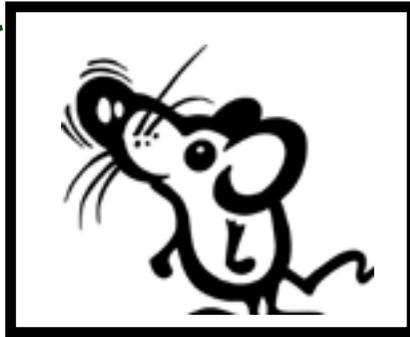
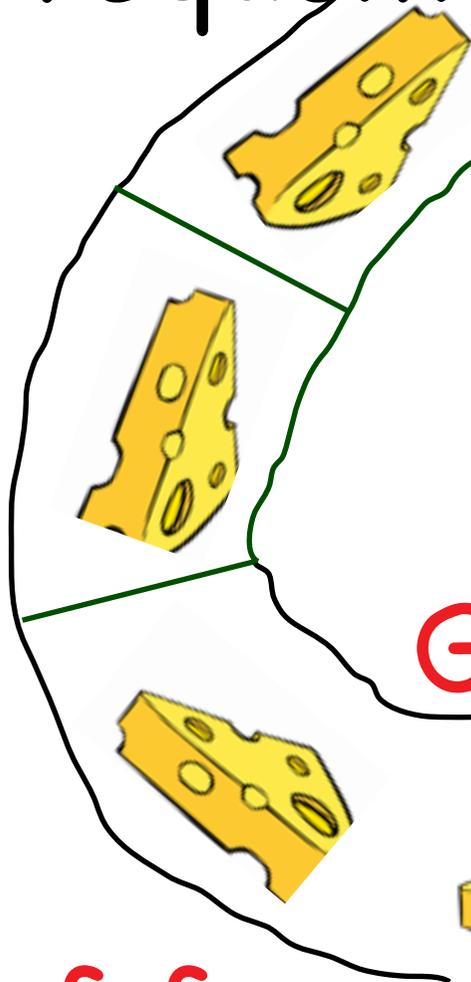


Frequent Word Track Games



who's

when

I'll

Games to practice spelling



HOME

of frequent words where phonic
knowledge is not useful!

Frequent Word Track Games

The recent emphasis on phonics, may have led to the neglect of those awkward, unphonic and very regularly appearing words, which some children are still having trouble identifying and spelling in Years 9 and 10. We're also thinking of the horrible ones with apostrophes! So here is a little game to encourage Reception and Year 1 to look at these words again and again and again so that they won't be troubled by them later. However, we have used this activity in KS3. There is a list of these words in the old framework, and the idea is that you can choose the words that are giving you and yours the most grief.

You can use this activity as it comes or much better devise more attractive tracks (left to right like writing) with more exciting creatures to hop along them. You will also probably have some three dimensional characters to do the hopping! Please send us photos of your tracks to brighten up this activity for everyone. We'd love to post more activities that helpsight vocabulary. Devised by Judith Evans.

The webaddress for this activity is:

<http://www.collaborativelearning.org/frequentwordtrackgames.pdf>

This activity was last updated 10th June 2016

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/frequentwordtrackgames.pdf>

How to produce and play Frequent Word Track Games

You will need a some plain big dice or you can construct your own. The project has a template on:

<<http://www.collaborativelearning.org/buyated.pdf>>

You then choose three of your frequent words e.g. the, who's, when, I'll etc. and stick them twice on the dice. You then need some tracks - we have produced a couple of sets of three here with tracks suited to different animals: frogs to jump lily pads, ladybirds to nibble leaves, a mouse to nibble cheese, an alien to jump from saucer to saucer, a monkey to grab bananas and a rabbit to crunch carrots. We are sure you will come up with better tracks and characters preferably 3D versions. The project has in the past produced many track games related to popular stories. We have provided guidelines on producing tracks on:

<<http://www.collaborativelearning.org/tracks.pdf>>

Children work in groups of three. They are each given a card with their word on. They take turns to throw the dice, and when their word turns up their character can jump one square. First one home is the winner. You'll be surprised how long they will play this game over and over again.

