

# ANTI-ILLITERACY WAR GAMES<sup>®</sup>

BASIC	ADVANCED
Phonics 1	Phonics 2
Spelling 1	Spelling 2
Vocabulary 1	Vocabulary 2
Speech 1	Speech 2
Writing 1	Writing 2

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Anti-Illiteracy War Cards. Copyright © 2008-21. All rights reserved. No part of these games may be reproduced in any form or by any electronic or mechanical means including information storage and retrieval systems, except the "score sheet" without permission in writing from the publisher. This edition is a modification of same title in card form © 1993 by same publisher d.b.a. as Word Play Ink.



## Phonics 1

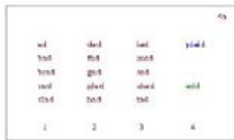
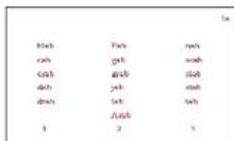
Grade Level:	Pre-School-First Grade.
Prerequisite:	Familiarity with Phonics Charts.
Knowledge Acquired:	Basic Phonetic makeup of the English language.
Objective:	To read (pronounce) root words on front of each of the 360 cards, which range from the <i>short a</i> to the <i>long a</i> , then through eighteen more classifications.
How to Play:	Depending on teacher's discretion, players read the front side of one, two, or more cards per turn. To hear whether a player answers correctly, merely click on the word.
Scoring:	For every correct answer, students receive a point.



(Front Side)

## Phonics 2

Grade Level:	Pre-School-First Grade.
Prerequisite:	Phonics 1. (Also, Families 1 & 2 and Derivatives of <i>The Basic</i> are very helpful.)
Skill Developed:	Ability to read (pronounce) virtually any one-syllable word.
Objective:	To read monosyllabic words on backside of cards.
How to Play:	The parent/teacher chooses, or she allows the players to choose which word, row, or column to read.
Scoring:	One point is awarded for each correct attempt.



(Back Side)

## Spelling 1

Grade Level:	First Grade and Above.
Prerequisite:	Phonics 2 and Play Onwards workbooks.
Skill Developed:	Ability to spell monosyllabic words.
Objective:	To spell monosyllabic words shown on backside of cards.
How to Play:	With players seated so that they cannot see the computer display, parent/teacher picks a monosyllabic word (excepting anonymous words) and reads it or has Adobe read it by clicking on the chosen word. Players take turns attempting to spell the word they hear.
Scoring:	One point is awarded for each word spelled correctly.



The Red Well-Read Reader

## Spelling 2

Grade Level:	Second Grade and Above
Prerequisite:	Spelling 1 and both Play Onwards workbooks.
Skill Developed:	Ability to spell multi-syllabic words.
Objective:	To spell derivatives and/or multi-syllabic words that are formed by adding the past tense or progressive form to verbs or by adding a prefix or suffix such as <i>mis</i> , <i>a</i> , <i>re</i> , <i>de</i> , <i>ness</i> or <i>tude</i> to a noun.
How to Play:	Once again, players are seated so that they cannot see the computer display. According to the players' age and aptitude, the parent/teacher picks any word and says it or clicks on it. Players take turns answering. (For beginners, teacher should choose listed words. For advanced students, she may use derivatives of her own choosing, such as those pertaining to the following examples: for 78, Quebecker, trekking, technocrat, Czechoslovakia; for 77, rebel, débutante, or ebbing; for 80, steadfast or threading; and for 79, insecticide, connective, ineffectual, objection, or electorate.

Alternative Play:	When players are of the same age or skill level, they should be given a pad and pencil to write, rather than say, their answers. All the players write their answers to every spelling word they hear.
Scoring:	One point is awarded for each word spelled correctly.

78

beck	neck	tech	trek	Quebec
check	peck	Czech		
deck	reck			
fleck	speck			
heck	wreck			

1      2      3      4      5

77

bleb	neb	ebb
Feb.	reb	
Jeb	web	
deb		

1      2      3

80

bed	led	pled	bread	thread
bled	red	said	bread	thread
bred	shed		dead	stead
fed	sled		dread	spread
fled	sped		head	

1      2      3      4      5

79

sect	direct	effect	inject
dissect	indirect	reflect	protect
insect	erect	eject	neglect
collect	defect	object	subject
connect			elect

1      2      3      4

## Vocabulary 1

Grade Level:	Second Grade and Above.
Prerequisite:	Spelling 2, both Play Onwards workbooks and both Work on Words workbooks.
Skill Developed:	Ability to recognize and define monosyllabic words and derivatives which share the same family (stem or root).
Objective:	To show understanding of the various words on the backside of cards either by defining them or using them in a sentence.
How to Play:	Game may be played in two ways: For beginning players, they themselves should choose a word, then attempt to define it. And for more advanced players, the teacher should pick the words. (The latter way is suggested when students of different ages or abilities play the game together. In which case, the teacher should pick common words for beginners and less common words for advanced students.)
Scoring:	One point is awarded for each word correctly defined. (Grammatical or oratorical correctness is not considered in this game.)

## Vocabulary 2

Grade Level:	Third Grade and Above.
Prerequisite:	Vocabulary 1, both Play Onwards workbooks & both Work on Words workbooks.
Skill Developed:	Ability to recognize definitions, synonyms, antonyms, and idiomatic expressions of monosyllabic words and their derivatives.
Objective:	To recognize definitions, synonyms, antonyms, idiomatic and other usages of the various monosyllabic words.
Preparation:	Two steps are necessary before playing any card. <u>Step 1</u> , the card, like the one shown below, should be printed out so the players can see it. <u>Step 2</u> , the parent/teacher should use an dictionary.com to look up the several words on the "card" that will be used. As seen below, we've used this unabridged dictionary for <i>writhe</i> on card 204.
How to Play:	The teacher selects a definition, synonym, or some other form of the word to be used and then reads it to the players. The players then take turns attempting to match what they hear with the correct corresponding vocabulary word.

lithe	scythe
tithe	
writhe	
1	2

Alternative Play:

Each vocabulary word is put into a sentence which manifests understand of the word. Students take turns answering.

Scoring:

One point is awarded for each word correctly matched. (There is no consideration for grammatical correctness or oratorical delivery.)



[rahyth]

 [Synonyms](#) [Examples](#) [Word Origin](#)[See more synonyms on Thesaurus.com](#)

CITE

A&gt;あ

**verb (used without object), writhed, writhing.**

1. to twist the body about, or squirm, as in pain, violent effort, etc.
2. to shrink mentally, as in acute discomfort.

**verb (used with object), writhed, writhing.**

3. to twist or bend out of shape or position; distort; contort.
4. to twist (oneself, the body, etc.) about, as in pain.

**noun**

5. a writhing movement; a twisting of the body, as in pain.

Read Out Loud

Definitions can be read aloud online. After you're through studying it, click the PDF to return to the card you had been on.

Note:	To look up the definition of a word ( <i>writhe</i> , for example), you should left click on it twice, then right click on it once. After doing so, a drop-down menu will appear with look up "writhe" in the bottom box of the drop-down menu. If you click on the <i>writhe</i> it will appear as seen above.
Review:	After all the words on the card have been played, the parent should gather her students around the computer and review them.



## Speech 1

Grade Level:	Second Grade and Above.
Prerequisite:	Phonics 2, and both Play Onwards and both Work on Words workbooks.
Skill Developed:	Ability to express oneself orally in intelligent, simple sentences.
Objective:	To construct error-free, grammatically-correct oral sentences that show understanding of the various vocabulary words used therein.
How to Play:	This game, too, may be played in two ways. One, the players pick the words they would like to use. Two, the parent picks the words for the players. In either case, players take turns answering. Players state an intelligent sentence that shows understanding of the vocabulary word they choose.
Note:	This game should be played before the Writing games, as speaking is a primary skill that's learned long before writing.
Scoring:	One point should be awarded for each sentence correctly spoken. A second point may be awarded for deliverance, i.e. proper clarity, tone, loudness, inflection, etc.

## Speech 2

Grade Level:	Third Grade and Above.
Prerequisite:	Speech 1.
Skill Developed:	Ability to declaim intelligent complex, compound, compound-complex sentences and unified, coherent short paragraphs.
Objective:	Players learn to express themselves orally in a more complex manner.
How to Play:	This game is played in the same way as Speech 1 except two or more vocabulary words are used per sentence.
Scoring:	Points are awarded in the same manner as they are with Speech 1.

## Writing 1

Grade Level:	Second Grade and Above.
Prerequisite:	Phonics 2, Speech 2, Play Onwards and Work on Words Workbooks.
Skill Developed:	Ability to express oneself in intelligent, written sentences.
Objective:	To construct error-free, grammatically-correct, written sentences that show understanding of the various vocabulary words used therein.
How to Play:	This game is played in the same way as the Speech games except players write rather than speak their sentences.
Scoring:	One point is awarded for each correctly written sentence. A second point may be awarded for proper punctuation, syntax and/or literary merit.

## Writing 2

Grade Level:	Third Grade and Above.
Prerequisite:	Writing 1.
Skill Developed:	Ability to write intelligent complex, compound, and compound-complex sentences and unified, coherent short paragraphs.
Objective:	To construct error-free, grammatically-correct written sentences or paragraphs that contain two or more vocabulary words from the same card.
How to Play:	In this game players choose the words they'll use.
Scoring:	One point is awarded for each sentence or short paragraph containing two or more vocabulary words showing ability to write cohesively.

## NOTES

1. To make the document audible, go to the top toolbar. Next, click "View." When you do so, a drop-down menu will appear. In the box next to the bottom, you'll see "Read Out Loud." Mouse over it and click "Activate Read Out Loud."
2. Most words containing an apostrophe are not included because of the electronic reader's pronunciation shortcomings and editing limitations.
3. Words with just a slight mispronunciation are included. To hear the proper pronunciation of such words, go to [dictionary.com](http://dictionary.com) or any other online dictionary.
4. The few words that are drastically mispronounced have been silenced. (When clicking on these words, nothing is heard.)
5. "Or" and "also" are used to show currency of usage. "Or" signifies that the two entries have roughly the same currency, whereas "also" signifies that the second entry has substantially less currency than the first one.
6. The front and back of each "card" are linked. Simply click on any card number.

## COLOR CHART

1 <sup>ST</sup> spelling	black	6 <sup>th</sup> spelling	orange
2 <sup>nd</sup> spelling	blue	7 <sup>th</sup> spelling	dark red
3 <sup>rd</sup> spelling	brown	8 <sup>th</sup> spelling	aqua blue
4 <sup>th</sup> spelling	green	9 <sup>th</sup> spelling	light blue
5 <sup>th</sup> spelling	violet	10 <sup>th</sup> spelling	navy blue
	Anomalous pronunciation 1 <sup>st</sup> , 2 <sup>nd</sup>		red, <i>italicized</i>
	Editor entries for various purposes		gray

To navigate easily, Thumbnails should be kept open when playing games.

1



crab

2



jack, pak

3



act

4



mad

blab	Fab	scab
cab	gab	slab
crab	jab	stab
dab	lab	Tab
drab	nab	tab
	Arab	

back	lack	smack	plaque
black	pack	snack	claque
clack	quack	stack	
crack	rack	tack	
flack	sack	thwack	
jack	shack	track	
knack	slack	whack	

act

react

subtract

fact

exact

impact

pact

extract

inexact

tract

redact

ad	clad	mad	plaid
bad	dad	pad	bade *
brad	glad	sad	forbade *
Brad	had	shad	add
cad	lad	tad	