

The Attack Game

Use with	Phonic Chart 5
Goal	Production of phonic sounds in teams (Ss→T level) or individually

1. Students or teams choose chips of a single color.
2. Students raise hands and, when called upon, point to a space on the board.
3. To lay a single chip on that space, the player or team must say (in the following order) the color of the space, the number of the column, the phonic sound, a word that begins with that sound, and the Japanese equivalent of that word.

Example: “Blue two: st, star, *hoshi*.”

4. A space with only one chip on it is vulnerable to attack by other teams, who may steal the space by supplying their own word or words on their turn (thus gaining two or even three points relative to the attacked team). They may not give a word that has already been used in the game. (Loss of turn for that infraction.)
5. To protect a space on the board from attack, and in doing so gain an additional point, a team must provide two words (either on a single turn or in two separate turns). They may then stack two chips on the space.

Example: “Blue two: st, star, *hoshi*, store, *mise*.” (Note that they are not to re-identify place and phonic sound if both words are given on the same turn). If the second word effort is too slow or an error is otherwise made, they may still lay down a single chip.

A space with two chips on it may not be attacked.

6. At the end of the game, the team with the most chips on the board wins. Spaces with two chips count for two points.
 - In this game, the teacher may play as well, in the role of space-stealer (especially from a leading team). This is to prod students to come up with two words and thus protect their spaces from attack.
 - The educational purpose of the chip-stacking rule is to push students to think of multiple words beginning with the same blend or digraph sound.