

UKS2

C R e a T i n g

a W O R D

g a m e

TEACHING
PACK

- Comprehensive English and PSHE project pack
- Expand pupils' vocabulary & develop group working skills
- Create an engaging word game

Section A: Lesson plans

About this project-based lesson

This project-based learning unit is designed to teach and reinforce the concepts in a KS2 unit on narrative writing and may be used in conjunction with existing curriculum materials.

The project is divided into five Milestones; each Milestone includes a self-contained child project activity. Completed in sequence, the Milestones link to enable children to produce a comprehensive piece of work.

The minimum suggested duration for completing this project is five lessons. However, it is completely flexible and can be lengthened or shortened as necessary, based on available class time and interest level.

How to use this teaching pack

Each Milestone for this project-based learning unit includes detailed lesson activities presented step-by-step with teaching notes, instructional guidance and page references to resources and materials included in the Teacher pack and Pupil pack.

Lesson activities are organised for you as follows:

- **Prepare (starter activity)**
Use these short opening activities at the beginning of the lesson.
- **Present (lecture/model)**
Use this part of the lesson to deliver new subject material and project information, and to model any instructions or activity required for Produce or Participate elements.
- **Produce (child project work)**
Use this part of the lesson to allow children to work independently or in small groups on activities and other project elements.
- **Participate (child/group share/group activity)**
Use this part of the lesson to allow children to share any work, research, or presentation materials.
- **Practise (homework/assessment/independent)**
Use this optional part of the lesson, if desired, to give children homework activities or for assessment purposes.

Creating a word game



Section B: Teacher pack

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Materials needed for the projects in this unit

Playing *Words with Friends*

- An account to play *Words with Friends* as a class

Making word banks

- Dictionaries (one per child or an online dictionary)
- Thesauruses (one per child or an online thesaurus)

Other vocabulary games (optional)

- Scrabble
- Boggle
- Bananagrams

Creating vocabulary games:

- stiff paper
- cardboard
- crayons, coloured pencils, or markers
- scissors.

Vocabulary books for game design

Note for the teacher: gather as many books as you can that contain vocabulary words so the children can create comprehensive word banks.

Suggested books:

Absurd Words: A kids' fun and hilarious word builder for future word nerds by Tara Lazar

Merriam-Webster's Dictionary for Children by Merriam-Webster

Merriam-Webster's Word of the Day by Merriam-Webster

Once Upon a Word: A Word Origin Dictionary for Kids by Jess Zafarris

The Merriam-Webster Thesaurus by Merriam-Webster

365 Words for Clever Kids by Meredith L. Rowe and Monika Forsberg

1,000 Useful Words: Build Vocabulary and Literacy Skills by DK

LinkyThinks ADVANCED Word Wheel Book (9-13 years) for Vocabulary, Description and Creative Writing by Alexander Rosenburg

Oxford Roald Dahl Dictionary by Oxford Dictionaries

Mrs Wordsmith Storyteller's Word A Day, Ages 7-11 (Key Stage 2): 180 Words To Take Your Storytelling To The Next Level by Mrs Wordsmith

Vocabulary Ninja: Mastering Vocabulary - Activities to Unlock the World of Words by Andrew Jennings

The Dictionary of Difficult Words: with more than 400 perplexing words to test your wits by Jane Solomon

Thinking styles and learning preferences inventory scoring guide

Student name: _____

Date: _____

Transfer student scores to the grid below. For example, if a student scored the first item with a 3 (This often describes me), enter a 3 in the blank. When you have entered every question's score, total each of the five columns.

Item Score	Item Score	Item Score	Item Score	Item Score
1.	2.	4.	5.	6.
3.	7.	10.	11.	13.
8.	9.	14.	12.	18.
15.	17.	20.	19.	22.
16.	21.	24.	23.	29.
26.	25.	27.	28.	31.
33.	32.	36.	30.	34.
35.	37.	40.	39.	38.
Total	Total	Total	Total	Total
Visual	Auditory	Kinesthetic	Global	Analytic

Within the first three columns, the highest total indicates a student's favored learning preference (visual, auditory, or kinesthetic). The highest score within the last two columns suggests a student's preferred thinking style (global or analytic).

The lowest score possible for a learning preference or thinking style is 8. This score suggests that students do not feel a particular style describes them. A score of 24, on the other hand, suggests that students strongly prefer a given mode of learning or thinking. A high score of 18 or more is a strong indicator of a student's preferred learning preference or thinking style. A score of 10 or less is a strong indicator that students are not inclined to a particular style of learning or thinking.

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Name the county

This game has a card for each of the 47 geographic/ceremonial counties in England, although the City of London has been omitted as the facts are covered by Greater London. Each card gives five clues to help players identify the county. The game can be played in small groups or with the entire class, allowing the first student who stands to give the answer and earn points.

Purpose: to practise and review geographical knowledge about the 47 English counties.

Materials needed:

- card of any colour to print game cards and to mount rules box
- laminating materials.

Construction:

1. Print game card pages on coloured card.
2. Laminate pages and cut up cards.
3. Trim rules box and mount on card of same colours as used for game cards.
4. Laminate.

Rules for Name the county

This game is for three players and one scorekeeper. Each player needs scrap paper and a pencil for keeping score.

1. The scorekeeper shuffles the cards and places them face down.
2. The scorekeeper turns the first card up and reads each clue aloud, pausing after each clue.
3. After hearing any clue, a player may write the county name on paper and show it to the scorekeeper.
4. The first player to write the correct county name gets the number of points equal to the number of the clue.
5. Points are recorded, and the scorekeeper starts with another card.
6. The game ends when there are no more cards. The player with the most points wins.

Name: Date:

Game design quick quiz

Directions: use the words in your *Final word bank* to answer the questions below. Use different words for each activity.

1. Use a dictionary to write the definitions of three words from your word bank.

- a.
.....
- b.
.....
- c.
.....

2. Use a thesaurus to find two synonyms and one antonym for three words from your word bank. Write them in the chart.

Word	Synonym #1	Synonym #2	Antonym

3. Write sentences using three of the words from your word bank.

- a.
.....
- b.
.....
- c.
.....

Name:

Date:

Game design summative assessment

Directions: follow the directions to play the vocabulary game. Use the next page to add up your points and answer the questions.

Vocabulary Valentines game rules

1. Build vocabulary words from the words that are already on the game board. Your words can only go up and down and left to right. They must be real words.
2. You may use a dictionary or thesaurus to help you find interesting words, but you cannot use the same word more than once.
3. Make sure all your words are spelt correctly and are at least at your age level.
4. You get one point for each letter in your word. If a letter lands on a heart, it is worth two points.
5. You need to add at least 10 words, and you must earn at least 50 points.

				m									
				a				♥				v	
				r								o	
				c								l	
	e	N	c	h	a	n	t	e	d			u	
												n	♥
				♥								t	
		P										a	
		R		c	h	a	n	d	e	l	i	e	r
		E										y	
			C	r	e	a	t	i	v	e			
			I								♥		
			O										
			U			M	o	n	a	r	c	h	
			S										