

Skyline Phonics Book 2 *Game Package*

Unit 1: *Game 1* (8 minutes)

Materials: blank name tag stickers; a marker

1. Ask all the students to stand up. Have them write their English names on their name tags and stick them on their right chest.
2. **[modeling]** Have students listen to your prompts and organize themselves in a line. For example, in alphabetical order of their English name or in blobs according to something they have in common (e.g., birthday month). Other prompts could be:  
“Line up in chronological order of your birthdays.”  
“Line up in order of how many siblings you have.”  
“Gather with those who have the same colored clothing as you.”  
“Line up in alphabetical order of your mother’s English names.”
3. Ask students to learn other students’ names and introduce themselves.
4. Have a student introduce one student (next to or in the blob) and tell the class one thing they have in common.

Unit 1: *Game 2* (8 minutes)

Materials: Flashcards 138, 140, 159, 161, 183, 184, 199, 221, 229, 233, 234, 235, 250, 251, 98, 252, 262, 263, 316, and 317.

1. Review all the newly-learned flashcards—“bake, bay, cake, cape, date, day, gain, lay, nail, pain, pan, pay, rail, rain, rat, rate, sad, say, tap, and tape”—from Unit 1.
2. **[modeling]** Select a student to come up to the whiteboard. Secretly show the student a flashcard (picture side) so that the other students cannot see it. Have the student quickly draw a picture of that flashcard on the whiteboard and ask the other students to guess which flashcard the picture represents. Give the student a 10-second time limit. The first student who correctly guesses the flashcard (says it correctly) gets one point and comes up to the whiteboard and becomes the next drawer.
3. Play until all flashcards have been used.
4. Do the same thing by secretly showing the student “the word side” and have him/her draw the picture on the whiteboard.
5. The student who gets the most points wins the game.

Unit 2: *Game 3* (8 minutes)

Materials: Flashcards 138, 140, 159, 161, 183, 184, 199, 221, 229, 233, 234, 235, 250, 251, 98, 252, 262, 263, 316, and 317.

1. Review all the newly-learned flashcards—“bake, bay, cake, cape, date, day, gain, lay, nail, pain, pan, pay, rail, rain, rat, rate, sad, say, tap, and tape”—from Unit 1.
2. Students sit in a circle.
3. **[modeling]** You need two sets of flashcards. Give each of your students a flashcard from one set. You keep the other set. You hold up one flashcard with “the picture side” facing the students and the student with the same flashcard stands up, shows his/her flashcard to the class and says the word and then sits down again. If a student cannot recognize his/her card and stand up in 5 seconds or cannot pronounce it correctly, he/she is out of the game.
4. Play the game at a fast pace so that students are standing up and sitting down rapidly.
5. The last three students who remain in the game win.

Unit 2: *Game 4* (8 minutes)

Materials: Flashcards 141, 142, 143, 191, 211, 212, 213, 225, 226, 227, 236, 253, 99, 254, 268, 269, 270, 330, and 331.

1. Review all the newly-learned flashcards—“bead, beat, bet, feet, he, heat, heel, me, meat, meet, peel, read, red, reed, seat, set, she, we, and wet.”—from Unit 2.
2. Separate students into two teams.
3. **[modeling]** Tape nine flashcards (3 x 3) on the whiteboard with picture side facing the students. one student from each team come to the front. The student from Team A picks a card and says the word it represents. If it is correct, he/she can claim that space with an X. If not, he/she loses the chance and the team should send another student to the front for the next term. Then the student from Team B picks a card and continues. If it is correct, he/she can claim that space with an O.
4. Play the game until a straight “X” line or “O” line is formed.
5. The team that first forms a line get one point. The team that first gets three points wins the game.

### Unit 3: *Game 5* (8 minutes)

Materials: Flashcards 141, 142, 143, 191, 211, 212, 213, 225, 226, 227, 236, 253, 99, 254, 268, 269, 270, 330, and 331.

1. Review all the newly-learned flashcards—“bead, beat, bet, feet, he, heat, heel, me, meat, meet, peel, read, red, reed, seat, set, she, we, and wet.”—from Unit 2.
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3. **[modeling]** Place flashcards around the room and have students walk around the classroom touching the flashcards that you order them to do. For example, you can ask them to “touch the word ‘bike’ with your elbow,” “touch the word ‘kite’ with your index finger,” or “touch the word ‘lip’ with your nose.” The first one who finds the card and follows your order get a point. (Remind the students not to run around so they won’t crash into any one.)
4. Play the game until all the cards are identified.
5. The student with the most points wins the game.

### Unit 3: *Game 6* (8 minutes)

Materials: Flashcards 144, 145, 147, 178, 192, 193, 34, 197, 214, 59, 220, 61, 222, 66, 231, 237, 106, 274, and 319. A ball.

1. Review all the newly-learned flashcards—“bike, bind, bite, cry, fight, find, fit, fly, hike, kid, kind, kite, lie, lip, night, pie, sit, site, and tie.”—from Unit 3 and tape all the flashcards on the whiteboard with word side facing out as hints.
2. **[modeling]** Grab a ball and have all the students form a circle. Categorize the vocabulary on the flashcards into two types—long vowel type [bike, pie, find...] and short vowel type [sit, kid...]. Begin the game by tossing the ball at a student. That student will catch the ball and shout a word related to one category, such as “fly” in the long vowel group. Then he/she throws the ball to another student. As each student catches the ball, he/she needs to come up with another word that fits the category, such as “cry” or “pie” in this example. If a student repeats a word that has already been said or cannot think of a new one within three seconds, he/she is out and must sit on the sidelines.
3. Play this game with fast pace. The second round flip all the flashcards with the picture side facing out and shorten the reacting time to two seconds.
4. The last student in the circle wins the game.

Unit 4: *Game 7* (8 minutes)

Materials: Flashcards 144, 145, 147, 178, 192, 193, 34, 197, 214, 59, 220, 61, 222, 66, 231, 237, 106, 274, and 319.

1. Review all the newly-learned flashcards—“bike, bind, bite, cry, fight, find, fit, fly, hike, kid, kind, kite, lie, lip, night, pie, sit, site, and tie.”—from Unit 3. Separate students into two teams and draw a line down the middle of the white board.
2. **[modeling]** Prepare two sets of flashcards and put them in two bags. Give a student from each team a pen and ask him/her to choose a word from his/her bag. Tell them to draw the word as a picture on the whiteboard and encourage their team to guess the word. The first team to shout the correct answer gets a point. The student who has completed drawing should then nominate someone else to draw for their team.
3. Repeat this until all the flashcards are gone. (Make sure the bag has enough flashcards that each student gets to draw at least once!) After eight minutes, the team that has the most points wins the game.

Unit 4: *Game 8* (8 minutes)

Materials: Flashcard 151, 153, 170, 172, 176, 177, 205, 215, 216, 217, 218, 232, 257, 258, 259, 260, 261, 290, 320, and 321.

1. Review all the newly-learned flashcards—“blow, boat, coat, cot, crop, crow, goat, hoe, home, hop, hope, nose, road, rod, roe, rope, rose, snow, toad, and toe.”—from Unit 4.
2. Students sit in a circle.
3. **[modeling]** Starting at one side of the classroom, have two students stand up. Then quickly show them a flashcard (with picture side facing them). The first student to say it correctly moves on to the next student. The losing one sits down. The goal for each student is to go around the classroom, reading the flashcards without being beaten and thus returning to the seat where you started.
4. If one particular student wins all the time, you can assign him/her to be the TA to conduct the game and you can take a seat and observe.
5. Play this game until one student returns to where you started and he/she is the winner.

Unit 5: *Game 9* (8 minutes)

Materials: Materials: Flashcard 151, 153, 170, 172, 176, 177, 205, 215, 216, 217, 218, 232, 257, 258, 259, 260, 261, 290, 320, and 321. A ball.

1. Review all the newly-learned flashcards—“blow, boat, coat, cot, crop, crow, goat, hoe, home, hop, hope, nose, road, rod, roe, rope, rose, snow, toad, and toe.”—from Unit 4.
2. Separate students into two teams. Students line up facing the whiteboard.
3. **[modeling]** Put a basket in front of the whiteboard. First show a flashcard to the first student in both teams. The one who first says the word correctly can have a shot at the basket. If the student gets the ball in the basket, then he/she wins two points for his/her team. If the student hits the basket without going inside then he/she wins one point for his/her team.
4. Play the game until all the flashcards are used.
5. The team with the most points wins the game.

Unit 5: *Game 10* (8 minutes)

Materials: Flashcards 152, 171, 179, 180, 185, 198, 204, 209, 74, 228, 78, 230, 244, 291, 322, 114, 327, and 328.

1. Review all the newly-learned flashcards—“blue, cool, cube, cute, dew, fume, glue, group, mug, mute, net, new, pool, soup, tool, top, true, and trust.”—from Unit 5.
2. Separate students into two teams and have them line up.
3. **[modeling]** Place two flashcards (with picture side facing up) on the floor at the front of the classroom. Give the two students at the front of the lines one eraser each. When the teacher calls out one of the two flashcards, the two students race to put their erasers on the correct flashcard. The first student to do so wins a point for his/her team. Then both students go to the last one of their lines.
4. Play this game until all the flashcards are used. Then add a third card. Play with three cards for several turns, and then add a fourth card, a fifth card, and so on.
5. The team with the most points wins the game.

Unit 6: *Game 11* (8 minutes)

Materials: Materials: Flashcards 152, 171, 179, 180, 185, 198, 204, 209, 74, 228, 78, 230, 244, 291, 322, 114, 327, and 328. Two bean bags.

1. Review all the newly-learned flashcards—“blue, cool, cube, cute, dew, fume, glue, group, mug, mute, net, new, pool, soup, tool, top, true, and trust.”—from Unit 5.
2. Separate students into two teams.
3. **[modeling]** Place the flashcards with word side down (picture side up) on the floor. Each team send a student to the front. Both students can toss the bean bags on any flashcards on the floor and they must be able to say the word to get one point. If they cannot say the word, they lose the turn and the next student from their team gets a try.
4. Play the game until all the flashcards are called out.
5. The team with the most points wins the game.

Unit 7: *Game 12* (8 minutes)

Materials: Flashcards 148, 149, 150, 152, 166, 167, 168, 169, 194, 195, 196, and 197. Handkerchiefs.

1. Review all the flashcards—“black, blade, blend, blue, clam, clean, clip, clue, flag, flame, flip, and fly.”—from Unit 6.
2. Separate students into two groups and prepare two sets of the same flashcards.
3. **[modeling]** Hand out the flashcards to each group, one student taking one flashcard. Blindfold one set of students. The non-blindfolded students stand in a well-spaced line and begin the game by calling out the name of their card. They cannot move around. At first, nobody knows who has the same cards. The blindfolded students can move around and can only respond if they hear the name of their flashcards, and only by saying the word of the flashcard in a back and forth fashion. The pair keep saying it until they touch each other.
4. The first pair to touch each other is the winner.

Unit 8: *Game 13* (8 minutes)

Materials: Flashcards 201, 202, 203, 204, 240, 241, 242, 243, 279, 280, 281, and 282.

1. Review all the flashcards—“glad, glass, globe, glue, plan, plane, play, plug, sleep, slip, slot, and slow”—from Unit 7.
2. Separate students into two teams.
3. **[modeling]** Have students in each team make their way, one by one, hopping across the classroom toward you. They take a flashcard and say its word, then get back to their team. To do so, students from each team must use two to four puzzle mats (depending on the classroom size) to slowly make their way over to you and use another two to four puzzle mats back to their team again. If a student doesn’t know how to pronounce a flashcard, he/she has to hop back without taking any flashcards.
4. After eight minutes, the team with the most flashcards wins the game.

Unit 9: *Game 14* (8 minutes)

Materials: Flashcards 154, 155, 156, 157, 173, 174, 175, 178, 186, 187, 188, and 189.

1. Review all the flashcards—“brake, brass, brick, bride, crab, cream, crib, cry, drag, dream, drive, and drum.”—from Unit 8.
2. Separate students into two teams.
3. **[modeling]** Tape all the flashcards on the whiteboard with picture side facing out. Have both teams of students lined up facing the white board. Call out a word and the students at the front of the line race to touch the corresponding picture. The first student who hits the correct picture gets a point for the team. Then both students go to the end of the lines. The students rotate after each turn so all the students had a chance to play the game.
4. Play until all the flashcards are called out once and touched by all students.
5. The team with the most points wins the game.

Unit 10: *Game 15* (8 minutes)

Materials: Flashcards 206, 207, 208, 210, 245, 246, 247, 248, 323, 324, 325, and 326.

1. Review all the flashcards—“grab, grape, grass, grow, pray, press, print, prune, train, trap, tree, and trick.”—from Unit 9.
2. Students sit in a circle.
3. **[modeling]** Put the flashcards with “the picture side” up on the floor in the circle in front of the students. At the beginning, choose four flashcards. Give students a few seconds to memorize the pictures and then tell them to close their eyes. Take away one of the flashcards and then tell the students to open their eyes again. The first student to guess the missing flashcard can get one point. The second round, put five flashcards in the circle and repeat the previous steps.
4. Play the game until all the flashcards are guessed.
5. The student who gets the most points wins the game.

Unit 11: *Game 16* (8 minutes)

Materials: Flashcards 283, 284, 285, 286, 287, 288, 289, 290, 311, 312, 313, and 314.

1. Review all the flashcards—“smell, smile, smog, smoke, snack, snake, snap, snow, sweet, swell, swim, and swipe.”—from Unit 10.
2. Separate students into two teams.
3. **[modeling]** Have the students form a large circle (half in Team A and half in Team B). Choose one student from each team to play first. The two players stand facing each other in the center of the circle. Stick a flashcard to the back of each player. Tell the two players to place their hands behind their backs. Then have the two players perform a “Sumo Stomp.” When you say “go,” the two players move around and try to see what flashcard is on their opponent’s back. The two students are not allowed to touch each other and they must keep their hands behind their back at all time. The students who form the circle must not help the players in any way (if this happens, award a point to the other team). The first player to call out what’s on their opponent’s flashcard scores a point for their team. Then two new players enter the center of the circle and the game continues with new flashcards.
4. The team with the most points wins the game.



Unit 12: *Game 17* (8 minutes)

Materials: Flashcards 275, 276, 277, 278, 292, 294, 296, 297, 302, 304, 305, and 306.

1. Review all the flashcard—“skate, skid, skin, sky, speak, spill, spoon, spot, stake, stand, stew, and stop.”—from Unit 11.
2. **[modeling]** Scatter all the flashcards face down on the floor—prepare at least one per student. Play some fun music and students dance around the flashcards, moving in the same direction. When you stop the music, they pick up the card nearest to them and hold it up in the air. Ask them each in turn to say the word they have. If all say it correctly, they can place the flashcards back on the table facing down and continue to dance around. If any one of them pronounces it incorrectly, he has to step out of the circle.
3. The game continues for eight minutes. The winners are those who remain in the circle until the end.

Unit 13: *Game 18* (8 minutes)

Materials: Flashcards 264, 265, 266, 267, 298, 299, 300, 301, 307, 308, 309, and 310.

1. Review all the flashcards—“scrape, scribe, script, scrub, sprain, spray, spring, sprint, straight, strap, stress, and stripe”—from Unit 12.
2. Separate students into two teams.
3. **[modeling]** Lay the flashcards on the floor to make a game path. Each team forms a line at both sides of the game path. Have one student from each team walk toward each other from their side. They have to call out the flashcard they step by—one at a time. If they pronounce it incorrectly, they have to go back to the end of their team. Otherwise they just keep stepping forward as long as they can say each flashcard word correctly. If they meet each other, they have to do rock-paper-scissors to determine a winner. The winner can continue stepping forward and the loser needs to go back to the end of the team. The next person from the losing team needs to start from the beginning flashcard and fight the previous winner.
4. The team which reaches the other side (finish line) first wins the game.

Unit 14: *Game 19* (8 minutes)

Materials: Flashcards 139, 160, 50, 57, 60, 62, 238, 101, 273, 303, 318, and 128.

1. Review all the flashcard—“bank, camp, ink, jump, king, lamp, pink, ring, sing, stamp, thank, and wing,”—from Unit 13.
2. **[modeling]** Give each student a flashcard and have them form a line. One student is seated as the main player. One by one, each student walks past the seated student holding out their flashcard for the seated player to look at and try to remember. Keep going until the line has gone. Now seat all the students and see how many flashcards the player remembers. Each flashcard remembered is worth 1 point. (To make it more challenge, if the player remembers them in the correct order, he/she gets 2 extra points.)
3. The student who gets the most points wins the game.

Unit 15: *Game 20* (8 minutes)

Materials: Flashcards 162, 163, 190, 224, 239, 256, 271, 272, 293, 295, 315, and 329.

1. Review all the flashcards—“change, chess, English, match, pitch, rich, ship, shop, speech, splash, switch, and watch.”—from Unit 14.
2. Separate students into two teams. Each team lines up facing the whiteboard.
3. **[modeling]** Place two sets of identical flashcards at the front of the class next to the whiteboard. Draw a line in the middle of the whiteboard to separate the two teams. The first student in each team should be near the board and the last one should be near the back of the class. You go to the back of the two lines and whispers two different sets of three or four words to the two students at the back. The last student whispers these words to the student in front of them. They must copy you and say the words in the order they heard. The next student whispers the words to the student in front of them and so on, until your words have passed to the first student nearest to the whiteboard. The first student in each team must grab the flashcards that match the order of the words and stick them to the board. The first team to put up the flashcards in the correct order wins a point. When the round is over, the students at the front move to the last one and everyone else moves up one place, then the process is repeated.
4. The team with the most points wins the game.

## Flashcard numbers

137 (apology), 138 (bake), 139 (bank), 140 (bay), 141 (bead), 142 (beat), 143 (bet), 144 (bike), 145 (bind), 146 (biology), 147 (bite), 148 (black), 149 (blade), 150 (blend), 151 (blow), 152 (blue), 153 (boat), 154 (brake), 155 (brass), 156 (brick), 157 (bride), 158 (cage), 159 (cake), 160 (camp), 161 (cape), 162 (change), 163 (chess), 164 (cigar), 165 (city), 166 (clam), 167 (clean), 168 (clip), 169 (clue), 170 (coat), 171 (cool), 172 (cot), 173 (crab), 174 (cream), 175 (crib), 176 (crop), 177 (crow), 178 (cry), 179 (cube), 180 (cute), 181 (cycle), 182 (cyclone), 183 (date), 184 (day), 185 (dew), 186 (drag), 187 (dream), 188 (drive), 189 (drum), 190 (English), 191 (feet), 192 (fight), 193 (find), 194 (flag), 195 (flame), 196 (flip), 197 (fly), 198 (fume), 199 (gain), 200 (ginger), 201 (glad), 202 (glass), 203 (globe), 204 (glue), 205 (goat), 206 (grab), 207 (grape), 208 (grass), 209 (group), 210 (grow), 211 (he), 212 (heat), 213 (heel), 214 (hike), 215 (hoe), 216 (home), 217 (hop), 218 (hope), 219 (huge), 220 (kind), 221 (lay), 222 (lie), 223 (magic), 224 (match), 225 (me), 226 (meat), 227 (meet), 228 (mute), 229 (nail), 230 (new), 231 (night), 232 (nose), 233 (pain), 234 (pan), 235 (pay), 236 (peel), 237 (pie), 238 (pink), 239 (pitch), 240 (plan), 241 (plane), 242 (play), 243 (plug), 244 (pool), 245 (pray), 246 (press), 247 (print), 248 (prune), 249 (race), 250 (rail), 251 (rain), 252 (rate), 253 (read), 254 (reed), 255 (rice), 256 (rich), 257 (road), 258 (rod), 259 (roe), 260 (rope), 261 (rose), 262 (sad), 263 (say), 264 (scrape), 265 (scribe), 266 (script), 267 (scrub), 268 (seat), 269 (set), 270 (she), 271 (ship), 272 (shop), 273 (sing), 274 (site), 275 (skate), 276 (skid), 277 (skin), 278 (sky), 279 (sleep), 280 (slip), 281 (slot), 282 (slow), 283 (smell), 284 (smile), 285 (smog), 286 (smoke), 287 (snack), 288 (snake), 289 (snap), 290 (snow), 291 (soup), 292 (speak), 293 (speech), 294 (spill), 295 (splash), 296 (spoon), 297 (spot), 298 (sprain), 299 (spray), 300 (spring), 301 (sprint), 302 (stake), 303 (stamp), 304 (stand), 305 (stew), 306 (stop), 307 (straight), 308 (strap), 309 (stress), 310 (stripe), 311 (sweet), 312 (swell), 313 (swim), 314 (swipe), 315 (switch), 316 (tap), 317 (tape), 318 (thank), 319 (tie), 320 (toad), 321 (toe), 322 (tool), 323 (train), 324 (trap), 325 (tree), 326 (trick), 327 (true), 328 (trust), 329 (watch), 330 (we), 331 (wet)