



Games

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I Have/Who Has

This game can be adapted to any subject matter. Some examples include word families, vowel sounds, fractions, or vocabulary. Completed cards for almost any subject or blank cards can be found on the internet. Things to keep in mind when you create your own:

- In one version, the first card reads “I have start. Who has ____?” and the last card reads “I have _____. Who has end?” and when “end” comes up, the game is over.
- Another option is to put a phrase/word in place of “start” and in place of “end” a question that leads to the phrase/word you used instead of “start.” This creates a continuous loop.
- In either case, make sure each question only has one possible answer among the cards you’ve created.
- It is OK to have more cards than students. Some students will play with an extra card.

To play:

1. Distribute one card to each student. Distributing extras to strong students in the beginning and to random students as the class becomes more familiar with the deck.
2. As you distribute the cards, encourage students to begin thinking about what the question for their card might be so that they are prepared to answer.
3. When all cards are distributed, select a student to start. If you used “start” and “end” in your cards, the one who has “start” starts. If you created a continuous loop, then any student can start. Play continues until the game loops back to the original card or ends with the “end” card.

Walk This Way

This game can be used with any subject matter. For this game, students must be able to move around. Options include:

- For sequencing work (measurements, science, fractions, a sentence, etc.): create a set of cards where every card is different. Distribute one card to each student and they must line up from smallest to greatest/beginning to end, etc. If doing a sentence, be sure to have a capital letter start the first word and a punctuation mark on the card with the last word.
- For matching (equivalent equations/fractions, pictures and events/definitions, vocab word and definition, etc.): create pairs of cards. Distribute one card to each student,



making sure you have an equal number of participants. The goal is for them to find their partner by comparing cards. This a great visual comparison exercise and you can allow or restrict talking depending on your topic. If doing visual representations of fractions, it is very helpful to have the same size shape throughout all the cards.

- For work with limited number of possible answers (grammar, science processes, historical events, etc.): Determine your possible answers and create a sign for each answer to hang on the wall. I recommend no more than four possible answers. Create a set of unique cards where the answer to every card has one of your possible answers. Hang your signs (answers) around the room. Give each student a card and they must go to the correct sign. It is helpful to have a tutor at each sign to verify that the student has selected the correct sign. If so, the student then gets another card to play.

Example: Practice making nouns plural. Answer signs are [add “s”], [add “es”], [change the “y” to “i” and add “es”]. Each student card has a word in the singular form on it (toy, fly, shop, fox, etc.).

It Takes Two

This is fashioned after the speed dating concept and can be used for any subject matter (fractions, science, grammar, spelling, etc.). It’s a great way to have students teaching each other and it is helpful to have tutors or other volunteers available to help monitor the rounds.

- Either you can create the questions or have your students do it (see example below). Confirm that each student knows the answer to the card you gave them or that they created. These students are now the “owner” of that card.
- Divide the class into two equal sized groups. One group is called the “movers,” the other is called the “stationary” group.
- Have the “movers” sit in a row on one side of the table. Have the “stationary” group sit across the table from the “movers.” Students should now be in pairs across the table from each other.
- The student pairs exchange cards with each other and come up with the answer for the card they were given. **IMPORTANT:** do not allow students to write their answer on the question card! The “owner” of each card confirms that the other student answered the question correctly.
- After all pairs have answered their cards and confirmed their partners answers, the “owners” take their cards back.
- The “stationary” group remains seated. The “movers” stand up and shift one seat to the right. The person who no longer has a seat comes around to the other end of the row. Repeat the rounds until each “movers” has partnered with each “stationary.”



Example: Every student writes a sentence using “to,” “two,” and/or “too” in it. Confirm that every student has used the correct form of to/two/too. The students then neatly copy the sentence on a separate piece of paper, but instead of writing “to,” “two,” or “too,” they draw a blank. The other student then needs to identify/spell the correct homophone.

Hot Seat

This game can be used with any subject and lends itself well to practicing vocabulary. It is helpful to have someone who can be the timekeeper. I also find it helpful to have your vocabulary words pre-written on separate pieces of paper so you can just grab a slip and go without having to read or think.

- Put two chairs at the front of the room facing the class, (backs to the whiteboard). Be sure to leave enough room to be able to walk behind the chairs. These chairs are the Hot Seats.
- Break the class into two groups with Team A on one side of the room and Team B on the other. Teammates should be sitting close enough together to talk with each other.
- One person from each team comes to the front of the room and sits facing their team. Instruct players in the Hot Seats that they can't turn around to see the board.
- The timekeeper sets a timer for 5 minutes (but doesn't start it yet).
- Team A starts.
- You write a vocabulary word on the board where neither student in the Hot Seats can see it. You get out of the way and grab another word so you are ready.
- As soon as the word is written on the board, the timekeeper starts the timer.
- Team A gives clues to their teammate in the Hot Seat trying to get the person to say the vocabulary word. See clues rules below.
- As soon as the person in the Hot Seat guesses the word on the board or someone from Team A yells "Pass," you write another word on the board. Do NOT erase the other words from this round. I find it helpful to put a check mark next to each word the first Hot Seat teammate got right.
- When the 5 minutes are up, Team B gets 2 minutes to give clues to their Hot Seat teammate for any words Team A didn't finish or passed on.
- Scoring:
 - Each team gets 1 point for each word that their Hot Seat team guessed correctly.
 - Keep score on the board after each complete round.



- Keep score on the board after each round. Erase the last rounds words and a new team member Team A comes up to sit in the Hot Seat. The Team B Hot Seat player stays in the Hot Seat.
- Round 2 starts with Team B giving clues first.
- Keep alternating which team goes first.
- Depending on the class and the vocabulary, you may want to adjust how much time you give for each round.
- Play ends when you decide it is over.

Clues rules:

- The only person who can say the word out loud is the player in the Hot Seat. If a team member reads the word to another student so that Hot Seat players can hear it, the word goes back in the pile of words to pick from.
- Students cannot say "Starts with 'j' " or "Starts with /f/".
- Students cannot use any part of the word. For example: If the word is "unscramble," students cannot give the clue "When things are scrambled up and you put them in order."

Board Game

This game can be used for any subject matter and is great for reviewing a wide variety of topics all at once or focusing on a specific topic. You may need to explain that the player to the left goes next, how to count squares, and which way to travel when a person comes to a turn in the board.

Supplies:

- Board (you can create your own)
- Token for each person (4 people per board is perfect)
- One die
- Question cards

Create question cards covering the topic(s) you want students to review. I do not recommend duplicating questions within one set.

To Play:

1. Decide the following:
 - Who goes first? I typically say the person with the "largest foot," "shortest pinky," "closest past birthday," or some other random criterion.
 - If a student gets a question correct, can they go again?



- If a student does not answer a question correct, do they keep taking cards until they answer correctly or just wait until their next turn?
 - Does a student need to land on “finish” by exact count?
 - Once a player reaches “finish” and answers the question correctly, does play continue for the other players?
2. Put question cards face down on board.
 3. Student rolls the die and moves the correct number of squares. If there are instructions on the square, they follow the instructions. If no instructions on the square, then they pick a card, read it out loud, and answer the question.
 4. Player to the left goes next.