Phrases Track Game

Devised by Ruth Wells in Medway LA and designed to raise awareness and stimulate discussion about the structure and organisation of phrases that provide more information about nouns. The game is likely, we hope, to inspire pupils to produce their own versions.

Prepositional Phrases:

Some of these can be used as a subordinate clause at the start of the sentence

e.g.

The chatty, spectacle wearing panda bear behind the tree was eating sandwiches.

Behind the tree, a chatty spectacle wearing panda bear was eating sandwiches.

Changing the position of the prepositional phrase can influence the meaning and sense of the sentence – which of the two examples sounds better?

Last updated 15th February 2014

Webaddress: www.collaborativelearning.org/phrasestrackgame.pdf

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.

Phrases Track Game

For 2-4 players

You will need:

Track game board enlarged to A3.
Die.
Counter for each player.
Set of noun phrase cards in different colour sets.

How to play:

Players place their counter on "Start".
Take turns to roll the die and move the number of circles.
When a player lands on a circle they collect a card of that colour.
If they land on a 'Chance ?' circle they can collect any colour they like.
The game continues around the track until every player has all the colour cards they need to make a phrase.
The first player with the cards needed makes the phrase using the cards, deciding on an appropriate determiner and making the noun singular or plural.
The game continues until all players have made a phrase. The player with the largest number of phrases is the winner
They can then draw a picture of their phrase and write the phrase within a sentence alongside their illustration.

Start Here

Chance

Chance

Chance

Chance
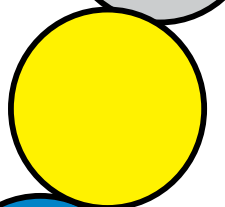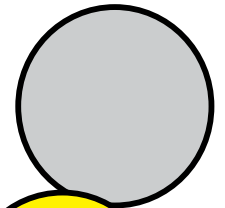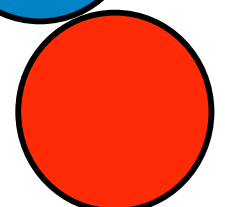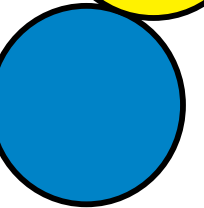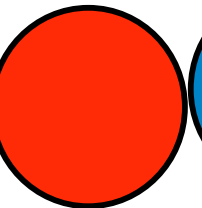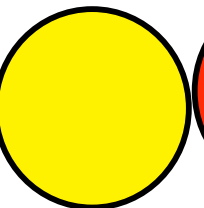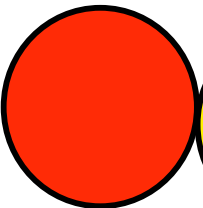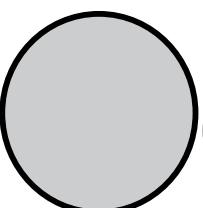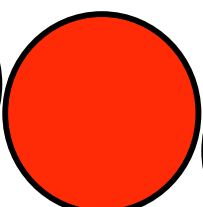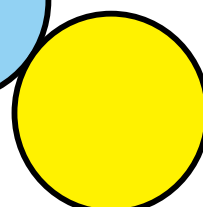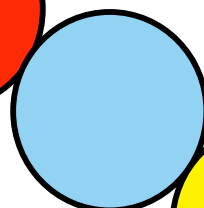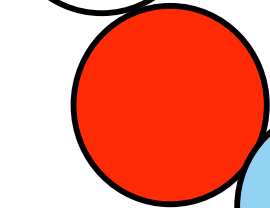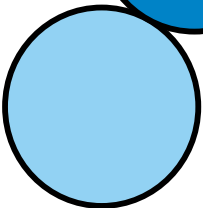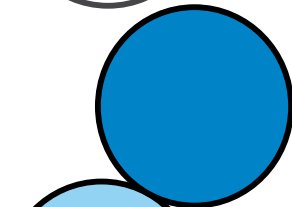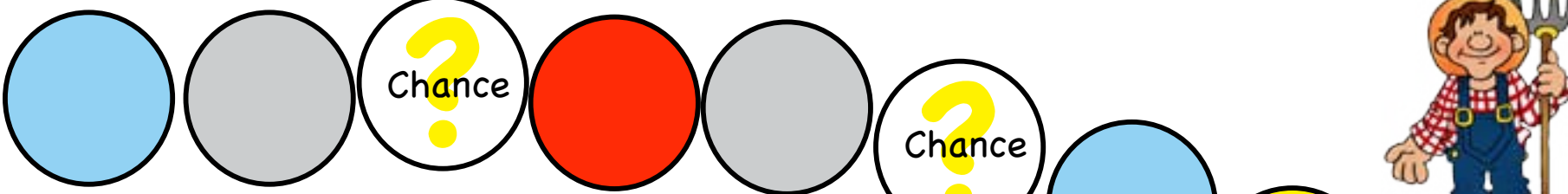
Phrases Track Game

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a	an	the	this
these	some	any	many
one	two	several	all

Phrases Track Game

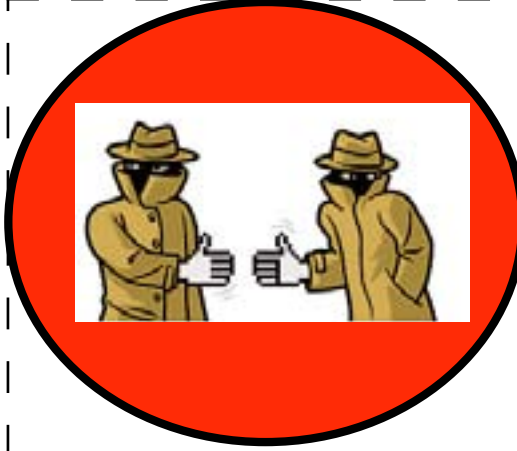|			
children	crocodile	aliens	panda bear
tiger	farmer	elves	giant
spies	king	mice	athlete

Phrases Track Game

Phrases Track Game

chatty

clumsy

six fingered

spectacle wearing

tiny

rotund

two headed

purple haired

smelly

sleepy

stomach gurgling

nose picking

Phrases Track Game

curly haired

long legged

frightened

miserable

scarf wearing

bubble blowing

hungry

spotty

wide mouthed

smartly dressed

giggling

joyous

Phrases Track Game

with glowing red eyes	with glittery shoes	with fangs	with a newspaper
with a sports car	with a doughnut	at the cinema	with a jar of magic beans
behind the tree	in front of the police station	next to the dustbins	on the swings in the park