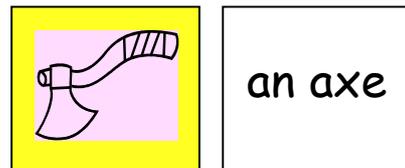


Britlit Kit 1

Working with the Little Red Riding Hood flashcards

Flashcards are an extremely useful tool in representing key language items, providing visual support and allowing children to actively engage in the learning process through a range of dynamic activities. Furthermore, displayed on walls they may be a constant point of reference. Flashcards may be used in a variety of ways, both to present and to practice language. For practical usage, print off the cards and mount on backing paper or card, laminating them if possible.

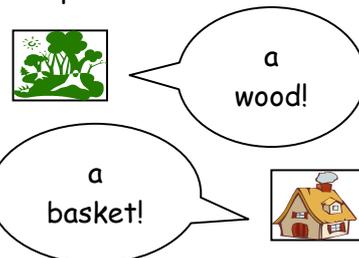
Here's a selection of ideas for exploiting the flashcards:



Introducing and drilling key language:

- ★ Show your children the picture flashcards and demonstrate each item through actions or gestures. Invent a movement for each of the characters, for example. Little Red Riding Hood might skip, the Big Bad Wolf might growl. Mum might be baking a cake. You might walk through a **wood**, or pick some **flowers**, or put on a **nightcap**. Ask your children to repeat the actions with you, then call out the words and see if your children can remember the appropriate actions.
- ★ Elicit and choral drill the vocabulary on the picture flashcards, as a whole class, teams or small groups in turn. This can be great fun when drilled in different ways. For example, show your children the cards and say the words slowly or fast, happily or angrily, loudly or quietly, or like a Big Bad Wolf or a good Little Red Riding Hood.
- ★ Ask your children to pretend they are Little Red Riding Hood. They must repeat exactly what you say-as good Little Red Riding Hood would-but only when you say the correct word! When you say the wrong word they do not repeat it. Now show them the flashcards one by one, for example,

- Teacher: (with the **wood** flashcard) "A wood!"
- Little Red Riding Hoods: "A wood!"
- Teacher: (with the **cottage** flashcard) "A basket!"
- Little Red Riding Hoods: (silence)

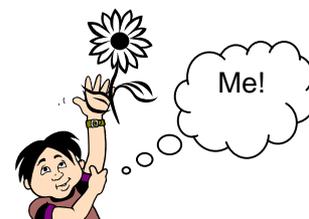


- ★ Place some of the picture flashcards (no more than 6 or 7) in a line on the board or on a table everyone can see. Drill each item and remove the last card. Drill again, up to and including the missing item. Remove another card. Continue in the same way until all the flashcards have been removed and your children can remember all the missing items! (Alternatively, turn the cards face down).

Recognising key language:

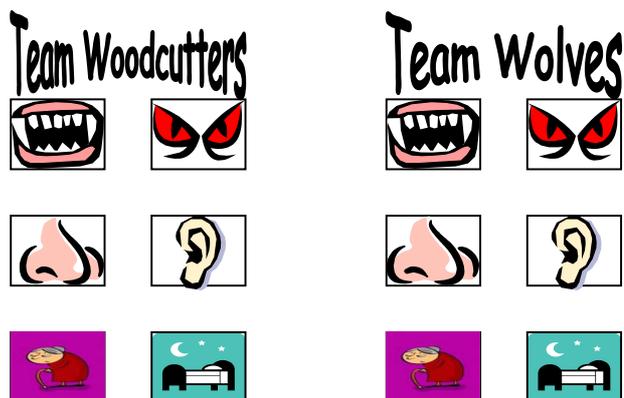
☆ Place the picture flashcards around the room-on the wall, door, window, chairs. Ask your children to point to the correct flashcard when they hear. Depending on the size of the class, they could run to the correct part of the room. Play again, this time with the word flashcards.

☆ Make as many copies of the picture flashcards as you need to give all your children one of the cards. Hand out the flashcards. Ask the children, 'Who's got the (flower)?' The child (or children) with the flower shouts "Me!" and holds up the flashcard.



☆ Alternatively, give all your children a picture flashcard and show them a word flashcard. The child with the corresponding picture shouts, "Snap!"

☆ Divide your class into groups. Give each group a set of picture flashcards and ask them to show you the correct card when they hear the item, for example, you could say, "Show me the wood!" "Hands up if you've got the cottage!" or "Point to the basket!" This activity works very well in teams-give each team an equal number of flashcards-the first team to show you the correct item scores one point!



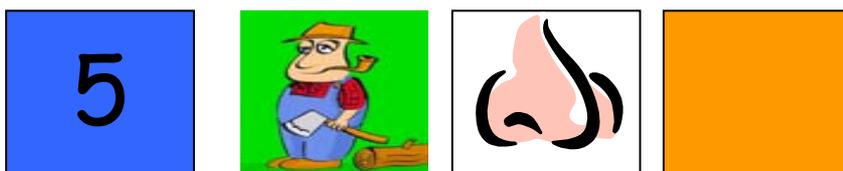
☆ Make 2 or 3 sets of flashcards. Place the flashcards on the board, one set per team of children. Divide the class into teams. Ask the children to line up in their teams, one in front the other, a little distance away from, but facing, the board. (If you don't have much space in the classroom, try playing in the corridor or the playground!) The aim of the activity is for the children to run and touch the correct word on the board as soon as they hear it. Say one of the words. The first child from each team runs to the board. The winner is the first to touch the correct card. The second children now step forward and the first go to the back of the line.

Producing key language through play:

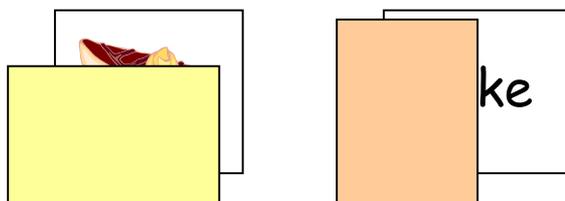
- ★ Flash the flashcards fast, upside down or back-to-front (just so that the children can see the outline of the picture or word through the paper!) and ask them to identify the item.
- ★ Number the back of the flashcards. For example, Little Red Riding Hood=1, the Big Bad Wolf=2, Mum=3, Grandma=4, the woodcutter=5. Show your children the characters and their corresponding numbers. Place the cards face down on the board and ask, "What number's Little Red Riding Hood?" "What number's Grandma?" and so on. Next, place the cards face up and ask "Who's number 3?" "Who's number 5?"



- ★ Alternatively, colour code the flashcards (you could either use a coloured sticker or mount them on coloured card) and ask, "What colour's the Woodcutter/nose?", then "Who/What's blue/orange?"



- ★ Cover the flashcard with another piece of paper and only slowly reveal the picture or the letters of the word. Invite guesses before the item has been completely uncovered.



- ★ Show your children the flashcards one by one, placing each card behind the other. When they see a target card (e.g. Mum) your children must shout "Stop! Mum!" Continue until they have correctly identified each card. You might like to give a set of flashcards to a 'teacher' in each group for further practice.
- ★ **Kim's game!** Place all the flashcards on the board or a table and ask your children to close their eyes. Remove a flashcard and tell your children to open their eyes. Ask, "What's missing?" For even more of a challenge, gradually increase the number of cards that you remove! Having demonstrated the activity, your children could play the game in groups with their own set of flashcards.

- ★ **Noughts and crosses!** Choose 9 flashcards and number them 1-9. Draw a grid on the board, numbering each square 1-9. Divide your class into two teams, noughts (O) and crosses (X). The aim of the activity is for the teams to win 3 squares in a row, horizontally, vertically or diagonally. In turn, each team chooses a number between 1 and 9. If noughts chooses square 5, for example, show them flashcard 5 and ask them what it is. If they can correctly identify the card, draw (O) in the square. Each team should try to choose squares that block the other from making 3 in a row.

	1	2	X	
	O	X	6	
	X	8	9	

- ★ **Guess what it is!** Place a number of flashcards on the board. Describe one of the items on the cards without saying its name, for example, "She's little... She's old..." (Grandma); "It's big.... It's green... It's got trees..." (wood) The team that guesses the correct word wins a point.
- ★ **Snap!** Give each group of children a set of flashcards with two copies of each card. Ask them to shuffle and deal the cards equally, face down. Each player now has a pile of cards. In turn, the players turn up a card, say what it is and place it in the middle of the table. If a player turns up a card which is the same as the previous one the first player to say "Snap!" wins all the cards. The game ends when one player has all the cards.
- ★ **Pelmanism/Memory!** Give each group of children a set of flashcards with two copies of each picture card. Ask them to place them, one by one, face down on the table. In turn, each player turns up two cards and says what they are. If they turn up the same cards, they keep them and have another go. If the cards are different, they replace them and the next player has a go. The player with the most pairs is the winner. Alternatively, give each group a set of flashcards with pictures and words. Again, the children have to find the matching pairs. For an easier game, colour code the pictures and words; harder, make them all the same colour!

a basket			
			a wood