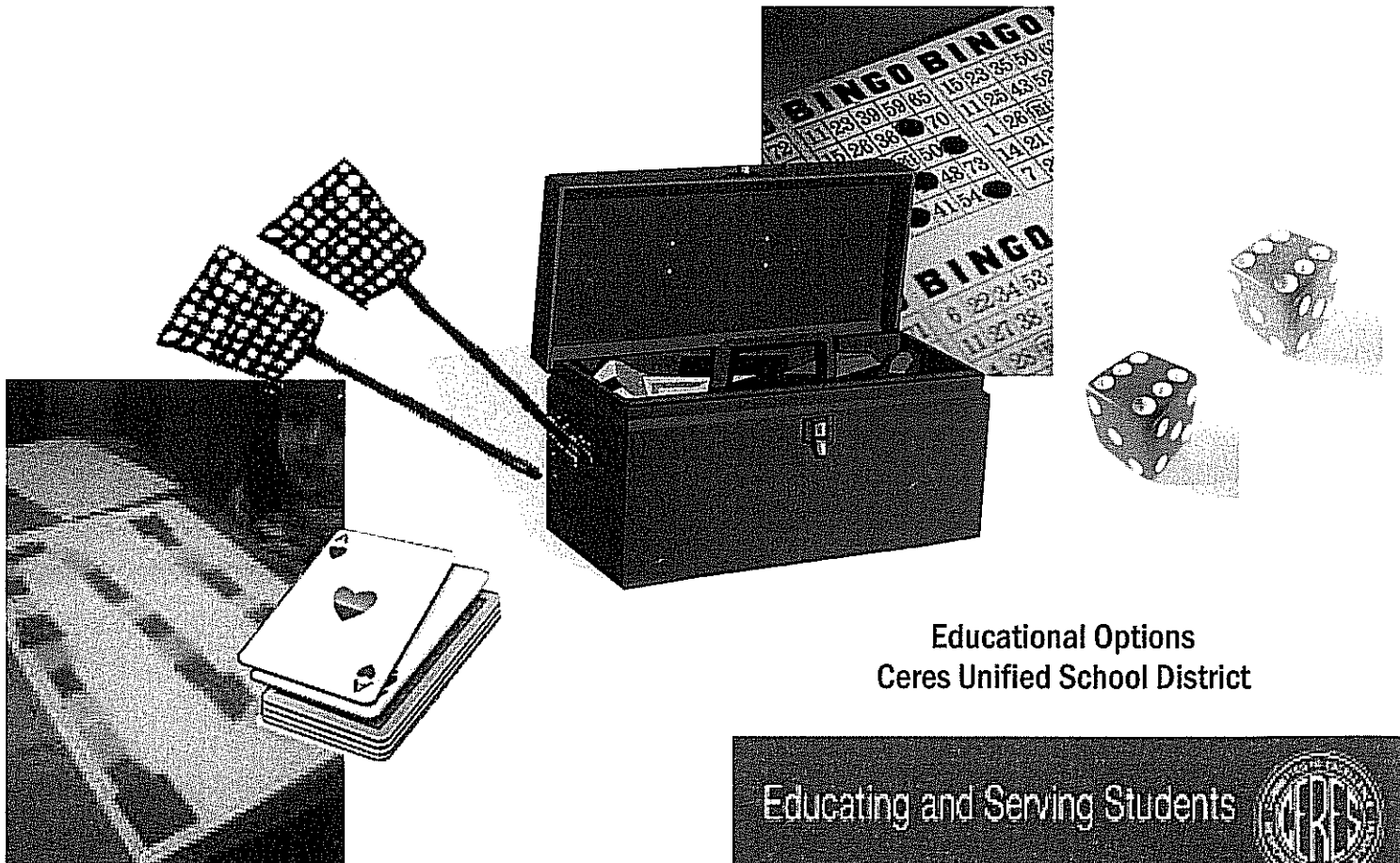


**Add tools to your
AIP instructional
toolbox!**

AIP Teacher Workshop Reviewing through Games

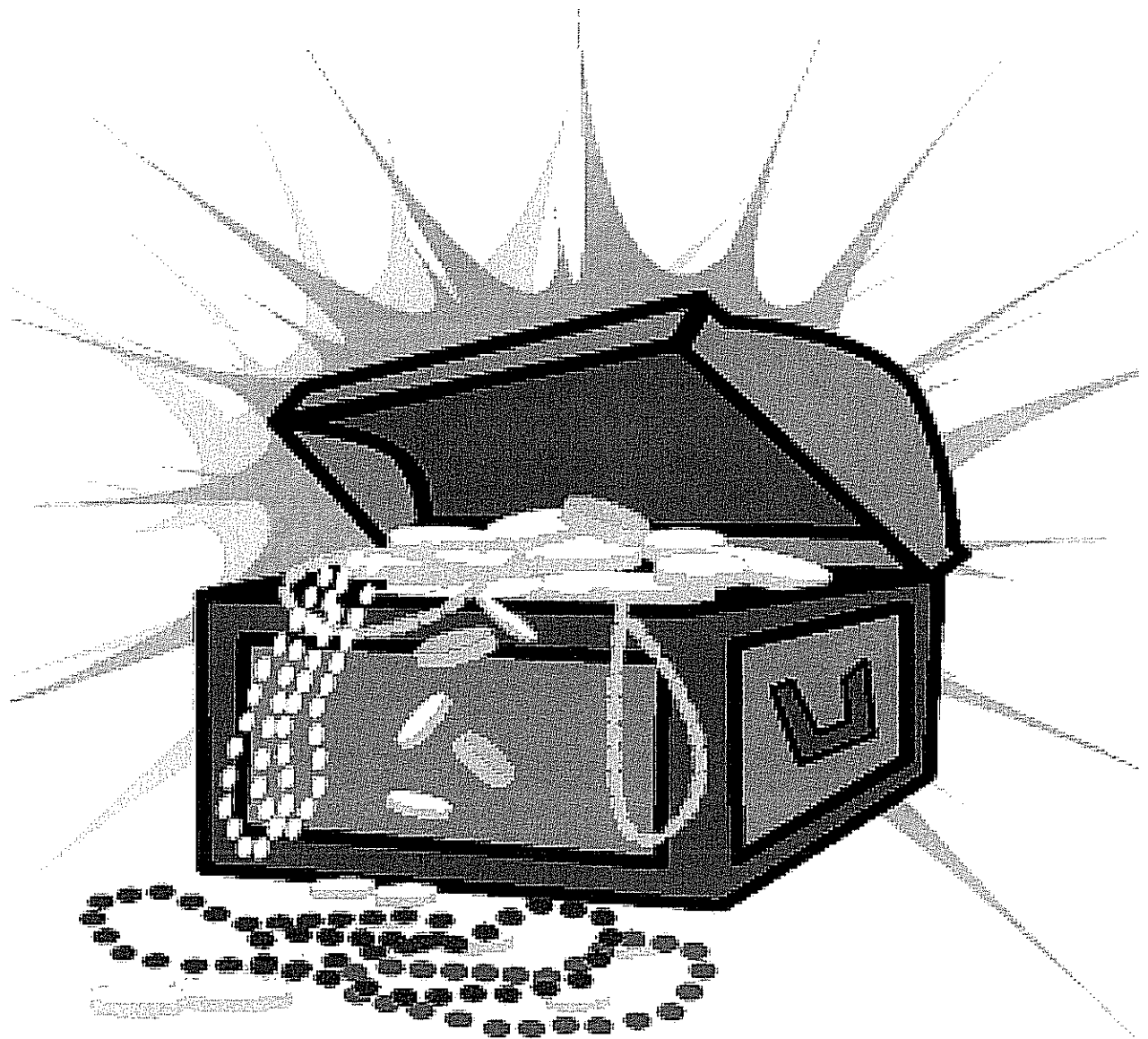


Educational Options
Ceres Unified School District

Educating and Serving Students






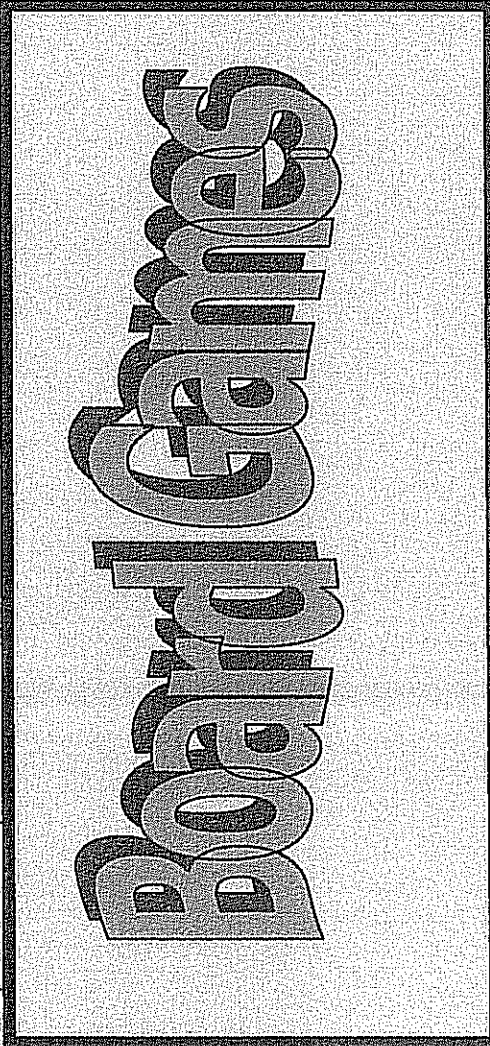




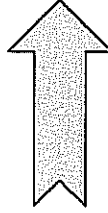
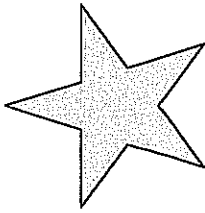
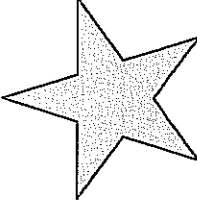
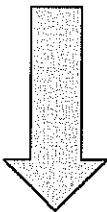
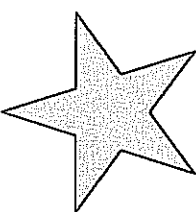
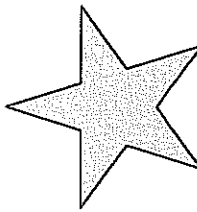
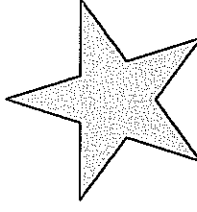










Steps:

1. Decide who will go first.
2. This first game, players will move vertically (up/down)
3. First player rolls the dice and moves up or down starting at START
4. If you come to a star, you get to go again
5. If you run out of spaces going down or up, you bounce off and go the opposite direction
6. When you come to a task, complete it, and write your initials.
7. When all tasks are completed, count your initials. Whoever has the most initials....WINS!

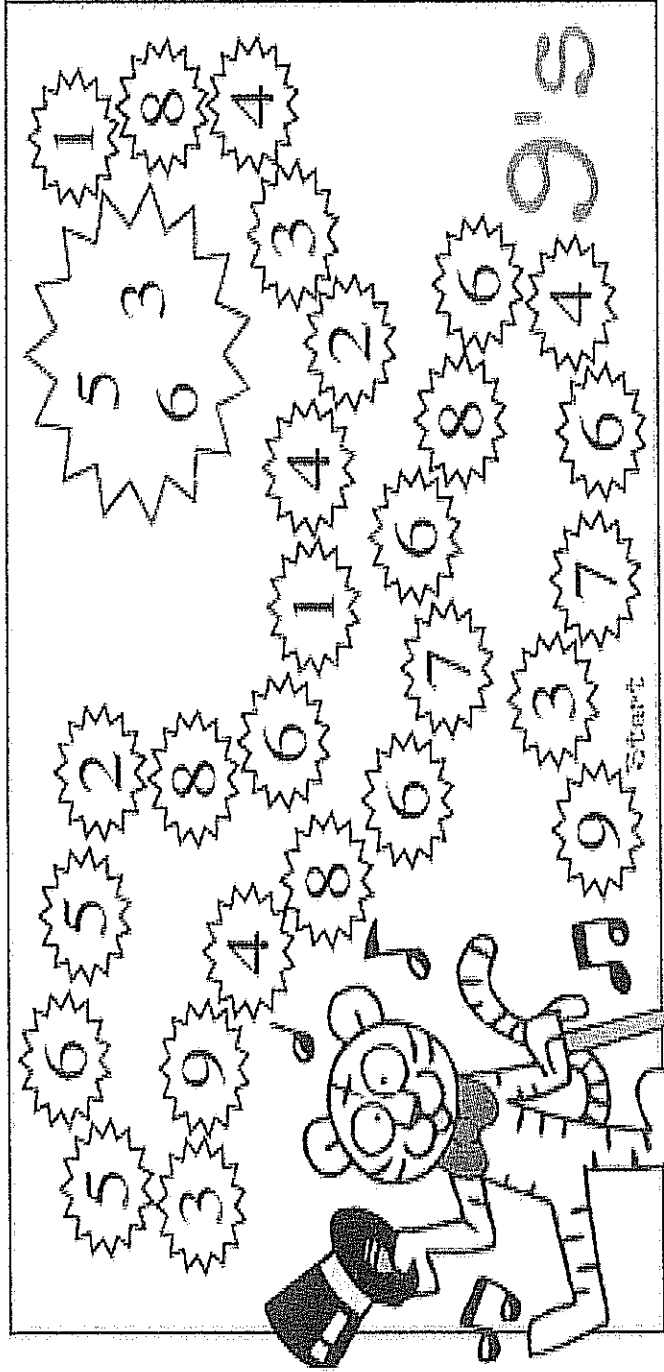
(NEXT GAME – go horizontal)

Define # 2		Use # 4 in a sentence		Go back 2 spaces
 What is an antonym for # 5? Spell it!			Move forward 3 spaces	
Give a synonym for # 1	 What is a synonym for # 3	Use # 4 in a COMPLETE sentence		Define # 3
Give an antonym for # 1				e # 4
	List the vocab words that are verbs (if any)	Go back 5 spaces		
Define # 3	 Which vocab words are adjectives (if any)?			List all of the vocab words that have multiple meanings

<p>Speed read row 2 or 4.</p>	<p>Look at all of the words. Pick a word and tell a word that means the same as your pick (synonym).</p>		<p>List the describing words (adjectives)</p>	
	<p>Read the words and pick your favorite to use in a sentence about you.</p>	<p>Find the pattern in your words from Row 1 or 3.</p>	<p>Pick a word and tell what the word means (definition).</p>	<p>Choose a word and use it in a sentence.</p>
	<p>List any words that are compound words (2 words put together to make a new word).</p>	<p>START</p>		<p>Go back 5 spaces.</p>
	<p>Move forward 3 spaces. Woo Hoo!</p>	<p>Speed read row 1 or 3.</p>	<p>Find the pattern in your words from Row 2 or 4.</p>	<p>List the people, places and things (nouns).</p>
<p>Go back 2 spaces.</p>	<p>List the action words (verbs).</p>		<p>Look at all of the words. Pick a word and tell a word that means the opposite of your pick (antonym).</p>	<p>Move forward 3 spaces. Woo Hoo!</p>

Read row 2			Choose a word in line 4 and use it in a sentence.		Go back 2 spaces
	Pick a word and give its antonym.				Move forward 3 spaces
Give a synonym to a word of your choice		Find the pattern in row 1	Choose a word and use it in a sentence.		Define a word in row 3.
Give an antonym and synonym to a word of your choice		Skip a turn	Give some clues about a word in row 2		Define ALL words in row 4.
	Say all of the that are homophones.		START	Find the pattern in row 3	
		List the words that are verbs.	Go back 5 spaces		
List all words that are adjectives.			List any compound words.		Find the pattern in both row 2 and 4.

Define # 2	★	Use # 4 in a sentence	Use # 4 in a sentence	Go back 2 spaces
★	What is an antonym for # 5? Spell it!	Go back 5 spaces	Which vocab words are adjectives (if any)?	★
Give a synonym for # 1	★	What is an antonym for # 3	Use # 4 in a COMPLETE sentence	Define # 3
Give an antonym & synonym for # 2	★	Skip a turn	Give some clues about # 1	Define # 4
	Say all of the vocab words that are homophones	START	Define # 5	
★	List the vocab words that are verbs (if any)	Go back 5 spaces	List all of the vocab words that have multiple meanings	★
Define # 3	★			



Directions:

Students use a deck of cards. Queens are zero and Aces are 1. Students sort out all of the appropriate cards from the deck for their number family. If they are working on the number family of 9, they will need the cards 0 through 9. If they are on the number family of 5, they need cards 0 to 5. etc. Remember, the highest partner number for any number is 10; therefore, the cards needed from the deck for the number family of 12 are 2 through 10.

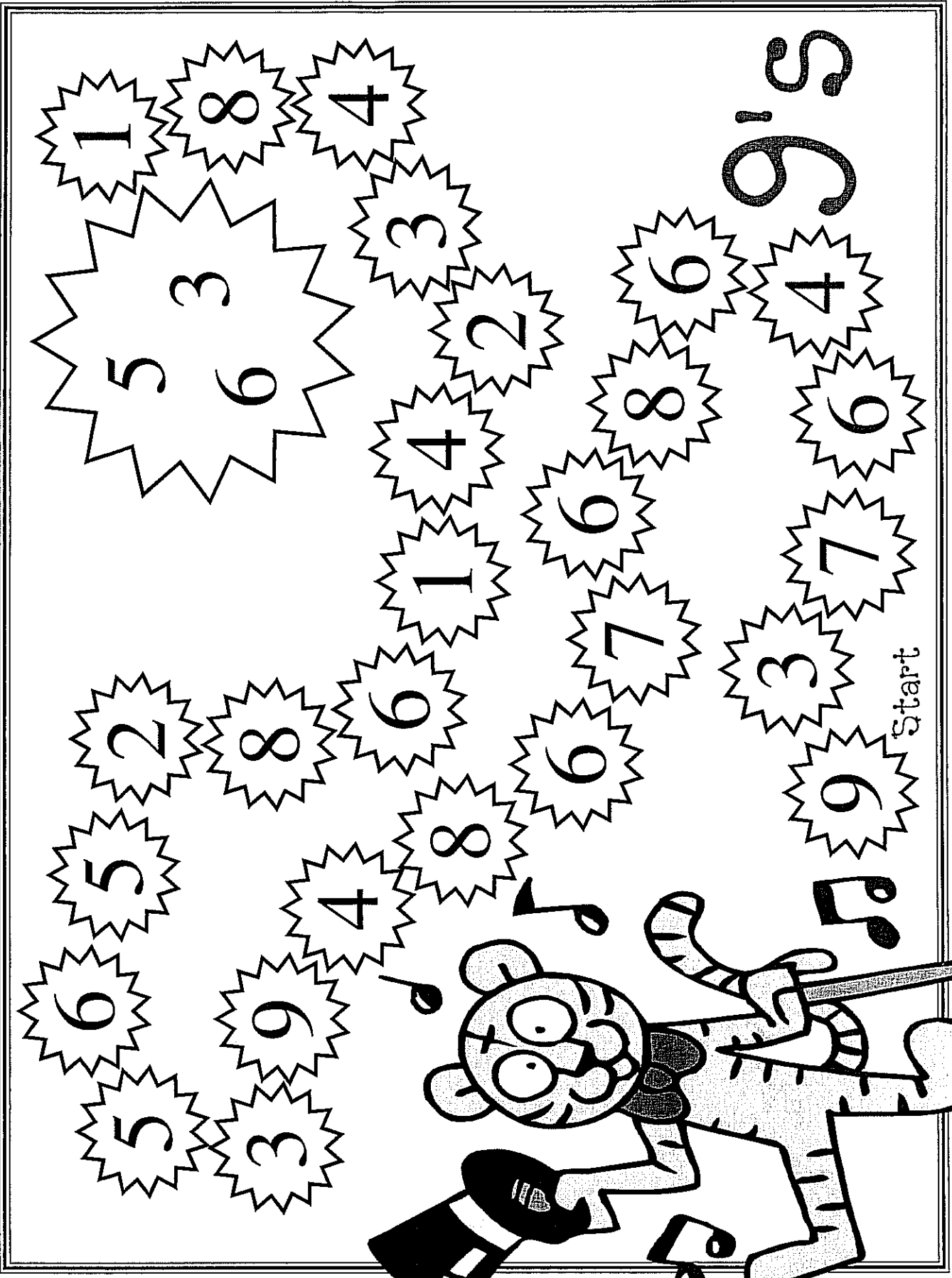
Mix up the cards.

Students take turns turning over a card and moving their marker on the gameboard. The student moves to the next spot on the gameboard that is the number family partner for the card that is drawn. For example, on the 9's gameboard, if the student draws the number 4, he/she would move to the next space that has a 5 because 4 and 5 are partners for 9.

Sample: Number Family of 9 Gameboard:

- if a 4 is drawn, the child moves to the next 5 on the gameboard.
- if a 7 is drawn the child goes to the next 2 on the gameboard.

On the gameboard above, a student would need to draw a 4, 3 or 6 to enter the winners circle.



Start

9's

FACT FAMILY MAT

Steps:

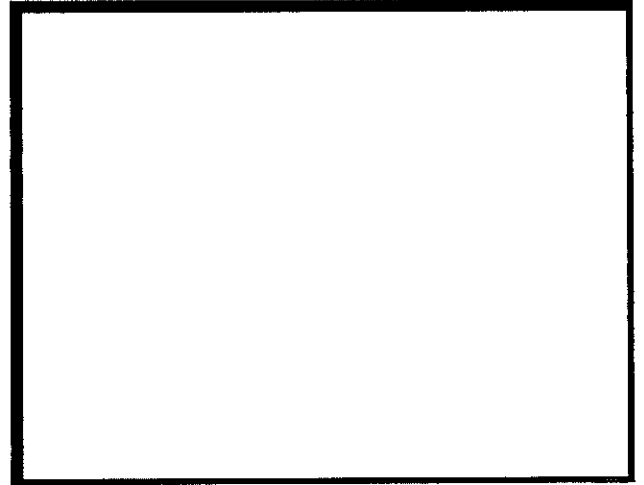
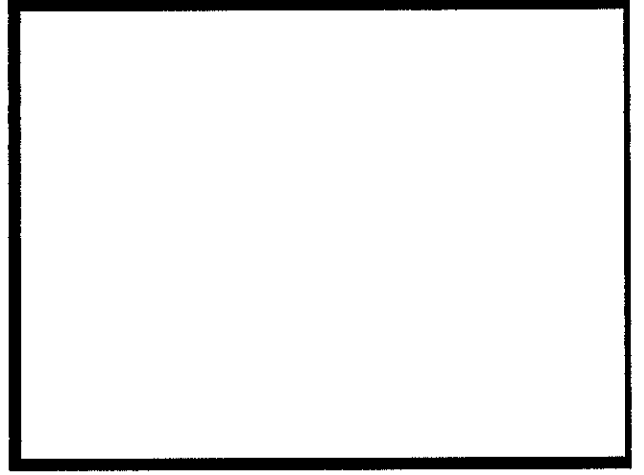
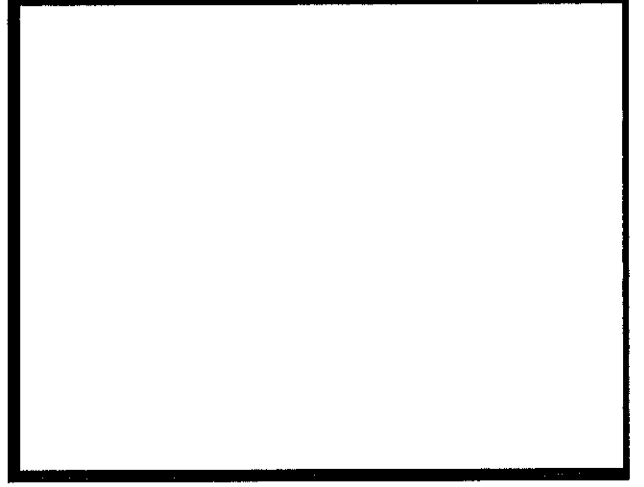
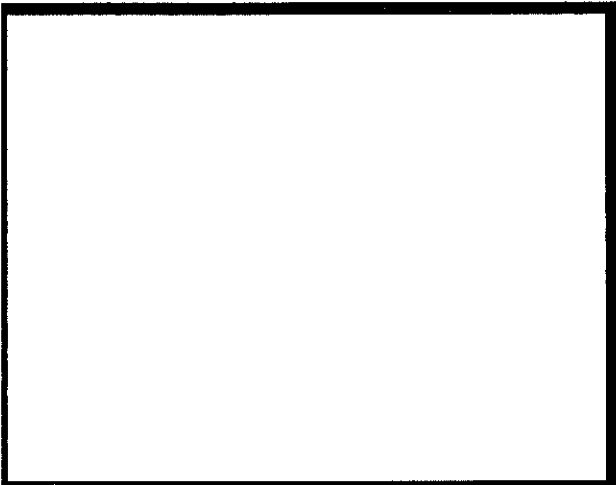
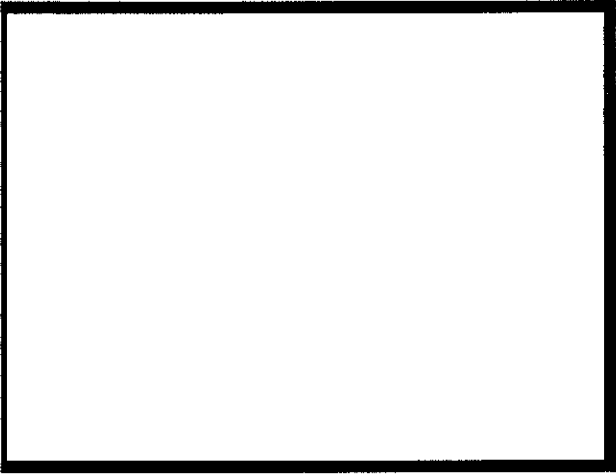
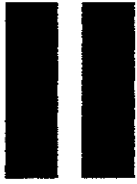
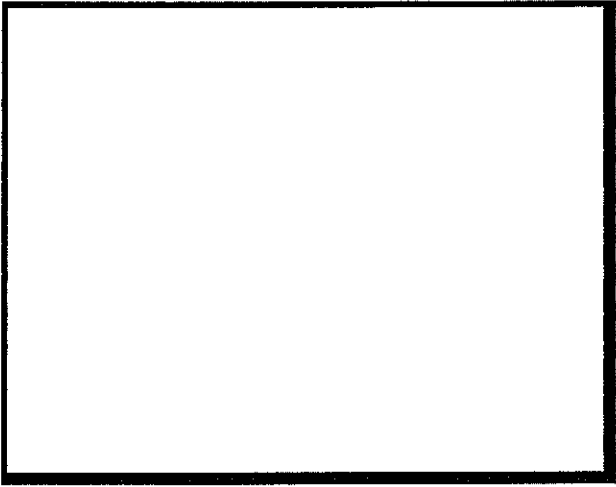
1. Use a deck of cards (0 = queens and 1 = A's)
2. For the family of 9, you'll only need cards 0 - 9.
3. Shuffle cards.
4. Place a card face up in the first blank space.
5. Chant the entire problem verbally, filling in the missing number.
6. Continue flipping over the next card and continuing chanting.

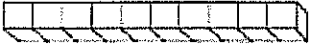
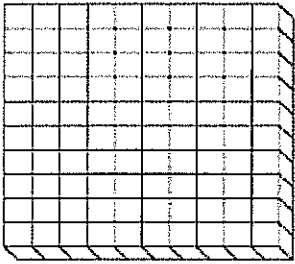
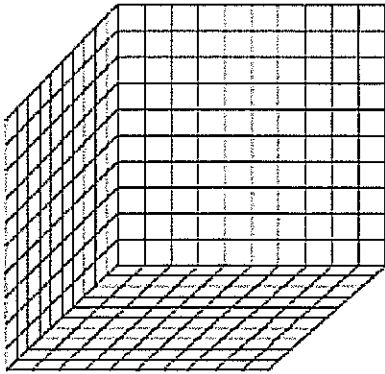
(0 - 5 cards)

4 + A = 5

5 - A = 5

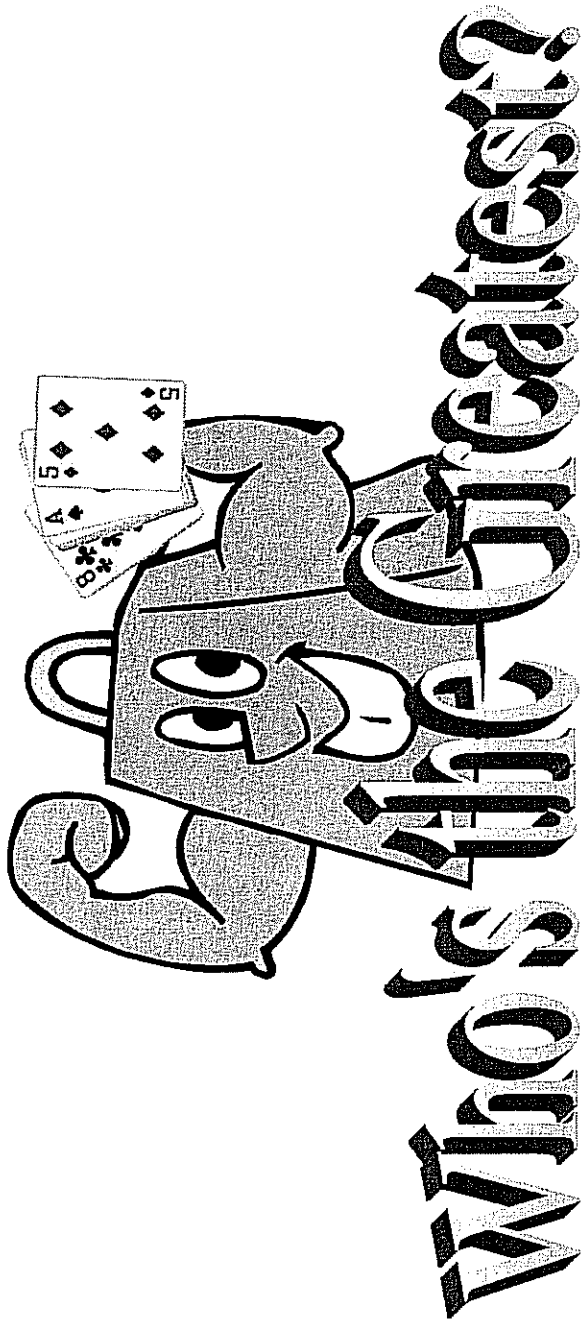
4





THOUSANDS	HUNDREDS	TENS	ONES

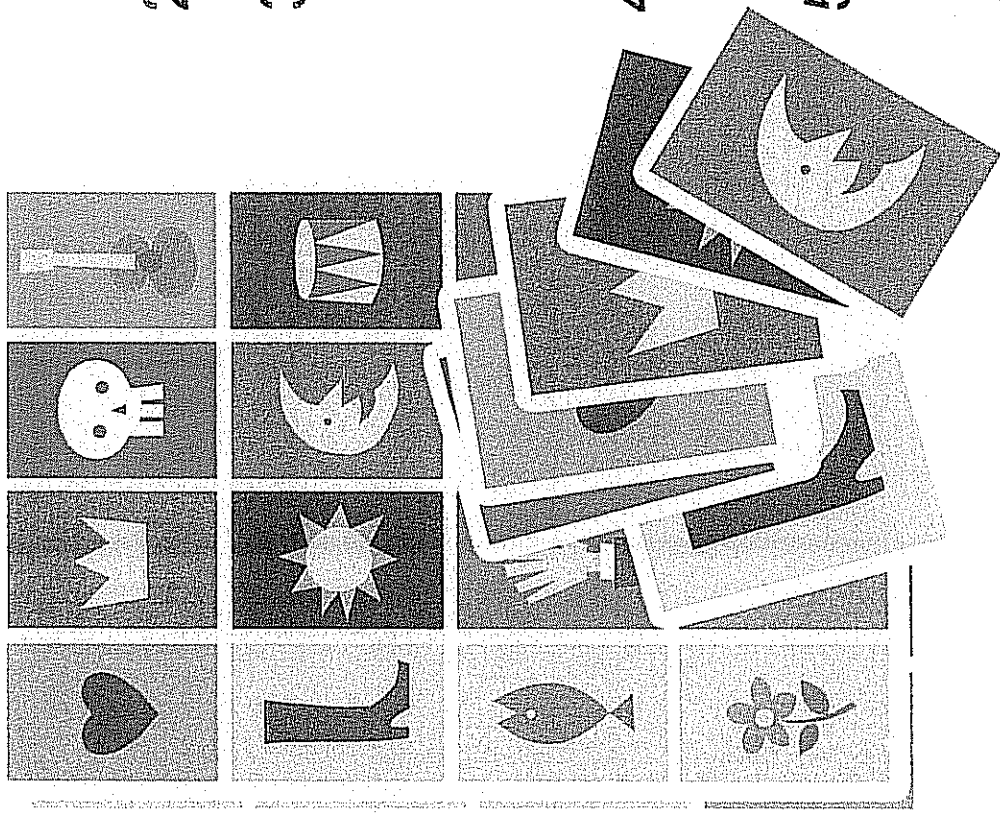




Who's the Greatest?

1. Only 1 deck is required (removing the tens, jokers, and face cards).
2. One player deals the cards evenly. Players place their cards in a stack facedown in front of them.
3. Each player turns over four cards.
4. Players arrange their cards to make the greatest possible four-digit number.
5. Players read their numbers aloud and decide which number is greater.
6. The player with the biggest value, wins all of the cards from that round.
7. Players continue the game until all cards have been used. The player with the most cards at the end....**WINS!!!**

Memory/ Concentration



Steps:

1. Lay out all of your cards facing down
2. Decide who will go first.
3. First partner will turn over 2 cards, trying to match the word with the correct sound/spelling pattern
4. If there's a match, go again
5. Continue until all cards are matched up.
6. Whoever has the most pairs, WINS!

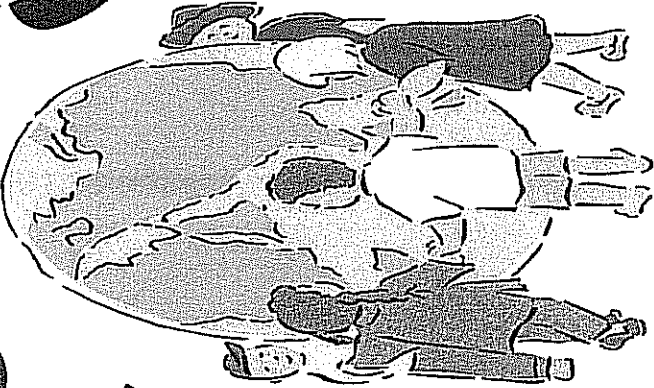


W	O	R	D	O
		<i>FREE</i>		



(Dr. Sharon H. Faber, 2006)

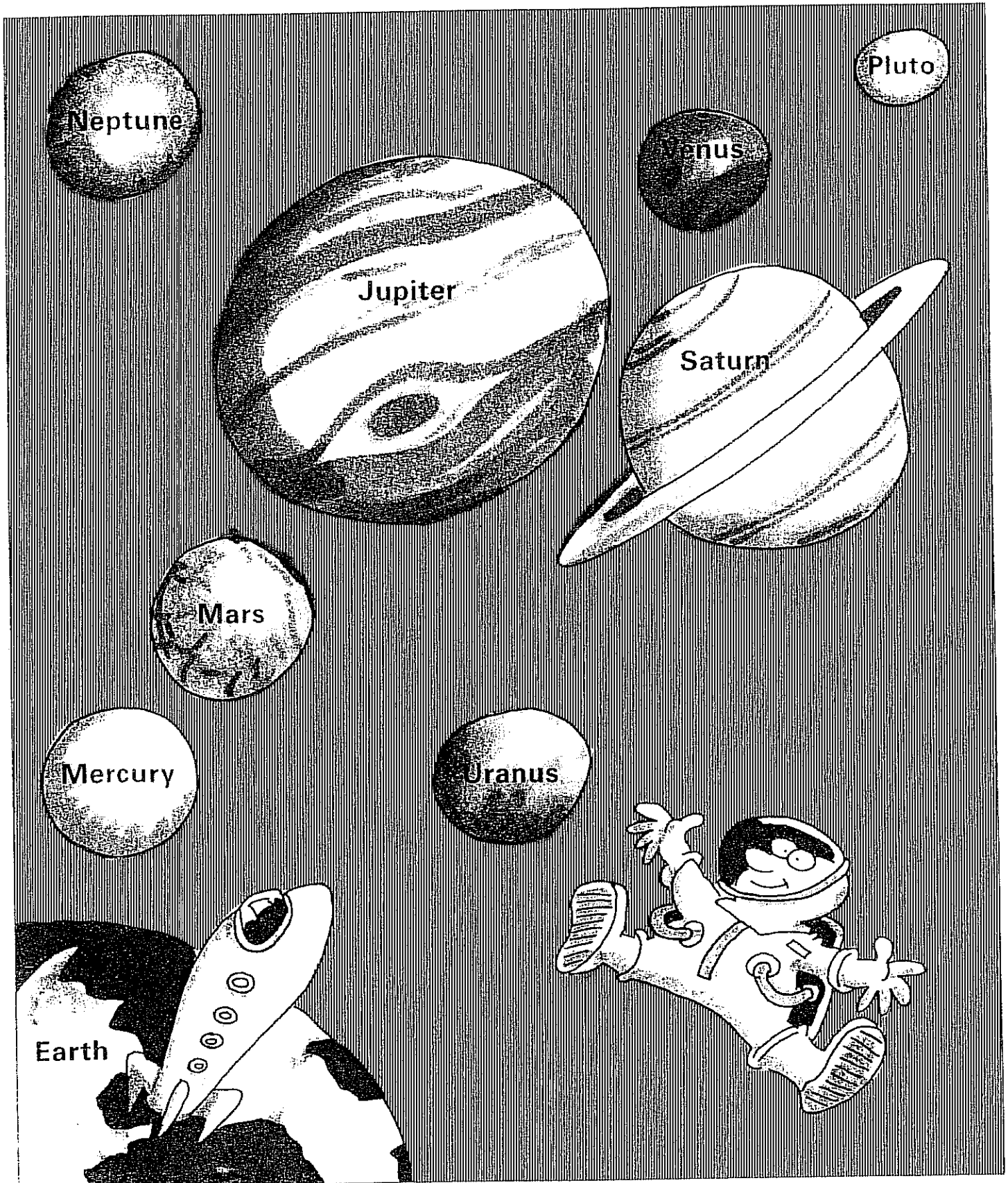
Learning Space Race

A black and white illustration of a globe with several stylized human figures standing around it, some appearing to be in motion or interacting with the globe.

Steps:

1. Players place their chips in a pile on Earth
2. Players take turns traveling to a planet of their choice. Designate a partner to select a word card from the planet's envelope and read the word aloud.
3. The player writes the word on the whiteboard and self-checks with the card. If correct, he/she places a chip on that specific planet to show their voyage was successful.
4. Repeat the procedure with all other players.
5. The game ends when one player has a chip on every planet.

Spelling Space Race



Word Sorts

WORD SORT 1 Spellings for the sound /a/

man	that	than	lap	can	hat
cat	clap	rat	ran	cap	plan
lamp	trap	camp	map	sat	stamp

Write each word under the correct spelling.

an	al	ap	amp
mail			

WORD SORT 2 Spellings for the sound /e/

fast	band	trash	dance	stand	fast
hand	past	cast	cash	glance	rash
sand	splash	land	France	flash	chance

Write each word under the correct spelling.

and	ast	ash	ance

Steps for OPTION 1:

1. Look at the sound/spelling options
2. Look at the word on your index card
3. Place it under the correct sound/spelling option

Word Sorts

Steps for OPTION 2:

1. Look at the words on all of the index cards
2. With a partner, look for the different sound/spelling patterns you see
3. With your partner, create your own word sort
4. Swap word sorts with another partner sets' word sort

WORD SORT 1		Spellings for the sound /a/			
man	that	than	lap	can	hat
cat	damp	rat	ran	cap	plan
lamp	trap	camp	map	sat	stamp
Write each word under the correct spelling.					
an	at	ap	amp		
man					

WORD SORT 2		Spellings for the sound /a/			
fast	band	trash	dance	stand	last
hand	past	cast	cash	glance	rash
sand	splash	land	France	flash	chance
Write each word under the correct spelling.					
and	ast	ash	ance		

WORD WALL CHEERS

Blast Off- start crouched at the floor as you say each letter get a little higher, jump in the air at the end of the word.

Hand Jive- pair up kids to clap for consonants and lap clap for vowels.

Back Tracer- place students in a circle and have them trace the letters on a partner's back.

Mouse- squeaky voice with hands curled up by face.

Robot- in robotic voice with arms moving back in forth.

Chicken- arms folded up to make wings and head moving forward.

Nose- hold your nose and spell it.

Cheer It- just like your cheerleading days!

Pat- pat our heads for tall letters, tummies for short letters and knees for letters that go below the line

Snap and Clap- we snap for the vowel and clap for tape.

Raise the Roof- push up to the ceiling for each letter.

Disco- hand up for consonants and down for vowels.

Box It- pretend to box the letters out.

Throw it to the Stars- throw the letters up to the ceiling.

Be the Letter- like the YMCA song.

Mexican Hat Dance- alternate feet on the floor.

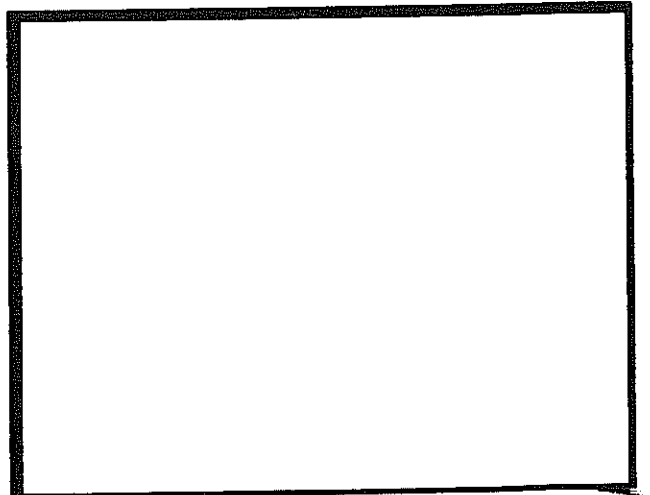
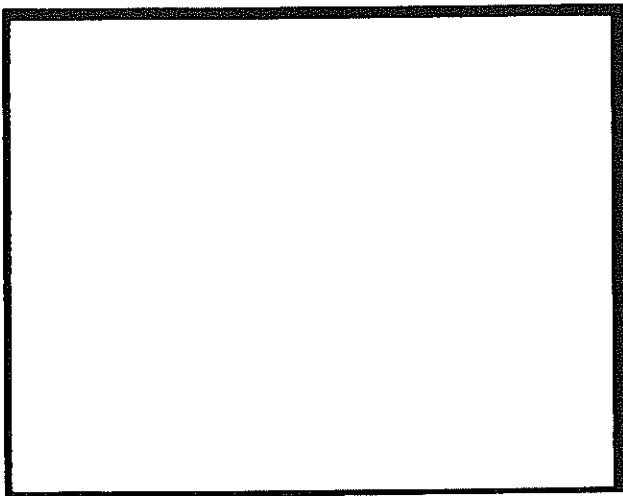
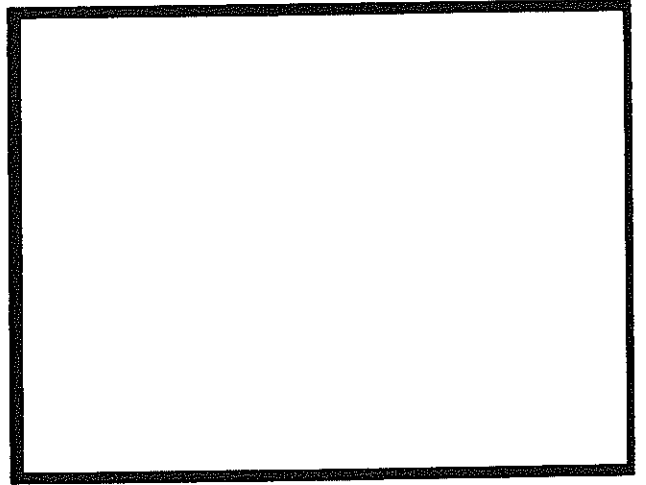
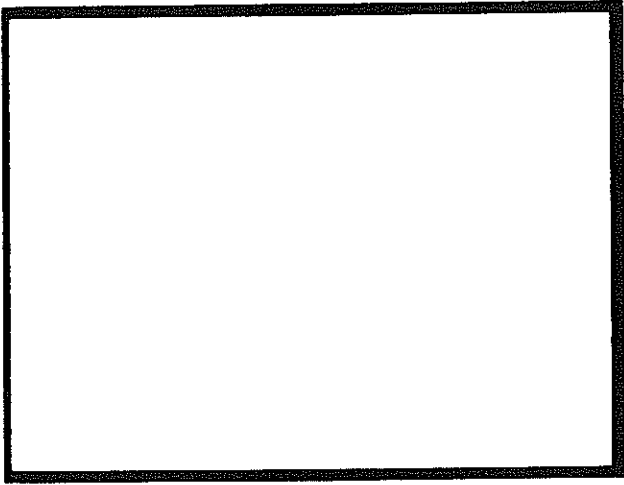
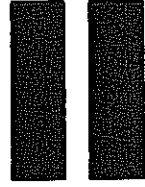
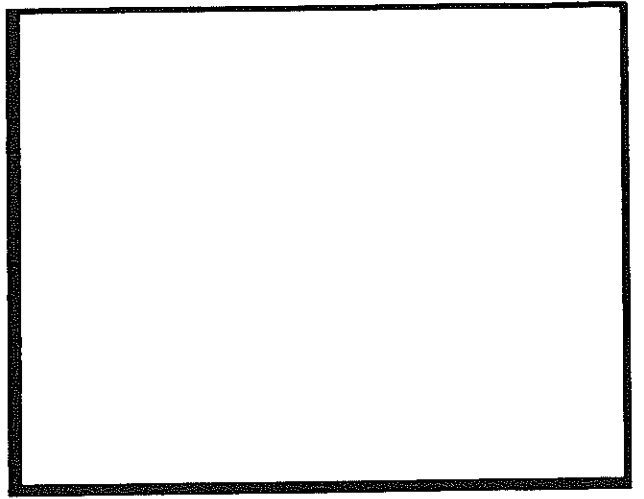
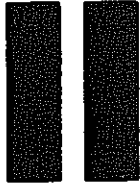
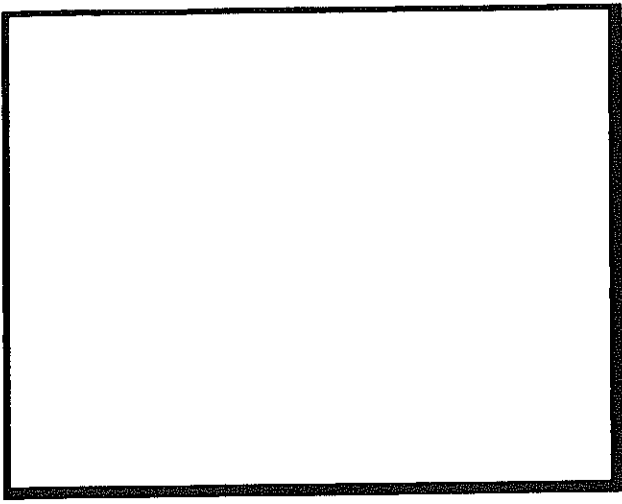
Stomping- just stomp for feet for each letter.

Explosion- whisper, normal, and loud.

Hula- hands on hips, swivel, hands in air to say word.

Jumping Jacks- one letter for each movement.

Batter Up- swing the letters.





Ideas to Remember:

Site for Academic Games: www.theschoolbell.com

Academic Vocabulary GAMES based on Dr. Marzano's research <http://jc-schools.net/tutorials/vocab/index.html>

Language Strategies for Active Classroom Participation

Expressing an Opinion

I think/believe that ...

In my opinion ...

Based on my experience, I think ...

Asking for Clarification

What do you mean?

Will you explain that again?

I have a question about that.

Soliciting a Response

What do you think?

We haven't heard from you yet.

Do you agree?

What answer did you get?

Reporting a Partner's Idea

_____ indicated that ...

_____ pointed out to me that ...

_____ emphasized that ...

_____ concluded that ...

Disagreeing

I don't agree with you because ...

I got a different answer than you.

I see it another way.

Affirming

That's an interesting idea.

I hadn't thought of that.

I see what you mean.

Predicting

I predict/imagine that ...

Based on ..., I infer that ...

I hypothesize that ...

Paraphrasing

So you are saying that ...

In other words, you think ...

What I hear you saying is ...

Acknowledging Ideas

My idea is similar to/related to _____'s idea.

I agree with (a person) that ...

My idea builds upon _____'s idea.

Reporting a Group's Idea

We decided/agreed that ...

We concluded that ...

Our group sees it differently.

We had a different approach.

Offering a Suggestion

Maybe we could ...

What if we ...

Here's something we might try.

Holding the Floor

As I was saying, ...

If I could finish my thought ...

What I was trying to say was ...

