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Round Robin

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Dear Editor,

The activities suggested here are intended for independent learning in an English class at the junior high school level. The lesson plans offered are ways to present vocabulary games to the entire class, so that they may play on their own.

**BLENDS AND ENDS**

*Lesson Plan*

Objectives: Through the use of these cards, students should be able to form words, learning new words and recognizing roots, prefixes and suffixes, rhyming words, and the possibilities for individual experimentation with familiar words.

Materials: Enough card decks for groups of two students each. The cards are made in the following way:

- one set of cards is made up of a consonant blend (i.e.: BL, BR, CH, CL, CR, SH, PR, etc.) per card plus one joker card. (26 cards)
- the other set is made up of 34 cards, each containing one ending (i.e.: AT, AND, INK, ANCE, etc.) plus one joker card.

Student Orientation: Rules of the Game and Method of Play:

1. Shuffle each deck of cards.
2. Deal each player four cards from the consonant deck and lay rhyme ending deck face down on table.
3. Each player draws one card from the ending pack.
4. He lays down combinations of one blend plus one end that he can for as many consonants as he can.

5. Example: Cards in hand: PR, ST, BL, and GR, he draws AND. Then he can lay down: STAND, BLAND, and GRAND.

6. At least two consonant blends must be laid down for each ending. If this is not possible, the player adds the rhyming card to his hand.

7. A single word being held can be played as soon as another blend appears so he can make another word.

8. If a player lays down his complete hand or all blends, he draws 4 more blends.

9. Points are scored by counting the number of rhyming words laid down and subtracting the number of cards left in the player's hand at the end of the game.

10. Jokers are wild and may be treated as any letter combination desired.

Variations on the game:

Roots and ends: cards are made with root words and suffixes instead of consonant blends and endings.

Roots and starts: cards are made with root words and prefixes.

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**HINK PINK**

**Lesson Plan**

Objectives: To increase student awareness of synonyms and rhyming words, and to give him practice in using both.

Materials: None (although a few examples may be a good idea)

Student Orientation: This game is for an entire class to play. Someone begins by saying, "I have a hink pink," and then gives a brief description. The others then try to guess which two words will solve the hink pink. Examples are given below.

<table>
<thead>
<tr>
<th>HINK PINK</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>enormous flatboat</td>
<td>large barge</td>
</tr>
<tr>
<td>homely girl</td>
<td>plain Jane</td>
</tr>
<tr>
<td>angry father</td>
<td>mad dad</td>
</tr>
<tr>
<td>bashful lad</td>
<td>coy boy</td>
</tr>
<tr>
<td>fat fish</td>
<td>stout trout</td>
</tr>
<tr>
<td>obese feline</td>
<td>fat cat</td>
</tr>
</tbody>
</table>
Variations can be easily adapted: a **HINKY PINKY** is 2 two-syllable rhyming words, and a **HINKETY PINKETY** is 2 three-syllable words, etc. Examples of each of these are given:

**HINKY PINKY**
- happy canine
- cautious scholar
- kitchen knife
- convenient confection
- happy captain

**Solution**
- jolly collie
- prudent student
- butter cutter
- handy candy
- chipper skipper

**HINKETY PINKETY**
- evil cleric
- white house boss
- happier canine
- more silent civil disturber

**Solution**
- sinister minister
- resident president
- merrier terrier
- quieter rioter

Advanced three word HINKY PINKIES:

- nectar wrecked her  
  sister missed her
- kick her quicker  
  slam her hammer
- bend her fender  
  hoist her oyster
- place in basin  
  kiss us, Mrs.

Sincerely,
Mary Sue Moore