

First You See Me, Then You Don't

(Writing)

Learning Objectives

To use some letters correctly in words.

To segment to write simple words.

Ingredients

The Box of Tricks

Collect up to 5 objects including the relevant letters and sounds for each group.

1 pillow case.

Whiteboard, pens and rubbers.

Method

Show the children the objects needed for the game.

Orally segment the letter sounds in each of the objects. This could be done by clapping or jumping each phoneme as it is spoken or counting the number of phonemes using fingers. Do this process all together with the children joining in.

Model the writing process for each of the objects. Ask the children to help by orally segmenting each of the objects as you write.

Give each child a whiteboard and explain that one of the objects is going to 'disappear' into the pillow case and the children must guess, then write, the object that is missing.

Tell the children to close their eyes as some 'magic words' are chanted. Hide one of the objects in the pillow case.

As the children open their eyes, expect them to work out what is missing, writing the item on their whiteboards.

Once all children have written a word it's time for the big 'reveal'. The object is discovered and the children can check their answers.

Play continues in this way until all objects have been hidden and recovered.

Variations

Encourage less able children with plenty of adult support. The writing of the hidden object can be done as a collaborative exercise with the children agreeing which object is missing, orally segmenting the word all together and supporting the adult as scribe by writing the letters in the air.

Use fewer objects and help children out if they struggle to remember (the purpose of the activity is the segmenting of the words rather than a straight memory assessment after all).

Challenge more able children by using objects which have more complicated phonemes or longer words associated with them. You could add more objects to the game or hide more than one item each time for extra stretch!

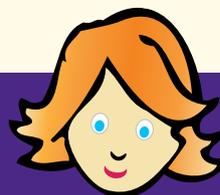
The Sweet Smell of Success!



Can the children...

- Maintain attention and concentration to complete the game? With support?
- Follow the simple instructions of the game? With support?
- Write all of the letters and the sounds that they make? With support?
- Orally segment all of the words? With support?
- Segment to spell the words on the bingo boards? With support?

Learning Lady Top Tips!



This is a great game to play during a discrete phonics session, especially for helping the children to learn how to remember and spell the boring 'tricky' high-frequency words. It's also a good game to play to practise spelling words with any new phoneme that's been introduced.

Magic Messages (Reading)

Learning Objectives

To recognise and use some letters correctly in words.
To blend to read simple words.

Ingredients

The Box of Tricks

Collect objects (about 5) including the relevant letters and sounds for each group.

Ready mixed paint with lots of water added to make a thin colour wash.

Thick decorators' brushes.

White paper with words (to match the collected objects) written on using a white wax crayon or oil pastel.

You will need a copy of each word for every child in the group.

A 'mystery box' labelled with a question mark.

Method

Remind the children of the letters and sounds they have been practising during discrete phonics sessions. This can be achieved simply with flash cards or an alphabet frieze.

Show the children the objects needed for the game. Orally segment the letter sounds in each of the objects. This could be done by clapping or jumping each phoneme as it is spoken or counting the number of phonemes using fingers. Do this process all together with the children joining in. Move all of the objects out of sight.

Explain that you are going to hide one of the objects inside the mystery box, and the children will receive a magic message, telling them which one it is.

Ask the children to close their eyes while the first object is hidden inside the mystery box.

Give each child a copy of the same pre-written mystery word. Allow time for the children to use the paint to discover the mystery word by 'washing' the paper with the paint.

Expect the children to attempt to read the words independently, supporting and challenging as needed.

When all of the children have uncovered and attempted to read the mystery word, the object is revealed from the mystery box for the children to check to see if they were right.

Continue this game with further mystery words and objects.

Variations

Support less able children with plenty of adult encouragement. Some may struggle to concentrate so you might want to consider working in smaller groups with fewer objects.

Challenge more able children by using objects which have more complicated phonemes or longer words associated with them. Alternatively you could provide these children with simple captions or sentences to read instead, expecting them to write their own secret messages.

The Sweet Smell of Success!



Can the children...

- Maintain attention and concentration to complete the game? With support?
- Follow the simple instructions of the game? With support?
- Recognise all of the letters and the sounds that they make? With support?
- Orally segment all of the words? With support?
- Blend to read the words on the cards? With support?

Learning Lady Top Tips!



The hardest thing about this activity is the preparation. Success lies in making sure that you press on hard when writing with the crayons or pastels and that the paint is really thin watercolour type consistency. The trick is to keep sets of words paper clipped together with a note to yourself about which mystery words are written on each. It might seem like a silly thing to say, but believe me, I've learned from my mistakes with this one.

There is quite a bit of preparation needed, but the children will love the mystery of this activity. Leaving mystery words and paint out encourages the children to explore independently; it's been great to see the children practising reading without even realising that is what they're doing.