

Reviewing & Reinforcing Phonicspelling *Bingo* Items & Patterns

For lesson variety—especially for review, reinforcement, or assessment of mastery of the material, the items presented in phonicspelling *Bingo Games* can be incorporated into other activities. These require little advanced preparation and no additional materials. For faster learners that want more challenge, additional words with the same sounds and spellings—and exceptions—can be included. Here are some suggestions:

USING THE INTERMEDIATE-LEVEL PHONICS BINGO REFERENCE LIST. The 192-item reference list on pages 24-25 and/or the Rhyming-Word Lists on pages 26-27 can be enlarged for projection onto a screen. It can be duplicated for individuals or groups. Or it can be copied onto a board so that the whole class can work with the words at the same time.

- ◆ **REVIEWING PRONUNCIATION & MEANING.** In any of these forms, learners can be called on in turn to pronounce the words in the list. Then the instructor or a chosen “caller” can give definitions or clues for the items in sequence or random order, and learners can locate and pronounce the corresponding items. For example, if a caller says “what we breathe,” listeners can find and pronounce the word *air*. Or they can fill in the “oral blank” in the sentence, “The musician plays a . . . drum,” with the answer *bass*.

Individuals or learners in groups can explain or give other oral meaning clues for items that their classmates are to locate and pronounce. They can work alone or together to think of and write sentences that illustrate the meanings of the items. They can read these aloud and/or write them on a board, getting necessary corrections or feedback.

<i>air</i>	(adj.)	<i>dare</i>	<i>glare</i>
<i>balls</i>	<i>close</i>	<i>dawn</i>	<i>gold</i>
<i>bass</i>	(v.)	<i>dead</i>	<i>golf</i>
<i>bathed</i>	<i>cloth</i>	<i>dealt</i>	<i>goose</i>
<i>bear</i>	<i>clothe</i>	<i>deep</i>	<i>greed</i>
<i>bid</i>	<i>clue</i>	<i>dish</i>	<i>gym</i>
<i>boil</i>	<i>coal</i>	<i>dome</i>	<i>hair</i>
<i>boo</i>	<i>coast</i>	<i>done</i>	<i>head</i>
<i>book</i>	<i>cob</i>	<i>drape</i>	<i>host</i>
<i>bow!</i>	<i>cod</i>	<i>dread</i>	<i>jam</i>
<i>bread</i>	<i>cog</i>	<i>dress</i>	<i>jet</i>
<i>bred</i>	<i>coin</i>	<i>drew</i>	<i>king</i>
<i>brews</i>	<i>cold</i>	<i>drip</i>	<i>kit</i>
<i>broth</i>	<i>cool</i>	<i>droop</i>	<i>latch</i>
<i>browse</i>	<i>cop</i>	<i>drop</i>	<i>loaf</i>
<i>care</i>	<i>core</i>	<i>duel</i>	<i>lodge</i>
<i>cash</i>	<i>cot</i>	<i>dump</i>	<i>lox</i>
<i>chair</i>	<i>couch</i>	<i>fare</i>	<i>mare</i>
<i>cheap</i>	<i>cove</i>	<i>feed</i>	<i>meat</i>
<i>check</i>	<i>cow</i>	<i>field</i>	<i>mouse</i>
<i>choice</i>	<i>creed</i>	<i>flame</i>	<i>myth</i>
<i>clam</i>	<i>crime</i>	<i>flow</i>	<i>nabbed</i>
<i>clapped</i>	<i>cruise</i>	<i>frown</i>	<i>near</i>
<i>clock</i>	<i>crush</i>	<i>froze</i>	<i>need</i>
<i>clone</i>	<i>cuff</i>	<i>gears</i>	<i>nose</i>
<i>close</i>	<i>damp</i>	<i>gem</i>	<i>pace</i>

◆ **REVIEWING PHONICS AND SPELLING PATTERNS.** Learners can be assigned class work or homework based on the patterns illustrated by the list. For instance, they can classify the listed words according sound groupings—the simple vowel sounds /ă ě ĭ ă ŭ ō ô/, the complex vowel sounds /ā ē ī ō ū au oi/, the voiced/voiceless consonant pairs /b p, d t, g k, v f, th th, s z, sh ʒ, ch j/, or the other consonant sounds /m n ng r l w y/. With the word position (initial, medial, or final) specified, they can list appropriate words under corresponding sound-symbols. For more challenge, faster learners can add other words for the same sounds in the specified word position. Intermediate-level students can begin with common words, continue with less frequent words with regular spellings, and end their lists with the exceptions. Dictionary use is always encouraged.

◆ **REVIEWING PHONICS THROUGH RHYMING-WORD GROUPINGS.**

The alphabetical reference list of the 192 items in *Intermediate-Level Phonics Bingo* can also be used as the basis of rhyming-word games. For instance, within a specified time limit—like three minutes, teams can compete in listing all the words (with regular spellings) they can think of that rhyme with a given item. (More advanced learners may be able to add rhyming words with less common or exceptional spellings. The Lists on pages 26-27 provide some answers, but not all of the possible rhyming words.) One group member can print that group's words on a board. The team that has listed the most correct items and read them aloud can choose the word for the next round of the game.

To play a rhyming-word guessing game, more advanced participants can give clues to their words in this format: "This word rhymes with *hair*. It is a big, brown furry animal." (Answer: *bear*.)

Rhyming-word games provide opportunity to begin the study of *homophones*—words with the same pronunciation but different spellings and meanings. Here are some examples from—or suggested by—*Intermediate-Level* phonic|spelling *Bingo Games*:

bass base	close clothes	meat meet	roll role
bear bare	fare fair	nose knows	see sea
bread bred	flew flu	pact packed	son sun
brews bruise	gym Jim	pair pear	stairs stares
browse brows	hair hare	piece peace	tow toe
cheap cheep	lox locks	raise rays	wait weight

◆ **A PHONICS-RELATED SPELLING BEE.** One way to test the acquisition or mastery of phonics patterns is to conduct an oral spelling competition known as a "Spelling Bee." While standing, team members in turn are told words to repeat and spell aloud, according to the sounds they hear. At first, the words should be familiar ones, perhaps limited to those in a reference list that they have already studied. More advanced participants might be given new words to repeat and spell, but only words with common or regular spellings patterns that they have already learned. Each word can be pronounced several times, and a competitor may ask for an explanation or definition before attempting to spell the item. A participant drops out of the game if he or she misspells a word, but that person can still help other team members spell their words. The last competitor left standing (the last person to spell a word correctly) wins the game for his or her team.

◆ **PHONICS-RELATED SPELLING "TESTS."** Individual spelling quizzes can be given too. To give a challenging one, an instructor/tutor reads aloud a list of words with regular phonics patterns that learners should be able to spell. Test-takers write them in a numbered list. To correct their own performance, they "dictate" the words back to the quiz-giver, spelling them aloud as someone prints them letter for letter on the chalkboard. They compare the words they wrote to the correctly-spelled items on the board, marking and correcting their own errors. The items that caused learners difficulty—and/or the relevant phonics or spelling principles—should be reviewed.

For learners that need more help, here is another way to give a phonics-related spelling test: list the items to spell on a board first, with blank lines replacing the letters learners should be able to supply. For instance, a quiz on vowel sounds might look something like the list below. The instructor or test-giver reads aloud the full words, saying each item several times.

Some examples of possible words for *this* test are: 1. ball 2. bell 3. bull 4. breed 5. broad 6. chair 7. cheer 8. coast 9. cost 10. cave 11. cove 12. rise 13. raise 14. rose

Phonics Spelling Quiz:	
1. b__ll	8. c__st
2. b__ll	9. c__st
3. b__ll	10. c__v__
4. br__d	11. c__v__
5. br__d	12. r__s__
6. ch__r	13. r__s__
7. ch__r	14. r__s__

After learners have attempted to fill in the missing letters for all the items, the test-giver may repeat the words, this time adding the meanings or using the words in phrases or sentences. Finally, learners can check their work themselves, as described above.

Here is another spelling test idea. Four copies of the same spelling list with blanks can be used for a paired activity. Each learner fills in the blanks of one copy with letters of his or her choice. S/he then dictates *those* words to the other person, who writes letters for the sounds s/he hears on another copy of the test. To check their work, the two partners compare their spellings.

- ◆ **LEARNER-CREATED PHONICS BINGO GAMES.** Using the words listed in the *Alphabetical Reference List* on pages 24-25 and/or other familiar words with the same phonics (but perhaps different spelling) patterns, even beginning learners can create their own *Bingo Boards*—for use in presenting, reviewing, or checking mastery of pronunciation, phonics patterns, vocabulary, and spelling.

The content of each game should correspond to the phonics/spelling and vocabulary material being covered in the language course—and to learners' abilities, needs, and interests.

The first step is for participants to create blank *Bingo Boards* by drawing lines or folding a piece of paper into 25 boxes (five rectangles across and five down). In the next step, the instructor or someone else "dictates" the 25 relevant items for the game. Learners write each word in a different box, in random order so that their Bingo Boards will differ—as in this partially completed board emphasizing contrasts in vowel sounds and spellings:

The items are written on the chalkboard, so that participants can check that they have spelled them correctly.

Once the *Bingo Boards* are prepared, learners can choose how to make good use of them. They can follow any of the rules or ideas offered on pages 18 to 24 or make up their own procedures.

but	bead	bad	bait	put
byte		about		boat
bat	boot	beat	bought	bid
body			bread	
bite	boat		bud	