

# Happy Valley Routines and Games and Activities Bank

## Routines

### Welcome Routines

#### Routine 1

Before **S** enter the classroom, ask a review **Q**. For example, **T**: *What's your name?* or *How's the weather?* After **A**, **S** come into the classroom.

#### Routine 2

**S** come into the classroom and put their books etc. into baskets or piles, saying, *My book. My workbook. My crayons*, etc. Then **S** can sit down or play.

#### Routine 3

When **S** come, instead of beginning class immediately, put out relevant toys (e.g. **U6** put out play fruit or **U7** put out towels, washcloths and soap bottles. Blow bubbles for a bubble bath.) Alternatively, put out objects related to the previous **U** giving **S** a chance to play with the language they have learned. **T** plays with **S**, guiding the use of English.

### Storytime Routines

#### Routine 1

Before playing the track, see if **S** know anything in the picture. **T** plays track and points to the characters as they speak and vocabulary being spoken. **T** interacts with the story by showing appropriate emotional responses to the story (e.g., when something is funny, **T** laughs.)

#### Routine 2

Before playing the track, **T** checks if **S** know anything in the picture. To foreshadow what they will hear, ask **S Q** the narrator will ask the characters in the story, Play track and point to the characters who are speaking and vocabulary being spoken. **T** interacts with the story by showing appropriate emotional response to the story (e.g. when something is funny, **T** laughs.)

#### Routine 3

Before playing the track, check what **S** remember by asking **S** to point to what they know. Ask **Q** about the picture. Play the track and when the narrator asks **Q**, stop the track and let **S** answer.

#### Routine 4

Play the track first. **T** asks relevant **Qs** about the picture. See if **S** can ask **T** or other **S**, *What is it?* or *What color?* while pointing to something in the picture.

### Let's Chant Routines

#### Routine 1

Line **FC** on the board or in a **FC** holder. Play the track and point to the **FC**. On the 4<sup>th</sup> beat, **S** say the word.\*

### **Routine 2**

**T** opens **SB** to *Let's Learn* page, *Let's Chant* section. Play track, **T** points to the vocabulary on the page. On the 4<sup>th</sup> beat, **S** say the word.\*

### **Routine 3**

Randomly pass out **FC** to **S**. Play the track. When **S** hears their card, they say it on the 4<sup>th</sup> beat. Then **S** puts the **FC** on the board.

### **Routine 4**

**S** and **T** open the book to *Let's Learn* page, *Let's Chant* section. **S** and **T** point to the vocabulary on the page. On the 4<sup>th</sup> beat, **S** say the word.\*

\*Use gestures for each vocabulary word and on the 4<sup>th</sup> beat, **S** can not only say the word, but do the gesture. **S** can also make up gestures. In *With Mom* classes, **M** and **S** can do it together.

## **Dialogue Routines**

### **Routine 1**

**T** asks **S** who the characters are. **T** plays track and points to the character speaking, while listening to the whole dialogue. Play track again, stop the track after each character's part, **S** repeat.

### **Routine 2**

**T** asks **S** who the characters are. **T** plays track and points to the character speaking, while listening to the whole dialogue. Play track again, stop the track after each character's part, **S** repeat. Then **S** takes one character's part and says it, while **T** plays the other part.\*

### **Routine 3**

**T** asks **S** who the characters are. **T** plays track and points to the character speaking, while listening to the whole dialogue. **T** asks **S**, "What did (character) say?" If **S** can't say it, play track again, stop the track after each character's part, **S** repeat. **T** can ask **S** again who said what. **S** take one character's part and say it, while **T** plays the other part.\*

### **Routine 4**

**T** asks **S** who the characters are. **T** asks **S**, *What did (character) say?* If **S** can't say it, play track again, stop the track after each character's part, **S** repeats. **T** asks **S** again. **S** takes one character's part and says it, while other **S** takes the other part.\*

\*Use the puppets from **SB** p69 to do the dialogues.

## **Let's Sing and Move Routines**

### **Routine 1**

Open the book and sing along, pointing to the pictures as they are heard in the song.

### **Routine 2**

Use gestures for each vocabulary and when that word is heard or sung in the song, make the gesture.

### **Routine 3**

Using **S FC**, put the words in the order they are heard. Then dance.

### **Goodbye Routines**

#### **Routine 1**

**S** line up, **T** asks each **S Q** related to **U** (or **S** asks **T**).\* **S** answers and asks, *May I have a sticker, please?* **S** chooses a sticker and puts it on the bus route on **SB** p79.

#### **Routine 2**

Same as Routine 1, but use the **WB** and/or **PWB** homework page.

Whether in a With Mom class or not, ask **M** to participate by asking **Q** or answering **S** questions.

\***S** who finish ask other **S** with **T** facilitating.

## **Games and Activities**

*Actions denoted in italics.*

### **Storytime**

Listen to the story. **T** uses gestures, pointing and reactions to help **S** understand the meaning.

Example 1:

**T:** Look! A house. *Pointing to the house.* Touch/point to the house.

**S:** *Point/touch it.*

Repeat with other **TL**

Example 2:

**T:** Where's the flower? Touch the flower.

**S:** *Find and touch the flower.*

**T:** What is it?

**S:** It's a flower.

### **Slow Reveal**

Slowly pull the **FC** from behind another **FC** or from behind the board, Vary speed of reveal.

Repeat the word. As you put more **FC** up, go back repeating the previous vocabulary.

### **Box Phonics**

**T:** a, a

**All:** repeat

**T:** Ally Ant.

**All:** Ally Ant.

**T:** Here you are. *Give to S.*

**S:** Thank you. *Go to the box and put FC inside.*

### **Follow Me**

Scatter **FC** around the room. Skip around the room and have **S** follow. On reaching an **FC** say:

**T:** Stop. Look.

**S:** *Look at the FC.*

**T:** It's a plum. What is it?

**S:** It's a plum.

**Find it**

**T:** Choose a **FC**.

**S:** *Chooses.*

**T:** *Mix in with the other **FC** and lay all face down.*

**S:** *Flip the **FC** one by one, repeating the **TL** until they find it.*

**T:** What is it?

**S:** It's ( ).

**T:** *Count how many **FC** they flipped before it was found. **S** with the most flips gets a point because they had to say the most. In the event of a tie, those **S** play once more each.*

**Find the Letter**

**T:** *Point to b. Gesture. What is it?*

**S:** *b. Gesture.*

**T:** Let's look for b. Can you find b?

**S:** *Look for b in **SB** and on finding it, point and say the sound. b.*

**Stop**

**S** chooses **FC**. Mix with other **FC**. **T** holds **FC** and flips through them so **S** can see them. When **S** see the chosen word, they yell, *Stop*. Everyone chants the word 4 times, getting progressively louder or quieter.

**Count and Shake**

Use chips or marbles. Give **S** a certain number of pieces. **S** put each one into a cup and count until all the pieces are in the cup. **S** place hands over the top and shake the same number of times. Once **S** have mastered colors, count by color (all red, green, etc.)

**Roll the Ball (pre- bowling)**

Have **S** sit facing each other with legs spread and feet touching, making a diamond with their legs. Give each pair a ball. Tell them to roll the ball back and forth a certain number of times, counting as they do it.

**Count the people**

Count from 1, using the people in the classroom. Start with **S**, **T**, adults, then all. Show the number of people their fingers. Touch corresponding number **FC**.

**TPR Game**

**T:** Look. *Do action* (e.g. Jump.) Ready? Go!

**S:** *Do action until T says to stop.*

**T:** Stop!

**S:** *Stop doing the action.*

**Pick and move**

**S** pick a number **FC**. Choose an action. Do the action as many times as the number **FC** says.

**Phonics Wave (for Mommy and Baby)**

*Standing in a straight line.*

**T:** *Show **FC** and say sound.*

**S:** *Repeat and gesture.*

**T:** Go!

**S:** *Go down the line and say the sound, while **M** lifts **S** up in the air, making a wave.*

### **Make a circle**

Place **FC** around the floor spaced apart. **T** says a word. All go to the word and make a circle around it, holding hands.

**T:** My shorts. Whose shorts?

**S:** My shorts!

### **Bowling 1**

Set up any number of colored pins. **S** take turns rolling the ball. Count the number of pins that are knocked over and ask *What color is it?* for each fallen pin. Or, place **FC** under each pin and when a pin is knocked over, do the dialogue substituting the **FC** word under the knocked over pin.

### **Throw the ball**

Put number **FC** on the floor. Give **S** a certain number of balls. Put a box or bag near the **S** who throws the balls. Count how many balls the **S** gets into the box/bag. Then, **S** brings that number **FC** and puts it in the bag/box.

### **Run and Find it!**

Put **FC** around the room. Say the phonics sound or **TL** and have the **S** go and get the card and bring it to you. **T** ask the **TL** question, and **S** answers.

**T:** It's a tree.

**S:** *Run and get the tree.*

**T:** What is it?

**S:** It's a tree. *Call the next word.*

### **What's in my bag?**

Put **FC** into a bag (you can also put small objects into the bag). To the tune of *Skip to my Loo* **T** sings, *Bag, bag, what's in my bag. Bag, bag, what's in my bag. Take a look, look and see. I see a (stop singing).* **S** take something from the bag, **T** finishes *I see a t-shirt in my bag.*

**T:** What is it?

**S:** It's a t-shirt.

### **Police car**

**T** put the **TL FC** around the room. Get several toy cars (including a police car) and put them in a bag. Take them out as **S** count. **S** each choose a car and drive around the room. **T** makes a siren sound, and everyone has to go to the card where the police car is.

**T:** What is it?

**S:** My t-shirt.

**T:** Put on your t-shirt.

**S:** *Pretend to put it on.*

**S** Take turns being **T**.

### **There!**

**T** put **FC** around the room.

**T:** Where's/Where're my \_\_\_?

**S:** There. *Go get FC and give to T.* Here you are.

**T:** Thank you. *Pretend to put it on and say to S* Put on your \_\_\_.

### **Rope Shapes**

**T** gives each **S** a piece of rope or string tied off in a circle. **S** work together to make different shapes with the rope.

### **Sand Shapes**

Prepare small trays with sand in them. **S** draw shapes in the sand.

### **Head on 10**

T lays number FC on floor and holds out the body FC for S to pick. S picks a body part FC. T calls out a number, S puts that body part on the number.

S: *Holding shoulder FC.*

T: 10

S: *Touch shoulder to 10.*

### **Trace your body part** (great for With Mum classes)

T gives each S a blank piece of paper and crayon. One S traces one of the other S body parts.

### **Get the Teacher**

T carries the fly FC. Give S the frog FC. When T says *Go*, S hop around like frogs to try and catch T who is going around acting like a fly. When S gets T:

S: I got it!

T: It's a fly! Is it a bee?

S: No. It's a fly.

T: Is it a bee?

S: No!

(Do again with spider, butterfly, etc.)

### **Where will it land?**

Using gestures, pretend an animal is landing on/stinging/chasing the S and when it does land, name the body part.

T: *Snail sound, land on S shoulder.*

S: My shoulder.

T and S switch.

### **Is it a...?**

Pick 2 FC and place 2 cushions on the floor. Put 1 FC under each cushion. Don't let S see. Point to a picture in the U7 DPS.

T: What is it?

S: It's a (butterfly).

T: Where's the butterfly?

S: *Choose a cushion and flip FC over.*

T: Is it a butterfly?

S: Yes/No.

### **Throw and Flip**

Place FC face down around the edge of the table or in a circle on floor. Have one S roll dice and count corresponding number of FC round table or circle. Flip over FC you stopped at. Introduce TL.

T: It's a (strawberry). What is it?

S: It's a (strawberry).

S take turns rolling the dice and repeat for remaining FC.

### **Pass it On**

S sit in a circle and pass around FC. Each S says the word as they pass it on.

### **Lucky Dip**

Place FC in an opaque bag. One S pulls out an FC and holds it up.

T: It's a (banana). What is it?

S: It's a (banana).

Repeat the activity, encouraging a different S to select a FC each time.

### **Chant and Throw**

Hold up **FC** and introduce the **TL**.

**T:** It's a (banana). What is it?

**S:** It's a (banana).

Throw the **FC** in the air. Repeat for remaining **FC**. This activity can be followed by *Follow me, Stamp* or *Run and Grab*.

### **Follow Me**

Scatter **FC** around the room. Skip around the room and have **S** follow. On reaching an **FC** say, *Stop*.

Introduce **TL**.

**T:** I like (apples). What do you like?

**S:** I like (apples).

Replace the **FC** and repeat for remaining **FC**.

### **Chinese Whispers**

**S** and **T** sit in a circle. **T** holds up **FC** and whispers **TL** to **S** next to them.

**T:** It's a (clothing).

First **S** takes **FC** from **T**, passes it to next **S** and whispers vocabulary to next **S**. The **FC** is passed around the circle until it reaches **T** again.

**T:** What is it?

**S together:** It's a (clothing).

Repeat for remaining **FC**.

### **Flip Over**

Lay all **FC** face down. Have one **S** turn over one **FC**. Introduce **TL**.

**T:** It's (purple). What colour is it?

**S:** It's (purple).

Repeat for remaining **FC**.

### **Circle Repeat**

Hold up one **FC** and introduce **TL**.

**T:** It's sunny. How's the weather?

**S:** It's sunny.

Hand **FC** to **S** on left. **S** introduces **TL** to next **S** on left.

**S1:** It's sunny. How's the weather?

**S2:** It's sunny.

Continue until **FC** reaches **T**. Introduce different **FC** and repeat for remaining **FC**.

### **Jump, Follow & Flip**

Place all **FC** face down around the edge of the table or in a circle on the floor. Jump round the table and have **S** follow. Say, *Stop!* Flip over **FC** nearest **T** and introduce **TL**.

**T:** It's a (shirt). What is it?

**S:** It's a (shirt).

Repeat for remaining **FC**

### **Stamp**

Scatter **FC** face up around the room. Introduce **TL** as you drop each one.

**T:** It's (color). What color is it?

**S:** It's (color).

Have **S** touch the wall. Call out the **TL**.

**T:** It's (blue).

**S** move to **FC**, stamp and chant.

**S:** It's (blue). It's (blue). It's (blue).

**T:** What color is it?

**S:** It's (blue).

Repeat for remaining **FC**.

### **Touch and Tell**

Lay **FC** on the floor face up. Introduce **TL** as you lay each one.

**T:** It's a (bird). What is it?

**S:** It's a (bird)

Have **S** put their hands in the air or on their heads. Call out **TL**.

**T:** It's a (bird)

**S:** All touch the (bird) **FC**.

**T:** What is it?

**S:** It's a (bird).

Repeat for remaining **FC**.

### **Four Corners**

Place one **FC** in each corner of the room. Introduce **TL** as you place each one. All **S** and **T** stand together in centre of room. **T** hold hands with **S** and stomp feet. **T** call out **TL**. Substitute walls, cushions etc for corners as preferred.

**T:** It's a (skirt). What is it?

**S:** It's a (skirt).

**T:** It's a (skirt).

All **S** move to (skirt) wall. Stomp and chant.

**S:** It's a (skirt). It's a (skirt). It's a (skirt).

**T:** What is it?

**S:** It's a (skirt).

Repeat for remaining **FC**.

### **Basket Drop**

Lay all **FC** on floor face up. Introduce **TL** as you lay each one.

**T:** It's (number). What number is it?

**S:** It's (number).

Place two baskets at front of room, with a set of **FC** in front of each basket. Split **S** into two teams and make them line up behind a start line.

**T:** It's (6).

**S:** First **S** from each team hops up to the **FC**, picks up the (6) **FC** and drops it in their basket. First **S** to place the **FC** in their basket gets one point.

**T:** What number is it?

**S:** It's (6).

Repeat for remaining **FC**.

### **Bowling 2**

Lay **FC** on floor face up. Introduce **TL** as you lay each one. Place a pin behind each **FC** and chant **TL** again.

**T:** It's a (bus). What is it?

**S:** It's a (bus).

All **S** stand or sit behind a start line. Give first **S** the ball.

**T:** It's a (bus).

**S** rolls ball to knock over pin behind (bus) **FC**. If they knock over the pin, give **S** the **FC**.

**T:** What is it?

**S:** It's a (bus).

While **S** is rolling ball, other **S** chant.

**S:** It's a (bus). It's a (bus). It's a (bus).

Repeat for all **FC** making sure that every **S** gets same number of turns. **S** with most number of **FC** is the winner.

### **Hide and Seek**

**S** sit down and place hands over eyes. Gesture if necessary.

**T:** Close your eyes.

While **T** hides **FC** around room, **T** and **S** count down from ten to zero very slowly. Once you reach zero say, *Stand up!*

**T:** It's a (cat). What is it?

**S** search room for the (cat) **FC**.

**S** who finds **FC** hands it to **T**.

**S:** Here you are.

**T:** Thank you  
**S:** You're welcome.  
**T:** What is it?  
All **S:** It's a (cat).  
Repeat until all **FC** are found.

### **Postbox**

Lay **FC** face up on floor at front of room. Introduce **TL** as you lay each one.  
Place postbox at opposite end of room.  
**T:** It's (color). What color is it?  
**S:** It's (color).  
Divide **S** into two teams. Call out **TL**.  
**T:** It's (pink).  
**S:** It's (pink).  
**T:** Go!  
One **S** from each team races heel to toe to grab the **FC**. First to pick up **FC** then walks back to **T**.  
**T:** What color is it?  
All **S:** It's (pink). It's (pink). It's (pink).  
**FC** is then posted into Postbox.  
Repeat for remaining **FC**.  
*Postbox* can be followed by *Mail Call*.

### **Mail Call**

**T** takes **FC** out of postbox one by one.  
**T:** What is it?  
First **S** to answer correctly keeps **FC**. Repeat for remaining **FC**. **S** with most **FC** is the winner.

### **Numbers/Alphabet Fishing game**

Lay fish **FC** on floor face up and introduce **TL** as you lay each one.  
**T:** It's (number). What number is it?  
**S:** It's (number).  
Give one **S** the fishing rod.  
**T:** It's (6)  
**S** goes fishing for the number (6) fish **FC**.  
While **S** is fishing the other **S** count from ten to zero.  
**T:** What number is it?  
All **S** chant It's (6).

### **Dress up game**

Split the class into two teams. Lay 2 sets of real clothes on the floor at the front of the room. Introduce **TL** as you lay each one.  
**T:** It's a (clothing). What is it?  
**S:** It's a (clothing).  
Choose one **S** from each team to be the model. The other **S** stand behind the start line.  
**T:** It's a (shirt).  
All **S** chant It's a (shirt).  
**T:** Go!  
First **S** from each team hops up to the clothes, picks up the "shirt" and puts it on the model. First team to do this gets 1 point.  
**T:** What is it?  
All **S** chant It's a (shirt).

### **Simon Says**

**T:** Simon says touch your (head).  
All **S** touch their "head"  
**T:** It's my (head). What is it?  
**S:** It's my (head).  
This game can be made competitive. If **S** don't do the correct command they are out and have to sit down. Last **S** standing is the winner.

### **Flick and Tell**

Chant and place **FC** face up in a horizontal line in front of **S**. Introduce **TL** as you place each one.

**T:** It's a (animal). What is it?

**S:** It's a (animal).

Call out **TL**.

**T:** It's a (dog). What is it?

**S:** It's a (dog).

**T:** Go!

Give each **S** a counter and have them flick counter in the direction of (dog) **FC**. First **S** to get their counter touching the (dog) **FC** is the winner.

**T:** What is it?

**S:** It's a (dog).

Retrieve the counters and repeat for remaining **FC**.

### **Treasure Hunt**

**S** sit with their **SB** or **PWB**.

**T:** It's a (lion). What is it?

**S:** It's a (lion).

**T:** Go!

**S** race to find a (lion) picture on any workbook page. First **S** to find a matching picture puts their hand up. Other **S** turn to same page.

**T:** What is it?

**S:** It's a (lion).

Repeat for remaining vocab.

### **Fetch**

Lay **FC** face up in a line at front of room. Introduce **TL** as you lay each one.

**T:** It's a (animal). What is it?

**S:** It's a (animal).

Divide the **S** into two teams. Call out **TL**.

**T:** It's a (cat). What is it?

**S:** It's a (cat).

**T:** Go!

First **S** in each team races on tiptoes to fetch matching **FC**. All **S** ask first **S** from each team. *What is it?*

First **S** from each team *It's a (cat)*.

Repeat for remaining **FC**.

### **Alphabet Puzzle**

Hold up alphabet puzzle. Push out and say sounds. **S** repeat. Give letters to **S** in turn. When all letters are shared among **S**, **T** calls out a sound, **S** who has that letter replaces it in puzzle.

### **Number Puzzle**

Hold up number puzzle. Push out and say numbers. **S** repeat. Give numbers to **S** in turn. When all numbers are shared among **S**, **T** calls out a number, **S** who has that number replaces it in the puzzle.

### **Monte Carlo**

Place **FC** on floor around room. **S** move (e.g hop, skip, jump etc) around room to music. **T** stops music and calls out **FC** on floor. **S** race to pick up **FC**.

**T:** It's a (cat). Go!

**S** who picks up **FC** hands **FC** to **T**.

**S:** Here you are.

**T:** Thank you.

**S:** You're welcome.

**T** holds up **FC** to class.

**T:** What is it?

**S:** It's a (cat).

Play music again and repeat for remaining **FC**.

### **Race and Ring**

Write or draw a picture of each **TL** vocab on whiteboard or large piece of paper and introduce it as you draw or write each one. Place a marker next to drawings.

**T:** It's a (fruit). What is it?

**S:** It's a (fruit).

Split **S** into two teams. Each team lines up behind a start line.

**T:** It's a (melon). What is it?

**S:** It's a (melon).

**T:** Go!

First **S** from each team races to pick up marker and circle (melon).

The team who circles (melon) gets 1 point.

### **Dash and Trash**

Write or draw a picture of each **TL** vocab on whiteboard and introduce it as you draw or write each one.

**T:** It's a (clothing). What is it?

**S:** It's a (clothing).

Split **S** into two teams. Each team lines up behind a start line.

**T:** It's a (sock). What is it?

**S:** It's a (sock).

**T:** Go!

First **S** from each team races to pick up whiteboard eraser and erases (sock).

Team who erases (sock) gets 1 point.

### **Grab**

Lay **FC** face up in circle. Introduce **TL** as you lay each one.

**T:** It's (number). What number is it?

**S:** It's (number).

Call out **TL**.

**T:** It's (5). What number is it?

**S:** It's (5).

**T:** Go!

**S** race to grab (5) **FC**. **S** who gets **FC** keeps it.

**T:** What number is it?

**S:** It's (5).

Repeat with remaining **FC**.

### **Change Places**

**S** sit in circle. Chant and give matching **FC** to different **S**. **S** place **FC** in front of them.

**T:** It's a (animal). What is it?

**S:** It's a (animal).

Call out **TL**.

**T:** It's a (dog). What is it?

**S:** It's a (dog).

**T:** Go!

**S** with (dog) **FC** races on tiptoes to change places.

Other **S:** What is it?

**S** with (dog) **FC:** It's a dog.

Repeat for remaining **FC**.

### **Musical FC**

Place **FC** in circle on floor. **S** line up behind **T**. Sing, *Everybody's skipping* and have **S** skip around the room. Say *Stop!* and have each **S** stand on **FC**.

**T to S1:** What is it?

**S1:** (standing on (cat) **FC**) It's a cat.

**T** take (cat) **FC** from **S1**, move with them to **S2**.

**T & S1:** What is it?

**S2:** (standing on (dog) **FC**) It's a dog.

Repeat for remaining **S**.

### **Jump and Tell**

Lay **FC** face up in a row. Have **S** jump on first **FC**.

**T:** What is it?

**S:** It's a (cat). Jump to next **FC**.

**T:** What is it?

**S:** It's a (giraffe). Jump to next **FC**.

Repeat for remaining **FC** and other **S**.

### **Charades**

Give **S** **FC**.

**S1** mimes action on **FC**.

All **S** Copy actions of **S1**

**T:** What are you doing?

**S:** I'm hopping.

Repeat for remaining **FC**, alternating which **S** gets **FC** to mime.

### **Hot Potato**

Everyone sits in a circle. In a clockwise direction, **T** starts handing out **FC** to **S** next to **T**.

**T:** What is it?

**S1:** It's a monkey.

**S** asks **S** next to them.

**S1:** What is it?

**S2:** It's a monkey

Keep **FC** circulating as quickly as possible. It is possible to have more than one **FC** circulating. Repeat for all **FC**.

### **Reveal**

Hold up covered **FC** and slowly reveal it.

**T:** What is it?

**S:** It's a (bus).

Keep **FC** and repeat for remaining **FC**.

### **Pictionary**

Place **FC** face down in a pile in middle of room or table. **T** picks up top **FC**. Choose 1 **S** to come up and look at **FC**.

**T:** Shh!

Give **S** a piece of paper or whiteboard to draw **FC**.

**S1 & T:** What is it?

**S:** It's a dog.

If **S** guess correctly they get 1 point.

Alternately, this game can be played with 2 teams and one person from each team drawing same **FC**; first team to guess correctly wins 1 point.

Repeat for remaining **FC** and choose different **S** to draw **FC** each time.

### **Concentration**

Lay two sets of matching **FC** on floor face down. **S** take turns to turn over two **FC** and produce vocab for each card. When they get a matching pair they must produce **TL**.

**T:** What is it?

**S:** It's a skirt.

**S** keep matching pairs they turn over. When all pairs have been won, **T** ask each **S** *How many pairs do you have?* and **S** reply *I have (number) pairs.*

### **Memory Game**

Lay 3-10 **FC** (depending on **S** ability) on floor face up producing **TL** as you lay each one.

**T:** What is it?

**S:** It's a (fruit).

**S** remember all **FC** on floor. **T** turn over **FC** so they are face down. One by one turn over **FC**.

**T:** What is it?

**S:** It's a (pear).

Leave final **FC** face down and **S** must deduce what it is by remembering all **FC**.

**Abbreviations****S:** Student(s)**T:** Teacher**M:** Mom**SB:** Student Book**WB:** Workbook**PWB:** Phonics Workbook**FC:** flashcard(s)**TL:** target language**U:** Unit**Q:** question**A:** answer