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Activity Guide Phonics Bingo

V0.6E



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Icons



Important! Be Careful!



A good idea, but optional



Poison! Don't do this!



Model



Monitor



Activity Guide: Phonics Bingo

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Introduction

Phonics Bingo addresses listening skills primarily, and includes **Writing Practice** during the set-up stage. It also contains elements of **Team Coaching**. Team Leaders coach their team-mates, first in writing the words, then in helping them to listen for the **Target Words**.

When most of the class can read basic **CVC** syllables, you can run **Phonics Bingo** Version 2, in which students must work individually. This provides a smooth transition from collaborative teamwork to individual responsibility.

Before Class



! Practice reading each of the **Target Words** that you will use in this lesson. Make sure you can pronounce each word clearly, especially if it contains **consonant clusters**.

Prepare Yourself



! Practice saying each word with all the possible tones it might have if it were a Thai word:

- 5 tones if the word has a long vowel and no final consonant
- 5 tones if the final consonant is “m” or “n”
- 2 tones (high and low) for other words

My notes

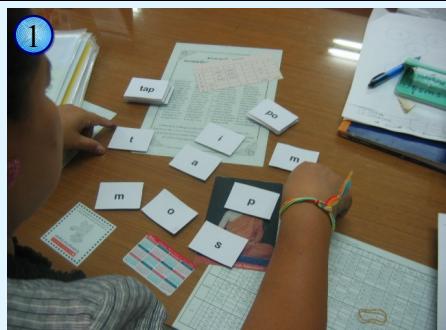


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Before Class

Prepare your Materials



Prepare the **Activity Cards** for the **Target Words** for the current unit.

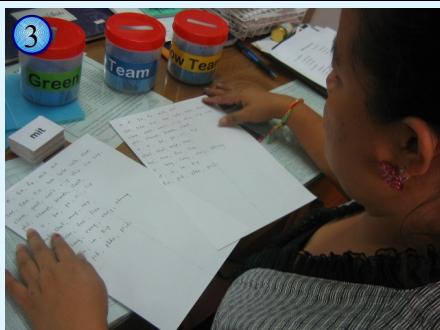
! The Activity Resources contain 5 sets of cards for each unit. For **Phonics Bingo**, you only need the Teacher's Set.

Put the cards in a container.



Print out a **Phonics Bingo** Sheet. Photocopy enough for one page per two students.

Cut the sheets in half so that you have one Bingo Card for each student.



Select and print out a **Phonics Bingo** Vocab List for the current unit.

Photocopy enough for 2-4 sheets **per team**, depending on the size of the teams.



Cut out small pieces of future-board or cardboard to use as Bingo Markers.

To be safe you should have about 20 markers per student.

Cut out 2-3 larger pieces (about 10 cm square) to use for **Modelling**.



Check your equipment for **Phonics Bingo**:

- Target Word Activity Cards**
- Phonics Bingo** Vocab Sheets
- Bingo Cards
- Bingo Markers
- Blutak



Check the rest of your equipment for this lesson:

- Uniforms
- Scoreboard Headers
- Score-sheets
- flashcards** etc.
depending on other activities

Put everything together in your **Team English Basket**.

My notes



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In Class	Prepare your Students	<u>My notes</u>
 1 Use Phonics Drilling to: <ul style="list-style-type: none">revise graphemes/phonemes from previous lessonsintroduce new graphemes/phonemes for this lessonblend phonemes together into syllables	 2 Optionally, use ① Vs ② Drilling to help students hear the difference between any pairs of confusing sounds in this lesson (e.g. final 'p' Vs 'b').	

In Class	Setup the Activity: Version 1	<u>My notes</u>
 1 Make sure all students have pencils and erasers.  Give teams 1 point for every member who comes properly equipped. OR Deduct 1 point for every team-member who does not come properly equipped.	 2 Show teams what equipment they will need for Phonics Bingo : <ul style="list-style-type: none">Phonics Bingo Vocab Sheets: 2-4 per teamPhonics Bingo Cards: 1 per studentBingo Markers: about 20 per student	 3 Draw a diagram on the board of the seating arrangement for collaborative learning. (See the diagram from the Team English Activity Guide).

In Class

Setup the Activity: Version 1



Have teams compete to set themselves up for the activity, sitting in the correct seating arrangement, with their equipment ready for the activity.

Award 4 points to the quickest team, 3 points to the second team, and so on.



Get students to select and copy 24 words from the Vocab Sheets onto their Bingo Cards.



Remind team leaders to help their team-mates with:

- Selecting the words
- Forming the letters correctly
- Reading the words they have selected so that they know what to listen for.



Modelling:

1. While the students are preparing their Bingo Cards, prepare a large Bingo Card on the board.



Modelling:

2. Take your large Bingo Markers, and put some Blutak on the backs.



Modelling:

3. Tell students that this is just an example, and **not** to mark their own sheets.
4. Take a **Target Word** Activity Card from the container.

My notes



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In Class	Setup the Activity: Version 1	
 <p>Modelling:</p> <ol style="list-style-type: none"> 5. Read the word from the card three times, slowly and clearly. ⚠️ Don't forget to vary the tone as you say the word. 6. Ask students if the word is on your model Bingo Card on the board. 	 <p>Modelling:</p> <ol style="list-style-type: none"> 7. If the word is on the card, stick one of your large Bingo Markers over it using Blutak. 8. Continue like this for a few words until both of your markers are used. 9. Check that students understand what they must do. 	 <p>Check that students know which squares need to be covered to win.</p> <p>Check that students know to call out "Bingo!" if they think they have won.</p>

In Class	Run the Activity: Version 1	
 <p>Put any Target Words you have used back in the container and shake it.</p>	 <p>Encourage team leaders to help their team-mates.</p> <p>But remind all students that Team Leaders cannot do it by themselves. All team members need to help.</p>	 <p>Take a card from the container, read it three times slowly and clearly, remembering to vary the tone, wait a few seconds, then proceed to the next word.</p> <p>Let students know that you will only read each word three times.</p>

My notes



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In Class

Run the Activity: Version 1



As you continue, lay out the cards you have read on a table, so that you can check if a “Bingo” call is correct.



Continue until a student calls out “Bingo”.



Ask the student to read the words back to you, and check them against the cards you have laid out.



If the “Bingo” call was correct, award 10 points to that team. Otherwise, continue on.



Continue until someone has won. If time permits, you can either start again, or run another activity.

My notes

In Class

Setup the Activity: Version 2



⚠ Use a **Reading Challenge** in a previous lesson to assess whether **most** students can read basic **CVC** syllables. Otherwise, they will become bored, demotivated and restless in this version of **Phonics Bingo**.



Set-up the room:

Arrange the students so that teams **cannot** collaborate. Sit all #1s (Red, Blue, Green and Yellow) together; all #2s together etc.



Set-up the room:

If possible, use Isolation Cubicles to ensure that students work individually.

Otherwise, seat students so that cheating is as difficult as possible.



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In Class

Setup the Activity: Version 2



Make sure that each student has sufficient Bingo Markers.

My notes

In Class

Run the Activity: Version 2



Run the activity the same as in Version 1.



Monitor:

If possible, walk around the classroom as you call out the words.

Check that students are working individually, and assess the extent to which they are actively engaged.

My notes



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In Class

Feedback



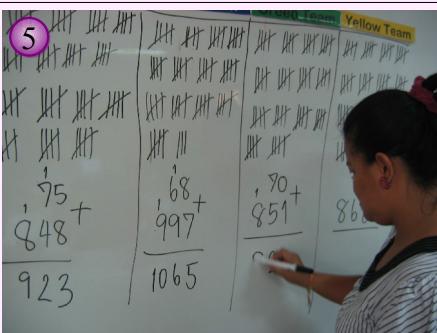
Optionally: Tell students to write their number and team on their Bingo Cards, collect them, and grade the handwriting out of 10.

In the next lesson, give teams points based on the **average** score of team members.

If **Phonics Bingo** is the final activity for the lesson, make the teams responsible for storing their uniforms and other materials neatly.

Remind them that this is not a race; you will give up to five points to **each** team, according to how well they have stored everything.

Continue the feedback session by giving each team up to 10 points for teamwork during the lesson.



Look at the scoreboard and make a rough estimate of the points for each team.

Then, beginning with the team you estimate has the **lowest** score, count the points with the students.

Congratulate **each** team as you write the totals.

Congratulate the winning team(s) for the lesson.

Add the scores for the current lesson to the running totals. If one or more teams has reached a milestone (e.g. 100/200/300 points) congratulate them and tell them they will receive rewards in the next lesson.

Update the team score-sheets with the new running totals.

My notes



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After Class



Sit down and write a few notes about:

- What was good?
- What problems you had?
- What you should change next time?

Evaluation



If you ran Version 2 of **Phonics Bingo**, think about your **monitoring** during the activity.

Is your class really ready for individual work, or should you go back to Version 1 next time?

My notes