

# Picture Dominoes

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## Objective(s):

By the end of the activity pupils will be able to:

- identify vocabulary by picture
- spell new words.

## Target Language:

Short words practicing individual phoneme sounds.

## Time Needed:

**Preparation:** 15 minutes

**In class:** 20 minutes

## Level:

Year one

## Language Focus:




## Activity Use:

Practice

Production

Review

## Pupil Task:



Pupils can colour the dominoes for fun and take the dominoes home to practice and play with their family.

## Materials:

Copy of Picture Dominoes for each group, manila card (optional) to mount/copy dominoes onto for durability.

## Procedure:

### Before class:

1. Make a copy of the Picture Dominoes worksheets on paper or manila card for each small group of 3 - 4 pupils.
2. Cut into 12 dominoes.

### In class

1. Arrange the class in small groups.
2. Explain the rules. This can be done by using one group as an example. Shuffle the dominoes and divide them between the pupils. Turn the last domino face up and place it in the middle of the table.
3. The first pupil puts a domino next to the one on the table either before or after and the pupil must spell aloud this word.
4. If the picture or word did not match, he or she miss the turn and move to the next pupil.
5. The first person to play all his/her dominoes is the winner. The others continue playing while the winner supervises them. When all dominoes have been played, they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.

## Follow Up:

In pairs pupils can play snap with their domino cards.

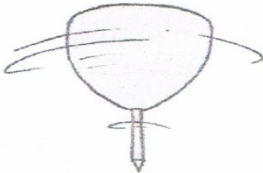

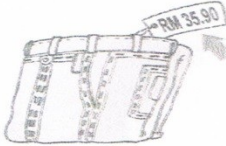

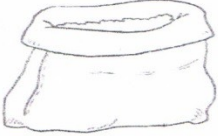

Construct silly sentences. With guidance in pairs or individually the students are given a domino card and must make a sentence with the words for example "The pen is in the sack." "The dog mops the floor." "The cat eats the sock." etc.


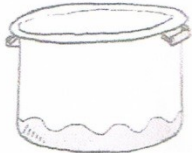
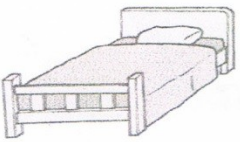


Game: Students in groups cut out words from pictures, place them all face down and take in turns to turn two cards over. If they match they keep them if not, they put back in the same place and remember its location for the next turn.

## Variations:

At step 3 students spell the word phonetically instead of alphabetically.

For more advanced students at step 3 say a word that sounds like the word, for example, pen - hen, bed - head etc.

<b>kid</b> <b>KID</b>	
<b>dog</b> <b>DOG</b>	
<b>pot</b> <b>POT</b>	
<b>bed</b> <b>BED</b>	
<b>pen</b> <b>PEN</b>	
<b>sock</b> <b>SOCK</b>	

<b>top</b> <b>TOP</b>	
<b>mop</b> <b>MOP</b>	
<b>tag</b> <b>TAG</b>	
<b>mug</b> <b>MUG</b>	
<b>sack</b> <b>SACK</b>	
<b>cat</b> <b>CAT</b>	