

Fun with Grammar

lesson planning and games to use with the Jolly
Grammar books



About this book

Jolly Grammar, is designed to follow Jolly Phonics. In this book you find information how to use the Grammar books and how you can add games.

Children learn better being active and having fun. In this book you find a section with group games 'Fun with words and sentences'. These games can be played with the whole group. Other games are made to play with small groups. A lot of games can be made by yourself; using materials from the environment. In this book you find ideas and examples. There are many other possibilities. The games in this book are made to encourage you to be creative and make your own games. More information about how to make and play with these games you find in Fun with Phonics.

Index

The book is divided in four sections, separated by coloured pages:

1. Information

- Grammar
- Reading
- Spelling
- Writing
- Planning

2. Fun with words and sentences: group games.

3. Word bank

4. Games

- About games
- Examples



This book is one of three:

Fun at the Nursery school

Fun with Phonics

Fun with Grammar

We wish you a lot of fun with this book!

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Grammar

Jolly Grammar, is designed to follow Jolly Phonics. The basic skills taught with Jolly Phonics are:

1. Learning the Letter Sounds
2. Learning Letter Formation
3. Reading (Blending)
4. Identifying the Sounds in Words
5. Tricky words

For more information about these skills see the handbook or teachers book of Jolly Phonics.

There are 3 Grammar Handbooks: Grammar 1 for P2, Grammar 2 for P3 and Grammar 3 for P4. Before you start, read the information in the Handbook. For Grammar 1 there is also a teacher's book.

Spelling, reading and writing belong together. It is all about blending and segmenting, decoding and encoding. You can read what is written; when you write you need to know how to spell the words; when you know how to spell you can write and read.

In the Jolly Grammar books you find spelling lessons and grammar lessons.

Also the reading needs a lot of practice. Learning to read doesn't stop after P2. Let the children read stories or books each day, also in the higher groups. It helps them to improve the level and speed of reading.

Writing a text, each week, helps the children to practice the spelling and grammar. They also learn to express what they know and their feelings.

In the planning, to use together with the Grammar books, we give ideas for writing assignments for each week.

Playing games helps the children to practice the spelling and grammar in a varied and funny way. In the planning you find an idea for a group game for three times a week. Once a week the children play games in small groups.

Different stages of reading, spelling and writing

The reading process can be divided in different stages:

Learning to read becomes reading to learn!

BC	MC	TC	P1	P2	P3	P4	P5	P6	P7
developing		language – vocabulary - communication							
pre-reading									
	sounds - blending								
		cvc words							
			automate – reading with speed						
			tricky words						
			alternative pronunciations and spelling						
			grammar						
			comprehension						

Notes:

Don't let children start in the next phase before they understand and control the previous phase. E.g. when children cannot blend they cannot read words. Maybe they learn to recognize words, but reading is about to crack the code: The code how to read, how to make words with letters.

Of course not every child reaches the same level at the same time. It depends on facts as their learning possibilities and what is taught before. Use assessments to figure out the level of each child

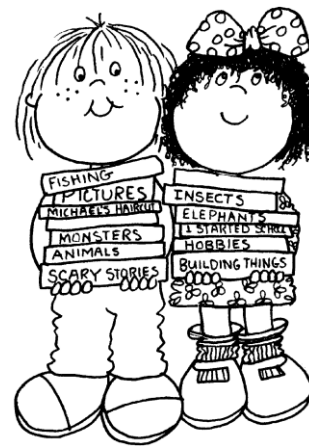
Teach always in a meaningful setting. Only learning letter sounds or an alternative spelling problem has no meaning. Teach why they learn them, what can you do with these sounds.

Idea's to improve the reading, spelling and writing skills

Reading

The reading process can be stimulated by:

- Telling stories and reading books for the children
- Stimulate their interest and imagination
- Motivate the children to value reading
- Daily speaking and listening activities
- Modeling listening and speaking
- A rich and varied environment
- Rhyme, Rhythm and Alliteration
- Look, Listen and Note!



Activities to improve the reading

- **Reading books:**
 - At least 3 times a week for 20 minutes with the whole class. They read in the books of the library.
While the class is reading, the teacher can help those ones who need extra help.
 - Children can read when they are ready with their work.
 - At 'free' moments. It is better to read then to wait!
- **Book promotion**
 - Talk with children about books before they read it. What do you think, what's the story about? Read the title. Look to the pictures.
 - Start reading. Is it correct what you had in mind?
 - Let children make a report about the book they read and let them tell about it.
 - Make a list of favorite books
- **Reading together – apart:**

All children or a small group gets a story.

 - First day: De teacher reads the story, the children follow the text. Talk about the story.

- Second day: Then you read the same story together, aloud.
- Third day: The children read it by them selves
- **Speed reading:**
The children get a story. After reading it together the children start reading for 1 minute. How far did they read? Try it again. Did you read more the second time? Instead of a story they can read words.
- **Find the word:**
The children get a story. Read it together. After reading name a word of the text. Try to find the word.
- **Reading words with the same reading problem:**
Read word rows. What sounds the same? What's the problem? Say it and point the problem in the word. E.g. I say igh and point to igh in a word. Give feedback: you now learned that igh is pronounced as ie. Read the words again.
- **Reading in pairs**
 - Reading flashcards. One shows, one reads.
 - Reading word rows or stories:

Spelling

Revise the spelling problems regular and especially when the children don't use them in the right way.

It helps the children when you hang the spelling rules on the wall in the class.

Also mnemonics can help them.

Each day the children practice the spelling list of that week.

Repeat practicing the spelling categories.

Practicing the spelling list

1. Listen – Think – Talk – Write

Say the word → *Let the children think / talk about it* → Show the right spelling → Let them write it → Show the right spelling again → Say the word again.

Talking about the word:

- What is the (spelling) problem or is it a tricky word?
- How can you remember the word?
- Do you know other words with the same problem?
- Can you divide the word in sounds or sound groups?
- Use mnemonics.
- First listen carefully then write.
- Write the word on the blackboard. Let the children look. Cover it and let them write word. Is it right? What's wrong?

2. Blending: Blend the word, let the children say or write the word.

Or say the word and let the children say it with letter sounds or names (segmenting). Not possible with tricky words!

3. Divide the group in pairs: the children dictate each other and talk together about the problem in that word.
Also other activities, like blending and segmenting can be done in pairs.
4. Make sentences with the words.
5. Make jumbled words of the words, like t ng o s r = strong.
6. Play right or wrong with the words: write a word, is it correct?
7. Give some letters of the words and let the children add the other letters, e.g. m th r = mother.
8. Describe the word. Which word is it? E.g. It swims in the water and say quack = duck.
9. Give a word that rhymes with it. E.g. hard – card / elbow – yellow / away - stay
10. Write the word on the blackboard. Remove 1 letter. Can you make a new word by adding another letter? E.g. miss → iss → hiss / kiss

See also: 'Fun with letter sounds' and 'Fun with words and sentences'.

Writing

Each week the children write. When they write they practice the spelling rules. Do they know how to use them in the proper way in their own texts? They have to think about what they want to write and the order of writing.

In the beginning the children will write the words how you pronounce them. It shows that they listen carefully and think about it. Start correcting after you taught them the spelling rule.

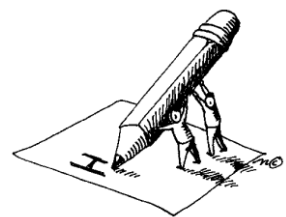
When children make a lot of faults pick one or two to correct. Tell them that you focus on these spelling problems this time. When you correct all, it will discourage them to write.

The children can write:

- Sentences
- A story: free; about a given title; using given words; something they experienced
- Writing about a theme. For writing about a theme you can use a format. See the appendix.

Extra work – activity cards

When the children are ready with their task, they can read, revise or make extra work. For revision and extra work you can use books you buy in bookshops. When you tear them apart, each page can be used as activity card. Paste the pages on carton or laminate them.



Check each year if the planning matches with your time table. Otherwise make changes, but make sure that there is time to do all activities. This plan is based on 9 x 40 minutes (6 hours) for P1 and P2 and 8 x 40 in P3 and P4. That's the minimum!

Planning Grammar 1 – P2

Activities mentioned in the planning.

- For each week there is a Spelling lesson and a Grammar lesson. In the planning for P2 we divide the spelling lesson over 2 days.
- One day children write sentences or stories. In this planning on Thursday.
- At least 3 times a week the children read for 20 minutes.
- Every day the class is playing a game. Most of these games you find in the book 'Fun with words and sentences'.
- Once a week play games in small groups. These games also can be used for remedial teaching.
- Practice the spelling list and spelling test each day.
- On Friday the children make the spelling test.
- Evaluate the lessons and revise when needed.

For the spelling lessons and grammar lessons the activities are in the handbook. Copy the activities on the blackboard and let the children write in their books.

Grammar 1 – lesson 1

day	Monday	Tuesday	Wednesday	Thursday
lesson	Jolly Grammar spelling lesson 1 <sh> pg. 26, 27		Grammar lesson 1 Rainbow Capitals pg. 28, 29	Writing
activity	- Let them draw a fish and write at least 6 words with <sh> in it. - Start with the spelling list	- Dictation - Practice the spelling list	Write the capitals on the blackboard. Choose the letters of your name and write them in different colors.	Write a sentences with the words: - Shop - Brush - Fish - Bring
game	Repeat the sounds and alternative spellings of the sounds. You can use flashcards.	Sort things that you can buy in different shops.	Play game 8 'Match the pairs' from 'Fun with words and sentences', pg. 8. Match the lower case letter with the capital.	Give the class a word and let them make sentences with the word. After a few different sentences with that word, you give them a new word.

Grammar 1 – Lesson 2

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson s <ch> pg. 30, 31		Grammar lesson 2 Sentence Sticking pg. 32, 33	Writing
activity	Ask the children to draw a plate with chips and write six words with <ch> in the chips.	- Dictation - Practice the spelling list	Copy the parts of the sentence of spelling 2 on the blackboard. Let the children write the sentence and draw about it. They try to make another sentence by their drawing.	Write these sentences on the blackboard: I wash my plate I eat food I cook food I buy food The children write the sentences in the right order in their book
game	How many flashcards can you read in 1 minute?	Make a mind map with the word lunch.	Play game 17 'Jumbled sentences' from 'Fun with words and sentences' pg.6	Build a story about a chicken or a duck

Grammar 1 – Lesson 3

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 3 <th> pg. 34, 35		Grammar lesson 3 Sentences pg. 36, 37	Writing
activity	-Let the children draw thought bubbles in their books and write in each bubble a word with th.	- Dictation - Practice the spelling list.	pg. 37: <u>correcting sentences</u> . Make your own sentences for the activity instead of the activity page.	Make sentences with each word of the spelling list.
game	Game: Make 3 groups. Let them stand in lines. Each group gets a letter sound: <ch> – <sh> – <th> The first one of the group writes a word with the sound on the blackboard and goes in the back of the line. Stop after 4 min..	Name a word and let the children spell it. Use the words of the spelling tests of last weeks. Not the tricky words!	In the afternoon you play games	Play Jumbled word with the words of the spelling list.

Grammar 1 – Lesson 4

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 4 <ng> pg. 38, 39		Grammar lesson 4 Capital letters pg. 40, 41	Writing
activity	Let the children draw a ring and let them write at least 6 words with <ng> in it.	- Dictation - Practice the spelling list	Let the children write the alphabet in their books with the capital letters next to the lower-case letters	Write a story using the words: - King - strong - sing - bring
game	Use the flashcards with the double sounds. Put the cards upside down on the table, let the child pick a card and write a word with that sound on the blackboard.	Play game 17 'Jumbled Words' from 'Fun with words and sentences', page 5. You can use some words from the spelling words in your sentences.	Use the flashcards with the double sounds. Put the cards upside down on the table, let the child pick a card and write a word with that sound on the blackboard.	Ask the children to give you 4 words. Then you tell them a story with those 4 words in it. After that you can give the children one word and let them make a sentence with it. If that goes well, give them two words, and then three words, etc.

Grammar 1 – lesson 5

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson <qu> pg. 42, 43		Grammar lesson Proper nouns pg. 44, 45	Writing
activity	- Let them draw a duck and write at least 6 words with <qu> in it. - Start with the spelling list	- Dictation - Practice the spelling list	Let the children draw their own frame in their books and draw in it. Instead of writing the address on the envelope, do the extension activity.	Write a story (or some sentences) about: • A Queen • A squirrel • A quacking duck
game	Make a quiz. See "Fun with words and sentences 47, pg. 12. Make questions about animals. Divide the group in boys and girls.	Play jumbled word with the words of the spelling list. About the word quick: Read together as a class. How quick they read 15 words. Can they do it faster the second time?	In the afternoon you play games	Make a story together as a class. Use a ball. The one with the ball has to say a sentence and then throw the ball to the next one. That person makes the next sentence in the story.

Grammar 1 – Lesson 6

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson <ar> pg. 46, 47		Grammar lesson Common nouns pg. 48, 49	Writing
activity	- Let them draw a star and write at least 6 words with <ar> in it. - Start with the spelling list	- Dictation - Practice the spelling list	- Let the children draw the pictures in their books. - Write the sentences on the blackboard.	Write a story about the farm.
game	Divide the group in 3 groups. Let them stand in a line. Give each group a sound: <ng> - <qu>- <ar>. Write the sounds on the blackboard. The children write one by one a word with the sound. Stop after 2 minutes.	Make pairs and let them spell the words of the spelling list for each other.	In the afternoon play games.	Play hangman with names of animals. Make cards with examples to be sure that they spell the word in the right way.

Grammar 1 – Lesson 7

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 7 Short vowels pg. 50, 51		Grammar lesson 7 Alphabetical Order pg. 52, 53	Writing
activity	- Let the children draw a picture with each vowel sound and let them write words with that sound under it. - Start with the spelling list.	- Dictation - Practice the spelling list.	- Let the children write the letters of the alphabet in their book with the right color. - Write 8 letters on the blackboard and let the children write this one with the letter that comes before and after in their books. - Write sets of 3 letters on the blackboard and let the children write them in the right order in their books.	Let the children write a sentence by each day of the week, like: On Monday
game	Play game 3 'Vowel words' from 'Fun with words and sentences' pg. 2.	Play game 31 'Throw with more dices: game 3 from 'fun with words and sentences' pg. 9	In the afternoon you play games	Give the children a letter. Let them stand in a line, in the right order of the alphabet.

Grammar 1 – Lesson 8

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 8 <ff> pg. 54, 55		Grammar lesson 8 'A' or 'An' pg. 56, 57	Writing
activity	- Let the children draw a cliff and write at least 6 words with <ff> on it. - Start with the spelling list.	- Dictation - Practice the spelling list.	Write or draw the words of pg. 57 on the blackboard. Let the children write them in their books adding a or an. When there is time you can give more words.	Let the children write a sentence with 5 words of the spelling list.
game	Play game 26 'Free the words from the snake' from 'Fun with words and sentences' pg. 8.	Play game 38 'Backwards' from 'Fun with words and sentences', pg.10. Start with words of the spelling list. Then try other words.	In the afternoon you play games	Play game 48 'Who am I' from 'Fun with words and sentences', pg. 12.

Grammar 1 – Lesson 9

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 9 <ll> pg. 58, 59		Grammar lesson 9 Plurals pg. 60, 61	Writing
activity	- Let the children draw a bell and write at least 6 words with <ll> on it. - Start with the spelling list.	- Dictation - Practice the spelling list.	Write words on the blackboard. Let the children write the words and their plurals in their books. Write also a list with plurals and let the children write these and the singulars.	Write a story that start with: When I feel ill or I want to tell you
game	Play game 37 'Throw and tell' from 'Fun with words and sentences', pg. 10. Let them tell what they will be when they are an adult. (profession)	Play game 36 'Telephone' from 'Fun with words and sentences', pg. 10.	In the afternoon you play games	Play game 27 'Match the pairs' from 'Fun with words and sentences', pg.8. Make cards with singular nouns and the plural of it.

Grammar 1 – Lesson 10

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 10 <ss> <zz> pg. 62, 63		Grammar lesson 10 Pronouns pg. 64, 65	Writing
activity	- Let the children make a list with words with <ss> and a list with words with <zz> - Start with the spelling list.	- Dictation - Practice the spelling list.	Practice the actions. Give verbs and let the children conjugate after I, you, he, she, it, we, you, they.	Write a sentence with each word of the spelling list.
game	Play game 29 'Circle reading' from 'Fun with words and sentences' pg. 8.	Play game 33 'Scrabble' from 'Fun with words and sentences', pg. 9. How many cross words can you make?	In the afternoon you play games	Dramatize a verb: game 45 from 'Fun with words and sentences', pg. 12.

Grammar 1 – Lesson 11

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 11 <ck> pg. 66, 67		Grammar lesson 11 Initial Blends Wheel pg. 68, 69	Writing
activity	- Let the children draw a duck and write at least 6 words with <ck> on it. - Start with the spelling list.	- Dictation - Practice the spelling list.	Make an Initial Blends Wheel. Copy page 69 .	Write a story about a duck or building with bricks.
game	Race with the clock: How many words can the children read in 1 minute?	Race with the clock: How many questions can they answer in 4 minutes?	In the afternoon you play games	Play game 12 'Build a story' from 'Fun with words and sentences', pg. 5. Start with the first sentence e.g. once upon a time there was a duck.

Grammar 1 – Lesson 12

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 12 Words Ending in <y> pg. 70, 71		Grammar lesson 12 Initial Blends pg. 72, 73	Writing
activity	- Let the children draw a funny face and write words ending in <y>- Start with the spelling list	- Dictation - Practice the spelling list.	Write Initial Blends on the blackboard and let the children make words with them in their books.	Write a funny story
game	Play game 37 'Throw and tell' from 'Fun with words and sentences', pg. 10. Tells what makes you happy. You can also use a dice with emotions (in the office of the Nursery).	Put at one side of the class a happy face and at the other sit a sad face. Name things like: a party, digging, a fight, eating matooke, etc. The children choose: does it make you happy or sad. Let the children go to the side they choose and make the right expression with their faces.	In the afternoon you play games	Play game 10 'Funny sentences' from 'Fun with words and sentences', pg.4.

Grammar 1 – Lesson 13

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson 13 Vowels pg. 74-75		Grammar lesson 13 Alphabetical Order pg. 76-77	Writing
activity	- Write the words on the blackboard and let the children write them in 2 columns: one with short vowel and one with long vowels - Start with the spelling list.	-Dictation -Practice the spelling list.	- Write the alphabet with the right colors. - Write sets of 3 letters on the blackboard; let the children write them in the right order in their books. - Give one group the dictionaries and let them find the letters Aa, Ss, Oo, Gg, Nn and Zz and write the first word that is given with that letter. When they are ready the next group can use the dictionaries.	Let the children write what they should do when they got 10 coins of 100 shilling.
game	Name a long vowel. Let the children make words with it. It is not allowed to use more vowels. E.g. with ai you make paint, but painter is not allowed.	Write on the blackboard: The blue... Add nouns. Give also other colors.	In the afternoon you play games	Alphabet without vowels. The children are in the circle. The first one says a letter. The next one says the next letter of the alphabet. It is not allowed to name a vowel. Instead of a vowel they have to say 'boom'.

Grammar 1 – Lesson 14

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson a_e pg. 78-79		Grammar lesson Verbs pg. 80-81	Writing
activity	Write the words on pg. 79 on the black-board. Let the children write them in their books adding the a_e and draw their pictures.	- Dictation - Practice the spelling list.	Write 3 verbs on the blackboard and let the children draw someone doing the verb. Let them think of more verbs and write them.	Write sentences about all the things you do every day. E.g. I wake up; I go to school; .
game	Free the words from the snake. Use some words with the a_e	My name: Each child writes the letters of his name under each other. By each letter they write something about themselves. E.g. t – tolerant; i – innocent; m – moody	In the afternoon you play games	Dramatize a verb.

Grammar 1 – Lesson 15

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson i_e pg. 82-83		Grammar lesson Conjugating Verbs pg. 84-85	Writing
activity	Let the children draw a kite and write words with i_e in it.	- Dictation - Practice the spelling list.	Choose a verb. Let the children draw a picture for each person doing the verb and write under the picture who is doing what.	Write a story about a kite.
game	Throw with the ball. The one who gets the ball tells what he likes.	How many words can the children read in a given time?	In the afternoon you play games	Play living memory: One child goes out. The others make pairs and they devise a sound or movement. The child who's out comes back and tries to find the pairs by giving turns.

Grammar 1 – Lesson 16

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson o_e pg. 86-87		Grammar lesson Past Tense pg. 88-89	Writing
activity	Let the children draw a tadpole (or a home or globe) in their book and write words with o_e in it.	- Dictation - Practice the spelling list.	Write the word on pg. 89 on the blackboard. Let the children write them in their books and let them write the past tense behind it. Also write the sentences on the blackboard and let the children write past or present behind it.	Write a story about your home.
game	I go for a journey and take with me Each child adds one thing after repeating what the other children named in the correct order.	I hope I can hop: Name a word. The children hop for each letter one time. E.g. globe – you hop 5 times.	In the afternoon you play games	Write by each letter of the alphabet something you can find in your home: a – ant; b – banana; c – cup; etc.

Grammar 1 – Lesson 17

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson u_e pg. 90-91		Grammar lesson Past Tense pg. 92-93	Writing
activity	Let the children draw 6 notes in their book and write in each note a word with u_e	- Dictation - Practice the spelling list.	Write the words on pg. 93 on the blackboard. Let the children write them in their books and write the simple past tense behind it. Let them choose one word and make a drawing of it.	Let the children write sentences: I use for..... E.g. I use my hands for clapping; I use a rope for skipping
game	Make cards with words with a_e; i_e; o_e; u_e. Each child gets a card. Find the children with a card with the same letters in the word. Read the words together. Which group is the fastest?	Give words where the magic letters are missing. Which one has to be filled in? E.g. kn-f-; gl-b-; n-m-	In the afternoon you play games	Dramatize verbs or nouns.

Grammar 1 – Lesson 18

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson wh pg. 94-95		Grammar lesson	Writing
activity	Let the children draw a whale and let them write words with wh in it.	- Dictation - Practice the spelling list.	Write the exercises on pg. 97 on the blackboard and let the children make them in their books.	Write a story about See by game
game	Telephone: Stand in a circle. Whisper a word in the ear of the person next to you, etc.	Who, what, where, why; when; start; end. Put these words on a dice. Tell a story. Throw the dice. When 'who' is up tell about who the story is, etc.	In the afternoon you play games	Jumbled sentences: Make on the blackboard columns with who, what, where and why. Pick out each column a part and make a sentence. This is the heading of your story.

Grammar 1 – Lesson 19

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ay pg. 98-99		Grammar lesson Alphabetical Order pg. 100-101	Writing
activity	Let the children draw 6 crayons in their book and let them write in each crayon a word with ay	- Dictation - Practice the spelling list.	Let the children write the alphabet in the right color in their books, lower-case and capital letters. Write the other exercises on the blackboard and let the children make them in their books.	Design a playground and write what you draw.
game	Play today: tell me the way. Or: follow the leader. One child gets a blindfold. Another one tell him the way to the other side of the class, without bumping anything! Turn the child with the blindfold a few times. He will be disorientated and that gives more fun.	Say a word backwards. What is the word? E.g. tuh = hut; drac = card.	In the afternoon you play games	Hang (or write) letters on the playground. Let the children search them and make words with these letters.

Grammar 1 – Lesson 20

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ea pg. 102-103		Grammar lesson Nouns pg. 104-105	Writing
activity	Let the children draw leafs in their books and write words with ea in it.	- Dictation - Practice the spelling list.	Put a picture in front of the class and let the children write the nouns they see in the picture. (Copy the picture on pg. 105 on A3 paper or choose another picture). Write the sentences of the other exercise on the blackboard. The children copy them in their books and underline the nouns.	Write about the sea: What is it? What do you see in the sea?
game	Match the pairs: Give each child a card with a word or the meaning of a word. Find your partner.	How fast can they read 10 words? And 20?	In the afternoon you play games	I see, I see,.....: One child takes something in his head and says: I see, I see, some-thing with color.... When he says green the children try to mention the green thing he means.

Grammar 1 – Lesson 21

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson igh pg. 106-107		Grammar lesson Adjectives pg. 108-109	Writing
activity	Let the children draw a light bulb in their books and write words with igh in it.	- Dictation - Practice spelling list	Write the adjectives on the blackboard and let the children write the sentences about the snake in their books, like This is a long snake. Let them draw a snake and write the description. E.g This is a long, red, spotted, happy, snake.	Write a story that start with: Once upon a time in the night
game	Draw stairs on the blackboard. Ask questions. For each right answer you put a dot on a stair step. How high are they after e.g. 20 questions?	The children stand up and put their hands on their thigh. Name words. When it is a word without an igh sound they have to clap in their hands. When they miss they sit down.	In the afternoon you play games	Before the children write their own story build a story together.

Grammar 1 – Lesson 22

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson y pg. 110-111		Grammar lesson Adjectives pg. 112-113	Writing
activity	Let the children draw the sky in their books and write words with y in it.	- Dictation - Practice the spelling list	Write the sentences on pg. 113 on the blackboard. The children write them in their books adding an adjective.	Write a story about 'myself'.
game	Odd one out: Say 4 words, which one doesn't belong in this row and tell why. E.g. rat – pin – on – pen: on because it has 2 letters; house – clean – flower – stool: clean because it's not a noun.	Try to find out what the meaning is of a word. Give a word that the children don't know. They discuss in groups about the meaning. After a while they tell what they think it means. Read the right meaning from a dictionary. Who was close?	In the afternoon you play games.	Throw with the ball. The one who catch the says something about himself: I am It's not allowed to say your name, but things like: funny, stubborn, shy, ...

Grammar 1 – Lesson 23

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ow pg. 114-115		Grammar lesson Final Blend pg. 116-117	Writing
activity	Talk with the children about snow before you let them draw a snowman and write words with ow in it.	- Dictation - Practice the spelling list	Draw 2 boxes on the blackboard: one with the final blends and one with sta' po' be' a' ne, ha, la, cri, te. Let the children make the exercise in their books and choose of which words they want to draw. There are more than one possibilities, e.g. sta can be matched with mp and nd!	Each year you grow. Write a sentence about each year of your life.
game	Make adjectives by words of the spelling list: show, box, snowman.	Throw with the ball and let them spell their own name as fast as possible (not slow!)	In the afternoon you play games	Throw the ball and let them spell the name of the child on their right side.

Grammar 1 – Lesson 24

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ew pg. 118-119		Grammar lesson Compound words pg. 121-122	Writing
activity	Let the children draw a jewel and write words with ew in it.	- Dictation - Practice the spelling list.	Write the words on pg. 121 on the blackboard and let the children write the compound words in their books. Do they know more compound words?	Write an article for a newspaper. First show a newspaper and talk about it. Play first the game.
game	Let the children tell news. The first one starts, after 15 seconds the next one continues, etc.	Write a big word on the blackboard: How many new words can you make of it?	In the afternoon you play games	Cut headings from articles in a newspaper. Use words from different headings to make a new heading. Write a story by this heading.

Grammar 1 – Lesson 25

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ou pg. 122-123		Grammar lesson Alphabetical Order pg. 124-125	Writing
activity	Let the children draw a village with different houses and write in each house a word with ou.	- Dictation - Practice the spelling list	Write the words on the blackboard and let the children write them in alphabetical order.	Write 10 sentences about things you see outside.
game	Make compound words: Give every child a word that can be a part of compound word. Find someone with a word that can make a compound word.	Guess the person: sent one child out. The others take a person in their mind. The one that was out asks questions and tries to find out who is in their minds.	In the afternoon you play games	Play alphabet without vowels. (or without the letters of a word)

Grammar 1 – Lesson 26

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ow pg. 126-127		Grammar lesson Verbs pg. 128-129	Writing
activity	Let the children draw an owl (or flowers) and write words with ow in it.	- Dictation - Practice the spelling list.	Copy the picture on pg. 129 on A3, hang it in front of the class and let the children write the verbs. Or choose another picture. Write the other exercise on the blackboard.	Write 10 sentences about what you see in a town.
game	Read the tricky words on the flowers. How fast can they read them? When you don't have tricky flowers	Dramatize an animal.	In the afternoon you play games	I go to town and buy...(like: I go for a journey)

Grammar 1 – Lesson 27

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson oi pg. 130-131		Grammar lesson Adverbs pg. 132-133	Writing
activity	Let the children draw an can for oil and write words with oi in it.	- Dictation - Practice the spelling list.	Write the adverbs and the sentences (from the book or make your own) on the blackboard and let the children match them. They can make their own drawing.	Write what makes you feel happily
game	Play jumbled words with the words of the spelling list.	Cheap words: Give each letter an amount of money. Make a cheap word with 5 letters, etc.	In the afternoon you play games	Make pairs: tell your partner what makes you happy. Back in the group retell what your partner told you.

Grammar 1 – Lesson 28

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson oy pg. 134-135		Grammar lesson Adverbs pg. 136-137	Writing
activity	Let the children draw a boy and write words under it with oy.	- Dictation - Practice the spelling list.	Copy pg. 137 (or write it on the blackboard) and let the children fill in the right words.	Write when you get annoyed.
game	Describe a piece of toy. Who can tell what it is.	Make a top 5 list of the games the children enjoy. Play number 1.	In the afternoon you play games	Play number 2 of the list you made on Tuesday

Grammar 1 – Lesson 29

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson or pg. 138-139		Grammar lesson es plurals pg. 140-141	Writing
activity	Let the children draw a horse and write words with or in it.	- Dictation - Practice the spelling list.	Write words with sh; ch, s and x on the blackboard. Let the children copy them in their books and write the plurals behind it.	Write a story over a sport you like.
game	Choose: Let the children choose to go to the right or the left. Ask things like: What do you like more: posho or beans / color red or color blue / etc.	Play living memory	In the afternoon you play games	Dramatize a sport.

Grammar 1 – Lesson 30

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson al pg. 142-143		Grammar lesson Antonyms pg. 144-145	Writing
activity	Let the children draw talk bubbles in their books and write al words in it.	- Dictation - Practice the spelling list.	Let the children write opposites in their books.	Write a strip story
game	Make pairs: singles and plurals	Give a item, like 'animals' or 'shops'. 1 child get a stick in his hand and he has to talk 30 seconds about it. Then he gives the stick to someone else who has to talk for 30 seconds about it.	In the afternoon you play games	Guess the person. Who do we have in our mind?

Grammar 1 – Lesson 31

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson nk pg. 146-147		Grammar lesson Using a Dictionary pg. 148-149	Writing
activity	Let the children write nk words in a drinking glass.	- Dictation - Practice the spelling list.	Give one group of the class the dictionaries and make the exercise you wrote on the blackboard (pg. 149). The other children can put words in alphabetical order. Write words on the blackboard. When the first group is ready with the dictionaries they pass it on to the next group. You can also give them other worksheets.	Make two lists: one with things you can drink and one with things you can eat. Tick what you like.
game	Make pairs with the antonyms. See last week.	What do you think that happens? Divide the group in small groups and let them finish the story. Let them tell or dramatize it.	In the afternoon you play games	Choose: what do you like more? Mention two things you can eat or drink. Go to the left or the right.

Grammar 1 – Lesson 32

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson er pg. 150-151		Grammar lesson “Speech Marks” pg. 152-153	Writing
activity	You are a person. Draw yourself and write other words with er.	- Dictation - Practice the spelling list.	Write on the blackboards The snake said....., etc. Let the children finish the sentences in their books using the speech marks.	Write a story about a <ul style="list-style-type: none"> • your mother • your father • your brother or • your sister
game	Alphabet words: write by each letter a name of an animal.	Don't say yes, no or eh. The class asks one child a lot of questions. The child has to answer but it is not allowed to say yes, no or eh. When he uses one of these words another child gets the turn.	In the afternoon you play games	Guess the person.

Grammar 1 – Lesson 33

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ir pg. 154-155		Grammar lesson Word Web pg. 156-157	Writing
activity	Let the children draw a bird and write words with ir in it	- Dictation - Practice the spelling list.	Let the children draw a web in their books and write words you can use instead of said.	Write a story about one or more birds.
game	Throw with the ball. Who gets the ball tells when it is his birthday and what he wants to do on his birthday.	Find out which child it is. One child gets a blindfold and points to a child and asks questions about this child. The other children answer. The child with the blindfold has to find out to who he is pointing.	In the afternoon you play games	Word chain with compound words.

Grammar 1 – Lesson 34

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson ur pg. 158-159		Grammar lesson Questions? pg. 160-161	Writing
activity	Let the children draw a turkey (or a head with curly hair) and write words with ur under it.	- Dictation - Practice the spelling list.	Let the children make a question with each question word. Let them make questions for an interview.	Write about your activities on Saturday
game	Make groups: How many words can they make with ur . And with ir , and er ?	Jumbled profession. Start with the one of the spelling list: serun (nurse). Then give more.	In the afternoon you play games	What is the word? Ask questions. For each good answer they get a letter. Which word can you make with these letters.

Grammar 1 – Lesson 35

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson au pg. 162-163		Grammar lesson Questions? pg. 164-165	Writing
activity	Let the children draw an astronaut, after explaining what that is, and write words with au in it.	- Dictation - Practice the spelling list.	Write the exercise on pg. 165 on the blackboard and let the children write it in their books.	Make an interview: Choose a person in your class. Make 10 questions for an interview of him.
game	Play hangman	Make a quiz. Make groups. Each group makes 4 questions. The other groups have to answer. You can give a theme for the questions.	In the afternoon you play games	Take the interviews.

Grammar 1 – Lesson 36

day	Monday	Tuesday	Wednesday	Thursday
lesson	Spelling lesson aw pg. 166-167		Grammar lesson	Writing
activity	Let the children draw a saw and write words with aw in it.	- Dictation - Practice the spelling list.	Copy pg. 169 and let the children make it.	Write a story. Choose your own topic.
game	Write long words: how many long words can you write in 2 minutes. 6 letters is 1 point; 7 letters 2 point; etc.	Last letter: Make groups or pairs. Name a letter. How many words can they write with this letter at the end? After 1 minute you gave another letter.	In the afternoon you play games	Secret alphabet. Divide the group in small groups and let them make their own secret alphabet. Then they write a sentence with their secret alphabet.

Planning Grammar 2 – P3

Activities mentioned in the planning.

- For each week there is a Spelling lesson and a Grammar lesson.
- One day children write sentences or stories. In this planning on Wednesday
- At least 3 times a week the children read for 20 minutes.
- Every day the class is playing a game. Most of these games you find in the book 'Fun with words and sentences'.
- Once a week play games in small groups. These games also can be used for remedial teaching.
- Practice the spelling list and spelling test each day.
- Evaluate the lessons and revise when needed on Thursday
- On Friday the children make the spelling test.

For the spelling lessons and grammar lessons the activities are in the handbook. Copy the activities on the blackboard and let the children write in their books.

	Monday	Tuesday	Wednesday
week 1	Writing: Let the children make a story about a plumber.		
game	Revise all the sounds and their alternative spellings.	Make a word web about the plumber. Ask a plumber to come in your class to tell about his work.	Write the letters of the alphabet on the blackboard. Make a word with each letter together with all the children.
week 2	Writing: Let the children draw about their holiday. Then they write 10 sentences about what they did in their holidays		
game	Let the children draw a wreck in their books and write 6 words with silent w in it.	Let the children draw about their holiday and write 10 sentences about it.	Copy grammar sheet 2 for each child. Let them write the sentences.
week 3	Writing:		
game	Game: Make 3 groups. Let them stand in lines. Each group gets a letter sound: silent w; silent b; silent k. The first one of the group writes a word with the sound on the blackboard and goes in the back of the line. Stop after 4 minutes.	Jumbled words with the words of the spelling list.	Name a word and let the children spell it. Use the words of the spelling tests of last weeks.
week 4	Writing: Write a story using the words: whale – why –whiskers -what		
game	Make flashcards with 'silent b', 'silent k', 'silent w' and 'wh'. Put the cards upside down on the table, let the children pick a card and write a word with that sound on the blackboard. You can use some more sounds to practise them.	Ask the children to give you 4 words. Then you tell them a story with those 4 words in it. After that you can give the children one word and let them make a sentence with it. If that goes well, give them two words, and so on.	See the game in the book under 'Introduction'. Another game you can use, or do at another time during the day: Let the children write down a question and an answer on separate papers. Put all the questions together and all the answers together. Now let one child pick a question and another an answer. Let them read it aloud by one asking the question and the other giving the answer. You will have silly answers to the questions! ;-)
week 5	Writing: Write a story about a dolphin or an elephant and make a drawing by the story.		
game	Revise what a verb is. (a doing word) Make groups of 4 children. Let them write a verb with each letter of the alphabet.	Jumbled words with the words of the spelling list.	Play the extension activity as a game.
week 6	Writing: Write several feelings on the blackboard. Let the children write a story by a feeling. They can make a story of something that happened to them or they can make up a story by a feeling.		
game	Right or wrong words. Make words with ea sounds. Use words that are really written like that and words that are spelled wrong with that spelling e.g. eagg. Let the children tell you if a word is spelled correctly or not.	Tell the children a story in which you had a strong feeling. Or you can choose to read a book to them in which the person has a strong feeling.	The lesson includes feelings. Make cards with several feelings the children can have and let the children name situations in which they have felt this way.

	Monday	Tuesday	Wednesday
week 7 Writing: Divide the children in groups. Let every group think of an act they could do in a circus. Let them make a written invitation for their act. Let them write down what they are planning to do.			
game	Sorting words. Make cards with words with a soft c and a normal c. The children have to read the words and say which c it is.	Read a story to the children about a circus. Show them pictures. Make a mind map together by the word circus.	Make groups of 4 children. Let them make themselves stand in alphabetical order with their names. Together with the class you check the lines.
week 8 Writing: Let the children write a story with the title: A giantThey fill in the last word by themselves e.g. apple, man, caterpillar, table etc.			
game	Play game 18 'Last letter' from 'Fun with words and sentences', page 18.	Play game 12 'Build a story' from 'Fun with words and sentences', pg 5.	Let the children tell you which month is their favorite and why. Start with several kids telling in the whole group. Later you can make pairs of groups of 4 and let them tell it to each other.
week 9 Writing: Cut words from headings of newspapers or magazines. Let the children choose their words and make their own heading. Then they write a story by the heading.			
game	Make flashcards with 'soft c', 'soft g', 'ea as e'. Put the cards upside down on the table, let the children pick a card and write a word with that sound on the blackboard. You can use some more sounds to practise them.	Cut words from headings of newspapers or magazines. Let the children choose their words and make their own heading. Then they write a story by the heading.	Let each child write down a noun. Then make pairs. Each child is going to describe the noun of the other child in at least two sentences.
week 10 Writing: Tell the children to write a story with the heading: 'Double trouble'. The story should be funny.			
game	Make cards with words that have 'ou as u' and ou sound. Let the children read them and tell you which sound it has.	Think of a story (preferably from your own experience) that can go with the heading 'Double trouble' and tell it to the children.	Let the children make their own memory in which they have to match singulars and plurals. They draw the pictures and write the words under it. They can make it in pairs and play together.
week 11 Writing: Let the children choose a noun. They have to make 10 sentences in which they are telling you about that noun. The noun can be a person, a place or an object.			
game	Play game 30 'I go for a journey' from 'Fun with words and sentences', page 8. Let the children name things in pairs. So they say: I go for a journey and I take a pair of socks, and a pair of books, etc.	Play 'Hangman'. Let the children choose only nouns. Make sure they spell the word correctly.	Play game 1 'How many words' from 'Fun with words and sentences', page 2.
week 12 Writing: Revise the possessive adjectives. Let the children write a story about their birthday in which they have to use several of the possessive adjectives.			
game	Write a list of words with 'ch' sound on the blackboard. Some sound as 'ch' and some as 'k'. Let the children work in pairs to write a list of words with sound 'ch' as 'k'.	Play jumbled words. Mix the letters of words and ask the children to make the word right.	Think of other homophone mix-ups. Write sentences on the blackboard with the words mixed up. Let the children find the word that is not right and correct it. E.g. The answer was write. (The answer was right.)
week 13 Writing: Let the children write a story with the title: "A snail made a tray on a rainy day".			
game	Make groups or pairs. Write the sounds 'ai', 'ay' en 'a_e' on the blackboard. Let the children write words that have these sounds. Which group has the most words at the end.	Let the children choose a sound and make a sentence with a lot of words that have that sound in it. You can start with vowels, than later double vowels.	Put cards with words in a box. Let the children pick a word and let them say another word that is before or after that word in alphabetical order. E.g. Someone picks the word 'snake', then they say the word 'rainbow', because 'r' is before 's' in the alphabetical order.
week 14 Writing: Let the children choose an animal and write an informative story about that animal.			
game	Play game 11 from the book 'Fun with words and sentences' on page 4.	Get some informative books from the library. Talk with the children how you can write about something to inform others about that subject.	Make cards with a verb on it. Let the children pick a verb and tell you a sentence with that verb. You can give several turns. After you can also let a child pick a card and all the children write their own sentence with that verb in their books.

	Monday	Tuesday	Wednesday
week 15 Writing: Let the children write their own story. They have to use at least 4 words from the spelling list in their story.			
game	Write the sounds 'ie', 'igh', 'y' and 'i_e' on the blackboard. Let the children write words with these sounds in pairs. Stimulate to make words with all the four sounds.	Let the children tell you 4 words. You start telling them a story and you use those 4 words in it. Every time when that the children hear one of the words they clap for you.	Play the game that is written in the handbook. Let the children act out pronouns with verbs. You can start with the whole group and then make pairs and let them play together.
week 16 Writing: Choose one of the sentences that came out of the game 'Funny sentences' and let the children write a story with that title.			
game	Make words with different spellings of the 'oa' sound like on spelling sheet 16. Let the children tell you if the spelling is correct.	Play game 10 'Funny sentences' from the book 'Fun with words and sentences' on page 4.	Play game 44 'Dramatize' from the book 'Fun with words and sentences' on page 12.
week 17 Writing: Let the children write a story with the title 'The rescue'. Let them use their own imagination.			
game	Make groups of 4 children. Let them write down words they know with the different spellings of sound 'ue'. After 5 minutes let the groups tell you a word in turns. If one group has said a word another group cannot say it again. When they don't have more words that group is out of the game. Which group is in the game the longest.	Give the children a word and give the children turns to make a sentence with that word. Teach them to use their imagination.	Let several children tell you in one sentence what they did yesterday afternoon. Write the sentences on the blackboard. Ask the children to find the verbs in the sentences and talk with them about the past tense.
week 18 Writing: Let the children write a story about something that happened in the past. Remind them about the regular past tense.			
game	Play game 41 'odd one out' from the book 'Fun with words and sentences' on page 11.	Play game 32 'past-present-future' from the book 'Fun with words and sentences' on page 9.	Let the children make their own memory game with the tricky pasts, by making cards with a present and a past that match. E.g. come and came. They can work in pairs and after making the game they can play the game together.
week 19 Writing: Write 20 verbs on the blackboard that have a tricky past. (see grammar lesson 18) Let the children write a sentence in the past tense by each word.			
game	Write sound 'ir', 'ur' and 'er' on the blackboard. Let the children tell you words that have these sound in it and let them write them under the correct spelling of the sound.	Play game 33 'scrabble' from the book 'Fun with words and sentences' on page 9.	Play game 21 'Guess the word' from the book 'Fun with words and sentences' on page 7.
week 20 Writing: Let the children write a story with the title: 'If I were royal...'			
game	Play the last variation on game 25 'Say words with a magic-e' from the book 'Fun with words and sentences' on page 7.	Talk with the children about being royal. Make a mind map about the subject 'royal'. See game 39 'Mind mapping' from the book 'Fun with letter sounds' on page 10.	Play game 40 'Hangman' from the book 'Fun with letter sounds' on page 10.
week 21 Writing: Let the children write a story with the title: 'My best day'.			
game	Make groups of 4 children. Let them write down words they know with the different spellings of sound 'ou'. After 5 minutes let the groups tell you a word in turns. If one group has said a word another group cannot say it again. When they don't have more words that group is out of the game. Which group is in the game the longest.	Make cards with the names of all the children in the class. Pick a card from the box and let that child tell you something he/she likes to do. Then that child can pick another card. They should not copy to say the same things, but think of something new.	Play game 26 'Free the words from the snake' from the book 'Fun with words and sentences'. Use verbs in different tenses.
week 22 Writing: Let the children write an informative story about a mechanical device. Choose several devices on the blackboard and let the children choose one of them to write about.			
game	Play game 30 'I go for a journey....' from the book 'Fun with words and sentences'.	Play game 21 'Guess the word' from the book 'Fun with words and sentences' on page 7.	Play game 12 'Build a story' from the book 'Fun with words and sentences' on page 5. Stimulate the children to use and adverb or adjective in their sentences.

	Monday	Tuesday	Wednesday
week 23 Writing: Let the children write a diary about the past week. They should write at least three sentences about each day.			
game	Play game 2 'Cheap words' from the book 'Fun with words and sentences' on page 2.	Try to find a book or a story in which someone writes a diary and read this to the children. Talk together about it.	Make cards with conjunctions. Give children turns to pick a card and make a sentence with that conjunction in it.
week 24 Writing: Let the children write a story about their plans for the holiday.			
game	The word 'year' is written with 'ear'. Talk with the children about all that you learned already this year. Revise several spelling problems you taught this year with the children.	Tell the children about the plans you have for your holiday.	Play game 6 'Write long words' from the book 'Fun with words and sentences' on page 3.
week 25 Writing: Write several feelings on the blackboard. Let the children write about a situation in the holiday when they had a certain feeling. They should write about three feelings at least.			
game	Play game 43 'Who do you want to be?' from the book 'Fun with words and sentences' on page 12.	Talk with the children about feelings in different situations. It is nice for the children to also hear examples out of your personal life.	Play game 28 'Jumbled professions' from the book 'Fun with words and sentences' on page 8.
week 26 Writing: Get some scientific books and pictures. Let the children write an informative story about one of the subjects they see in the book.			
game	Revise the silent sounds the children have learned up to now. Let them write in pairs as many words with silent sounds as they know.	Talk together about the books and pictures and give the children some ideas in how to write an informative story about these subjects.	Play game 1 'How many words' from the book 'Fun with words and sentences' on page 2.
week 27 Writing: Get books for the children from the library. Choose short books that are at the right level for each child. Let the children read a book and then write a story about in which they tell you what happened in the book.			
game	Play game 14 'Secret alphabet' from the book 'Fun with words and sentences' on page 5.	Read a small book to the children and talk together about how you can write a story about the book. Use the words who, what, where, when, why, etc, to ask them questions.	Say a sentence with a word that can be changed with a prefix. Let the children tell you the sentence with a prefix in it.
week 28 Writing: Let the children write a story with the title: I like to dream about.....			
game	Play game 50 'Living memory' from the book 'Fun with words and sentences' on page 13.	Play game 25 'Say a word with a magic-e' but use another variation. You pick a card with a name from the box and let that child answer the question: What do you like to dream about? It is also nice for the children to answer that question yourself.	Play game 46 'Observe' from the book 'Fun with words and sentences' on page 12.
week 29 Writing: Let the children write these words in their book: start, who, what, where, when,, end. Let them make a story in which they tell you these aspects of their story.			
game	Play game 49 'Follow the leader' from the book 'Fun with words and sentences' on page 13. This game is about giving directions and is a nice start for you lesson to talk about how you write the word 'direction' and explain the spelling lesson.	Play game 34 'Who, what, where' from the book 'Fun with words and sentences' on page 10. Then do the activity.	Play game 36 'Telephone' from the book 'Fun with words and sentences' on page 10.
week 30 Writing: Let the children write their own invitations. They can choose the activity that they invite someone for. You can use papers so that the children can also decorate their invitation after writing.			
game	Revise some of the spelling problems you taught in the past weeks. Let the children write words with the different spelling problems on the blackboard, in pairs or in groups.	Talk with the children about different invitations you can get. Think about the information that people have to give in a written invitation.	Say a short sentence and let the children make the sentence longer and longer. After making the sentence longer several times, you start a new sentence. Stimulate them to use prepositions.
week 31 Writing: Let the children choose their own subject to write a story about.			
game	Play game 5 'What is the word?' from the book 'Fun with words and sentences' on page 3.	Play game 12 'Build a story' from the book 'Fun with words and sentences' on page 5.	Play game 4 'Difficult words' from the book 'Fun with words and sentences' on page 2.

	Monday	Tuesday	Wednesday
week 32 Writing: Let the children choose an adult person on the compound and make an interview for that person to learn more about the work they do on the compound. They should at least make 10 questions.			
game	Play game 18 'Last letter' from the book 'Fun with words and sentences' on page 6.	Play game 11 'Guess the person' from the book 'Fun with words and sentences' on page 4. Play it about adult people on the compound.	Make pairs. Give the children 5 minutes to write as many sentences in which the verb has the suffix -ing. Who has the most correct sentences after 5 minutes.
week 33 Writing: Let the children choose a well known person in the world. Tell them to write a story about that person. They describe a day from that person's life.			
game	Revise several spelling problems. Choose three problems and let the children write words by those problems. Divide the group in smaller groups and let them work together.	Play game 11 'Guess the person' from the book 'Fun with words and sentences' on page 4. Play it about well known people in the world.	Divide the group in 4 groups. Give three small cards to each child on which they write a word, its comparative and its superlative. They should not use the same words in a group. Then the group mixes the words and gives their words to another group. Each group should make the groups with words again with the cards from another group.
week 34 Writing: Give each child a book at the right level. Let the children read a book and then write a story about in which they tell you what happened in the book.			
game	Play game 19 'Letterbox' from the book 'Fun with words and sentences' on page 6.	Read a small book to the children and talk together about how you can write a story about the book. Use the words who, what, where, when, why, etc, to ask them questions.	Let the children make their own memory game. They should match two cards that can have somehow the same meaning. E.g. said – tell. Work in pairs. They should make at least 10 matching pairs. After they can play the game.
week 35 Writing: Let the children write a story with the title: My future.			
game	Make cards with on each a different spelling problem. Put the cards in different corners of the class or go outside with the children. Say a word, let the children run to the card with the correct spelling problem in that word.	Play game 25 'Say words with a magic-e' from the book 'Fun with words and sentences'. Use another variation: pick a card with a name and let that child tell you what he/she wants to be in future. Talk with the children about the different aspects of their future. You can use a mind map to think about it together.	Play game 23 'Make compound words' from the book 'Fun with words and sentences' on page 7.
week 36 Writing: Let the children write a story with the title: What I liked about this school year...			
game	Write all the spelling problems of the year on the blackboard. Let the children work in pairs. They think of a word by each spelling problem. It can be nice to let them make a memory with on one card the spelling problem, on the other one a word with that problem.	Share with the children what you liked about this school year. Reflect on it together. Make a mind map about the nice things from this school year.	Make cards with the different parts of speech learnt so far. Put the cards in different corners of the class or go outside with the children. Say a word, let the children run to the card that has the correct part of speech of that word. Some words can be in different parts.

Planning Grammar 3 – P4

- Monday: spelling lesson from the Jolly Grammar book.
- Tuesday: writing a story or sentences: for ideas see below.
- Wednesday: grammar lesson from the Jolly Grammar book.
- Thursday: revision and playing games in small groups.
- Friday: a spelling test about the spelling words of that week.
- Every day: a group game. For ideas: see below. Fun with: you find these games in the section 'Fun with words and sentences'.
- Spelling list: introduce the spelling list on Monday and practice it every day. Analyze the words: which spelling problems are there. On Friday: dictate the words and let the children write them in their books.

You can find the activity for Monday and Wednesday in the handbook. Copy the activity on the blackboard and let the children make it in their books.

	Monday	Tuesday	Wednesday
week 1	Writing: Write a story about the holiday		
game	Write the letters of the alphabet on the blackboard. Make a word with each letter together with all the children.	Write a digraph on the black board, How many words can they make with it in 1 min.?	Give each child a word. Can they make a line, showing the words in alphabetic order? Start with small groups.
week 2	Writing: Write a story, starting with 'Yesterday.....'		
game	Make groups. Give each group a dictionary. Write words on the black board. How fast can they find the words in the dictionary? Let them write the page where they found it.	Build a story. Start with: 'On my birthday.....' The next child tells the next sentences, then the third one, etc. Nr. 12 Fun with word and sentence.	Sort words: verbs and nouns. Pick a verb and a noun and make a sentence with them.
week 3:	Writing: Write a story about: 'When I was a teacher.' Or about a daydream		
game	Choose a theme and make a mind map	Difficult words: nr. 4 Fun with words and sentences.	Make sets of 3 cards: the past, present and future of a verb. Give each child a card. Let them walk around and find the matching cards.
week 4	Writing: What frightens you? Write a story about it.		
game	Pantomime a job. Who guesses right?	Living memory; nr. 50 Fun with words and sentences.	Make a dice with: I, you, he, she, we and they. Throw the dice and make a sentence, starting with the word on top of the dice.
week 5	Writing: Write a letter and make an envelope for it.		
game	Free the words from the snake. Nr. 26, Fun with words and sentences. Use words with oa, ow and o_e.	Tell jokes.	Throw and tell. Nr. 37, Fun with words and sentences. Tell what you want to be when you are 20 years old.
week 6	Writing: Choose two words from the spelling list and write a story using both words.		
game	How many new words. Nr. 1, Fun with words and sentences.	Amuse! Play statue or a new game.	Match the syllables. Give each child a card with a syllable. Match the syllables that make a word.
week 7	Writing: Write a story about an athlete.		
game	Complete the sentence... like: 'I like to go to....' Use a ball for giving turns.	Say words with magic e. Nr. 25, Fun with words and sentences.	Describing: describe a person. Guess who.
week 8	Writing: The tanker is sunken.... Write what happened.		
game	Observe. Nr. 46, Fun with words and sentences	Match the pairs: singular and plural. Nr. 27, Fun with words and sentences.	Jumbled sentences. Nr.17, Fun with words and sentences
week 9	Writing: Make a sentence with 10 words of the spelling list.		
game	Dramatize a verb without talking. (Dramatize a verb) Nr. 45, Fun with.	Race with the clock, like Write long words. Nr. 6, Fun with.	Match the 'pairs'. Nr. 27, Fun with. Verbs: present, simple past and past continuous.
week 10	Writing: Write a story about a giraffe		
game	Jumbled sentences. Nr. 17 Fun with. (Make the strange sentence right.)	Spot the word. Divide the group in small groups. Give them a page of a newspaper. Which group can find the most words with soft g (or others)	Pictionary: Divide the group in small groups. 1 child draws something without talking. Which groups knows the first what it's going to be?

	Monday	Tuesday	Wednesday
week 11 Writing: Choose a country and write what you know about this country.			
game	I go for a journey; nr. 30 Fun with.	Divide the group in small groups. Let each group prepare and play a sketch.	Pretend you come from another country. Because they don't understand you, you try to tell something without words but by dramatizing.
week 12 Writing: Make 10 questions for a quiz.			
game	Build a word-bridge from the left to the right side of the blackboard. Start with judge. Then the next word has to start with the last letter of judge, e.g. elephanteapotalbe	Test your knowledge. Make a quiz, using the question made by writhing. Nr. 47 Fun with.	Matching pairs: syllables. Make cards with syllables. The children move around and try to find a syllable that matches to make a word.
week 13 Writing: Writing: Write a story about living in the jungle.			
game	Scrabble. Nr. 33 Fun with.	What animal would you like to be when you were living in the jungle? Nr. 43 Fun with.	Free the words from the snake. Nr. 26 Fun with.
week 14 Writing: Write about yourself. Who are you, what do you like, etc.			
game	Cheap words. Nr. 2 Fun with.	Who is it? Nr. 42 Fun with.	Who is it? Nr. 42 Fun with.
week 15 Writing: Write what you should do when you were the president.			
game	Put something in a box, like a present. Let the children ask questions about it. You may only answer with yes or no. Who guesses what's in the box?	Throw a ball. Give a positive complement to the one who catches the ball.	Each child writes something about him or herself on a piece of paper in a speech bubble, with speech marks. Put all the papers in a box. Pick them one by one. Who knows who's paper it is.
week 16 Writing: Choose any item you want to write about.			
game	Each child chooses a profession. Then play Jumbled profession. Nr. 28 Fun with.	Play statue. On a sign the children freeze.	Build a story. Nr. 12 Fun with.
week 17 Writing: Sometimes you wish that something is endless, that it will never end. Write about something you wish it would never end. And write why?			
game	You are speechless, so play Dramatize a verb. Nr. 45 Fun with.	Circle reading. Nr. 29 Fun with.	Write on a dice: I, you, he / she, we, you, they. Throw the dice and make a sentence starting with the word that's up.
week 18 Writing: What do you love = loveable and what 's irritating you = irritable. Write about both.			
game	Throw and tell. Nr. 37 Fun with. Choose a word from the spelling list and tell about this word.	Make valuable words. Like nr. 2 Fun with. But now make a word that is worth a lot.	Divide the group in small groups. How many words can each group make with the suffixes less and full.
week 19 Writing: Write an article for a newspaper.			
game	Vowel words. Nr. 3 Fun with words and sentences.	Newspaper stories. Nr. 15 Fun with words and sentences.	Mach the pairs. Nr. 27 Fun with words and sentences.
week 20 Writing: Create a piece of art (drawing or in another way) and write 10 sentences about it.			
game	Throw and tell. Nr.37 Fun with. When you catch the ball finish the sentence: When I was an artist I want to create	Alphabet without vowels. Nr. 39 Fun with.	Put adjectives in a sack and nouns in another one. Pick one out of each sack. Make a sentence with both words in it. The sentences can be very funny.
week 21 Writing: Write a story about a pirate or a viking.			
game	Make a microphone of e.g. a tp roll or a stick. Let the children take interviews.	Who am I. (What is pinned behind my back?) Nr. 48 Fun with.	Who can remain quiet for the longest time? You can play it with the whole group or in pairs. Disturbing and teasing, to make the other one talk is allowed.
week 22 Writing: Write a poem.			
game	Telephone. Nr. 36 Fun with.	Letterbox. Nr. 19 Fun with. Use the short and long vowels.	Make compound words. Nr. 23 Fun with.
week 23 Writing: Write a story starting with: I'm a hero			
game	What changed? 1 child puts the other children in a group pretending he wants to take a photo. 1 child observes and when the 'photo' is ready he goes out. The 'photographer' changes 1 thing. The observer comes back. What is changed?	Play echo: Parrot sentences. Nr. 40 Fun with.	Match the pairs. Nr. 27 Fun with. Use nouns and nouns changed in adjectives. When they have found their match they make a sentences with each word.

	Monday	Tuesday	Wednesday
week 24 Writing: Write a communication between 2 people.			
	Make pairs. Prepare a duet.	Throw and tell. Nr. 37 Fun with. Finish: I'm unique because	Match the pairs. Nr. 27 Fun with. Match the singular with the irregular plural.
week 25 Writing: Write a drama.			
game	Change the word letter by letter. Write a word. How many times can you change 1 letter and make a new, correct word? E.g.: meal – heal – hear – near – fear – etc. Or: hat – cat – can – car – cap – cup – etc.	Who do we have in mind? 1 child goes out. Take a person in mind. The child comes back and asks question to find out who they have in mind. They can only answer with yes or no.	Choose one or more drama's the children wrote and play it.
week 26 Writing: Write a story starting with: It is unbelievable but			
game	Cut sentences in pieces. Write the piece on cards. Give each child a card. Let them walk around, trying to find the pieces that make a sentence.	Design a wall frieze.	Pick a letter and let the children write as many verbs as they know starting with this letter. Work in small groups or pairs.
week 27 Writing: Write about a mystery.			
game	Divide the groups in small groups or pairs. Let them write a sentence in symbols. Each letter has its own symbol. Change papers with another group. Can they decode the sentence?	Make rhythms.	Write a lyric about: This is typical me.
week 28 Writing: Write about a swamp.			
game	How many words? Nr. 1 Fun with. Count the quantity.	Funny sentences. Nr. 10 Fun with.	Write on a dice: mine; yours; his/hers; ours; theirs. Throw the dice and make a sentence with the word that's up
week 29 Writing: Choose a sound and make a story using many words with that sound and the alternatives of that sound.			
game	Divide the group in small groups or pairs. Let them write as many words as they know with or; al au and aw. Give 1 minute for each alternative spelling.	Pictionary: Divide the group in small groups. 1 child draws something without talking. Which groups knows the first what it's going to be?	Word chain. Nr. 13 Fun with.
week 30 Writing: Write a report about the weather of today and / or yesterday.			
game	Match the pairs. Nr. 27 Fun with. Use the homophones.	Read as many words as you can in 1 minute.	Guess the person. Nr. 11 Fun with.
week 31 Writing: Write a story starting with: I fear..... Write also why you fear it.			
game	Odd one out. (1 word has to disappear) Nr. 41 Fun with.	Make a quiz. Nr. 47 Fun with	My name. nr. 16 Fun with.
week 32 Writing: Write 3 things starting with: For me, it's a pleasure.....			
game	Play jumbled words with the words of the spelling list.	Secret alphabet. Nr. 14 Fun with. Figure out what word it is.	Put on different tables a paper with a prefix. Divide the groups in small groups. Each group starts at a table and writes as many words as they know with this prefix. After 1 minute you give a sign and the groups go to the next table.
week 33 Writing: Write a story about a gnu.			
game	What do you want to be? Nr. 43 Fun with.	Design a signpost.	Story with nouns. Nr. 9 Fun with.
week 34 Writing: Write what you know about amphibians. Work in pairs.			
game	Alphabet without vowels. Nr. 39 Fun with	Backwards. Nr.38 Fun with.	Jumbled sentences. Nr. 17 Fun with.
week 35 Writing: Choose a word from the spelling list and write a story about it.			
game	Prepare, with small groups, a presentation.	Difficult words. Nr. 4 Fun with.	Change the sentence. Give a sentence. Make other sentences changing one word at the time. E.g. Grandfather is building a house – Grandmother is building a house – Grandmother is painting a house – Grandmother is painting a chair – etc.
week 36 Writing: Make 10 questions for an examination. You have to know the answer by yourself. Let someone else make this exam.			
game	Give the noun something extra: Make adjectives. Nr. 24 Fun with.	Difficult words. Nr. 4 Fun with. Explain what, you think, the word means. Why!	Past – present – future. Nr. 32 Fun with.

Fun with words & sentences

Group games for in the class



Games for Grammar

Children are practicing their reading and writing skills by these games. They like to play games and while playing them they learn and have fun. When you have fun you learn better!

You can play the games with the whole group, in small groups or in pairs.

Make sure that all children can see what's happening.

Make rules e.g. about raising hands.

Make sure you prepare well and have the things you need to play the game.

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1. How many words

Write one big word on the blackboard. Let the children make as many words as they can with the letters of this word in a few minutes.

Variation:

- Let the children write their own names on a paper and make as many words as they can with their letters.
- Give each group of 4 children a big word and see which group can make the most words with the letters of their word.

2. Cheap words

Give every letter of the alphabet an amount of money.

E.g.

a = 100 shilling

b = 400 shilling

c = 200 shilling

d = 300 shilling

Etc.

Now the children have to make words with the letters.

- Make 5 cheap words with 5 letters each.
- Make 4 expensive words with 6 letters each.
- Make 6 cheap words with 3 letters each.
- You get 10.000 shilling, how many words can you make?
- Etc.

3. Vowel words

Write three vowels or double vowels on the blackboard. Let the children make words with those vowels by adding consonants. They are not allowed to use other vowels.

Variation:

- Say a vowel, let the children start writing words with that vowel, after a certain time you say another vowel and the children start writing words with that vowel. The words have to be spelled correctly.
- Let the children make a sentence with only words that have the same vowel.
E.g. A cat had a hat and a mat.

4. Difficult words

Write a difficult word on the blackboard. It has to be a word of which the children don't know the meaning. In small groups they have to think about the meaning of the word. They give answers and you see who is close to the real meaning. You can tell them the real meaning from a dictionary.

5. What is the word?

Have a word in your mind. Ask questions to the children. With each answer they get a letter from the word. Who is the first to know the word that is in your mind?

E.g.

- What is outside and is colour green? (grass, so they get letter g)
- What is the third day of the week? (Tuesday, so they get letter t)
- When a light is not off it is ... (on, so they get letter o)
- What is the letter in the middle of the word tap? (a, so they get letter a)

They have the letters g, t, o, a.

The word in your mind was 'goat'.

When they understand this game well, you can also let them make their own questions and let others find the word.

6. Write long words

Write as many long words as you can in two minutes. They have to be spelled correctly.

- 6 letters 1 point
- 7 letters 2 points
- 8 letters 3 points
- ...

The one with the most points is the winner.

7. Make sentences

Give each child or a group of children a letter. They have to make a sentence with at least three words in it that start with the letter you gave them.

E.g. letter R

Ruben was riding his bicycle to go and see the rhinos.

8. Alphabet words

Let the children write the alphabet on their papers. They can work in pairs. The letters x q and y they don't have to write. Then you give them a subject e.g. animals, jobs, people, vegetables, clothes, towns, etc. They have to write a word with each letter.

A – alligator

B – bee

C – chimpanzee

D – dog

Etc.

9. Story with nouns

Let every child write a noun on a paper, then collect the papers. The children start writing their own stories. After a while you pick one of the nouns the children have written and tell it to the class. The children have to use that noun in the next sentence that they make. They continue their story and after a while you give them another noun.

You can start this game easier. You collect the nouns and then the children have to make a sentence by every noun that you name. It doesn't have to be a story then.

e.g. you say "dog"

A child writes: I like to walk outside with the dog.

Another one writes: The dog was eating food.

10. Funny sentences

Give every child a small paper. Let them write a word and close that word. When everyone is ready they give it to the next one, who writes the next word. After several words open the papers and read the funny sentences.

e.g.

- First word: a, the
- Second word: noun (cat, book, chair, apple, mother, etc)
- Third word: verb in third person (works, reads, sits, drives, etc,)
- Fourth word(s): place (on the playground, in Mukono, under the table, etc.)

Then you get sentences like:

- The cat works on the playground.
- A book drives in Mukono.
- The mother sits under the table.

Etc.

11. Guess the person

Take a person in your mind, e.g. headmaster, a child of your class, auntie Sarah, president Museveni, winnie the pooh, etc. It has to be someone every child in the class can know.

Then the children start asking questions by raising their hands and getting turns and you only answer with 'yes' or 'no'.

e.g.

Is it a girl?

Is he/she older than 20 years?

Does he/she live on the compound?

Does he/she wear glasses?

Etc.

When the children have guessed the right person, you start again.

If the children know the game well, you can choose one of them to be the leader and take a person in their mind.

12. Build a story

Sit in a circle with the children. Let the first one start with telling a first sentence of a story. The next person makes the next sentence and so on. You will have a funny story when everyone has had a turn.

13. Word chain

Start with one compound word. Eg. milktooth. The next compound word has to start with the second word in the one before. E.g. milktooth – toothbrush - etc. When you cannot make a compound word anymore with the second word of the last one, you start afresh. How many words can you make in you chain.

- You can also let the children do this in groups.
- To help them start you can write together as a class a lot of compound words that you know on the blackboard.

14. Secret alphabet

Let the children make their own secret alphabet. For each letter they think of something. E.g. they make a code that every letter of the alphabet is the next one in the alphabet. So a they write as b, b they write as c, etc. The word bell would then be written as cfmm.

Variation:

- Every letter of the alphabet is a number. A is 1, b is 2, c is 3 etc. The word bell would then be written as 2 5 12 12.
- Every letter of the alphabet has a shape.
- Every letter of the alphabet is a picture of an animal.
- Etc.
-

The children can make a sentence with their secret alphabet and let other children read it and make the correct sentence.

15. Newspaper stories

Cut headings from articles in a newspaper. Let the children use words from different headings and make their own heading. Then they have to write a story by the heading.

16. My name

Write your name on a paper with the letters under each other. For each letter you think of a word that says something about you.

E.g.

T – tolerant

I – innocent

M – moody

17. Jumbled sentences

Make sentences on the blackboard in columns with who, what, where and why.

who	what	where	why
A cat	is resting	in the sun	because it is tired.
The father	is playing	outside	because he likes.
The teacher	is teaching	in class	to teach the children.

Then the children choose a part from each box to make a new sentence. E.g. 'A cat is teaching outside to teach the children.'

When they have a sentence, this is the heading for the story they are going to write.

Each child can make its own sentence. Or you can make several sentences together and let the children choose one of the sentences to make a story.

18. Last letter

Give the children a consonant and let them write words with that consonant as the last letter.

E.g. letter n

They can write: rain, run, chicken, kitchen, hen, etc.

After a while you can give them another letter and they continue to write more words with that letter as the last.

19. Letterbox

Put all the letters of the alphabet in a box. Pick one letter out and let the children write a word with that letter.

Variation:

- Give them a subject to make a word. E.g. clothes, animals, transport, things you find in a house, things you find in school, etc. If it is not possible to make a word with that letter and subject, you can pick another one.
- Pick several letters from the box. Who can make the longest word with these letters in it.

20. Find out which child

Let the children sit in a circle. Blindfold one child. That child stands in the middle and turns around. Then he/she points to one child. The child in the middle starts asking questions to find out which child he/she is pointing to. Other children answer the question so the child in the middle does not hear the voice of the child. When the child in the middle has guessed the name of the child another one can be blindfolded.

21. Guess the word

Talk about a word, without saying the word. By describing the word the children have to guess what you are talking about.

E.g. It is yellow, it is nice to eat, it grows on a tree – banana.

When they understand the game well, you can give children a turn to describe a word.

22. Guess the word 2

Have a word in your mind. Tell the children how many letters are in the word. Then the children say words when given a turn. Write the word on the blackboard. Every letter of the word that is the same like in your word and at the correct place, they circle. A letter that is the same but not in the right place you underline.

E.g. You have the word 'frog' in your mind.

A child says the word 'fork'.

You write fork on the blackboard. You circle letter f and underline letter o and r. Then the next child can name a word.

You continue until they know the word that was in your mind.

23. Make compound words

Give every child a word which can be a part of a compound word. They have to find someone else with a word that can make a compound word with the word they have.

24. Make adjectives

Write a noun on the blackboard. Which adjectives can you put before this noun?

e.g. tree: big, small, high, green etc.

25. Say words with a magic-e

Make cards with the names of all the children from your class. Put the names in a box. Pick a card from the box and let that child say a word with a magic-e. Then he/she picks another card from the box with a name and that child says a word with a magic-e. And so on.

Variation:

- Pick a card from the box. Say something nice about that child. Then he/she picks another card and says something nice about that person.
- Pick a card from the box. That child tells you whom he/she likes to play with at break time. Then he/she picks another card.
- Pick a card from the box. Ask a question to the class, the child on the card gives you the answer. Then ask another question and pick another card.
- Use the cards with the names and make cards with sounds. Pick a card with a name and a card with a sound. The child on the card has to say a word with that sound.

26. Free the words from the snake

Write a word snake on the blackboard. Let the children find the words in the snake. Make the words free from the snake.
e.g. watertreesnailschoolwordwork etc.

27. Match the pairs

Make cards with words. You have to make pairs of cards, so they have to match. Give each child a card and let them search the child with the card that matches.
e.g.

- small and capital letter
- singular – plural
- opposites (big / small; more / less; etc.)
- word – meaning of the word
- start and finish of a sentence

You can also make bigger groups. E.g. 4 words from a category or the same spelling problem.

28. Jumbled professions

Write several jumbled professions on the blackboard. Let the children find out which profession is hidden in the jumbled word.
What is the profession of e.g. lubpmre (plumber)

29. Circle reading

Write a word in a circle on the blackboard. The children have to find the beginning and read the word.

e.g.

	t	
c	i	
a		v
y	i	
t		(activity)

30. I go for a journey.....

The first child starts with: 'I go for a journey and take with me..... He fills in a word e.g. a bag. The next child says: 'I go for a journey and take with me a bag and He also fills in a word e.g. book. The third child says: 'I go for a journey and take with me a bag, a book and Everyone fills in something and has to repeat all things that are mentioned in the right order.

31. Throw with more dices

Throw with 2 or more letter dices. The children have to make a word with all of the letters in it.

Variation:

- Throw with two dices. One of the letters must be at the beginning of the word, the other one at the end.

32. Past – present – future

Name verbs in the past, present or future tense. When it is the present time the children keep their hands on their lap, with the past behind their back and when it is the future they stretch their hands before them.

33. Scrabble

Make a field of 100 squares on the black board. Write one word in the middle. Who can write a word that crosses this word with one letter? Go on with writing words that cross other words. You can only make correct words.

You can make it more difficult when they can only make nouns or verbs.

b	u	s				g			t
e		h	o	u	s	e			h
f	*	e	*			t	r	e	e
o		l		g					
r		f	l	o	w	e	r		
e				a			a	n	t
	n	o		t	e	n	t		a
	o	f	f						b
		f	o	o	t	b	a	l	l
			x						e

* Making the word feel is not aloud, because it makes also the word 'ol' and that word doesn't exist. This way ↓ and this way → only real words are aloud.

34. Who, what, where,.....

Make a dice with: who, what, where, when, start, end.

Read or tell a story. Then throw with the dice. When who is up, let the children tell about who the story was. By what, what happened. By start, how did the story start. Etc.

35. Interview

Invite somebody. Make questions for an interview.

You ask common questions or more specific e.g. about someone's profession.

Maybe they can also write an article about the interview.

You can also pretend together that a specific person is going to come to your class and make questions that you want to ask that person. E.g. the president, your sponsor, the queen of England, etc.

36. Telephone

Sit or stand in a circle. The first one whispers a sentence in the ear of the second one. This one whispers the same sentence in the ear of the third one, etc. The last one says the sentence out loud. Is it still the same as at the beginning?

You can practice first with one long word.

37. Throw and tell

Throw a ball. The one who catches it tells:

- something about the child at his right side
- something that he did in the weekend
- something he likes to do
- finish the sentence like:
 - I like to
 - I get angry when
 - At the end of the day: finish the sentence 'Today I learned

Variation:

The ball goes round

Keep the ball rotating, while the children stand in a circle. One child is not looking and after a while he/she says 'stop'. The child who has the ball at that moment has the turn.

38. Backwards

Say or spell a word backwards. What did a say? E.g. rewolf = flower.

39. Alphabet without vowels

The children sit or stand in the circle. The first one starts with a letter. The next one says the next one in order of the alphabet. When the letter is a vowel you may not say it. Instead of the vowel you say: boom. (boom, b, c, d, boom, f, g, etc.).

Variation:

- You can make it more difficult when they have to say boom by the letters of a specific word. E.g. mango tree: boom, b, c, d, boom, f, g, h, i, j, k, l, boom, n, boom, p, q, boom, s, boom, u, v, w, x, y, z.

40. Parrot sentences

The first child says a part of a sentence;
the next one repeats it and makes it longer. E.g.

1. I go for shopping
2. I go for shopping, because I need new shoes
3. I go for shopping, because I need new shoes, because the old ones are broken
4. I go for shopping, because I need new shoes, because the old ones are broken, because they are very old
5. I go for shopping, because I need new shoes, because the old ones are broken, because they are very old, because I got them a long time ago.

After 5 turns start a new sentence. Then try 6 turns, etc.

41. Odd one out

Name 4 words. One doesn't belong in the list because it doesn't have the same spellings rule, e.g. knife – flower – cave – cube: flower doesn't belong because it is not a word with a magic e.

Variation:

- rat – pin – train – cup: train, because it has more than 3 letters.
- jump – sing – drink – door: door, because it is no verb.

42. Who is it?

Each child writes three things about himself on a piece of paper. E.g. I like football; I live in a family unit; My hair is short. Put all the papers in a bag, sack or box. A child picks a paper and reads it. Who wrote this paper? Then pick the next one.

43. What do you want to be?

Put pictures of animals on a table. Each child picks the picture of the animal he wants to be. Make groups and let them tell in this group why they would like to be this animal.

Variation:

- Use another theme like: important persons, professions, people on the compound, etc.

44. Dramatize

One child dramatizes a verb. The other children guess which verb it is.

45. Dramatize a story

Tell or read a story. Let the children dramatize it.

Variation:

- Tell a story without the end. Let the children make the end and dramatize it.
- Let the children write their own play.

46. Observe

Put 3 children in front of the class. 1 child is going out. Change 1 thing by the 3 children e.g. something of the clothes or the pose. Call the child who's sent out back and ask what has changed.

47. Make a quiz

Divide the group in small groups. Each group makes 4 questions about a theme. They have to know the answer!

Each group answers the questions of the other groups. Which group knows the most answers?

48. Who am I?

Pin or paste a name at the back of a child. Now the child has to ask question to other children to find out who he is. E.g. Am I a boy? Am I in New Horizon? Am I younger than 20 years? Etc.

Variation:

- What am I? Pin or paste a noun at the back of a child. Now the child has to ask questions to find out what he is.

49. Follow the leader

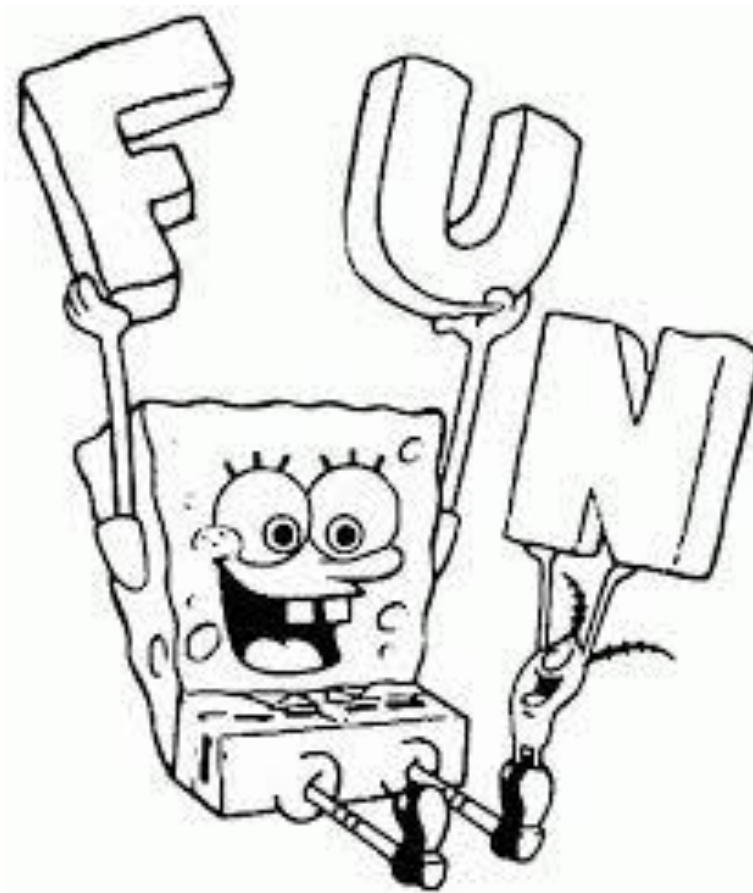
One child gets a blindfold. Another child leads him through the class from one point to another point. He is leading him by using sentences like: go the left, go two steps to the right,

50. Living memory

1 child is going out of the class.

Divide the group in pairs. The pairs decide what sound or move they will make.

The child who's out is coming back. He calls a name and this one makes the sound or move. Then he gives another one the turn. He tries to find the pairs.




Word Bank – provides words for blending practice

This Word Bank provides words which can be used for **sounding out and blending**. For each letter sound it only includes the letter sounds taught so far. This means that there are no words when just the first letter sounds, s, has been taught, but the number increases as more letter sounds are taught.

The words also can be used for making **reading cards** (see example), **games** (see examples in this book) and **stories** with e.g. a specific sound or spelling problem. Start with words the children know and explain the words they don't know.

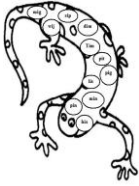
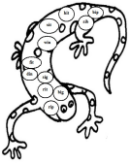
See also the 'Phonics Word Book'.

rain	boat	corn	storm
pie	short	week	green
sack	nail	sail	paint
feed	speed	toast	sick
snail	tie	lie	free
coat	back	sock	soap
horse	wait	oak	
deck	road	brain	

Some words tend to give an inaccurate pronunciation. However, the pronunciations are so close that the children are able to 'tweak' them and read them, especially if the words are in their vocabulary. The pronunciation is not always the same in each land where English is taught. Check the words when you use them. Start with the words that are pronounced as they are written. Some examples:

- Pasta, lemon, attack, packet etc. – in many words a vowel is not always pronounced as it is spelled and makes an /uh/ type of sound. This is known as a schwa. Sometimes it can even sound a bit like a different vowel, as in packet /pacit/. This causes few problems with reading but makes spelling much harder.
Ink, tank, sunk etc. – the <nk> is pronounced /ngk/ - there are few problems for reading and the spelling difficulties can be overcome by teaching the children to write <nk> when they hear /ngk/, and learn the odd one that does not follow this advice, such as 'uncle'.
- Sense, sneeze, mouse, cassette, opposite etc. – the <e> on the end gives no sound but the word can be heard after blending the letter sounds that come before the <e>.
- Apple, kennel, devil, royal, cheerful etc. – these all have an /l/ sound at the end. The children cope well for reading but have to remember which alternative to use for spelling.
- Catch, pitch, hutch etc. – the <t> is not pronounced.
- Doctor, collar, etc. - the <or> and <ar> have an /er/ sound. Again spelling is more of a problem than reading.
- Salt, alter, walrus etc. – the <al> gives an /or/ sound in British English, and an /o/ sound in North American English, but the <l> is also pronounced.
- Bold, told, sold etc. – the <o> is not a /o/ or an /oa/. It is in between these two sounds and only becomes more difficult when spelling.
- Blue, grew, rude etc. – have a long /oo/ sound rather than a /ue/ sound.
- Sound /r/ and sound /l/ are difficult to pronounce for many people in Uganda. They mix both letters; pray can sound as play. This needs extra attention.
- In Uganda many people pronounce /i/ as /ee/. Use words like in and if to hear the sound in the correct way.

For words for letter group 1 t/m 7 see 'Fun with Phonics'.



y as ee
mummy
daddy
funny
poppy
bunny
silly
jolly
dolly
puppy
plenty
sadly
sandy
yummy
sleepy
slippery
soapy
soggy
sorry
sticky
tally
tricky
unhappy
unlucky
storybook
carry
copy
creepy
curry
nanny
fussy
rocky
jelly
holly
runny

sunny
tummy
lorry
dummy
dusty
frosty
lucky
rusty
penny
teddy
berry
nappy
potty
merry
milky
misty
party
pity
empty
skinny
spooky
clumsy
cherry
foggy
muddy
floppy
body
buddy
buggy
granny
spotty
story
dizzy
ugly
family
filthy
very
greedy
happy
grubby
grumpy
handy
hurry
windy
wobbly
lumpy
marry
every
noisy
gusty
army
tabby
daily
hobby
ferry
frothy
activity
county
elderly

hobby
entry
fuzzy
glossy
hardy
jellyfish
lily
mainly
pantry
partly
possibly
pottery
history
industry
lottery
terrifically
territory
robbery
silvery
similarly
secretary
salary
satisfactory
property
roomy
rugby
sherry
shortly
silky
simply
speedy
sporty
study
teeny
terribly
victory
tubby
wiggly
willingly
woolly
candy floss
wonky
crockery
cutlery
academy
agony
daisy
anniversary
antibody
archery
artery
astronomy
majesty
majority
memory
ordinary
enemy
factory

a-e
ate
ape
game
lane
gate
save
gave
made
name
cake
hate
safe
rake
tale
wave
came
bake
date
lake
lemonade
pavement
pale
late
make
wake
same
gale
sale
take
tame
tape
cave
case
grapes
flame
plate
snake
plane
crane
brave
spade
stale
blame
skate
scrape
graze
brakes
chase
shame
shape
shave
pancake
lampshade
sunshade
handshake
mistake
cornflakes

escape
awake
marmalade
chocolate
ale
blade
blaze
blazer
daze
estimate
exterminate
fade
fake
fame
frame
gaze
grade
grave
imitate
indicate
caveman
wade
inhaler
operate
inflate
invade
irritate
lame
maze
landscape
make-up
rate
male
mane
mate
nickname
pane
slate
slave
state
telltale
trade
translate
complicated
scale
paper
relate
later
roller-skate
amaze
hesitate
sandpaper
appropriate
shaken
approximate
ashamed
scales
wafer
separate

salesmen
decorate
demonstrate

e-e
Steve
Pete
theme
here
even
these
evening
eve extreme
interfere
athlete
complete
concrete
meter
prefect
prefer
severe
fever
event
trapeze
completely
uneven

i-e
ride
hide
nine
ripe
life
five
line
pipe
mile
pile
time
side
wipe
like
bike
bite
diver
hive
beehive
sunshine
fire
bonfire
wire
lively
fine
tired
alive
arrive
spider
wise
tiger

bridesmaid
crocodile
kite
wide
stripes
size
mine
mine
wine
tide
wife
quite
shine
prize
smile
drive
slide
bride
inside
upside
bedtime
invite
outside
live
hike
slime
bedtime
hillside
likely
dive
divide
file
glide
pride
reptile
thrive
tile
spike
spine
tribe
underline
unlikely
vine
website
spire
umpire
vampire
admire
advertise
alike
item
arise
appetite
describe
glider
hibernate
organize
pantomime
rise
stripes

refine	globe	nude	Friday	python	teapot	steal
revise	dome	attitude	layer	supply	jeans	tear
satellite	code	assume	playpen	dragonfly	seatbelt	seashore
silent	alcove	rude	slay	style	daydream	repeat
silently	explode	salute	display	lullaby	seagull	reveal
title	lobe	ruler	haystack	skyline	seaweed	weasel
times	robe	super	hooray	type	seashell	weave
sunrise	milestone	supermarket	midday	y as i	earwig	overhear
terrorize	role	computer	oy	pyramid	meaning	yearly weary
unwise	sole	rule	boy	mystery	nearly reach	dreary
clockwise	stove	June	toy	ea	seaside	crease
pineapple	trombone	prunes	joy	eat	teabag	appeal
polite	wove	absolute	enjoy	tea	teacup	appear
strike	zone	absolutely	Roy	sea	seasick	disappear
unlike	scone	flute	enjoying	pea	teacher	yeast
o-e	antelope	fluke	annoy	ear	teaspoon	earring
bone	primrose	include	annoying	meat	underneath	sneak
home	antidote	pollute	boyish	read	peas	seam
rope	enclose	supervise	employ	each	measles	gear
hope	leftovers	ay	employer	beat	treacle	igh
joke	mouse hole	day	oyster	heap	easy	high
mole	October	hay	joystick	leaf	easily	night
hole	November	lay	joyful	beak	leave	light
pole	opening	pay	royal	heat	please	right
woke	overlook	may	ahoy	mean	beads	flight
note	stethoscope	say	employment	seat	peacock	sight
doze	suppose	way	destroy	leak	beam	bright
poke	telescope	play	y as ie	team	east	fight
stone	voter	tray	by	real	steamship	tight
stole	woken	clay	my	hear	anteater	fright
homemade	woven	stay	try	heal	creak	might
flagpole	overtake	pray	fly	near	bleak	lightning
molehill	u-e	spray	dry	meal	deal	traffic lights
tadpole	mule	staying	fry	leap	eager	sigh
hose	cube	playtime	shy	beans	feat	thigh
rose	cute	daytime	sty	weak	flea	midnight
nose	use	yesterday	sly	neat	lean	sunlight
close	pure	Sunday	sky	dear	least	tightrope
those	cure	driveway	cry	fear	meantime	flashlight
alone	excuse	railway	myself	seal	nearby	highlight
broken	perfume	runway	pigsty	year	peak	nightdress
envelope	volume	holiday	butterfly	beach	seafood	tighten
frozen	useless	playground	spy	teach	seagull	overnight
open	fuse	players	nylon	peach	really	lighthouse
drove	refuse	crayons	satisfy	clean	grease	nightingale
smoke	accuse	Tuesday	magnify	clear	tease	tight
slope	amuse	away	multiply	treat	season	slight
stroke	amusement	ray	simplify	cream	steamroller	
broke	fumes	bay	sway	steam	increase	ow as oa
spoke	unused	crayfish	weekday	speak	reason	low
choke	used	weekend	stray	steal	release	own
throne	yuletide	stray	subway	dream	leaflet	mow
lonely	confuse	subway	sideways	stream	eagle	slow
owe	include	sunrays	hurray	scream	treatment	snow
over	tune	mayonnaise	reply	squeak	weaken	blow
overcoat	tube			cheap	weakness	show
vote	costume			peanuts	seahorse	grow
cone	duke				speaker	throw
					spear	

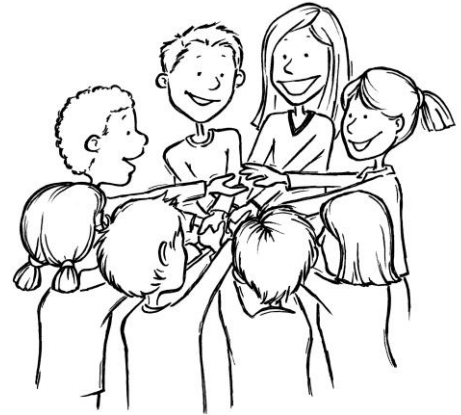
window snowflake snowman grown-up lower bowl bowling below arrow slowest yellow borrow pillow shadow owner elbow follow narrow arrow bow rainbow row rowing flow crow shallow shown marrow hollow sorrow sparrow bungalow lowest tomorrow bowling snowy sow mars mallow snowstorm thrown tow widow widower willow windowpane windowsill glow fellow Halloween overflow ow as ou owl how now down town cow howl brown	drown crown clown crowd frown shower flower tower downhill sunflower bow row showery towel powder sow scowl upside down gown prowl vowel fowl flowerpot however cowshed allow over crowed coward powder trowel ir bird girl dirt stir firm first thirsty birthday dirty birdseed tee shirt stirring third skirt thirteen sir fir chirp birth twirl swirl shirk thirty firmly songbird blackbird squirt	thirst cowgirl miniskirt bluebird ur turn burn fur hurt curl purr burnt burst church burger hamburger beef burger yoghurt sunburn turning surprise curve purple burglar return curtain purse nurse turf furry further churn Saturn murder Saturday turnip further disturb murmur nursery suburb surf surname survive turban furthest surround Thursday hurtful absurd unhurt turtle ew few pew skewer view new	dew stew newt newspaper blew grew shrew chewing drew flew threw screw Jew jewel screwdriver shrewd slew unscrew au tault Paul jaunty faulty haunted August cauliflower cause because pause haul vault taunt launch automatic audible autumn author laundry restaurant astronaut aw saw paw jaw thaw lawn draw jigsaw seesaw drawing dawdle strawberry claw straw prawn crawl yawn	sawmill withdraw jawbone hawthorn law flaw raw pawn shawl hawk spawn trawl trawler crawly drawer drawn lawnmower outlaw sawdust awful awfully awkward dawn hawk al all hall fall wall call tall talk walk chalk small salt altogether alright always stalk mall ballpoint chalky alter fallen altar basketball wallpaper walnut walrus alternate alternative falcon false halt penalty scald
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Games

Children can practice their skills by playing games, also reading skills.

Group games

In the books: 'Fun with letter sounds' and 'Fun with words and sentences' you find games you can play with the whole class or a part of it.



Games for small groups

There are also a lot of games you can play in small groups: games like memory, domino, bingo and board games. You can buy games like this, but most of them are easy to be made by yourself. In this book we explain how to make these games and how to play them.

There is also a variety of **examples**. You can copy or print them and if you have a laminator you can laminate them. But they are also easy to be made by yourself on carton or wood.

Needs

You need to know, by yourself, how to play the game. Then you can explain it to the children.

Before you start playing the game, make sure that the materials are complete: cards, dices, counters, etc. By the games is mentioned what you need and how to use it.

Put all you need for one game together in one box. Put on the box the name of the game on the box and what's in it. So you easily can check if it is still complete after playing it.

You can make your own varieties on the games.

Players

Most games are made for 2-4 children.

When the board of a board game is small (like the examples here), it is better to play with 2 or 3 children.

When the group is big the children also have to wait a long time for their turn.

Wait till a player has finished his turn before the next player starts.

Play clockwise: the player on the left side is the next one.

Goal

Of course children want to win when they play a game. But by games like this the most important thing to practice some skills and to learn with fun.

Time to play

- You can play games with whole class. Divide the groups in small groups.
- When the children finished their work.
- Extra practicing what is taught for e.g. slow learners.

Before playing games with the whole class

When all the children of the class play games at the same time, it is very important to prepare well. You need to know:

- The number of pupils in class and how to make the groups based on the level, interest and / or individual differences between the children.
- Are their group leaders?
- Choose the games, collect and check the materials
- How to introduce and to explain the games
- Sitting arrangements
- Are they going to play one or more games? When they play more how do they change: rotation / picking another game when they finished one?
- Time to be used

Playing the games

Start: Give instructions and explain the games, capture the pupils' attention.

While they play:

- The teacher moves around to guide the different groups.
- The teacher interprets the pictures / words in the games..
- The teacher plays with the learners
- The teacher gives compliments, encourages and motivates the children.
- The teacher keeps order

Clearing up: The teacher instructs the learners to pack and put away the games (give a warning a few minutes before) and checks the materials

When a teacher is alone with a (big) group it can be difficult to handle the whole group. Then you can give half of the class books to read, while the other half plays games. After a while change.

A good preparation and organization is the base of a good lesson!

Have



Memory

Playing the game

Mix the cards and put them upside down on the table in rows, making a square shape. Choose who goes first, then continue playing the game in a clockwise direction. The player whose turn it is turns over two cards so everyone can see them. If the two cards match, the player keeps these two cards and turns over two new ones. If the cards don't match it is the next player's turn. Make sure you put the cards back in the same place, so the players can try to remember the place of a card.

The winner is the player who has the most cards when there are no more cards on the table.

Examples for memory

To practice grammar you can use the following examples in playing memory:

Pairs: jumbled word and the correct (underlined) word	eter	<u>tree</u>	kilm	<u>milk</u>	tofo	<u>foot</u>	etc.
Opposites	small	big	high	low	far	near	etc.
Compound words	foot	ball	ear	ring	rain	bow	etc.
Verbs: present - past	sit	sat	go	went	call	called	etc.



Domino

Playing the game

Domino is a game with cards in a rectangle shape with on the left and the right side a different picture or word. When you put them in a long line the pictures on the cards match. To play you shuffle the cards. Start with one card and find cards that match on the left or right side of that card. Go on until all the cards are in a row.

You can also divide the cards. The players try, one by one, to match a card. You may only put cards at the ends of the row. Play in a clockwise direction.

Examples for Domino

To practice grammar you can use the following examples in playing domino:

post	book	shop	school	bell	bed	room	fish
------	------	------	--------	------	-----	------	------

Compound words

low	snow	snow	know	know	show	show	grow
-----	------	------	------	------	------	------	------

Match the same word – words with ow sounds as oa

 man	 dog	 book	 pen
---	---	--	---

Match picture - word

bone	k-t-	kite	t-b-	tube	c-v-	cave	l-n-
------	------	------	------	------	------	------	------

Match – magic e

came	see	saw	do	did	eat	ate	have
------	-----	-----	----	-----	-----	-----	------

Match present - past



Bingo

Playing the game

The material you use for bingo is a big card with several words for each player and small cards with one word each. One player reads the words on the small cards, the other players check if the word is on their big card. When the word is on their card they cover it with something. The first one with all the words covered says 'bingo' and is the winner.

Examples for Bingo

You can practice different spelling problems or alternative spellings with a bingo game.

Words with ai sound and alternatives	rain, tray, make, holiday, amaze, ashamed, etc.
Words with magic e	bone, cake, tune, like, these, five, etc.
Words with silent b, w and k	wreck, write, know, knight, lamb, thumb, etc.

By the games at the end of the book there is an example of bingo, so you can see how you can make the bingo cards and word cards.

Board game with a dice

You play with a board, a dice and for each player a counter.
There many variations of the board game.



Number of players

The number of players can be different. It depends of the size of the game. When you play on a board with size A4, play with 2 or 3 children.

When there are many players they have to wait a long time for their turn.

The board

The board can be made of carton or wood. When you make it on paper you can laminate it, so it can be used for a longer time.

On the board is a route of several shapes (like squares) in a specific order.

Some or all shapes have a meaning. The players have to do something specific when they reach that shape. In the shapes you can put: colours; pictures, numbers, a combination, etc
See the examples

Counters

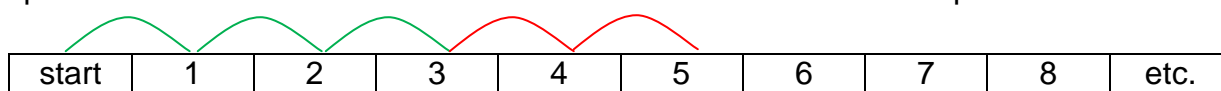
Each child has a counter and is playing the whole game with his own counter. They use the counter to take steps on the board. For the counters you can use small stones, bottle tops, etc. Give each counter a different color, so everybody recognizes his own counter. Make sure that the counters fit on the board.

Playing with a dice

A regular dice has dots from 1 to 6. You can make a dice of a cube.

The players throw the dice on the table, and count the dots on the top. They take as many steps as there are dots on the top of the dice. First take a step, than count. You start from 'start'. When there is no 'start' written on the board, put the counters before nr. 1.

When the player throws 3, in the first turn, he takes 3 steps: to one, to two and to three. He puts his counter there. When he throws next time 2 he takes 2 steps: to 4 and to 5. Etc.



Goal

To do the tasks and try to reach the finish first.

Playing the game

The first child throws with a dice. First take the step, then count.

Then the next one throws with the dice. Take turns clockwise. The next player waits till the one before him is done moving his counter and has finished the task.

The one who reaches the finish first, is the winner.

Examples and varieties in the layout of the board

See the games in this book

Varieties in dices

Dice with e.g. letters, shapes or words.

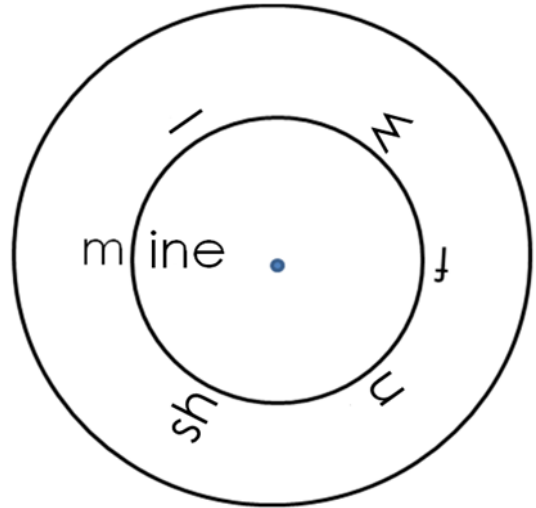


Word wheel

With a 'wheel' as showed on the picture children can make words that end with same letters but where the first letter can be changed.

E.g. at the example with *at* the words *mat*, *cat*, *rat*, *fat*, *sat* and *bat* can be made.

Cut 2 circles in different sizes and put them together in the middle. It must be possible to rotate the smallest circle, so that the different words can be made, matching at with the different sound at the big circle.



Examples:

t – b – j – enj – ah – ann + oy

c – l – b – r – w – m + ake

w – b – spr – cl – p – st – pl – sl + ay

b – t – str – cr – st – dr + eam

t – n – cl – h – f – sp – d – y + ear

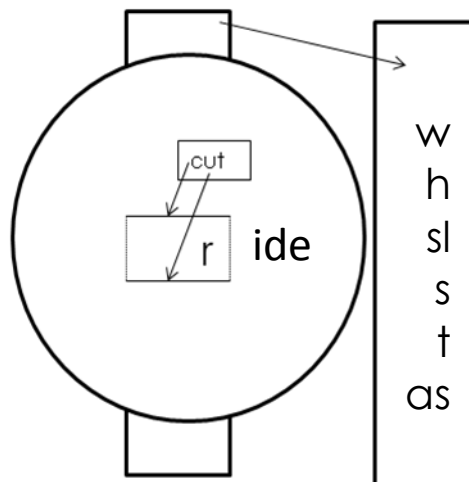
plen – rus – emp – par – mis – spot – pot – fros + ty

r – n – cl – th – h – cl + ose

etc. Use the word bank!

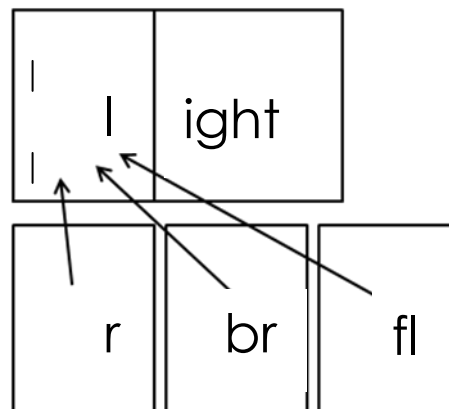
Word slide

A variation on the word wheel is the word slide. Make a shape or picture, write the end (or beginning) of a word on it and write the letters you can add on a slide. Make two cuts in it and put the slide through it. Moving the slide up and down the different words can be made.



Word book

Write the last part of the word on a paper. Write the first letters on smaller papers. Staple the small papers on the right side of the big one. When you browse through the book you see the different words.



Other idea's for playing / games

Playing with a dice

There are many games you can play with a dice

On a regular dice there are dots: 1 and on the opposite site 6, 2 and on the opposite site 5, 3 and on the opposite site 4. But you can put also put other things on the sites, like letters, digraphs or words.



Games with one or more dices with letters:

- The children throw the dice and make a word that starts with the letter that's on top. Or make a word with this letter at the end or in the middle.
- Throw 2 dice. Who knows a word with both letters in it?
- Throw a lot of dices (6-10). How many words can you make with these letters?
- Write on the dice: I; you; he / she; it; we; they. Make a sentence starting with the word on top.
- Write on the dice: why; how; where; when; who; what. Make a sentence starting the word that's up.
- Write tricky words on it: make a sentence with this tricky word.
- Write on the dice: verb; noun; pronoun; common noun. Name the correct words.

When you use a blank dice and write with chalk on it, you can use it for different games.

Playing with letters

Write the (double) sounds, digraphs, on pieces of carton, stones or whatever. You use anything. *Possibilities:*

- Making / writing words with it.
- Put them in a sack or box and let them pick one. Make one word or as many as you can.
- Give a theme, like animals, names of children.
- Make a list of items like: animal, name, something at school, something in the house, a land, plant; etc. Can they write a word for each item? E.g. they pick an s: animal – snake; name – suzan; something at school – sharpener; something in the house – saucepan; etc.
- Match a letter with an object or picture that has that letter at the beginning, the end or the middle.
- Make a word snake starting with the letter. E.g. t: table – egg – grass – snail – etc.

Spot the sound

Give the children a text. Let them found a specific sound (cluster) / spelling problem

Circuit: Make words

Divide the group in groups of 4 children.

Put on different tables a letter sound, double sound or a digraph. How many words can the group write with this sound? Rotate after 1 minute.

At the end correct the words and count the correct ones. Which group has the best score?

You can also give other exercises, activity cards, games, etc.



In bookshops there are a lot of workbooks for children. When you buy one you can use the ideas and pictures for making games.

Start	b	m	u	r	h	o	b	t	n
	←	→	←	→	→	←	→	←	→



→ what's the next letter of the alphabet?

← what's the letter before this one in the alphabet?



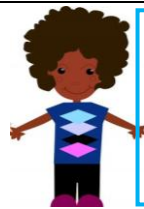
i
→

t	j	a	c	z	n	o	s
→	←	→	→	←	←	→	→



k
←

q
→



Alphabet game

next letter – letter before

Needs: a dice and for each player a counter



x
←

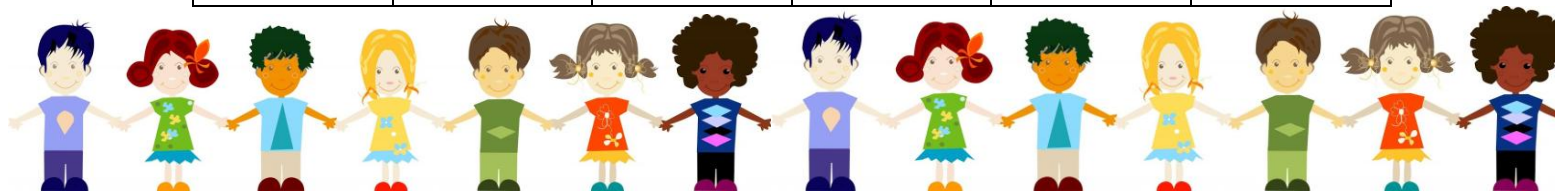
p
←

k
←

e end	d	l	y	m	h
	→	→	←	→	←

e
→

v
→



s
→

j
←

f	w	l	v	g	d	w	r
←	→	←	→	←	←	←	→

c
→

S start	B	S	C	b	D	c	K	F	h
------------	---	---	---	---	---	---	---	---	---

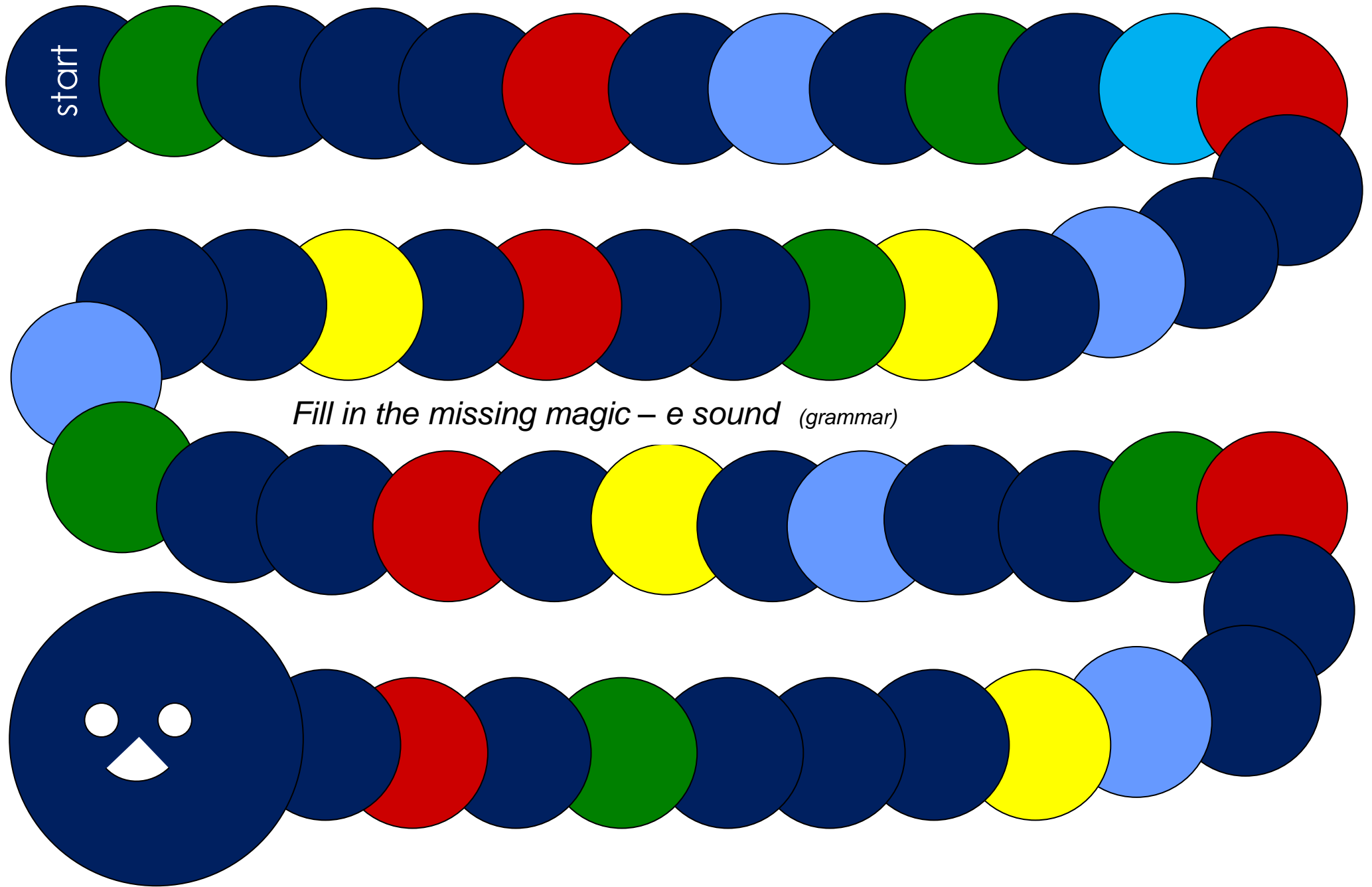
Throw with a dice. Take the steps. Look at the letter.
 When it is a small letter go to its CAPITAL
 When it is a CAPITAL letter go to the small one.

j	T	f	e	h	w	W	g	d	
p	 <div data-bbox="678 687 1352 890" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p>Alphabet game <small>small and CAPITALS</small> <i>Needs: a dice and for each player a counter</i></p> </div>						u	G	
o	E end	k	t	v	Z	H	z		
A									U
r	R	P	a	V	O	m	n	N	M

Fill in the missing magic – e sound. Grammar

Cut the cards

sn_k_	sh_d_	l_k_	n_m_	pl_n_	fl_m_
f_v_	h_v_	t_m_	b_k_	sm_l_	sl_d_
st_n_	r_s_	h_m_	sm_k_	b_n_	gl_b_
n_t_	b_s_ball	br_d_	crocod_l_	m_k_	m_l_
t_n_	_s_	exc_s_	_s_less	br_k_	wh_l_



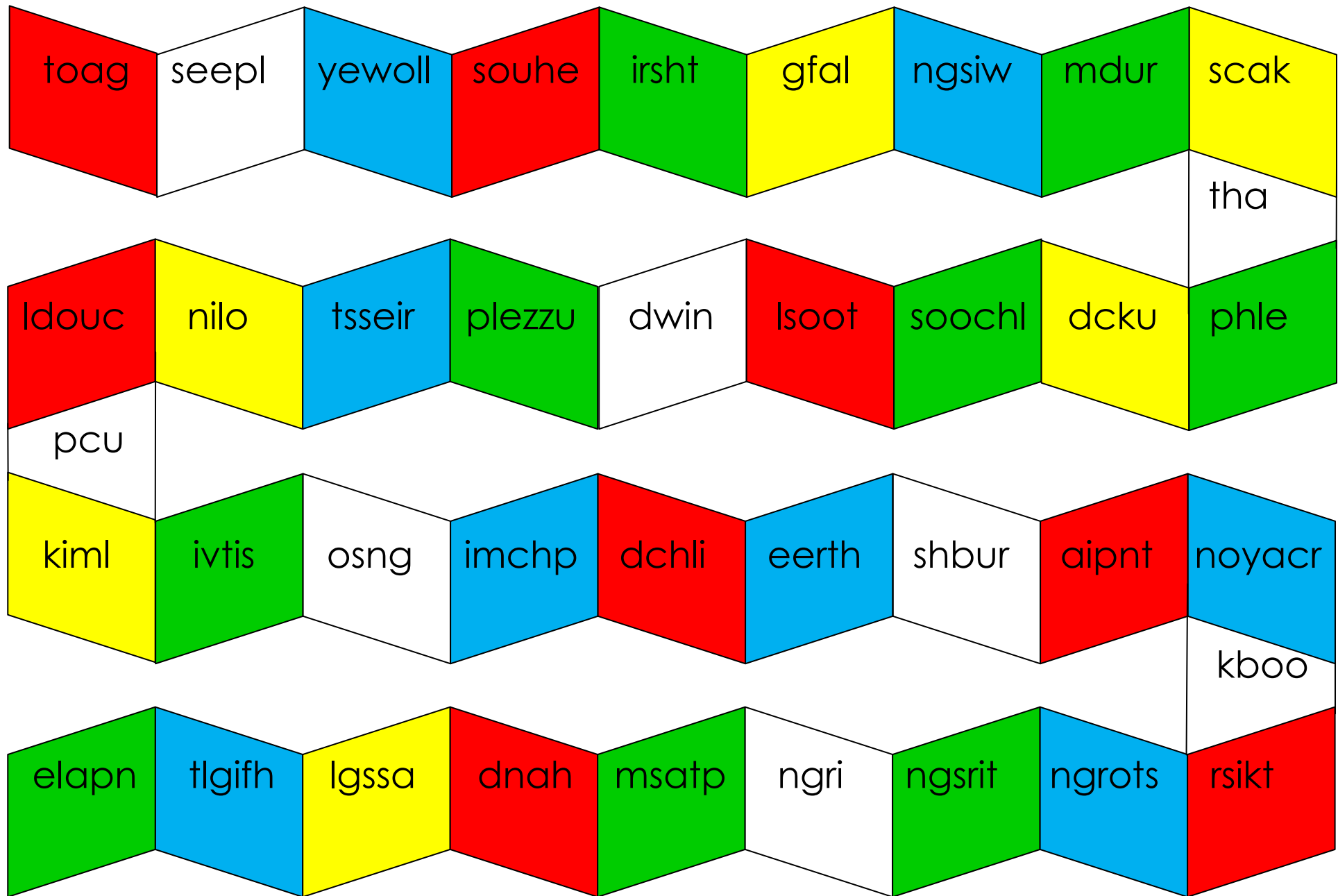
Needs: a dice and for each player a counter.

Throw with a dice and make the steps on the board.

Blue: pick a card and fill in the missing sound with a magic-e

Red: skip a turn

Yellow: throw the dice again
Green: go one step back
Light blue: say a word with magic



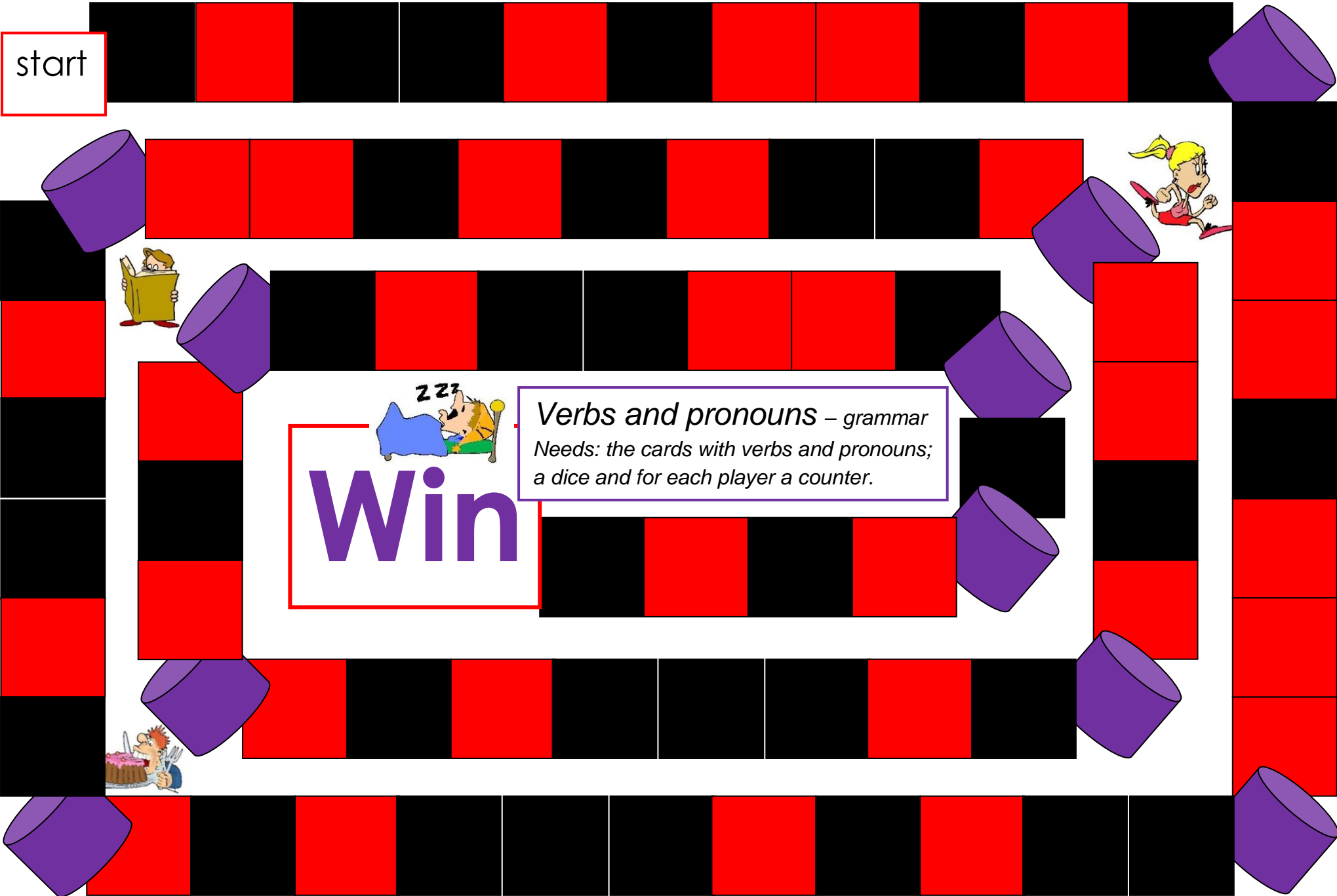
Jumbled words – Grammar
 Needs: a dice and for each player
 a counter.

Throw with a dice and take the steps. Can you read the jumbled word? For each good word you get points. Write the points on a paper. Game over: count your points.

white – 1 point green; 4 points
 yellow – 2 points blue – 5 points.
 red – 3 points

walk	run	sleep	eat	jump	drink	listen
talk	play	read	write	call	look	go
work	give	clean	ask	draw	sing	sit
wash	hug	swim	shop	count	tell	cut
walk	run	sleep	eat	jump	drink	listen
bed	movie	table	chair	couch	book	door
kitchen	girl	boy	father	mother	sister	brother
candle	game	teddy	doll	car	basket	pen
pencil	card	toy	shoe	bag	dog	tiger
cup	plate	scissor	nose	leg	arm	house

start



Win

Verbs and pronouns – grammar
Needs: the cards with verbs and pronouns;
a dice and for each player a counter.

Throw with the dice and make the steps. Red take a red card; Black take a black card; Make a sentence with this word



Start



Verbs, nouns and pronouns

Grammar

Needs: the cards with verbs, nouns and pronouns; a dice and for each child a counter

End

Throw with a dice, make the steps on the board.

Blue: name a verb

Orange: name a pronoun

Purple: name a proper noun

Green: name a common noun

Red: name a verb, a pronoun, a common noun and a proper noun!

Dramatize verbs, nouns or other words

grammar

Cut the cards

Or make cards with one of these verbs on it on red cards or write with a red pencil.

march	sing	eat	draw	grow	drink	cut	knock
read	write	type	talk	listen	shout	sleep	think
blow	climb	dans	hop	look	wash	carry	clean
paint	jump	count	walk	pray	build		

Cut the cards

Or make cards with one of these nouns on it on green cards or write with a green pencil.

house	flower	chair	table	pen	elephant	book	teacher
swing	hill	money	sun	cloud	sweater	towel	tap
mat	baby	monkey	doctor	dress	soap	toothbrush	tree
panga	knife	snake	fligh	scarf	glasses		

Cut the cards

Or make cards with one of these 'other words' on it on blue cards or write with a blue pencil.

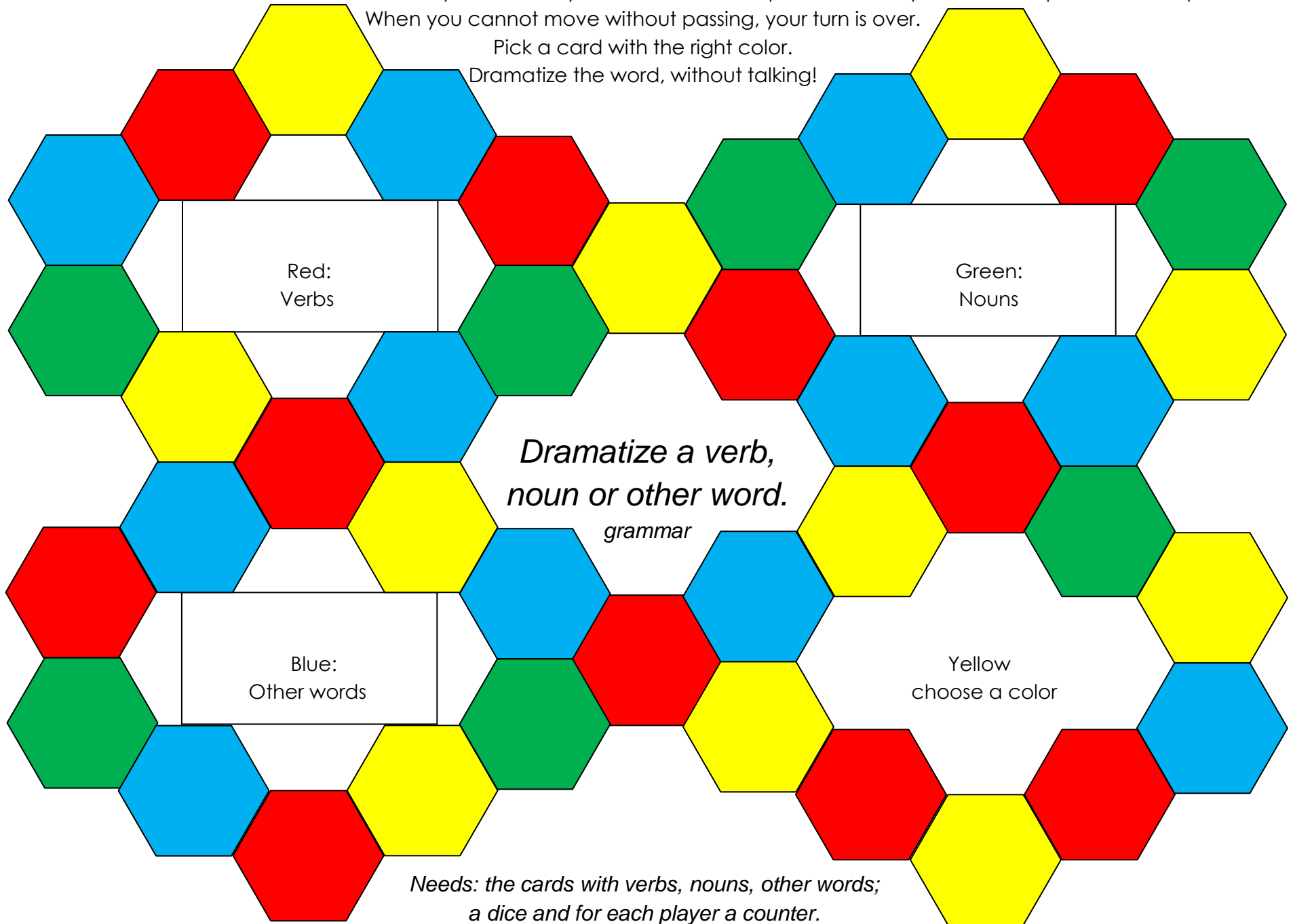
in	on	out	behind	before	far	angry	two
near	no	mine	you	round	over	five	ten
right	left	high	low	fat	little	yes	cold
one	old	stop	under	sad	happy		

Throw with a dice. Choose where to start and follow your own way. It is not allowed to pass somebody else or to stop at the same place.

When you cannot move without passing, your turn is over.

Pick a card with the right color.

Dramatize the word, without talking!



*Needs: the cards with verbs, nouns, other words;
a dice and for each player a counter.*

start	brush	fish	ship	much	lunch
	↓		↑		think
march	part	shark	quick	wing	long
Friday					↑
lemon	clap	crab	quiz	song	thick
		↓		↑	flag
clap	shop	hot	chin	bench	with
ring	↑				↓
thank	strong	queen	scarf	card	think
		↑			sharp
end	wish	length	king	arm	hard

Make a sentence of a word 1- grammar
Needs: a dice and for each player a counter

Throw with a dice. Read the word and make a sentence with it.

red: skip a turn

green: throw again after making the sentence

purple: go back to start;

↑↓ follow the arrow, after making the sentence

start	doctor	farmer	plumber
			pilot
end			guard
boda driver			carpenter
shopkeeper	<p>You play this game with 2 children. Start at start and throw with a dice. You count the steps with a counter. Read the word and write a sentence with that word in it on your paper. In your sentence you describe what this person is doing. When you have finished to write you throw again, until you reach the end.</p>		lawyer
nurse			cleaner
driver			cook
constructor			dentist
headmaster			administrator
president			judge
technician			teacher
	midwife	caretaker	

When I have finished school I want to be a!!

Bingo with sound ie and alternatives spellings i_e, igh and y


Needs: 48 things to cover the words, like bottle tops or stones.

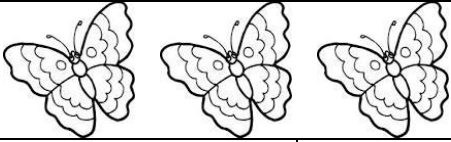
Cut the word cards and the 4 big cards with the butterflies.

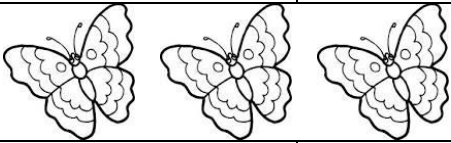
There are 4 big cards, for each player one.

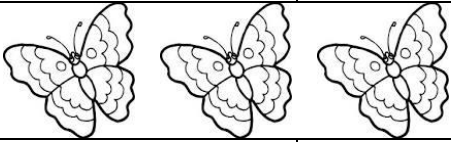
Put the cards with the words in a box. Pick them one by one. Read the word. Each player that has this word on his/her card may cover it. Put the card in another box and take the next one. The first one who has covered all his/her words says 'bingo' and is the winner.

sunlight	moonlight	tried	myself	butterfly
type	shy	flight	pineapple	title
polite	clockwise	silent	Friday	website
bedtime	outside	spider	stripes	reptile
divide	organize	revise	lightning	multiply

polite	title	pineapple	flight
organize			shy
sunlight	moonlight	tried	type
website	multiply	myself	butterfly








multiply	lightning	revise	organize
clockwise			divide
silent	bedtime	outside	reptile
Friday	website	spider	stripes

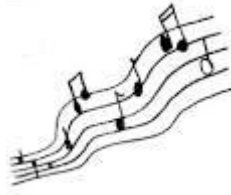
revise	myself	pineapple	Friday
polite			stripes
shy	reptile	website	lightning
spider	multiply	title	butterfly

sunlight	type	polite	bedtime
tried			divide
silent	flight	clockwise	moonlight
spider	organize	outside	shy

Magic-e memory

Cut out the cards and play as a memory game, matching the magic-e word with the picture.

bike	snake	cake	home
			
hose	pipe	lake	plate
			
stone	crocodile	tune	mule



prize

rope

tube

bride



skate

mice

nose

plane

