

phonicspelling

Rhyming Words

Activity & Idea Book

for 4 Beginning 52-Card Decks A-D

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Why use phonicspelling *Rhyming Words*
52-Card Decks?

TO TEACH AND LEARN LANGUAGE: The study of *phonics* and *spelling*—which presents, practices, and anchors basic skills for reading and vocabulary success, becomes inviting with attractive educational materials. In place of—or along with—traditional pages for instruction in *the relationships between alphabet letters and the sounds they represent*, language-learners can use effectively designed *card decks* to acquire or strengthen their word-level reading/spelling abilities. Interactive activity with materials of this kind “lowers the affective filter” to learning success.

TO HAVE FUN: And just about everyone enjoys interesting, productive pastimes—especially the cooperative or competitive *card games* that have endured for centuries. So why not apply the appealing motivation of *distributing, arranging, strategizing, and playing with classically designed 52-card decks* to the teaching and learning of useful language skills? There are many smooth—not effortless, but pleasurable—ways to do so.

What makes phonic[spelling *Rhyming-Word/Picture Cards* effective?

THE CONTENT: After initial consonant sounds and spellings, the next significant area of phonics/spelling instruction is likely to be *rhyming words*. That's because *perfect rhymes* (repetitions of sounds at the ends of two or more items) provide a relatively painless, effective, and efficient introduction to the spellings and pronunciation of *vowel sounds* and *word endings* in minimally stressful contexts.

THEIR USES: *Rhyming Word/Picture Card* activities and games are *efficient* because all players (i.e. learners) are actively participating (i.e. reading silently or aloud) at the same time. Valuable learning time is well utilized.

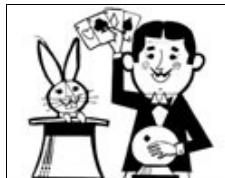
THE BENEFITS THEY OFFER: Fundamentally, the cards are *effective* because they foster *phonemic awareness*—recognition of the meaningful sounds that make up speech. Their *printed* words reinforce “sound-symbol connections” in the mind's ear. Not only are their repeating (rhyming) patterns pleasant to hear and say but they also facilitate natural pattern memorization, which fits well into elementary reading lessons on “word families.” And card-users get to connect each word to an illustrated meaning (a *context*), acquiring useful or interesting vocabulary, an effective motivator/promoter of language acquisition.

THEIR DESIGN: *Rhyming Word/Picture Cards* work in the classroom, in learning labs, and for home study because they encourage users to apply phonics principles to oral reading and spelling. There is no way to complete an activity—or to play (or win) a card game—without correlating the letters of each word with the sounds they make and comparing that word to other items.

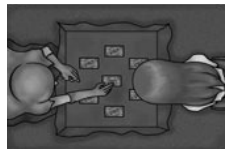
How might "playing cards" reinforce and improve teaching and learning?



THEY HAVE MANY USES. There are many reasons why *playing cards* exist in world cultures—and why *playing cards* has engaged, entertained, and motivated people of all ages for centuries! Because they're readily available, *playing cards* may be used for a variety of solitary and/or social purposes—including "building a house of cards," lining up "playing-card dominoes," throwing or flipping cards, doing "magic tricks," fortune telling, gambling, etc.



IT BRINGS PEOPLE TOGETHER. Except for *Solitaire* (single-player games also called—and requiring—*Patience*), the activity of *playing cards* can connect people as partners and helpers, encourage positive coping behaviors, provide opportunity to display competitive abilities, stimulate creative or strategic thinking, promote concentration, and occupy the mind with pleasant activity in (hopefully) productive ways.



IT PROMOTES LEARNING SKILLS. While viewing the uniquely distinguishing markings on the *faces* of *playing cards* (uniformly sized pieces of stiff paper or thin plastic), card-users improve their visual perception by *recognizing, identifying, remembering, naming, interpreting, and differentiating among* (confusing) symbols and/or images.



Associating relevant card-face features with one another helps increase users' classification skills. Handling—shuffling, dealing out, arranging, picking up, discarding—(groups of) cards reinforces accurate vision and small motor skills.

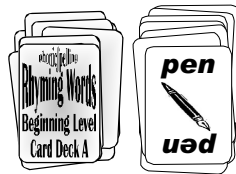


THEY'RE USEABLE FOR A MAJOR ACTIVITY OF UNIVERSAL RECREATIONAL CULTURE.

Whether participants are using traditional decks of four suits (♠♣♥♦) of 13 ranks (Ace through King) each—or specially designed packs with educational content, knowing card-playing terms and mastering its skills will add to their advantages:



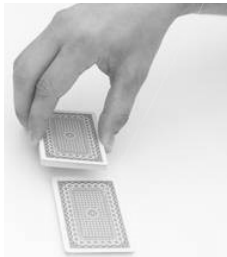
- ◆ ***A pack or deck of cards is a complete collection designed or compiled for specific activities and/or the procedures of particular games. A full 52-card deck contains 13 sets-of-four that match (go together) in some way. During game play, cards may be arranged in face-up and/or face-down stacks and/or hands—or spread out on the playing surface (desk or table).***



- ◆ ***A hand is the cards held at one time by a participant during a game, who may arrange, play, add, and/or discard cards from it.***



- ◆ ***The face of a card displays a unique image revealing its value and/or other useful info. The card backs, identical for all cards in that deck, identify them as belonging together.***



- ◆ ***Cutting and shuffling a deck are ways to randomize the order of its cards. Dealing is a way to distribute them, more or less evenly to all participants. The cards are usually collected and shuffled after each round or game.***

