

Primary Arts of Language: Phonetic Games

by
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Teacher's Resource

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Complete instructions for using these games are contained in the *Primary Arts of Language: Reading Teacher's Manual*.

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Instructions

The *Phonetic Games* were prepared to accompany the *Primary Arts of Language: Reading* to reinforce some of the phonograms taught in that program. They are based on the “Activity” games described in Anna Ingham’s *Blended Sound-Sight Program of Learning*. In her book, she explained that children need fifty-five repetitions to memorize something; consequently, reinforcement games are an important part of teaching. They help your children to learn by doing.

The games in this book are numbered to match the presentation in the Reading program; however, the games can be introduced in any order. In addition to reinforcing many of the phonograms presented in the *Primary Arts of Language: Reading* course, some of the games also reinforce a few of the spelling rules taught in *All About Spelling* Level 1.

General Setup Instructions

The games do not need to be set up all at once. It is more fun to create them with your student as you introduce the phonetic concepts related to the game. Use the game to teach the phonetic concepts. Once your student understands the concept, he can play the game over and over to learn it by heart.

Game Boards

Each game consists of a unique game board contained in a standard manila file folder (not provided) and uses game cards. The first part of this book contains the game boards, and each game board spans two pages. The game cards are printed on card stock at the back of the book.

To create a game, find the game board pages in this book and tear them out. Trim about half an inch off the torn side of each page. Open a standard-size manila folder and paste or tape the two pages to the inside of the folder. The pages should be oriented in the folder as they were in this book: Even numbered page on the left; odd numbered page on the right. You may color the game board if desired. Write the number and name of the game on the folder’s tab, and place the game upright in any file box.

Game Pieces

The game pieces are printed on card stock in the back of this book. When following the *Primary Arts of Language: Reading* lessons, you will often introduce only a few game pieces at a time. Thus, you do not need to cut them out all at once.

Plan how you will keep your game pieces collected in the folder. You can use a paper clip, envelope, or recloseable plastic bag to keep them together in the folder. You could even paste the game card envelope to the outside of the folder.

Clips for the Game Cards

If a game requires your student to match a game piece to an item on the board, adding a clip to keep the piece in place will make the game more fun. There are many game pieces, so unless you plan to use these games for future students, adding the clips may be more work than it is worth.

To add clips, attach the game board to a file folder, and then make a small slit (1/4 inch or so) just under and slightly to the side of where the center of the game piece should go. Be sure to cut through both layers (the game board and the file folder). Slide a standard paper clip through the slit such that it clips the game board. Half the clip will be on the game board side with the other half on the outside of the folder. Use tape on the outside of the folder to secure the clip.

Playing the Games

The instructions for the game (meant for the teacher) are usually printed on the game board. Initially, the games will be a teaching tool to reinforce what you are presenting each day in reading lessons. As you

teach the game to your student, be sure to show your student how to put the game away so that it is ready to play the next time.

The *Primary Arts of Language: Reading* program has you introduce the games and play them with your student as you introduce the phonograms. Once your student has learned quite a few, the lessons recommend beginning an Activity period where your student will spend thirty minutes per day playing the games. Having about ten to fifteen games available at a time is plenty; more or less is fine too. As your student masters a game, you may replace it with a newer one.

The games should be played with a partner, but some of them can be played independently. He may play the games that you have taught him in any order. During Activity time, you may lay the games out on a table or keep them in the box; let your student pull them out one at a time.

More Games

My hope is that these game boards will inspire you to create your own games to reinforce things your student is learning in other subjects. Children need at least fifty-five repetitions to know something well, and there is nothing better than games to make the repetition enjoyable.

It is easy to create a folder game. This year, my children and I studied human anatomy. Every two weeks we moved onto a new body system. When we studied the skeleton, I wrote the skeleton names on cards and pasted a picture of the skeleton in a folder to use as a matching game. A few other illustrations from the book were redrawn in the folder along with a few sentences about the skeletal system that I scribed from my student's narration.

When we studied the digestive system, I drew a picture of a body, and we created the digestive system (to scale) out of construction paper. We taped all the pieces together into one long strip and wrote the names of the organ on each part. One of my kids looked wide-eyed at our seven-foot long digestive tract wondering how it would all fit in our one-foot person. Starting at the mouth with the esophagus, we laid all the pieces in, scrunching up the small intestine into its place, and it fit! That week the kids had a blast pulling it all out and scrunching it all in again.

To reinforce what you are learning in history, you can print a map from the Internet, and print a few places on cards to find on the map. Print or draw pictures of the key players in history, and create a matching game. Your student can match the name with the picture, or have him write little biographical sentences or paragraphs to match. The possibilities are endless.

To inspire you, I have added a math game to these phonetic games (game #35). It is a simple addition practice game with a 100 chart to practice counting to 100 when your student is ready.

The key to making these file games is not to get too perfectionist about them. You do not need to have professionally drawn pictures; your or your child's sketch works just fine. The word cards do not need to be typed; just print them on a file card or part of a file card, and call it good.

If a game doesn't work out very well, you can simply throw it away since the materials used to create it cost very little. As you practice making games, you will likely get much better at it. You have very little to lose and much to gain experimenting with file folder games.

Don't put the file folders away! Keep them out to be used daily during study time. Make a note on your student's agenda for the day to check out a few folders and review what was taught. After a couple of weeks, you can file the folders and pull them out later for a quick review, or discard them since they have done their job.

1. Letter Stories

Use the letter story cards to help your student remember the sounds of each letter and the way to print it. As you match up the letter story cards with the upper/lowercase pair below, be sure to say the letter story. A chart with the basic letter stories is included with the game cards. Attach the chart to the front of the game folder for reference.

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

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

5. Beginning Consonants 1

- Match the letter cards with the beginning sound of each picture. Show your student that the line is on the left indicating the first letter. Be sure the letters are right side up! There should be space above, not below, the letters.
- The letters to match are c (cat, cloud, cow), d (dog, duck, doll), g (grasshopper, glasses, goat), l (lips, leaf, leg) and b (barn, bat, ball).



