durable. One set should depict alphabet letters, the other vocabulary items featuring alphabet letters as their initial/beginning sound. There are four double sets of Alpha-Flip cards available for download on the English Raven website. The only other requirement is enough table or floor space to lay the cards out in a way that all students participating can see and access them.

Overview and Instructions:

"Alpha-Flip" is a fun card game designed to teach young learners the sounds and written forms of the English Alphabet, and to directly associate the letters with the initial sounds in vocabulary items. This activity is generally suitable for beginner learners aged anywhere from 5 to 14. Each alpha-flip set consists of 26 alphabet cards and 26 picture cards. This is basically a memory game where all (or certain groupings) of the cards are placed face down on the floor or table. Students take turns, and they are allowed to turn over two of the cards. If they turn over a letter and a picture that employs that letter as its initial sound, they can "keep" the cards and score points. If the cards do not match up, they must turn them over again and it becomes the next student's turn. Obviously the way to win the game and obtain the most cards is to watch the cards other students turn over and try to remember (a) what sound that word begins with, or (b) what vocabulary item goes with that letter, and (c) where the cards are! It is an excellent game for introducing alphabet and alphabet vocabulary to new learners in a fun and engaging way, and as they become more proficient additional sets can be introduced or combined. The letter cards also make handy teacher aids for other activities at this or higher levels. For example, students can be put into small groups and be handed a jumbled set of letters and pictures. In their groups, they then compete to see who can place the letters in correct alphabetical sequence next to their corresponding vocabulary items.

2.11.3. Listen–Run–Write!

Focus:

Listening Comprehension, Spelling, Writing, Pronunciation.

Materials:

Two markers (preferably different colors), whiteboard, word lists.

Overview:

This game tests and provides active practice in almost every area of Phonics. Using it as a game activity distracts the students' attention from the fact that they are engaging in an all-round exercise in listening, spelling, writing and pronunciation. It is also an activity that is sure to make the students laugh, and is a great way of bringing the more "withdrawn" students out of their shells. *Listen-Run-Write!* is recommended for Young Learners aged 7-13.

Instructions:

Before beginning the game, students should be shown the word lists and engage in some initial practice in spelling and pronouncing the words, as a group. Divide the students into two teams of roughly equal size and ability. The game will not be successful if one team is markedly more proficient than the other. Draw a line down the center of the whiteboard, marking one side "Team A" and the other "Team B". Students then sit on the side of the classroom that corresponds with their own half of the whiteboard, and there should be a clear corridor of space through the middle of the classroom. The

teacher stands at the back of the classroom - opposite the whiteboard. One student from each team comes and stands in front of the teacher and takes a marker. The teacher then says one word from the aforementioned word list. The first student to run to their side of the whiteboard and write the word with correct spelling and clear writing, and then return to the teacher and spell the word orally (without looking at what they have written on the whiteboard) is the winner of that particular round. They get one point, which is marked on their side of the whiteboard. The other students on each team are free to help their teammates by yelling out letters etc. This should create an atmosphere where all the students are instinctively using English to communicate. However, the final stage of the round (spelling and pronouncing the word orally to the teacher) should be carried out individually. The team with the most points at the end of the game is the winner, and should be rewarded in some way.

Variations:

The game can be adapted in various ways to make it more challenging and/or fun for the students. They can be required to hop or skip to the whiteboard and back, write using an elephant pose, turn around once between writing each letter, or using a combination of all of these and other "silly" techniques. Making the game seem very unserious and humorous is an excellent way to get the students to relax and enjoy themselves, and yet learn phonics skills at the same time. The teacher can give the two students different words, if they are of different ability. But it is better to have students paired off against other students of roughly the same ability, using the same word. It is important that the game appears fair and even to all students involved.

2.11.4. Beat the Clock!

Focus:

Pronunciation and/or Fluency

Materials:

Stop-watch or watch with second hand, word list comprising enough words so that each student will have 6-10 words of their own to use for the activity, or a sentence list to ensure that each student is required to produce a long meaningful utterance (relative to level) involving many words in combination.

Overview:

This activity doesn't just practice pronunciation - it teaches the students to speak more clearly and rapidly, and to improve their own performance both individually and as a group. This game is good, because there are no losers. The students are up against themselves. Use of this activity can see the students more than double the speed and clarity with which they pronounce English words and/or sentences. *Beat the Clock!* is generally recommended for learners aged 9-13.

Instructions:

Focus on Phonics sounds and Words - Distribute a complete list of words to all the students in the class. From this list, each student is assigned 6-10 words, and they should be words that the students find challenging and/or have been having particular trouble with. *Focus on Words in Sentences* - Distribute a list of sentences to each student containing sounds studied as part of Phonics, or words/key language involved in that session's study material.

Get the students to move their desks into a circle. Read all the words/sentences to the class and have them repeat as a group and then individually. Then give the students some time to practice their own particular group of words or sentence(s). Using the stop-watch, time the students as a group. When one student has finished reading their words aloud, the next student begins and so on, until all students have completed the assigned words or sentences. If a student mispronounces a word, he/she must go back to the beginning of their list and start again; if they mispronounce or omit a word in a sentence they should restart the sentence. The time reading should be from the moment the first student begins to when the last student finishes. Write the time on the whiteboard, and then repeat the activity. Students will instinctively want to improve their time, and with each repetition of the activity, the group time should get lower and lower. As a

collective, the students have "won" when they beat a time decided by the teacher. This should be at least half of the first time result, but the students will usually be able to do far better than this. Make the target time a real challenge to them, and reward them if they achieve it.

Variations:

The students can be made to swap their individual lists with other students during the course of the activity to achieve a good general proficiency with the entire list of words. They can also be encouraged to memorize their words (ie, pronouncing them without looking at their written forms) by offering a "bonus" (for example 2 seconds from the overall time for each student that can recite their words from memory). The activity can also be used at higher levels of ability by giving students words or sentences in the present tense, which they must state orally in the past tense. Or students must name plural forms for nouns, or state opposites etc. At younger/lower levels, this game can become pure Phonics vocabulary-orientated, by using various alpha-flip cards. In this case, students do not read words, they name pictures they can see.

2.11.5. Finger-Writing Relay

Focus:

Alphabet-Writing Introduction, Motor Skills, letter-writing accuracy.

Materials:

Two markers, a whiteboard and two teams of students and their index-fingers!

Overview:

This is a game that introduces the written forms of alphabet letters and helps students to both remember and apply the forms in a fun and competitive way. Best for very young learners through to late Elementary age students, who can use the activity as a fun review technique.

Instructions:

Start by reviewing the written forms of selected alphabet letters (big and/or small) on the whiteboard. Concentrate on the *sequence* involved in writing the letters (i.e., which stroke or movement comes first, second, third, etc) and the motor skills - left to right, top bottom, circular strokes, etc. Then have the students stand up and line up in two teams. Obviously the game will be more even and fun if the teams are reasonably well matched! Have them line up behind each other facing the whiteboard in two files and facing *away* from the teacher. The student at the front of the line, facing the whiteboard, holds a marker pen. Students are NOT to speak while the game is in progress, unless it is to state "I don't know!" or "one more time please!" to the team-mate behind them. Yelling or whispering the letters to a team-mate should involve automatic disqualification for that round. The teacher stands at the rear of the classroom, behind the last two students in each line. To start the round, the teacher should physically "write" a letter form on each student's back using his/her index finger. It is best if each team is assigned a different letter. Then the teacher shouts "go!" The students move forward and finger-write the same letter on the next student's back - the process is repeated in sequence right along to the student at the front of the queue (the one holding the marker), who then writes the letter they believe was written on their back on the whiteboard. If it is correct (the same letter form drawn by the teacher originally on the first student's back) then the team gets a point. Students then rotate for the next round, the front student moving to the back of the line and the next student taking the marker. To do well at this game, students must "finger-write" the forms clearly and carefully on the back of the student in front of them, who must likewise concentrate very hard on recognizing what it is that is being scrawled on their back. Younger learners really enjoy the challenge and "physical contact" aspect - in some ways it brings the alphabet forms to life for them, and writing them correctly suddenly becomes much more important!

Variations:

When students get better at the game, it can be made into a race, where the first team to relay the finger-writing through the team to a written form on the whiteboard gets the points. Another fun variation is to have the final student (with the marker)

draw a vocabulary item using the finger-written letter as its beginning letter. Another variation/follow-up is to have the students writing words instead of single letters. Move from single letters into short monosyllabic words like "cat", "dog", "red" etc., and advance on to even longer words. This allows the activity to be applied at older/more advanced levels.

2.11.6. The "I know!" Hammer Game

Focus:

Listening and sound/vocabulary recognition and consolidation for Young Learners.

Materials:

Flashcards (any can be applied, though for the purpose of Phonics and Vocabulary building it is best to use letter and word cards), adequate table, floor or wall space, a toy punch-hammer or plastic fly swat. "Squeaky-Hammers" work best, as they let out an exciting sound when used and tend to be air-padded, which makes the game safer.

Overview:

This is a game designed for use in conjunction with flashcards covering the kinds of vocabulary any given class is in the process of learning or reviewing. Given the physical movement and "action" involved, it is a particularly good activity for young learners who easily get bored or don't focus well by sitting at a desk and looking at a piece of paper. It is a great way to burn off students' excess energy in an educational way they find to be a lot of fun. It is best used as a "reward" activity at the end of a lesson, requiring the students to behave and concentrate for the former part of the lesson. The game works best for learners aged 5-10, though care needs to be taken to ensure that students do not get out of hand with their enthusiasm to swing and hit things.

Instructions:

Ensure that you have adequate classroom control before you attempt to use this activity! If you have trouble controlling your students, there is the potential for one of them (or even you!) to get accidentally hurt in this activity, given that it involves swinging a toy hammer... Anyone abusing the "I know!" hammer should be instantly disqualified. Start by reviewing students' knowledge of the vocabulary you have chosen by showing them the flashcards. These flashcards should incorporate previous as well as new vocabulary items, as the activity tends to encourage faster retention of new words. Spread all the flashcards out on a large table, or on some spare floor space, or attach them to a wall or white-board within reach of the students. It is really a simple game (for YL beginners, great things come in simple packages) - the teacher says a word and a selected student uses the punch-hammer to slam the corresponding flashcard. They have a three count to hit the right card, which corresponds to 1 point and the opportunity to slam again. Students should be encouraged to yell "I know!" as they hit the card, or at a slightly more advanced level: "I know -it's a!" Really young beginners won't even need a point scoring system or any kind of competitive framework - the enjoyment of using the hammer in response to words stated by teacher will be more than satisfying enough for them! If a student hits the wrong card, or misses the three count, they miss that turn and the "I know!" hammer passes to the next student.

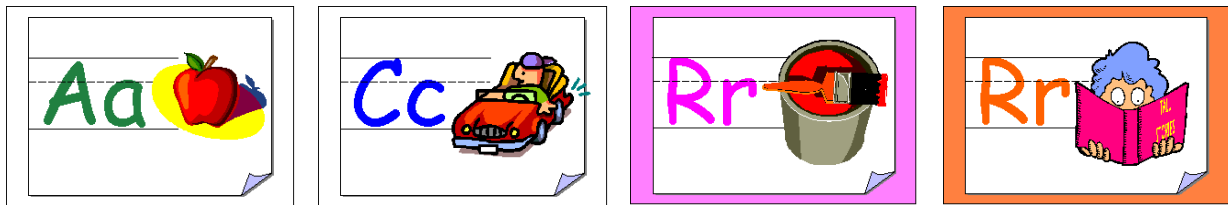
Variations:

This game can be used to introduce/reinforce any new vocabulary, as long as there are flashcards to be hit. It can also be used for recognition of letters of the alphabet. When the students advance to a stage involving sight-words, these words can be used instead of pictures and in combination with pictures (the latter requiring a double "I know!" thumping). Small sentences can be spread on the table/floor etc requiring the students to listen to a sentence from the teacher (eg, "I see a big dog!") and then hit each word in sequence, stating the word as they strike it with the hammer.

2.12. Downloadable Phonics Resources

Outlined below are several links to downloadable Phonics Resources from *Kidzfoniks* - a Phonics orientated segment featured on the author's own website, www.englishraven.com. Most of the supplements and worksheets already listed in this work are also available for download from this site. If you have access to Adobe Reader, you can download any of these resources and adapt them for your own classes and learners. Please note that the downloads may be printed and copied/distributed for educational purposes only - they may not be sold or distributed for profit.

2.12.1. Phonics Flashcards and Alpha-Chants

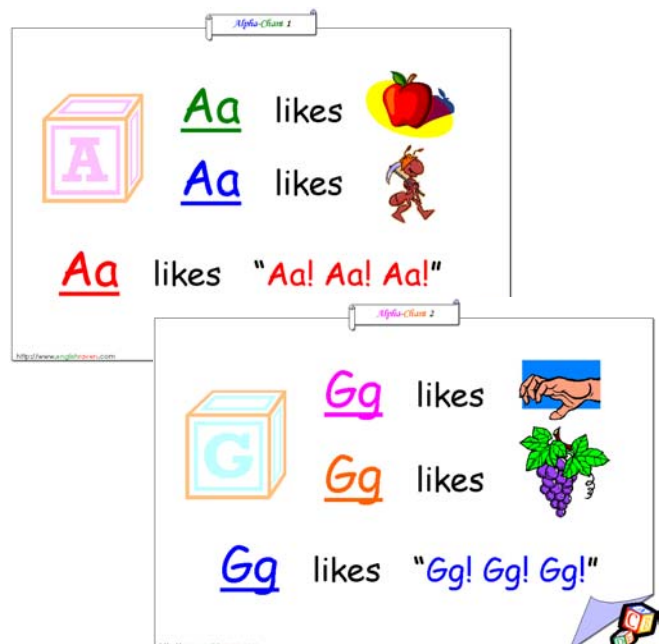


Illustrated above are examples from two double-sets of Alphabet flashcards. They are not large, but can be used well for games and activities requiring card swapping or reference. Both double sets can be downloaded as PDF files from the English Raven website.

The first set is the "basic set" and features two lots of alphabet cards (52 cards total), one depicted with blue letters and the other with green letters. The vocabulary is quite basic and appropriate for beginner aged/level learners. After printing these cards, they may be double sided to create blue letters on one side and green on the back. Note that vowel letters feature vocabulary items where the initial letter is the "short" vowel sound (as in "octopus", "apple", "egg", etc.).

The second double-set features pink and orange colored versions, the pink set focusing more on short vowels in initial or medial position and the orange set featuring long vowel sounds. In some cases, this allows the two sets to create minimal pair contrasts (for example: "cap" and "cape", "pan" and "pain", "red" and "read", etc.) and illustrates variation in pronunciation for vowels according to short or long quality (for example: "error" and "ear", "on" and "over", "in" and "ice").

Supplementing the Alphabet Cards above, two downloadable sets of Alpha-Chant cards and four sets of smaller-sized Alpha-Flip cards are available (for guidelines on use/application, see sections 2.11.1. and 2.11.2. above). Please note that the Alpha-Chant cards feature A4 sized sheets and may take some time to download to your computer. Both the Alpha-Chants and Alpha-Flip cards are color coded in the same way as the initial Alphabet flashcards, and the same vocabulary is featured across all of them. This is to create familiarity with the vocabulary and featured sounds across a range of activities and applications.



2.12.2. Phonics Kits

Phonics Starter Kits

Illustrated right is a typical lesson from a downloadable Phonics Starter Kit. There are three kits, each with five lessons of three pages (15 pages total per kit). Phonics Starter concentrates on checking and building students' basic motor skills, phonemic awareness, initial letter writing and linking/application to illustrated vocabulary. The three starter kits cover the entire alphabet, and gradually introduce different kinds of ways for the students to begin applying their phonemic and writing skills. By the conclusion of the series, students should be able to apply at least three vocabulary words to each letter of the alphabet, and confidently engage in such activities as linking and Alpha-Keys. These kits may be downloaded and used/adapted for classrooms at:

http://www.englishraven.com/Phonics_starteroverview.html

Phonics Builder Kits

Phonics Builder Kits are for students who have learned the sequence of the alphabet and can associate some basic vocabulary with most of the letters (ie, the sort of study represented by Phonics Starter). There are 6 kits, each containing 5 lessons of 3 pages, totaling 90 pages of downloadable material.

Builder works on adding more vocabulary for the alphabet's consonants and short vowel sounds, reviewing and consolidating Phonemic awareness for these sounds and introducing the concept of "first", "last" and "middle" letter. Consonants and short vowels start combining to create simple monosyllabic words, some additional words employing long vowel sounds are introduced, and common "sight words" are also included. Developing basic reading skills is a big emphasis for the Builder series - by the conclusion of the series, students have access to a considerable bank of words recognizable in written form. They should have cemented their knowledge of basic consonant sounds and short vowels and could be expected to be able to accurately write simple monosyllabic words they hear spoken or see illustrated. Various "discovery learning" techniques are featured in the Builder kits, the most prominent of which is represented by word-finds that illustrate the vocabulary chosen for the various sounds and require the students to locate the written forms. These word-finds also incorporate all the previously studied and about to be studied words, so that students can relocate them and recycle their recognition skills peripherally. These kits may be downloaded and used/adapted for classrooms at:

http://www.englishraven.com/Phonics_builderoverview.html

