



Activity Guide Phonics Lucky Dip



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Icons



Important! Be Careful!



A good idea, but optional



Poison! Don't do this!



Model



Monitor



Activity Guide: Phonics Lucky Dip

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Activity Guide Phonics Lucky Dip

Introduction

Lucky Dip is a fun and powerful activity that promotes cooperative learning as well as **phonics** development. We can also say that **Lucky Dip** is the simplest, purest communication activity. One student says something; others must listen and react somehow to what has been said.

Phonics Lucky Dip is a special form of this activity that addresses reading, pronunciation, listening and spelling skills. By integrating these skills, students also remember vocabulary better, because they can associate a word's spelling, pronunciation and meaning as a unified system, rather than individual elements that must each be learned by rote.

However, an important limitation to remember is that, while **Lucky Dip** does promote cooperative learning, team leaders tend to dominate in this activity. It is used to develop the team leaders' skills initially; then other activities are introduced that better encourage them to mentor their team-mates.


Before Class




Check the list of **graphemes/phonemes** that are introduced and/or revised in this unit.

Prepare Yourself



 Practice the pronunciation of each **phoneme**. Make sure to follow the pronunciation guide in the unit notes. It is possibly quite different to what you have learned before.



 Practice reading each of the **target words** that you will use in this activity. Make sure you can pronounce each word clearly yourself, especially if it contains **consonant clusters**.



Make sure you are familiar with how to score:

- 1 point for each correct **grapheme**.
- 1 bonus point if the whole word is correct.



Think about how much help you will give a student before not awarding points.

The standard “cut-off point” is if you must tell the students the Thai equivalents of the English **graphemes**. However you may decide something different.

My notes



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Before Class

Prepare your Materials




Prepare the **activity cards** of the **graphemes** that you will practice in the lesson.

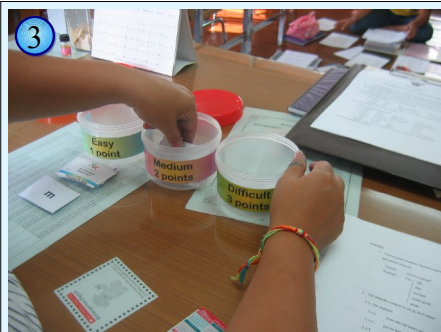
At the beginning of each **Phonics Unit**, there is a list of the graphemes needed for **Phonics Lucky Dip**.

See the **Materials Preparation** Activity Guide for preparing **activity cards**.



Prepare the **activity cards** of the **target words**.

 The Activity Resources contain 5 sets of **target word activity cards** for each **Phonics Unit** – 1 set for each team and 1 “Teacher’s Set”. For **Lucky Dip**, you only need the Teacher’s Set.



Place the **target word activity cards** in containers, according to their degree of difficulty (written on the back).

See the **Materials Preparation** Activity Guide for preparing the containers.

4

Prepare **Phonics** Card Holders following the instructions in the **Materials Preparation** Activity Guide.



Check your equipment for **Phonics Lucky Dip**:

- ☒ **Grapheme activity cards**
- ☒ **Target word activity cards**
- ☒ Phonics Card Holders



Check the rest of your equipment for this lesson:

- ☒ **Team English** Uniforms
- ☒ Scoreboard Headers
- ☒ Score-sheets
- ☒ **Flashcards**
- ☒ etc.

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

My notes



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In Class



Use **Phonics Drilling** to:

- revise **graphemes/phonemes** from previous lessons
- introduce new **graphemes/phonemes** for this lesson
- **blend phonemes** together into syllables

Prepare your Students



Optionally, use ① Vs ② **Drilling** to help students hear the difference between any pairs of confusing sounds in this lesson (e.g. 's' and 'z').

My notes

In Class



Show teams what equipment they will need for **Phonics Lucky Dip**:

- 1 set of **grapheme activity cards**
- 1 **Phonics** Card Holder

Tell teams **not** to distribute the cards, but arrange them in the middle of the circle so that all students can see them easily.

Setup the Activity



Draw a diagram on the board of the seating arrangement for collaborative learning.

See the **Team English** Activity Guide for seating arrangements.



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.



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In Class



Optionally, practice turn-taking:

1. Call out: “Number 1 – stand up!”
2. Make sure #1 in each team is standing and everyone else is sitting.
3. Call out: “Number 1 – sit down. Number 4 – stand up!”
4. Keep calling out random numbers until all students can stand up on hearing their number.

Setup the Activity



Model:

1. Tell students this first round is just for example.
2. Choose the strongest team captain and ask them to come to you.
3. Ask them to choose a **target word activity card** from either the “Easy”, “Medium” or “Difficult” container. Tell the class the points their team would receive if this was a real round.



Model:

4. See if the student can read the **target word** on the card. Help them if necessary, but remember your “cut-off point” where you will not award points
5. Tell the class what points would have been received if this was a real round.



Model:

6. Tell teams the number of the student who will be responsible for bringing the answer this round.



Model:

7. Get the student with you to call out “Are you ready?”, then read the word on the card loudly so the whole class can hear.
8. If other students want to hear the word again, they must ask: “Pardon?”



Model:

9. If necessary, show teams how to make words by arranging **graphemes** in their **Phonics Card Holder**. However do not give away the answer.
10. Urge the teams to work cooperatively to form the word. Remind them that you will be awarding **teamwork points** at the end of the lesson.

My notes



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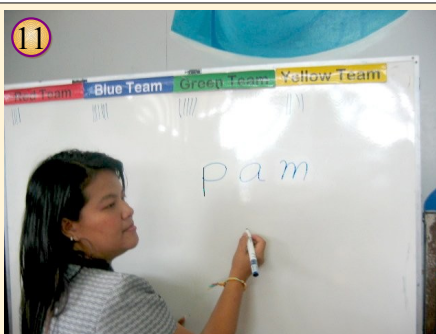
In Class

Setup the Activity



Model:

11. When teams have prepared their answers, have the team members responsible for this round bring the **Phonics Card Holder** to you, making sure that other teams do not see the answer.



Model:

12. Write the correct answer on the board, and briefly drill the students on **blending** the **phonemes** together to make a word.



Model:

13. Check each team's answer:

- **If correct**, call out, for example: "Green Team ... **CORRECT!**" and encourage them to celebrate.
- **If there are mistakes**, first show any **graphemes** that are correct and praise them for this much. Then try to analyse the mistakes and show students how to avoid them in the future.



Model:

14. Tell teams the points that they would have been awarded, but remind them that this is just an example round, so points are not recorded.


Points:



- 1 point for each correct **grapheme**.
- 1 bonus point if the whole word is correct.

My notes



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In Class	Run the Activity	<i>My notes</i>
 <p>Run the activity following the same steps as in the modelling.</p> <p>Begin each round by using the Team English “Quiet Signal” that you have established.</p> <p>Write the scores on the board for each turn.</p>	<p>Turn Taking:</p> <p>To make the competition fair, you need to select the same number from each team in succession to come up to test their reading skills.</p> <p>So, for example, a complete round will consist of Green #1, Blue #1, Red #1, and Yellow #1 each coming up to take a turn at reading. The next round would consist of Green #2, Blue #2, Red #2 and Yellow #2.</p> <p>You should always try to finish the activity at the end of a complete round. Otherwise, some teams will be disadvantaged.</p> <p>As with other Team English activities, if a student is absent, the student with the next number should take their place.</p>	

In Class	Feedback	
 <p>If Lucky Dip is the final activity for the lesson, make the teams responsible for storing their uniforms and other materials neatly.</p> <p>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.</p>	 <p>Continue the feedback session by giving teamwork points.</p> <p>As mentioned in the introduction, team leaders tend to dominate in Phonics Lucky Dip, so this is a good opportunity to remind them of their responsibility to mentor their team-mates.</p> <p>See the Team English Activity Guide for awarding teamwork points.</p>	



Activity Guide

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In Class

Feedback

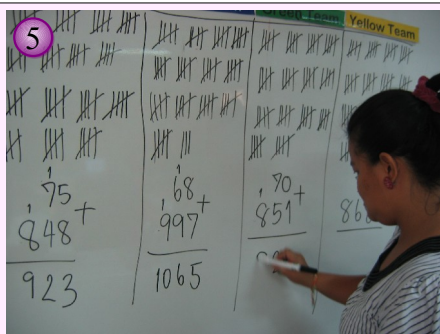


Look at the scoreboard and make a rough estimate of the points for each team.

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

After Class

Evaluation



Sit down and write a few notes about:

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

My notes