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## USING THE GAMES BANK

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All the games in the Games bank can be used for a variety of language targets, such as vocabulary review and the introduction of new English structures. Some involve the children playing games actively (e.g. **Balloon Relay**), while others have the children writing things on a notepad or bingo grid (e.g. **Phonic Bingo**). Every class is different. A game that is popular with one group of children may not be popular with another, so we need to enter a new class with a variety of games at our disposal. Chapter 4 (see page 49) provides an overview on selecting, adapting, and using games and activities, and the Games bank provides a starting point for you to assemble a “basket” of games for each of your classes.

### 1 Alien Race

One child (or the teacher) stands in front of the class with some cards that have words or sentences on them. She secretly chooses one of the cards, counts how many letters there are in the word or sentence, and draws a dash for each letter on the board, leaving a space between each word. The other children take turns, either individually or as team members, to guess the spelling of the word. Each child calls out a letter (with phonic pronunciation), and if the word contains that letter, the child in front of the class writes the letter in all spaces where it appears in the word or sentence.

If the word does not contain the letter, one part of an alien is drawn on the board. The alien could have a body, a head, four legs, and two tentacles, and the aim of the game is for a team to spell the word or sentence before their alien is completely drawn. When words are used that the children have not encountered before, the child in front of the class has cards with words on one side, and pictures on the other. When the children playing the game have chosen the correct letters for the spaces on the board, the child with the cards reveals the picture to the class.

#### Alternative 1

The children can call out double letter combinations such as ‘ar’ or ‘ee.’

#### Alternative 2

One child can think of a word connected with a theme such as animals, countries, or famous people, and draws a dash on the board for every letter in the word. The other children make guesses in the same way as the basic game.

### 2 Animal Mime

One child reads a card that contains a sentence or phrase which includes an animal (e.g. *a hungry rabbit, an elephant eating a banana*). She then mimes the phrase or sentence and the other children guess what it is. She can either mime each part separately (e.g. first *hungry* then *rabbit*), or the whole phrase or sentence at one time. The children take turns to do the activity.

### 3 Badges

The children draw "feelings badges." Each badge illustrates an emotion such as a happy or sad face. They then place the badges face down on the table or floor. One child picks up a badge, puts it on and makes an appropriate sentence, such as, *I'm happy*, and puts on an appropriate facial expression or mimes the feeling. The children then wear the badges and play a game. Each child speaks in a way that fits the badge she is wearing. For example, if the children are playing a flash card game, the child with the "happy" badge speaks very happily when identifying a flash card, and the child with the "sad" badge speaks very sadly. The children can also perform other language tasks such as count from 20 to 1, or say the months of the year with voices and expressions that fit their badges. The tasks can be drawn from a pile of flash cards, assigned by the teacher, or decided by the children.

#### Alternative

The children have the badges pinned on their backs, and ask each other Yes/No questions to find out what badge they have (e.g. *Am I happy?*).

### 4 Balloon Relay

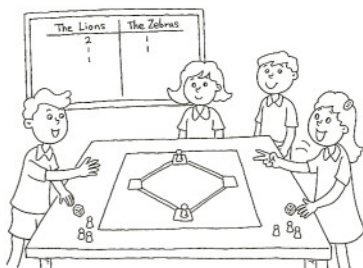
One child from each team stands at one end of the room and has a set of cards. The other children are lined up in teams at the other end of the room, opposite their team member who has the cards. The child with the cards turns over the top card and asks a question that relates to the card (e.g. *What is this?*). The first child facing her answers the question, and races towards her while bouncing a balloon on her head. She either has to bounce the balloon into a box, or head it to the child who asked the question. The child who asked the question then hurries to the back of her team, giving the balloon to the front child in her team. The child who bounced the balloon now has the cards and asks the next question. The first team to ask and answer questions an agreed number of times wins.

### 5 Banana

One child sits in a chair and has to answer, *banana*, to every question without changing her facial expression. The other children take turns to ask questions and try and make her smile or make another facial expression.

### 6 Baseball

Draw a baseball diamond on the board or a large piece of paper, and give each child a marker. Divide the children into two teams, and get one child from each team to do "Rock, Paper, Scissors" to decide which team is batting first. The first batter and first pitcher then play **Touch**, another game in the Games bank, or race to complete a language task. If



the pitcher wins, the batter is out. If the batter wins, she throws the dice to find out how far she has hit (a 1 or 2 on the dice is a one-base hit, a 3 is a two-base hit, a 4 is a three-base hit, a 5 means the batter has been caught in the outfield, and a 6 is a home run), and then moves her marker the correct number of bases. The innings continue until three batters are out. If the second batter gets a hit, the first batter also moves her counter the same number of bases and scores a run if it reaches the home plate.

## 7 Basketball

Divide the children into two or more teams (in a one-to-one class the teacher is one team). The teams take turns to throw a soft dice into a box or basket. If the dice goes in the basket, the team gets 10 points. If it misses, the team gets the points on the dice. Before throwing the dice, a child or team performs a language task, such as identifying or reading a flash card. This game works well for review, consolidation, or learning new cards that are mixed in with familiar cards.

## 8 Bingo

Each of the children is given or draws a bingo card. One of the children (or the teacher) dictates words and the children choose which square to write them in. Each of the words that were dictated is then put into a box or hat. The child who dictated the letters, or the other children, draws the word from the box or hat one at a time, and the children mark them off on their cards. A child who gets a whole row, column, or diagonal, calls out, *Bingo!*

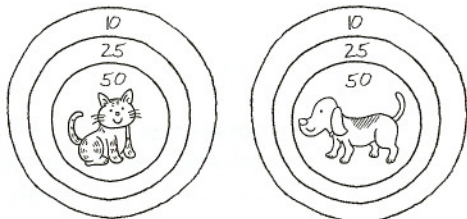
cat	rabbit	ant	parrot
dog	<del>bee</del>	<del>goat</del>	sheep
bee	panda	duck	shark
frog	<del>fish</del>	fish	<del>sheep</del>

### Alternative

Pictures can be put in a place where the children can see them, such as along the board ledge. The children write the words or sentences that correspond to those pictures in the squares on their bingo card. There can be more pictures than squares so the children can choose which ones to write. All the pictures are then put in a box or hat, and drawn out in the same way as before.

## 9 Blindfold

Divide the children into teams, and get one child from each team to draw animals on the board, then draw a target around each animal with points in each circle of the targets. Give one child from each team a blindfold and a piece of chalk or board marker.



The other children on each child's team call out instructions such as, *left, right,* and, *go straight,* to get their team member to the board and touch the target with the chalk or board marker. We can also add soft obstacles between the children and the target. This creates a need for language such as, *go around the cushion, walk slowly,* and, *stop!*

## 10 Blindfold Questions

One child is blindfolded and the other children ask her questions such as, *What color is my bag?* or, *Where's the green pen?* The blindfolded child has to guess the answer. The children then take turns to be blindfolded.

### Alternative

Before the activity, interesting objects or flash cards are placed around the room. The other children ask the blindfolded child where some of these things are.

## 11 Cards

Use any pack of cards, such as "Uno" cards or playing cards, and play any card game. Write the numbers of the cards on the board (e.g. *10, 9, 8...*) in a list. Next to each number, write a word you would like the children to read or practice (e.g. *10 is big, 9 is small*). When the children play one of the cards during the game, they either read the corresponding word, or make a sentence using it. For example, when a child plays a *10*, she could say, *Elephants are big*. Start off with easy words, and while they are playing, change some of the words, gradually making them more difficult and introducing new words. The game usually works better if every card does not have a corresponding word so that the flow of the game is not broken up too much.

## 12 Car Race

Place some flash cards end to end to resemble a race track. Include two or three brightly colored blank cards in the track and place a starting and finishing line at a convenient part of the track. Each child chooses a car, animal, or counter, and places it on the starting line. Decide the number of laps. The first child throws a dice, says what the number is, and moves her piece around the track. For example, if she throws a 4, she moves her piece four cards. When she stops on a card, she says what the card is, makes a sentence about it, or answers a question about it (asked by the other children). The children may invent some special rules. For example, if a child's piece lands on a brightly colored card, she has another turn. If she throws a 3, her car is considered to have crashed and she misses a turn.

### Alternative (Horse Race)

Have the same race track but also add some "fences" (e.g. books placed upright and between the cards). The children play the same game as above but cannot jump a fence if the "horses" are going too fast, so if they throw a 4, 5, or 6, they

have to stop on the card before the fence. We can also add water jumps and have “water” cards after each fence. If the player’s horse lands in it they make sinking noises such as, *glug, glug, glug*, and miss a turn.

### 13 Cassette Player



*Play*



*Stop*



*Fast Forward*



*Rewind*

Draw a triangle on the board, just like the *Play* button on most cassette and CD players. See whether or not the children can guess what it is. Then, one by one, draw the *Stop*, *Fast Forward*, and *Rewind* buttons, and help the children learn the English for these instructions. To introduce the activity, start counting, saying the days of the week, or some other sequence, and encourage the children to call out instructions such as, *Stop!* or, *Rewind!* If the children do this freely, different children will call out different instructions, so you will need to select which instruction to obey or get the children to take turns to call out the instructions. The children can then do the activity in pairs.

To integrate the activity into a course, the children can have piles of flash cards or words. One child in a pair identifies the cards or reads the words one by one, and the other child calls out instructions such as, *Fast Forward!* or *Rewind!* The child following the instructions has to speak or read more quickly if the other child says, *Fast Forward!* and reverse the order of the cards if the other child says, *Rewind!* From then on, the children can call out the same instructions at other natural moments in the class. For example, they can shout out, *Rewind!* while we are dictating words for them to write.

### 14 Chains

The children form a circle, and throw a ball or soft toy animal to each other and count *1, 2, 3...*, say the days of the week, the months of the year, or any other sequence. They can all speak together, or just the child who is throwing can speak. For example, a child says, *Monday!* and throws the ball to another child, who calls out, *Tuesday!* and so on.

#### Alternative 1

They do the same activity but instead of practicing a sequence, they try to extend a category such as colors, countries, cities, or vegetables.

#### Alternative 2

The children are in two teams. A child from one team starts a number sequence such as *2, 4, 6...* or *1, 4, 7...*, and the other team has to continue the sequence. There can be a rule as to how many more numbers a team needs to add to the sequence.

## 15 Chopstick Spelling

Dictate letters or double-letter sounds, and have all of the children write the letters on pieces of paper. Either dictate all the letters of the alphabet or just those letters needed in the game that follows. Divide the children into teams (if the class is small, there could be just one child on a team), and give one child from each team some chopsticks. The children then tear or cut up their pieces of paper, separating each letter or double-letter sound, and all the children from the team mix their letters together.

Place a row of flash cards along the board ledge or in another prominent position. Each team then races to spell the words on the cards, carrying one letter at a time with chopsticks to a place that is at an equal distance from each team. The game is played as a relay. When one child has carried a letter, she gives the chopsticks to the next child on the team who then carries the next letter.

## 16 Concentration

The children place several pairs of cards face down on the table or floor, and then take turns to turn over two cards. As they turn them over, they say what they are. If the cards are the same, they keep them and have another turn. If they are different, they turn them back over again, and the turn passes to the next child. The child who gets the most pairs of cards is the winner. The cards can have words or sentences or pictures on them, or the children can match words or sentences with corresponding pictures.

### Alternative

- 1 The children have to turn over pairs of opposites, such as *long* and *short*, or turn over two pictures and make a story to connect them. (In this case, the children usually do not have another turn after being successful.)

## 17 Counting Cards

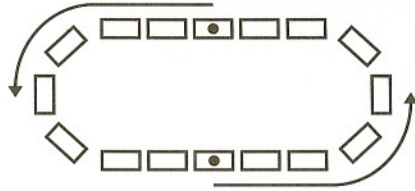
Divide the class into groups of three, four, or five children (or take part yourself to make the number up to three if there are only two children). One child in each group has a pile of flash cards and another child calls out a number. If she calls out a seven (it may be best to restrict the numbers to between 1 and 10), the child with the cards counts out seven cards (the other children counting with her), stops on the seventh card and asks an appropriate question such as, *What is it?* or, *What are they doing?* Either the child who called out seven answers, or the other children race to answer first.

## 18 Crosswords

Make crossword puzzles using words the children have learned and give the children picture clues. The clues can also be definitions or sentences with gaps if the children's level is high enough for this (the missing word is the answer). See the Useful Web sites section for on-line resources on making printable crossword puzzles.

## 19 Cycling Chase

Put an even number of flash cards on the table in the shape of a race track. Two children or teams put counters on the track. The children race in the same direction, but one child starts half way around the track, opposite the other counter. The children then play "Rock, Paper, Scissors." If a child wins with a "Rock," she moves her counter three spaces, with "Paper" two spaces, and with "Scissors," one space. She makes a target sentence about each picture flash card as she moves over it (e.g. *It's a duck. She's playing tennis*), or reads each card if it has a phonic sound, word or sentence on it. When one child catches the other child, she either wins the game or gets a point.



## 20 Dangerous Aliens

Draw a 5x5 square on a piece of paper (or use a whiteboard if you have magnets), and erase the nine squares in the center. Draw a start arrow in the top left hand square, pointing right, and an alien in the other corner squares. In clockwise order, write  $-$ ,  $+$ ,  $\times$  in the three squares along the top,  $\div$ ,  $-$ ,  $+$  down the right,  $\times$ ,  $\div$ ,  $-$  along the bottom, and  $+$ ,  $\times$ ,  $\div$  up the left. Write  $+ 20$  in the start square, and  $\div 10$  in the bottom right alien square. The other alien squares are *Miss a turn* squares.

START! → $+ 20$	$-$	$+$	$\times$	Miss a turn!
$\div$				$\div$
$\times$				$-$
$+$				$+$
Miss a turn!	$-$	$\div$	$\times$	Miss a turn! $\div 10$

Place a pile of flash cards face down on the table. Each of the children or teams places a counter on start. Each child starts with a score of 20, and takes turns to pick up a card, which she identifies or reads. She then throws a dice and moves her counter around the board. When she lands on a  $+$ ,  $-$ ,  $\times$  or  $\div$  square, she changes her accumulated score by the amount shown on the dice she threw to get to that square. For example, a first throw of 5, landing on a  $\div$  square, would mean her accumulated score becomes 4 ( $20 \div 5 = 4$ ). A second throw of 2, landing on a  $+$  square, would mean her accumulated score becomes 6 ( $4 + 2 = 6$ ).

The aim is for each child to work out her score in English, and the child with the highest score, after getting through an agreed number of flash cards (or time), is the winner. If the math is too difficult, only use  $+$  and  $-$ .

## 21 Describing People

Scatter pictures of people on a table. These pictures can be from any source such as magazines or photographs. The children make sentences about each picture using patterns like, *I think she's ...* or *She looks ...*



### Alternative 1

This activity can also be made into a guessing game. One child makes a statement such as, *She has black hair*, or asks a question such as, *Who has purple glasses?* and the other children touch the picture they think is correct.

### Alternative 2

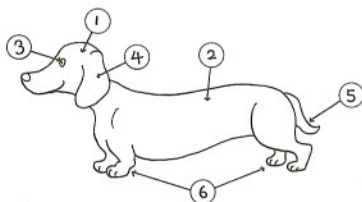
One child secretly thinks of a picture. The other children ask Yes/No questions to try and find out which picture it is. For example, *Is it a man?* *Does she have dark hair?* and so on.

## 22 Do What I Say!

One child gives instructions such as, *Stand up!* or *Open your books!* but actually does a different action herself. For example, when she says, *Point to the window!* she points to the door. The other children should do what she says, not what she does. The children take turns to give the instructions.

## 23 Draw a Dog

The children play individually (if there are less than about four children), or in two or three teams. Draw a sample dog on the board (e.g. a dachshund), and write the number 1 by the head, 2 by the body, 3 by the eye(s), 4 by the ear(s), 5 by the tail, and 6 by the legs.



Choose a word, and challenge a child or team to spell it (alternatively have a pile of flash cards with the picture side face up, or get one team to think of a word for another child or team to spell). If a child or team spells a word correctly, she throws a dice. If she rolls a 1 or a 2, she draws the head or body of her dog. The children take turns to do the same thing. The head must be drawn before the eyes and ears can be put on, and the body must be drawn before the tail and legs can be put on. The first child or team to complete a dog wins the game.

## 24 Find Somebody Who...

Either prepare a set of *Who...* questionnaires for the children to ask *Do you ...?* questions to other children, or get the children to make these lists themselves. We might choose the first one or two questions on each sheet so the children notice what they are to do, and then the children can try and make the other questions.

Two of the questions might be, *Who likes black dogs?* or *Who has two sisters?* and they go to other children and ask, *Do you like black dogs?* and, *Do you have two sisters?* If a child answers, Yes, they write that child's name down next to the question. They continue asking other children until they can get a Yes to each question.

## 25 Find the Differences

Either the teacher or the children make pairs of pictures that have about ten differences between them. One way to do this is to draw the two pictures on the board or for the children to draw their own pictures individually. Another way is for the teacher or the children to photocopy a picture, write out ten things from one picture, and then give each child or group of children pairs of pictures. The children can either call out the differences or write them down as a list.

## 26 Fishing

The children draw and cut out paper fish, write a letter, word, or sentence on them, and put a paper clip on each fish. They scatter the fish on the floor or put them in a box. Each team has a fishing line with a magnet, and they race to catch the fish in a designated order, or catch letters to spell words and make sentences.

## 27 Fish Race

Put the children into two teams. Indicate a starting and finish line on the floor. Each child draws and cuts out a paper fish (or another animal), and one child from each team places her animal on the starting line and holds a magazine. The other children from the same team stand behind her. One child from each team stands at the finishing line, holds up flash cards one by one, and asks an appropriate question about each card. The child with the animal on the floor, flaps her animal once with her magazine after answering each question, so the animal flies forward. (Though sometimes they fly backwards, too!) When a child's animal reaches the finishing line, she takes over the flash cards and asks questions to the next child in her team.

## 28 Fruit Basket

All the children except one sit on chairs or cushions in a circle. Each child has a fruit name such as *apple*, *orange*, *banana*, or *watermelon*. One child stands in the center of the circle and calls two of the fruit names, and all the children who fit the description have to get up and rush to another chair or cushion. The child in the center also tries to sit down. The remaining child who doesn't find a seat or cushion stays in the center and calls out the next two fruits. The same game can be played with any other category of words such as vegetables, countries, animals, and cities. Whatever the version, the words can be allocated by one of the children, by drawing words or pictures from a box, or by the teacher or one of the children putting words on each of the chairs or cushions.

### Alternative I

A child can call out things like, *black shoes*, *girls*, and *long hair*, and all the children who fit this description have to get up and rush to another chair or cushion. The target pattern can be decided by the teacher or children. The children could make sentences that include a color such as, *Everybody who has black hair*, or that starts, *Everybody who can ....*

### **Alternative 2**

The children can wear monster masks, and if a child calls out, *Monsters!* all children have to get up and change places. We can have a special rule that *Monsters* cannot be called out on two consecutive occasions.

## **29 Getting Hotter**

One child thinks of something in the room or something she can see through the window and the other children try and guess what it is. After each guess (except the first guess), the child says, *You are getting hotter*, if the guess is nearer to the correct object than the guess before, or, *You are getting colder*, if the guess is further away. The child who guesses correctly can then think of another object in the room and the game continues.

## **30 Gradual Pictures**

Draw part of a picture, and invite the children to guess what it is. They should guess using whole questions or statements (e.g. *Is it a frog? I think it's a frog*). Each child or team can have one guess each time you stop drawing. Continue drawing and pausing for questions until the children have guessed what the picture is. The children then do the same activity among themselves.

## **31 Guess Who?**

One child thinks of one of the characters in the course book the class is using. The other children take turns to ask Yes/No questions to try and find out who the character is. The questions must be general (e.g. *Does she like soccer? Does she live in ...?*) If the answer to a question is, Yes, the child can then try and guess the character's name.

### **Alternative**

Instead of using characters in the course book, the children can use characters from a favorite TV program or story, children in the class, or any other group of people or animals all the children know something about.

## **32 Hidden Cards**

Hide picture or flash cards around the room (they should all be pictures of things the children are ready to try and spell). Tell the children how many cards have been hidden. The children move around the room with notepads, writing appropriate words or sentences for each card when they find it. The first child to find all the cards is the winner. If the language target is *in, on, under, near, or next to*, the children should write sentences about the cards using these prepositions (e.g. *The shark is under the desk*).

## **33 Hide and Guess**

Divide the children into groups of two, three, or four. Give each group about seven flash cards and let the children look at them. One child in each group

hides a card (e.g. behind her back, or in her book). Starting on her left, the others take turn to guess what the card is, using the appropriate question. The child who hid the card answers, *Yes...*, or, *No...* If the first guess is correct, the child who guessed correctly gets seven points. If the second guess is correct, the child who guessed correctly gets six points, and so on. The child who guesses correctly hides the next card.

### Alternative

All the children turn their backs to another child who selects things to hide (e.g. pens, notebooks, erasers, counters, or peanuts). She then holds these things behind her back, puts them in a box, or if they are very small, holds them with her fists held out straight in front of her. The other children turn to look at her. She says, *How many (peanuts)?* and the other children try to guess how many she has.

## 34 Hiding in a Picture

Use pictures of scenes such as the beach, the park, or the kitchen. One of the children imagines she is hiding in the picture and the other children try to guess where she is. The child who is hiding can imagine she is a small ant or cockroach, and instead of using pictures, use a scene the children can see through a window.

## 35 Hiding in the World

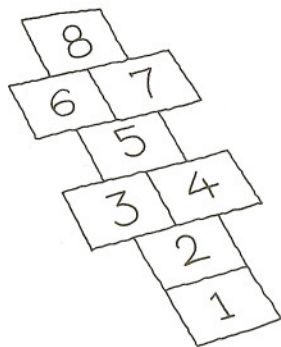
Put a map of the world or globe where all the children can see it, preferably very close such as spread out on the table in front of them. If possible also have a picture book of famous places around the world. Say, *I am in the world. Where am I?* The children try to guess where you are. Help them by suggesting they try to guess large areas first, such as continents (e.g. *Are you in Europe?*), and help them to pronounce the names of the continents in English. After they have guessed the continent, they can try to guess the country (e.g. *Are you in France?*). After they have found the country, they should try to guess the city (e.g. *Are you in Paris?*). It will help if the map has the names in English; there are many countries and place names that have phonically regular spelling.

They must then guess where you are in the city. It may be necessary to help them by showing them some pictures of famous places in that city, drawing pictures on the board, or writing the names of famous places on the board. They then guess, *Are you on the Eiffel Tower?* If the place is correct but the preposition is wrong, write ... *Eiffel Tower* on the board, and write *on* with an X through it. They should guess whether you are *in* or *under* the Eiffel Tower.

The game can be used to introduce a new preposition. You could say no to *in*, *on*, and *under*, and they need to say things like, *Are you near the Eiffel Tower?* When they genuinely try to say things like *near* or *behind*, get them to use gestures to show you what they are trying to say, and then help them say it. If the children have picture books of famous places, they can play the game among themselves.

### 36 Hopscotch

Make a hopscotch grid. This can either be drawn on the ground with chalk, or carpet tiles can be arranged on the floor. If chalk is used, words or phonic sounds can be written in each square. If carpet tiles are used, the words or sounds can either be on pieces of paper attached to the corner of each tile, or a replica grid can be drawn on the board and the words or sounds written in each square.



A child tries to throw a small object such as a stone or counter onto the nearest square. If she succeeds she hops onto the square, reads the word or sound, picks up the object without putting her other foot down, and hops back to the starting point. She then tries to throw the object onto the next square and repeats the same procedure, moving further away from her starting point so she has further to hop back.

When she reaches a pair of squares, she throws onto the left one before the right one. When she moves beyond a pair of squares, she can put two feet down on that pair. In other words, she hops onto the first square, puts two feet down on the next square, then hops on to the next square. If her throw misses a square or her foot touches the edge of a square, the turn passes to the next child.

### 37 In Order

Divide the children into teams. Stick five words cards on the board with magnets or tape, or place them on the table. One team calls out an adjective which ends in *-er* when used in a comparative sentence (you may need to help by giving them some adjectives to choose from), and the other team arranges the cards in order, and makes sentences to connect them. For example if the words include *whale*, *table*, and *pencil case*, and the other team calls out, *big*, the team can make sentences such as, *A whale is bigger than a table*, and, *A table is bigger than pencil case*.

#### Alternative

Each child writes down five things in a list. Then, either in pairs or groups, one child calls out an adjective and the other children put a number next to each thing in their list to indicate which order they think they should be in. They then make comparative sentences for the whole list (e.g. *A butterfly is more beautiful than a desk. A desk is more beautiful than an ant.*)

### 38 Leaving the Room

One or more children leave the room. While they are out of the room, the other children change the location of ten things in the room. The child or children who left the room then come back in and try to guess what has been changed.

### 39 Letter Tiles

The children are in pairs or two teams. They have letter tiles with the vowels in one color (e.g. blue) and the consonants in another color (e.g. red). There is a pile of these letter tiles for the children to select from. One child makes a four letter vowel-consonant-vowel-consonant sequence and challenge the other child to read the combination (e.g. 'emak'). The next child adds another vowel-consonant and challenges the first child to read the whole sequence (e.g. 'emaken'). The sequence gets longer and longer and can end up running all around the room. This activity is for practicing letter combinations that are generally not real words.

#### Alternative

Double-letter sounds such as 'ar' or 'ee' can also be used as vowel tiles.

### 40 Map Memory

The children have a map of a town or an area of a city in front of them. They each have toy cars or counters that represent cars, and each child chooses a starting point and puts their "car" on the map. One child gives a series of directions to the other child who cannot start moving her car until the directions have been completed. On the first turn, a child gives one direction such as, *take the second left*, then the other child gives two directions, then the first child three directions, and so on. The aim is to see how long they can make the directions and still remember them.

### 41 Memory

Divide the children into two teams and lay out sixteen cards on the table or floor. One child makes a list of the cards on a piece of paper (using symbols or pictures if she cannot spell). She calls out the first card on her list (e.g. *ball*) and a child from the other team touches the card. She then calls out the first two cards (e.g. *ball, shirt*) and the child touches these cards in sequence. The turn continues until the child touching the cards makes a mistake. The child gets points according to how far she got. For example, if she remembered and touched eight cards in sequence, she gets eight points.

### 42 Mexican Wave

The children stand in a line. The first child raises and drops her hands, saying, *one*. The next child immediately does the same thing, saying, *two*, and so on. Challenge the children to make the wave faster and faster. Instead of counting *1, 2, 3...*, the children could count in twos, in fives, backwards, or any other sequence.

### 43 More

One child makes a comparative sentence (e.g. *A cat is faster than a turtle*). The next child then makes another comparative sentence, putting the first animal or object in the previous sentence at the end of the new sentence (e.g. *A tiger is faster than a cat*). The children take turns until they cannot go any further.

### 44 More and More

Divide the class into pairs or two teams. The first team gives an instruction to the second team such as, *Touch the window! Put the gorilla on Jin-Soon's desk! or Pin the black dog on Akiko's back!* When the instruction has been carried out, the second team gives two instructions for the first team to carry out in sequence. Then the first team gives three instructions for the second team to carry out in sequence. The game continues with the number of instructions being increased each time.

### 45 Musical Chairs

Arrange chairs in a circle so there is one chair for each child, and put a picture card on each chair. Play some music and have the children move or dance around the circle. While the music is playing, write a phonic sound on the board. When the teacher or one of the children stops the music, the children try to sit on a chair that has a picture that includes that phonic sound. The children who are successful read out the card (an extra rule is for each successful child to throw a dice to determine how many points she gets for her team).

The dice can also be used to determine whether the next round is worth double points or triple points. It can be fun to make the game gradually more complicated, increasing the points, and writing more than one letter on the board.

### 46 My Dream House

Each child draws their dream house and labels each of the rooms in the house, such as, *My bedroom* or *Kitchen*. They then write each of these labels on a piece of paper or in a note books, and write things they would like to have in each of the rooms, such as *a big bed, a brown desk, or a little dog*. They can also draw pictures of these things. After they have finished, they can do follow-up activities such as describing their pictures to each other, dictating them for other children to draw, comparing them, or thinking of something in their picture and the other children take turns to guess what it is. They can also put their finished pictures on the classroom walls or on a notice board.

#### Alternative

Instead of "My dream house," the children could start by drawing "My dream town," "My dream school," "An ideal park," or "My dream beach," labeling each part of their drawing and making a list of the things they would like in each part.

## 47 Nonstop Talking

One child is the timer, and has something that makes a fun noise, such as a toy with a bell or a buzzer. The other children are in two teams. The first child from one team starts to talk about anything, and when the timer makes the noise, the first child from the other team immediately has to start talking. This continues, alternating between the two teams, until one team hesitates for too long. Team members can help each other. The game can also be played in groups of three, one child is the timer and the other two children speak. For lower level classes, the teacher can write some target structure hints on the board, and the children have to fill in the blanks (e.g. *I like ...*). The hints can be structures the children are learning, or older structures they came across in previous lessons.

## 48 Notice the Difference

If the children are having difficulty differentiating between letters or words, such as *a* and *an*, or *l* and *r*, get the children to draw two big animals on pieces of paper. When they have finished, write one of the problem sounds or words (e.g. *a*) in one animal, and the other in the other animal (e.g. *an*).

One child has a pile of animal flash cards, and all the children put their hands on their heads. The child with the cards shows the first card, and the children slam one of the animals. They look at you to see if they are correct. If they are all wrong, just shake your head, and they should quickly slam the other animal. The child who slams the correct picture first, makes an appropriate sentence about the card (e.g. *It's an ant*).

## 49 On your Head

Divide the children into groups or play the game as a class. Give each group about seven flash cards and let the children look at them. One child puts her hand on her head. The teacher places one of the seven cards in her hand so that all the other children can see it. The child holding the card asks the other children Yes/No questions until she guesses what it is. The other children only answer, Yes..., or, No.... If the first guess is correct, the child who is guessing gets seven points. If the second guess is correct, she gets six points, and so on.

## 50 One Two Three

The children are in a circle. One child says one thing she can do (e.g. *I can play the piano*), the next child says two things she can do (e.g. *I can run fast. I can sing the ABC Song*), and the next child says three things she can do, and so on. If a child runs out of ideas or hesitates too long, she is out. The last child remaining is the winner. The game can also be used for patterns such as, *I like ...*, or, *I want ...*

## 51 Paper Airplanes

The children make airplanes from pieces of paper, and aim them at pictures or objects around the room, saying what they hit, and getting points according to what they hit. The activity can either be a complete game in itself, or there can be language tasks to complete before throwing the airplanes.



## 52 Pass the Parcel

Make a big parcel. The parcel needs many layers of paper, and between each layer put a word, picture, or flash card. The children sit in a circle and pass the parcel around while music is playing. When one of the children or the teacher stops the music, the child who is holding the parcel unwraps one layer, reads or identifies the word or picture, and gets points for herself or her team. Each word or picture should have points written on it.

## 53 Phonic Bingo

Have two bags or boxes. Put cards or pieces of paper with the vowels *a, e, i, o, u* in one bag. Put some or all of the consonants in the other bag. Each child draws a blank grid (3x3, 4x4 or 5x5). One child picks a vowel then a consonant, reads the combination, and the other children write the combination anywhere on their grid. The child who drew the combination, writes it on a separate card or piece of paper. The children take turns to draw letters until the grids are full. The combination cards are then put in a bag, and drawn out one by one, and each child marks them on her grid. The child who marks a complete row, column, or diagonal first is the winner.

For three-letter combinations, the children draw from an extra bag before drawing from the vowel bag. The letters in this extra bag should be the consonants *b, c, d, f, g, h, j, l, m, n, p, r, s, t, v, w, y, z*.

## 54 Phonic Dominoes

Prepare domino pieces before the lesson. These pieces can either have pictures on them or words on them. In conventional dominoes, the children can join two pieces if the numbers match. In phonic dominoes, they can join two pieces if the words contain the same phonic sound (e.g. *coat* and *boat*). The words below can be used to make a 48-piece set.

tree | boat

shark | spoon

fish | fish

seal | rat

owl | car

bird | bird

chicken | horse

girl | boy

crown | shop

apple | apple

puzzle | house

leaf | card

book | shirt

spoon | fly

sheep | boy

foot | cow

igloo | carpet

fly | horse

spoon | crown

chicken | rat

igloo | girl

book | puzzle

tree | owl

tree | card

fork | girl

sheep | book

fly | boat

igloo | seal

boat | foot

cow | fish

foot | card

shop | horse

bird | fly

house | carpet

fork | spoon

leaf | shop

boat | sail

goat | car

sail | seal

bowl | tray

cockroach | rat

window | leaf

tail | window

boat | shark

bowl | cow

coat | tray

train | house

goat | owl

## 55 Phonic Families

Before the lesson, draw a big picture on the board and divide the picture up into shapes. Write a phonic family in each shape using a mixture of real and imaginary words. Write points in each of the shapes. The children are in two teams and take turns to throw or shoot something that sticks to the board. When they hit a shape, the team reads the phonic family, and then thinks of two or three more words (real or imaginary) that are part of the same family, and take turns to rush to the board and write the words. For example, for the sound 'ar,' the children can write *car*, *card* and *pard*. If they hit a shape that has been hit before, the turn passes to the other team.

## 56 Picture Dictation

Describe a picture of a scene that includes things the children are familiar with. Describe the picture step by step and have the children try to draw it on pieces of paper. It may be necessary to introduce language like, *at the top*, and, *on the right* while playing the game. Do this by pointing to the board or gesturing the first time you use one of these kinds of expressions (try to use the language without pointing or gesturing from the second or third time). When you can, use the language, and encourage the children to ask questions like, *What's...?* about things they do not understand. You may need to repeat statements a number of times.

When the children have understood the game, put them into pairs or groups. One child either describes a picture she has drawn or a picture you give her, and the other child or children try to draw it. They can take turns to describe the pictures.

## 57 Picture Guessing

Divide the children into two teams with each team having a few pieces of paper. It is best if each team sits in a semicircle. One of the children from each team races to a table that is the same distance from both teams and turns over the top card of a pile of flash cards, or is shown it secretly by the teacher or another child. These cards can be pictures, words, or sentences. She then runs back to her team and tries to let the other children know what the card is by drawing on one of the pieces of paper. The other children try to guess what it is.

When they answer correctly, another child from the team runs to the table or child in the center to guess the next card. A team gets one point for each correct guess. With small classes, the game can be played noncompetitively with just one team.

### Alternative

One child from each team races to the central table, turns over a flash card and then returns to her team and mimes the picture, word or sentence on the card for the other member(s) of her team to guess. After they guess successfully, another child from the team races to see the next card.

## 58 Pictures on the Board

Divide all the children except for one into teams. One child stands in front of the class, calls out a word, and a child from each team races to the board to draw a picture of that word on the board. The teams go at their own pace although the child who calls out the words may need to repeat some words for the slower teams. The winning team gets points, but are also awarded points for the amount of detail in the pictures. This gives us a good opportunity to help teams that have less points.

## 59 Pin on Backs

Attach words or sentences to the back of each child using pins or tape. Each child asks other children questions until she finds out which word or sentence is on her back. The game usually works best if the words or sentences are all from one category such as animals, countries, famous people, or TV characters. The sentences could be actions or instructions which the child has to carry out as soon as she discovers the sentence. An optional rule is to say that each child can ask another child only one question until she has asked every child in the class a question, and then she can start again.

It is normal to restrict the questions to Yes/No questions such as, *Do I have four legs?* and, *Can I fly?* but this will depend on what patterns the children need to practice and what is written on the backs of the children.

## 60 Please

Give some instructions to the children such as, *Please open your books*, and, *Please stand up*. Ask them to do some things they do not yet understand. When they look at you in a puzzled way, gesture or give a hint so that they discover what to do.

Give an instruction without using the word, *Please*, such as, *Open the door*, and indicate that they should not do anything. Mix up instructions starting with *Please* and those that do not, until they get the idea that they only do the action when you say, *Please*. The children can then do the same activity among themselves.

## 61 Puppet Mime

The children take turns to choose a finger puppet and put it on one of their fingers. The first child tries to mime an action with her puppet and says, *I'm ...ing*. The second child mimes a different action with her puppet, saying, *I'm ...ing, he/she's ...ing* (where *he* or *she* refers to the previous puppet). They continue with different actions but cannot repeat an action that has been done before.

## 62 Questionnaires

The children have questionnaires, ask each other questions, and then analyze their questionnaire results (e.g. *Three like soccer best. Two children like music, and so on*). The questions can be chosen by the children. They can first think of questions using patterns they are learning such as, *What sport do you like best?* or *How many brothers and sisters do you have?* Questionnaires can be used for practicing one particular pattern, or there can be a variety of questions in the same questionnaire.

## 63 Question Answer

One child holds a soft ball or toy animal in front of her, asks a question, and then throws the ball or animal to another child who should answer. The child who just answered then asks another child the same or a different question, and the sequence continues around the class.

## 64 Quick Look

Divide the children into two teams. One team chooses six cards without showing the other team, and places them under a big piece of card or book. One child from the team then holds both sides of a card and gives the other team a quick look by flipping the front of the card or book up until the back is vertical. The child continues with the other cards, and the other team then tries to recall what the cards were. If this is too difficult, the number of cards can be reduced or the time taken to see the cards can be increased. If it is too easy, the number of cards can be increased, the amount of time they are shown reduced, or the angle of the flip can be reduced so they are more difficult to see.

## 65 Peanut Relay

Each team stands at the same distance from a box that has a pile of word cards next to it. The children take turns to pick up a peanut with chopsticks, race to the box, put the peanut in it, then turn over the top card from the pile and say what it is. The child then races back to her team, and the next child does the same thing.

## 66 Race to the Board!

Divide the children into teams. It is usually best to have only two teams unless the classroom board is very large. Each team forms a line leading away from the board, or stays in their chairs if they are clearly in teams. The front child in each team should be the same distance from the board. Hold up a flash card picture. The first child from each team races to the board and tries to spell the word or write the relevant sentence. The other members of each team help by calling out letters (with phonic pronunciation). When a child finishes the word she runs back to her team, and another child goes to the board to spell or write a word or sentence about the next card. Because each team will go at different speeds, the teacher should put the previous cards in a place where all the children can see them such as along the board ledge.

### **Alternative**

Each member of the team writes just one letter of the word. This gets more children involved than in the basic version of the game and is more appropriate for larger classes.

## **67 Read my Lips**

One child mouths a sentence silently and another child or other children try to guess what she is saying. This game works in pairs, groups, or with one child standing in front of the whole class.

## **68 Rhythm**

The children make sentences without pausing. For example, one child touches her bag and says, *This is my bag*, and the next child touches her hair and says, *This is my hair*, while keeping a natural rhythm. The children continue to make sentences without pausing. Individual children who lose the rhythm are out. If the game is played in teams, the team is out.

## **69 Say, No!**

One of the children sits in a chair and tries to answer questions without saying, *No*, and without smiling. The other children ask her questions, at first using, *Do you like ...?* We can then encourage them to use other questions. The answers should be at least three words long such as, *Yes, I do*, or, *Yes, I can*.

## **70 Shopping**

Organize the children into shopkeepers and shoppers. Give each shopper a shopping list, which can either be a few words cards, or a list with pictures of words cards. Also, give each shopper 100 “dollars” (or any other currency) to spend on the items in their list. The shopkeepers should have some cards that correspond to the shopping list, which they look at and then place face down in front of them.

The shoppers walk from shop to shop, buying the items they need from each shopkeeper, perhaps starting with, *I want a ... please*, and continue until they have all the items on their list. If the shopkeeper has the item she can say, *of course*, and then name a price. If the shopper agrees with the price she pays the amount and takes the card. If not, she can go to another shop or try to negotiate a lower price! To make sure that the children do not buy all their items from the same shop, there can be a rule that they can only buy up to two items from each shop.

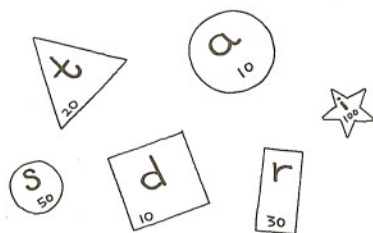
## **71 Shopping List**

The class are in two teams. One team writes ten or fifteen letters on the board (e.g. *c, d, v, p, u, t*, etc.), with each letter representing the first letter of the items on the shopping list. The first child of the other team then says a sentence, such as, *We are going to the department store to buy a cabbage* (*cabbage* for *c*), and the

second child might say, *We are going to the department store to buy a cabbage and a doughnut* (*doughnut* for *d*). The team continues with the remaining letters and get additional points for every shopping item they can add.

## 72 Shooting Letters and Words

Letters or words are written on the board either by the teacher or the children. Draw shapes around each letter or word and put points in each shape. The children are in teams and take turns to throw or shoot something that sticks to the board. If letters are being used, they write down each letter they hit and try to make words, getting points for each letter in a completed word. If words are being used, they write down each word and try to make sentences, getting points for each word in the sentence. There can be bonus points if the children make longer words or sentences.



## 73 Slam!

Spread some flash cards on the table or floor, or stick them to the board. The children put their hands on their heads. When one of the children or teacher calls out a card, the other children try to touch or slam their hands on it or race to the board and touch it. The successful child says what the card is or makes a sentence using the word or picture on the card (perhaps repeated by the whole class). The successful child calls out another card, and the other children try to slam their hands on it or race to the board.

The children can take cards they slam, getting one point for their team for each success, or just leave the cards where they are and have no scoring system. To avoid children slamming before thinking, they could lose a point or get another penalty for slamming the wrong card. This game is often very popular, but should be avoided in classes where some children are overaggressive and do not give others a chance, or where children tend to just react without thinking.

## 74 Slowly Revealing

One child hides a flash card behind a blank card or a picture of a wall, and slowly shows the card. The other children should try to guess what it is using a whole question (e.g. *Is it a cat?*). The first child to guess correctly gets the card or a point. Each child only has a limited number of guesses (often only one). It adds to the fun if the children sing a song, or hum or sing an exciting tune while revealing the card. The children then take turns to reveal other cards.

## 75 Snowball

One child holds a soft ball or toy animal in front of her and says something like, *tigers*, or, *I want to go home*. She then throws the ball or toy animal to another child who repeats what the first child says and adds one more item in the same category or using the same pattern (e.g. *tigers and rabbits*, or, *She wants to go home. I want to eat pizza*). The child then throws the ball or toy animal to another child who then extends the list even more. The list gets longer and longer until it becomes impossible to remember.

## 76 Soccer

About seven squares are drawn in a row on the board or on a piece of paper. There should be goals at either end. Put a small soccer ball or counter in the central square. The children are in two teams. Pairs of children play one of the games in the Games bank or race to complete a language task. The winning child moves the ball one square towards the other goal. Make sure the pairs are matched as fairly as possible, or give tasks that weaker children will also be good at or that depend on some luck.

### Alternative

Have a longer soccer pitch (e.g. 15 squares) stretching along the top of the board or on a long piece of paper. The children throw a dice to move the ball in one direction or the other, perhaps a 1 or 2 on the dice means they move the ball one square, a 3 or 4 two squares, and a 5 or 6 three squares. There can be special squares such as "Free kick" where they throw the dice again. If the ball overshoots the opponent's goal, it is a goal kick, and the defending team has a double throw.

## 77 Sorry!

Use two sets of word cards so there are two of every card except one. The children should not know which card does not have a pair. Deal out the cards so that each child has about seven (or less if the group is bigger), and there is a pile of cards face down on the table. One child asks the child on her left, *Do you have a ...?* and asks for a card she has in her hand. If she gets the pair, she puts it on the table in front of her, and has another turn. If the second child doesn't have the card, she says, *Sorry!* and the first child picks up a card. The game continues until one child is left with the card which does not have a pair.

### Alternative

All the cards are dealt. Before or after asking a question, the child takes a card from the child on the right or left (decided before the game). In this version, the card without a pair is likely to move around from child to child.

## 78 Speech Bubbles

Make copies of cartoon strips, but erase what is written in the speech bubbles. The children try and work out what is being said. Use fun comic strips, especially some of the children's favorite ones. The children can then roleplay the scripts they have made.

## 79 Spies

Write either words or sentences on a piece of paper, then cut them up into letters or words and pass them on to the children to decipher. They then write their own words or sentences, cut them up, and pass them to each other to work out. It is fun if the children try to write secret messages such as, *I like watching TV*, and, *Can you guess what this message is?*

## 80 Tag

One child tries to touch one of the other children, and says an English word or sentence when she does so. The child who was touched then tries to touch another child, and so on. The language practice can vary a lot. It can be used with categories (each child says a new word from a category such as cities, vegetables, fruits, when she touches another child), sequences (*Sunday, Monday...*, *January, February...*, *1, 2, 3...*), target patterns (*I like, I can*), and reading (they read gradually more difficult words that we have written on the board). This game is best played in a large room where children have space to run around.

## 81 Target

The children draw pictures or archery targets on the board. They then take turns, either individually or in teams, to throw or shoot at the targets and get points. Before throwing or shooting, each child turns over a flash card and says what it is. The children can throw a bean bag, a sticky ball, or a soft toy. They can also shoot an arrow from a toy crossbow or something else that shoots sticky darts or arrows.

## 82 Team Mime

Divide the children into two or more teams. The first time the game is played, it is best if one team plays and the other watches. One child (or the teacher) holds a pile of flash cards and stands near the team that is playing. Check the time. Each child on the team takes turns to mime what is on a flash card for the rest of her team to guess. When they guess correctly, another child mimes the next flash card. There is a time limit for each team. The winning team is the one that guesses the most cards within this time limit.

### Alternative

One child from each team races to a central table, turns over a flash card and then returns to her team and mimes the picture, word or sentence on the card for the other member(s) of her team to guess. After they guess successfully, another child from the team races to see the next card.



## 83 Telepathy

Write four words or sentences on the board. Invite one child to come to the front of the class and secretly choose a word or sentence. She then closes her eyes, concentrates on the word or sentence, and tries to send it to the other children telepathically. The other children close their eyes and try to receive the sentence. Finally, get the other children to say which word or sentence they have received and see if they are correct.

There are various ways of scoring. The child who sent the message could get a point for the number of children who guessed correctly, and the children who guessed correctly could get a point. As they play, gradually make the words or sentences more difficult, introducing words or patterns they have never come across before.

In a larger class, the game can be played in groups, or pairs (maybe getting four points for guessing correctly with the first guess, three with the second, and so on). It may sometimes be necessary for the child who is going to send the message, to write the word or sentence down before the other children guess what it is.

## 84 Throw

The children take turns to make a sentence from a flash card prompt, or read a word or sentence and throw an object into a box, hat, or basket. They can get points each time they make a successful throw. If a dice is used, the children can get the points on the dice if they miss the box.

### Alternative 1

Put a box on a table with the top facing the children. The children stand at a distance from where they can throw a soft animal on the box, in the box, or under the table. The children can be in two teams, and have to throw the animal first in, then on, then under, in sequence, and say where they are throwing it. The sequence can be extended to other words (e.g. *near*, *behind*) and the object can be changed (e.g. the color of the boxes).

### Alternative 2

One team can challenge the other team to throw the animal in certain positions using the boxes or to any location in the room.

## 85 Tic Tac Toe

Divide the class into two teams and place some flash cards face up on a table, desk or floor in a 3x3, 4x4, or 5x5 grid. The first child on one team touches or points to any card and tries to say what it is, make a sentence about it, or answer a question about it (asked by the other team). If she is correct, the card is turned over. The first child on the other team then does the same. The correct cards for one team are turned over and placed horizontally, and the correct cards for the other team are placed vertically.

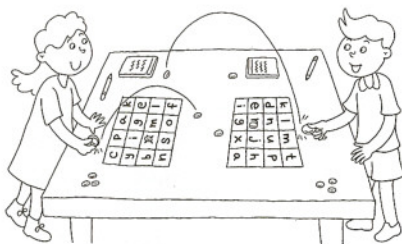
The game continues with the second child on one team, then the second child on the other team and so on. The winner is either the first team to get a complete line of cards (horizontally, vertically, or diagonally), or the team with the most points (one point being scored for any line of three cards).

### Alternative

Draw a 3x3, 4x4, or 5x5 grid on the board. Write numbers in the corners in sequence, and write a word, phonic sound, or sentence in each of the squares. The children play the game in the same way as in the card version, calling out the number of a square and reading what is written in it. One team marks an O in the squares which they read correctly, and the other team marks an X.

## 86 Tiddlywinks

Each child has a 4x4 or larger grid in front of her, and each square has a letter or phonic sound in it (these can be chosen by the children, dictated by us, or we can prepare the grid before the lesson). Each child also has a large counter and small counters, and uses the big counter to flip the edge of a small counter, and tries to make it jump onto another child's grid.



When her counter lands on a letter or phonic sound she writes it down, and tries to make words from the letters or phonic sounds she collects. The children can either be allowed to flip the counters at will, or take turns.

### Alternative

The grids can have words in the squares. When a child flicks a counter onto a square she writes down the word and tries to make sentences.

## 87 Toss

Spread out cards on the floor. The children stand up and throw a bean bag onto the cards. They should be at some distance from the cards. When a child successfully throws the bean bag onto a card, she says what the card is and takes the card. The game continues until there are no more cards on the floor.

### Alternative

One child or team can challenge another child to throw the bean bag onto certain cards. She can get bonus points if the bean bag lands on the nominated card successfully.

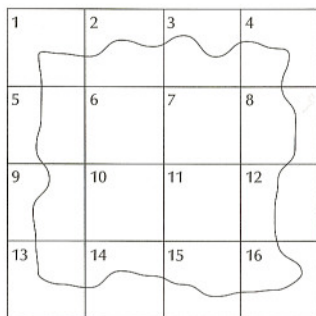
## 88 Touch

The children have a dice and a pile of color flash cards face down in front of them. One of them turns over the top card and another child throws a dice. All the children or one child from each team (put active children against each other

and quiet children against each other) then race to touch the number of things of the color on the card indicated by the dice, and then sit down again. If necessary, the teacher can place or hide colored objects around the classroom before the game.

## 89 Treasure Hunt Challenge

Draw two Treasure Island maps on a piece of paper with a 4x4 grid on each map and give one copy to each child, or get each child to draw the two maps. Each square in the grid should be numbered. Dictate ten phonic sounds, words or sentences. The children write each of them down in a square of their choice on one of the maps.



In pairs, the children then try to find where the sounds, words, or sentences are in the other child's grid by either calling out a number or saying, *Do you have anything in nine?* If the other child has something in the square, she must say what it is. The first child writes it down on her other grid and takes another turn. As soon as the answer is *No*, the turn passes to the other child. The first child to find all the other child's sounds, words or sentences is the winner.

### Alternative

An extension of this game is for the teacher to pass around three boxes, in one box there are sixteen pieces of paper with the numbers 1 to 16 on them, in another box all the sounds, words or sentences that have been dictated, and in a third box the words *gold, silver, shark, monster* (two or more of each).

The boxes are passed round. When you say, *Stop!* or stop some music, each child who is holding a box draws a piece of paper from it and calls out the language item. Any child that has the sound, word or sentence in the square called out, gets positive or negative points (e.g. *gold* could be +10, *silver* +5, *shark* -5 and *monster* -10).

## 90 True or False

One child makes statements and the other children or team guess if they are true or false. The sentences could have a fixed pattern such as, *I can ...*, *My dog can ...*, or, *I like ...*, *My mother likes ...*. This can also be played in teams with each child from one team making a statement using the same pattern, and the other team guessing which statements are true and which are false. When the children guess, they can hold up signs that say, *Yes*, *No*, *True*, or *False*, and say these words as they hold up the signs, they can run to one side of the room and say, *True!* or the other side of the room and say, *False!*

## 91 Twenty Questions

One child thinks of an animal or object, or thinks of one of a set of flash cards. The other children take turns to ask up to twenty questions and find out which animal or object she is thinking of. The child who is the animal gets one point if the children guess correctly on the first guess, two points on the second guess, and so on. If they do not guess within twenty questions she gets 40 points.

## 92 Up Down

Point your finger upwards. The children start to count, 1, 2, 3... If you point downwards they count back down, 9, 8, 7... and if you point your finger horizontally they say the same number, 5, 5, 5.... They shouldn't pause. Once the children get the idea, they can take turns to control the counting. The same game can be played with other sequences such as days of the week, and months of the year.

### Alternative

Start by playing **Up Down** and then play in teams, with one team challenging the other to play the game with more difficult sequences, such as 3, 6, 9.... One child from the team who makes the challenge uses her finger to control the activity.

## 93 Vacations

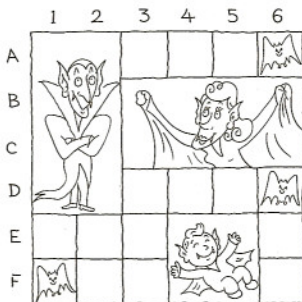
The class decides where they are going for a vacation. They then take turns in teams to say what they are going to do there. For example, one child says, *I'm going to eat pizza*, and the next child says, *I'm going to play baseball*, and the next child says, *I'm going to swim*. If they repeat the same verb, the other team gets a point.

### Alternative

The game can also be used for the past tense, or future using *I will* ....

## 94 Vampires

Each child draws two 6x6 grids and draws "Vampire Land" on each of the grids. She writes A–F vertically to the left of each grid, one letter for each row, and 1–6 horizontally along the top, one number for each column. She then secretly draws Mr. Dracula (2x4), Mrs. Dracula (2x4), Baby Dracula (2x2), and three bats (one square each) in one of the grids. Mr. and Mrs. Dracula can be either horizontal or vertical. This grid is now her "Vampire land."



Put the children in pairs. The children take turns to call out squares such as, *B5*. Higher level children can use, *Do you have anything in B5?* If the other child has nothing in that square, she says, *No*, or, *Nothing*. If she has something, she says, *Yes, I have Mr. Dracula*. The first child then marks this square in her second grid and calls out another square. The turn changes whenever the answer is, *No*.

### Alternative 1

The game can be played with other characters instead of the Dracula family, such as favorite TV characters.

### Alternative 2

The children can write letters, phonic sounds, or words in the squares in the grid. We choose the letters or words, but each child chooses where to write them (This can be done by dictation.) When the child is asked, *Do you have anything in B5*, she may answer, *Yes, I have a shark*, or, *Yes, ar*. The children can draw small pictures to illustrate each word they write in the grids.

## 95 Where is it?

One child secretly hides a small soft toy, or something else that does not make a noise, under one of three or four cups. The other children have their backs turned while she is doing this. The other children then try to guess which cup the toy is under using the pattern, *Is it under (the red cup)?* Alternatively, the child hiding the toy can put a different toy under each cup, and the other children guess where the specific toy is.

### Alternative

Small objects or flash cards can be hidden around the room, and the other children make guesses like, *Is it on the clock?*

## 96 Word Hunt

Before the lesson, prepare a 5x5 grid with a treasure map on it and keep this map secret from the children. On the map mark things like *gold*, *silver*, and *monsters*, giving positive points for good things, and negative points for bad things. For example, the *gold* square is +10 points, but the *monster* square is -10 points. Draw, or get the children to draw, a 5x5 grid with a treasure map on it on the board and attach word cards to each of the squares with a magnet or tape.

In teams, the children take turns to say or guess what the cards are, and get the points that correspond to your secret treasure map. The cards can either be pictures or words, and they can either be attached to the board so the children can see them or so they can be hidden. If they are hidden, the children need some clues as to what they might be. For example, they could be all animals, or the children could see all the cards before they are mixed up and attached to the board.

They can then do the same activity in a group of three or more. One child secretly draws a map and puts points in the squares, and the other children guess cards from the grid on the board (change the cards each time).

## 97 Words and Pictures

Each of the children has one set of picture flash cards and one set of words that correspond to the flash cards. Each child places a set of picture cards in a column in front of her. The written cards are mixed together and placed nearby. Each child places a counter on the nearest card and plays individually. She throws a dice and moves her counter the appropriate number of cards. (When she reaches an end, she moves the counter back in the opposite direction.)

When her counter lands on a card, she looks for the corresponding written card and places it on top of the picture. If she has already covered the card, she throws again until she has covered all the cards.

## 98 Word Search

Make a word search puzzle using some of the words the children know or will be able to read phonically. See the Useful Web sites section for on-line resources on making printable word search puzzles. At first, show the children the pictures of the words they have to find. If you think they are ready for something more difficult, give them a word search puzzle without the pictures. Try to use some words the children have been finding difficult to read.

The next stage is for the children to make their own word search puzzles. The easiest way is for the children to choose words from a list of words they can see. A more difficult way is for the children to see pictures, and to choose which ones to spell and include in their puzzle. An even more difficult way is for the children to choose any words they like (you could have rules such as each word must have at least four letters). The children then exchange puzzles and try to solve each other's puzzles.

## 99 Words into Categories

Put some word cards or objects where the children can see them. The children divide a piece of paper or a page in their notebooks into columns, and put a category heading at the top of each column (e.g. *vegetables, school things, clothes*). They then try and write each word in the correct column. We may need to help them spell the column headings, or they can use pictures as headings (e.g. a picture of a vegetable or school).

## 100 Words into Stories

Each child in a team or group secretly writes down one word. The group, the same team, or another team then has to put these words together to make a story. The story can be very simple, but the words should fit into it somehow.

### Alternative

The children each write a number of words and put them into a bag or box. They then draw out a certain number and make a story. They can either make the story word by word with each child drawing out a word and making the story longer, or they can draw out a number of words and arrange them in order to make a story.