

What are some ideas for follow-up after playing phonicspelling Rhyming-Word/Picture Card games?

After learners (begin to) master the phonics and spelling patterns and principles targeted by *Decks A-D, E-H, and I-J* of the *Beginning, Intermediate, and Advanced* phonicspelling *Rhyming-Word/Picture Cards*, they are likely to appreciate and succeed in “follow-up” teaching/learning activities. These are not only helpful in getting “maximum mileage” out of the material of the decks. In addition, such activities can serve as “quizzes” (mastery checks) or reinforcement exercises for review. Simple—or complex and challenging—follow-up can also provide variety to expected classroom procedure and a change of pace.

Here are several suggestions:

Spelling Test. Compile a list of the most interesting, productive, and/or difficult rhyming words from the card decks that participants have been playing games with.

Give a “spelling quiz” by dictating the words one by one; individuals or learners in groups write them down in a numbered list.

To check learners’ oral reading skills, have them “dictate” the words from their lists back to you. On a board, list the words as you hear them (including “accurate sound representations” of the pronunciation errors); give the class a chance to correct your spelling if necessary.

Learners compare what they have written with the correct list.



1. chur_____
2. blo_____
3. f_____ed
4. kn_____ed
5. _____old
6. b_____ed
7. _____dle
8. _____dal
9. _____tches
10. soc_____
11. _____ude
12. m_____ure

Fill-In Spelling Test. At another time, set up a whole-class spelling test by printing a list of relevant items on a board—with the targeted letters for the one-or multi-syllable rimes replaced by blanks. Participants copy the list. Because the remaining initial consonants or whole syllables are likely to fit several words, learners will have to listen very carefully to your pronunciation as they fill in the appropriate letters in their lists. As you dictate the items, they fill in letters for the sounds they hear.

For example, the 12 items for the sample "test template" to the left might be: *churned*, *blood*, *failed*, *kneaded*, *household*, *bowed*,

handle, *scandal*, *scratches*, *society*, *intrude*, *manicure* (words from *Advanced* phonics[spelling *Rhyming-Word/Picture Cards*].)

For learning groups that want more challenge, subsequent tests with the same letters might include other words at comparable instructional levels, such as *church*, *blocked*, *faded*, *knocked*, *bill-fold*, *bowled*, *saddle*, *pedal*, *scratches*, *society*, *intrude*, *manicure*. To check learners' work, fill in the missing letters in the master list as individuals read items aloud—including "accurate spellings for inaccurate pronunciation." Learners compare what they wrote with the correct list and review the relevant phonics patterns. If time permits, review some of the words from spelling tests by following the more challenging steps of the preparation activities suggested on pages 9 through 11. Explanations of spelling patterns and rules in multi-syllable words—including prefixes, reduced syllables, suffixes, and compounds—are likely to be necessary.

1. attention
2. central
3. earthy
4. prolific
5. thumbtack
6. vacuum

Paired Spelling Quizzes. At other times, students get spelling lists of words to "dictate" to partners or groups. Listeners may get maximum benefit out of this activity if the "dictator" says each item one to three times—at first quickly and "naturally" and then clearly articulated.

If listeners can't quite understand an item, the speaker can then tell its meaning and/or use it in context. Listeners write down the words they hear. Later, they compare *their* spellings to those in the original list—noting the relevant sound vs. letter patterns, syllabification, stressed vs. unstressed syllable spellings, etc.

Next, learners change roles: a different speaker in each pair or group dictates the words from the first round and everyone else writes them down; the other steps are followed as appropriate. Later, there can be "Paired Spelling Quizzes" with other items—at a comparable (and gradually higher) level of difficulty.

Paired Fill-In Spelling Activities. The procedures for a "Filled-In Spelling Test" can apply to pair or group work as well. Each participant gets several (at least two) copies of *the same* spelling list with blanks for missing letters or syllables. Independently (perhaps with the help of a dictionary or word reference list) each person fills out *List A* with letters that produce *real* words—"spelling test items" that are especially common, useful, interesting, illustrative, productive, and/or challenging.

Spelling List A

1. ban ner _____
2. bro ther _____
3. chu rches _____
4. mai led _____
5. rea ly _____
6. we _____
7. gu _____
8. we _____
9. chi _____
10. sty _____
11. scr _____
12. con _____
13. dol _____
14. mach _____
15. scho _____

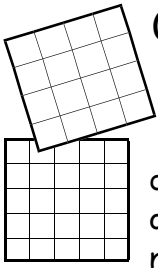
Spelling List B

1. ban _____
2. bro _____
3. chu _____
4. mai _____
5. rea _____
6. we _____
7. gu _____
8. we _____
9. chi _____
10. sty _____
11. scr _____
12. con _____
13. dol _____
14. mach _____
15. scho _____

In turn, participants "dictate" their filled-in words to one or more listeners, who—without looking at the speaker's *Spelling List A*—on *List B* fill in the missing letters for the sounds they hear.

When finished, they compare *their* spellings to those in the original—noting the *reasons* for any discrepancies (most likely, unclear pronunciation, inaccurate listening, phonics, or spelling).

The same steps can be repeated with other "dictators." "Test takers" can print their answers on *identical Lists C, D, etc.*



(Rhyming) Word "Bingo." Depending on the language-proficiency-level of learners, compile a list of sixteen or 25 contrasting (multi-syllable) words, some of which may rhyme. By folding their papers or drawing lines, players divide their "Bingo boards" into *that number* of squares or rectangles. The number of rows should equal the number of columns. For example, a 16-rectangle grid will contain 4 boxes across and 4 down, 5 by 5, and so on.

<i>dairy</i>	<i>Harry</i>	<i>furry</i>	<i>carol</i>
<i>coral</i>	<i>carry</i>	<i>hurry</i>	<i>Farrel</i>
<i>during</i>	<i>fiery</i>	<i>daring</i>	<i>floral</i>
<i>hiring</i>	<i>viral</i>	<i>diary</i>	<i>ferry</i>

One by one, "dictate" the "Bingo items." So that each "Bingo Grid" is unique, individuals write the words, one per box, in *random order* on their own papers only. Check that they are spelling the items correctly, perhaps by writing them on a board correctly—for comparison.

Next, play whole-class "Bingo." Say the same words aloud again, one by one, in random order. On their own grids, players place markers (buttons, beans, paper scraps) on the words they hear—or they mark the words with a small X in the upper left-hand corner of each box. The first player to cover or mark all the words in a complete horizontal row, vertical column, or diagonal line calls out "Bingo!" That person is the winner of the game if s/he can correctly read aloud all the words in his/her "Bingo line." More advanced students can also explain the word meanings and/or use the words in sentences that show their meanings.

Finally, have learners play "Rhyming-Word Bingo" in small groups. Each player in turn calls out a word from his/her "Bingo board"—pronouncing it clearly (explaining its meaning or using it in context). The first person to cover a "Bingo line" with a marker or an X in another corner reviews his/her four winning items with the group, which may then continue the same game or play a new one. Repeat the same or similar steps with other sets of 16 or 25 items that present several or many *vowel-* and/or *consonant-sound*, *syllable*, *prefix*, *word root*, *suffix*, *compound*, and *rime* contrasts. Use *Word "Bingo"* to review and assess mastery of the *same*, *comparable*, *contrasting*, *similar-sounding*, and/or *rhyming* items.

Rhyming Word "Twenty Questions." To succeed in this *yes/no*-question guessing game, players must know not only the pronunciation but also the meanings (definitions) of words in rhyming sets. Provide each group with a small stack of cards from *Advanced* phonicspelling *Rhyming-Word/Picture Cards*—or simply cards with words on them that participants should be able to rhyme. No words should rhyme with any other words in the stack. The card stack should be placed face down on the playing surface.

The first participant draws a card and looks at the word, not revealing it to any of the other players. He or she gives a "rhyming word clue." For example, if the word on the card is "scale," the speaker can say, "I have a word that rhymes with "ale." The others try to guess the word with *yes/no* questions, such as

- ◆ *Is it a path for walking in the woods?*
- ◆ *Is it a verb that means the opposite of "succeed?"*
- ◆ *Is it money left with the court to free a prisoner?*

The correct answers to these three questions would be: "No, it isn't a trail. No, it's not the verb 'fail'. No, it's not 'bail' to get out of jail."

The questioning continues until someone gets a *yes*-answer by asking the appropriate question to guess the "mystery rhyme." The player that guessed correctly gets the card to add to his/her "stack of winnings." S/he picks up the next card and is the next to be questioned. If the group uses up its "quota" of 20 questions without guessing the "mystery word," the person with the card keeps it and takes another turn. S/he picks another card and the questioning starts again. After the group has guessed or tried to guess all the words, the player with the most collected cards wins.

The game can be continued or repeated even after all the items of *Advanced* phonicspelling *Rhyming-Word/Picture Cards* have been used. For this even more challenging game version, players write their own words on five small cards. In turn, they "present" rhyming clues for their words as described above. If another player guesses a word correctly, he or she "wins" that card. If no one can guess, the player that wrote the word keeps it.

"Hink-Pinks," "Hinkey-Pinkeys," and/or Hinkety-Pinketies."

"Hink-Pinks" are phrases made up of two one-syllable rhyming words. "Hinkey-Pinkeys" consist of two two-syllable words that rhyme, and "Hinkety-Pinketies" are phrases composed of two three-syllable rhyming words each. The phrases may be humorous but they should make sense. Here are some examples of the kinds of phrases that learners might use in this popular guessing game:

<i>Hink-Pinks</i>	<i>Hinkey-Pinkeys</i>	<i>Hinkety-Pinketies</i>
fat cat	phony pony	banana bandanna
red bread	certain curtain	charity rarity
pink sink	witches' stitches	shareable parable
snob job	snobby lobby	carousel clientele
duck truck	cartoon balloon	prescription description
great date	chunky monkey	Whichever endeavor
Greet Pete.	regal eagle	musician permission
fine line	turkey jerky	commotion emotion

The rhyming-word phrases can be created beforehand—or participants can invent and write them on small cards or papers. The items to guess are shuffled and stacked or put into a container. In turn, everyone picks one. S/he gives clues to others to help them guess the rhyming phrase quickly and correctly. For example, here are suggested clues for a few of the phrases above:

- ◆ *A chubby lion (Answer: a fat cat)*
- ◆ *Toast dyed a crimson color (Answer: red bread)*
- ◆ *A young but fake horse (Answer: a phony pony)*
- ◆ *A specific piece of drapery (Answer: a certain curtain)*
- ◆ *a generous gift to the poor by a miser (Answer: a charity rarity)*

If listeners guess a phrase after only one clue, the player that gave it gets three points. If they need two clues to guess right, the clue-giver gets two points, and if it takes three clues, s/he receives only one point. If no one can guess the phrase after three clues, no points are given. After all of the phrases have been used, the person with the most points is the winner.

Rhyming Word “Brainstorming.” As a competitive activity for each deck of *Beginning to Advanced* phonicspelling *Rhyming-Word/Picture Cards*, conduct a “beyond-the-deck” brainstorming session.

To do so, announce and write on the board a “rhyming sound combination” at the appropriate level of instruction—such as the second *rime* from *Deck I*, -ăndəl. Within a given time limit, individuals or pairs or groups of learners list as many words they can think of that belong in that rhyming set, like candle, handle, manhandle, panhandle, Randall, sandal, scandal, vandal, and so on. In each “round,” each team receives one point for every correctly spelled and pronounced word (of the same or a different number of syllables) that rhymes with the designated *rime*, perhaps *losing a point* for every mistake. Alternatively, each group’s spokesperson reads aloud their words, perhaps identifying their parts of speech, defining, using them in context. Competitors mark off the words that they *also* listed, winning a point for *only* those items remaining.

One at a time, repeat the activity with other rhyming-word endings at the appropriate level of difficulty. Add up competitors’ points for each round. After a designated number of rounds—or when time is called, the winner is the person, pair, or group that has accumulated the most points.

The winning competitor gets to choose—and perhaps set up or conduct—the next follow-up activity or game. For instance, s/he or they might give “an oral vocabulary quiz” with the relevant and/or comparable items. Participants could create new four-of-a-kind rhyming decks—for use in cooperative and competitive card games.

Learners might read (aloud) and understand simple poems—identifying, analyzing, and working with the rhyming items. Groups could even create “poetry” or rhythmic “rap verses” of their own, with each participant adding a line to a collaborative creation.

More or less complete reference lists for all the one- and multi-syllable rimes in *Advanced* phonicspelling *Rhyming-Word/Picture Card Decks I, J, K, and L* are offered on the following pages—along with suggestions for possible uses.