



## Games that Reinforce English Teaching


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### Advantages of Using Games

Fun	Create an atmosphere for learning.
Interaction	Provide opportunities to engage in speaking and listening activities.
Practice and Repetition	Give fun and meaningful practice and repetition
Following Rules	Help children learn the discipline of respecting rules.
Respecting Others	Guide children in learning to respect other's rules.
Leadership	Provide opportunities to learn and practice leadership roles.
Success	Successful learning experiences.
Feedback	Immediate feedback on correctness and comprehensibility
Hands-on Participation	Actively engaged with one another
Risk-Taking	Try out language for fun without marks.


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## Classroom Management and Game Design

- Objectives – What language will be practiced? Does the objective fit the task? Can a maximum number of children play at the same time?
- Materials – Can the materials be easily acquired?
- Suitability – Is the game suitable for this age group?
- Instructions – Check to see that all students understand the instructions. Should you model the game activity first?
- Feedback – Who will check answers in the game? Teacher, student, group, or an answer key.

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## Line Ups

Goal: Children use English to arrange themselves in line based on a specified criterion.

- Teach required language, e.g., numbers, number words, colors of the rainbow, age in years, months of the year, month born, date of birth, ABC order
- Teach language needed for arranging: What month were you born? What is your name? What number do you have? You go first. I go first...
- Provide props/cards if needed.
- Demonstrate with a small group
- Have children practice the task in small groups and larger groups

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## Sponge Activities: Songs and Jazz Chants



- Helps pupils learn stress, intonation and proper pronunciation.
- Rhythmic presentation of simple language.
- Short quick activity that can be repeated daily.
- Active learning!

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## Sponge Activities

- Line-ups
- Q and A or Quiz Show
- TPR
- Songs
- Jazz Chants
- Others?



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## Cooperative Learning for Classroom Management

**Essentials:**

- ♦ Provides a structure that is content free
- ♦ Place any content in a structure to form and activity
- ♦ Team formation and team building
- ♦ Positive interdependence
- ♦ Both individual and group accountability
- ♦ Teaching of cooperative social skills


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## Cooperative Structures for Younger Learners

- These structures support classroom management and English language learning.
  - Line-Ups (Vocabulary)
  - Think, Pair, Share (Classroom management)
  - Numbered Heads Together (Coursebook)
  - Inside-Outside Circles (Vocabulary)


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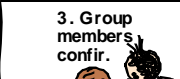
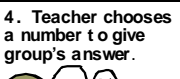
## Think, Pair, Share

1. Introduce a topic or concept with a question, e.g., "What do you know about a chair?"  
Ask students to think about it for a little while, and perhaps jot down ideas.
1. Have students share their answers with a partner.
2. Have each pair join with a second pair. Each person tells the group his or her partner's ideas.

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## Numbered Heads Together

 <p>1. Student s in groups number off</p>	 <p>2. Teacher poses problem or question</p>
 <p>3. Group members confir.</p>	 <p>4. Teacher chooses a number to give group's answer.</p>

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## Vocabulary Reinforcement Games

- Include Active vocabulary in the games.
- Remember when selecting vocabulary
  - Words that have been taught in lessons
  - Include as much context as possible
  - By theme: fruits, vegetables, family, school, space, football, shops, action words, etc.
  - Group words
    - Use word families [cat, bat, fat] [eat meat, rice is nice]
    - Rhymes with different spellings [nose-toes, rose-goes]
    - Initial consonant sound – shirt, shop, shorts, share, etc.

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## Clothesline

- Beginning English reading and spelling activities reinforce:
  - Letter Knowledge
  - Phonological Awareness
  - Graphophonic Knowledge and
  - Lexical Knowledge





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## Ask and Answer Table Variations

- Listening:** Students tick boxes that agree with the teacher's statements.
  - The cup is on the table.      - The ball is yellow.
  - Girls wear dresses.              - That is an apple tree.
- Questioning:** Do you have a pencil? Have you got three pencils? (like, been, want, seen, eaten, - negatives.)
- Then summarize results by telling the class – "How many students have a ruler?"


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## Ask and Answer Tables










					
Lilia		✓			
Nick			✓		✓
Irene	✓		✓	✓	
Boris		✓			✓

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## Vocabulary and Beginning to Read

- Pupils identify a picture, then the initial sound is matched with a letter card, or a letter drawn in the air, or traced.
- Wall Dictionary
- Word Families
  - cat      » bat
  - hat      » mat
  - fat      » rat
  - sat      » pat













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## checking comprehension

- thumbs up
- sign language
- clap for ...
- punctuation mark
- unison responses
- one question quiz
- draw a picture ...
- tell your partner

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## Keep a notebook of all the games that were successful in your classroom for use next year.

For on-line copies of handouts and other resources:

[www.tealservices.net](http://www.tealservices.net)

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