

## Skyline Phonics Book 3 *Game Package*

### Unit 1: *Game 1* (8 minutes)

Materials: paper and pens

1. Ask all the students to stand up. Move all the desks and chair to the sides of the classroom. Have them write their English names and three to five facts about themselves on a piece of paper.
2. **[modeling]** Have students make a paper airplane with their own information folded inside. Fly the paper airplane towards the center of the room. Each student should pick up the plane that landed closest to them, unfold it, read the facts and try to guess whom these facts belong to. If he/she doesn't get it right, the chance will be open to the rest of the class.
3. The student who first guesses it correctly gets a point.
4. The student who gets the most points wins the game.

### Unit 2: *Game 2* (8 minutes)

Materials: Flashcard 341, 342, 400, 417, 420, 430, 439, 465, 483, 507, 519, and 130.

1. Review all the newly-learned flashcards—"auto, ball, fault, hall, haul, jaw, launch, paw, saw, tall, walk, and yawn."—from Unit 1.
2. Separate students into two teams.
3. **[modeling]** Line the flashcards in a straight row with space in between on the floor. Students in two teams line up at the end of both sides of the flashcard row. Have two students hop and say the flashcard they land next to. They hop along saying each flashcard and race to the other end. The first to reach the finish line gets one point.
3. Play until all the students hop to the end of the flashcard row.
4. The team which gets the most points wins the game.

Unit 3: *Game 3* (8 minutes)

Materials: Flashcard 353, 358, 376, 404, 431, 432, 459, 462, 481, 492, 494, and 516.

1. Review all the newly-learned flashcards—“boil, boy, coin, foil, joint, joy, oil, oyster, royal, soil, soy, and toy.”—from Unit 2.
2. Separate students into two teams.
3. **[modeling]** Have students stand in two lines facing each other at two sides of the classroom. Assign each team member a number from one to six (Supposed there are 12 students in the class...). Place all the flashcards on the floor with picture side facing up in the middle of the two teams. Call a number and a flashcard, such as “Number two—royal!” The students assigned that number must run into the center, take the flashcard and shout “royal!!!” The student who touches and calls first can take the flashcard to their team.
4. Play the game until all the flashcards are taken.
5. The team with the most flashcards wins the game.

Unit 4: *Game 4* (8 minutes)

Materials: Flashcard 355, 362, 364, 381, 384, 413, 426, 475, 478, 489, and 530.

1. Review all the newly-learned flashcards—“book, bull, bush, cook, could, good, hook, pull, push, should, and would.”—from Unit 3.
2. Separate students into two teams.
3. **[modeling]** Use the flashcards so that you know which word to say and to show students if they are correct. Silently mouth the vocabulary word on the flashcard. Make it as exaggerated as needed. The representatives from each team race to the front and write the word on the whiteboard. The first who writes it correctly gets a point.
4. Play the game until all the flashcards are mouthed.
5. The team that gets the most points wins the game.

Unit 5: *Game 5* (8 minutes)

Materials: Flashcard 357, 361, 374, 375, 385, 395, 405, 427, 453, 474, 480, and 493.

Black, blue and red markers.

1. Review all the newly-learned flashcards—“bow, brown, cloud, clown, cow, down, frown, house, mouse, proud, round, and sound.”—from Unit 4.
2. Separate students into two teams. The students in Team A use blue markers and the students in Team B use red markers.
3. **[modeling]** Stick all 12 flashcards on the upper part of the whiteboard. Use black marker to make a column under each flashcard (12 columns total). Have the representative of each team create a new word with different spelling sequence (based on the letters on the original flashcard) and write it underneath the flashcard. For example, “house” could be spelled as “hose, shoe, hoe, hue, she, he, etc.” Each student has one minute to complete the task.
4. Play the game until all the students cannot think of any other words. Calculate the letters spelled from blue and red teams. Each letter is worth one point.
5. The team with the most points wins the game.

Unit 6: *Game 6* (8 minutes)

Materials: Flashcard 338, 343, 344, 366, 368, 369, 398, 419, 463, 498, 536, and 53.

1. Review all the newly-learned flashcards—“arch, bar, bark, car, carp, cart, far, harp, park, star, yard and jar.”—from Unit 5.
2. Separate students into two teams.
3. **[modeling]** The two teams line up in front of you. Show the first students of each team a flashcard with the picture side facing them. They have to compete spelling the letters of that word out loud. If correct, the student who first finishes spelling it gets a point for his/her team. He/ She can continue competing with the next student from the other team for the next term. If no one spells it correctly, they both go to the end of their team.
4. Play this game until all the words of the flashcards are spelt correctly.
5. The team with the most points wins the game.

Unit 7: *Game 7* (8 minutes)

Materials: Flashcard 333, 339, 378, 392, 399, 429, 440, 454, 471, 508, 529, and 534.

1. Review all the newly-learned flashcards—“actor, armor, color, doctor, farmer, injure, lecture, nature, picture, teacher, worker, and writer.”—from Unit 6.
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 sit facing each other in the center of the circle. Place all the flashcards on the floor with picture side facing up. For example, when you say, “Simon says, ‘touch the flashcard—actor!!!’” The two students race to touch the flashcard. When you say, “touch the flashcard—color!!!” Nobody needs to move. If a student makes a mistake, the other team gets one point.
4. Play until all the flashcards are called out.
5. The team with the most points wins the game.

Unit 8: *Game 8* (8 minutes)

Materials: Flashcard 350, 363, 387, 391, 402, 408, 412, 457, 477, 488, 527, and 528.

1. Review all the newly-learned flashcards—“bird, burn, curl, dirt, fern, germ, girl, nurse, purse, shirt, word, and work.”—from Unit 7.
2. Separate students into two teams.
3. **[modeling]** Gather the students and have them line up in two lines. Show a flashcard to the first students and have them say that word. Have them say that word to the next student. Then show the next flashcard to the first students again. Instead of simply saying that card only, they need to repeat the previous flashcards before saying the new one. Each time, add one more flashcard and have the students repeat the previous ones in order before saying the new card.
4. This word list will build with each student’s turn until they can say all of the flashcards from memory.
5. Play this game until all 12 flashcards are memorized.
6. Check with the students at the end of each team. The student who can say all the words in the correct order wins the game for the team.

Unit 9: *Game 9* (8 minutes)

Materials: Flashcard 335, 346, 367, 416, 418, 466, 497, 499, 505, 511, 520, and 523.

1. Review all the newly-learned flashcards—“air, bear, care, hair, hare, pear, square, stare, swear, there, wear, and where.”—from Unit 8.
2. Separate students into two teams.
3. **[modeling]** Spread all 12 flashcards on a table. Have two teams of students sit on both sides of the table. The picture side of the flashcard should face up. All the students should put their hands behind their backs. You say a word which is correspondent to one of the pictures. The first student to slap his/her hand on the card gets a point for his/her team.
4. Play the game until all the flashcards are called out.
5. The team with the most points wins the game.

Unit 10: *Game 10* (8 minutes)

Materials: Flashcard 347, 389, 390, 401, 422, 424, 455, 467, 495, and 501.

1. Review all the newly-learned flashcards—“beer, dear, deer, fear, hear, here, near, peer, sphere, and steer.”—from Unit 9.
2. Separate students into two teams and have them line up at the back of the classroom. Make sure that the students have a clear runway to the board.
3. **[modeling]** Stick all the flashcards on the whiteboard with the word side facing out. Describe a word and have one student from each team race to grab the corresponding flashcard being “described”. (You can do gestures to make them guess if necessary, but you cannot say the exact word on the flashcard.) The first student to grab the correct flashcard keeps the card for his/her team.
4. Play this game until all the flashcards are grabbed.
5. The team with the most points wins the game.

Unit 11: *Game 11* (8 minutes)

Materials: Flashcard 351, 352, 356, 394, 403, 425, 452, 458, 479, 485, 491, and 503.

1. Review all the flashcards—“boar, board, bore, door, floor, hoard, more, oar, roar, score, soar, and store.”—from Unit 10.
2. Separate students into two teams. Stand one student from each team in front of the board, facing away from it.
3. **[modeling]** Stick two flashcards on the board with the picture side facing out (e.g., “oar” for one team and “floor” for the other) and the students in their teams have to explain that word to their team member (e.g., “You use it to row a boat.” or “You step on it.” The first student out of the two standing in front of the board to guess the word wins a point for his/her team.
4. Play the game until all the flashcards are guessed.
5. The team with the most points wins the game.

Unit 12: *Game 12* (8 minutes)

Materials: Flashcard 334, 336, 340, 370, 397, 445, 446, 460, 487, and 526. Three cups.

1. Review all the flashcards—“ago, album, atom, cavity, family, lion, lotus, open, seven, and woman.”—from Unit 11.
2. Separate students into two teams.
3. **[modeling]** Each team send a player to the front. One player puts a flashcard (with the picture side facing up) in one cup and does his/her three cups switching as best as he/she can. When he/she stops, the other player chooses a cup and looks underneath it. If he/she finds the card, he/she doesn't automatically win. He/she will have to prove he/she knows the word—he/she should pronounce it correctly. If the player gets it right, he/she gets to keep the card. Then switch. The next player from the guessing team should do the cup switch this time.
4. Play this game for eight minutes.
5. The team with the most flashcards wins the game.

Unit 13: *Game 13* (8 minutes)

Materials: Flashcard 345, 447, 456, 464, 486, 509, 510, 512, 513, 514, and 318.

1. Review all the flashcards—“bathe, math, north, path, seethe, teethe, that, thin, think, this, and thank.”—from Unit 12.
2. Separate students into two teams. Have both teams line up at the back of the classroom.
3. **[modeling]** Slowly show the first student of each team the picture side of the flashcard. The first students of each team race to the front and write the word on the whiteboard. The first who writes it correctly gets a point.
4. Play the game until all the flashcards are used.
5. The team that gets the most points wins the game.

Unit 14: *Game 14* (8 minutes)

Materials: Flashcard 383, 393, 409, 410, 414, 438, 468, 469, 521, 522, 524, and 525.

1. Review all the flashcards—“cough, dolphin, ghetto, ghost, graph, laugh, phone, photo, whale, wheat, whisper, and white.”—from Unit 13.
2. **[modeling]** Arrange the students’ chairs in a circle (minus one chair) facing out. Ask the students to sit on a chair. The student without a chair stands in the middle of the circle. Give each student sitting in a chair a flashcard. Call out two words (e.g., “whisper” and “laugh”). The two students who have those flashcards must then swap places. The student in the middle has to try to sit in one of their seats while the two students are swapping places. If the student in the middle manages to sit in one of the chairs, the students left standing has to give his/her flashcard to the student who took his/her place and lose one point.
3. Play the game for eight minutes until all the flashcards are called out at least once.
4. The student who never loses any points wins the game.

Unit 15: *Game 15* (8 minutes)

Materials: Flashcard 332, 337, 373, 396, 461, 470, 484, 502, 26, 76, 102, and 287.

1. Review all the flashcards—“ache, anchor, clock, echo, orchid, pick, school, stomach, duck, neck, rock, and snack.”—from Unit 14.
2. Remove all the desks and chairs to the sides or corners of the classroom. Students need spaces to move around.
3. **[modeling]** Have the students standing in the center of the classroom with all 12 flashcards (picture side facing up) scattered around them. You will say the name of one of the flashcards, say, “orchid” and they will have to search for it. The student who finds it will repeat that word, show you the flashcard and put it back on the floor. If it is correct, the student can get one point. If not, you can continue the game.
4. Play the game for eight minutes until all the flashcards are guessed.
5. The student with the most points wins the game.

Unit 16: *Game 16* (8 minutes)

Materials: Flashcard 354, 372, 379, 433, 434, 435, 436, 515, 531, 532, 533, and 535.

1. Review all the flashcard—“bomb, climb, comb, knee, knit, knock, knot, thumb, wrap, wrist, write, and wrong.”—from Unit 15.
2. **[modeling]** Put twelve chairs in a big circle facing out. Put a flashcard on each chair. Play the music or chant so students can walk, jump and dance around the big circle. You call out a flashcard and the students must race to sit on any chair EXCEPT which you just called out (with the named flashcard on). Whoever sits on the chair with the named flashcard loses a point.
3. Play the game for eight minutes until all the flashcards are called out.
4. The student who never loses any points wins the game.

Unit 17: *Game 17* (8 minutes)

Materials: Flashcard 371, 428, 437, 450, 472, 473, 02, 42, 105, 112, 145, and 193.

1. Review all the flashcards—“cent, hunt, land, mint, point, pond, ant, hand, sand, tent, bind, and find.”—from Unit 16.
2. Separate students into small teams of three to four. Each team chooses a student to stand at the other end of the classroom. This student must stand there perfectly still.
3. **[modeling]** The rest of the teams stand in a line at the other side of the room facing their teammate. Next to each team, place a chair with a set of flashcards piled up on it. You shout “Go!” and start the timer. The first student in each team needs to pick up a flashcard, face his/her teammate, say what it is, balance the flashcard on the head and walk to his/her teammate. When he/she reaches the teammate, balance the flashcard on his/her teammate’s head and run back. The second player in the line then picks up the new flashcard and repeats the process, balancing the second flashcard on his/her teammate’s head and run back.
4. Play the game for eight minutes. (If a flashcard drops on the floor, it cannot be picked up.)
5. Calculate the number of the flashcards on the representatives’ heads. The team with the most flashcards wins the game.

Unit 18: *Game 18* (8 minutes)

Materials: Flashcard 349, 386, 411, 415, 423, 441, 443, 449, 476, 482, 537, and 96.

1. Review all the flashcard—“belt, craft, gift, gulp, help, left, lift, melt, pulp, salt, yelp and quilt.”—from Unit 17.
2. **[modeling]** Put all the students’ desks in a circle and students stand outside of the circle facing center. Then give each one of them a flashcard and have them hold it up (with the picture side facing out) so everyone can see it clearly. One student stands in the middle of the circle, holding a plastic hammer. Choose one student to start. He/she has to read one of the other students’ flashcard and the person who has it must read another student’s flashcard, and so on. If the student hit the desk of the students whose card has been read before he/she is able to read another card, then he/she comes to the circle and lose one point.
3. The student who never loses any points wins the game.

Unit 19: *Game 19* (8 minutes)

Materials: Flashcard 348, 377, 380, 406, 407, 442, 448, 451, and 518. Two baskets and two balls.

1. Review all the flashcards—“beige, collision, confusion, garage, genre, leisure, measure, mirage, and vision.”—from Unit 18.
2. Separate students into two teams and have them line up close to the whiteboard.
3. **[modeling]** Stick two lines of the same set of nine flashcards with the picture side facing out (in different order) on the whiteboard. Each team is responsible for one line of cards. Place two baskets at the back of the classroom. The first player of each team says the word of the flashcards from left to right—one at a time. When they say it correctly, they can make one step forward. Then they say the second and third flashcard and make their way closer and closer to the basket. When they feel that they can throw the ball and hit the basket, they make their attempt. If the play makes it in, he/she gets one point for his/her team.
4. Play the game for eight minutes.
5. The team with the most points wins the game.

Unit 20: *Game 20* (8 minutes)

Materials: Flashcard 359, 360, 388, 421, 496, 500, 506, 517, 141, 212, 226, and 253.

1. Review all the flashcards—“bread, break, dead, head, spread, steak, sweat, tread, bead, heat, meat, and read.”—from Unit 19.
2. **[modeling]** Prepare two sets of flashcards. Use blank paper and paper clips to cover “the picture side” for one set of flashcard and cover “the word side” for the other set. Spread all twenty-four flashcards randomly on the floor facing up (with half word side up and half picture side up). Students line up in a row. Have students look carefully at the card for about 20 seconds and memorize the places of the flashcards. Put all the flashcards back down. Students then take turns to flip the cards in pairs. If a student matches a pair, he/she can keep the pair and continue to flip another two flashcards. If these two flashcards do not match, he/she should put them back and let the next student guess. Each pair is worth one point. The game continues until all the flashcards are picked up. The game can be run two or three times with the cards scatter in different places each time.
3. The student with the most points wins the game.

### Flashcard numbers

332 (ache), 333 (actor), 334 (ago), 335 (air), 336 (album), 337 (anchor), 338 (arch), 339 (armor), 340 (atom), 341 (auto), 342 (ball), 343 (bar), 344 (bark), 345 (bathe), 346 (bear), 347 (beer), 348 (beige), 349 (belt), 350 (bird), 351 (boar), 352 (board), 353 (boil), 354 (bomb), 355 (book), 356 (bore), 357 (bow), 358 (boy), 359 (bread), 360 (break), 361 (brown), 362 (bull), 363 (burn), 364 (bush), 365 (candy), 366 (car), 367 (care), 368 (carp), 369 (cart), 370 (cavity), 371 (cent), 372 (climb), 373 (clock), 374 (cloud), 375 (clown), 376 (coin), 377 (collision), 378 (color), 379 (comb), 380 (confusion), 381 (cook), 382 (copy), 383 (cough), 384 (could), 385 (cow), 386 (craft), 387 (curl), 388 (dead), 389 (dear), 390 (deer), 391 (dirt), 392 (doctor), 393 (dolphin), 394 (door), 395 (down), 396 (echo), 397 (family), 398 (far), 399 (farmer), 400 (fault), 401 (fear), 402 (fern), 403 (floor), 404 (foil), 405 (frown), 406 (garage), 407 (genre), 408 (germ), 409 (ghetto), 410 (ghost), 411 (gift), 412 (girl), 413 (good), 414 (graph), 415 (gulp), 416 (hair), 417 (hall), 418 (hare), 419 (harp), 420 (haul), 421 (head), 422 (hear), 423 (help), 424 (here), 425 (hoard), 426 (hook), 427 (house), 428 (hunt), 429 (injure), 430 (jaw), 431 (joint), 432 (joy), 433 (knee), 434 (knit), 435 (knock), 436 (knot), 437 (land), 438 (laugh), 439 (launch), 440 (lecture), 441 (left), 442 (leisure), 443 (lift), 444 (lily), 445 (lion), 446 (lotus), 447 (math), 448 (measure), 449 (melt), 450 (mint), 451 (mirage), 452 (more), 453 (mouse), 454 (nature), 455 (near), 456 (north), 457 (nurse), 458 (oar), 459 (oil), 460 (open), 461 (orchid), 462 (oyster), 463 (park), 464 (path), 465 (paw), 466 (pear), 467 (peer), 468 (phone), 469 (photo), 470 (pick), 471 (picture), 472 (point), 473 (pond), 474 (proud), 475 (pull), 476 (pulp), 477 (purse), 478 (push), 479 (roar), 480 (round), 481 (royal), 482 (salt), 483 (saw), 484 (school), 485 (score), 486 (seethe), 487 (seven), 488 (shirt), 489 (should), 490 (sixty), 491 (soar), 492 (soil), 493 (sound), 494 (soy), 495 (sphere), 496 (spread), 497 (square), 498 (star), 499 (stare), 500 (steak), 501 (steer), 502 (stomach), 503 (store), 504 (study), 505 (swear), 506 (sweat), 507 (tall), 508 (teacher), 509 (teethe), 510 (that), 511 (there), 512 (thin), 513 (think), 514 (this), 515 (thumb), 516 (toy), 517 (tread), 518 (vision), 519 (walk), 520 (wear), 521 (whale), 522 (wheat), 523 (where), 524 (whisper), 525 (white), 526 (woman), 527 (word), 528 (work), 529 (worker), 530 (would), 531 (wrap), 532 (wrist), 533 (write), 534 (writer), 535 (wrong), 536 (yard), 537 (yelp)