

The Role of Literacy Games in Building Language Acquisition Skills in ELL Students

by

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Bachelor of Arts, University of British Columbia, 1997

Bachelor of Education, University of British Columbia, 2008

A project submitted in partial fulfillment of the requirements for the degree of

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Department of Curriculum and Instruction

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Supervisory Committee

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Abstract

Games have been shown to be an integral part of the learning process – helping students to engage and connect with subject material. Constructive, purposeful games can be a component to effective English language learning lessons. This project identifies ways to help struggling readers gain confidence and skills in their reading ability through the use of authentic, social, and interactive games. The project explores, with both the literature review and a discussion of five language games created by the author, the importance that games can play in literacy acquisition. The games presented are the Donut game, Bull's-eye, Little and Big Phonics Find, Alphabet Bingo and What's This? I hope this research will open a dialogue about the use of games and experiential learning in supporting struggling readers in the classroom.

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Chapter 1: Introduction

My passion for teaching young people began with the teachers and mentors who inspired me in my youth, and eventually lead me towards a career in teaching. Countless positive experiences are the real reasons for my career in teaching. Another important factor towards my career choice was my involvement in sports when I was young. At 16, I started coaching T-ball to four and five year olds. Because I was fortunate enough to play sports as a child, I felt compelled to give back by helping young children enjoy sports as well. I have many fond memories of coaching my brother's hockey team, a local flag football team and junior tennis players at a local club. The experience of coaching my first teams was both challenging and rewarding. I knew early on that I loved working with people, and I took every opportunity to donate my time to coaching. It was wonderful to see my students gain more confidence as they realized their potential. It filled me with joy that I am able to help students grasp a challenging concept or idea which enabled them to learn new skills and develop new interests.

It didn't take long to make my decision; I knew early on that I wanted to teach for a living. I wanted to travel overseas, explore the mystic unknown, dive into living history and make money in the process. This chapter explores three themes that are the foundation of my master's project: teaching in Japan, teaching in School District #72, and teaching with games. Finally I share an outline of my master's project.

Teaching in Japan

I found a job as a tennis coach at a private club in Kyoto in the fall of 1997. The first few weeks were a challenge as I adjusted to Japanese culture, food, language, and perhaps most importantly, the value of the Japanese yen. I soon realized that coaching

tennis was not as lucrative as teaching English, so I decided to look for an English teaching position. I accepted a teaching position in Koga, Ibaraki, about an hour north of Ueno, Tokyo, without knowing what lay ahead. I was given only one day of training before I began teaching. During my training, an American instructor introduced me to the importance of games, play and music in supporting and enhancing the mastery of vocabulary and sentence structure in the classroom. October in 1997 was a month to remember because it was the beginning of my master's project.

I taught in Koga for almost ten years. Koga is a small city with a population of about 60,000 people. Although geographically close to Tokyo, in reality it is far from everything. There are very few westerners living in Koga; therefore, it was easy to feel isolated. I taught in a small private language school, and my class size ranged from one to eight students, with the majority at an elementary level. I taught each class for 50 minutes twice a week and these lessons had to have a positive impact on the students. The small class size allowed for more hands-on learning and opportunities to engage in various student-centred learning activities. I began with very little teaching knowledge, and it took a long time to figure out what worked and what did not. Trying to create lessons that were fun, engaging and meaningful was a challenge. It was important to make the lessons lively, engaging, and relevant for the students. It was difficult to access good-quality English language teaching material, so I slowly developed different resources of my own to use in the classroom. I created a few games and gradually introduced them into my classes, and was pleasantly surprised with the students' enjoyment and engagement with them.

After leaving Japan and returning home, I forgot about the games. It was not until I was searching for a master's project that I stumbled across some of the hard-copies of the games in my files. Playing literacy games lowers the stress associated with practicing new words and skills and gives children the confidence they need to learn to read, and this is the cornerstone of my master's project. This project helped me focus on and develop my belief in the importance of games in teaching struggling readers to learn the fundamentals of reading.

Teaching in School District 72

After ten years of teaching English in Japan, I missed the Canadian life-style, so I decided to return to British Columbia. I completed my Bachelor of Education at the University of British Columbia, finding my time in the teacher education program to be very fulfilling. This was when I discovered my interest in Special Education and Aboriginal Education.

In 2009, I taught English Skills Development (ESD) and First Nations Support (FNS) to grades seven and eight at-risk students at a middle school in School District #72. I had small classes ranging from four to seven Aboriginal youth students. I divided these ESD/FNS courses into four units: English skills development; academic support; First Nations culture and history; and community awareness. Without a doubt, students were most engaged with the last two sections, and the greatest successes were achieved through experiential learning and working with mentors and elders.

As we worked through the year and units, it became evident that the hands-on active learning approach was the best way to engage the students. During this first teaching assignment in Campbell River, I employed a number of experiential learning

opportunities for my small classes, hoping this would help the students in their healing and learning process. I lead the students in activities such as a reading buddy program, caring and sharing time, cedar gathering, walk and talk, art projects, sports, reading and talking in nature, music, drawing and snowshoeing to create positive, unique and enjoyable learning experiences. The students loved these shared experiences and their level of interaction and engagement increased accordingly. Through my various classes, I tried to create new and meaningful experiences for my students. My main objective was to empower the students by helping them take ownership of their self-identity, and giving them the confidence to explore and discover their First Nations culture. I hope I have given them this confidence.

After my first year of teaching First Nations students, my next assignment was with a program called Headstart. This full time program is run through the John Howard Society, which actively works with at-risk teens from various communities throughout the province. It was an intensive, full-time program with one teacher and a number of counsellors and social workers, each with three to four students. The main goal of this six-month alternative education program is to personalize the learning process and allow the students choice and options. I was determined to show my students different paths in life by teaching classes that would be meaningful and memorable.

Engaging the youth in fun, creative, and unique activities that are meaningful in scope is the hallmark of experiential learning. In a very short time, we developed various initiatives such as hot yoga, cooking, bottle recycling, a weekly mountain biking trips and a reading buddy program with a local kindergarten class. Although a very intense and pressure-filled program, helping these troubled youths grow and learn was extremely

fulfilling. Both of these teaching assignments solidified my belief in the importance of experiential learning, and the impact it can have on a young learner.

Teaching with Games

In 2014, I started my next assignment teaching English Language Learning (ELL) and English Skills Development (ESD) at an elementary level. I was excited about teaching at this level because I felt I had come full circle. There were many similarities to the classes I taught in Japan. I taught two 30-minute lessons each week to small groups of between two and six students. The lessons were short and needed to make a meaningful impact. Time was a critical factor and maintaining focus on the lesson at hand was critical. Focused educational games that are connected to targeted learning outcomes were important learning strategies and I am thankful that quality language material was readily at hand.

I became concerned when I heard the constant cry for random games as students entered class requesting to play a game – any game – just as long as it was a game. It was simply the action of playing a game that mattered as opposed to the real work of reading or writing. On any given day, students would ask: “Can we play a game today? Can we play UNO? Can we play Go Fish? Can we play Scrabble? Can we play Hangman?” They were looking for entertainment and excitement to escape the daily grind of class. They were looking for a fun way to learn the material. Many lacked the motivation to learn and wanted to avoid doing the work. My job was to discover ways to motivate them to read and I believed games could be a part of the puzzle.

I remembered back to when I taught similar classes in Japan. We used an elementary student book series called Let's Go which was centred on songs and various card games.

Games and playfulness were ubiquitous in my lessons in Japan. I wanted the students to have fun while learning English. The vocabulary and sentence structures in each unit were addressed in games such as Concentration, Speed, and Go Fish. The results I saw once I incorporated the different games and activities that supported language acquisition were remarkable.

I realized that structured games and activities could be a part of everyday lessons to enhance and develop learning. When playing games, students were energized and excited about what they were learning, so the participation and engagement level tended to increase. Games were an easy way to create natural memorable moments that added life to the students' day. Games helped create an environment where learning flourished and the students felt excited about the new concepts they were learning.

My Master's Project

In Chapter two, we will explore the literature behind the importance of playing games. Learning to read can be a challenge for any child; however, it can be amplified for at-risk and English Language Learner (ELL) students. In this chapter, we will look at the current literature behind three core themes: The importance of learning to read, being active, and teaching using games. The importance of learning to read is critical in today's world, and helping young, struggling students to develop their reading ability with early intervention activities and games helps prevent problems in literacy from developing.

In Chapter three, I explore the importance that games can play in literacy acquisition. I will share samples of five of the main games (Bull's-eye, The Donut Game, Little and Big Phonics Find, Bingo, and What's This?) that I have developed and describe their purpose and utility in the ELL classroom. The rationale behind developing these games

was to find fun, interactive and engaging activities to help learners find patterns in reading English and help them connect to the words. There are five over-arching principles within these games:

- 1) There are many versions of each game.
- 2) The rules are easy to understand.
- 3) The game is easy to make.
- 4) Game sheets are interactive.
- 5) Game and card sheets are meant to be used over and over again.

The ultimate goal of this project was to develop and share my understanding of how games can help struggling readers gain confidence and skills, and through this, improve their reading ability. Constructive, purposeful games can be a helpful component to a good lesson. Game playing is an integral part of the learning-to-read process. It adds quality and interest to these short lessons, and helps the students remain engaged and connected to the class. My quest has been to find and develop games to help students gain more reading skills; and to gain confidence and find pleasure in reading.

Chapter 2: Literature Review

Reading is a complicated skill but a very important one that is not easily learned by everyone. Learning to read can be a challenge for any child and this challenge is heightened for at-risk and English Language Learner (ELL) students. ELL learners face unique challenges and require extra support to develop fundamental concepts and language skills that are unique to the English language. Because at-risk learners face other non-academic related issues, a welcoming environment is also important in their learning success. These students can be frustrated by the difficulties they face with reading and may be tempted to give up. In order to avoid this, they require focussed instruction to participate in learning activities that meet the expectations of the curriculum. The focus of my classroom is on making learning visible and accessible to both groups of learners. My goal is to create a welcoming environment with the use of games. Indeed, literacy games can play a role in building language acquisition skills in ELL students.

Educational games afford an opportunity for young students to learn new skills that can increase their ability to learn. Purposeful educational games can help increase the effectiveness of any lesson. Games can be spontaneous and fun; they enliven a class and bring smiles to the faces of struggling students. Through games, students inevitably become immersed in the learning experience. Learning new skills and strategies through playing games is an interactive experience that often leads to incidental learning for the learner. Games promote social interaction and help create a positive classroom environment, giving students a sense of community. They are also powerful mood setters and can easily change the dynamics of a lesson. Playing educational games is a natural

way for children to develop reading skills. This chapter will explore a couple of key themes: engaging the struggling learner, and effective teaching strategies with games. In each of these sections, I will explore the benefits that playing educational games has on language acquisition.

The Importance of Learning to Read

I often wonder what is happening inside children as they are trying to figure out the steps and strategies involved in learning to read. It is not an easy process for an ELL learners that may not have additional support in their daily life. In this section we will explore: why children struggle to read; how learning to read is an essential part of our being; the importance of associating sounds with letters (phonics); and the importance of incorporating play with learning.

Why do children struggle to read? It is hard to sit down with children and discover that they are reading two, three, or four grade-levels behind their classmates. It is difficult to see the disappointment in their eyes and hear it in their voices when they cannot read a whole word or even begin to sound it out. They want to read, but they feel frustrated and too often just want to give up. There are many underlying reasons why a child struggles to read, and these obstacles are heightened with at-risk and ELL learners. There are many factors that may negatively influence their ability to read but the bottom line is they need to overcome these obstacles in order to acquire the basic language skills that are needed to begin to read. I've noticed these obstacles are the reasons many at-risk students become distrustful towards teachers, which further compounds the problem. We as teachers must find ways to gain their trust before we can engage in teaching. Li and Zhang (2004) suggested some of the barriers, noting "reading difficulty is often the result

of a host of interacting factors, which may be classified as cognitive, linguistic, psychological, social, emotional, physical, or educational” (p. 93).

Learning to read is an essential part of our being. Failure to learn reading skills and strategies can affect children throughout their lives and impact not only their academic performance, but also their sense of worth and self-confidence. As Farver, Lonigan, and Eppe (2009) observed, “ELL children tend to have poor literacy outcomes, lower academic achievement, and higher grade-repetition and school-drop-out rates than do their non-ELL peers” (p. 703). Learning to read for ELL learners is critical in the elementary years, especially if they are learning both their native language and English (Cheung and Slavin, 2010, p. 243). It takes ELL learners more time to develop new vocabulary and make it a part of their lexicon (Bolos, 2012, p. 15). This was further echoed by Lu (2010) who explained “one of the most important things schools can do is teach reading since third graders who cannot read well begin a downward spiral of frustration, and early literacy programs keep them ahead of the game” (p. 17).

Phonics. A fundamental reading skill for the ELL and at-risk learner is the ability to learn to associate sounds with letters. Learning phonics is a skill that helps children learn to read (Cheung and Slavin, 2010, p. 263). Researchers Whiteley, Smith and Connors (2007) conducted a 15-week daily invention study on 67 students and concluded that “[there] is now an abundance of evidence linking phonological processing skills to success in learning to read” (p. 249). They found that 44 of the 67 at-risk students benefitted from phonological invention (p. 261). As Cheung and Slavin found, beginning reading programs with the strongest results used phonics in their program (p. 263).

The importance of incorporating play with learning. Many basic reading skills can be learned through play. As linguist Dorothy Donat (2006) explained, “literacy acquisition is the foundation of all learning. It opens the door of understanding in all content areas, and the ability to read proficiently leads to lifelong learning and pleasure” (p. 305). Englezou and Fragkouli (2014) studied literacy techniques and methods at a British International School in Athens, Greece. They studied four preschool teachers and 30 students aged 4-6 years. The students were observed in the classroom and on the playground. The teachers were observed and interviewed three times over a month long period. Their findings showed that all teachers agreed on the importance of literacy in the early years. Indeed, teachers concluded that children learn through play (p. 58). They further reported, “Within the last 20–30 years, research has indicated a positive connection between play and literacy. The researchers stated that play enhances a child’s emotional, social, and cognitive development, and they noted that a play environment that is rich in literacy can develop early literacy skills within young children” (Englezou and Fragkouli, 2014, p. 58). This notion of positive play begins in kindergarten. King (1979) noted, “Most kindergarten teachers view play as a natural and spontaneous activity of young children. Play is considered necessary for healthy mental, physical, and social development; play activities are meaningful and relevant to children, and simply providing the opportunity for healthy play appears sufficient to ensure that young children will involve themselves” (p. 81).

Engaging the Struggling Learner

The teachers’ ability to tap into the ELL’s students being will have an enhanced chance to improving young readers’ desire to learn. Effective, engaging literacy games are a

way to help support the ELL learners' language acquisition. This next section will explore three critical areas that can greatly influence a struggling reader: creating a positive learning environment; low stress games can lead to success and perseverance; and motivation is an important aspect in developing new language skills.

Creating a positive learning environment. Being in a positive, lively, engaging classroom is an important part of acquiring language for the ELL learner. A positive learning setting can foster students' participation throughout the lesson. Cheung and Slavin (2010) studied a number of popular elementary reading programs such as "Success for All", "Jolly Phonics", "Reading Recovery", "Direct Instruction" and "Libros", and explained that "there has been a growing recognition in recent years that quality of instruction is at least as important as language of instruction in the ultimate success of ELLs" (p. 241). Indeed, having meaningful lessons guided by a qualified educator in a proper learning environment is critical to the success of the ELL student.

Lessons that engage the students and keep their interest level high greatly increase the learning success of the student. Zahorik (1996) studied 30 elementary and 35 secondary teachers, each with an average teaching experience of six years, over a four-month period. He looked at reflective papers regarding teachers' efforts to enhance interest in learning and organized them into four areas: Actions teachers take, Actions teachers avoid, Actions regarding content, and The importance of interest actions. When studying the various actions that teachers took to create a positive learning environment, he found there were eight significant areas that were important to classroom success: hands-on activities, personalized content, student trust, group tasks, variety of materials, teacher enthusiasm, practical tasks and a variety of activities. For all the teachers, the choice to

engage and immerse the learner with hands-on activities was the desired choice (p. 555). Zahorik noted that the value in keeping students engaged in the class was highlighted by all teachers by simply “playing games of all kinds” (p. 555). He concluded, “Generating situational interest is an important teacher activity. Teachers identified interest-producing elements more often than any others as being qualities of a good learning experience” (Zahorik, 1996, p. 560).

Low stress games can lead to success and perseverance. Many students who struggle when acquiring reading strategies may tend to give up too quickly. When students are reading “guided readers”, I often hear the same comments: “I don't know how to read”, “I can't read,” or “I don't want to read. It is discouraging for the students, but they do not know how to begin, and thus, there is a natural tendency to not try. This frustration hinders the learning process as the student reacts negatively towards learning and engaging with the text. When playing language-focused games that either introduce or support new vocabulary, these excuses fall by the wayside and children focus instead their efforts on playing the game. Bromley (2007) also suggested that one way to help expand students’ vocabularies is to “[play] oral games with content vocabulary so students can explore pronunciations, visual display, and meanings simultaneously (p. 629).

Motivation is an important aspect in developing new language skills. When playing language games, the students don’t complain about reading. As Chou noted, “[More] than 85% of the pupils agreed that playing games motivated them and made it easier to learn English (p. 291). Furthermore as Howard (2012) explained, “motivated and engaged readers are more likely to read more often, and this improves their reading

ability” (p. 115). Students learn naturally by playing games because they are motivated to learn. Rachel M. Howard studied three grade four students in her ELL classroom “to find out why the students read, what motivates them to read, and how teachers could better support ELLs' reading development” (p. 117). She discovered that ELL students are more likely to learn new vocabulary with lesson strategies such as flashcards and target language because it connected to background knowledge (p. 114). Helping guide and prompt the ELL learner in appropriate ways can be beneficial.

The use of educational games in the classroom can certainly foster a student’s willingness to read on a natural level and should be an important part of an ELL's class. As Chou (2012) noted, “the present study makes it clear that games, songs and stories can be beneficial to young pupils’ learning of English vocabulary when those activities are integrated with clear teaching and learning objectives (p. 295). This principle of encouraging children to play language games was echoed by Lin et al. (2012): “Game-based instruction is an important method of learning...Researchers in education have consistently argued that allowing students to study by playing would be a more effective way to improve the quality of education than endeavouring to develop new teaching materials or methods” (p. 272).

Learning to read for many young children is an arduous endeavour and does not come naturally to all. As Charlton, Williams and McLaughlin (2005) noted, “learning to read can be a discouraging experience for children who have difficulty grasping concepts and skills” (p. 66). The authors studied eight students that had experienced learning and/or social and emotional problems. Although a small study, it shows the value of educational games for students who have experienced difficulties in their lives. The study was

divided into two parts: The first part was on the effect of educational games on poor readers' acquisition of consonant digraphs and consonant blends, and the second part was on the acquisition of vowel variable skills. In the study, the students played educational games daily for 15 minutes with a 1:1 ratio of student to teacher. As Charlton et al. (2005) noted, "There were card and board games whose purposes were to teach, reinforce, and motivate the students. Both teacher-made and commercially prepared games were employed. Card games were made to teach and give further experience with blends, digraphs, and/or vowel variables" (p. 69). Charlton et al. (2005) used a wide variety of educational games for their study, such as Go Fish, Concentration, Old Maid, word puzzles, word classification, word Dominos, picture cards and spinners, controlled board and open board games. They saw a vast improvement in reading levels after using educational games with the eight students. As Charlton et al. (2005) observed, "The results indicate that games can accelerate learning when they are combined with teacher instruction. The students did profit from a carefully planned program, and their progress was more rapid once the games were introduced.

Effective teaching strategies with games

Trying to help a struggling reader is a challenging endeavour for everyone concerned about the child's wellbeing. There are a number of strategies the educator can use to help a child gain success; it's not a magic bullet, but it does provide an number of ways help effectively build reading skills. In this next section we will explore: using games well; what makes a good game; games in other language learning contexts; and games are one strategy among many.

Using games well. Gaudart (1999) researched teaching strategies that could help student teachers and the benefits playing games can have for the learner. She noted that there were five important requirements necessary to ensure a game is used properly: 1) learners need to learn the relevant structures, 2) the game and rules must be introduced and demonstrated, 3) learners play the game while the teacher monitors, 4) language, vocabulary and sentence structures is reviewed with learners, and 5) further games on problem areas are prepared after observing students playing the games. “Games allow learners to fully use the language that they have learned, participating in the communicative process throughout the game. With practice comes progress, with progress comes motivation, and with motivation comes more learning” (Gaudart, 1999, p. 290). Games allow the students to practice and experiment in a natural setting (p. 283). She concluded “even the most staid teachers will find it difficult to argue with the advantages of using games in the classroom (p. 290).

Playing various educational games in class is an experiential way students can naturally learn language. An engaging game allows students to consciously acquire or enhance certain skill sets. Graves and Watts-Taffe (2008) identified six activities that could be woven into other activities to help younger readers create a word-rich environment, recognize and promote adept diction, promote wordplay, foster word consciousness through writing, involve students in original investigations and teach students about words (p. 186). Fostering wordplay is extremely important to help create a positive atmosphere. As Graves and Watts-Taffe (2008) commented, “Stocking your classroom with games and providing time for playing them is an easy way to entertain, as well as challenge, with words” (p. 188). Adding to the importance that games play, A’lipour and

Ketabi (2010) noted, “Games have always been recognized as important tools that can dramatically change the atmosphere of the class” (p. 158).

What makes a good game? Leigh (2003) looked at games from students’ perspectives and discovered enjoyment increased when: 1) the games challenged one’s ability level; 2) the goals of the games were clear 3); there was an element of chance; 4) the rules were easy to follow; 5) there was a feeling of success; 6) the games required strategy as well as knowledge; 7) the players used different skills; 8) the game parts were easy to manipulate; 9) the games were attractive, imaginative design and colourful appearance; 10) the games used multi-sensory elements; 11) there was a sense of anticipation; and 12) the games had humour (p. 62). Indeed, there are a number of elements that need to be present to ensure a successful language outcome.

Playing appropriate, focused games can be very beneficial for young students to acquire vocabulary and language skills. Chou (2012) studied 72 students in Grades 2-5 in southern Taiwan and concluded that games had a positive effect on students’ vocabularies. The students took intensive English classes that were designed to increase their vocabularies and understanding of Western culture—particularly festivals—through games, songs and stories. The five festivals they studied were Easter, Thanksgiving, Halloween, Carnival and Christmas. The three modified English games Monopoly, Twister and Crossword were used to help build the students’ vocabulary through play. The games were chosen because they required a limited amount of vocabulary (p. 287). In a mixed-methods study Chou (2012) found that a vast majority of the students had a positive attitude towards playing games, and he noted, “all pupils agreed that playing

games related to the teaching topics (i.e., festivals) not only helped them memorize the English vocabulary items, but also increased their vocabulary size” (p. 291).

Games in other language learning contexts. Felicia A. Smith studied the implications of games in a Chemical Information Research Skills course and wanted to determine a meaningful way to entice today's learner. She remarked, “This new generation of students is characterized as having low thresholds for boredom, as well as having short attention spans; hence, interaction, group activities, and levity have become essential pedagogical practices” (Smith, 2007, p. 2). Smith (2007) compared a group receiving only lecture material to a group receiving shorter lectures supplemented with hands-on activities (p. 3). Smith concluded that 86% of students agreed the activities were engaging and were not distracting, and 95% agreed the activities were preferable to a lecture-only format (p. 5). She also noted that it was critical to make the learning process relevant to what was being taught. She concluded, “Another challenge is to make the games integral to the learning objectives. The key is to think EDU-tainment as opposed to ENTER-tainment. Academic scholars claim that playing games is good for literacy, problem-solving, and researching” (p. 5). Indeed, it is paramount that the teacher use proper games that help aid the lessons and not just fill in time.

Smale (2012) examined her game Quality Counts. She is a firm believer that “[games] are by their nature collaborative and give students the opportunity both to learn from and teach each other as they work through the rules and progress through the game” (p. 127).

Hite and Evans’ (2006) qualitative study asked the question “What strategies do first-grade teachers report using with the English language learners in their classes? (p. 94).

Vazirabad (2013) showed that “in games, language-use takes precedence over language-

practice, and games bring the student closer to the real-world situation through its task-oriented characteristics” (p. 205). As Johnson (1973) stated, “Reading games have a great potential for the teaching of reading, since they can be designed so that children can become engaged in enjoyable independent learning (p. 8). He further noted, “Many children need an enjoyable means of consolidating newly acquired skills. Games and puzzles can be a means of providing practice material...[and] provide new learning experiences (p. 8).

Games are one strategy among many.

Berne and Blachowicz (2008-09) surveyed 72 educators and identified a list of 12 successful teaching strategies:

Successful teaching practices	Number cited by
Focusing on word relationships/word parts	13
Using read-alouds and songs	11
Using games/play	9
Using talk/discussion/think-alouds	6
Using word walls/ word banks	6
Integration with units and content across the content areas	6
Exposing students to difficult words	4
Systematic, explicit instruction	4
Making connections to background knowledge	4
Engagement/collaboration/drama	4
Using context	3
Pre-teaching vocabulary prior to reading	3

(Berne and L.Z. Blachowicz, 2008-09, p. 316)

Table 1. 12 Successful Teaching Strategies.

As table 1 displays, teachers rated using games and play as one of the top three teaching practices. As the authors noted, “teachers also see this play as valuable as they work with students to enlarge their understanding of words (p. 317). Games were very beneficial as a successful teaching strategy.

Conclusion

In this last chapter, we reviewed three core themes: the importance of learning to read, engaging the struggling learner and effective teaching strategies with games. Children who struggle to read feel isolated and discouraged as they watch their peers progress at a quicker pace. Therefore, they become frustrated and tend to learn less quickly than their fellow students. Having a lively, engaging class that includes children at various reading levels is important in helping children learn to read. The importance of learning to read is paramount in today’s world. Enabling young struggling students to develop their reading ability with early intervention through the use of games and play helps prevent problems in literacy from developing, which is much easier than trying to correct a problem after it is established.

As Donat (2006) noted, “Literacy acquisition is the foundation of all learning. It opens the door of understanding in all content areas, and the ability to read proficiently leads to lifelong learning and pleasure” (p. 305). Being active throughout the lesson and providing children with the proper motivation are what makes a solid foundation to learning to read. Furthermore, students feel a greater sense of motivation when they notice their improvement. Teaching students to read using meaningful, purposeful games allows struggling readers the ability to naturally improve their literacy skills. As A’lipour

and Ketabi (2010) commented, “games have always been recognized as important tools that can dramatically change the atmosphere of the class” (p. 158). Finally, teaching using games can be the bedrock for most unit plans. Finding a way to incorporate positive, engaging literacy games can certainly lead to students’ success and growth in language.

Chapter 3: English Literacy Games

In this chapter I present my project which focuses on five literacy games that I have developed to support struggling readers. These include: The Donut Game, Bull's-eye, Little Phonics Find and Big Phonics Find, variations of Bingo and What's This? The chapter is comprised of two sections. In the first I present my rationale for developing the five language literacy games, and in the second I introduce and describe them. For each game I provide an introduction, instructions on playing the game, and sample games and card sheets. Additional versions of each game and 'back sheets' (to prevent players seeing through the cards) are provided in the Appendices.

Rationale for Developing the Language Games

The games were originally conceived while I was teaching English as a Foreign Language (EFL) in Japan. The original digital copies of the games were lost, but fortunately I found some hard copies. I was able to recreate and improve upon the first version of the games for my master's project. The revisions I made were based on my experiences as a teacher and the literature that I researched for this project. The games have morphed slowly into their current form. The rationale behind developing these games was to find fun, interactive, engaging activities to help Japanese ESL students find patterns in reading English and to help them connect to the words. I was pleasantly surprised when I implemented these games in my classes in British Columbia, and I saw the same enjoyment and learning benefits in my students.

There are a few beliefs that provide the rationale for the five games. First, the original concept was to find games that the students enjoyed, and that had different versions to avoid boredom. The idea was that once a good game was found, it was effective to stick

with it and modify versions to create new games. Second, the rules had to be easy to follow so that more time could be spent playing the game than on explaining how to play it. This was critical, and with my limited Japanese language skills and no previous experience in a non-English speaking class, it was challenging to explain the rules of the games. As Luu Trong Tuan and Nguyen Thi Minh Doan (2010) explained, “games are not carried in chaos. Games have rules, and for it is necessary players to digest these rules before the start so that they can play the games smoothly” (p. 67). Third, all the game and card sheets had to be able to be photocopied. The games had to be easy to use and quick to produce. Fourth, the game sheets had to be interactive. The students were meant to spend plenty of time engaging in their game sheets – writing on them, marking on them and having fun with their individual sheets. Finally, the card sheets were designed to be re-used, so emphasis needed be given on the care of the sheets by keeping them organized and maintained. For simplicity, the card sheets were typically 24 boxes on a 6x4 grid. Twenty-four worked well in both the game sheets and the card sheets. These five principles were behind each of the five games.

In the following sections, I discuss each of the games, presenting both the rules and the language skills they were designed to develop through authentic student interaction.

Copies of the games are provided in the appendices at the end of this project paper.

The Donut Game

The Donut Game is a fun, interactive game that is best played in a group of three to four players. It is a literacy game that is similar to the popular children's game of UNO. It is a reading game of chance and luck. The principle of allowing students to learn initial sounds, word families, and consonants blends is combined in a game form. These games

can be used to introduce or review vocabulary. There are numerous versions drawing from the alphabet, word families, homophones, final sounds and consonants blends. The Donut Game is most effective with children aged six to 12. Ruth McQuirter Scott (2010) noted (2010) in “Word Study and Reading Comprehension: Implications for Instruction” that “reading comprehension is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text” (Introduction, para. 1). The following pages include instructions on how to play the games and four versions of the Donut Game: Alphabet game (Figure 1), Word Families game (Figure 2), Homophones game (Figure 3), and Consonant Blends game (Figure 4).

The Donut Game Instructions. The Donut game is a fun way to introduce new words and review vocabulary.








Setup. Photocopy one 24 box card sheet twice for a total of 48 cards after being cut out. Include the Donut game back sheet when photocopying to make it more difficult for students to see through the cards. Individually cut the pre-traced cards out from the sheets using the outside of the black lines as guidelines. Use either regular A4 size sheets (8.5 x 11) or increase to larger A3 sheets (11 x 17) to allow for easier reading and holding.

How to play. In groups of 2 to 4 players, shuffle the cards and arrange them face down in the shape of a donut. To determine who goes first, play “Rock, Paper, Scissors” or roll the die. The first player turns over a random card from the donut shape and places the card face up into the middle of the donut and reads the words out loud. Encourage other players to read as well. After the player reads the words out, have him or her acknowledge which symbol is in the left corner and follow the directions of that card. Go

again, stop, pick-up, pass cards to the left or right, pick-up and go again or put all cards in the middle. The meaning of each symbol is listed below. The game is generally played clock-wise unless determined otherwise before the game begins. The game continues until all the cards have been picked up.

How to Win. The object of the game is to collect the most cards from the donut shape. After all the cards have been picked up, players count their cards to determine the winner.

The Symbols.

	the circle symbol means the player goes again
	the X symbol means the player stops
	the arrow up symbol means the player picks up all the cards in the middle
	the arrow right symbol means the player passes 2 cards to the right
	the arrow left symbol means the player passes 2 cards to the left
	The arrow down symbol means the player puts all the cards in their hand back into the middle (Dangerous card)
	The Sun symbol means the player picks up all the cards in the middle and goes again (Super Lucky card)

A Few Options for the Sun Card. The Sun is the wild card, but the players or teacher can change its meaning before the start of the game. Three other options for the Sun card include:

- 1) “super sun” card - the player picks up all the cards from other players;
- 2) “sad sun” card - the player puts all of his/her cards into the middle; or

- 3) “regular sun” card - the player either misses a turn or rolls the die to see how many cards to pick up or rolls the homemade die to see how many times he or she goes again.

A Few More Rules. To put a spin on the game, simply inform the players at the end of the game that the person with the least amount of cards is the winner.

- 2) Determine before the game begins if the player reads out loud the top line, bottom line or all the words.
- 3) To change the dynamics of the game, simply copy and add more cards. For example, adding another “Sun” or “Dangerous” card will create a different variety of the game.
- 4) Another option for the left and right arrow cards is to allow the player to roll the die to determine how many cards are passed. A regular die or home-made die numbered 1 to 3.

○ Aa ax apple alligator an animals add	○ Bb bat box bus boy baby bank	× Cc cat car cow cup cap cake	× Dd dog door duck doll deer dad	× Ee egg elf elephant end empty elbow	× Ff fan five fish face fork farm
× Gg go gold goat girl gate gum	× Hh hat hand head horse house help	× Ii in inn ink insect igloo iguana	× Jj jet jam jar jacket juice jeep	× Kk key kite king kettle kiss kitten	↑ Ll lion leg lamp lake leaf little
↑ Mm man map monkey mouse me milk	↑ Nn nose nest neck nurse north night	↑ Oo on octopus October ox ostrich omelet	↑ Pp pig pet pen pear pencil paper	↑ Qq quiz queen question quilt quiet quick	↑ Rr red ring run rabbit rock radio
→ Ss sit sun six sea soap safe	→ Tt tea toy ten teacher taxi tent	← Uu up us umbrella under uncle umpire	← Ww water watch woman we wet window	↓ Yy yes yak you yawn yellow yo-yo	⚙ Zz zoo zebra zero zip zipper zap

Figure 1. The Donut Game – Alphabet.

○ ay bay day may pay say gray	○ ee bee see tee flee free tree	× e be he me we	× y by my fly dry cry shy	× ow low mow row crow grow know	× ag bag tag wag brag drag flag
× am dam ham jam Pam Sam clam	× ap cap lap map nap tap clap	× at bat cat fat hat pat rat	× en den hen pen ten Ken Ben	× et bet get jet let net pet	↑ an can fan man pan ran tan
↑ ig big dig fig pig wig twig	↑ in fin pin win chin skin thin	↑ ip dip hip lip rip sip tip	↑ it bit fit hit sit kit knit	↑ og bog dog fog hog jog log	↑ ot dot got hot lot pot shot
→ ug bug hug jug rug tug plug	→ op cop hop mop pop chop crop	← ew new dew few knew chew flew	← ab cab jab lab tab crab grab	↓ ad bad dad had mad pad sad	⚙ ar bar car far jar scar star

Figure 2. The Donut Game – Word Families.

○ ad add	○ aisle isle	× allowed aloud	× ate eight	× bare bear	× be bee
× berry bury	× blew blue	× buy by bye	× capital capitol	× cereal serial	↑ do due
↑ you ewe	↑ find fined	↑ flour flower	↑ for four	↑ hair hare	↑ hay hey
→ heal heel	→ here hear	← him hymn	← hour our	↓ in inn	⚙️ knight night

Figure 3. The Donut Game – Homophones.

○ bl black blanket blink block blue blow	○ cl clue class clean clear clock cloud	× fl flag flash flat floor flower float	× gl glad glass glide globe glove glow	× pl plaid plain plan plane planet plate	× sl slap sleep sleeve slice slip slipper
× br brain brake branch brave bread bridge	× cr crab crack crawl crop crow crown	× dr drag dragon draw dream dress drink	× fr frame free freeze Friday frog front	× gr grab grain grand grapes grass green	↑ pr pretty price pride prince print prize
↑ tr trace trade trap tree trick train	↑ sc scale scarf scoop scooter score scuba	↑ sk skate ski skid skin skirt skunk	↑ sm small smart smash smell smile smoke	↑ sn snack snake snap sneak snore snow	↑ sp space spare speak speed spend spill
→ st stamp star start station steak step	→ sw swan sweat sweet swim switch swing	← squ square squash squeak squid squirrel squirt	← str straight strange straw street string	↓ tw tweed twelve twice twin twinkle twist	⚙ qu quail queen question quick quiet quiz

Figure 4. The Donut Game – Consonant Blend.

The Bull's-eye Game

This game is based on Crazy 8's. Bull's-eye is a fun, engaging game that allows students to work together reading the words. It's a matching literacy game that is best played with three to five students. The object is to match the beginning letter or card symbols. As Jill Hadfield noted in "Beginners' Communication Games", "the inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningful and as a means to an end, and acts as a diagnostic tool for the teacher, highlighting areas of difficulty" (p. 10).

I have included instructions on how to play Bull's-eye and three versions of the game: Vowels game (Figure 5), H,J,K,L,M game (Figure 6), and B,C,D,F,G game (Figure 7).

Bull's-eye Instructions. Bull's-eye is a literacy game that is similar to the popular children's games UNO and Crazy 8's.

Setup. Photocopy two 24-card sheets, to give a total of 48 cards after being cut out. Include the Bull's-eye back sheet when photocopying to make it more difficult for students to see through the cards. Individually cut the pre-traced cards out from the sheets using the outside of the black lines as guidelines. Use either regular A4 size sheets (8.5 x 11) or increase to larger A3 sheets (11 x 17) to allow for easier reading and holding.

How to Play. Choose a dealer who deals out 6-8 cards per player. Encourage the players to sort their cards according to suit. Put the remaining cards in a pile in the middle. Turn over the first card to start the game. Start with the person to the left of the dealer.

Bull's-eye is a matching game. Players try to match either the letter or one of the card suits. There are five letter groups and four suits (hearts, diamonds, spades and clubs) that can be matched (Figure 5 and Figure 6). If a player cannot make a match, he or she picks up from the pile. The player then reads the words on the card and lays it down.

How to Win. The goal is to be the first person to get rid of all the cards.

The Rules. Bull's-eye card is the wild card. The player lays down the Bull's-eye card and can play another card on top.

Skip a Turn card – the player misses a turn.

Pick-up card – the player picks-up two cards.

Since the deck is doubled, there is a chance the player will receive duplicate cards. If the player has two identical cards, he or she can lay down both cards at the same time during a turn. If the player cannot match a card, he or she continues to pick up cards until

a card can be played or five cards have been drawn. If all cards from the extra pile have been picked up, the player can either continue to play and the player that can lay down a card does, or shuffle the pile of played cards and continue playing.

A Few More Rules. To vary the game, when playing the pick-up card, the player rolls a die to see how many cards to pick up.

- 2) To change the dynamics of the game, simply copy more of a specific card to be added to the game. For example, if you want more Bull's-eye, miss a turn or pick up cards, copy more and add them to the deck.
- 3) Start with the player left of the dealer or randomly select a person to start, and then go either clockwise or counter clockwise.
- 4) Instead of dealing out the cards at the start, scramble the cards on the table and have the students choose their own cards.

♥ Aa ♥ apple anchor ♥ ♥	♥ Ee ♥ elf elephant ♥ ♥	♥ Ii ♥ in insect ♥ ♥	♥ Oo ♥ on octopus ♥ ♥	♥ Uu ♥ up umbrella ♥ ♥	↑ Pick up ↑ hand jet ↑ Pick up ↑
◇ Aa ◇ ax animals ◇ ◇	◇ Ee ◇ egg empty ◇ ◇	◇ Ii ◇ ink igloo ◇ ◇	◇ Oo ◇ ox ostrich ◇ ◇	◇ Uu ◇ under uncle ◇ ◇	☹ Skip a turn ☹ apple elephant ☹ Skip a turn ☹
♠ Aa ♠ ant alligator ♠ ♠	♠ Ee ♠ elm elbow ♠ ♠	♠ Ii ♠ inn India ♠ ♠	♠ Oo ♠ olive omelet ♠ ♠	♠ Uu ♠ us umpire ♠ ♠	🎯 Bull's-eye 🎯 ant egg igloo ostrich up 🎯 Bull's-eye 🎯
♣ Aa ♣ add antelope ♣ ♣	♣ Ee ♣ end enter ♣ ♣	♣ Ii ♣ inch inside ♣ ♣	♣ Oo ♣ off October ♣ ♣	♣ Uu ♣ ugly upstairs ♣ ♣	🎯 Bull's-eye 🎯 ax elbow inch ox under 🎯 Bull's-eye 🎯

Figure 5. Bull's-eye – Vowels: A, E, I, O, U.

♥ Hh ♥ hand happy ♥ ♥	♥ Jj ♥ jet jacket ♥ ♥	♥ Kk ♥ kangaroo kid ♥ ♥	♥ Mm ♥ monkey mat ♥ ♥	♥ Ll ♥ lion leg ♥ ♥	↑ Pick up ↑ hand jet ↑ Pick up ↑
♦ Hh ♦ horse hat ♦ ♦	♦ Jj ♦ jam juice ♦ ♦	♦ Kk ♦ kitten key ♦ ♦	♦ Mm ♦ mouse map ♦ ♦	♦ Ll ♦ like love ♦ ♦	☹ Skip a turn ☹ kid mouse lion ☹ Skip a turn ☹
♠ Hh ♠ hair head ♠ ♠	♠ Jj ♠ joke jar ♠ ♠	♠ Kk ♠ kite kettle ♠ ♠	♠ Mm ♠ mitten milk ♠ ♠	♠ Ll ♠ little leaf ♠ ♠	🎯 Bull's-eye 🎯 head jar kite milk leg 🎯 Bull's-eye 🎯
♣ Hh ♣ house ham ♣ ♣	♣ Jj ♣ jeep job ♣ ♣	♣ Kk ♣ kiss king ♣ ♣	♣ Mm ♣ man moon ♣ ♣	♣ Ll ♣ lunch lake ♣ ♣	🎯 Bull's-eye 🎯 house jeep king man leaf 🎯 Bull's-eye 🎯

Figure 6. Bull's-eye: H, J, K, L, M.

♥ Bb ♥ bank bat bed ♥	♥ Cc ♥ cat car cave ♥	♥ Dd ♥ dog door den ♥	♥ Ff ♥ face fork fur ♥	♥ Gg ♥ go gold golf ♥	↑ Pick up ↑ bank cat ↑ Pick up ↑
◇ Bb ◇ bird box barn ◇	◇ Cc ◇ cow cup cod ◇	◇ Dd ◇ deer duck date ◇	◇ Ff ◇ fish fan face ◇	◇ Gg ◇ goat game gas ◇	☹ Skip a turn ☹ dog fork gold ☹ Skip a turn ☹
♠ Bb ♠ boy bus boat ♠	♠ Cc ♠ cap cake card ♠	♠ Dd ♠ doll dad dark ♠	♠ Ff ♠ five farm fly ♠	♠ Gg ♠ girl gate gag ♠	🎯 Bull's-eye 🎯 bird cow deer fish goat 🎯 Bull's-eye 🎯
♣ Bb ♣ baby bear bug ♣	♣ Cc ♣ coat cab cot ♣	♣ Dd ♣ dinosaur desk dirt ♣	♣ Ff ♣ fun factory frog ♣	♣ Gg ♣ gum giant guy ♣	🎯 Bull's-eye 🎯 baby coat dad fun gum 🎯 Bull's-eye 🎯

Figure 7. Bull's-eye: B, C, D, F, G.

Little and Big Phonics Find

Little and Big Phonics Find are searching and seeking games along the lines of Battleship. The first version, Little Phonics Find, was successful with the younger students, but the older students enjoyed playing in pairs as well. They were interested in a more advanced game, which became Big Phonics Find. The key part of both games is the reading sheet. Students work together, helping each other read out the words. Ruth McQuirter Scott (2010) noted, “vocabulary knowledge promotes reading fluency, boosts reading comprehension, improves academic achievement, and enhances thinking and communication” ((para. 1). The following pages include instructions on how to play Little Phonics Find and Big Phonics Find, The Little Phonics Find game sheet (Figure 8) and Little Phonics Find A-I reading sheet (Figure 9), Big Phonics Find Alphabet game sheet and reading sheet (Figure 10, Figure 11), Big Phonics Find Word Families #1 and 2 game sheet and reading sheet (Figure 12, Figure 13).

Little and Big Phonics Find Instructions. Phonics Find is a literacy game that is based on the classic children's game Battleship. The object is to get the players to read the letters and words on the reading sheet.

Setup. Copy a game sheet and a reading sheet for each player. Prepare a centre divider so the players cannot see each other's game sheet.

How to Play Little Phonics Find. Players write their name, the date, and a target sentence on the top section of the page and their opponents' on the bottom half. Players write each of the letters once on the top half of the page. After the players write down all nine letters, they can play "Rock, Paper, Scissors" to determine who goes first.

There are a number of possible question forms that can be used for Little Phonics Find. The questions are in a yes/no format. Write the question on the board and have the players write down the answer in the space provided.

Keep the questions simple, for example:

A. Is there anything in number_____?

B. Yes, _____. No, there isn't.

or

A. Do you have anything in number_____?

B. Yes_____. No, I don't.

For example:

Player A – Do you have something in number 20? (both players cross out number 20)

Player B – No, I don't.

Player B – Do you have something in number 1?

Player A – Yes, I do. "A" (Player A reads out: apple, alligator, ant)

Player B – Writes down Aa in number 1

Player B – Do you have something in number 7?

Player A – Yes, I do. “C” (Player A reads out: cat, car, cake)

Player B – Writes down Cc in number 7

The game continues until all nine letters have been found. Encourage both players to cross out the numbers and letters as they are called out on hits and misses.

How to Play Big Phonics Find. Big Phonics Find is a step-up from Little Phonics Find with the same objective of finding all the opponents’ targets. Players draw out their team (24 battleships) on the top half grid. The players have to ensure the battleships are connected. For example, when drawing one of the four targets battleships, the player must ensure that they are touching. They can be drawn horizontally, vertically or diagonally. There are 24 targets or 11 battleships.

For example:

Player A: Is there something in 1, A?

Player B: No, there isn't. (both players cross out 1, A)

Player B: Is there something in 5,G?

Player A: Yes, there is. (read out the words from the reading sheet)

Player B: writes down the letter.

Player B: Is there something in 6, G?

Player A: Yes, there is. (read out the words from the reading sheet)

Encourage both players to cross out grid squares as they are called out on hits and misses.

How to Win. Comprising of two 4-targets battleships, two 3-targets battleship, three 2-targets battleships and four with 1-target battleship.

After each of the players writes down all 24 targets, he or she can play “Rock, Paper, Scissors” to determine who goes first.

The object of the game is to be the first player to find all the other players’ hidden letters or words. The game continues until all 11 battleships (all 24 targets) have been found.

Little Phonics Find Game Sheet

Name: _____

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Name: _____

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Date: _____

Figure 8. Little Phonics Find Game Sheet.

Little Phonics Find: A-I

Aa

ax
apple
animals
ant

Bb

bee
boy
bear
ball

Cc

cake
cap
cook
cat

Dd

donkey
duck
door
dog

Ee

elephant
empty
egg
elbow

Ff

fish
fan
face
five

Gg

goat
garden
gate
girl

Hh

house
hand
hat
hill

Ii

ink
insect
in
igloo

Figure 9. Little Phonics Find: A-I.

Big Phonics Find: Alphabet

Draw your team

Aa	Bb	Cc	Dd
----	----	----	----

Ee	Ff	Gg	Hh
----	----	----	----

Ii	Jj	Kk
----	----	----

Ll	Mm	Nn
----	----	----

Oo	Pp
----	----

Qq	Rr
----	----

Ss	Tt
----	----

Uu

Ww

Yy

Zz

A B C D E F G

1							
2							
3							
4							
5							
6							
7							

Name:

A B C D E F G

1							
2							
3							
4							
5							
6							
7							

Name:

Hit!

Finished!

Date: _____

Figure 10. Big Phonics Find Game Sheet.

BIG Phonics Find: Alphabet

Aa	air	add	ax	apple	animals	airplane	ape
Bb	bank	bat	bird	box	boy	bus	baby
Cc	cat	car	cow	cup	cap	cake	coat
Dd	dog	door	deer	duck	doll	dad	dinosaur
Ee	ear	eagle	egg	empty	elephant	elf	elbow
Ff	face	fork	fish	fan	five	farm	fun
Gg	go	gold	goat	game	girl	gate	gum
Hh	hand	happy	horse	hat	hair	head	house
Ii	in	inn	ink	infant	insect	igloo	iron
Jj	jet	jam	jar	job	joke	juice	jacket
Kk	key	kite	kid	king	kettle	kiss	kangaroo
Ll	lion	leg	like	love	little	leaf	lunch
Mm	man	map	milk	mouth	monkey	mouse	me
Nn	no	nose	new	name	nurse	north	night
Oo	on	ox	octopus	oil	omelet	ostrich	officer
Pp	pig	pet	peach	pear	paper	purple	potato
Qq	quiz	queen	quiet	question	quick	quilt	quarter
Rr	red	ring	rain	rabbit	ride	road	rock
Ss	sit	sun	six	socks	soap	safe	sing
Tt	tea	teacher	table	ten	time	tomato	toy
Uu	up	us	uncle	under	umpire	upset	usher
Ww	wait	water	woman	we	weak	window	win
Yy	yellow	yes	you	your	young	year	yo-yo
Zz	zebra	zero	zoo	zip	zipper	zap	zeal

Figure 11. Big Phonics Find: Alphabet.

Big Phonics Find: Word Families Game #1

Draw your team

ay	ee	e	y	ow	ag	am	ap	at	en	et	an	ig	in
ip	it	og	ot	ug	op	ew	ab	ad	ar				

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

Name:

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

Name:

Hit!

Finished!

Date: _____

Figure 12. Big Phonics Find: Word Families Game #1.

BIG Phonics Find – Word Families #1

-ay	bay	day	may	pay	say	gray	stay
-ee	bee	knee	see	tee	flee	free	tree
-e	be	he	me	we	she		
-y	by	my	cry	dry	fly	shy	sky
 							
-ow	bow	low	mom	row	blow	crow	grow
-ag	bag	tag	wag	brag	drag	flag	snag
-am	dam	ham	jam	Pam	Sam	clam	slam
-ap	cap	lap	map	nap	tap	clap	slap
 							
-at	bat	cat	fat	hat	pat	rat	sat
-en	Ben	den	hen	ken	pen	ten	when
-et	bet	get	jet	let	net	pet	wet
 							
-an	can	fan	man	pan	ran	tan	van
-ig	big	dig	fig	pig	wig	twig	swig
-in	fin	pin	win	chin	skin	thin	twin
 							
-ip	dip	hip	lip	rip	sip	tip	ship
-it	bit	fit	hit	quit	sit	kit	knit
 							
-og	bog	dog	fog	hog	jog	log	frog
-ot	dot	got	hot	lot	pot	shot	spot
 							
-ug	bug	hug	jug	rug	tug	plug	slug
-op	cop	hop	mop	pop	chop	crop	drop
 							
-ew	new	dew	few	knew	chew	flew	grew
 							
-ab	cab	jab	lab	tab	crab	grab	stab
 							
-ad	bad	dad	had	mad	pad	sad	glad
 							
-ar	bar	car	far	jar	scar	star	tar

Figure 13. Big Phonics Find: Word Families #1.

Alphabet Bingo

Bingo is a very popular game that is often used in an EFL class. When I lived in Koga, Japan, I had access to only one picture Bingo board game. My students requested to play it week after week. I wanted to create a more interactive and engaging version of Bingo. The first Bingo sheet I created was Alphabet Bingo which led to numerous versions of the game and focused on important sight words, numbers, ordinals and time. I felt better knowing that students were circling, writing and high-lighting their own game sheets.

Following are instructions on how to play the game and two versions of the game: Alphabet Bingo game sheet (Figure 14) and Alphabet Bingo card sheet (Figure 15), Important Sight words a game sheet (Figure 16) and Important Sight words a card sheet (Figure 17, Figure 18).

Bingo Instructions. This is an engaging, interactive version of the original classic Bingo game.

Setup. Photocopy 1 Bingo game sheet for each player. Next, photocopy the corresponding card sheet containing the matching letters or words. Include the Bingo back sheet when photocopying to make it more difficult for students to see through the cards. Individually cut the pre-traced cards out from the sheets using the outside of the black lines as guidelines. Use either regular A4 size sheets (8.5 x 11) or increase to larger A3 sheets (11 x 17) to allow for easier reading.

How to Play Alphabet Bingo. Have the players fill in their Bingo game sheet. The player then circles a letter he or she wants to use from the top and writes it down in a random spot on the Bingo grid. The player continues until 16 letters have been selected.

How to Play Word Bingo. Have the players fill in their Bingo game sheet. The player circles a word he or she wants to use from the top and writes it down in a random spot on the Bingo grid. The player continues until 16 words have been selected.

Drawing the Cards. Lay all cards face down and have a player draw a random card. If that player's card is drawn, have him or her colour in the corresponding letter or word on the game sheet. Put the card, which was drawn on the board, or place it where the players can see it.

How to Win. A player wins when he or she has four squares filled in vertically, horizontally or diagonally.

A Few More Rules.

- 1) Encourage the players to highlight or colour all letters or words as they are drawn from the pile.

- 2) Generally, the game is played until everyone has won at least one or two 'Bingo's'.
- 3) At the end of the game have the players write how many Bingo's they won at the top right of the page.

Alphabet BINGO

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

Game 1

How many?

I have _____

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

Game 2

How many?

I have _____

Name: _____ Date: _____

Figure 14. Alphabet Bingo Game Sheet.

Aa	BB	Cc	Dd	EE	Ff
Gg	Hh	Ii	Jj	Kk	Ll
Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx

Figure 15. Alphabet Bingo Card Sheet.

BINGO: Important Sight Words 1

Circle and write in 25 words below:

a	for	man	these
also	from	many	this
an	go	my	to
and	he	no	three
are	her	of	two
before	his	on	very
but	I	one	we
by	in	see	what
can	is	she	when
come	it	that	where
do	like	the	you
day	make	they	your

Name: _____

Date: _____

Figure 16. Alphabet Bingo: Important Sight Words.

a	also	an	and	are	before
but	by	can	come	do	day
for	from	go	he	her	his
I	in	is	it	like	make

Figure 17. Important Sight Word 1 Card Sheet #1.

man	many	my	no	of	on
one	see	she	that	the	they
these	this	to	three	two	very
we	what	when	where	you	your

Figure 18. Important Sight Word 1 Card Sheet #2.

What's This?

My Japanese students often liked playing guessing games. What's This? is a fun, entertaining guessing game that can be used for learning alphabet, word families, consonant blends, shapes, colours and numbers. The idea is to play two or three quick mini-games with a partner. The ratio of the card in the hand versus the number on the sheet cannot exceed nine. Students pick up a card and their partner tries to guess what it is. As Luu Trong Tuan and Nguyen Thi Minh Doan (2010) noted, “games are highly motivating since they are amusing, interesting and at the same time challenging” (p. 70).

What's This? Instructions. This is a matching literacy guessing game of luck and chance.

Setup. Each player will need a What's This? game sheet (Figure 19, Figure 20) and a set of nine cards (Figure 21, Figure 22). Photocopy one game and one card sheet for each player. Include the “What's This?” back sheet when photocopying the card sheet to make it more difficult for students to see through the cards. Individually cut the pre-traced cards out from the sheets using the outside of the black lines as guidelines. Use either regular A4 size sheets (8.5 x 11) or increase to larger A3 sheets (11 x 17) to allow for easier reading and holding. Following are instructions on how to play the game and two versions of the game and the card sheets: What Letter is This? game sheet and What Letter is This? card sheet, What Word Family is This? game sheet and What Word Family is This? card sheet.

How to Play. This is a guessing game. Each player has the same nine cards in front of him or her. Each player shuffles his or her own cards and either puts them in a pile or

leaves them scattered on the table. Player A randomly draws a card from his or hers own pile and holds it in his or her hand and player B tries to guess which letter it is.

For example:

Player A: What's this?

Player B: Is it an E?

Player A: No, it isn't. (player B crosses out E on the game sheet)

Player A: What's this?

Player B: Is it a D?

Player A: Yes, it is.

On the game sheet, player B writes down how many guesses it took to find the correct letter. Switch turns after the correct letter has been guessed. Player B then randomly draws a card. Play all three games and count the total number of guesses.

How to Win. Play all three mini games and count the total amount of guesses. The goal is to be the player to use the fewest guesses after all the mini-games have been played. The player with the least number of guesses is the winner.

A Few More “What’s this?” Games. When playing the other versions of What's This? have the players ask appropriate questions.

For example:

Word families: What “word family” is this?

Consonant blends: What “blend” is this?

Numbers: What “number” is this?

What's This?

A) What's this? Yes, it is. No, it isn't

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

B) Is it _____? How many? _____.

A) What's this? Yes, it is. No, it isn't

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

B) Is it _____? How many? _____.

A) What's this? Yes, it is. No, it isn't

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

B) Is it _____? How many? _____.

Total: _____

Name: _____

Date: _____

Figure 19. What's This? #1.

What's This?

A) What's this? O Yes, it is. X No, it isn't

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

B) Is it _____? How many? _____.

A) What's this? O Yes, it is. X No, it isn't

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

B) Is it _____? How many? _____.

A) What's this? O Yes, it is. X No, it isn't

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

B) Is it _____? How many? _____.

Total: _____

Name: _____

Date: _____

Figure 20. What's This? #2.

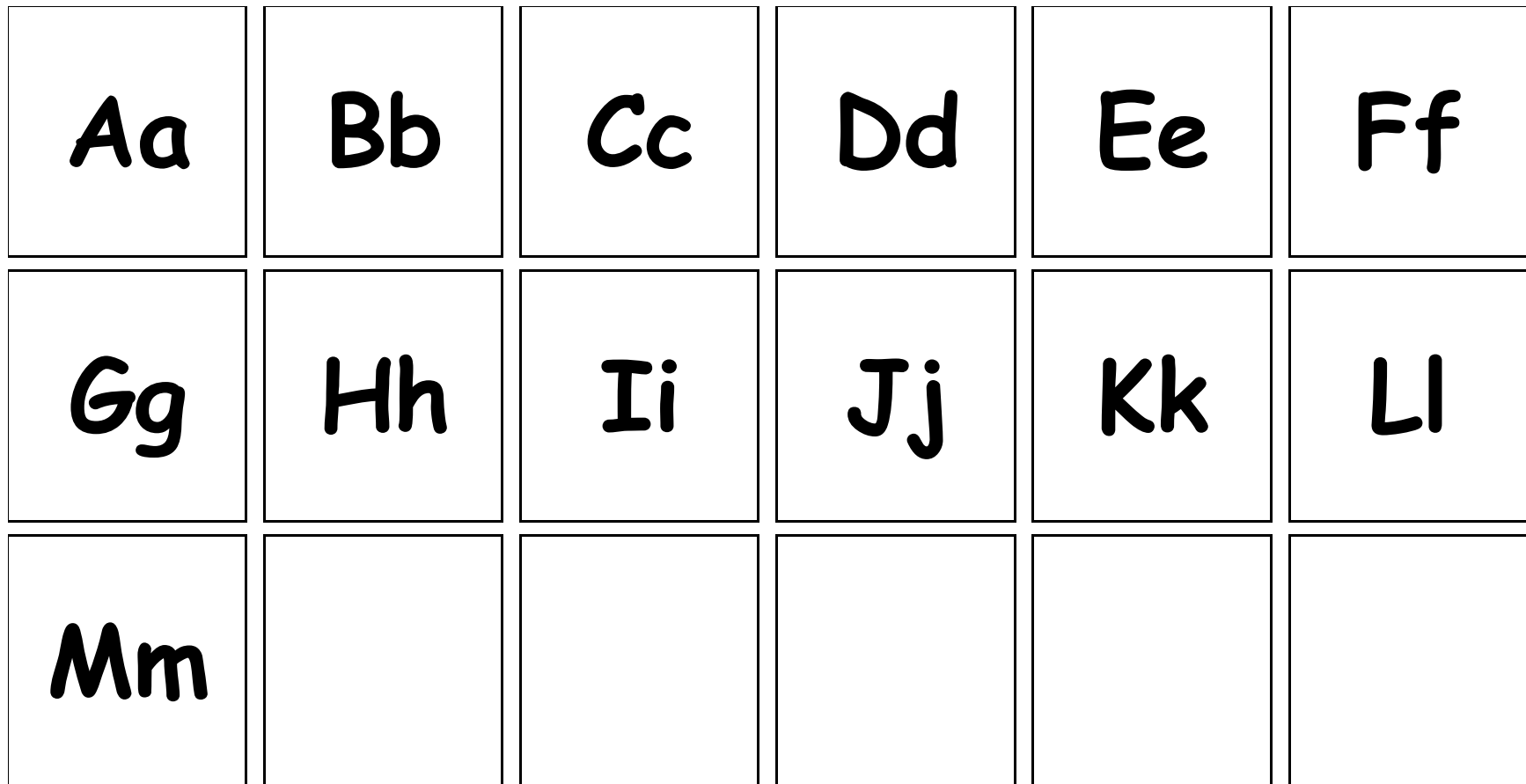


Figure 21. What's This? A-M Card Sheet.

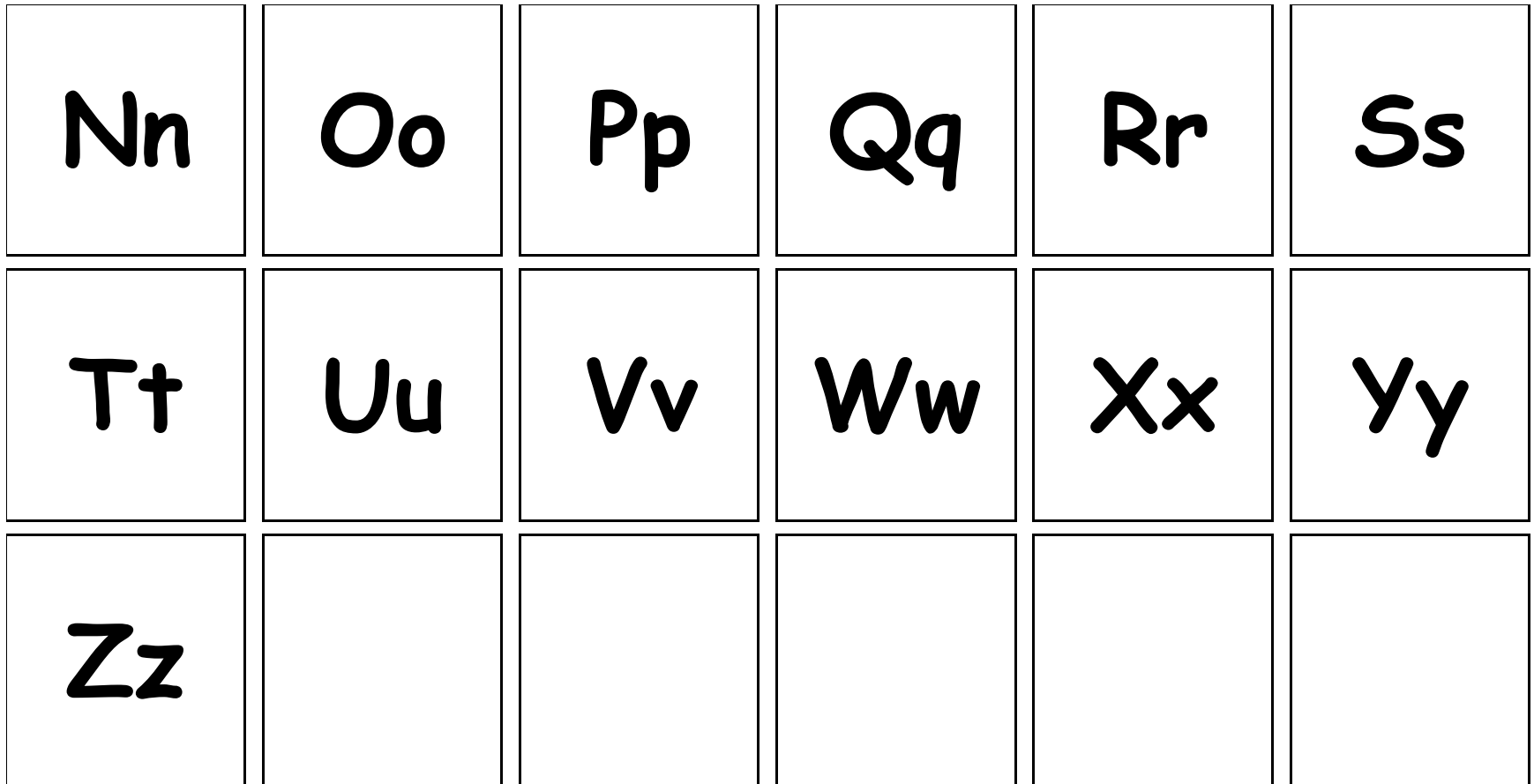


Figure 22. What's This? N-Z Cared Sheet.

Conclusion

The aim of this M Ed project is to help struggling readers gain confidence and skills to help them improve their reading ability. The foundation of this project is based on the five games and the importance of giving children the confidence that they need to learn to read. This chapter explored the importance that games can play in literacy acquisition. Constructive, purposeful games can play a large role in inspiring struggling readers. In the next chapter, I will first summarize my project. Second, I will explain that my educational learning curve, my teaching practice, and my insight into various cultures was long and steep. Third, I will explore my belief that collaborative time working closely with my colleagues over the last two years has only heightened my realization that collectively learning with my peers is paramount. Fourth, I will discuss the benefits of using these five games along with other games in creating an experiential classroom for students struggling with learning to read.

Chapter 4: Reflection

The roots of this Master's of Education project, literacy games, were started in Japan where I worked as an English language teacher for ten years. In that setting, I developed skills in lesson planning, unit planning and classroom teaching in an EFL classroom. I taught students individually and in small group settings. This was a rewarding experience as I was given the freedom to experiment with many different activities and utilize an array of learning strategies that aided my students' progress in learning English. I aimed to provide stimulating lessons filled with fun activities that engaged the students' minds and imaginations and ultimately helped them learn to read and write with more confidence and skill. As most other educators, I quickly understood young students' desire to play and have fun, and thus the need to develop games for literacy learning was spawned.

The ideas and games developed for my master's project may have started in Japan, but they have continued to develop throughout my degree and find worth in my hometown school on Vancouver Island where I presently teach. I was pleasantly surprised to see the same enthusiasm for playing literacy games in my current students as I witnessed in my Japanese students. The notion that children learn well when they play curriculum relevant games is at the heart of my thinking. The foundation of my project is play.

At the centre of this project are five games: the Donut Game, Bull's-eye, Little and Big Phonics Find, Alphabet Bingo and What's This? The Donut game is a fun way to introduce new words and review vocabulary. Bull's-eye is a literacy game that is similar to the popular children's games UNO and Crazy 8's. Phonics Find is a literacy game that is based on the classic children's game Battleship. The object is to get the players reading

the letters and words on the reading sheet. Alphabet Bingo is an engaging, interactive version of the original classic Bingo game. What's This? is a matching literacy guessing game of luck and chance.

The rationale behind developing each of these games was to find fun, interactive, engaging activities that would help students find patterns and word connections to help them engage with reading and strengthen their skills. There are five over-arching pedagogical beliefs within these games:

1. there are many versions of each game
2. the rules are easy to understand
3. the games are easy to make
4. the game sheets are interactive
5. game and card sheets are designed to be used repeatedly

My design allows for the games to be played in small or large groups; sheets (attached in the Appendices) can be photocopied to allow for larger groups to play. My quest as a learning support teacher was to find and develop games that would help a student acquire more reading skill sets and confidence, and ultimately find pleasure in reading.

I believe that there is a need for teachers to help struggling readers find different bridges that fill the gaps in the process of reading. Students are generally interested in participating in games and quickly realize their benefit. Struggling readers may take to different games, and find different avenues to help them learn to read. I have noticed in my own practice that when games were used in the lesson, students were much more engaged. It is evident to me that the game-playing groups were more engaged and more

advanced in their reading comprehension, and at a faster rate, than those who did not play games.

Personal Impacts of the M Ed Program

I have to admit, I was not completely ready to head back into the classroom as a student two years ago. However, the various classes that I took during my M Ed were like a breath of fresh air. Throughout my class work, including readings and discussions over the past two years, I found myself reflecting on various aspects of my teaching career, classes I took while doing my B Ed at UBC, my family history and experiences from my travels. Perhaps my biggest realization was that the educational learning curve, my teaching practice, and insights into various cultures is long and steep.

I find it amazing how little I know about various cultures. Before I went to Japan I thought it was a country of concrete, bullet trains, and sushi. After spending a decade there, I left knowing the culture is far greater in breadth and depth than I could have ever imagined. So too has it been with my learning about First Nations history and culture. I went to my first potlatch in Alert Bay when I was ten years old. I remember vividly the three days of dance, song, drums, masks and gift giving like it was only yesterday. After returning from Asia, I began to study Aboriginal culture. I took a Social Foundations Education class while journeying through my B Ed degree program with a very passionate professor, Hayne Wai. His lectures introduced me to a number of the travesties that happened in BC, namely the Komagata Maru, Chinese labour, and Japanese internment camps. As well I learned the history of the First Nations in Canada. Dr. Wai's keen passion for these topics made a lasting impression on me and has helped shape the person I am. I remember our field trips to Vancouver Aboriginal Friendship

Centre and Native Education College and being bewildered that I knew so little about First Nations history and culture. When I left UBC to go into the community, I saw connections between the experiences of Asian immigrants to Canada and the First Nations peoples. The knowledge and experience I gained throughout the program has been pivotal in building a strong foundation for who I strive to be as a teacher.

The Indigenous Pedagogy class I took for my M Ed has continued my learning about Aboriginal history and culture. The field trip to the Big House was a moving moment for me. I was last there four years ago at another potlatch. It was a memorable three days as it was the first time I saw my nephews sing and dance. I began to realize how connected they are to their other side of the family. While sitting in the Big House, I had a flood of memories which led to the realization of how little I knew about the Aboriginal culture. For example, we spent a lot of time digging deeper into the First Peoples Principles of Learning document. Although I had read it, I had never stopped to piece it together. But this time, as I worked through the document, I was able to connect the various aspects of it which gave me further understanding. Indeed, this journey over the last two years has been a constant reminder of how much I need to learn about myself and those around me.

Taking the M Ed program with my colleagues over these last two years has solidified my belief that we as educators have to constantly improve, learn and challenge our thinking and practice. Education is the key to success for students of all ages. I am committed to helping students succeed and develop to the best of their abilities. As teachers, we endeavour to aid students in finding their own intrinsic motivation, their inner strengths and their personal passions. We seek to create a safe classroom environment where students can test their opinions and challenge their preconceptions. I

have learned a great deal from this master's program and various teaching experiences, and look forward to a lifetime of continual learning. I was impressed with the professors, staff and colleagues that I worked with in the last two years and I am still finding it to be a very rewarding experience.

How May My Graduate Experience Affect Me and Other Educators?

This graduate program has had a profound effect on my teaching practice. It has reinforced the belief that as educators one of our greatest strengths is the collaborative and collective support among our peers. It is my firm belief that we improve our practice the more we work together. During my ten years in Japan and despite attending the odd workshop, I was quite isolated. Indeed, these literacy games were originally made because I felt a need to change the dynamics of my classroom.

I have been teaching on Vancouver Island for almost six years, and the experience has been quite different. I am surrounded by colleagues who collaborate in the evolving process of learning to teach. I am currently teaching English Language Learning at an elementary school. Last year I taught ELL at two other elementary schools from January to June. I have had three other positions in my present school district: Headstart Program in conjunction with the John Howard Society, reading and writing intervention and English Skills Development / First Nations support teacher. These varied teaching experiences provided an opportunity to work with new staff members and students, which I found very enriching. I also found the open dialogue relevant over these last few years. Looking to the future, I can see the increasing need to share ideas, thoughts, strategies and activities with colleagues. This collaborative time working closely with my

colleagues over the last two years has only highlighted the continued ongoing cooperation with peers.

Three Key Recommendations for Teachers Interested in My Project

I conclude this project paper by discussing recommendations for other literacy support or regular classroom teachers interested in utilizing or drawing from my M Ed project work. First and foremost, I hope that educators find merit in one or all of these literacy games. I have used them on and off for a number of years and my ultimate goal is to help children gain more skills in reading. It has been rewarding to watch the students see the connections in the games. I hope that my fellow educators find value and worth in some of the games. The Donut Game, Bull's-eye, Little and Big Phonics Find, Alphabet Bingo and What's this? were all created to help students to improve in their reading ability. These games are only meant as one avenue of many to try and help struggling readers become stronger readers. My main objective is to help empower the students and give them ownership over their own learning. With these games I hope to place students at the centre of the learning process in a subtle way. Hopefully, some of these games have given them confidence to continue to want to learn various strategies in reading.

Second, I hope the conversation regarding the importance of positive focused educational games continues. The engagement and enthusiasm that my students in Japan and on Vancouver Island displayed while playing these literacy games was apparent. I cannot stress enough the importance of having created a lesson that was both fun and engaging. As with most instructional interventions, lesson time is relatively short and it was critical that the time we had together was used wisely. The energy and learning curve

invested for improving reading is immense. Student involvement, growth and successes are what are important.

Third, experiential education activities used by alternative classes can generate meaningful, and perhaps more importantly, long-lasting impacts in the lives of at-risk youth. In my teaching career, I have seen the benefits of experiential learning with at-risk students and I believe there are wonderful benefits for students and teachers that collaborate in the classroom. Experiential education has many benefits for youth in modern curricula and offers youth a unique lens into different learning opportunities. I found the most success with my students was when we incorporated experiential learning with backbone. As we worked through the year and units it became evident that hands-on learning is the best way to activate the students. Youths have an opportunity to engage in meaningful activities that help them develop skills and abilities that sometimes cannot be readily learned within a traditional classroom environment. My students mentioned that the games were especially helpful in improving their confidence and awareness of language. The experiential component these games represent is beneficial to students. As well these games allow them to live and experience learning through their concrete actions that foster their growth. It is my hope that this M Ed project inspires new practices for teachers and new literacy learning for their students.

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Appendix 1

English Literacy Game Sheets

○ ace face lace pace race place space	○ ade fade jade made wade grade shade	× ail bail fail hail jail mail nail	× ain main pain rain brain chain drain	× ake bake cake lake make rake take	× ame came fame game lame name same
× eed deed feed need seed weed bleed	× ice dice lice mice nice rice price	× ide hide ride side tide wide bride	× ight fight knight light might right sight	× ine dine fine line wine nine shine	↑ old old bold cold gold hold sold
↑ ack back lack pack sack black crack	↑ ank bank sank tank blank crank drank	↑ ell bell cell fell tell well yell	↑ ent bent cent dent lent sent tent	↑ est best nest pest rest test west	↑ ick kick lick pick quick sick brick
→ ill bill dill fill hill mill pill	→ ing king ring sing wing bring spring	← ink ink pink rink sink wink blink	← ock dock knock lock rock sock clock	↓ ump bump dump jump pump plump stump	⚙ unk bunk junk sunk shrunken skunk trunk

Figure 27. The Donut Game – Vowel Consonant Blends.

○ ~b cab crab grab job rob knob	○ ~d bad sad glad bread red kid	× ~f beef leaf loaf life wife knife	× ~g bag bug rug leg flag frog	× ~k bank bike milk cook clock duck	× ~l bowl goal camel mail pencil bell
× ~m broom drum gum farm jam mom	× ~n apron brain clown green lion pen	× ~p cap deep jeep map lamp mop	× ~r car bear chair dear finger guitar	× ~s us bus plus gas kiss yes	↑ ~t bat carrot coat hit tent jacket
↑ ~v brave cave save five have move	↑ ~ch peach beach teach rich lunch watch	↑ ~ft drift gift left lift soft swift	↑ ~ld build fold gold hold sold old	↑ ~nd and band land sand hand wind	↑ ~ng bang clang hang king ring long
→ ~nk pink wink drink think bank junk	→ ~nt ant plant print mint tent front	← ~mp camp damp lamp jump bump shrimp	← ~sh fish dish wish cash wash brush	↓ ~st best nest test fast list cost	⚙ ~th bath math cloth north south broth

Figure 28. The Donut Game – Final Sounds.

○ knot not	○ know no	× loan lone	× one won	× pain pain	× pair pear
× peace piece	× read red	× road rode	× roles rolls	× sale sail	↑ scene seen
↑ sew so	↑ sea see	↑ some sum	↑ tale tail	↑ there their they're	↑ threw through
→ to too two	→ way weigh	← wear where	← weakly weekly	↓ plain plane	⚙️ seem seam

Figure 29. The Donut Game –Homophones (Sheet 2).

♥ Nn ♥ no nose ♥ ♥	♥ Pp ♥ pig peach ♥ ♥	♥ Qq ♥ quiz question ♥ ♥	♥ Rr ♥ red rabbit ♥ ♥	♥ Ss ♥ sit soap ♥ ♥	↑ Pick up ↑ nose pet ↑ Pick up ↑
◇ Nn ◇ new name ◇ ◇	◇ Pp ◇ pear paper ◇ ◇	◇ Qq ◇ quiet queen ◇ ◇	◇ Rr ◇ ring ride ◇ ◇	◇ Ss ◇ safe sing ◇ ◇	☹ Skip a turn ☹ queen rabbit sit ☹ Skip a turn ☹
♠ Nn ♠ nurse north ♠ ♠	♠ Pp ♠ pet purple ♠ ♠	♠ Qq ♠ quick quarter ♠ ♠	♠ Rr ♠ rain run ♠ ♠	♠ Ss ♠ sock sun ♠ ♠	🎯 Bull's-eye 🎯 new pig quiz red no 🎯 Bull's-eye 🎯
♣ Nn ♣ night nest ♣ ♣	♣ Pp ♣ pink potato ♣ ♣	♣ Qq ♣ quilt quail ♣ ♣	♣ Rr ♣ road rocket ♣ ♣	♣ Ss ♣ six snake ♣ ♣	🎯 Bull's-eye 🎯 nurse pink quilt run six 🎯 Bull's-eye 🎯

Figure 30. Bull's-eye – n, p, q, r, s.

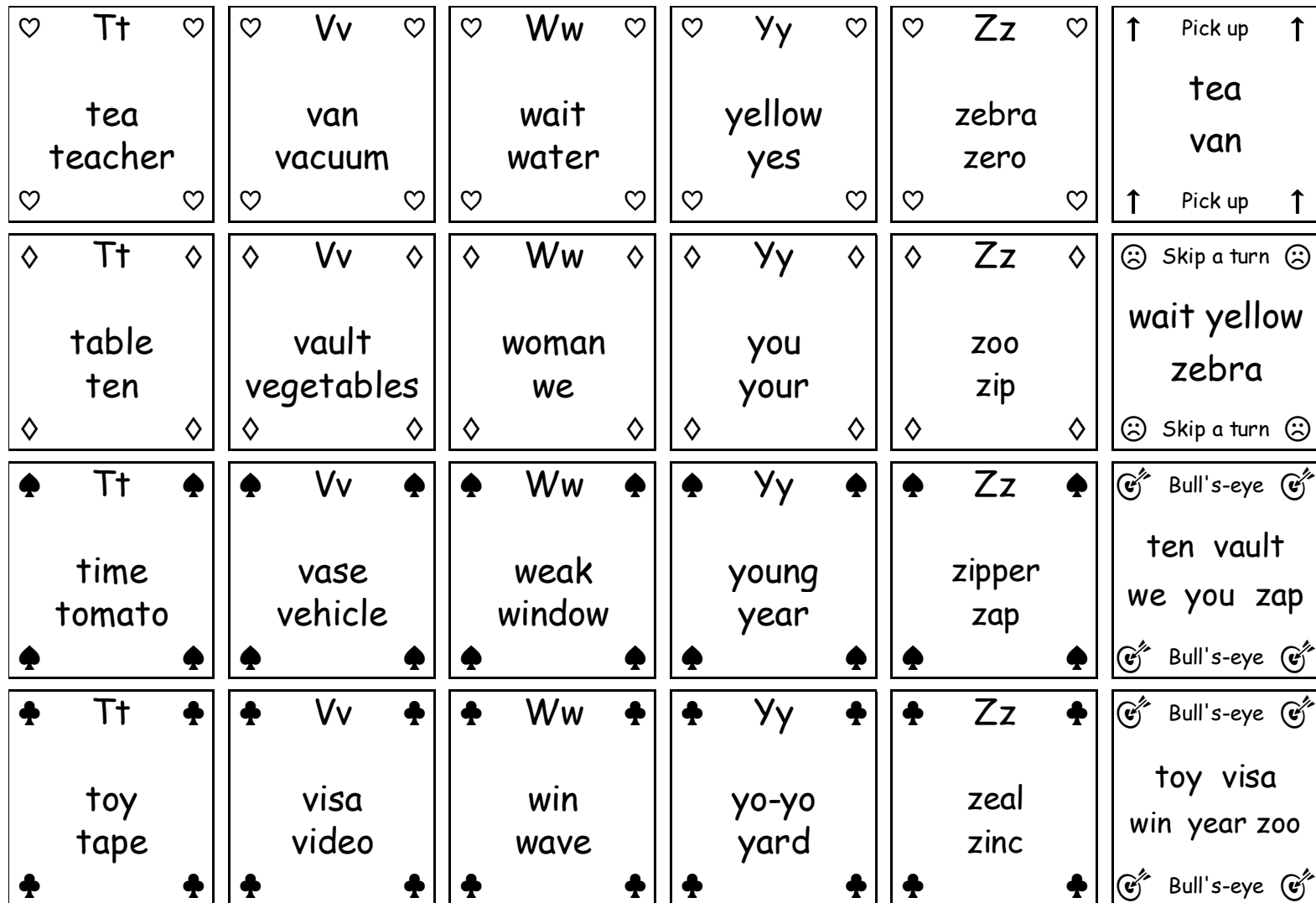


Figure 31. Bull's-eye – t, v, w, y, z.

Jj

jar
jacket
juice
jeep

Mm

mouse
mother
map
monkey

Pp

pig
pencil
paper
pen

Kk

kitten
key
kitchen
kite

Nn

nurse
nose
nest
neck

Qq

quilt
quiz
question
queen

Ll

leg
lake
lion
lamp

Oo

on
octopus
ostrich
October

Rr

red
run
rain
rabbit

Figure 32. Little Phonics Find: J-R.

Ss

sun
sea
sit
saw

Kk

tent
telephone
teacher
taxi

Ll

up
uncle
under
umbrella

Vv

vest
vase
violin
vegetables

Ww

watch
wet
window
water

Xx

fox
six
ox
box

Yy

yacht
yawn
young
yak

Zz

zoo
zipper
zero
zebra

Figure 33. Little Phonics Find: S-Z.

Draw your team

bl	cl	fl	gl
----	----	----	----

pl	sl	br	cr
----	----	----	----

dr	fr	gr
----	----	----

pr	tr	sc
----	----	----

sk	sm
----	----

sn	sp
----	----

st	sw
----	----

squ

str

tw

qu

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

Name:

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

Name:

Hit!

Finished!

Date: _____

Figure 34. Big Phonics Find Consonant Blends Game Sheet.

bl-	black	blanket	blink	block	blue	blow	blouse
cl-	clue	class	clean	clear	clock	cloud	clown
fl-	flag	flash	flat	floor	flower	float	fly
gl-	glad	glass	glide	globe	glove	glow	glue
pl-	plaid	plain	plan	plane	planet	plate	please
sl-	slap	sleep	sleeve	slice	slip	slipper	slow
br-	brain	brake	branch	brave	bread	bridge	brother
cr-	crab	crack	crawl	crop	crow	crown	cry
dr-	drag	dragon	draw	dream	dress	drink	drive
fr-	frame	free	freeze	Friday	frog	front	fruit
gr-	grab	grain	grand	grapes	grass	green	great
pr-	practice	pretty	price	pride	prince	print	prize
tr-	trace	trade	trap	tree	trick	train	trouble
sc-	scale	scarf	scoop	scooter	score	scuba	scar
sk-	skate	ski	skid	skin	skirt	skunk	sky
sm-	small	smart	smash	smell	smile	smoke	smooth
sn-	snack	snake	snap	sneak	sneeze	snore	snow
sp-	space	spare	speak	speed	spend	spill	spin
st-	stadium	stamp	star	start	station	steak	step
sw-	swallow	swan	sweat	sweet	swim	switch	swing
squ-	square	squash	squeak	squeeze	squid	squirrel	squirt
str-	straight	strange	straw	street	stream	string	strong
tw-	tweed	twelve	twenty	twice	twin	twinkle	twist
qu-	quail	quarter	queen	question	quick	quiet	quiz

Figure 35. Big Phonics Find Consonant Blends Reading Sheet.

Draw your team

b	d	f	g	k	l	m	n	p	r	s	t	v	ch
ft	ld	nd	ng	nk	nt	mp	sh	st	th				

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

Name:

	A	B	C	D	E	F	G
1							
2							
3							
4							
5							
6							
7							

Name:

Hit!

Finished!

Date: _____

Figure 36. Big Phonics Find Final Sounds Game Sheet.

-b	cab	crab	grab	crib	job	rob	knob
-d	bad	sad	glad	bed	bread	red	kid
-f	beef	leaf	loaf	scarf	life	wife	knife
-g	bag	bug	dog	leg	pig	flag	frog
-k	bank	bike	milk	cook	clock	duck	lock
-l	bowl	goal	camel	mail	pencil	bell	hill
-m	broom	dream	drum	gum	farm	jam	mom
-n	apron	balloon	brain	clown	green	lion	pen
-p	cap	deep	jeep	map	lamp	mop	sheep
-r	bear	car	chair	dear	finger	guitar	letter
-s	bus	us	plus	circus	gas	kiss	yes
-t	bat	carrot	coat	hit	jacket	racket	tent
-v	brave	cave	save	five	glove	have	move
-ch	peach	beach	teach	lunch	rich	watch	catch
-ft	craft	drift	gift	left	lift	soft	swift
-ld	build	fold	gold	hold	old	sold	child
-nd	and	band	land	sand	hand	wind	friend
-ng	bang	clang	hang	king	long	ring	young
-nk	ink	pink	wink	drink	think	bank	junk
-nt	ant	plant	print	mint	paint	tent	front
-mp	camp	damp	stamp	lamp	shrimp	jump	bump
-sh	fish	dish	wish	cash	wash	brush	fresh
-st	best	test	nest	list	cost	ghost	fast
-th	bath	math	north	south	cloth	broth	teeth

Figure 37. Big Phonics Find Final Sounds Reading Sheet.

What's This?

A) What's this?

O Yes, it is. X No, it isn't

ay ee e y ow ag am ap at en et an

B) Is it _____?

How many? _____.

A) What's this?

O Yes, it is. X No, it isn't

ay ee e y ow ag am ap at en et an

B) Is it _____?

How many? _____.

A) What's this?

O Yes, it is. X No, it isn't

ay ee e y ow ag am ap at en et an

B) Is it _____?

How many? _____.

Total: _____

Name: _____

Date: _____

What's This?

A) What's this? O Yes, it is. X No, it isn't

ig in ip it og ot ug op ew ab ad ar

B) Is it _____? How many? _____.

A) What's this? O Yes, it is. X No, it isn't

ig in ip it og ot ug op ew ab ad ar

B) Is it _____? How many? _____.

A) What's this? O Yes, it is. X No, it isn't

ig in ip it og ot ug op ew ab ad ar

B) Is it _____? How many? _____.

Total: _____

Name: _____

Date: _____

Figure 39. What's This? Word Families Game Sheet #2.

ay	ee	e	y	ow	ag
am	ap	at	en	et	an
ig	in	ip	it	og	ot
ug	op	ew	ab	ad	ar

Figure 40. What's This? Word Families Card Sheet.