

Letters2Words.com



The educational card deck for word formulation!

This new educational card deck for word formulation helps children with reading and writing difficulties.

The idea is simple: Making words with cards!

With these cards, printed by the renowned Viennese **card game company Piatnik**, one can formulate letters and words using play. The card game includes **110 cards with lower and upper case letters** as well as **six jokers** that can be used as consonants or vowels.

The educational card game **Letters2Words** was developed as a result of scientific discoveries that **three-dimensional symbols** are easier to recognize and retain. The three-dimensional presentation of letters supports the **immersion process** and facilitates the child's connection with them. **Scientific research** has shown that this process is a crucial requirement for people to learn writing and reading more easily and satisfactorily.



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Calling Names

Players: 2-4

Cards: 99 (all playing cards)

Educational Background: Recalling word images from memory.

Preparation: The cards (including jokers) are divided between uppercase and lowercase letters. Both decks are then laid face down on the table.

Let's play: The first player picks a card from the uppercase deck and says a person's first name beginning with this letter. The next player does the same. In the second round, each player picks a card from the lowercase deck. The goal is the same, to think of a name using both letters he has selected. One can use the same first name as in the first round, as long as it contains both letters. In the third round, each player picks another card from the lowercase deck; now they must build names using all three letters. Rounds continue, each player continuing to pick from the lowercase deck. If a player cannot build a name using the letters he has picked, he is eliminated. The winner is the one left at the end.

Variation: Instead of names of people, animals, fruits, vegetables, etc., can be used.



Yes-No Game

Players: 2-4

Cards: 93 (no jokers)

Educational Background: Quick recognition of letter symbols and putting them in order.

Preparation: The game leader makes a word containing at least five letters from the cards. The rest of the cards, except for the jokers, are shuffled and placed face down on the table.

Let's play: The first player quickly picks a card. If the letter is contained in the game word, players should immediately call out "Yes." If it is not contained in the game word, they should call out "No." The first player to call out "Yes" correctly receives the letter. Play continues until the cards have all been picked. The winner is the player who has collected the greatest number of letters by the end of the game.

Variation: (1) The picked letter must also match the case of the letter in the game word, so players have to distinguish between uppercase and lowercase. (2) If a player calls "Yes" or "No" incorrectly, he has to give up a card (or receives a minus scoring point).



Finding Pairs

Spierler: 2-4

Cards: 52 (no jokers)

Educational Background: Training of visual memory.

Preparation: Remove all light blue cards from the deck so that there is a lowercase and uppercase version of each letter. Shuffle the cards, then lay them out face down in rows. Players take turns turning over cards to find pairs of the same letters.

Let's play: The first player turns over two cards; if they do not match (lowercase letter and uppercase letter), he turns them back over, and play passes to the next player. The next player picks another card; now he must remember if and where its match has appeared. If he uncovers a pair of letters, he keeps those cards and picks again. The winner is the player with the most cards at the end of the game.

Variation: The number of pairs to be found can be increased to 3 or 4 pairs, using the additional playing cards.

Add Another Letter

Players: 2

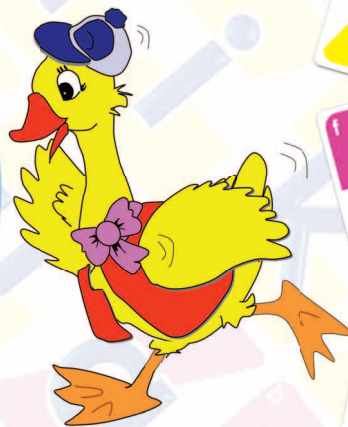
Cards: 70 (only lowercase letters)

Educational Background: Training visual and acoustic sequencing.

Preparation: Only lowercase letters are used. The cards (including jokers) are divided into two separate decks containing vowels and consonants respectively. Each deck is shuffled separately. Each player is dealt two vowel cards and three consonant cards; players take turns dealing each round.

Let's play: The player who did not deal lays down a letter card and calls out a word containing the letter. The second player lays down one of his letter cards and forms a word containing both letters, and so on. All of the letters, which have been laid down, must continue to be used. Previously formed words can be used again. Whoever player cannot think of a word using the letters loses the round.

Variation: (1) Play using the uppercase letters. (2) Select a card from the uppercase letters as the starting letter.





Before or After

Players: 2-4

Cards: 99 (all playing cards)

Educational Background: Training visual and acoustic sequencing.

Preparation: Shuffle all the cards and lay them face down in a pile.

Let's play: The first player picks a card from the pile, names the letter, and lays the card aside. The next player picks another card, names the letter, and places it either before or after the first card, depending on where they belong in the alphabet. If the player has arranged the card correctly, he picks another card from the pile and keeps it. It is then the next player's turn. Play continues until the pile is exhausted. If a joker is picked, the player picking it keeps it. The player who has collected the most cards by the end of the game wins.

Variation: Use only lowercase or uppercase letters.



First Letter

Players: 2-4

Cards: 97 (remove the letters X and x)

Educational Background: Training visual and acoustic memory.

Preparation: Shuffle all the cards (including jokers), except X and x, and place them in a pile in the middle.

Let's play: A card is picked; its letter will be used as the first letter. The first player says words beginning with the letter (for instance, for the letter A or a: apple, ant, allow, etc.), and receives a card for each word he can make up (up to a maximum of five words). Then it is the next player's turn, and a new first letter card is picked. The winner is the player who has collected the most cards.

Variation: Two letter cards are picked. Words named must contain both letters as well as begin with one or the other.



Letters in a Word

Players: 2

Cards: 99 (all playing cards)

Educational Background: Recalling words from memory.

Preparation: Each player receives five cards, which are held fanned out in the player's hand. The remaining cards are placed in a pile.

Let's play: The first player pulls a card from the second player's hand and places it face up on the table. The first player must now name a word, which contains that letter. If he can do so, he collects that card. If he cannot, the second player gets a chance to name a word and collect the card. If neither player is able to name a word, the card is placed to the side. The second player adds the top card in the pile to the cards in his hand to replace the card that was in play. Then it is the second player's turn to pick a card from the first player's hand. Play continues in this way, with the players always picking a new card from the pile so that each has five cards at the end of each turn, until all of the cards have been played. The winner is the one with the highest number of cards at the end of the game.

Variation: The players pick two cards each turn and must find a word which contains both letters, and pick two replacement cards from the pile at the end of each turn.

ABC Quartet

Players: 2

Cards: 99 (all playing cards)

Educational Background: Training of visual recognition and sequencing.

Preparation: All cards (including jokers) are shuffled, and ten cards are dealt to each player. The rest of the cards are placed face down in a pile between them. The players hold the cards in their hand and arrange them in alphabetical order. The goal is to assemble as many quartets as possible. A quartet consists of four identical letters, either all four lowercase or one uppercase letter and three lowercase letters.

Let's play: At the beginning of the first round, both players should lay down any quartets they were already dealt. Then the first player may pick either one or two cards from the pile. If he now has any quartets in his hand, he lays them down, and discards one card, which he does not need into a face-up pile next to the facedown pile. Play then passes to the next player. The winner is the player who runs out of cards first. If neither player has run out of cards when the pile is exhausted, the discard pile is picked up, shuffled, and re-used until one player wins.

Variation for 3-4 players: Sets of three are used, either three identical lowercase letters or one uppercase and two lowercase letters.





Finding Words

Players: 2

Cards: 70 (only lowercase letters)

Educational Background: Recognizing which letters are contained in specific words.

Preparation: Only the lowercase letters and the jokers are used. The cards are divided into consonants and vowels; each group is shuffled separately and placed face down in a pile.

Let's play: The first player picks the top cards from each pile, lays them down face up and names both letters. Then he must name five words in which both letters appear. If he does so successfully, he keeps both cards. Otherwise they are placed to the side in a discard pile. It is then the second player's turn. Play continues, with the players alternating turns, until five rounds have been played. The winner is the player who has collected the most cards. In the event of a tie, a tiebreaker round is played, and the winner is the player who can name the most words with the two letter cards he has picked.

Variation: Use all of the letter cards.



Word Creation

Players: 2

Cards: 93 (no jokers)

Educational Background: Training visual and acoustic recognition.

Preparation: All of the cards (except jokers) are laid out face-up so that all of the letters can be seen.

Let's play: The first player names a letter. The second player must create a word using that letter, select the cards containing all of the letters in the word, and lay them out in order. If he plays correctly, he keeps the cards he has used. Then the second player names a word, and the first player must do the same using the remaining cards. The game ends either when no more cards are available or neither player can build a word. The winner is the player who has collected the most cards.

Variation: Two letters are named, and words must be created using both of them.

Recognizing Letters

Players: 2-3

Cards: 93 (no jokers)

Educational

Background:

Awareness of shapes and sounds of letter symbols.

Preparation: All cards (no jokers) are laid out face-up on the table so that all of the letters can be seen. The game leader decides how many cards the players may use, for instance, five.

Let's play: The players must each think of a word containing the determined number of letters, find the letters contained in the word as quickly as possible, and lay out the word correctly in front of them. The fastest successful player keeps the cards used. After five rounds, the winner is the player with the most cards.

Wordfinder

Players: 2-3 **Cards:** 70 (all lowercase incl. jokers)

Educational Background: Recalling word images from memory.

Preparation: The players sit next to each other. The cards (including jokers) are divided between uppercase and lowercase letters. The uppercase letter cards are put aside. One of the lowercase letter cards is picked at random and put in front of the players. The remaining lowercase letter cards are then distributed equally between the players.

Let's play: The lowercase letter card, which was put in front of the players, represents the initial letter of the words that are to be made up. Now the players have to make up words beginning with that letter, using as many letters as possible from their stacks of cards. When the players are finished choosing their words in secret and have signaled the others, they all lay down their words with their letter cards. The player with the longest word gets to keep the initial letter card. If two or more players have chosen the same word, they each have to think of another one. At the end of the round, the letter cards are shuffled and a new initial letter card is picked. The remaining cards are distributed equally between the players and they then have to think of new words etc.

After eleven rounds have been played, the players count their collected initial letter cards. The player with the greatest number of cards wins.



Word Formulations

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The following **symptom training** - working on the mistakes - with so-called "Word Formulations" can be very effective:

Experience shows that dyslexic people remember those letters and words especially well which they can grasp or work with. These are stored permanently in the long-term memory if they can be perceived as three-dimensional. The symptom training should be based on this principle. Words which the child finds particularly difficult to retain should be created visually. Furthermore, these words should be exercised intensively according to the following instructions:

1. Word Image: First the word image is created using the playing cards. The child should be urged to memorize the exact image of the word. Discuss its details with the child, e.g., how many letters the word contains. Start by building the word letter by letter and then remove the letters again. Take the word apart and put it back together. There should be no set limits here to playful imagination.

2. Word Sound: The child should learn the sound of each word precisely, both in his voice and that of the trainer. Pronunciation or spelling is a process by



Word Formulations

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which the child learns that each word consists of letters. The dyslexic person does not always have this understanding.

3. Word Meaning: The meanings of some words are not always familiar to the dyslexic person. If a word does not seem to have meaning, it is very hard to retain. For some inexplicable reason, many so-called "easy" words like give, many, fell, her, even, just, and so on are affected. Therefore, these words must be given a clear and comprehensible meaning during the word exercises. This occurs most easily if one uses these words in sentence constructions for the child as well as generating a picture. Additionally, a dictionary can be used to help with the word meaning.

An individual list of error-words should be created for the child consisting of words that the child constantly spells incorrectly. One word per day should be worked on following these "Word Formulations" instructions. Keep in mind that only about 1,000 words make up the basic vocabulary of the written language and the child has already retained many words successfully. Therefore, the "Word Formulations" should not be considered an endless process.

