# 50 Quick-Play Grammar Games™



- Plurals
- Subject/Verb Identification
- Noun/Verb Agreement
- Verb Tenses
- Pronouns
- Adjectives
- Sentences/Fragments
- Prepositions
- Comparatives & Superlatives

Paul F. Johnson

LinguiSystems

# 50 Quick-Play Grammar Games



**Paul F. Johnson**

LinguiSystems

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| | |
|---|---|
| Skill Area: | Grammar |
| Ages: | 6-10 |
| Grades: | 1-5 |

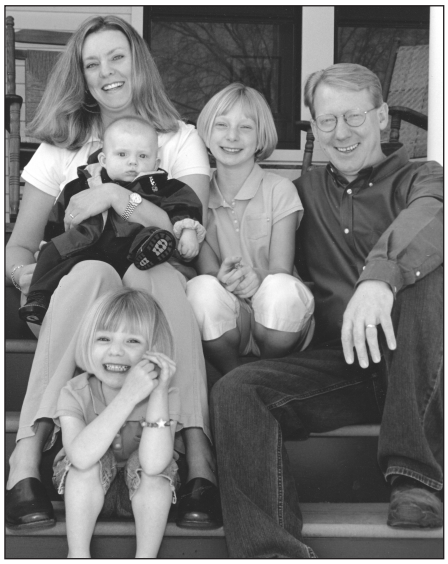
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# About the Author



**Paul Johnson**, B.A., is an editor and writer for LinguiSystems. He lives on a small farm in the middle of the Illinois cornfields with his wife, Kenya; daughters, Maureen and Lauren; and son, Paul. Paul is particularly interested in developing critical thinking, writing, and reading skills in students of all ages. He is currently pursuing his M.A. in elementary education. In his spare time, he enjoys spending time with his family, playing guitar and piano, and reading.

Paul is the author of a number of LinguiSystems publications, including *50 Quick-Play Language Games*, *125 Ways to Be a Better Writer, 125 Writing Projects, Word Scramble, Word Scramble 2, Math Scramble, Category Scramble,* and is the co-author of *125 Vocabulary Builders, The Reading Comprehension Game: Elementary, The Curriculum Vocabulary Game,* and *LinguiSystems Benchmarks for Success: Reading and Language Arts.*

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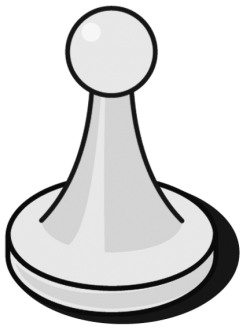

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# Introduction



Winters in the Midwest are *l-o-n-g*. There are years when we are stuck indoors for the better part of seven months, and that's an awful lot of time to spend together as a family. In addition to watching TV and reading, I have always spent a good portion of that time playing games. My three siblings and I spent many winter hours playing (and arguing) over *Monopoly, Payday, Yahtzee, The Game of Life*, and even *The Mad Magazine Game*. Now, as my own children grow (along with our game collection), we also pull out the board games when the weather turns nasty. It's been fun to watch my children move from *Hi-Ho Cherry-O* and *Guess Who?* to *Mancala*, *Hangman*, and *Monopoly*. And as our game collection has grown (far beyond the shelves originally dedicated to it), so has our desire to find new games to play and new ways to play familiar games. My love of games and passion for learning naturally led me to create educational games for LinguiSystems. This book is an outgrowth of those interests.

Educational board games are often expensive and sometimes limited in scope. School materials budgets aren't getting any more generous and value is an important consideration when making a purchase for the classroom or therapy setting. My goal in writing this book is to provide educators with a wide variety of game types in many different skill areas for a reasonable price. These games can be used exactly as they are printed (some photocopying may be required), or you can photocopy the boards, color them, laminate them, and store them in file folders for repeated use. These games make great additions to learning centers or as take-home activities. As with any tool, every professional who picks up this book will use it differently.



*50 Quick-Play Grammar Games* is designed to reinforce a variety of basic grammar skills. At least two games are included for each skill in the book, and two different skill levels are addressed within each skill area. For example, the first game in the Subject/Verb Identification section addresses very basic skills appropriate for early elementary students. The next Subject/Verb game requires students to use slightly more advanced skills and would be appropriate for use with middle elementary students.

I hope you and your students enjoy playing the games in this book, and that your time together not only results in increased grammar skills for your students but also in positive social interactions for everyone involved. Maybe I should put that thought another, simpler way . . . "Have fun!"

Paul


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# General Tips & Notes

- ***Waste no time:*** These games have been designed for quick set-up and play. Most games take about 10 minutes to play. The game directions are also intentionally brief. It is generally assumed that you will use your own method of determining who will take the first turn and that play continues clockwise in turn-taking games. Game basics such as those are not included in the written directions for each game so that you can more easily scan the directions and be ready to play in a matter of minutes.

- ***Game equipment:*** You will need different-colored game tokens, dice, and game chips to play many of the games in this book.

- ***Optional set-ups:*** Some games in the book include pages of game cards that can be prepared ahead of time. If, however, you simply want to get into the game quickly, you can choose the items at random from a sheet and present them to the players instead of taking the time to cut out the cards. Other games include simple lists of items to be used. These items could be transferred to cards and stored with the game board in a file folder for independent student play.

- ***Mix and match:*** Many of the game boards are "generic" types that can be used with any stim items. You might find yourself putting together custom games by combining items from several different grammar areas in the book and using one of the standard game boards. Think of the book as a tool kit of game components that you can mix and match according to your tastes and needs.

- ***Questions and answers:*** Most of the games in the book contain enough items to play a couple of games with two or three players. You can extend the value of the games by creating additional items for the games, or better yet, you can challenge your students to create new game items. Sample answers are given for game items where it seemed most necessary. Many of the games contain answers that are self-evident, or that will vary based on students' personal responses.

- ***Group project:*** You might choose several games in the book and have your students help you "manufacture" them for take-home use. Students can help color the game boards, assemble game cards, and pack the games in plastic bags for home practice. Students can then sign out and return games of their choice. Here are some ways to make the games more attractive:
  - ✔ Enlarge a game board on a photocopy machine to fill an 11" x 17" sheet. Have students color the board with markers or crayons. Laminate the board (most large office supply stores will laminate 11" x 17" sheets). The bigger size may be easier for larger groups of students to see and use.
  - ✔ Photocopy game cards or items directly onto colored paper or card stock. If your copier can't handle heavy paper, attach a photocopy of the game cards to heavy paper with spray adhesive, laminate, and cut with a rotary cutter. The cards should last for many playings.


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# Creature Features

1 *Subject/Verb Identification*
*Level 1*

**Goal:** to practice identifying subjects and verbs in simple sentences about animals

**Players:** 1 or more

**Overview:** Players listen to sentences and identify either the subject, the verb, or both and earn facial features to create a completed silly animal face.

**Materials:**
- **Creature Features Game Items** sheet (page 8)
- copy of a **Creature Features** game board (pages 9-11) for each player
- facial features (pages 12-13) that have been cut apart and separated into a nose pile, an eye pile, and a mouth pile

**Game Play:**
- Place the facial features on the table (either face-up or facedown) in piles by type.
- Each player, in turn, follows these directions:
  - ✔ The instructor reads an item (randomly) from the **Game Items** sheet and asks the player (depending on skill level and need) to identify the subject, the verb, or both the subject and the verb in the sentence.
  - ✔ If the player provides satisfactory information, she selects a facial feature, puts it on one of the faces on her game board, and her turn is over.
    — **Note:** You might have players glue facial features to their boards.
  - ✔ If a player does not provide satisfactory information, her turn is over and play moves to the next player.
- The first player to place 3 features on each face (eyes, nose, mouth) is the winner.

- **Optional Play:**
  - ✔ Provide the player with a noun and a verb and have her create a simple sentence that includes both.
  - ✔ Have players draw facial features on the faces instead of using the ones provided.


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# Creature Features Game Items

1 *Subject/Verb Identification* *Level 1*

| Sentence | Subject | Verb |
|---|---|---|
| ❑ The bear ran away. | bear | ran |
| ❑ The monkey eats a banana. | monkey | eats |
| ❑ That cat yelled all night. | cat | yelled |
| ❑ The lion hunted yesterday. | lion | hunted |
| ❑ A dog looks for his bone. | dog | looks |
| ❑ The mouse scared the man. | mouse | scared |
| ❑ My dad saw a bear. | dad | saw |
| ❑ The monkeys played together. | monkeys | played |
| ❑ Cats like to be alone. | cats | like |
| ❑ Lions live in groups. | lions | live |
| ❑ Their dog barks loudly. | dog | barks |
| ❑ A mouse eats cheese. | mouse | eats |
| ❑ The zoo opened early. | zoo | opened |
| ❑ The zookeeper fed the animals. | zookeeper | fed |
| ❑ People like the zoo. | people | like |
| ❑ A lion escaped. | lion | escaped |
| ❑ Birds live in nests. | birds | live |
| ❑ The hamster slept all day. | hamster | slept |
| ❑ Ants dig tunnels. | ants | dig |
| ❑ A snake bit the man. | snake | bit |
| ❑ The horse won the race. | horse | won |
| ❑ Some dogs help people. | dogs | help |
| ❑ Frogs catch flies. | frogs | catch |
| ❑ Spiders spin webs. | spiders | spin |
| ❑ Dolphins jump high in the air. | dolphins | jump |
| ❑ The cow rests on the ground. | cow | rests |


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# Creature Features




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# Creature Features



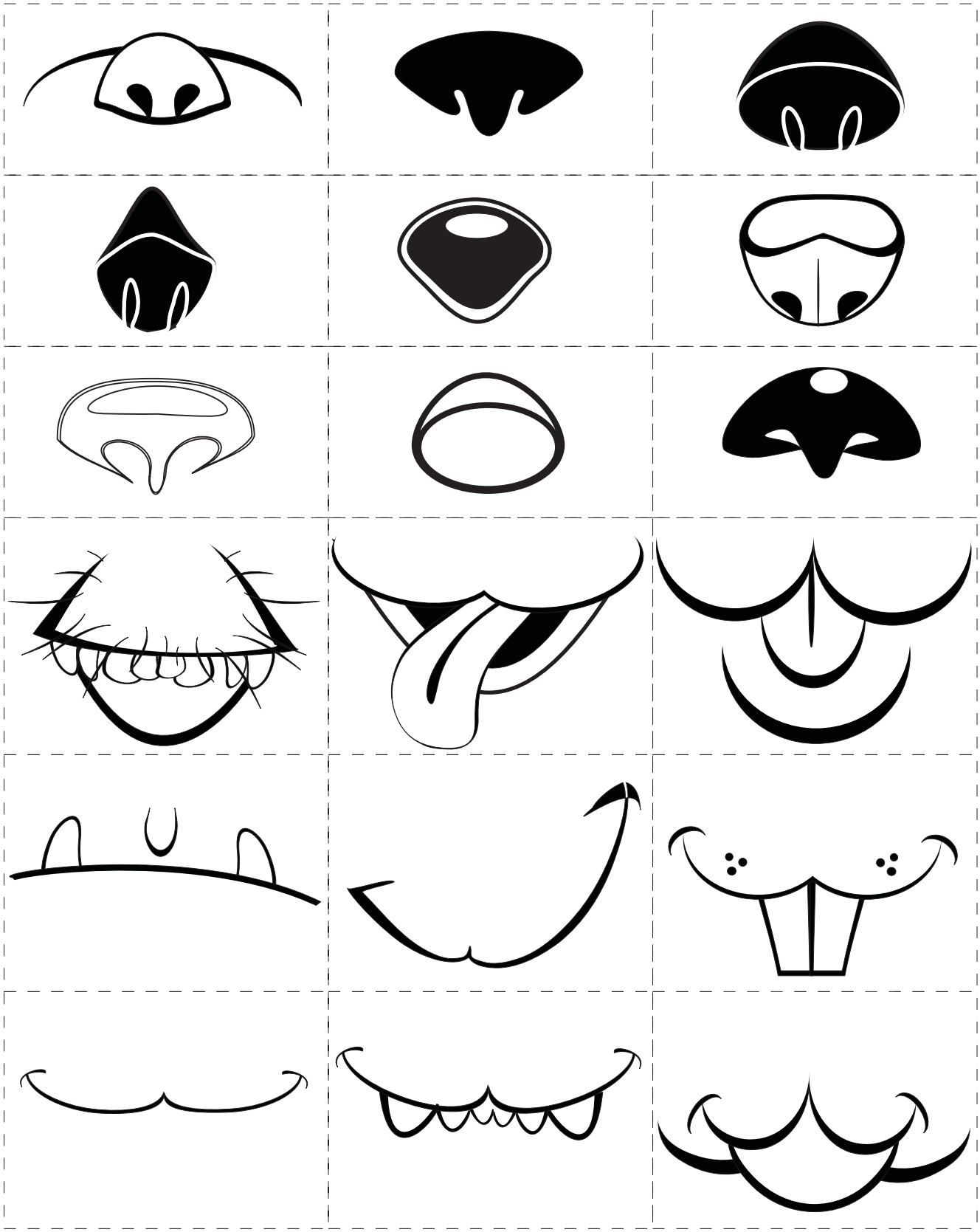



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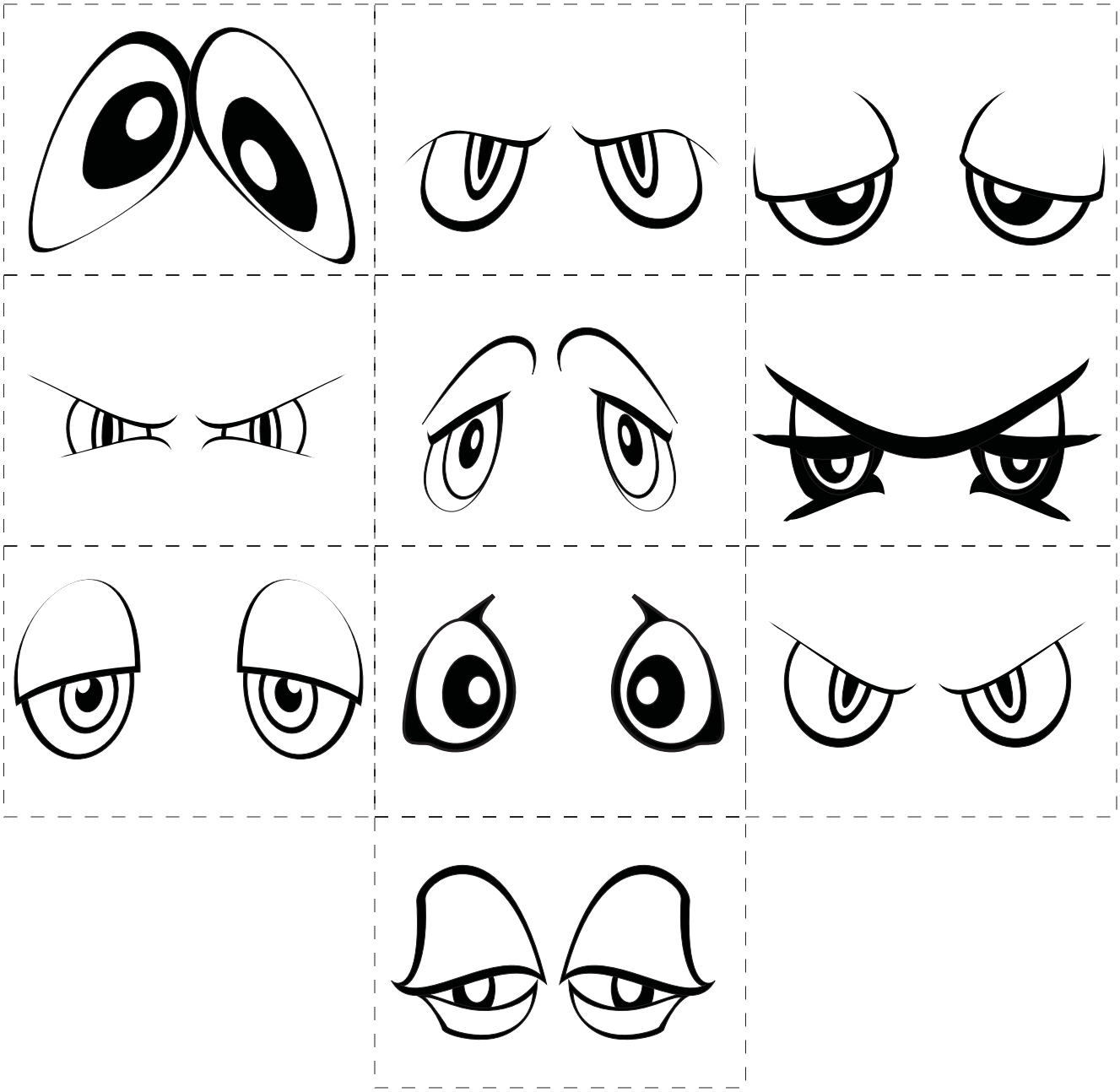
# Creature Features




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# Into the Water

2 *Subject/Verb Identification*
*Level 2*

**Goal:** to practice determining whether subjects or verbs are missing in simple sentences about summer activities

**Players:** 2 or more

**Overview:** Players try to win a swimming race by listening to sentences and correctly identifying whether the subject or the verb is missing.

**Materials:**
- **Into the Water Game Items** sheet (page 15)
- **Into the Water** game board (page 16)
- 1 coin
- game token for each player

**Game Play:**

- Each player places a game token on a number below each swimming "lane." This is the player's **Start** space. Each player, in turn, follows these directions:
  - ✔ The instructor reads a randomly selected item from the **Game Items** sheet, saying "blank" where indicated ("The 'blank' jumped in the pool"). The player identifies whether the subject or the verb is missing from the sentence.
  - ✔ If the player is incorrect, play moves to the next player.
  - ✔ If the player is correct, he flips the coin onto the table (or shakes it in his closed hand and opens his hand).
    - — If "heads" shows, the player moves 1 space.
    - — If "tails" shows, the player moves 2 spaces.
    - — If the player drops the coin on the floor, he moves back 1 space (optional).
- The first player to complete one "lap" of the pool (up and back to the starting point) is the winner.

- **Optional Play:**
  - ✔ Increase the difficulty of the task by having each player provide an appropriate subject or verb for each sentence.


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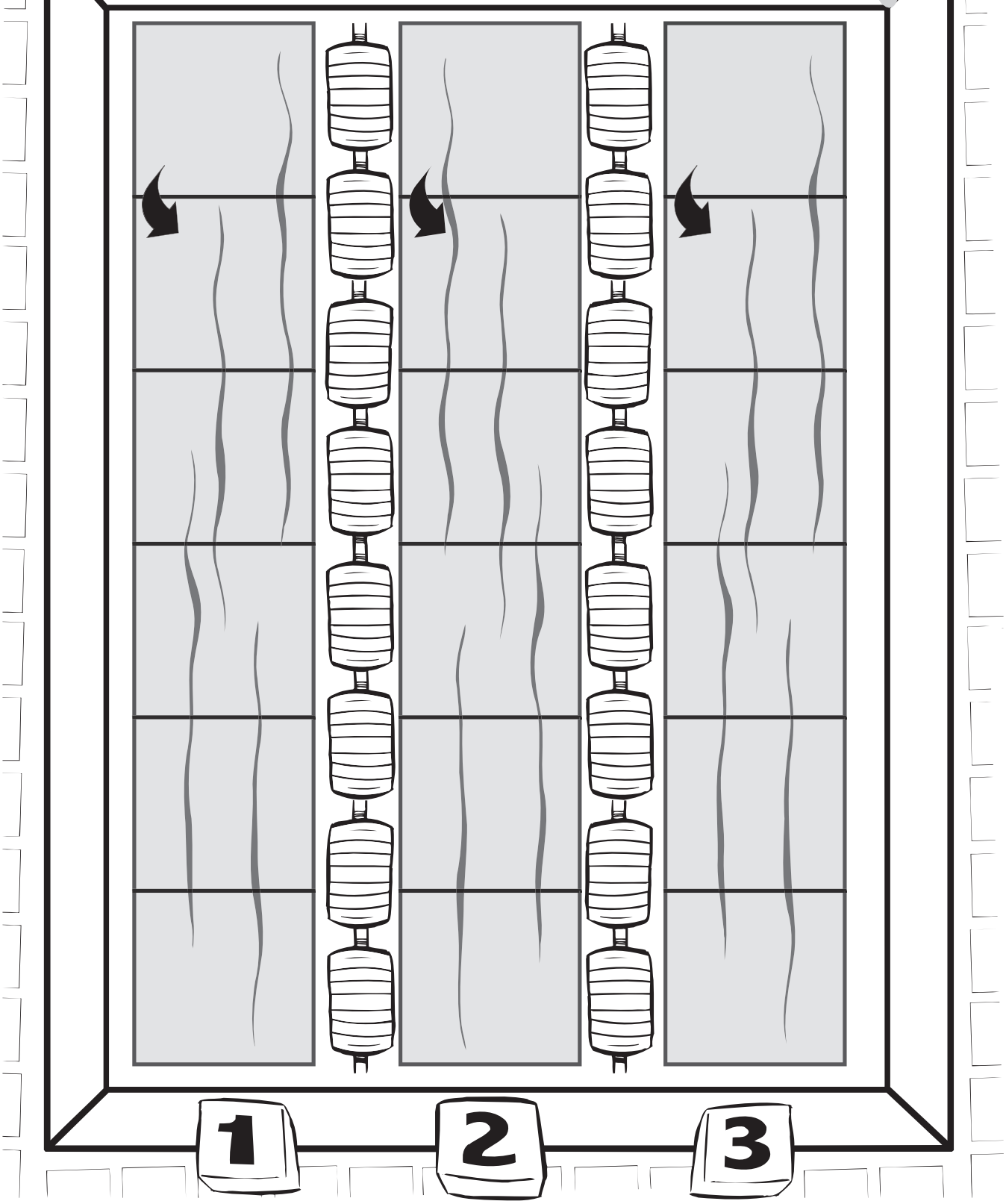
# Into the Water Game Items

2 *Subject/Verb Identification* *Level 2*

| Sentence | Missing | Example Word |
|---|---|---|
| ❑ The _____ jumped into the pool. | subject | swimmers |
| ❑ We _____ water balloons. | verb | threw |
| ❑ The kids _____ ice cream. | verb | ate |
| ❑ _____ ran a race. | subject | *(pronoun)* |
| ❑ I _____ the dog. | verb | walked |
| ❑ The batter _____ the baseball. | verb | hit |
| ❑ _____ watched the game. | subject | *(pronoun)* |
| ❑ My _____ grilled hot dogs. | subject | dad, mom |
| ❑ The _____ slept in the shade. | subject | dog |
| ❑ We _____ tag with the neighbors. | verb | played |
| ❑ The _____ blew cold air on us. | subject | fan, air conditioner |
| ❑ The sun _____ all day. | verb | shined |
| ❑ My _____ had a flat tire. | subject | bicycle |
| ❑ We _____ our bicycles. | verb | rode |
| ❑ I _____ Frisbee at the beach. | verb | played |
| ❑ Dad and I _____ the car. | verb | washed |
| ❑ The _____ is too hot to walk on. | subject | sidewalk, sand |
| ❑ We _____ to the band concert. | verb | listened |
| ❑ The _____ was filled with people. | subject | park, pool |
| ❑ He _____ water all over her. | verb | splashed |
| ❑ We _____ the Grand Canyon. | verb | saw, visited |
| ❑ _____ wore shorts and a T-shirt. | subject | *(pronoun)* |
| ❑ The parade _____ in an hour. | verb | starts |
| ❑ My _____ took us to the carnival. | subject | dad, grandma |
| ❑ The rain _____ all afternoon. | verb | fell |
| ❑ We _____ in the puddles after the storm. | verb | played |
| ❑ Our _____ likes to play in water. | subject | dog, cat |


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# Into the Water





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# Have a Slice

3 *Sentences/ Fragments* *Level 1*

**Goal:** to identify complete sentences and sentence fragments

**Players:** 1 or more

**Overview:** Players try to create a whole pizza by identifying complete sentences and sentence fragments.

**Materials:**
- **Have a Slice Game Items** sheet (page 18)
- copy of a **Have a Slice** game board (page 19) for each player
- several copies (at least one for each player) of the completed pizza sheet (page 20)

**Game Play:**
- Cut apart the completed pizza sheet(s) into individual slices. Scatter the slices face-down on the table. You may want to copy these pages onto heavier paper or mount them on card stock so players can't see through them.
- Each player, in turn, follows these directions:
  - ✔ The instructor randomly reads an item from the **Game Items** sheet and asks the player to identify whether what she has just heard is a *complete sentence* or a *fragment*.
  - ✔ If the player provides incorrect information, her turn is over.
  - ✔ If the player correctly identifies the item, she selects a slice of pizza and places it face-up on one of the available spaces on her game board's pizza pan. Play then moves to the next player.
    - — There are four different types of pizza slices in the game. If a player draws a piece of pizza that "matches" a piece already on her pan, she gets to pick up an extra piece, and her turn ends. (She does not get another piece if the extra piece matches another on her pan.)
- The first player to fill her pizza pan is the winner.

- **Optional Play:**
  - ✔ Challenge players to turn a sentence fragment into a complete sentence and vice versa.


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# Have a Slice Game Items

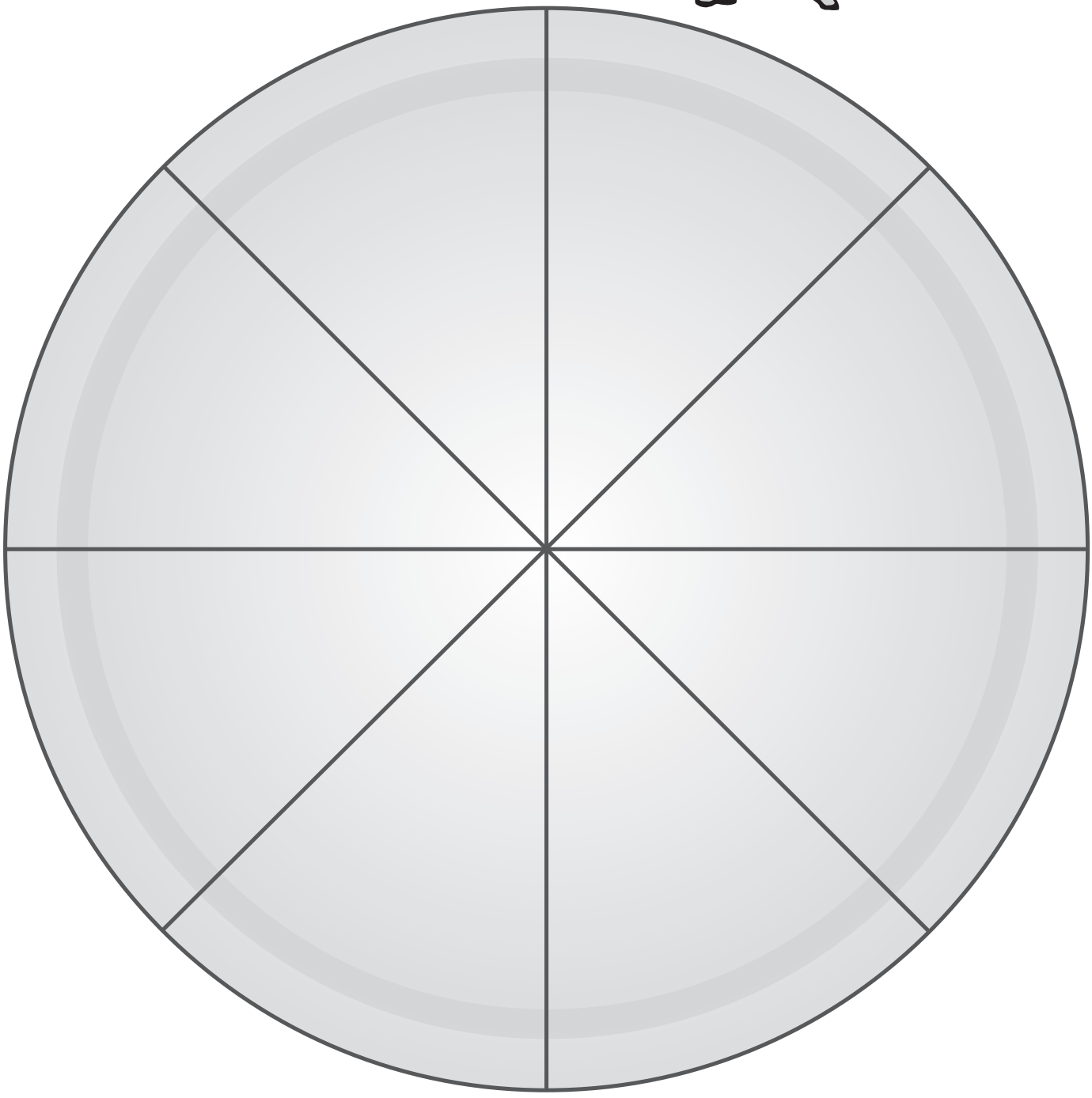
3 *Sentences/ Fragments Level 1*

| Fragment | Sentence |
|---|---|
| ❑ a whole pizza | ❑ I ate a whole pizza. |
| ❑ a coupon for fifty cents off | ❑ I have a coupon for fifty cents off. |
| ❑ the new restaurant | ❑ We ate at the new restaurant. |
| ❑ sausage and cheese | ❑ I like sausage and cheese. |
| ❑ mushrooms on my half | ❑ Put mushrooms on my half. |
| ❑ ordered it to go | ❑ We ordered it to go. |
| ❑ my favorite food | ❑ Pizza is my favorite food. |
| ❑ crispy crust and extra cheese | ❑ I like crispy crust and extra cheese. |
| ❑ a table for four | ❑ We would like a table for four. |
| ❑ two pizzas and a pitcher of soda | ❑ I ordered two pizzas and a pitcher of soda. |
| ❑ a pizza with sauerkraut and pineapple | ❑ A pizza with sauerkraut and pineapple sounds good. |
| ❑ a round or a square | ❑ Would you rather have a round or a square pizza? |
| ❑ breadsticks on the side | ❑ We usually order breadsticks on the side. |
| ❑ just vegetables on his pizza | ❑ My uncle has just vegetables on his pizza. |
| ❑ took our order | ❑ The server took our order. |
| ❑ spaghetti at the pizza place | ❑ My sister likes to order spaghetti at the pizza place. |
| ❑ at least three napkins | ❑ I use at least three napkins when I eat pizza. |
| ❑ just cheese costs less | ❑ A pizza with just cheese costs less. |
| ❑ thick crust or thin | ❑ Do you prefer thick crust or thin? |
| ❑ anchovies on their pizza | ❑ Not many people like anchovies on their pizza. |
| ❑ in a super hot oven | ❑ The best pizza is cooked in a super hot oven. |
| ❑ in a box or a bag | ❑ Pizza is delivered in a box or a bag. |
| ❑ favorite pizza topping | ❑ America's favorite pizza topping is pepperoni. |
| ❑ almost every Saturday night | ❑ We eat pizza almost every Saturday night. |
| ❑ doesn't go very well with pizza | ❑ Milk doesn't go very well with pizza. |
| ❑ all over the world | ❑ People all over the world enjoy pizza. |
| ❑ made of tomatoes and spices | ❑ Pizza sauce is made of tomatoes and spices. |
| ❑ burn the roof of your mouth | ❑ Hot cheese can burn the roof of your mouth. |
| ❑ using your hands or a fork | ❑ Do you eat pizza using your hands or a fork? |
| ❑ cold pizza for breakfast | ❑ Some people love to eat cold pizza for breakfast. |

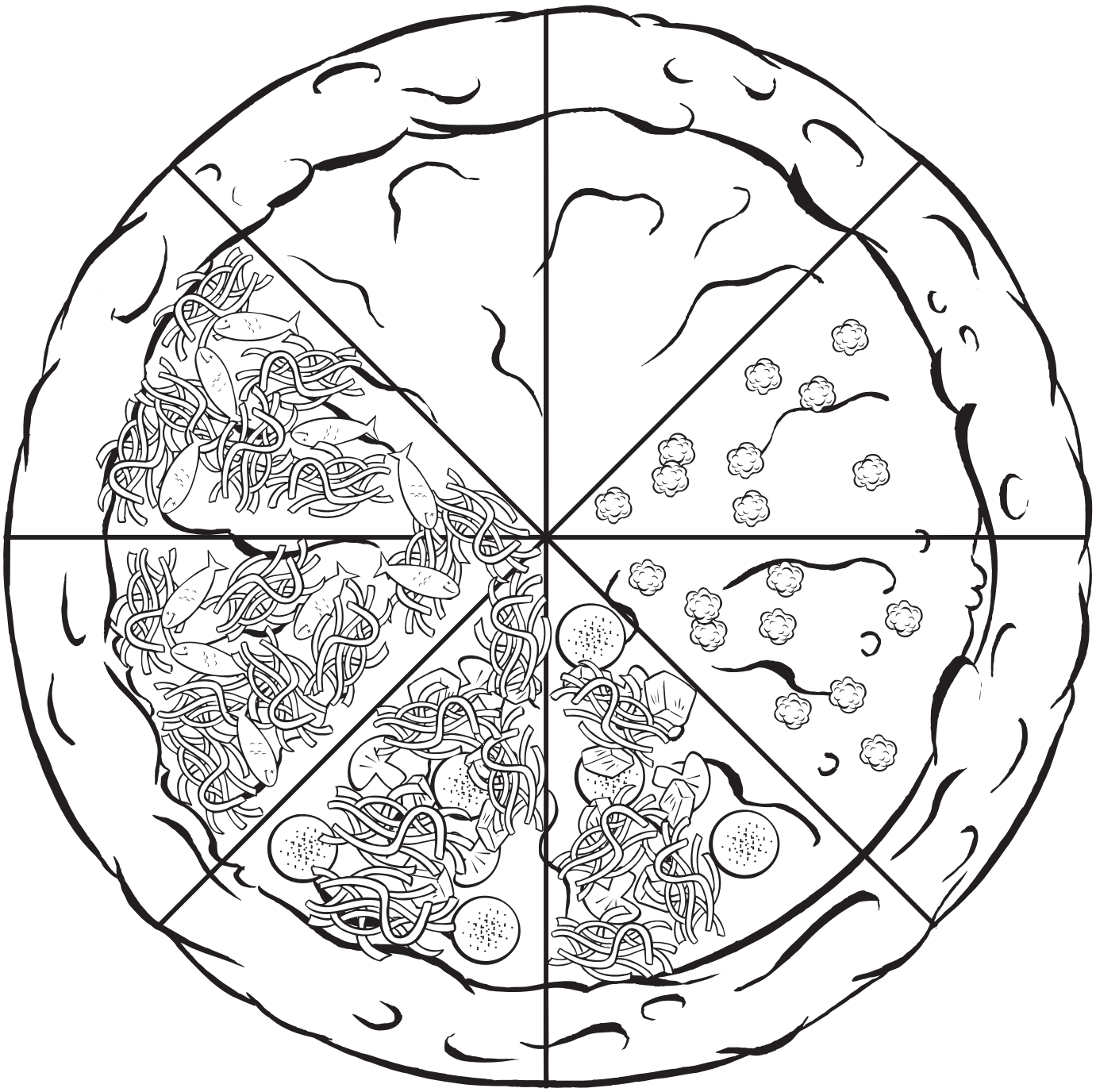

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# Have a Slice






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# To the Rescue

4 *Sentences/ Fragments Level 2*

**Goal:** to create complete sentences from fragments

**Players:** 2 or more

**Overview:** Players try to reach **Finish** by creating complete sentences from fragments.

**Materials:**
- **To the Rescue Game Items** sheet (page 22)
- **To the Rescue** game board (page 23)
- game token for each player
- die

**Game Play:**

- Each player places his token on **Start** and, in turn, follows these directions:
  - ✔ The instructor randomly selects a fragment from the **Game Items** sheet and reads it aloud.
  - ✔ The player creates a complete sentence that includes the fragment and says it aloud.
  - ✔ If the player fails to provide a satisfactory sentence, his turn ends.
  - ✔ If the player provides a satisfactory sentence, he rolls the die, moves the number of spaces indicated, and his turn ends.
- The first player to reach **Finish** (does not have to be on an exact roll) is the winner.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space, the player follows the directions and his turn ends.

- **Optional Play:**
  - ✔ For a player who works better visually, have the player transcribe the fragment and use it to write a complete sentence before saying it aloud.
  - ✔ To increase the difficulty of the game, have the player create two complete sentences using a single fragment.


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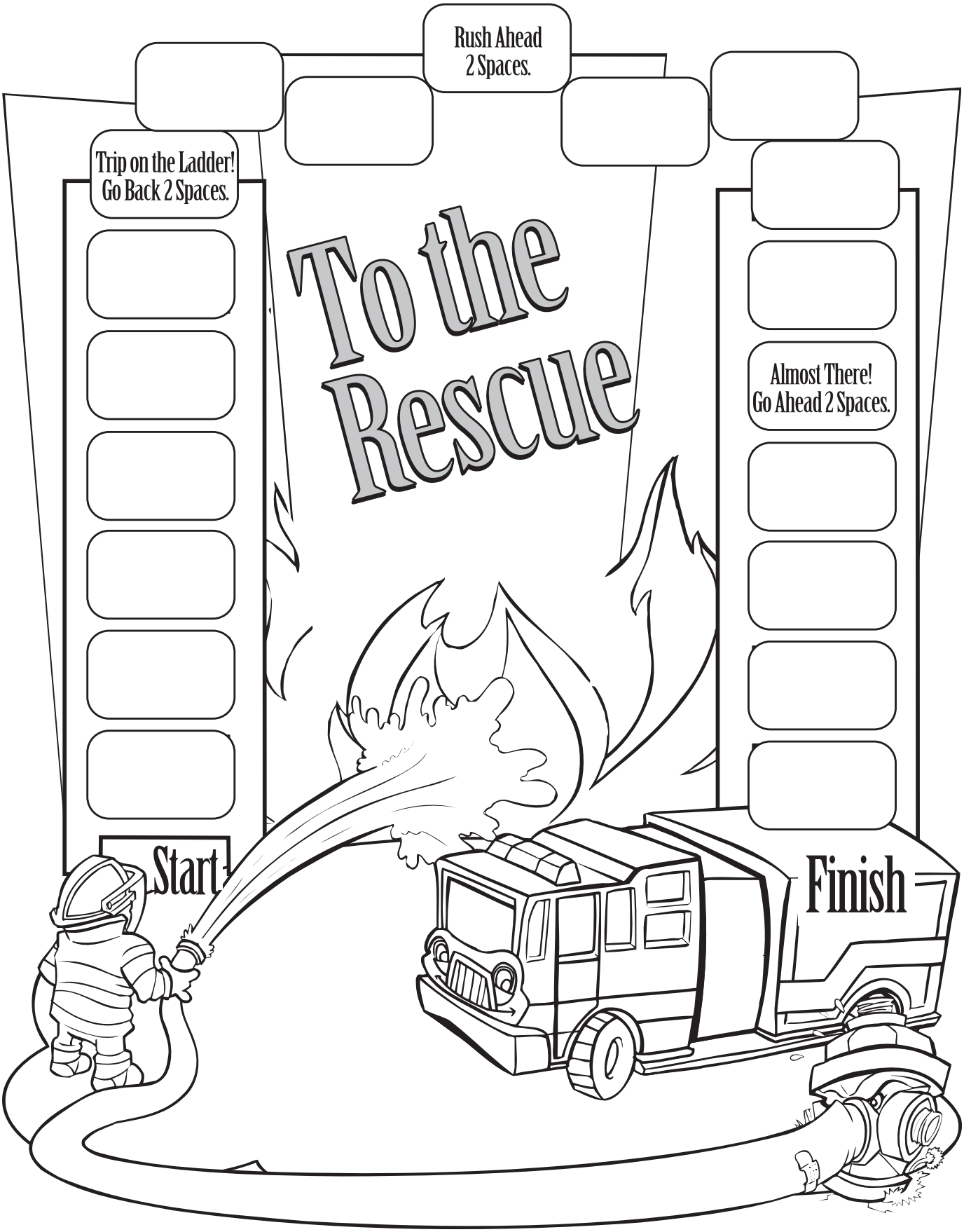
# To the Rescue Game Items

4 *Sentences/ Fragments Level 2*

**Create a complete sentence from each fragment.**

- ❑ out the fire
- ❑ people in danger
- ❑ two buildings burning
- ❑ rode in the ambulance
- ❑ came to our school
- ❑ a huge storm
- ❑ trained to be a paramedic
- ❑ follow safety rules
- ❑ hospital too crowded
- ❑ got out of the hospital
- ❑ brand new smoke detector
- ❑ slid down the fire pole
- ❑ hurricane warnings on the radio
- ❑ no electricity last night
- ❑ likes to watch storms
- ❑ went inside and waited
- ❑ parked in front of the hydrant
- ❑ called 9-1-1
- ❑ flashing lights and sirens
- ❑ listened to the radio
- ❑ out of the tree
- ❑ showed up quickly
- ❑ and drove to the hospital
- ❑ took a first-aid kit
- ❑ called the fire department
- ❑ took three hours
- ❑ three trucks and ten firefighters
- ❑ saved him from drowning
- ❑ firefighter talked about
- ❑ tornadoes in the area
- ❑ ambulance never came
- ❑ got to ride in a fire truck
- ❑ scared and confused
- ❑ heard the fire alarm
- ❑ gave us a tour
- ❑ high winds and rain
- ❑ damaged boats and homes
- ❑ black clouds and thunder
- ❑ a rainbow over their house
- ❑ quiet after the storm
- ❑ couldn't find the address
- ❑ lost his fire helmet
- ❑ firefighter was injured
- ❑ broke both his arms
- ❑ signed my cast
- ❑ wasn't careful enough
- ❑ wore his life jacket
- ❑ until the fire was out


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# Jungle Journey

5 *Regular Plurals*
*Level 1*

**Goal:** to complete sentences with an appropriate singular or regular plural common noun

**Players:** 2 or more

**Overview:** Players try to reach **End** by correctly using singular and plural forms of common nouns.

**Materials:**
- **Jungle Journey Game Items** sheets (pages 25-26)
- **Jungle Journey** game board (page 27)
- game token for each player
- die

**Game Play:**

- Each player places a token on **Start**, and, in turn, does the following:
  - ✔ The player rolls the die and moves the number of spaces indicated. (A player only rolls at the beginning of the turn on her first turn of the game. All subsequent turns begin on the space the player occupies.)
  - ✔ The player (or instructor, depending on skill level) reads aloud the pair of words on the space.
  - ✔ The instructor randomly reads a cloze sentence from the **Game Items** sheets that corresponds to the number of the space on the game board. The player chooses either the singular or plural form of the word to correctly complete the sentence.
  - ✔ If a player fails to provide the correct word, her turn ends and she begins from the same place on her next turn.
  - ✔ If a player provides the correct word, she rolls the die, moves the indicated number of spaces, and her turn ends.
- The first player to reach **End** (does not have to be on an exact roll) is the winner.

- **Special Space:**
  - ✔ If a player lands on **Roll Again**, she rolls the die and moves the number of spaces indicated.

- **Optional Play:**
  - ✔ Instead of presenting the items as cloze tasks, the instructor reads a sentence that includes either the correct or incorrect form of the word. The player listens and identifies if the sentence is "right" or "wrong." For example, if a player lands on space number 4, *snake/snakes*, the instructor might say, "That *snakes* is pretty." The player would correctly identify this sentence as "wrong."


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# Jungle Journey Game Items

5 *Regular Plurals*
*Level 1*

**1 bird**
a. I saw a _____ in the tree.
b. The _____ cleaned its feathers.

**birds**
a. Three _____ flew overhead.
b. A flock of _____ landed on the lake.

**2 monkey**
a. That big _____ ate some fruit.
b. The baby _____ held on to its mother.

**monkeys**
a. Four _____ were playing together.
b. Most _____ live in small groups.

**3 cat**
a. A tiger is a kind of _____.
b. The wild _____ is hunting in the jungle.

**cats**
a. A bunch of _____ were sleeping.
b. There are many wild _____ in the jungle.

**4 snake**
a. That _____ is pretty.
b. Be careful! There is a _____ in the path.

**snakes**
a. Many _____ live in trees.
b. Not all _____ are poisonous.

**5 tree**
a. The _____ had gray bark.
b. There is a snake in that _____ .

**trees**
a. There are many _____ in the jungle.
b. Some _____ are over 100 feet tall.

**6 river**
a. The _____ is flooding.
b. We used a canoe to cross the _____ .

**rivers**
a. We traveled down many _____ .
b. Oceans and _____ are bodies of water.

**7 insect**
a. An _____ has six legs.
b. A fly is a type of _____ .

**insects**
a. There are many _____ in the jungle.
b. Some _____ will bite you.

**8 jungle**
a. The _____ can be a dangerous place.
b. I've never been in a _____ .

**jungles**
a. There are many _____ in South America.
b. _____ are interesting places.

**9 tiger**
a. A _____ has black stripes.
b. You can see a _____ at the zoo.

**tigers**
a. Most _____ like to hunt alone.
b. _____ do not make good pets.

**10 bug**
a. There is a _____ on your back.
b. A butterfly is a type of _____ .

**bugs**
a. Some _____ are poisonous.
b. Some people collect _____ .


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# Jungle Journey Game Items

5 *Regular Plurals*
*Level 1*

**11** **lizard**
a. A _____ is a reptile.
b. Would you pet a _____ ?

**lizards**
a. Many _____ are green.
b. Most _____ are not dangerous.

**12** **parrot**
a. The _____ is eating seeds.
b. A _____ can learn to talk.

**parrots**
a. Some people keep _____ as pets.
b. _____ come in many different colors.

**13** **tent**
a. A _____ is a good shelter.
b. The camper slept in the _____ .

**tents**
a. There were many _____ along the river.
b. Some _____ are hard to set up.

**14** **boat**
a. The _____ was tied to the dock.
b. There was a hole in her _____ .

**boats**
a. Five _____ were at the dock.
b. Do you think small _____ are safe?

**15** **backpack**
a. That _____ is really heavy.
b. Put your lunch in your _____ .

**backpacks**
a. Ten _____ were stacked in the corner.
b. How many _____ did your group bring?

**16** **plant**
a. The _____ had red leaves.
b. A tree is a type of _____ .

**plants**
a. Some people like to grow _____ .
b. Flowers and trees are types of _____ .

**17** **boot**
a. The _____ must be yours.
b. Have you seen my other _____ ?

**boots**
a. Both of my _____ are in the closet.
b. You should wear _____ in the jungle.

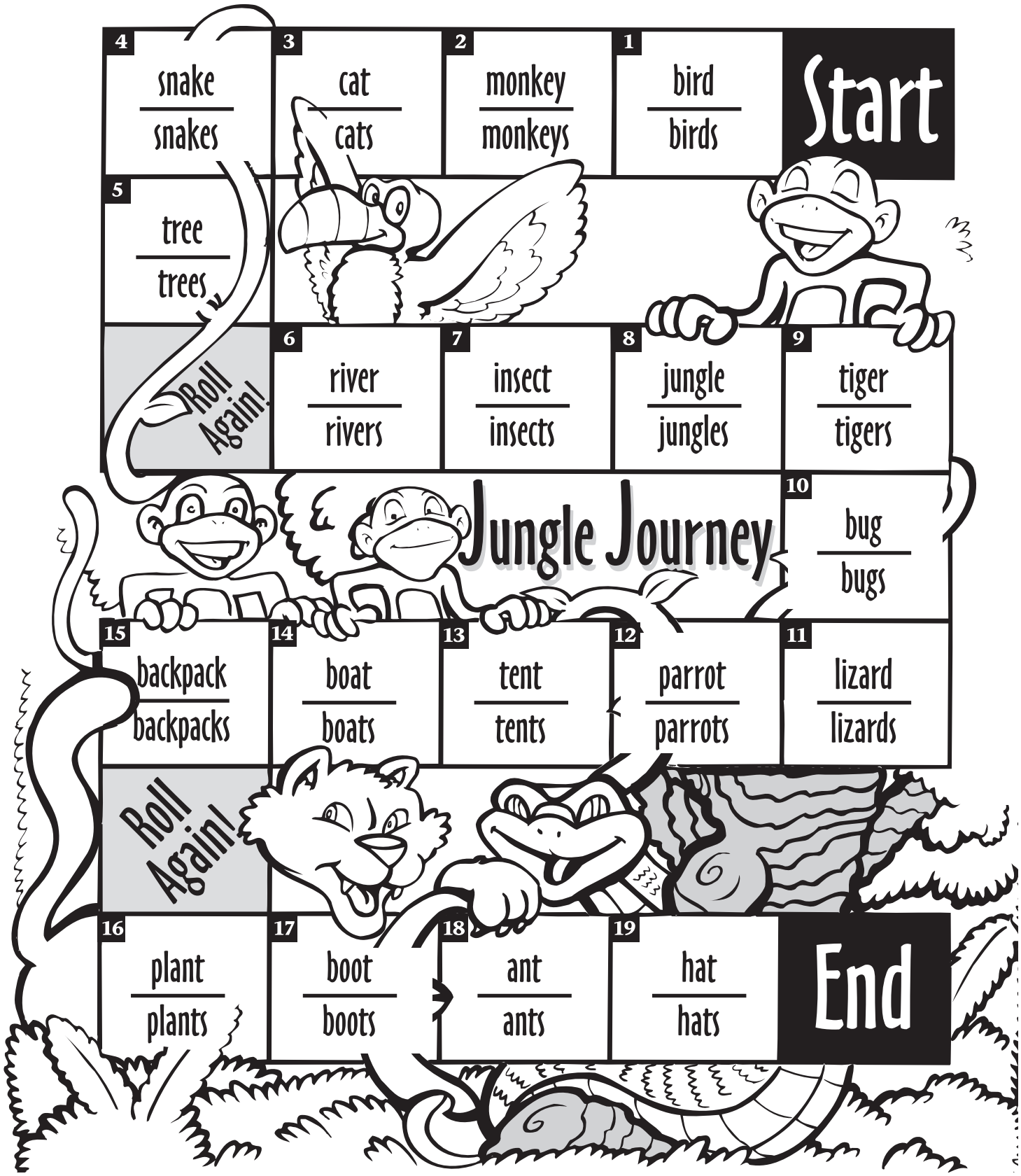
**18** **ant**
a. An _____ has six legs.
b. There is an _____ on your sandwich.

**ants**
a. Most _____ live in large groups.
b. The ground was covered with _____ .

**19** **hat**
a. A _____ will keep the sun off your head.
b. I lost my _____ yesterday.

**hats**
a. He took three _____ on his trip.
b. She wore one of her favorite _____ .


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# Save the Day!

6 *Regular Plurals*
*Level 2*

**Goal:** to complete sentences with an appropriate singular or regular plural common noun

**Players:** 2 or more

**Overview:** Players are superheroes who try to reach Moth Man at the top of the skyscraper by correctly using singular and plural forms of common nouns.

**Materials:**
- **Save the Day! Game Items** sheets (pages 29-30)
- **Save the Day! Game Cards** (page 31)
- copy of the **Save the Day!** game board (page 32) for each player
- 11 game chips or coins for each player

**Game Play:**
- Cut apart the game cards, shuffle them, and place them in a facedown pile on the table. (Make two copies of the game cards page if there are more than two players.)
- Each player, in turn, follows these directions:
  - ✔ The instructor randomly selects a singular/plural pair of boldfaced words from a **Game Items** sheet and reads the two words aloud. Then the instructor reads one of the cloze sentences below the pair of words and asks the player to choose the correct form to complete the sentence.
  - ✔ If a player does not provide the correct word, his turn is over.
  - ✔ If a player provides the correct word, he takes a game card and follows the directions. Players place chips at the bottom of the game board and move toward the top.
    - — If a player has no chips on his board and draws a card that tells him to take off a chip, he does nothing. If a card tells him to remove more chips than he has on his board, he removes as many as he can.
- The first player to fill all the spaces on his game board with chips is the winner.

- **Optional Play:**
  - ✔ Instead of presenting the items as cloze tasks, the instructor reads a sentence that includes either the correct or incorrect form of the word. The player listens and identifies if the sentence is "right" or "wrong." For example, if the *building/buildings* pair is chosen, the instructor might say, "Moth Man jumped across several *building*." The player would correctly identify this sentence as "wrong."


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# Save the Day! Game Items

6 *Regular Plurals*
*Level 2*

**cape/capes**
- ❑ The superhero took a clean _____ from the drawer.
- ❑ All of the superhero's _____ were dirty.

**building/buildings**
- ❑ Moth Man sat on top of the _____.
- ❑ Moth Man jumped across several _____.

**hand/hands**
- ❑ The Happy Climber held on with one _____.
- ❑ The Happy Climber held on with both _____.

**superhero/superheroes**
- ❑ A _____ fights crime.
- ❑ _____ are crime fighters.

**criminal/criminals**
- ❑ The _____ hid from the superhero.
- ❑ There are many _____ hiding out there.

**belt/belts**
- ❑ He needed a _____ to hold up his costume.
- ❑ All of his _____ were specially made.

**medal/medals**
- ❑ The superhero received a _____ from the mayor.
- ❑ The superhero has received many _____ for his good deeds.

**neighborhood/neighborhoods**
- ❑ There is a lot of crime in that _____.
- ❑ Many _____ have problems with crime.

**window/windows**
- ❑ The superhero broke a _____ when he flew in.
- ❑ All the _____ were broken by the superhero.

**mask/masks**
- ❑ He wore a _____ as part of his costume.
- ❑ The robbers all wore _____.

**power/powers**
- ❑ She has the _____ to see through walls.
- ❑ Those superheros all have special _____.

**wing/wings**
- ❑ Moth Man has one broken _____.
- ❑ Moth Man's _____ help him fly.

**police officer/police officers**
- ❑ That _____ was happy to see the superhero.
- ❑ The group of _____ was trapped by the criminal.

**bagel/bagels**
- ❑ Moth Man likes to have a _____ for breakfast.
- ❑ Moth Man tried to steal a truck full of _____.

**telephone/telephones**
- ❑ The mayor tried to call on the _____.
- ❑ All the _____ in the city were out.


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# Save the Day! Game Items

6 *Regular Plurals*
*Level 2*

**signal/signals**
- ❑ The superhero heard the _____.
- ❑ The emergency _____ were all going off.

**crime/crimes**
- ❑ We read about that _____ in the newspaper.
- ❑ Many _____ were reported.

**street/streets**
- ❑ The _____ was far below The Happy Climber.
- ❑ Moth Man walked down all the _____.

**taxi/taxis**
- ❑ If a superhero can't fly, he has to take a _____.
- ❑ The _____ honked their horns.

**skyscraper/skyscrapers**
- ❑ The Happy Climber made his way up the _____.
- ❑ The Happy Climber had been up all the _____ in the city.

**elevator/elevators**
- ❑ Moth Man used the _____ to get to the top floor.
- ❑ All the _____ in the building were broken.

**costume/costumes**
- ❑ The _____ had a stain on it.
- ❑ Superheroes usually have colorful _____.

**helicopter/helicopters**
- ❑ The _____ circled the building.
- ❑ The sky was filled with many _____.

**meeting/meetings**
- ❑ The mayor held a _____ to talk about crime in the city.
- ❑ Many _____ were held to talk about crime in the city.

**assistant/assistants**
- ❑ Every superhero needs a good _____.
- ❑ All the superheroes had _____.

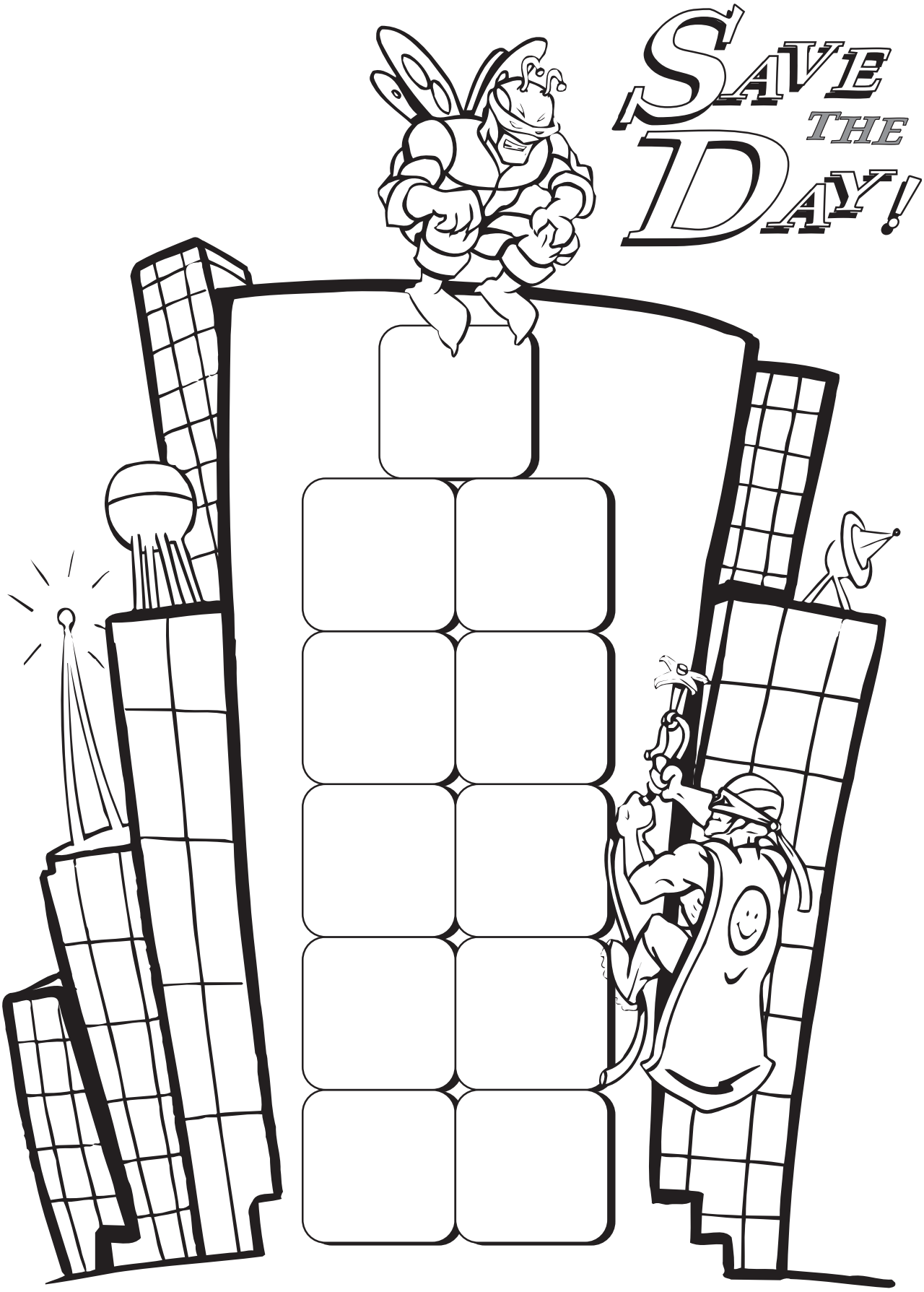

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# Save the Day! Game Cards

6 *Regular Plurals*
*Level 2*

| | | |
|---|---|---|
| **Your cape is back from the dry cleaners.**<br>Put 1 chip on your board. | **You get a climbing lesson from The Happy Climber!**<br>Put 2 chips on your board. | **You use your heat vision to make popcorn!**<br>Put 1 chip on your board. |
| **You tried to fly . . . and almost did it!**<br>Put 1 chip on your board. | **You are named superhero of the month!**<br>Put 2 chips on your board. | **Someone makes an action figure of you!**<br>Put 1 chip on your board. |
| **You did a GOOD deed!**<br>Put 1 chip on your board. | **The MAYOR thanks you!**<br>Put 2 chips on your board. | **You're stuck in bed with a SUPER cold!**<br>Take 1 chip off your board. |
| **You rescued a cat from a tree!**<br>Put 1 chip on your board. | **The MAYOR thanks you!**<br>Put 2 chips on your board. | **You missed the Superhero Association meeting again.**<br>Take 1 chip off your board. |
| **You helped a dog across the street!**<br>Put 1 chip on your board. | **The GOVERNOR thanks you!**<br>Put 3 chips on your board. | **Your cape gets caught in the elevator doors.**<br>Take 1 chip off your board. |
| **You solved the case of the missing banana!**<br>Put 1 chip on your board. | **The GOVERNOR thanks you!**<br>Put 3 chips on your board. | **You lose your "How to Be a Superhero" book.**<br>Take 1 chip off your board. |
| **The city is safe . . . thanks to you!**<br>Put 1 chip on your board. | **The PRESIDENT asks you to dinner!**<br>Put 3 chips on your board. | **Your dog has learned to fly . . . but you haven't.**<br>Take 2 chips off your board. |
| **Your superhero costume is voted "most colorful."**<br>Put 2 chips on your board. | **You are named superhero of the month!**<br>Put 2 chips on your board. | **Moth Man escapes! Will you ever catch him?**<br>Take 2 chips off your board. |


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# Dino Tracks

7 *Irregular Plurals*
*Level 1*

**Goal:** to correctly use irregular plural forms of common nouns

**Players:** 2 or more

**Overview:** Players try to reach **End** by choosing the correct irregular plural forms of common nouns to complete sentences.

**Materials:**
- **Dino Tracks Game Items** sheets (pages 34-35)
- **Dino Tracks** game board (page 36)
- game token for each player
- die

**Game Play:**

- Each player places a token on **Start**, and, in turn, does the following:
  - ✔ The instructor randomly chooses an item from the **Game Items** sheets and reads it to the player, saying both plural forms.
  - ✔ The player states the plural form she thinks is correct. If she does not choose the correct plural form, her turn is over.
  - ✔ If the player is correct, she rolls the die, moves her token the indicated number of spaces, and her turn is over.
  - ✔ The first player to reach **End** (does not have to be on an exact roll) is the winner.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), she follows the direction and her turn ends.

- **Optional Play:**
  - ✔ Involve everyone in checking the correctness of each player's response. Ask all the players, "Did Lauren choose the right word?" If she failed to choose the correct word, have other players help her choose the right word.


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# Dino Tracks Game Items

**7** ***Irregular Plurals***
***Level 1***

## *changing "f" to "v"*

**knife**

- ❑ A T Rex has teeth as sharp as *(knifes / **knives**)*.
- ❑ The *(**knives** / knifes)* are very sharp.

**wife**

- ❑ The *(**wives** / wifes)* took the husbands out for dinner.
- ❑ Their (wifes / **wives**) went on a trip together.

**calf**

- ❑ The cow had two *(calfs / **calves**)*.
- ❑ We saw two (calfs / **calves**) at the children's zoo.

**loaf**

- ❑ We fed the ducks three *(**loaves** / loafs)* of bread.
- ❑ Both *(loafs / **loaves**)* of bread were stale.

**leaf**

- ❑ The wind blew the *(leafs / **leaves**)* off the trees.
- ❑ My dad hates to rake the *(**leaves** / leafs)*.

**half**

- ❑ He gave me both (halfs / **halves**) of his sandwich.
- ❑ We had grapefruit (halfs / **halves**) and cereal for breakfast.

**thief**

- ❑ The *(**thieves** / thiefs)* all went to jail.
- ❑ Those men used to be *(**thieves** / thiefs)*.

**life**

- ❑ We've known her our whole *(**lives** / lifes)*.
- ❑ They spent their *(lifes / **lives**)* as teachers.

**wolf**

- ❑ *(Wolfs / **Wolves**)* are great hunters.
- ❑ It's hard to keep *(**wolves** / wolfs)* as pets.

## *spelling change*

**mouse**

- ❑ Elephants aren't really scared of *(mouses / **mice**)*.
- ❑ There are *(mouses / **mice**)* all over their house.

**child**

- ❑ *(**Children** / Childs)* get into the zoo for free.
- ❑ Their *(childs / **children**)* are all grown up.

**tooth**

- ❑ Wow! That lion has big *(tooths / **teeth**)*.
- ❑ Brush your (**teeth** / tooths) three times a day.

**man**

- ❑ It took five *(mans / **men**)* to carry the box.
- ❑ All the *(**men** / mans) went to the game.*

**woman**

- ❑ Three *(**women** / womans)* started the company.
- ❑ The (womans / **women**) played tennis together.


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# Dino Tracks Game Items

7 *Irregular Plurals*
*Level 1*

## *spelling change (continued)*

**foot**

- ❑ He is almost seven *(foots / **feet**)* tall.
- ❑ Both of his *(foots / **feet**)* hurt.

**goose**

- ❑ The *(gooses / **geese**)* chased the boy away.
- ❑ We saw *(**geese** / gooses)* fly over our building.

**ox**

- ❑ Twenty *(oxes / **oxen**)* pulled the wagon.
- ❑ You can see lots of wild *(**oxen** / oxes)* at the zoo.

## *no spelling change*

**fish**

- ❑ They saw different kinds of *(fishes / **fish**)* at the aquarium.
- ❑ Dolphins are not *(**fish** / fishes)*.

**sheep**

- ❑ The *(**sheep** / sheeps)* are in the barn.
- ❑ Wool from *(**sheep** / sheeps)* is used to make sweaters.

**deer**

- ❑ We fed the *(deers / **deer**)* by hand.
- ❑ Many *(**deer** / deers)* are hit by cars every day.

**dozen**

- ❑ There were two *(dozens / **dozen**)* birds in the cage.
- ❑ We bought three *(**dozen** / dozens)* eggs at the grocery store.


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| | | | | | | |
|---|---|---|---|---|---|---|
| Start | | Step Back 2 | | | | End |
| | | | | | | |
| | | | | | | Fall Back 2 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Stomp Ahead 2 | | | | Jump Ahead 2 | | |


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# Take Away

8 *Irregular Plurals*
*Level 2*

**Goal:** to correctly use irregular plural forms of common nouns

**Players:** 2 or more

**Overview:** Players try to collect the most chips by providing the correct irregular plural forms of common nouns in sentences.

**Materials:**
- **Take Away Game Items** sheets (pages 38-39)
- **Take Away** game board (page 40)
- 18 game chips (or coins)
- game token for each player
- die

**Game Play:**

- Place a game chip on each blank (white) space on the game board.
- Each player places a token on **Start** (lower left shaded space), and, in turn, does the following:
  - ✔ The instructor randomly chooses an item from the **Game Items** sheets and reads it to the player.
  - ✔ The player identifies the incorrect plural form in the sentence and provides the correct irregular plural form. Depending on your instructional needs, you may require players to restate the entire sentence with the correct irregular plural form.
    - — **Note:** In the case of plurals that require no spelling change (*fish, sheep, deer*), the player may state that the sentence is correct, since the singular and plural forms are the same.
  - ✔ If the player fails to complete the task, his turn ends. If he completes the task successfully, he rolls the die and moves the indicated number of spaces in any direction. One of the following then occurs:
    - — *The player lands on a space that contains a game chip.* He picks up the game chip and places it in front of him.
    - — *The player lands on a white space that does not contain a game chip.* His turn is over.
    - — *The player lands on* ***Go to any space***. He moves his token to any space on the board that contains a game chip, picks it up, and places it in front of him.
    - — *The player lands on* ***Roll again***. The player rolls the die again and moves the indicated number of spaces in any direction, which will result in one of the three actions explained above.
- The game ends when all the chips from the board are gone. The player who has the most chips at the end of the game is the winner. The game can also end when every player has had two turns without picking up a chip.


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# Take Away Game Items

**8** ***Irregular Plurals***
***Level 2***

## *changing "f" to "v"*

**knife/knives**

- ❑ The *knife* are in the drawer.
- ❑ Dull *knife* are more dangerous than sharp ones.

**wife/wives**

- ❑ The *wife* are waiting for their husbands to show up.
- ❑ That meeting is only for husbands and *wife*.

**calf/calves**

- ❑ Both of the runner's *calf* were sore.
- ❑ Most *calf* are born in the spring.

**loaf/loaves**

- ❑ Our family eats several *loaf* of bread a week.
- ❑ The store threw away fifty *loaf* of stale bread.

**leaf/leaves**

- ❑ The *leaf* are falling from the dead tree.
- ❑ The *leaf* are as big as your hand.

**half/halves**

- ❑ Are you going to eat both *half* of your sandwich?
- ❑ He cut the apple into *half*.

**thief/thieves**

- ❑ *Thief* should be punished for stealing things.
- ❑ The jails are full of *thief*.

**life/lives**

- ❑ Some say cats have nine *life*.
- ❑ The dog saved twenty *life*.

**wolf/wolves**

- ❑ *Wolf* usually live in groups.
- ❑ There are *wolf* living in those woods.

**elf/elves**

- ❑ Some people think *elf* are real.
- ❑ There are lots of stories about magic *elf*.

## *spelling change*

**mouse/mice**

- ❑ Do you know how to get rid of *mouse*?
- ❑ They caught ten *mouse* in the garage.

**child/children**

- ❑ All *child* should wear seat belts.
- ❑ The *child* were happy school was over.

**tooth/teeth**

- ❑ There are 32 *tooth* in a full adult set.
- ❑ If you don't take care of your *tooth*, you might lose them.

**man/men**

- ❑ All of the *man* needed to leave.
- ❑ The *man* worked together to finish the job.

**woman/women**

- ❑ Three *woman* won the contest.
- ❑ Did you see what those *woman* were doing?

**foot/feet**

- ❑ The plane was thousands of *foot* in the air.
- ❑ There were blisters on both his *foot*.


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## *spelling change* *(continued)*

**goose/geese**

- ❑ A flock of *goose* is living on the lake.
- ❑ All of the *goose* took off together.

**ox/oxen**

- ❑ Farmers once used *ox* for field work.
- ❑ Several kinds of *ox* live in Africa.

## *no spelling change*

**fish**

- ❑ The aquarium is full of colorful *fish*.
- ❑ Did you see all the *fish* he caught?

**sheep**

- ❑ All of the *sheep* had their lambs last week.
- ❑ Some people say that *sheep* are not very smart animals.

**deer**

- ❑ He kept two *deer* as pets.
- ❑ We slowed down while several *deer* crossed the road.

## *-us to -i*

**cactus/cacti**

- ❑ She had several kinds of *cactus* in her garden.
- ❑ Try not to touch any of those *cactus*.

**fungus/fungi**

- ❑ There are many different kinds of *fungus* that can be harmful.
- ❑ All mushrooms are fungus.

**octopus/octopi**

- ❑ It's rare to see *octopus* living together in the wild.
- ❑ The aquarium has several different *octopus* on display.

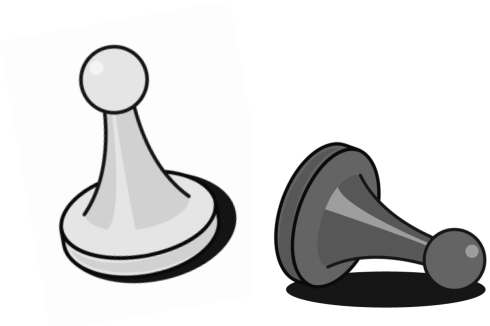

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Go to any space.

Go to any space.

# Take Away

Roll again.



Start
Go to any space.

Go to any space.


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# One Scoop or Two?

9 *Possessive Nouns* *Level 1*

**Goal:** to transform nouns into possessive nouns in context

**Players:** 2 or more

**Overview:** Players try to make the most ice-cream matches by correctly using possessive nouns in sentences.

**Materials:**
- **One Scoop or Two? Game Items** sheet (page 42)
- **One Scoop or Two? Game Cards** (pages 43-44)

**Game Play:**

- Make at least two copies of the **Game Cards** sheets, cut them apart, shuffle them, and place them in a pile on the table.
- Deal three cards to each player. Each player keeps her cards hidden, and, in turn, does the following:
  - ✔ The instructor randomly selects an item from the **Game Items** sheet and reads the first line to the player. The instructor then cues the player to provide either the possessive form of the noun or a complete sentence that includes the noun. Some modeling of this task will be necessary for most players.
    - — **Example1:** The instructor says, "Marc has a new bicycle. Answer my question in a complete sentence. Whose bicycle is it?" The player would then state, "It is Marc's bicycle."
    - — **Example 2:** The instructor says, "Marc has a new bicycle. Now fill in the blank. It is 'blank' new bicycle." The player would then correctly say, "Marc's."
  - ✔ If the player fails to successfully complete the task, her turn ends. If she is successful, she draws a card from the pile and does one of the following:
    - — If she has a matching pair of items in her hand, she places the pair in front of her (only one pair may be placed per turn). Then she draws the number of cards necessary to keep her hand at a three-card minimum. A player always has three cards in her hand at the end of every turn.
    - — If she has no matching pairs in her hand, her turn ends
- The game ends when all the cards in the pile are gone. The winner is the player with the most cards in front of her.

- **Special Cards:**
  - ✔ **Broccoli card:** Instead of placing a pair on a player's turn, she may use the broccoli card to "steal" a pair from another player. She places the broccoli card in front of any other player, picks up a pair of cards that player has placed on the table, and adds it to her own pairs. Broccoli cards stay on the table and can't be played again, but they do count as part of a player's total cards at the end of the game.
  - ✔ **Wild card:** This card may be combined with any other card (except the broccoli card) to form a pair.


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# One Scoop or Two? Game Items

**9** ***Possessive Nouns*** ***Level 1***

❑ Marc has a new bicycle.
It is _____ bicycle. *Marc's*

❑ The principal has a briefcase.
It is the _____ briefcase. *principal's*

❑ That dog belongs to Ms. Callahan.
It is _____ dog. *Ms. Callahan's*

❑ The police officer has a motorcycle.
It is the _____ motorcycle. *police officer's*

❑ Mom bought a new dress.
It is _____ new dress. *Mom's*

❑ Tammy has an ice-cream cone.
It is _____ ice-cream cone. *Tammy's*

❑ That CD belongs to Esteban.
It is _____ CD. *Esteban's*

❑ Max has a deck of cards.
They are _____ cards. *Max's*

❑ The cat is playing with a toy.
It is the _____ toy. *cat's*

❑ Carlie has broccoli on her plate.
It is _____ broccoli. *Carlie's*

❑ Mr. Lee owns the ice-cream store.
It is _____ ice-cream store. *Mr. Lee's*

❑ Alyssa found her shoes.
They are _____ shoes. *Alyssa's*

❑ Ms. Jackson swept the sidewalk.
It is _____ sidewalk. *Ms. Jackson's*

❑ Mr. Cooper has a chair next to his desk.
The chair is _____. *Mr. Cooper's*

❑ The building has a new roof.
It is the _____ roof. *building's*

❑ The library received new computers.
They are the _____ computers. *library's*

❑ Ms. Sanchez is buying groceries.
They are _____ groceries. *Ms. Sanchez's*

❑ Rasheed is playing a game.
It is _____ game. *Rasheed's*

❑ Mr. Willett has a new suit.
The new suit is _____. *Mr. Willett's*

❑ My Uncle Hector lives in that building.
It is _____ building. *Uncle Hector's*

❑ The lady left her wallet on the counter.
The wallet is the _____. *lady's*

❑ Marcy brought her headphones.
The headphones are _____. *Marcy's*

❑ Collin is eating a bag of chips.
The bag of chips is _____. *Collin's*

❑ Amber can't find her baseball glove.
The baseball glove is _____. *Amber's*

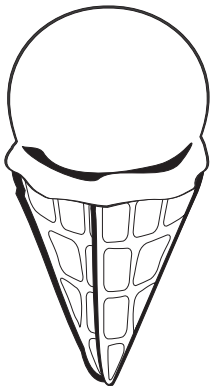
❑ Dylan plays a silver trumpet.
The trumpet is _____. *Dylan's*

❑ Our neighbor owns that pool.
That pool is our _____. neighbor's

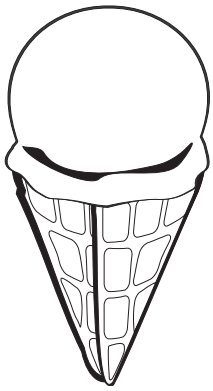

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# One Scoop or Two? Game Cards

9 *Possessive Nouns* *Level 1*



single scoop



single scoop



double scoop



double scoop



hot fudge sundae



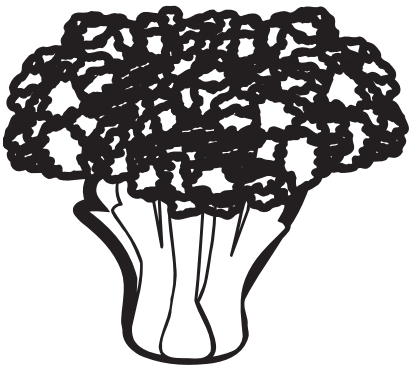
hot fudge sundae



banana split



banana split

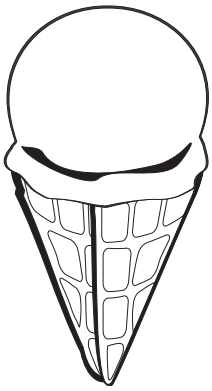


broccoli

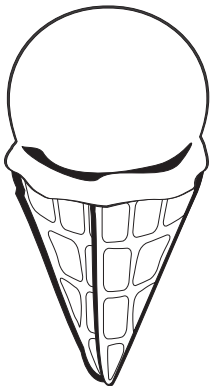

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# One Scoop or Two? Game Cards

9 Possessive Nouns
Level 1



single scoop



single scoop



double scoop



double scoop



hot fudge sundae



hot fudge sundae



banana split



banana split





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# Special Delivery

10 *Possessive Nouns* *Level 2*

**Goal:** to create sentences that show possession or to correct errors in sentences that show possession

**Players:** 2 or more

**Overview:** Players try to reach **Finish** by either creating sentences using possessives or correctly using possessive nouns in given sentences.

**Materials:**
- **Special Delivery Game Items** sheet (page 46)
- **Special Delivery** game board (page 47)
- game token for each player
- die

**Game Play:**

- Each player places a token at **Start** and, in turn, follows these directions:
  - ✔ The instructor randomly selects an item from the **Game Items** sheet and presents the task one of the following ways, depending on preference, instructional needs, and skill levels of players:
    - — **Example1:** The instructor reads the two words listed and has the player create a sentence that includes both words and shows possession. For example, the instructor says, "Mr. Carter, mailbox." The player correctly states, "That is Mr. Carter's mailbox."
    - — **Example 2:** The instructor reads the sentence on the second line of the item and has the player restate the sentence to correctly show possession. For example, the instructor says, "That is Mr. Carter mailbox." The player correctly states, "That is *Mr. Carter's* mailbox."
  - ✔ If the player fails to successfully complete the task, his turn ends.
  - ✔ If he is successful, he rolls the die and moves the indicated number of spaces.
- The first player to reach **Finish** (does not have to be on an exact roll) is the winner.

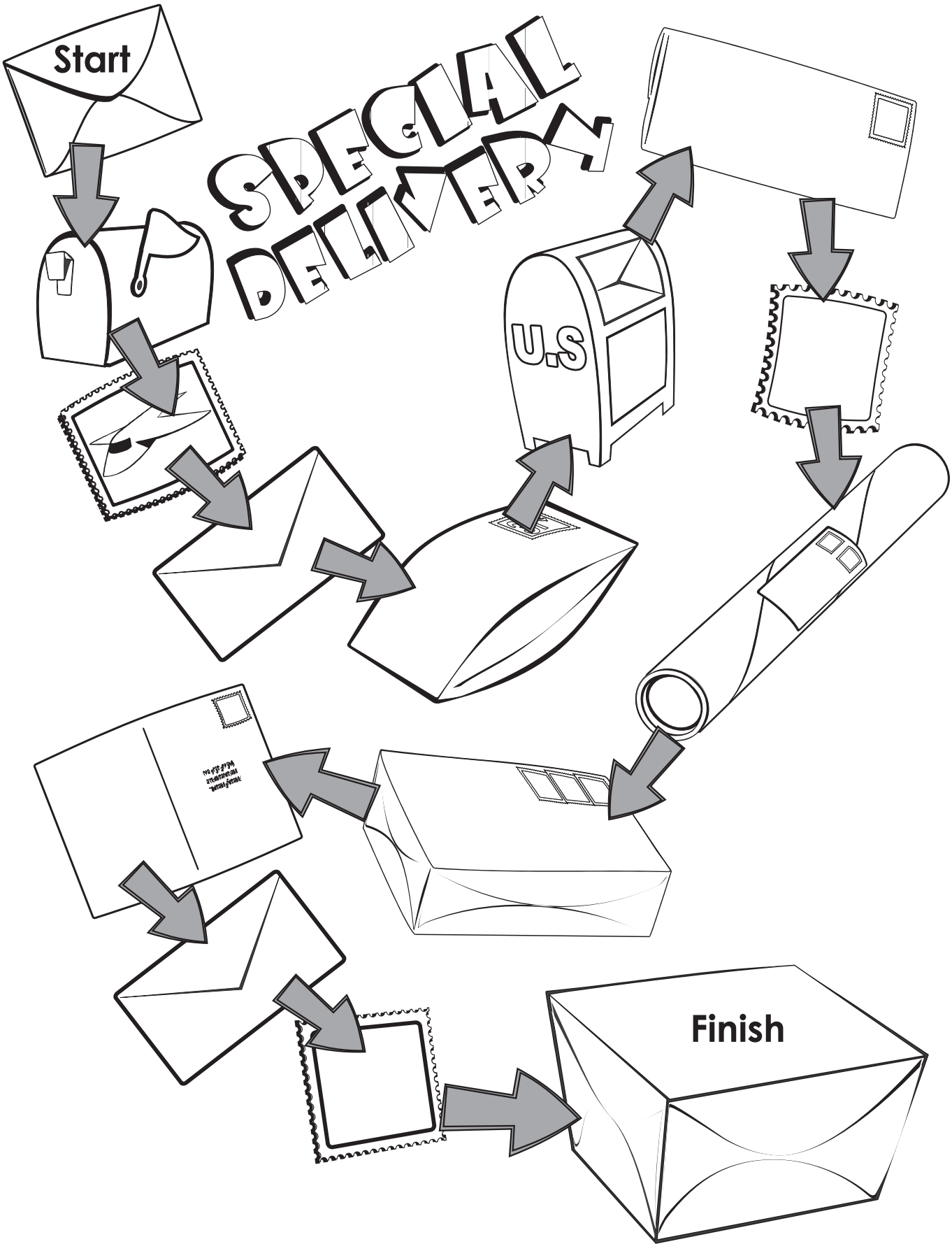

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# Special Delivery Game Items

10 Possessive Nouns Level 2

- ❑ Mr. Carter mailbox
  That is Mr. Carter mailbox.
- ❑ Tony bicycle
  Have you seen Tony bicycle?
- ❑ dog bone
  I found the dog bone.
- ❑ Ms. Cortez book
  She lost Ms. Cortez book.
- ❑ librarian lunch
  Someone took the librarian lunch.
- ❑ mouse cheese
  That is the mouse cheese.
- ❑ family table
  The family table was empty.
- ❑ student homework
  Was the student homework finished?
- ❑ Amber pencil
  I borrowed Amber pencil.
- ❑ Mario backpack
  Mario backpack is ripped.
- ❑ horse stall
  There is straw in the horse stall.
- ❑ teacher computer
  Who broke the teacher computer?
- ❑ Dad car
  Dad car had a flat tire.
- ❑ Alvarez yard
  Someone mowed the Alvarez yard.
- ❑ Jared ice-cream cone
  Jared ice-cream cone is melting.
- ❑ Colin camera
  Colin camera takes great pictures.
- ❑ baby shoes
  Those are the baby first shoes.
- ❑ C.J. basketball
  C.J. basketball needs air.
- ❑ Ms. Cole notebook
  That is Ms. Cole private notebook.
- ❑ player cap
  The player cap blew off.
- ❑ camper tent
  The camper new tent worked great.
- ❑ secretary telephone
  The secretary telephone never rings.
- ❑ Maggie CD
  Maggie favorite CD is missing.
- ❑ Tran guitar
  Tran guitar sounds great.
- ❑ firefighter helmet
  The firefighter helmet is dirty.
- ❑ cat collar
  The cat blue collar looks new.
- ❑ Toby pillow
  Something was on Toby pillow.
- ❑ Mom wallet
  Money is missing from Mom wallet.
- ❑ Campbell dog
  The Campbell dog likes to sleep.
- ❑ Grandpa pocket
  Grandpa pocket was full of change.


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# Over the Rainbow

11 *Subjective Pronouns* *Level 1*

**Goal:** to identify subjective pronouns to replace common and proper nouns

**Players:** 1-3 or more

**Overview:** Players try to reach **Finish** at the end of the rainbow by naming the correct subjective pronouns to replace common and proper nouns.

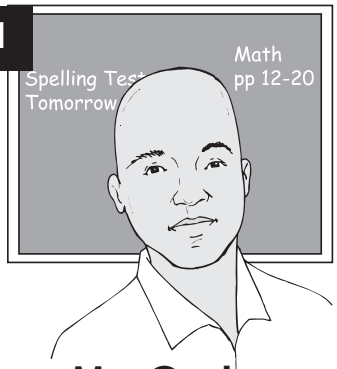
**Materials:**
- **Over the Rainbow** game cards (pages 49-51)
- **Over the Rainbow** game board (page 52)
- game token for each player

**Game Play:**
- Cut apart the game cards, shuffle them, and place them in a facedown pile on the table.
- Each player chooses a "band" of the rainbow to play and places her token at **Start** next to that band. Each player, in turn, follows these directions:
  - ✔ The player selects a game card and provides its correct subjective pronoun. For example, if the player's card is *Mr. Cortez,* the player would say, "he."
    - — **Note:** The subjective pronouns used in the game are included on the game board as cues.
  - ✔ If the player does not provide the correct pronoun, her turn is over.
  - ✔ If the player provides the correct pronoun, she moves her token forward on the band of the rainbow the number of spaces indicated in the upper left-hand corner of the card.
- The first player to reach **Finish** (does not have to be on an exact number) is the winner.

- **Optional Play:**
  - ✔ To increase the difficulty of the task, have a player create a sentence that includes the pronoun she identified.
  - ✔ Create additional game cards using digital photos of your students, staff members, objects in your room, etc., in order to personalize the task.


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1




Mr. Cortez

1



Dr. Kim

1



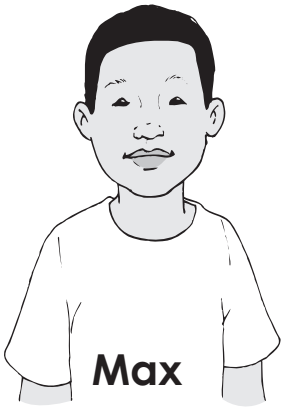
Grandpa

1



Walter

1



Max

1



Ms. Kincaid

2



Carlos

2



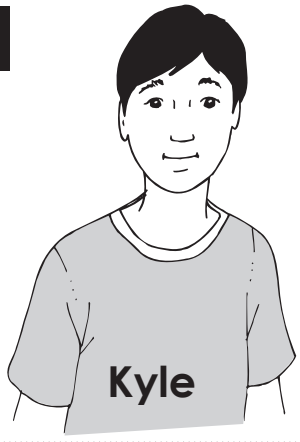
Jacob

2



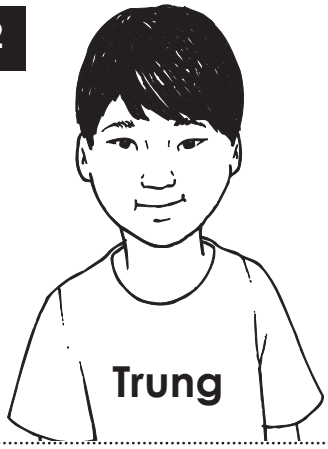
Dr. Goldstein

2



Kyle

2



Trung

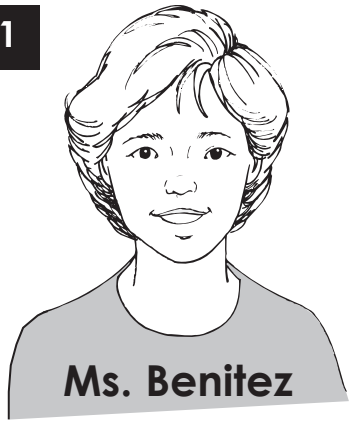
2



Tisha


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1



Ms. Benitez

1




football players

1



workers

1



Margo

1



Mom and Dad

1



soccer players

2



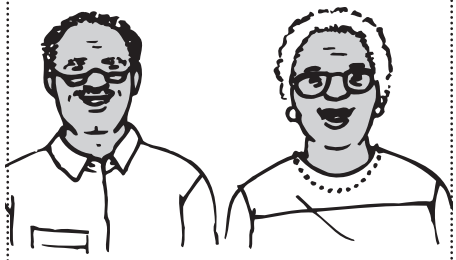
Quin

2



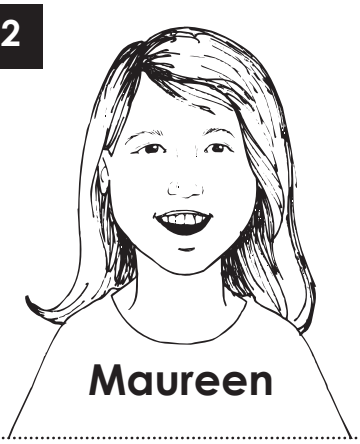
friends

2



grandparents

2



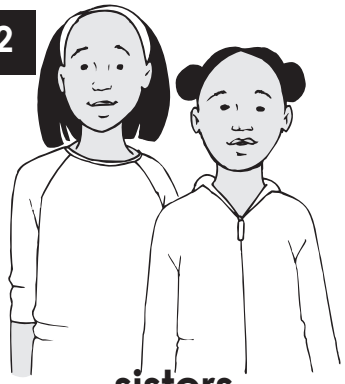
Maureen

2



adults

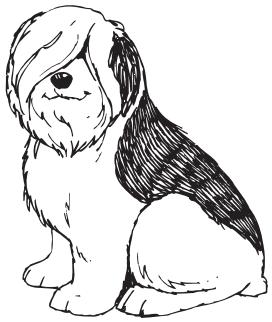
2



sisters


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1



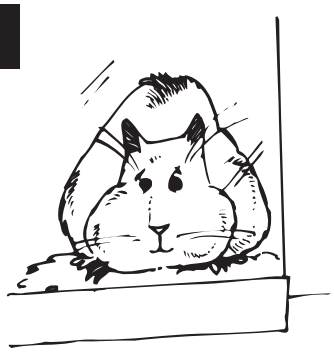
dog

1



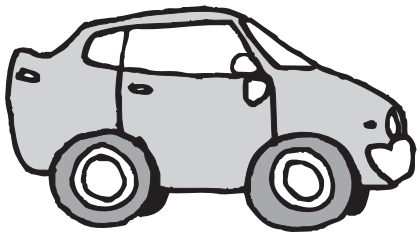
backpack

1



hamster

1



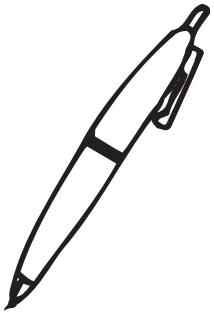
car

2



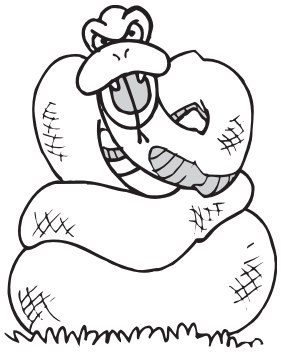
Teddy bear

2



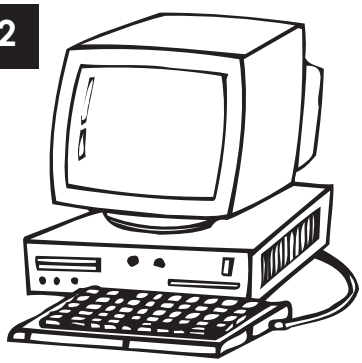
pen

2



snake

2



computer



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# To the Top

12 *Subjective Pronouns* *Level 2*

**Goal:** to complete sentences with appropriate subjective pronouns

**Players:** 2 or more

**Overview:** Players climb to the top of the mountain by providing correct subjective pronouns to complete sentences.

**Materials:**
- **To the Top Game Items** sheets (pages 54-55)
- **To the Top** game board (page 56)
- game token for each player
- die

**Game Play:**
- Each player places his token on **Start** and, in turn, follows these directions:
  - ✔ The instructor randomly selects a sentence from one of the **Game Items** sheets and reads it aloud.
  - ✔ The player provides the correct subjective pronoun to complete the sentence.
  - ✔ If the player fails to provides the correct pronoun, his turn ends.
  - ✔ If the player provides the correct pronoun, he rolls the die, moves the number of spaces indicated, and his turn ends.
- The first player to reach the **END** flag (does not have to be on an exact roll) is the winner.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends.

- **Optional Play:**
  - ✔ Instead of presenting the items as cloze tasks, the instructor reads a sentence that includes either the correct or incorrect subjective pronoun in the blank. The player listens and identifies if the sentence is "right" or "wrong." If the player identifies the sentence as "wrong," he corrects it. For example, the instructor might read the item, "The campers went on a nature hike. *He* saw plants and animals." The player would then correctly identify this sentence as "wrong" and provide the subjective pronoun that would make it correct: *they*.


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# To the Top Game Items

**12** ***Subjective Pronouns***
***Level 2***

## *he*

- ❑ Dan is a mountain climber. Last week _____ went on another climb.
- ❑ My dad likes to do things outdoors. _____ really loves to camp.
- ❑ Mr. Gaines didn't assign homework. I love it when _____ does that.
- ❑ I watched my grandpa play the guitar. _____ is really good.
- ❑ Mr. Collins is our principal. Most people think _____ is nice.
- ❑ A man named Carl called on the phone. I don't know who _____ is.
- ❑ My friend Tom plays baseball. _____ can really throw the ball.
- ❑ This is Mr. Williams' coat. When did _____ leave it here?
- ❑ Dad is going on a trip. I hope _____ packs his toothbrush.
- ❑ Our neighbor, Mr. Quan, rides bicycles. Last week _____ won a race.

## *she*

- ❑ My sister drives me crazy. I never know what _____ will do next.
- ❑ You should see my mom run. _____ is the fastest person I know.
- ❑ This is Ms. Ramon's pen. I think _____ left it here.
- ❑ Grandma loves to sew. I have two coats that _____ made.
- ❑ My Aunt Vanessa is a teacher. _____ teaches fourth grade.
- ❑ The woman behind the counter is busy. _____ will take our order in a minute.
- ❑ Ms. James asked me to mow her lawn. I hope _____ pays me well.
- ❑ Mom put a big box in the closet. I wonder what _____ is hiding?
- ❑ I'm going to stay with Grandma this weekend. I love the way _____ cooks.
- ❑ Is this Maggie's new sweater? Why did _____ leave it here?


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# To the Top Game Items

**12** ***Subjective Pronouns***
***Level 2***

## *they*

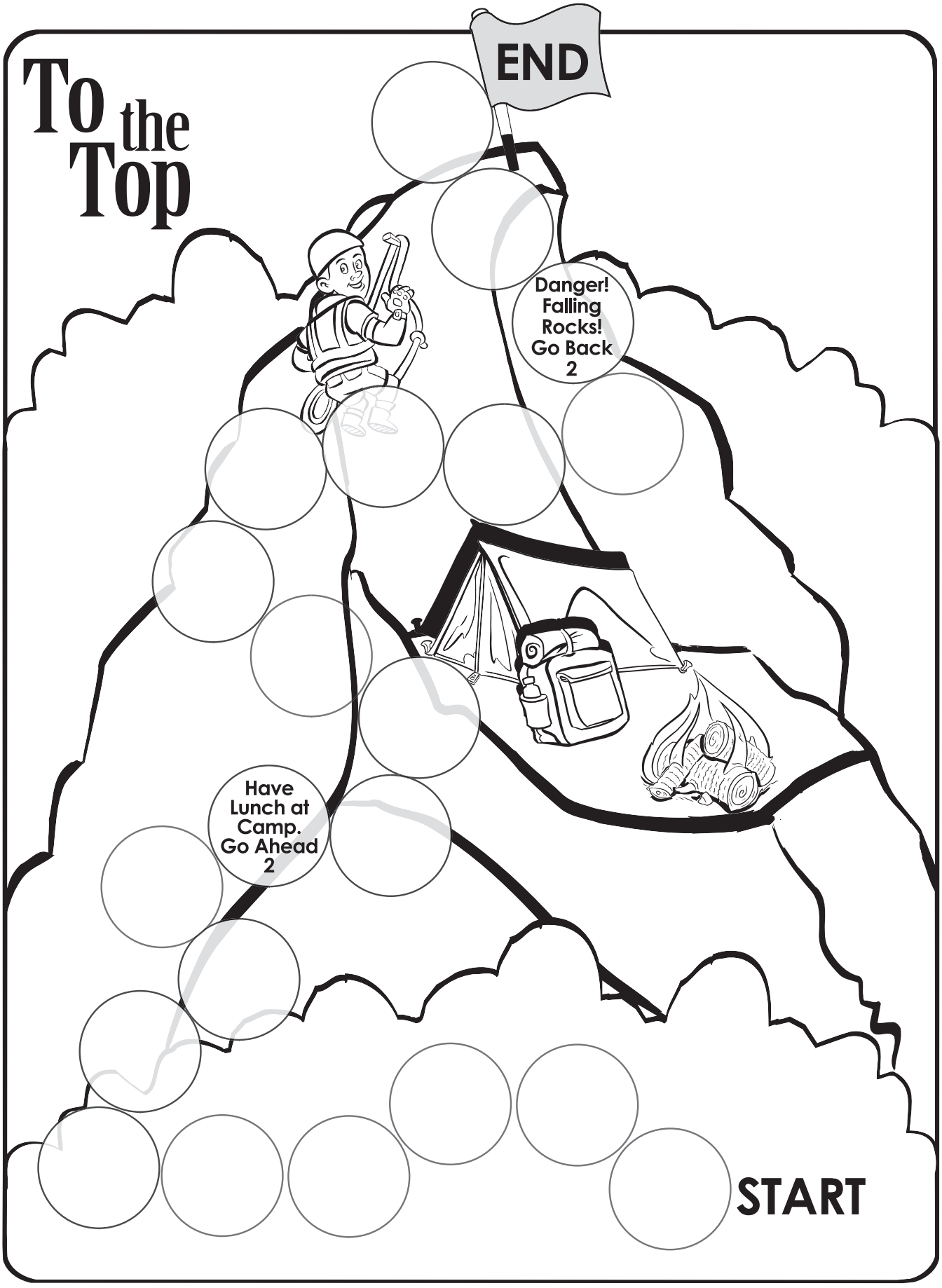
- ❑ The campers went on a nature hike. _____ saw plants and animals.
- ❑ I went to the museum with some other kids. _____ were very noisy.
- ❑ My parents' friends stayed a long time. Mom said _____ left at midnight.
- ❑ Our grandparents are coming to see us. I give up my bed when _____ visit.
- ❑ I don't really like those TV shows. I leave the room when _____ are on.
- ❑ We like to watch the stars at night. We can't believe _____ are so far away.
- ❑ My sisters are always taking my things. _____ are driving me crazy.
- ❑ Mom and Dad are leaving for work. I hope _____ have a good day.
- ❑ Bo and Jen are so funny. I laugh at everything _____ do.
- ❑ I finally found my ball and glove. _____ were missing for days.

## *it*

- ❑ Have you seen my backpack? I don't know where _____ is.
- ❑ We rode the hot bus to the game. _____ didn't have air conditioning.
- ❑ Look at that crab move. I wonder how _____ does that.
- ❑ Have you been to the new park? _____ looks really nice.
- ❑ How do you like this shirt? _____ is one of my favorites.
- ❑ Is this your shoe? _____ was under my bed.
- ❑ My bicycle is broken again. I think _____ is busted for good.
- ❑ Five people moved the piano. They didn't know _____ would be so heavy.
- ❑ My pet snake keeps growing. I hope _____ doesn't get too big.
- ❑ Our class just got a new computer. _____ is still in the box.


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# To the Top





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# Skate Away

13 *Possessive Pronouns* *Level 1*

**Goal:** to correctly use possessive pronouns

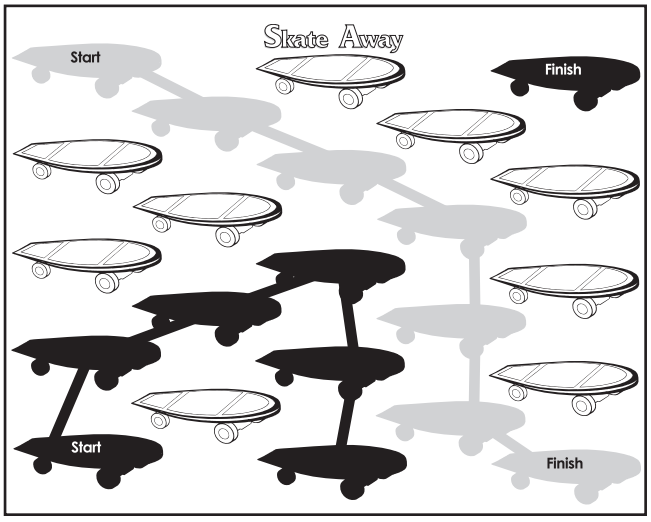
**Players:** 2

**Overview:** Each player tries to create a continuous line of skateboards from her **Start** to her own **Finish** by correctly using possessive pronouns.

**Materials:**
- **Skate Away Game Items** sheets (pages 58-59)
- **Skate Away** game board (page 60)
- a different-colored crayon for each player or a dozen chips of the same color for each player

**Game Play:**

- Each player chooses a **Start** skateboard and colors it her color. She then colors the **Finish** skateboard that is diagonal from her **Start** skateboard. (Note: The game is played the same way if chips are used, but a chip is placed on each skateboard instead of coloring it.)
- Each player, in turn, follows these directions:
  - ✔ The instructor randomly selects an item from one of the **Game Items** sheets.
  - ✔ The player attempts to provide the correct possessive pronoun to complete the second sentence of the item.
  - ✔ If the player does not provide the correct pronoun, her turn is over.
  - ✔ If the player provides the correct possessive pronoun, she colors a skateboard *adjacent* to the one she previously colored and her turn ends. The goal is to make a continuous, unbroken line of color from a player's **Start** skateboard to her **Finish** skateboard.
- One player cannot cross another player's line. If a player is not able to make another move without crossing the other player's line, that player forfeits the game.
- The first player to create an unbroken string of skateboards from her **Start** to her **Finish** wins. (See the example on the right; you might have players draw lines between the skateboards as they play to make the game play more straightforward.)




- **Optional Play:**
  - ✔ Allow a player to cross another player's line.
  - ✔ Instead of presenting the items as cloze tasks, the instructor reads a sentence that includes either the correct or incorrect possessive pronoun in the blank. The player listens and identifies if the sentence is "right" or "wrong." If the player identifies the sentence as "wrong," she corrects it.


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# Skate Away Game Items

13 Possessive Pronouns
Level 1

## my

- ❑ (player's name) has a new pair of shoes.
  They are _____ shoes.
- ❑ (player's name) has a pencil.
  It is _____ pencil.
- ❑ (player's name) wears a red shirt.
  It is _____ red shirt.
- ❑ (player's name) has a sandwich.
  It is _____ sandwich.
- ❑ (player's name) wears pants.
  They are _____ pants.
- ❑ (player's name) rides a bicycle.
  It is _____ bicycle.
- ❑ (player's name) reads a book.
  It is _____ book.

## his

- ❑ Michael has a video game.
  It is _____ video game.
- ❑ Dominic collects baseball cards.
  They are _____ baseball cards.
- ❑ Mr. Montag rides a motorcycle.
  It is _____ motorcycle.
- ❑ Tony brought a cupcake for lunch.
  It is _____ cupcake.
- ❑ Grandpa has three fishing poles.
  They are _____ fishing poles.
- ❑ Dad has a favorite pair of shoes.
  They are _____ favorite shoes.
- ❑ Uncle Mickey owns a laundromat.
  It is _____ laundromat.

## her

- ❑ Martina is doing homework.
  It is _____ homework.
- ❑ Ms. Cortez has a brown purse.
  It is _____ brown purse.
- ❑ Felicia is carrying a basketball.
  It is _____ basketball.
- ❑ Corrinne has a new hat.
  It is _____ hat.
- ❑ Grandma has two cats.
  They are _____ cats.
- ❑ Aunt Jo just got a library card.
  It is _____ library card.
- ❑ Maggie is eating soup for lunch.
  It is _____ soup.

## their

- ❑ The family is having dinner.
  It is _____ dinner.
- ❑ The boys have red bikes.
  They are _____ bikes.
- ❑ The football players have helmets.
  They are _____ helmets.
- ❑ My parents have a car.
  It is _____ car.
- ❑ The teachers are having a party.
  It is _____ party.
- ❑ Mom is washing the kids' clothes.
  Mom is washing _____ clothes.
- ❑ I am cleaning up the mess my friends left.
  I am cleaning up _____ mess.


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# Skate Away Game Items

13 Possessive Pronouns
Level 1

**its**

- ❑ The cat is sleeping in that bed.
  That is _____ bed.
- ❑ The sun's rays are very warm.
  _____ rays are very warm.
- ❑ I am holding the dog's leash.
  I am holding _____ leash.
- ❑ The book's pages are torn.
  _____ pages are torn.
- ❑ The car has a dented door.
  _____ door is dented.
- ❑ That is the mouse's cage.
  That is _____ cage.
- ❑ The piano has a broken key.
  One of _____ keys is broken.


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# Skate Away





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# Up and Over!

**14** ***Possessive Pronouns***
***Level 2***

**Goal:** to create sentences using possessive pronouns

**Players:** 2 or more

**Overview:** Players try to reach the **End** by creating sentences that include possessive pronouns based on randomly drawn subjects and objects.

**Materials:**
- **Up and Over! Game Cards** (pages 62-63)
- **Up and Over!** game board (page 64)
- game token for each player
- die

**Game Play:**
- Cut apart the **Game Cards** and separate them into a *subject* (page 62) and an *object* (page 63) pile. Place each pile facedown on the table.
- Each player places a token on **Start** and, in turn, does the following:
  - ✔ The player draws the top card from each of the *subject* and the *object* piles.
  - ✔ The player creates a sentence using the words on the cards, substituting the appropriate possessive pronoun for the subject. For example, if a player draws the cards "Mr. Callahan's" and "candy bar," he might create the simple sentence, "That is his candy bar."
  - ✔ If the player fails to create a satisfactory sentence, his turn ends.
  - ✔ If the player creates a satisfactory sentence, he rolls the die and moves the number of spaces indicated.
  - ✔ The first player to reach **End** (does not have to be on an exact roll) is the winner.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends.

- **Optional Play:**
  - ✔ You may model the task by practicing these carrier phrases with players beforehand:
    — That is __*subject*__ __*object*__.
    — It is __*subject*__ __*object*__.
    Encourage players to use the simple carrier phrases to create their sentences during the game.
  - ✔ Create additional game cards that use classmates' names, members of staff, or others familiar to students as subjects. Let students brainstorm fun items to use as object cards.


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# Up and Over! Game Cards 1

14 Possessive Pronouns
Level 2

| | | |
|---|---|---|
| Mr. Callahan's | your sister's | Green Bay Packers' |
| Mark's | Maureen's | your friends' |
| Dylan's | Petra's | your classmates' |
| Mario's | the girl's | employees' |
| Pablo's | your aunt's | band members' |
| the boy's | your grandmother's | dog's |
| your uncle's | your mom's | cat's |
| your grandfather's | Danielle's | building's |
| your dad's | Rachel's | truck's |
| your brother's | Bethany's | school's |
| Brandon's | Carly's | mouse's |

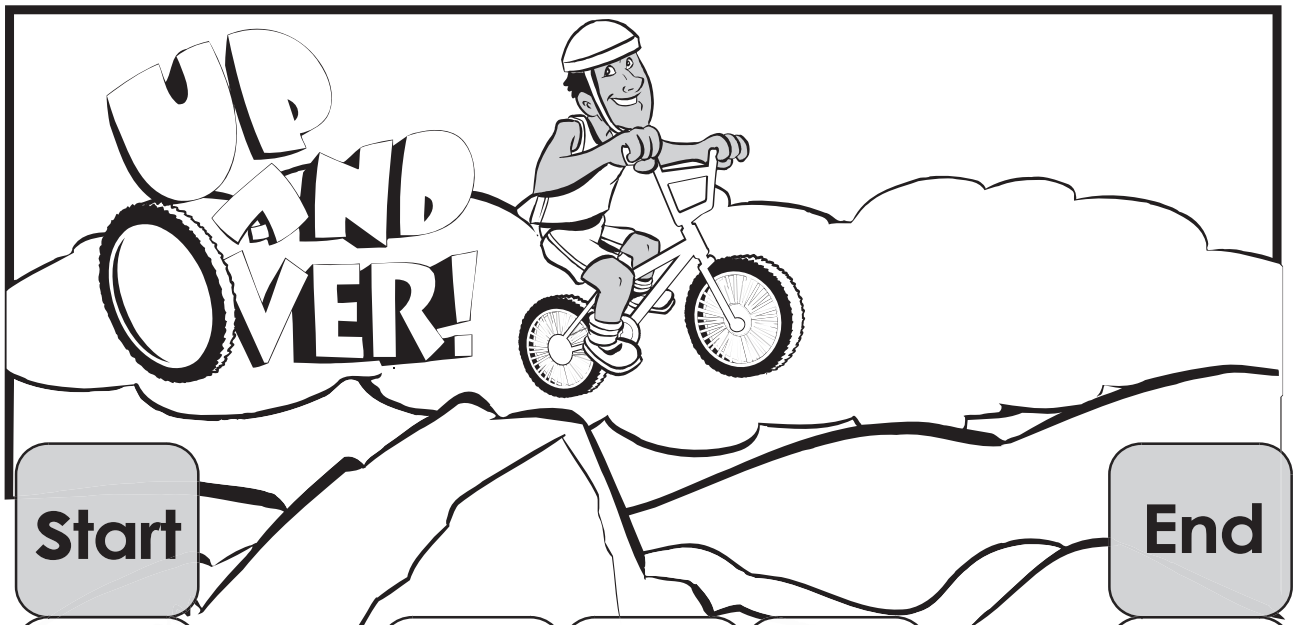

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# Up and Over! Game Cards 2

14 Possessive Pronouns
Level 2

| | | |
|---|---|---|
| football | bicycle | homework |
| sandwich | cake | ice cream |
| computer | calculator | phone |
| trumpet | CD | radio |
| dog | cap | notebook |
| suitcase | ticket | kitten |
| skateboard | car | blanket |
| map | candy bar | cupcake |
| hamburger | toothbrush | hammer |
| paintbrush | marker | soda |
| jacket | wallet | watch |


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Start

End

Hit the Brakes! Back 2

Flat Tire! Back 2

Speed Ahead! 2

Riding Downhill! Ahead 2


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# Black Hole

15 *Subjective/ Objective Pronouns Level 1*

**Goal:** to complete sentences with subjective or objective pronouns

**Players:** 2 or more

**Overview:** Players try to reach **Finish** by selecting the correct pronoun from a pair of subjective and objective pronouns to complete a sentence.

**Materials:**
- **Black Hole Game Cards** (page 66)
- **Black Hole Game Items** sheet (page 67)
- **Black Hole** game board (page 68)
- game token for each player

**Game Play:**
- Cut apart the **Game Cards**, shuffle them, and place them in a facedown pile on the table.
- Each player places a token on **Start** and, in turn, does the following:
  - ✔ On the first turn of the game only, a player begins the turn by drawing a game card. She moves her token to the space bordering **Start** that contains the same type of space ship as shown on the game card (diagonal movement is allowed).
  - ✔ The instructor reads an item from the **Game Items** sheet that matches the pronoun pair the player occupies. For example, if the player is on a *he/him* space, the instructor reads a *he/him* item.
  - ✔ The player completes the blank in the sentence with the correct pronoun from the pair. If the player does not select the correct pronoun, her turn ends. If the player selects the correct pronoun, she draws a card and moves to a bordering space that contains the same type of space ship as shown on the game card. Her next turn begins on the space she occupies.
    - — **Note:** If all the cards are used before the game is over, reshuffle them and place them facedown again.
  - ✔ **Finishing the Game:** When a player's movement ends on one of the lower right-hand gray spaces, she has a chance to win on her next turn. If she supplies the correct pronoun to complete the sentence on her next turn, she moves her token to **Finish** and is the winner.

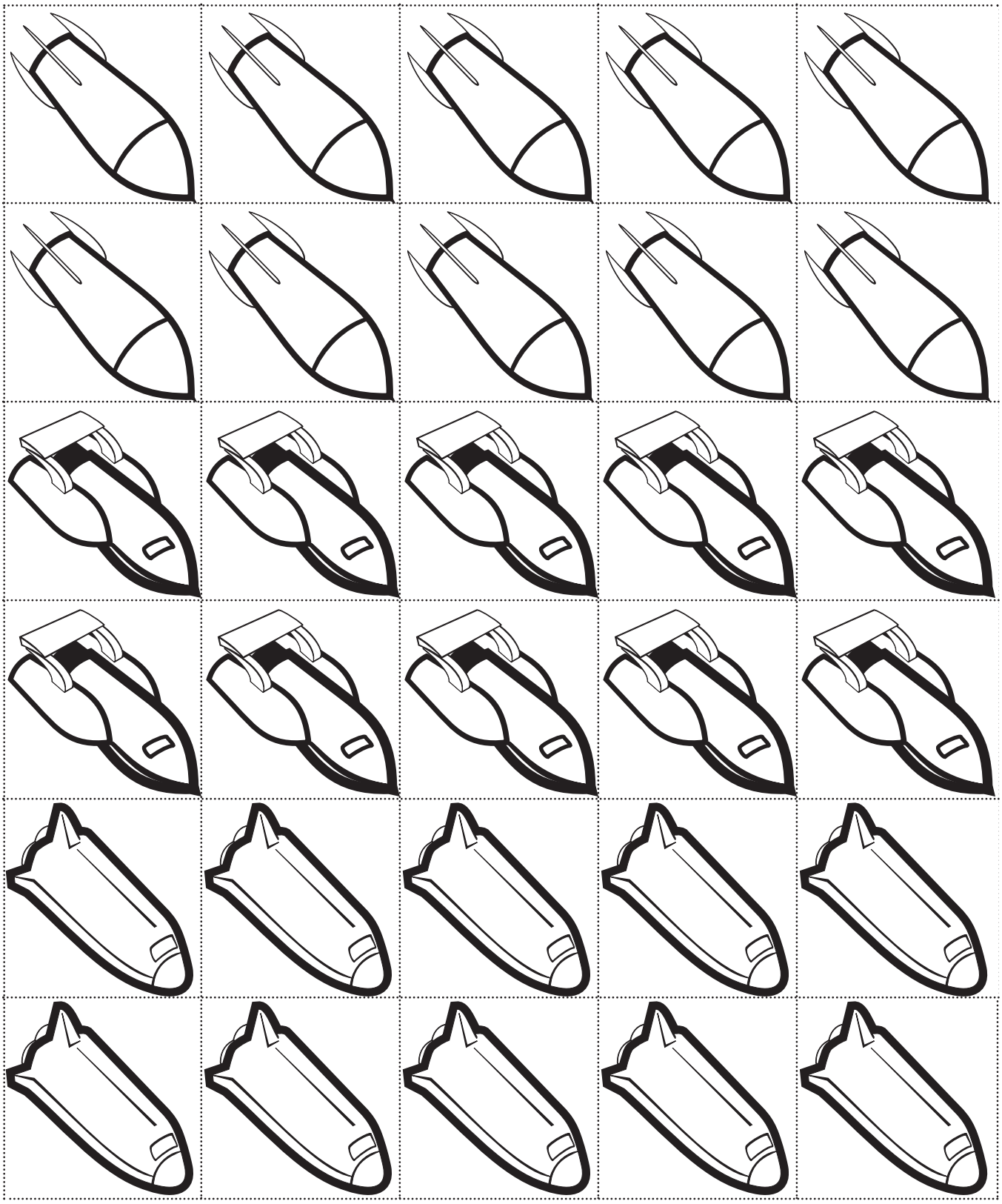
- **Special Spaces/Movement:**
  - ✔ Players must go around the *Black Hole* spaces. No player may land on these spaces.
  - ✔ Players must move on every turn if possible, even if the movement is backwards. There may be some instances where a player is unable to move because no bordering space matches the game card she drew. The player's turn ends and her next turn begins from the same space.

- **Optional Play:**
  - ✔ Only allow one player to occupy a space. This will result in fewer movement choices and make the game more challenging.


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# Black Hole Game Cards

15 *Subjective/ Objective Pronouns Level 1*




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# Black Hole Game Items

15 *Subjective/ Objective Pronouns Level 1*

## *he/him*

- ❑ _____ put on his space suit. *He*
- ❑ Did you see _____ get out of the ship? *him*
- ❑ I don't think _____ wanted to leave yet. *he*
- ❑ Why did _____ do that? *he*
- ❑ _____ trained to become an astronaut. *He*
- ❑ We saw _____ at our school. *him*
- ❑ The ship took _____ to the moon. *him*
- ❑ I think _____ went alone. *he*
- ❑ When did you see _____ last? *him*
- ❑ _____ asked us to be quiet. *He*
- ❑ I want _____ to go with us. *him*
- ❑ That's _____ over there. *him*
- ❑ Why did _____ give you a gift? *he*
- ❑ _____ is driving the space ship. *He*
- ❑ I asked _____ to wait outside. *him*

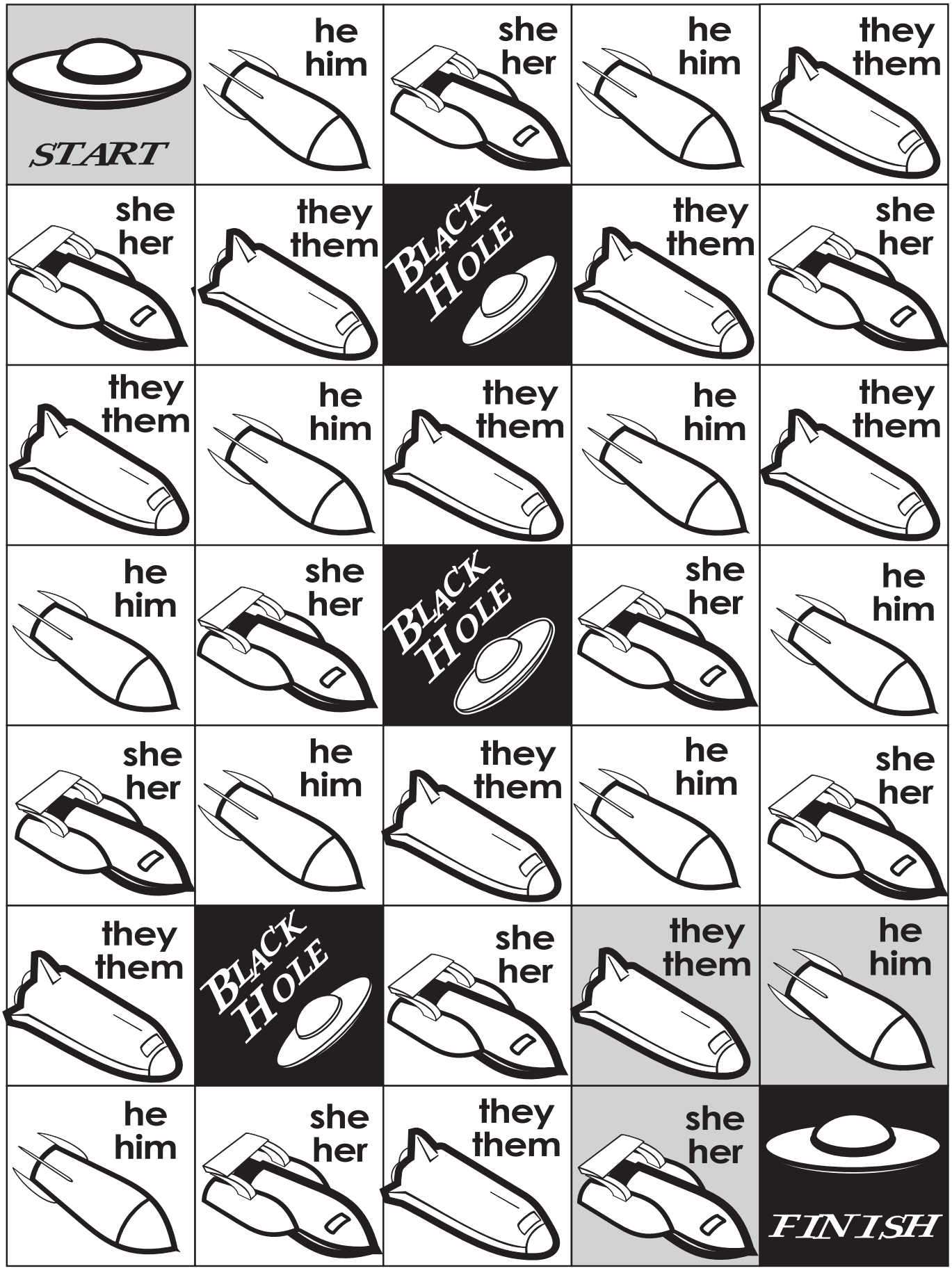
## *she/her*

- ❑ I saw _____ on the news. *her*
- ❑ _____ followed Ms. Rand down the hall. *She*
- ❑ I think _____ was the only one on the team. *she*
- ❑ They gave _____ a special award. *her*
- ❑ Mr. Adams asked _____ to stay. *her*
- ❑ Did _____ already eat lunch? *she*
- ❑ They made _____ take a lot of tests. *her*
- ❑ Where is _____ going next? *she*
- ❑ Someone should let _____ be the leader. *her*
- ❑ Now _____ is a famous person. *she*
- ❑ _____ was married last month. *She*
- ❑ The President invited _____ to visit. *her*
- ❑ _____ was a guest at the White House. *She*
- ❑ They sent _____ on another flight. *her*
- ❑ Why is _____ so well-liked? *she*

## *they/them*

- ❑ I think _____ are in a hurry. *they*
- ❑ We saw _____ get on the rocket. *them*
- ❑ _____ all got on the rocket together. *They*
- ❑ He trained _____ to drive the ship. *them*
- ❑ I bet _____ were a little scared. *they*
- ❑ The crowd cheered for _____. *them*
- ❑ Have _____ landed yet? *they*
- ❑ _____ have trouble sleeping in space. *They*
- ❑ It will take _____ months to get there. *them*
- ❑ I hope _____ know what to do next. *they*
- ❑ The reporters talked to _____ for hours. *them*
- ❑ _____ took off their space suits. *They*
- ❑ _____ all looked tired. *They*
- ❑ We watched _____ on TV. *them*
- ❑ The mayor invited _____ to dinner. *them*


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# Up and Down

16 *Subjective/ Objective Pronouns Level 2*

**Goal:** to complete sentences with subjective or objective pronouns

**Players:** 2 or more

**Overview:** Players try to visit six apartments by selecting the correct pronoun from a pair of subjective and objective pronouns to complete a sentence.

**Materials:**
- **Up and Down Game Items** sheet (page 70)
- **Up and Down** game board (page 71)
- several game chips of the same color for each player that, preferably, match the color of his game token
- game token for each player
- die

**Game Play:**

- **About the Game Board:** This is an apartment building with several floors. Each elevator and apartment counts as a game space (5 across and 4 down). Players may only move from floor to floor by using the elevator spaces.
- Each player places a token on the open elevator in the upper left-hand area of the game board and, in turn, does the following:
  - ✔ The player rolls the die and moves the number of spaces indicated in any direction. His movement should end on an apartment. There may be some cases where a player's movement can't end on an apartment. In that case, his turn is over.
  - ✔ The instructor reads an item from the **Game Items** sheet that matches the pronoun pair shown on the apartment. For example, if the player is on a *he/him* space, the instructor reads a *he/him* item.
  - ✔ The player completes the sentence with the correct pronoun from the pair. If the player does not select the correct pronoun, his turn ends. If the player selects the correct pronoun, he places a game chip of his color on the apartment door and his turn ends. More than one player can place a chip on an apartment door in the course of a game, but a single player can't have more than one of his chips on the same apartment.
  - ✔ The first player to place chips of his color on six different apartments is the winner.

- **Optional Play:**
  - ✔ Only allow one chip to be placed on each apartment. The game is over when all the apartments have been "visited." The player with the most chips of his color on the board is the winner.
  - ✔ Instead of presenting the items as cloze or multiple-choice tasks, read the entire item with one of the pronouns in place and have players determine if the correct or incorrect pronoun is used.


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# Up and Down Game Items

16 *Subjective/ Objective Pronouns Level 2*

## *he/him*

- ❑ We took **(he/*him*)** for a short walk.
- ❑ **(*He*/Him)** decided to stay home and watch TV.
- ❑ I don't think **(*he*/him)** heard you knock.
- ❑ Is that **(he/*him*)** waiting in the lobby?
- ❑ Is **(*he*/him)** on the third floor?
- ❑ **(*He*/Him)** took the stairs instead of the elevator.
- ❑ We met **(he/*him*)** in the hallway.
- ❑ Can you believe **(*he*/him)** still lives here?

## *she/her*

- ❑ I gave **(she/*her*)** a call yesterday.
- ❑ **(*She*/Him)** moved here from the country.
- ❑ Did **(*she*/her)** find the keys yet?
- ❑ I saw **(she/*her*)** in the lobby.
- ❑ When did **(*she*/her)** move here?
- ❑ **(*She*/Her)** always takes the elevator.
- ❑ The landlord told **(she/*her*)** to move out.
- ❑ I think **(*she*/her)** likes this building.

## *they/them*

- ❑ I saw **(they/*them*)** move in last week.
- ❑ **(*They*/Them)** have a large apartment.
- ❑ Are **(*they*/them)** all living there now?
- ❑ My dad met **(they/*them*)** in the hall.
- ❑ I think **(*they*/them)** are on vacation this week.
- ❑ **(*They*/Them)** can't all fit on the elevator.
- ❑ We gave **(they/*them*)** our spare key.
- ❑ **(*They*/Them)** invited us for dinner.

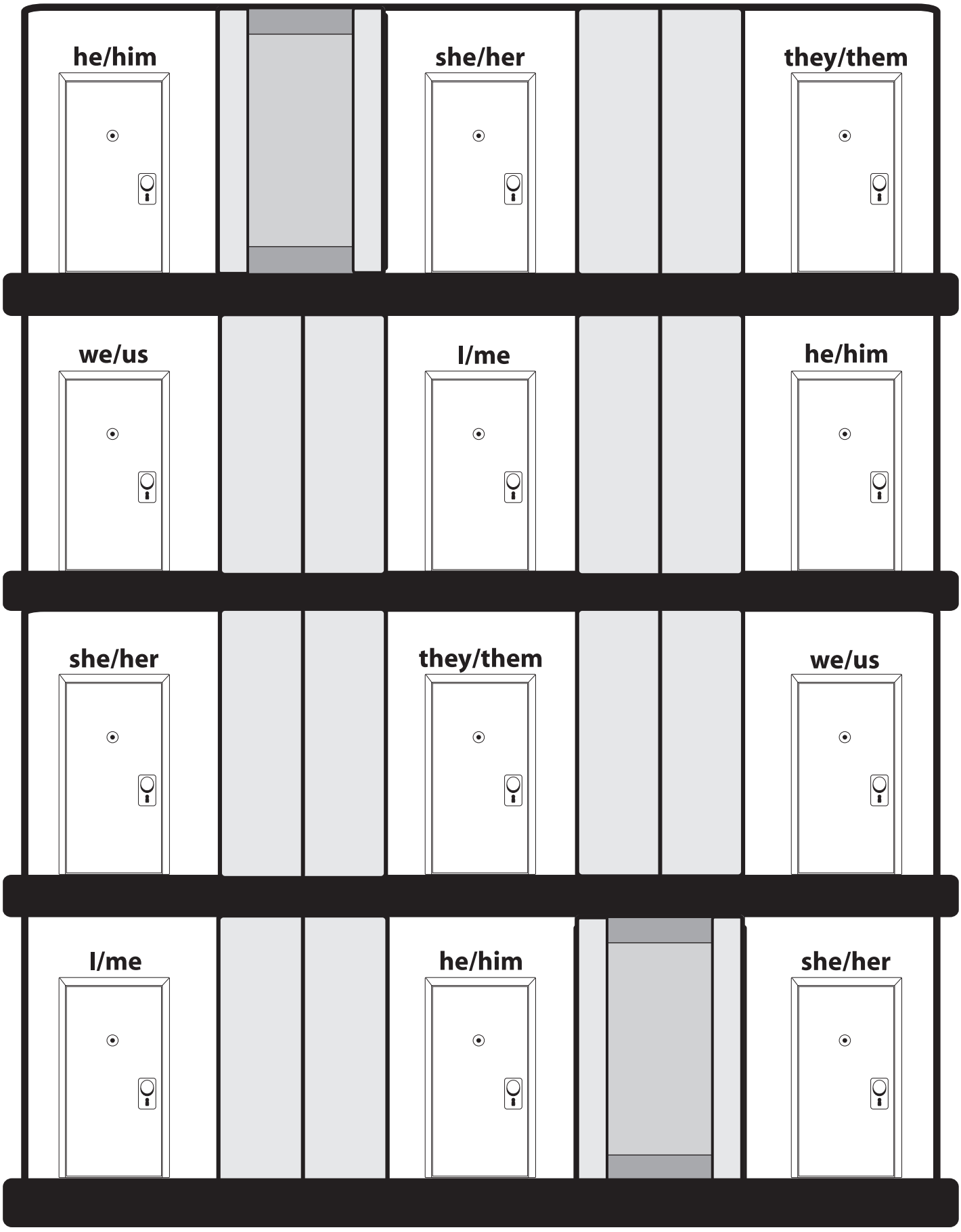
## *we/us*

- ❑ Our friends gave **(we/*us*)** a going away party.
- ❑ **(*We*/Us)** decided to move into a house.
- ❑ Do you think **(*we*/us)** will be happy here?
- ❑ It took **(we/*us*)** forever to pack our things.
- ❑ I hope **(*we*/us)** packed everything.
- ❑ **(*We*/Us)** asked friends to help us move.
- ❑ Please leave **(we/*us*)** a message.
- ❑ I hope **(*we*/us)** don't break anything.

## *I/me*

- ❑ He visited **(*I*/*me*)** on my birthday.
- ❑ **(*I*/Me)** cleaned my apartment yesterday.
- ❑ Should **(*I*/me)** pick up my neighbor's mail?
- ❑ It took **(*I*/*me*)** three hours to clean my apartment.
- ❑ You asked if **(*I*/me)** met the new neighbors.
- ❑ **(*I*/Me)** knocked on his door four times.
- ❑ Would you drive **(I/*me*)** to the doctor?
- ❑ She thinks **(*I*/me)** am a complete slob.


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# Shape Up

17 *Prepositions*
*Level 1*

**Goal:** to follow directions using prepositions and to use prepositions in simple sentences

**Players:** 1-3

**Overview:** Players try to place all their chips on the board by following prepositional phrases.

**Materials:**
- **Shape Up Game Cards** (pages 73-74)
- **Shape Up** game board (page 75)
- several (5-10) game chips for each player

**Game Play:**
- Cut apart the game cards, shuffle them, and place them in a facedown pile on the table.
- Each player, in turn, does the following:
  - ✔ The instructor takes the top card from the pile and reads the phrase on the card aloud.
  - ✔ The player places a game chip on the game board that corresponds to the phrase on the card. For example, if she draws the card that says "On the triangle," she places her chip on the triangle.
  - ✔ The instructor prompts the player to state, in a complete sentence, the action she has just taken. The player would say, "I placed my chip *on the triangle*."
  - ✔ The first player to place all of her chips on the board is the winner, or in a noncooperative situation, the game is over when each player has placed all her chips on the board or all the cards have been used.

- **Optional Play:**
  - ✔ Color each shape on the board a different color and use several different colors of game chips. Then, model more complex sentences that include attributes for your students to say as they place their chips on the board. For example, instead of simply saying, "I placed my chip *on the triangle*, the student might say, "placed my green chip *on the smiling yellow triangle*."


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# Shape Up Game Cards

17 *Prepositions*
*Level 1*

| | | |
|---|---|---|
| **ON** the triangle | **NEXT TO** the square | **BETWEEN** the circle and the diamond |
| **ON** the circle | **NEXT TO** the diamond | **BETWEEN** the square and the diamond |
| **ON** the square | **NEXT TO** the rectangle | **BETWEEN** the square and the rectangle |
| **ON** the diamond | **NEXT TO** the star | **BETWEEN** the square and the star |
| **ON** the rectangle | **BETWEEN** the triangle and the circle | **BETWEEN** the star and the diamond |
| **ON** the star | **BETWEEN** the triangle and the circle | **BETWEEN** the star and the rectangle |
| **NEXT TO** the triangle | **BETWEEN** the triangle and the square | **OVER** the triangle |
| **NEXT TO** the circle | **BETWEEN** the circle and the square | **OVER** the circle |

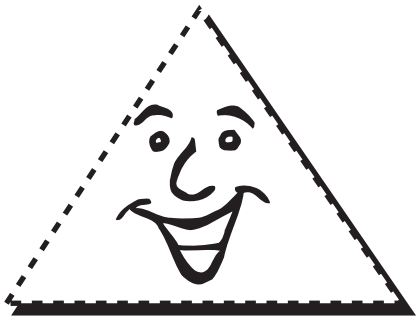

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# Shape Up Game Cards

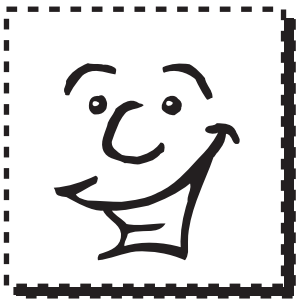
17 *Prepositions*
*Level 1*

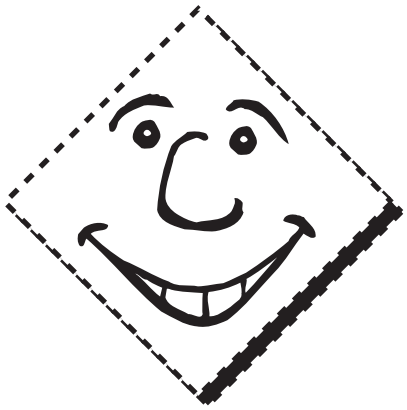
| | |
|---|---|
| **OVER**<br>**the square** | **UNDER**<br>**the circle** |
| **OVER**<br>**the diamond** | **UNDER**<br>**the square** |
| **OVER**<br>**the rectangle** | **UNDER**<br>**the diamond** |
| **OVER**<br>**the star** | **UNDER**<br>**the rectangle** |
| **UNDER**<br>**the triangle** | **UNDER**<br>**the star** |

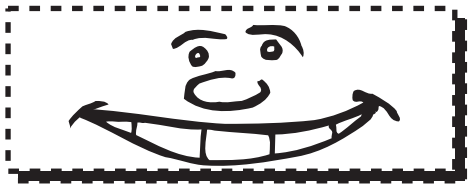

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# Through the Air

18 *Prepositions*
*Level 2*

**Goal:** to use prepositions in sentences.

**Players:** 2 or more

**Overview:** Players try to place all their chips on the board by following prepositional phrases

**Materials:**
- **Through the Air Game Cards** (page 77)
- **Through the Air** game board (page 78)
- game token for each player
- die

**Game Play:**
- Cut apart the game cards, shuffle them, and place them facedown in a pile on the table. You may want to copy these pages onto heavier paper or mount them on card stock so players can't see through the cards.
- Each player places a token on **Start** and, in turn, does the following:
  - ✔ On each player's first turn of the game, he rolls the die and moves the number of spaces indicated. (On all subsequent turns, the player begins his turn on the space he occupies.)
  - ✔ The player draws a card from the top of the pile and reads it aloud. He then reads the preposition on the space he occupies. The player creates a sentence that includes the word on the card and the preposition. For example, if the player is on the *above* space and draws the *sky* card, he might say, "The *sky* is *above* the ground."
  - ✔ If the player does not create a satisfactory sentence, his turn ends. If the player provides a satisfactory sentence, he rolls the die, moves the number of spaces indicated, and his turn ends.
  - ✔ The first player to reach **End** (does not have to be on an exact roll) is the winner.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends.

- **Optional Play:**
  - ✔ Have students brainstorm objects and actions to create additional game cards.

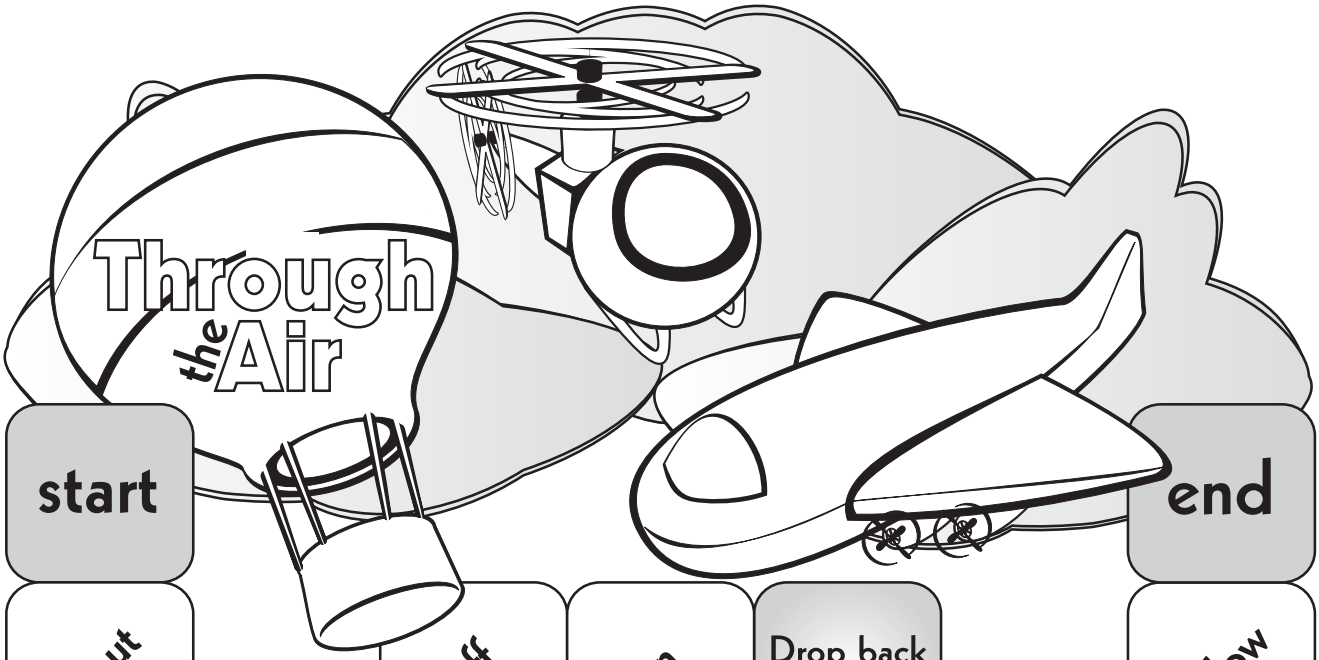

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# Through the Air Game Cards

18 *Prepositions*
*Level 2*

| | | |
|---|---|---|
| balloon | airport | clouds |
| sky | truck | car |
| taxi | street | tractor |
| freeway | bicycle | jet |
| helicopter | sun | feet |
| garage | ship | skateboard |
| sailboat | seatbelt | skates |
| helmet | boots | seat |
| book | engine | wing |
| walk | run | jump |
| wait | fly | drive |


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# Through the Air

| start | | | | | | end |
|---|---|---|---|---|---|---|
| about | | off | on | Drop back 2 spaces. | | below |
| above | | inside | | out | | behind |
| after | | in | | outside | | over |
| around | | from | | over | | above |
| at | | during | | through | | without |
| before | | down | | to | | with |
| behind | below | Fly ahead 2 spaces. | | under | up | Fly ahead 2 spaces. |


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# Deal Maker 1

19 *Comparatives/ Superlatives Level 1*

**Goal:** to correctly use comparatives and superlatives

**Players:** 2 or more

**Overview:** Players try to earn the most points by correctly using comparatives and superlatives.

**Materials:**
- **Deal Maker 1 Game Items** sheet (page 80)
- **Deal Maker Game Cards** (pages 81-83)

**Game Play**:
- Cut apart the game cards, shuffle them, and place them facedown in a pile on the table. You may want to copy these pages onto heavier paper or mount them on card stock so players can't see through the cards.
- Turn over the top card and place it face-up next to the pile. Each player, in turn, does the following:
  - ✔ The instructor randomly selects an item from the **Game Items** sheet, reads the three forms (*big/bigger/biggest*) of the word, and reads one of the sentences aloud. The player must select the correct form of the adjective to complete the sentence.
  - ✔ If the player does not select the correct word, her turn ends.
  - ✔ If the player selects the correct word, she chooses whether to take the face-up card or the top facedown card in the pile. In other words, the player will have to decide whether the "prize" on the face-up game card is valuable enough or if she thinks she will get a more valuable prize if she takes a chance on the face-down card.
  - ✔ She makes her selection and places the card in front of her, and her turn ends. The number printed on each card is its point value. If the player chose the face-up card, the instructor (or the next player) turns over the top card on the pile and places it face-up next to the pile. There should always be one card face-up next to the pile.
  - ✔ The first player to earn a predetermined number of points (20, for example) is the winner.

- **Optional Play:**
  - ✔ instead of presenting the items as cloze tasks, the instructor reads a sentence that includes either the correct or incorrect form of the adjective. The player listens and identifies if the sentence is "right" or "wrong." For example, the instructor might say, "She is *saddest* than her brother." The player would correctly identify this sentence as "wrong" and provide *sadder* as the correct word.


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# Deal Maker 1 Game Items

19 *Comparatives/ Superlatives Level 1*

### big/bigger/biggest

- ❑ Her backpack is _____.
- ❑ Her backpack is _____ than mine.
- ❑ She has the _____ backpack in the class.

### fast/faster/fastest

- ❑ I can run _____.
- ❑ My sister runs _____ than me.
- ❑ I am the _____ runner in my class.

### new/newer/newest

- ❑ That is a _____ bike.
- ❑ My bike is _____ than my sister's.
- ❑ I have the _____ bike in the whole family.

### cold/colder/coldest

- ❑ The refrigerator is _____.
- ❑ It is _____ today than it was yesterday.
- ❑ Tomorrow will be the _____ day of the week.

### funny/funnier/funniest

- ❑ This book is _____.
- ❑ This story is _____ than the last one we read.
- ❑ This is the _____ book I have ever read.

### noisy/noisier/noisiest

- ❑ The kids were _____.
- ❑ They were _____ today than they were yesterday.
- ❑ Those are the _____ kids I've ever seen.

### dark/darker/darkest

- ❑ It is _____ tonight.
- ❑ It is _____ in the hallway than it is in the kitchen.
- ❑ That cave was the _____ place I'd ever been.

### hard/harder/hardest

- ❑ This is a _____ chair.
- ❑ Your chair is _____ than mine.
- ❑ This is the _____ chair in the room.

### sad/sadder/saddest

- ❑ That makes me _____.
- ❑ She is _____ than her brother.
- ❑ She is the _____ person in the room.

### dirty/dirtier/dirtiest

- ❑ My shoes are _____.
- ❑ His shoes are _____ than mine.
- ❑ Those are the _____ shoes I've ever seen.

### hot/hotter/hottest

- ❑ Today is a _____ day.
- ❑ It is _____ in the sun than it is in the shade.
- ❑ The _____ place to stand is in the street.

### short/shorter/shortest

- ❑ These pants are _____.
- ❑ One pant leg is _____ than the other.
- ❑ These are the _____ pants I own.

### easy/easier/easiest

- ❑ That test was _____.
- ❑ This test was _____ than the one last week.
- ❑ This is the _____ test I've ever taken.

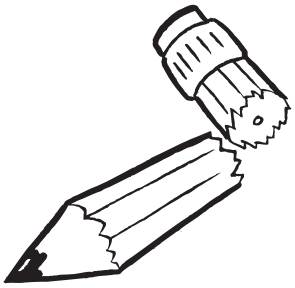
### loud/louder/loudest

- ❑ The band is too _____.
- ❑ The band is _____ than the sound of traffic.
- ❑ The band is the _____ sound in the neighborhood.

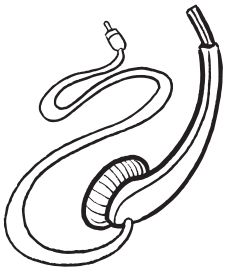
### small/smaller/smallest

- ❑ He drives a _____ car.
- ❑ His car is _____ than the one we drive.
- ❑ Their car is the _____ one I've ever seen.


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1 broken pencil



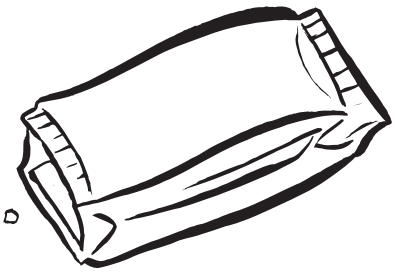
1 half of a pair of headphones



1 sour milk



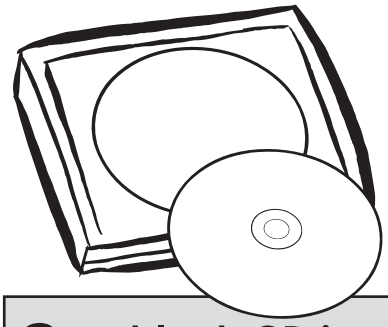
1 one smelly sock



2 candy bar wrapper



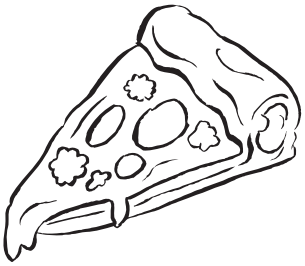
2 pet rat



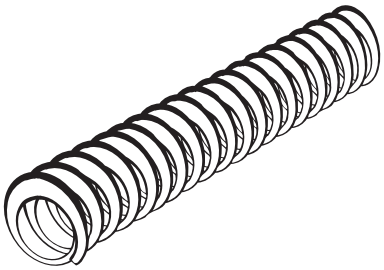
2 blank CD in a broken case



2 part of an apple



3 slice of cold pizza



3 notebook spiral




3 your teacher's photograph

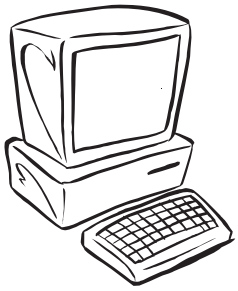



3 library card


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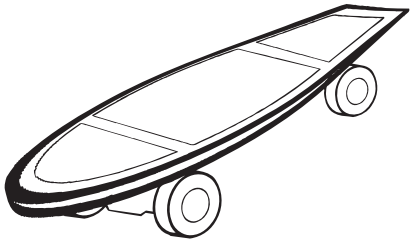

**4** bag of chips



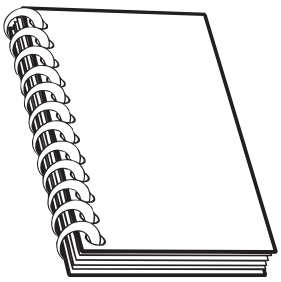
**4** old, used computer




**4** can of soda



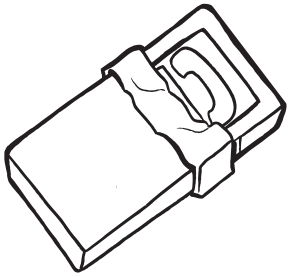
**4** skateboard



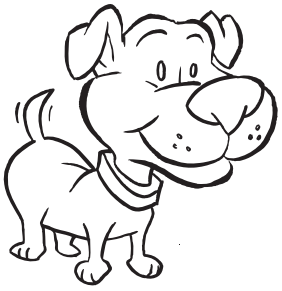
**4** new notebook



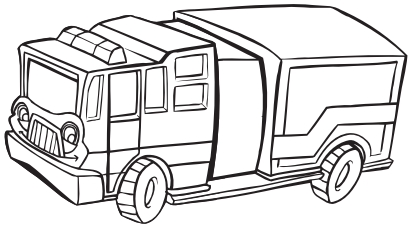
**4** mobile phone



**4** candy bar



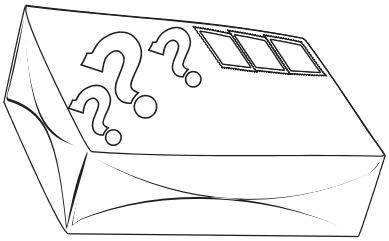
**4** new puppy



**4** ride in a fire truck




**4** autographed baseball

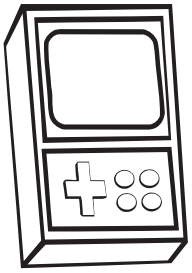


**4** mystery package



**4** hot fudge sundae

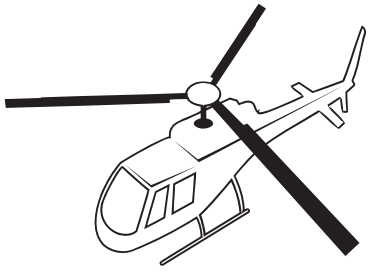

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5 new video game



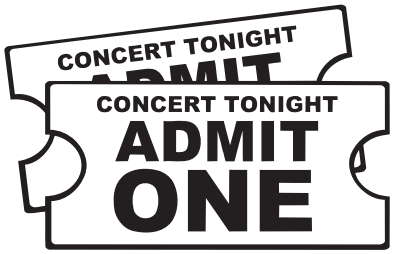
5 new basketball shoes



5 helicopter model



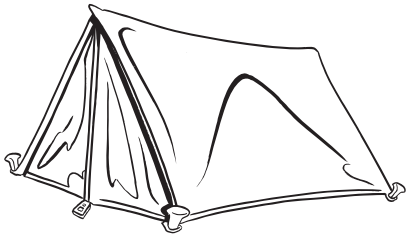
5 new backpack



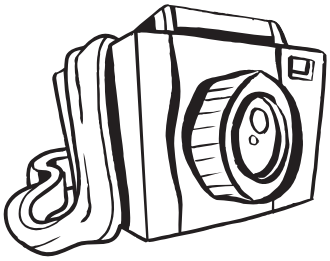

6 concert tickets



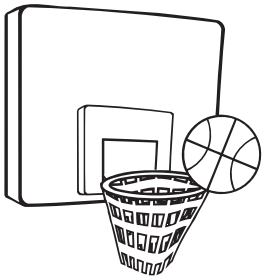

6 bookstore gift card



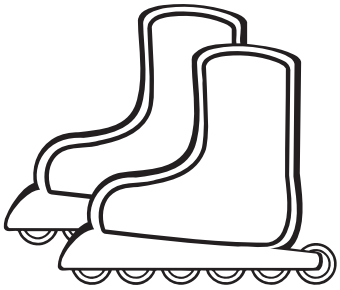
6 tent and camping equipment



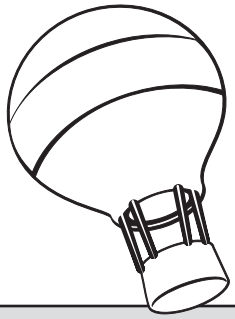
6 digital camera



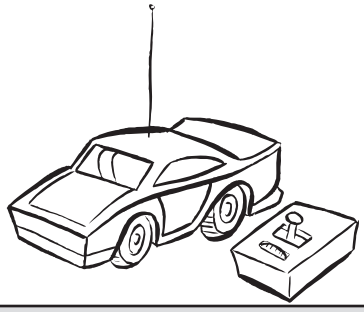
7 basketball and hoop



7 in-line skates



7 hot-air baloon ride



7 remote control car


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# Deal Maker 2

20 *Comparatives/ Superlatives Level 2*

**Goal:** to correctly use comparatives and superlatives

**Players:** 2 or more

**Overview:** Players try to earn the most points by correctly using comparatives and superlatives.

**Materials:**
- **Deal Maker 2 Game Items** sheets (pages 85-86)
- **Deal Maker Game Cards** (pages 81-83)

**Game Play:**

- See the instructions on page 79 for a very simple way to play. The directions below are for more advanced players.
- Make a double set of cards if there are more than 2 players. Cut apart the game cards, shuffle them, and place them facedown in a pile on the table. You may want to copy these pages onto heavier paper or mount them on card stock so players can't "see through" the cards.
- Deal 3 cards to each player. Turn over the top card and place it face-up next to the pile. Each player, in turn, does the following:
  - ✔ The instructor randomly selects an item from the **Game Items** sheet, reads the three forms (*angry, angrier, angriest*) of the word, and reads one of the sentences aloud. The player must select the correct form of the adjective to complete the sentence.
  - ✔ If the player does not select the correct word, his turn ends.
  - ✔ If the player selects the correct word, he chooses whether to take the face-up card or the top facedown card in the pile. He makes his selection and puts the card in his hand.
  - ✔ The player then either puts a card on the table in front of him3 (which now becomes part of his running point total) or places one of his cards face-up on the discard pile and his turn ends. If there is no face-up card in the discard pile at the end of any player's turn, the instructor (or the next player) turns over the top card on the pile and places it face-up next to the pile. There should always be one card face-up next to the pile.
  - ✔ The first player to earn a predetermined number of points (20, for example) is the winner.


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# Deal Maker 2 Game Items

20 *Comparatives/ Superlatives Level 2*

**angry/angrier/angriest**

- ❑ My dad was really _____.
- ❑ He was _____ at me than he was the last time.
- ❑ He said this is the _____ he's ever been.

**bad/worse/worst**

- ❑ That movie is _____.
- ❑ It was _____ than the last movie I saw.
- ❑ It was the _____ movie of the year.

**bouncy/bouncier/bounciest**

- ❑ That is a _____ basketball.
- ❑ The basketball is _____ than the tennis ball.
- ❑ The basketball is the _____ ball we have.

**busy/busier/busiest**

- ❑ Our class has been _____.
- ❑ We are _____ than we were yesterday.
- ❑ We are the _____ class in the school.

**clean/cleaner/cleanest**

- ❑ The bathtub is finally _____.
- ❑ The tub is much _____ than the shower.
- ❑ The tub is the _____ thing in the bathroom.

**cloudy/cloudier/cloudiest**

- ❑ It's very _____ outside.
- ❑ It's _____ now than it was this morning.
- ❑ This is the _____ it's been all day.

**curly/curlier/curliest**

- ❑ Her hair is _____.
- ❑ Her hair is _____ than her sister's hair.
- ❑ She has the _____ hair in the family.

**dry/drier/driest**

- ❑ The air is _____.
- ❑ The inside air is _____ than the air outside.
- ❑ This is the _____ air I've ever felt.

**fat/fatter/fattest**

- ❑ That brown pig is _____.
- ❑ The brown pig is _____ than the white pig.
- ❑ That brown pig is the _____ one in the pen.

**flat/flatter/flattest**

- ❑ This is _____ land.
- ❑ The land here is _____ than it is where I live.
- ❑ This must be the _____ land in the country.

**full/fuller/fullest**

- ❑ I am so _____ after dinner.
- ❑ I am _____ than I was after last night's meal.
- ❑ This is the _____ I've felt in a long time.

**hard/harder/hardest**

- ❑ Riding a bicycle is _____.
- ❑ Riding a bicycle is _____ than riding a skateboard.
- ❑ Learning to ride a bicycle is the _____ thing I've done.

**hungry/hungrier/hungriest**

- ❑ I am _____ after school.
- ❑ I am _____ after school than I am before school.
- ❑ After school is the _____ time of day for me.

**large/larger/largest**

- ❑ This is a _____ city.
- ❑ This city is _____ than the city I live in.
- ❑ This is the _____ city I have ever visited.

**long/longer/longest**

- ❑ This has been a _____ week.
- ❑ This week has seemed _____ than last week.
- ❑ This has been the _____ week of my life.


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# Deal Maker 2 Game Items

20 *Comparatives/ Superlatives Level 2*

**nice/nicer/nicest**

- ❑ Our teacher is _____.
- ❑ He is _____ than the teacher we had last year.
- ❑ They say he is the _____ teacher in the school.

**slow/slower/slowest**

- ❑ I run so _____.
- ❑ I am a _____ runner than my little sister.
- ❑ I am the _____ runner in my class.

**sweet/sweeter/sweetest**

- ❑ This cake tastes really _____.
- ❑ The cake tastes _____ than the brownies.
- ❑ The cake is the _____ thing on the table.

**old/older/oldest**

- ❑ Those shoes are _____.
- ❑ Those shoes are _____ than the ones I'm wearing.
- ❑ Those are the _____ shoes I own.

**smooth/smoother/smoothest**

- ❑ The ice on the pond is _____.
- ❑ The ice is _____ than it was last winter.
- ❑ This is the _____ ice I've ever skated on.

**tall/taller/tallest**

- ❑ My brother is very _____.
- ❑ My brother is _____ than my dad.
- ❑ My brother is the _____ person in the family.

**quiet/quieter/quietest**

- ❑ It sure is _____ in here.
- ❑ It's _____ here than it is in our classroom.
- ❑ This is the _____ room I've been in all day.

**smart/smarter/smartest**

- ❑ People say that he is _____.
- ❑ I don't feel like he is _____ than I am.
- ❑ They say he is the _____ kid in the class.

**tight/tighter/tightest**

- ❑ My pants feel _____.
- ❑ My pants feel _____ than the last time I wore them.
- ❑ These are the _____ pants I own.

**rude/ruder/rudest**

- ❑ That boy is so _____.
- ❑ He is even _____ today than he was yesterday.
- ❑ He might be the _____ person I know.

**spicy/spicier/spiciest**

- ❑ This chili is really _____.
- ❑ The chili is _____ than the salsa.
- ❑ This is the _____ chili you have ever made.

**ugly/uglier/ugliest**

- ❑ That is an _____ lizard.
- ❑ That lizard is _____ than the snake.
- ❑ That lizard is the _____ animal in the pet shop.

**scary/scarier/scariest**

- ❑ That was a _____ movie.
- ❑ That movie was _____ the second time I saw it.
- ❑ It was the _____ movie I watched last weekend.

**straight/straighter/straightest**

- ❑ I can't draw a _____ line.
- ❑ Your line is much _____ than mine.
- ❑ You have drawn the _____ line I have ever seen.

**wet/wetter/wettest**

- ❑ The field is all _____.
- ❑ The field is _____ than it was for the last game.
- ❑ This is the _____ the field has been all year.


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# Around the House

21 *Noun/Verb Agreement: Is/Are Level 1*

**Goal:** to practice noun/verb agreement with *is* and *are*

**Players:** 2 or more

**Overview:** Players try to visit rooms in a house by correctly using *is* and *are* in sentences.

**Materials:**
- **Around the House Game Items** sheet (page 88)
- **Around the House Game Cards** (page 89)
- **Around the House** game board (page 90)
- seven game chips of the same color for each player that, preferably, match the color of his game token
- game token for each player

**Game Play:**

- Cut apart the game cards, shuffle them, and place them facedown on the table.
- Each player begins the game with her game token beside the game board and, in turn, does the following:
  - ✔ The player takes a game card from the top of the pile and places her token in the room on the game board that is printed on the card.
  - ✔ The instructor reads an item from the **Game Items** sheet that matches the room the player occupies. For example, if the player is in Bedroom 1, the instructor reads an item from that section of the sheet. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence (saying "blank" instead of *is*/*are*).
    - — Read the item as a multiple choice (saying "is or are" in place of the blank).
    - — Read the item with *is* or *are* in place and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, her turn is over.
  - ✔ If the player successfully completes the task, she places a game chip of her color in the room she occupies and her turn ends. More than one player can place a chip in a room in the course of a game, but a single player can't have more than one of her chips in the same room.
  - ✔ If a player lands in a room that already has one of her chips on it, she still tries to complete an item. If she is successful, her turn ends. If she is unsuccessful, she takes her chip off of that room and must try to earn it again later in the game.
  - ✔ The first player to place chips of her color on all or a predetermined number of rooms in the house is the winner. If the pile of game cards is depleted during a game, reshuffle them, put them in a facedown pile on the table, and continue drawing cards from the top of the pile.
    - — **Note:** The *hall* only counts as a single room, even though it spans all three floors of the building.


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# Around the House Game Items

21 *Noun/Verb Agreement: Is/Are Level 1*

## Closet

- ❑ The boxes (is / **are**) on the floor.
- ❑ That box (**is** / are) on the floor.
- ❑ The ladder (**is** / are) against the wall.
- ❑ The lights (is / **are**) turned on.
- ❑ My favorite toy (**is** / are) in the closet.
- ❑ The light bulb (**is** / are) missing.

## Bathroom

- ❑ Someone (**is** / are) using the bathroom.
- ❑ The toothbrushes (is / **are**) on the sink.
- ❑ Towels (is / **are**) in the hall closet.
- ❑ A rug (**is** / are) on the floor.
- ❑ Band-Aids (is / **are**) in the medicine cabinet.
- ❑ The toilet (**is** / are) broken.

## Kitchen

- ❑ Cold foods (is / **are**) in the refrigerator.
- ❑ The dishes (is / **are**) stacked in the sink.
- ❑ A glass (**is** / are) on the counter.
- ❑ Dinner (**is** / are) in the oven.
- ❑ The chairs (is / **are**) around the table.
- ❑ The table (**is** / are) set.

## Hall

- ❑ The steps (is / **are**) very steep.
- ❑ This house (**is** / are) three floors high.
- ❑ Family pictures (is / **are**) on the walls.
- ❑ A rug (**is** / are) on the stairs.
- ❑ The chimney (**is** / are) made of brick.
- ❑ The coats (is / **are**) hanging in the hall.
- ❑ The first step (**is** / are) slippery.
- ❑ The downstairs doors (is / **are**) all open.
- ❑ The floors (is / **are**) all dirty.
- ❑ The house (**is** / are) made of wood.

## Bedroom 2

- ❑ The lamp (**is** / are) by the bed.
- ❑ The extra blankets (is / **are**) under the bed.
- ❑ The door (**is** / are) closed.
- ❑ One person (**is** / are) sleeping in that room.
- ❑ The windows (is / **are**) all closed.
- ❑ Someone (**is** / are) sleeping now.

## Bedroom 1

- ❑ The night stand (**is** / are) by the bed.
- ❑ One pillow (**is** / are) on the bed.
- ❑ Two people (is / **are**) sleeping in that room.
- ❑ The carpet (**is** / are) on the floor.
- ❑ The window (**is** / are) open.
- ❑ The door (**is** / are) closed.

## Living Room

- ❑ The chair (**is** / are) in the middle of the room.
- ❑ Your toys (is / **are**) in the living room.
- ❑ Three people (is / **are**) watching TV.
- ❑ He (**is** / are) watching TV.
- ❑ A painting (**is** / are) on the wall.
- ❑ The lamp (**is** / are) on the table.

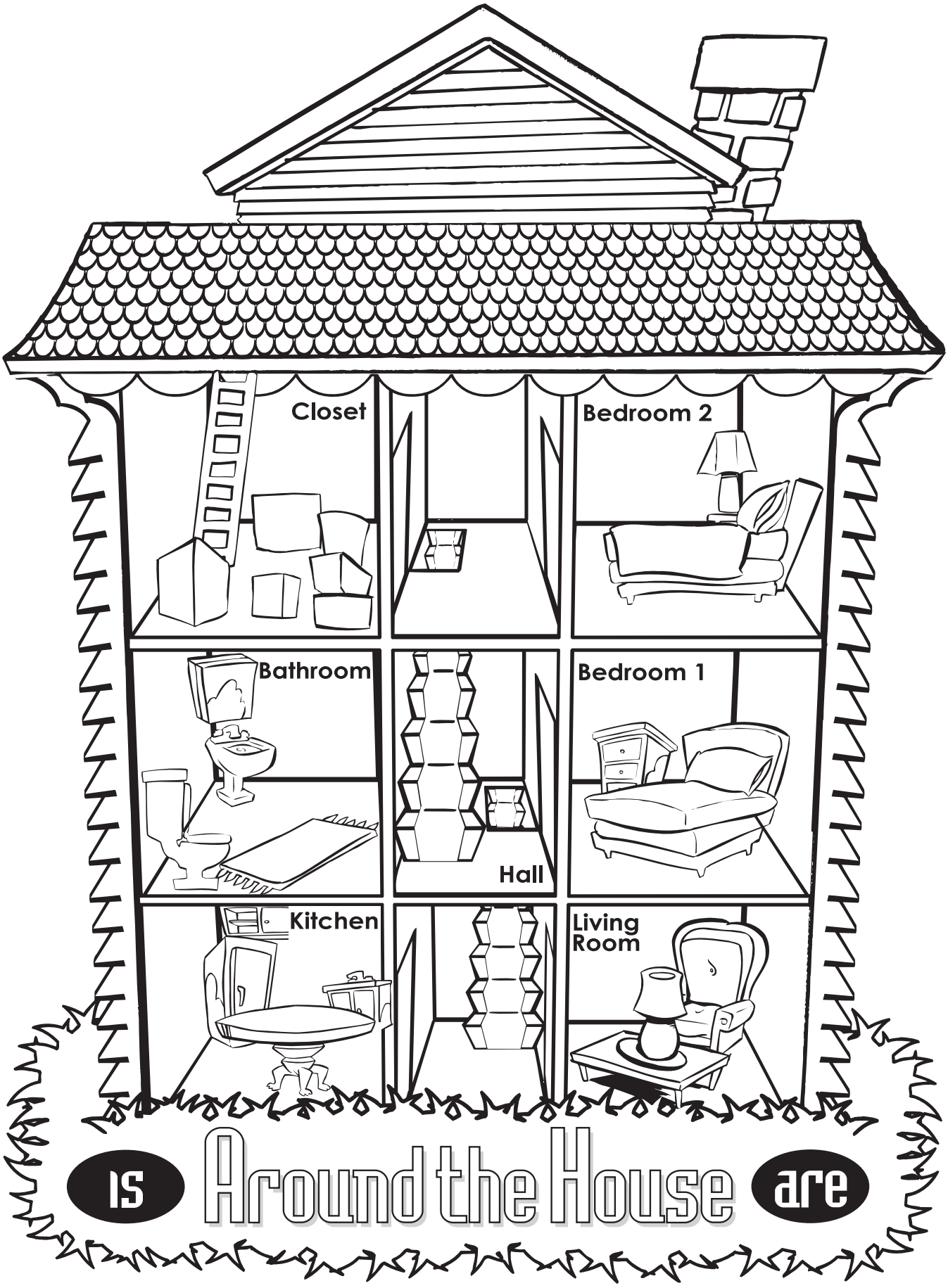

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# Around the House Game Cards

21 *Noun/Verb Agreement: Is/Are Level 1*

| | | |
|---|---|---|
| Closet | Closet | Closet |
| Bedroom 2 | Bedroom 2 | Bedroom 2 |
| Bathroom | Bathroom | Bathroom |
| Bedroom 1 | Bedroom 1 | Bedroom 1 |
| Kitchen | Kitchen | Kitchen |
| Living Room | Living Room | Living Room |
| Hall | Hall | Hall |


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# Hit the Slopes

22 *Noun/Verb Agreement: Is/Are Level 2*

**Goal:** to practice noun/verb agreement with *is* and *are*

**Players:** 2 or more

**Overview:** Players ski down the slopes by correctly using *is* and *are* in sentences.

**Materials:**
- **Hit the Slopes Game Items** sheet (page 92)
- **Hit the Slopes** game board (page 93)
- game token for each player
- die

**Game Play:**

- Each player places his token on **Start** and in turn, follows these directions:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence (saying "blank" instead of *is/are*).
    - — Read the item as multiple choice (saying "is or are" in place of the blank).
    - — Read the item with *is* or *are* in place, and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, his turn is over.
  - ✔ If the player successfully completes the task, he rolls the die, moves the number of spaces indicated, and his turn ends.
- The first player to reach **Finish** (does not have to be on an exact roll) is the winner.
- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends.

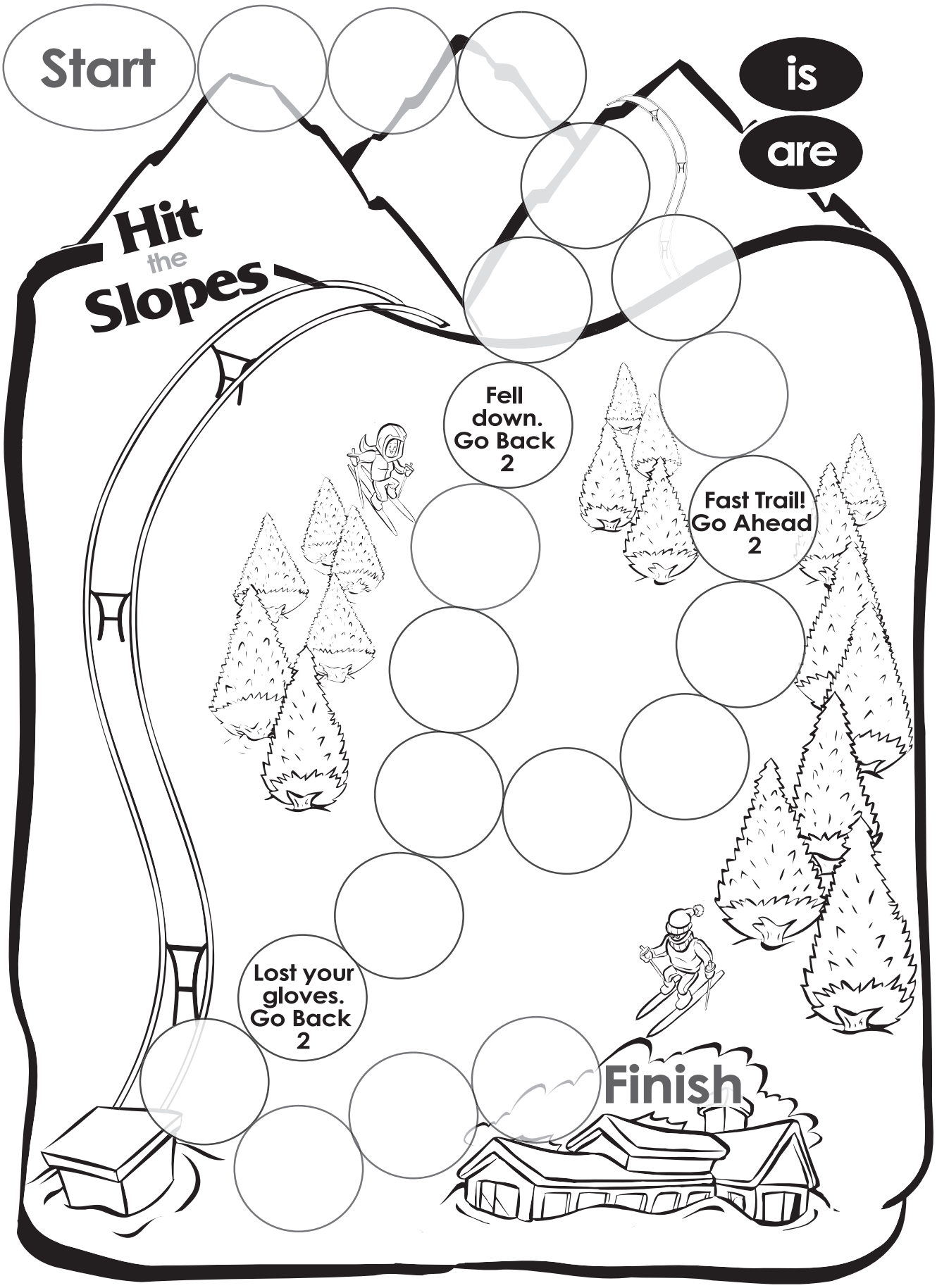

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# Hit the Slopes Game Items

22 *Noun/Verb Agreement: Is/Are Level 2*

| is | are |
|---|---|
| ❑ The mountain _____ covered with snow. | ❑ The mountains _____ covered with snow. |
| ❑ One of his skis _____ missing. | ❑ Both of his skis _____ missing. |
| ❑ The weather forecast _____ for a cold and sunny day. | ❑ The weather forecasts for today _____ very different. |
| ❑ The tree _____ in the way. | ❑ The trees _____ are in the way. |
| ❑ She _____ warming up by the fireplace. | ❑ They _____ warming up by the fireplace. |
| ❑ Her hat _____ covered with snow. | ❑ Her gloves _____ covered with snow. |
| ❑ My dad _____ an expert skier. | ❑ We _____ beginning skiers. |
| ❑ Look at that mountain. It _____ really high. | ❑ Look at those mountains. They _____ really high. |
| ❑ The ski lift chair _____ stuck. | ❑ The ski lift chairs _____ stuck. |
| ❑ Skiing _____ a sport people enjoy in the winter. | ❑ Winter sports _____ best when there is snow on the ground. |
| ❑ A ski lodge _____ a kind of hotel. | ❑ Ski lodges _____ like hotels. |
| ❑ A ski pole _____ long and pointy. | ❑ Ski poles _____ long and pointy. |
| ❑ That mountain _____ covered with snow all year. | ❑ Those mountains _____ covered with snow all year. |
| ❑ Snow _____ a type of frozen water. | ❑ Snowflakes _____ frozen drops of water. |
| ❑ Snow _____ not something to be scared of. | ❑ Snowstorms _____ often very dangerous. |
| ❑ He _____ wearing tinted goggles to keep the sun out of his eyes. | ❑ They _____ all wearing tinted goggles to keep the sun out of their eyes. |
| ❑ A type of wax _____ put on skis to make them slippery in the snow. | ❑ Many types of wax _____ put on skis to make them slippery in the snow. |
| ❑ A crowd of people _____ waiting in the ski lodge. | ❑ Several people _____ waiting in the ski lodge. |
| ❑ An expert skier _____ giving lessons. | ❑ Expert skiers _____ giving lessons. |
| ❑ That ski run _____ good for beginners. | ❑ Those ski runs _____ for experts only. |
| ❑ That jacket _____ not for cold weather. | ❑ Those jackets _____ good in cold weather. |


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# Shhh!

23 *N/V Agreement: Has/Have Level 1*

**Goal:** to practice noun/verb agreement with *has* and *have*

**Players:** 2 or more

**Overview:** Players travel through the library by correctly using *has* and *have* in sentences.

**Materials:**
- **Shhh! Game Items** sheet (page 95)
- **Shhh!** game board (page 96)
- game token for each player
- die

**Game Play:**

- Each player places her token on **Start** and, in turn, follows these directions:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence (saying "blank" instead of *has/have*).
    - — Read the item as multiple choice (saying "has or have" in place of the blank).
    - — Read the item with *has* or *have* in place, and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, her turn is over.
  - ✔ If the player successfully completes the task, she rolls the die, moves the number of spaces indicated, and her turn ends.
- The first player to reach **Finish** (does not have to be on an exact roll) is the winner.
- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), she follows the direction and her turn ends.


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# Shhh! Game Items

23 *N/V Agreement: Has/Have Level 1*

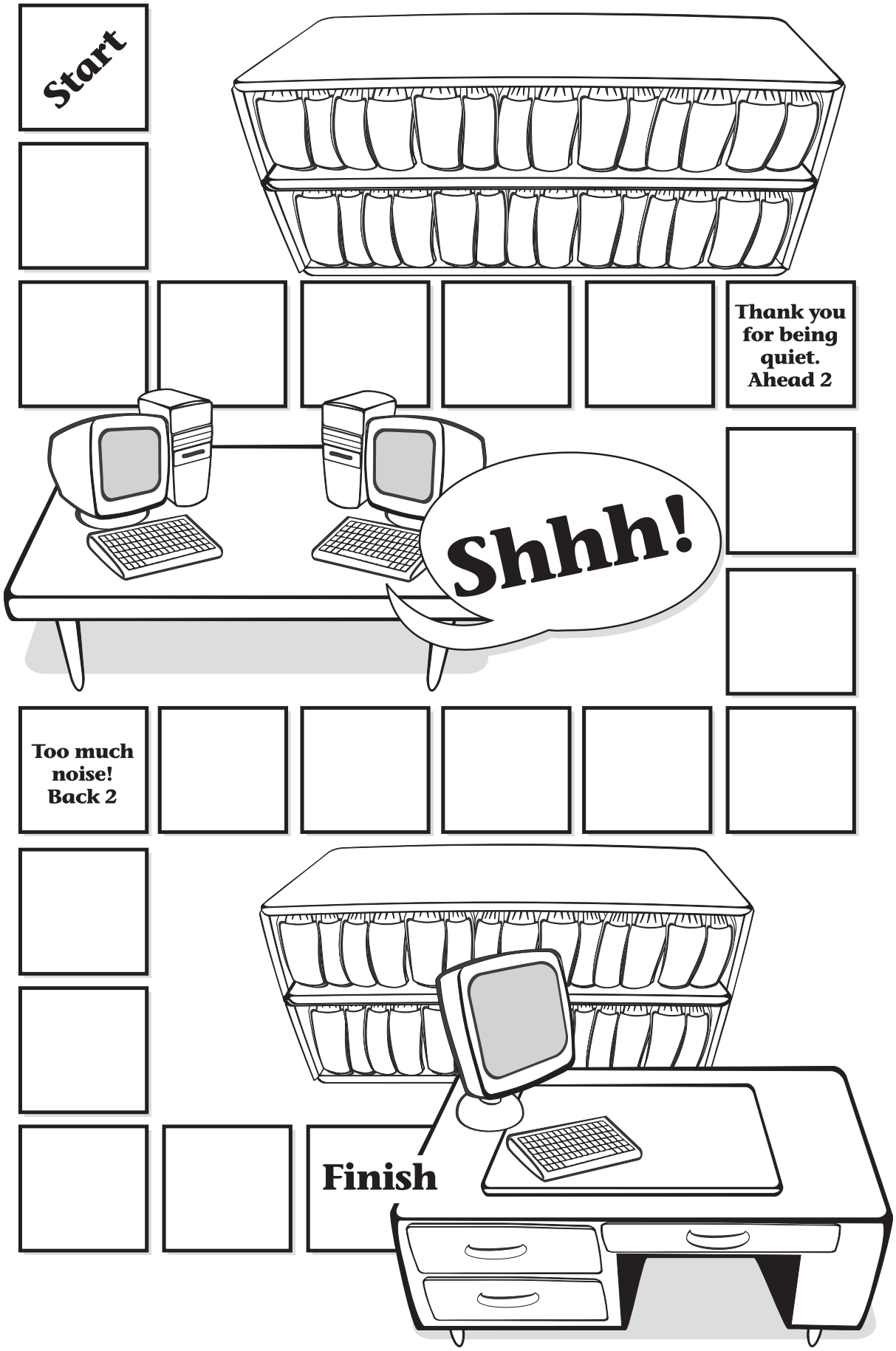
## has

- ❑ The library _____ many books.
- ❑ The library _____ lots of shelves.
- ❑ The child _____ a picture book.
- ❑ A man _____ the newspaper.
- ❑ A library _____ computers.
- ❑ The shelf _____ many magazines.
- ❑ The librarian _____ a pencil.
- ❑ The table _____ four legs.
- ❑ Our library _____ big windows.
- ❑ The book _____ pretty pictures.
- ❑ The table _____ three chairs.
- ❑ He _____ a library card.
- ❑ The man _____ one book in his hand.
- ❑ The children's section _____ small tables.
- ❑ The wall _____ one picture on it.
- ❑ The librarian _____ a computer.
- ❑ He _____ his favorite book.
- ❑ The library _____ movies to check out.
- ❑ The library sidewalk _____ cracks.
- ❑ That book _____ big words.

## have

- ❑ Libraries _____ many books.
- ❑ Libraries _____ lots of shelves.
- ❑ The children_____ picture books.
- ❑ The men _____ newspapers.
- ❑ Libraries _____ computers.
- ❑ The shelves _____ many magazines.
- ❑ The librarians _____ pencils.
- ❑ The tables _____ four legs each.
- ❑ Libraries _____ big windows.
- ❑ Those books _____ pretty pictures.
- ❑ The tables _____ chairs around them.
- ❑ The two girls _____ library cards.
- ❑ The men _____ books in their hands.
- ❑ Children's sections _____ small tables.
- ❑ The walls _____ several pictures on them.
- ❑ The librarians _____ computers.
- ❑ They _____ their favorite books.
- ❑ Libraries _____ movies to check out.
- ❑ The sidewalks around the library _____ cracks.
- ❑ Those books _____ big words.


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# Victory Lap

24 *N/V Agreement: Has/Have Level 2*

**Goal:** to practice noun/verb agreement with *has* and *have*

**Players:** 2 or more

**Overview:** Players try to win a stock car race by correctly using *has* and *have* in sentences.

**Materials:**
- **Victory Lap Game Items** sheet (page 98)
- **Victory Lap** game board (page 99)
- game token for each player
- die

**Game Play:**

- Each player places his token on the checkered space and, in turn, follows these directions:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence (saying "blank" instead of *has/have*).
    - — Read the item as multiple choice (saying "has or have" in place of the blank).
    - — Read the item with *has* or *have* in place, and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, his turn is over.
  - ✔ If the player successfully completes the task, he rolls the die, moves his token the number of spaces indicated, and his turn ends. Players move in a counterclockwise direction around the track.
- The first player to complete one full lap and reach the checkered space (does not have to be on an exact roll), is the winner.

- **Movement Rules:** There are two "lanes" that may be used for movement by any player; however, no two players may ever occupy the same space, and one player may not "move through" another player on the track. Instead, a player must go around or "pass" another player's token. Players may move diagonally. There may be some instances where a player is "stuck" behind two other players and unable to use his total die roll. If that is the case, the player moves as many spaces forward as possible.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends. There may be instances where a player has no option but to land on a "Fall Back 2" space. If that is the case, he must land on that space and follow that direction.


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# Victory Lap Game Items

24 *N/V Agreement: Has/Have Level 2*

## has

- ❑ That game _____ very confusing rules.
- ❑ A pair of dice _____ 42 spots.
- ❑ My brother _____ that game.
- ❑ He _____ to read the directions before we can play.
- ❑ The game board _____ many pieces.
- ❑ One regular deck _____ 52 cards.
- ❑ The game piece _____ a plastic top.
- ❑ The store only _____ one copy of that game on the shelf.
- ❑ The box _____ a rip in the corner.
- ❑ The game _____ a ton of plastic pieces.
- ❑ A group _____ gathered to play the newest board games.
- ❑ The company _____ a web site to sell its games.
- ❑ That piece _____ to move on the next turn.
- ❑ He _____ made several of those games by hand.
- ❑ Each of the boxes _____ a new game in it.
- ❑ Each card _____ five questions on it.
- ❑ Every one of those games _____ special rules for extra players.
- ❑ I don't think he _____ any more cards.
- ❑ _____ she played this game before?
- ❑ _____ each of you taken your turn?

## have

- ❑ Those games _____ very confusing rules.
- ❑ Two pairs of dice _____ 84 spots.
- ❑ Both of my cousins _____ that game.
- ❑ They _____ to read the directions before we can play.
- ❑ The game boards _____ several pieces.
- ❑ Those decks _____ 100 cards each.
- ❑ The game pieces _____ plastic tops.
- ❑ The stores _____ many copies of that game on their shelves.
- ❑ Those boxes _____ rips in the corners.
- ❑ Those games _____ tons of plastic pieces.
- ❑ Several people _____ gathered to play the newest board games.
- ❑ Those companies _____ web sites to sell their games.
- ❑ Those pieces _____ to move on the next turn.
- ❑ They _____ made several of those games by hand.
- ❑ All of the boxes _____ new games in them.
- ❑ The cards _____ five questions on them.
- ❑ All of those games _____ special rules for extra players.
- ❑ I don't think they _____ any more cards.
- ❑ _____ they played this game before?
- ❑ _____ they all taken their turns?


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# Play it Again

25 *N/V Agreement: Was/Were Level 1*

**Goal:** to practice noun/verb agreement with *was* and *were*

**Players:** 2 or more

**Overview:** Players travel through the game board by correctly using *was* and *were* in sentences about music.

**Materials:**
- **Play it Again Game Items** sheet (page 101)
- **Play it Again** game board (page 102)
- game token for each player
- die

**Game Play:**

- Each player places her token on **Start** and, in turn, follows these directions:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence (saying "blank" instead of *was/were*).
    - — Read the item as multiple choice (saying "was or were" in place of the blank).
    - — Read the item with *was* or *were* in place, and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, her turn is over.
  - ✔ If the player successfully completes the task, she rolls the die, moves the number of spaces indicated, and her turn ends.
- The first player to reach **End** (does not have to be on an exact roll) is the winner.
- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), she follows the direction and her turn ends.


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# Play it Again Game Items

25 N/V Agreement: Was/Were Level 1

| was | were |
|---|---|
| ❑ The song _____ fast. | ❑ The songs _____ fast. |
| ❑ The piano _____ broken. | ❑ The pianos _____ broken. |
| ❑ He _____ a good singer | ❑ They _____ good singers. |
| ❑ The song _____ too loud. | ❑ The songs _____ too loud. |
| ❑ That _____ a nice guitar. | ❑ Those _____ nice guitars. |
| ❑ The band _____ in the parade. | ❑ Many bands _____ in the parade. |
| ❑ The trumpet _____ in a case. | ❑ The trumpets _____ in cases. |
| ❑ She _____ going to her lesson. | ❑ They _____ going to their lessons. |
| ❑ He _____ playing a tuba. | ❑ They _____ playing tubas. |
| ❑ The drum _____ on a stand. | ❑ The drums _____ on stands. |
| ❑ The music teacher _____ late. | ❑ The music teachers _____ late. |
| ❑ A violin _____ on the table. | ❑ Several violins _____ on the table. |
| ❑ He _____ a clarinet player. | ❑ They _____ great clarinet players. |
| ❑ The microphone _____ expensive. | ❑ Those microphones _____ expensive. |
| ❑ That _____ a good CD. | ❑ Those _____ great CDs. |
| ❑ The concert _____ long. | ❑ The concerts _____ long. |
| ❑ He _____ at the music store. | ❑ They _____ at the music store. |
| ❑ The musician _____ polite. | ❑ The musicians _____ polite. |
| ❑ My ticket _____ stolen. | ❑ The tickets _____ stolen. |
| ❑ His instrument _____ in his locker. | ❑ Their instruments _____ in their lockers. |


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was

# Play it Again

were



Start

Hit a sour note. Back 2

End

You're right in tune! Ahead 2

Great playing! Ahead 2

Lost your music. Back 2



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# Corner Pocket

26 *N/V Agreement: Was/Were Level 2*

**Goal:** to practice noun/verb agreement with *was* and *were*

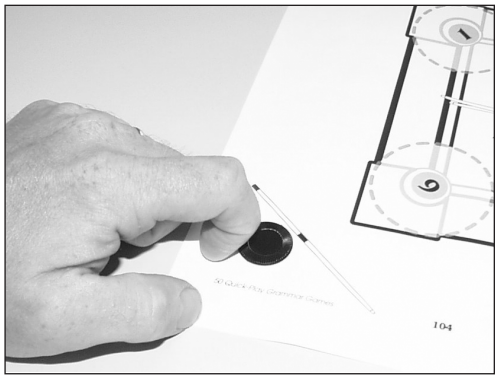
**Players:** 1-4

**Overview:** Players try to earn chances to make the most pool shots by using *was* and *were* in sentences about recreational activities.

**Materials:**
- **Corner Pocket** game board (pages 104-105)
- **Corner Pocket Game Items** sheet (page 106)
- several game chips (about five for each player)
- die

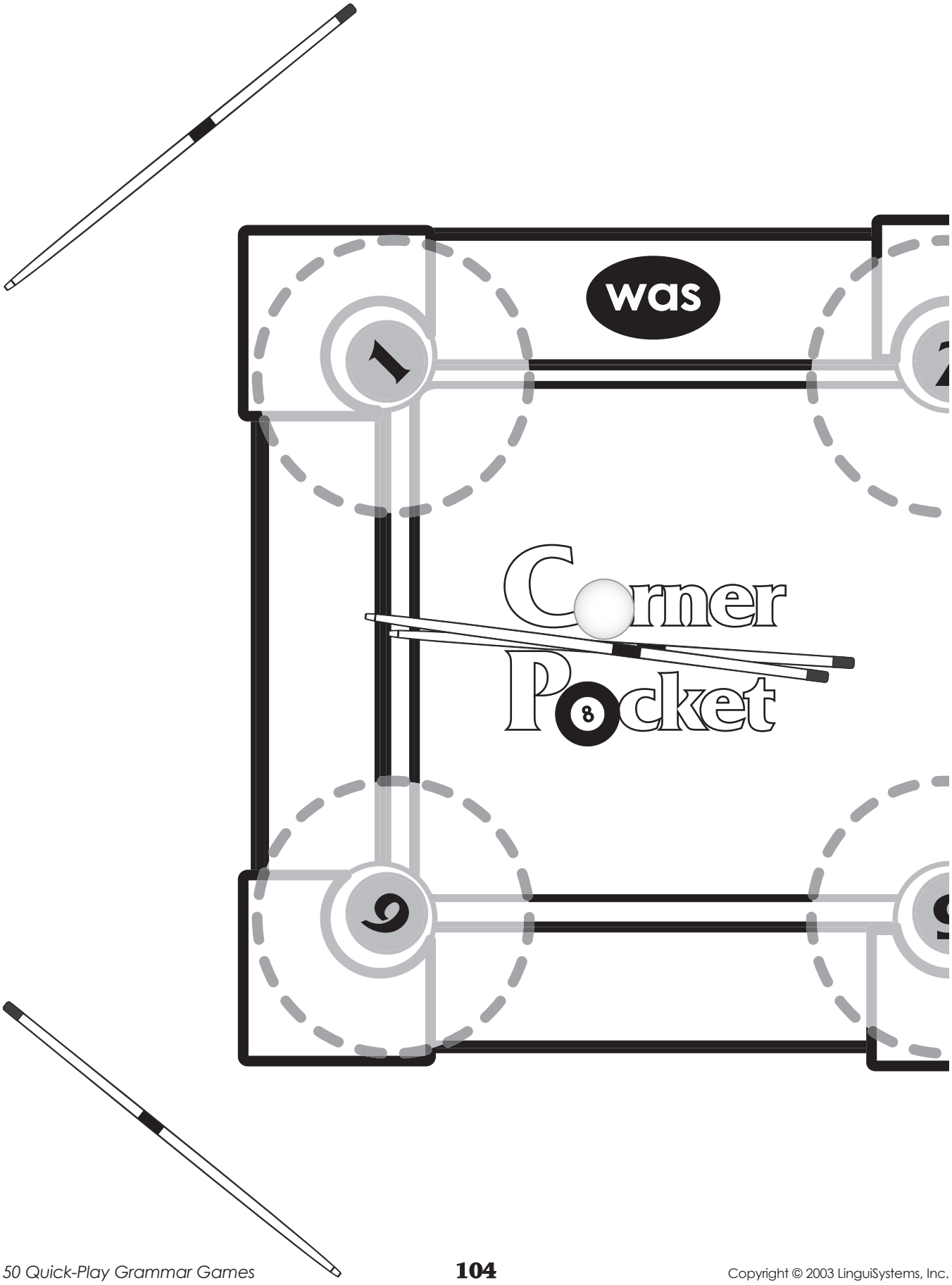
**Game Play:**

- Photocopy the two pages of the game board. Cut one of the pages so it can be overlapped onto the other page to create a complete game board. Tape the two pages together. Put all the game chips in a pile on the table.
- Each player chooses a corner of the game board. The pool cue in the corner he chooses will be the line he "shoots" his chips behind for the entire game.
- Each player, in turn, does the following:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence (saying "blank" instead of *was/were*).
    - — Read the item as multiple choice (saying "was or were" in place of the blank).
    - — Read the item with *was* or *were* in place, and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, his turn is over.
  - ✔ If the player successfully completes the task, he gets a chance to make a pool shot. The player rolls the die. The number rolled indicates the pocket he will shoot at.
    - — The player takes a game chip and places it behind his shooting line.
    - — He puts his hand on the table behind the chip and flicks the chip toward the object pocket using his index finger as shown in the picture.
    - — If the chip stops inside the gray dotted area of the object pocket, or if the chip touches the line at all, the player has made the shot, and he takes the chip off the table and puts it in front of him.
    - — If the chip does not touch the object pocket or the line, the chip is removed, placed in the pile with the others, and the player's turn is over.



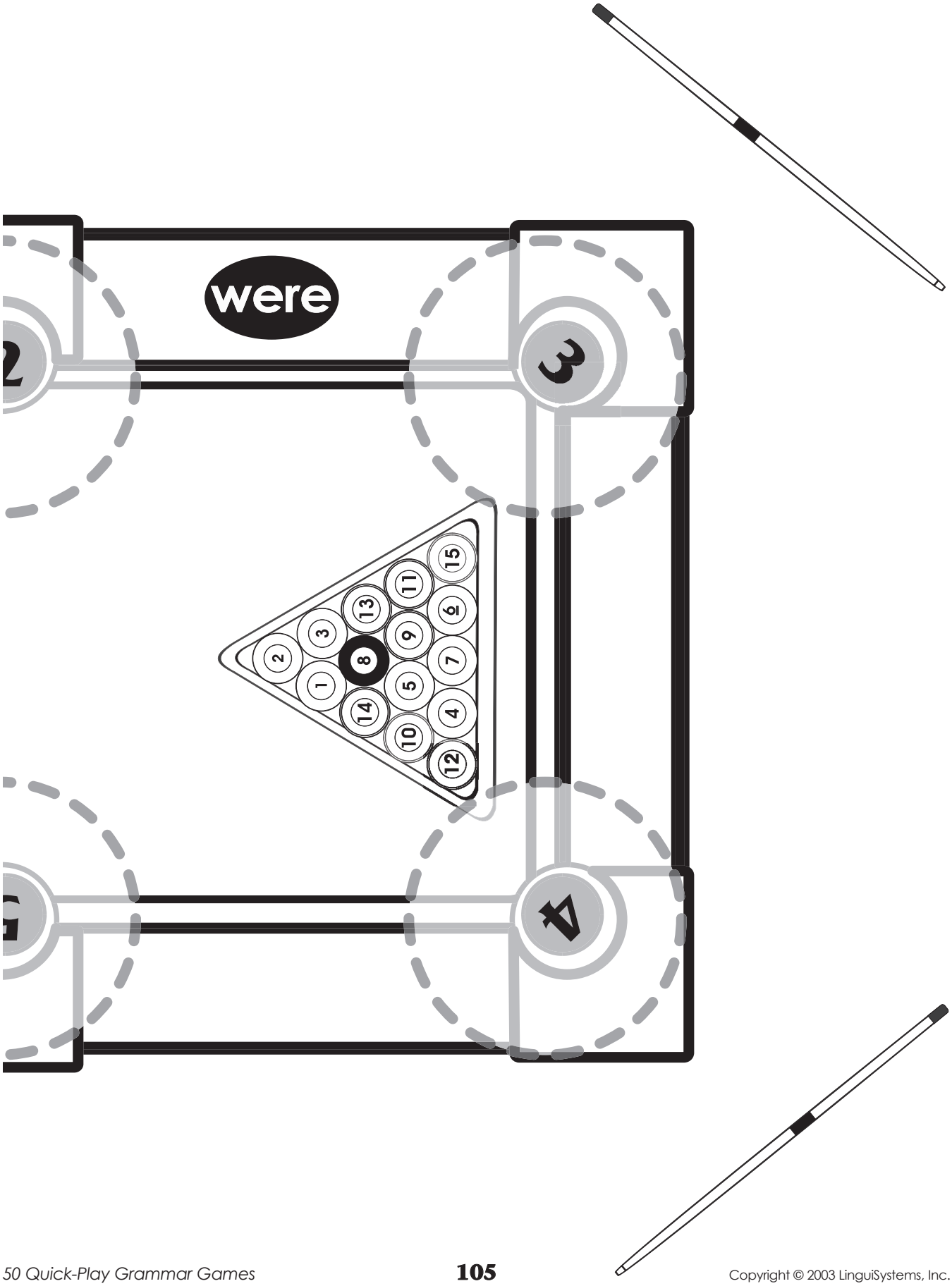
- The first player to collect a predetermined number of chips, such as 5, is the winner.


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# Corner Pocket Game Items

**26** *N/V Agreement: Was/Were Level 2*

| was | were |
|---|---|
| ❑ There _____ a rip in the pool table. | ❑ There _____ several rips in the pool table. |
| ❑ _____ that your brother playing darts? | ❑ _____ your brothers playing darts? |
| ❑ That _____ a big fish you caught. | ❑ Those _____ some big fish you caught. |
| ❑ The ping pong paddle _____ broken. | ❑ The ping pong paddles _____ broken. |
| ❑ She _____ bowling a perfect game. | ❑ They _____ bowling perfect games. |
| ❑ Disc golf _____ invented only a few years ago. | ❑ Some popular games _____ invented only a few years ago. |
| ❑ The horseshoe _____ hanging on the wall. | ❑ The horseshoes _____ hanging on the wall. |
| ❑ The third hole on the golf course _____ the hardest to play. | ❑ The third and fifth holes on the golf course _____ the hardest to play. |
| ❑ Our spring skiing trip _____ cancelled. | ❑ All of the skiing trips _____ cancelled. |
| ❑ My dad _____ playing volleyball when he hurt his ankle. | ❑ My mom and dad _____ playing volleyball all afternoon. |
| ❑ The trail _____ for mountain biking only. | ❑ The trails _____ only for mountain bikes. |
| ❑ The race _____ over in a half hour. | ❑ The races _____ going on all day long. |
| ❑ _____ that skateboard expensive? | ❑ _____ those skateboards expensive? |
| ❑ Ice skating _____ the most popular sport in the Olympics. | ❑ Ice skaters _____ the most popular athletes in the Olympics. |
| ❑ There _____ a shower right by the swimming pool. | ❑ There _____ showers right by the swimming pool. |
| ❑ The bicycle he bought _____ used. | ❑ The bicycles they bought _____ used. |
| ❑ One of his hiking boots _____ soaking wet. | ❑ Both of his hiking boots _____ soaking wet. |
| ❑ The tennis ball _____ so old it barely bounced. | ❑ The tennis balls _____ so old they barely bounced. |
| ❑ A wheel on her skates _____ sticking. | ❑ The wheels on her skates _____ sticking. |
| ❑ _____ that motorcycle noisy? | ❑ _____ those motorcycles noisy? |


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# Hopscotch

27 *N/V Agreement*
*Level 1*

**Goal:** to practice noun/verb agreement with *is/are*, *has/have*, and *was/were*

**Players:** 1-4

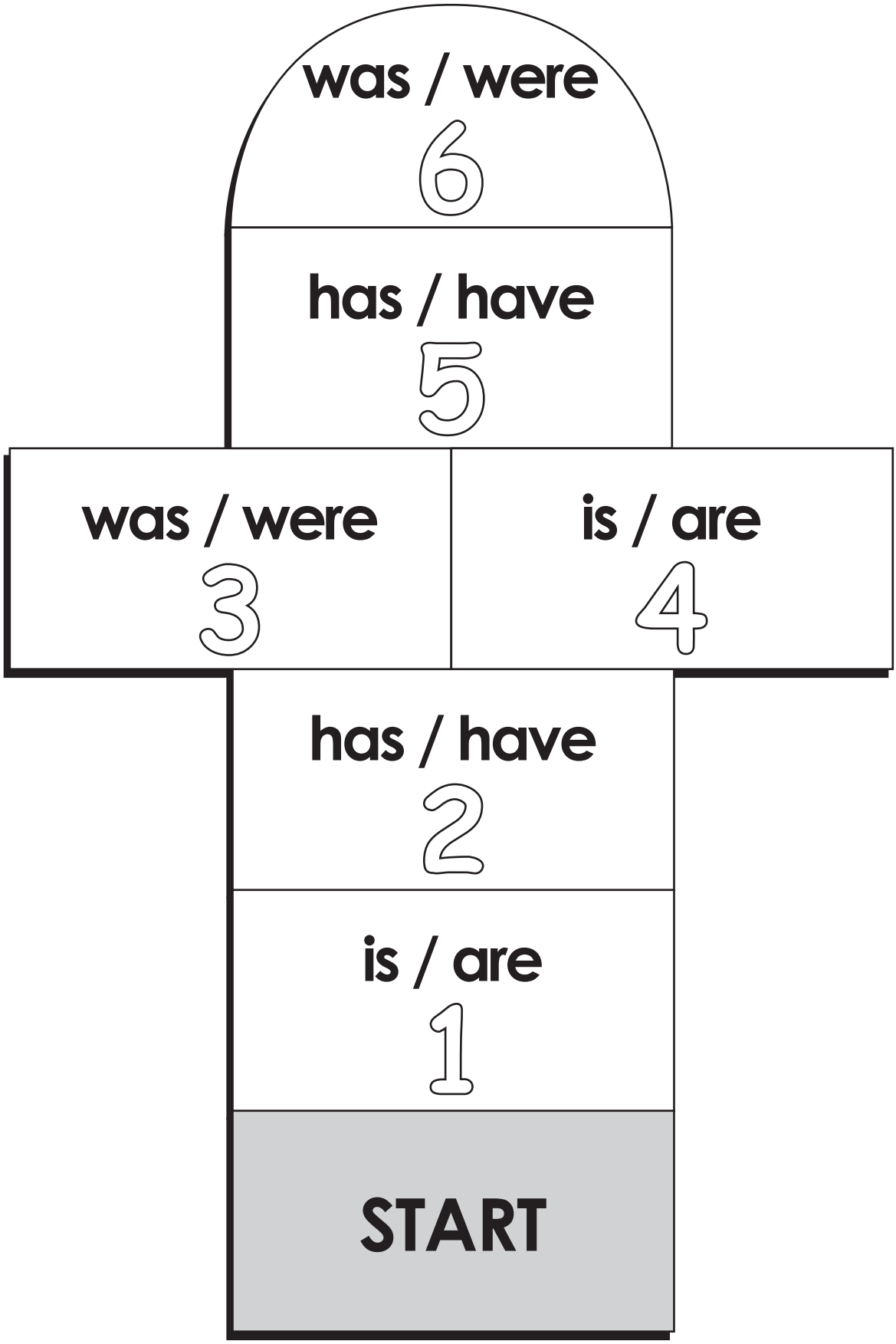
**Overview:** Players try to earn chips by correctly determining noun/verb agreement in sentences.

**Materials:**
- **Around the House Game Items** sheet (page 88)
- **Shhh! Game Items** sheet (page 95)
- **Play It Again Game Items** sheet (page 101)
- **Hopscotch** game board
- several game chips
- die

**Game Play:**

- Place the game chips in a pile on the table. Each player, in turn, follows these directions:
  - ✔ The player takes a game chip from the pile and places it on **Start**.
  - ✔ The player rolls the die and moves the game chip to the corresponding number on the **Hopscotch** board.
  - ✔ The instructor randomly selects a sentence from the corresponding **Game Items** sheet and reads it aloud. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence.
    - — Read the item as multiple choice.
    - — Read the item with one of the verbs in place, and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, her turn is over, and she returns the game chip to the pile.
  - ✔ If the player successfully completes the task, she takes the game chip off the board, places it in front of her, and her turn is over.
- The first player to collect a predetermined number of chips, such as 5, is the winner.


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# Bull's-eye!

28 *N/V Agreement*
*Level 2*

**Goal:** to practice noun/verb agreement with *is/are*, *has/have*, and *was/were*

**Players:** 1-4

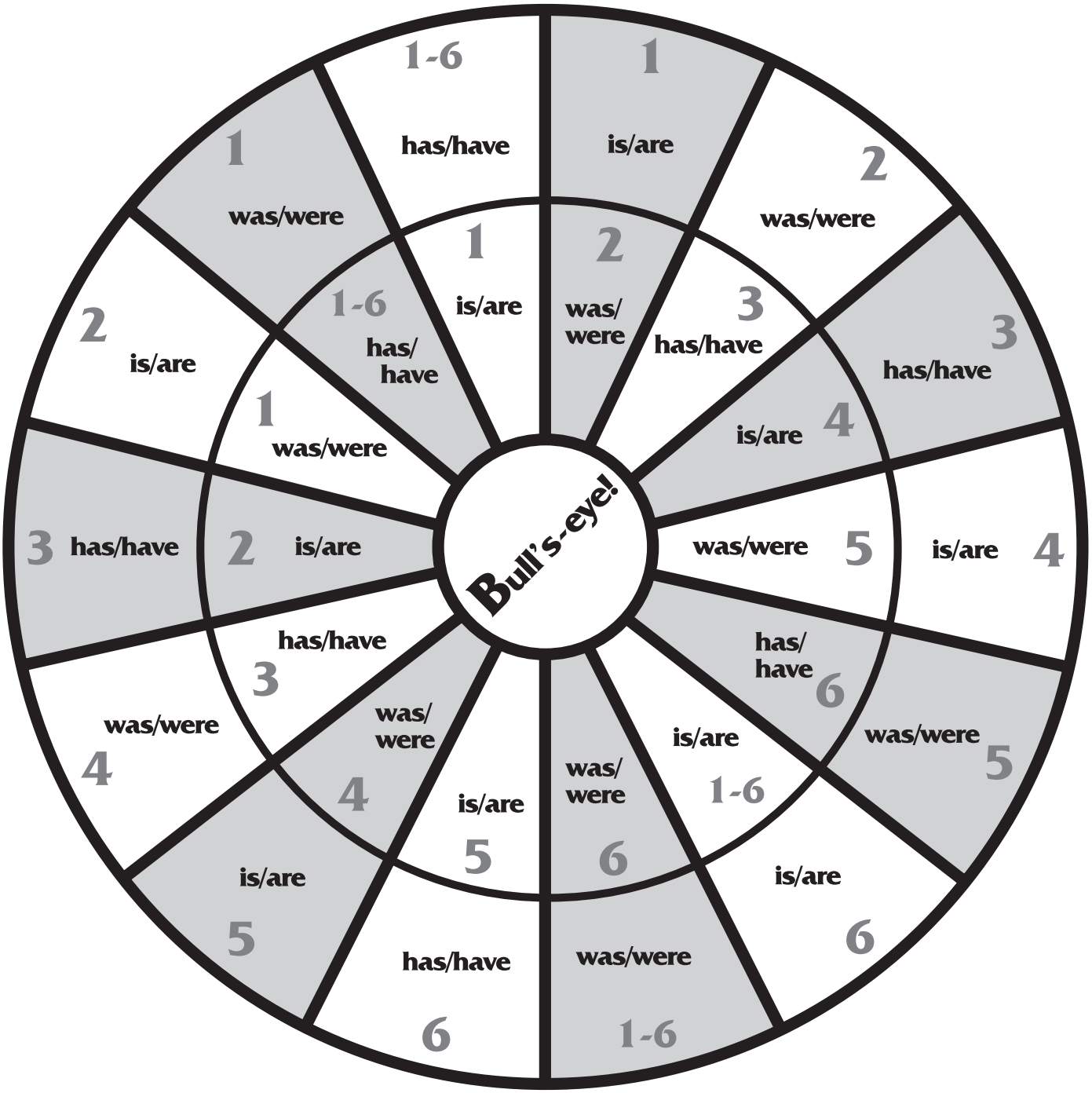
**Overview:** Players try to hit the bull's-eye by correctly determining noun/verb agreement in sentences.

**Materials:**
- **Hit the Slopes Game Items** sheet (page 92)
- **Victory Lap Game Items** sheet (page 98)
- **Corner Pocket Game Items** sheet (page 106)
- **Bull's-eye!** game board
- several different-colored game chips (each player has several chips of the same color)
- die

**Game Play:**

- Have each player choose a color of chip and give him several of that color. Each player, in turn, does the following.
  - ✔ The player rolls the die and places his chip on a corresponding open space on the outside ring of the dartboard. Only one chip can occupy any space on the board.
  - ✔ The instructor randomly selects a sentence from the corresponding **Game Items** sheet and reads it aloud. The instructor may present the item in any of the following ways:
    - — Read the item as a cloze sentence.
    - — Read the item as multiple choice.
    - — Read the item with one of the verbs in place, and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, he removes his chip from the space where he placed it.
  - ✔ If the player successfully completes the task, his chip stays on the board.
  - ✔ If a player has a chip on the outside ring, he can attempt to move toward the bull's-eye on subsequent turns. For example, if a player's chip occupies the **2: was/were** space on the outer ring and he rolls a 3 on his next turn, he can attempt to occupy the **3:has/have** space in the inner ring. If he successfully completes the item and places his chip on this space, he can try for a bull's-eye on the same turn. The instructor randomly reads an item from any of the item sheets. If the player is successful, he places one of his chips on his scoring circle on the game board.
    - — **Note:** In order to attempt a bull's-eye, a player must first occupy, in order, a space in the outer ring and the next space in line toward the center in the inner ring.
- The first player to collect three **Bull's-eye** chips is the winner, or the player with the most bull's-eyes when all the spaces on the board are filled is the winner.


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| Player 1 | Player 2 | Player 3 | Player 4 |
|---|---|---|---|


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# Question Contraption

29 *Wh- Questions*
*Level 1*

**Goal:** to determine whether a piece of information tells who, what, when, where, or why something happened

**Players:** 1 or more

**Overview:** Players try to cover the spaces on their game boards by telling whether a piece of information tells who, what, when, where, or why something happened.

**Materials:**
- **Question Contraption Game Items** sheet (page 112)
- a copy of the **Question Contraption** game board (page 113) for each player
- several game chips or a crayon for each player

**Game Play**:
- Each player, in turn, follows these directions:
  - ✔ The instructor randomly selects a word/phrase from the **Game Items** sheet, reads it aloud, and asks the player, "Does this tell us *who, what, when, where*, or *why*?"
  - ✔ If the player answers correctly, she places a chip on one of the circles on her game board, and her turn is over.
  - ✔ If the player answers incorrectly, her turn is over, and the next player gets a chance to answer the question. If that player answers correctly, he places a chip on one of the circles on his game board, and he then takes his regular turn. If the player answers incorrectly he fails to "steal" the item, and he simply begins his next regular turn.
  - ✔ The first player to cover all the circles on her game board is the winner.

- **Optional Play**
  - ✔ Instead of using game chips, players can mark an X on each game board circle or color it as it is earned.


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# Question Contraption Game Items

29 *Wh- Questions*
*Level 1*

| who | what | where | when | when |
|---|---|---|---|---|
| ❑ Grandma | ❑ basketball | ❑ bedroom | ❑ before lunch | ❑ because it was snowing |
| ❑ brother | ❑ elephant | ❑ Chicago | ❑ morning | ❑ to get groceries |
| ❑ Marta | ❑ notebook | ❑ Las Vegas | ❑ noon | ❑ to mail a letter |
| ❑ principal | ❑ movie | ❑ theater | ❑ 10:00 P.M. | ❑ to watch a movie |
| ❑ teacher | ❑ city bus | ❑ playground | ❑ after dark | ❑ because school was starting |
| ❑ Mom | ❑ tent | ❑ zoo | ❑ before the bell | ❑ He was tired. |
| ❑ Dad | ❑ pencil | ❑ at the corner | ❑ during math | ❑ It was time to go home. |
| ❑ Uncle Joe | ❑ suitcase | ❑ Third Street | ❑ 5:00 A.M. | ❑ She lost something. |
| ❑ Aunt Maria | ❑ ice cream | ❑ library | ❑ after the show | ❑ It was her turn. |
| ❑ best friend | ❑ board game | ❑ cafeteria | ❑ midnight | ❑ She was very hot. |
| ❑ chef | ❑ desk | ❑ Africa | ❑ night | ❑ They were following directions. |
| ❑ boss | ❑ taxi | ❑ under the bed | ❑ 3:30 | ❑ He needed help. |
| ❑ police officer | ❑ computer | ❑ in the cupboard | ❑ bed time | ❑ They forgot their pencils |
| ❑ mechanic | ❑ book | ❑ music room | ❑ during recess | ❑ because they did well on the test |
| ❑ farmer | ❑ CD | ❑ Washington, D.C. | ❑ July | ❑ His arm hurt. |
| ❑ Grandpa | ❑ banana | ❑ kitchen | ❑ Monday | ❑ It tasted good. |
| ❑ doctor | ❑ backpack | ❑ Canada | ❑ 8:00 P.M. | |
| ❑ zookeeper | ❑ bicycle | ❑ on the shelf | ❑ in the fall | |
| ❑ sister | ❑ plate | ❑ under the bridge | ❑ after I got home | |
| ❑ baby | ❑ skates | ❑ in the sky | ❑ during lunch | |


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# Question Contraption





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# Question Maze

30 *Wh- Questions*
*Level 2*

**Goal:** to provide a proper *wh-* word to complete a question

**Players:** 1 or more

**Overview:** Players try to reach **End** by provide proper *wh-* words to complete questions.

**Materials:**
- **Question Maze Game Items** sheet (page 115)
- **Question Maze** game board (page 116)
- game token for each player
- die

**Game Play:**
- Each player puts his token on the **3** space directly below **Start**.
- Each player, in turn, follows these directions:
  - ✔ The instructor randomly selects an item from the **Game Items** sheet and reads it aloud, substituting the word on the space the player occupies for the blank in the sentence. The player then indicates whether the sentence is "incorrect" or "correct" as read. If the sentence is incorrect, the player corrects it.
  - ✔ If the player does not successfully complete the task, his turn ends, and he begins from the same point on his next turn.
  - ✔ If the player provides a satisfactory response, he moves his token the number of spaces indicated by the square he occupied at the beginning of the turn. For example, at the beginning of the game, each player who provides satisfactory information moves 3 spaces, since they each began on the **3** square.
  - ✔ If a player answers incorrectly, his turn is over and he begins from the same point on his next turn.
  - ✔ The first player to reach **End** (does not have to be on an exact number) is the winner.

- **Movement Rules:**
  - ✔ A player may not move onto a square occupied by another player.
  - ✔ Players may move left, right, up, or down (or any combination), but not diagonally. For example, the first move a player might make from the Start **3** space is 2 squares to the right and 1 square down for a total of 3 squares.
  - ✔ Players may not move *through* any of the darkened lines on the board. They must move *around* them.

- **Optional Play:**
  - ✔ A player may move onto a square occupied by another player and "send" him to any adjacent square.


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# Question Maze Game Items

30 *Wh- Questions Level 2*

- ❑ _____ broke the lamp? *who*
- ❑ _____ played the piano? *who*
- ❑ _____ do the Broncos play? *where, when*
- ❑ _____ is the fastest runner? *who*
- ❑ _____ is in your backpack? *what*
- ❑ _____ is your favorite dessert? *what*
- ❑ _____ will the weather be like tomorrow? *what*
- ❑ _____ do you see? *what*
- ❑ _____ kind of bike do you have? *what*
- ❑ _____ is the best place to skate? *where*
- ❑ _____ will you do after lunch? *what*
- ❑ _____ is your favorite movie? *what*
- ❑ _____ went on the trip? *who*
- ❑ _____ took the last cookie? *who*
- ❑ _____ are you going on vacation? *when*
- ❑ _____ are your shoes all muddy? *why*
- ❑ _____ aren't you wearing a helmet? *why*
- ❑ _____ is the Empire State Building? *where*
- ❑ _____ do you go to school? *where, when, why*
- ❑ _____ will he ride his bike? *where, when, why*
- ❑ _____ can you buy a good hamburger? *where*
- ❑ _____ do you have math? *when, where, why*
- ❑ _____ are you going to clean your room? *when, why*
- ❑ _____ will lunch be served? *when, where*
- ❑ _____ can you come over? *when*
- ❑ _____ will the cool weather be here? *when*
- ❑ _____ did you buy that shirt? *when, where, why*
- ❑ _____ is this plate on the table? *why*
- ❑ _____ can't she come outside? *why*
- ❑ _____ gave you that ring? *who*
- ❑ _____ is your assignment late? *why*
- ❑ _____ gave me this gift? *who*
- ❑ _____ do you think is in the box? *what*
- ❑ _____ should we meet after the show? *where, when*
- ❑ _____ does your family eat dinner? *when, where*
- ❑ _____ would you want a pet snake? *why*
- ❑ _____ is your teacher this year? *who*
- ❑ _____ did you take to the picnic? *what*
- ❑ _____ should we go next? *where*
- ❑ _____ is in your bottom drawer? *what*
- ❑ _____ do you leave for school? *when*
- ❑ _____ won't you ride the roller coaster? *why*
- ❑ _____ makes the rules in your house? *who*
- ❑ _____ is recess over? *when*
- ❑ _____ did you stay after school? *why*


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# Question Maze

| START | | | | | | |
|---|---|---|---|---|---|---|
| Who? 3 | What? 1 | Where? 1 | When? 2 | Why? 1 | Who? 1 | What? 3 |
| Where? 1 | When? 1 | Why? 1 | Who? 2 | What? 1 | Where? 1 | When? 1 |
| Why? 2 | Who? 1 | What? 2 | Where? 1 | When? 2 | Why? 1 | Who? 2 |
| What? 2 | When? 1 | Where? 1 | Why? 3 | Who? 1 | What? 1 | When? 3 |
| Where? 1 | Why? 1 | Who? 2 | What? 1 | When? 2 | Where? 1 | Why? 1 |
| Who? 1 | What? 2 | When? 1 | Where? 1 | Why? 1 | Who? 2 | What? 1 |
| Where? 1 | When? 2 | Why? 1 | Who? 2 | What? 1 | Where? 2 | When? 1 |
| Why? 3 | Who? 1 | What? 1 | END | When? 1 | Why? 1 | Who? 3 |


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# Space Race!

31 *Interrogative Reversal Level 1*

**Goal:** to create questions through interrogative reversal

**Players:** 2 or more

**Overview:** Players try to reach **End** by inverting sentences about space and space travel in order to form questions.

**Materials:**
- **Space Race! Game Items** sheet (page 118)
- **Space Race!** game board (page 119)
- game token for each player
- die

**Game Play:**

- Each player places a token at **Start** and, in turn, follows these directions:
  - ✔ Based on the space the player occupies, the instructor randomly selects an item from the corresponding column on the **Game Items** sheet and reads it aloud. The player then asks a question based on the sentence that begins with the verb.
    - — For example, if the player occupies an *is* space, the instructor might say, "The rocket is flying fast." The player would correctly ask, "Is the rocket flying fast?"
    - — Each player begins the game with an *is* item.
    - — **Note:** The sentences on the top half of the **Game Items** sheet concern space and space travel. The items on the bottom are school-themed.
  - ✔ If the player fails to successfully complete the task, her turn ends.
  - ✔ If the player successfully completes the task, she rolls the die and moves the indicated number of spaces.
- The first player to reach **End** (does not have to be on an exact roll) is the winner.

- **Optional Play:**
  - ✔ Provide students with questions, such as "Is the rocket flying fast?" and challenge them to create statements from the questions. A correct response would be, "The rocket is flying fast."


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# Space Race Game Items

31 *Interrogative Reversal Level 1*

## is

- ❑ The rocket is flying fast.
- ❑ A crowd is watching.
- ❑ The moon is far away.
- ❑ The sun is hot.
- ❑ That astronaut is brave.
- ❑ Mars is a planet.
- ❑ Flying is fun.
- ❑ That spaceship is round.
- ❑ Learning about space is important.
- ❑ The moon is gray.

## are

- ❑ We are going to the moon.
- ❑ The people are waving.
- ❑ The stars are pretty.
- ❑ Planets are very large.
- ❑ Rockets are fast.
- ❑ The stars are far away.
- ❑ Earth and Neptune are planets.
- ❑ Stars are bright.
- ❑ Astronauts are explorers.
- ❑ The rockets are full of fuel.

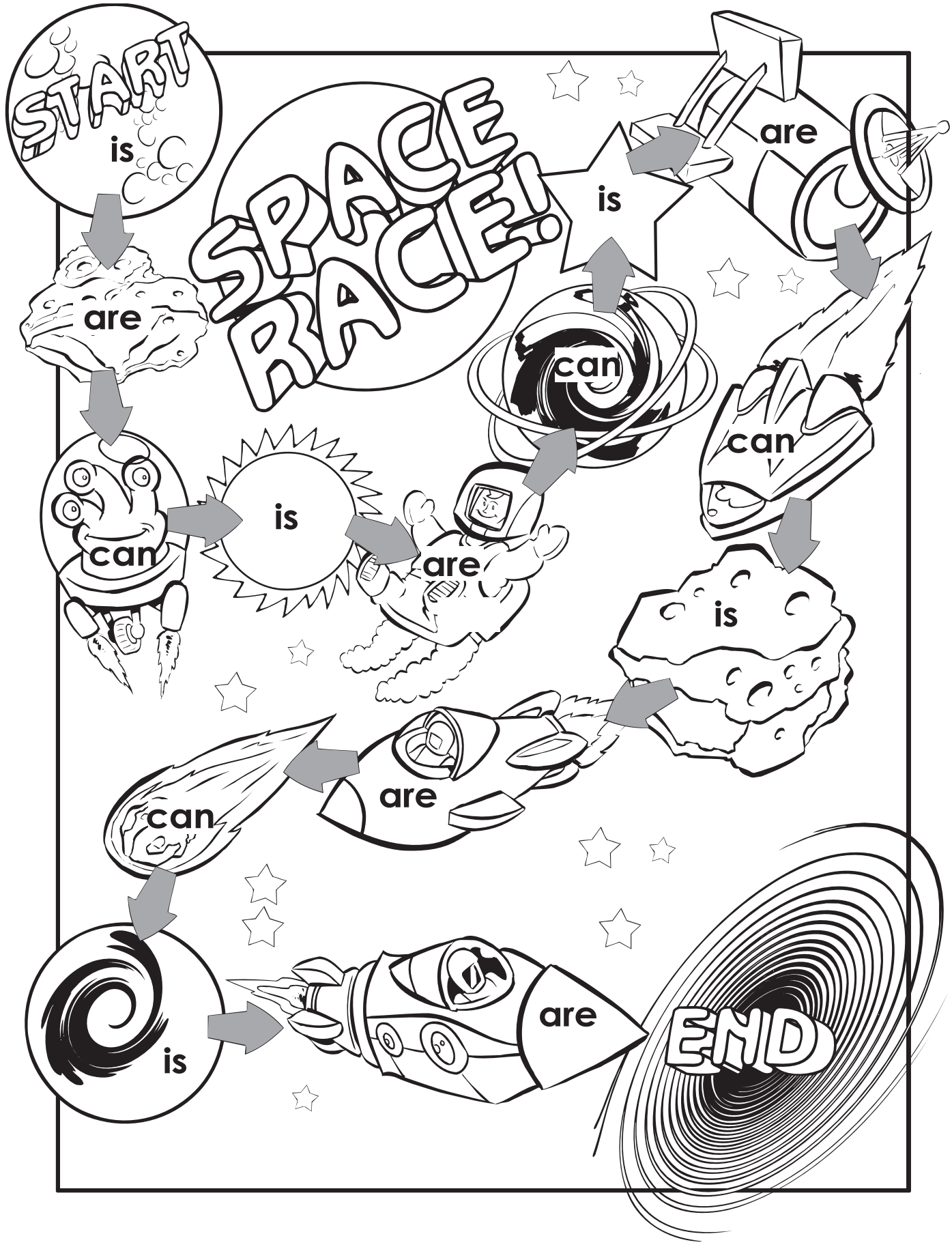
## can

- ❑ The astronaut can breathe.
- ❑ You can look through a telescope.
- ❑ A rocket can fly.
- ❑ Astronauts can walk in space.
- ❑ We can fly to the moon.
- ❑ Flying can be dangerous.
- ❑ Scientists can learn about space.
- ❑ People can build rockets.
- ❑ We can look at the stars.
- ❑ I can fly a spaceship.

---

- ❑ Our school is big.
- ❑ Spaghetti is her favorite food.
- ❑ Recess is over at 10:00.
- ❑ The bus is late.
- ❑ The bell is ringing.
- ❑ Lunch is ready.
- ❑ The test is over.
- ❑ The computer room is full.
- ❑ The library is open.
- ❑ The playground equipment is new.
- ❑ The teachers are all nice.
- ❑ The buses are early.
- ❑ His books are at home.
- ❑ The kickballs are flat.
- ❑ Their pencils are broken.
- ❑ The doors are closed.
- ❑ Those chairs are noisy.
- ❑ Math and Science are his favorite subjects.
- ❑ Pets are not allowed in school.
- ❑ Teachers are smart people.
- ❑ I can erase the chalkboard.
- ❑ Our teacher can sing.
- ❑ I can write a poem.
- ❑ Our class can be noisy.
- ❑ The computer can be fixed.
- ❑ Parents can visit the classroom.
- ❑ Books can be checked out for a week.
- ❑ The principal can ride a skateboard.
- ❑ Students can use the drinking fountain.
- ❑ The bell can ring early.


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# Storm the Castle

32 *Interrogative Reversal Level 2*

**Goal:** to create questions through interrogative reversal

**Players:** 2

**Overview:** Players try to occupy a chain of 3 spaces by inverting sentences about castles and medieval times in order to form questions.

**Materials:**
- **Storm the Castle Game Items** sheet (page 121)
- **Storm the Castle** game board (page 122)
- several game chips in two separate colors (each player has several chips of the same color)
- 2 dice

**Game Play:**

- Each player in turn, follows these directions:
  - ✔ The player rolls one die and sets it on the picture of the die showing the same number on the top row of the game board. The player rolls the second die and places it over the pictured die roll in the left-hand column. The player finds the game space where the two die rolls intersect and places a game chip of his color on that space.
    - — **Example:** The player rolls a 2 and places the die on the picture of the die showing *2* on the top row of the game board. The player then rolls a *3* on the second die and puts in on the picture of the die showing *3* on in the left-hand column. The player then places his game chip on the *is/are* space, which is the intersection of these two die rolls.
  - ✔ The instructor randomly selects an item from the corresponding section of the **Game Items** sheet and reads it aloud. The player then asks a question based on the sentence that begins with the verb.
  - ✔ If the player fails to successfully complete the task, he removes his chip from the board, and his turn ends.
  - ✔ If the player successfully completes the task, his chip remains on the board. No more than one chip can occupy a space.
- The first player to create a chain of three chips of his color in a row vertically, horizontally, or diagonally, is the winner.
- **Additional Rules:**
  - ✔ If a player rolls a 6, it can be used for any number. A player may change his mind about which column he will use a 6 for after he has rolled his second die.
  - ✔ If a player is unable to place a chip after rolling both dice (due to another chip already occupying the space), he may choose to re-roll one of his dice. If he is still unable to place a chip, his turn is over.
- **Optional Play:**
  - ✔ Allow players to "play over" an opponent's chip already placed on the board.


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# Storm the Castle Game Items

32 *Interrogative Reversal Level 2*

## will/can

- ❑ The knight will protect the castle.
- ❑ The peasants can come inside.
- ❑ The battle will be long and difficult.
- ❑ The horses can have a drink.
- ❑ The king will make sure we are safe.
- ❑ The castle can hold hundreds of people.
- ❑ The peasants will pay most of the taxes.
- ❑ We can help the kingdom.

## has/have

- ❑ The king has left the throne.
- ❑ Mice have taken over the dungeon.
- ❑ The dog has eaten all the table scraps.
- ❑ The armies have moved to the battlefield.
- ❑ The king has promised us peace.
- ❑ Our taxes have increased again.
- ❑ The throne has been lost.
- ❑ Farmers have brought food to the king.

## was/were

- ❑ They were having a feast.
- ❑ The army was ready to fight.
- ❑ We were once a peaceful kingdom.
- ❑ The castle walls were damaged.
- ❑ A knight was injured.
- ❑ The flags were very colorful.
- ❑ The castle was very strong.
- ❑ The towers were over a hundred feet tall.
- ❑ There was a festival in the village.

## should/could

- ❑ The door should be open.
- ❑ We could give the king a gift.
- ❑ His helmet should protect him.
- ❑ There could be more people in their army.
- ❑ We should all learn to ride a horse.
- ❑ I could join the king's army.
- ❑ They should bow when the king is near.
- ❑ The battle could be over in an hour.

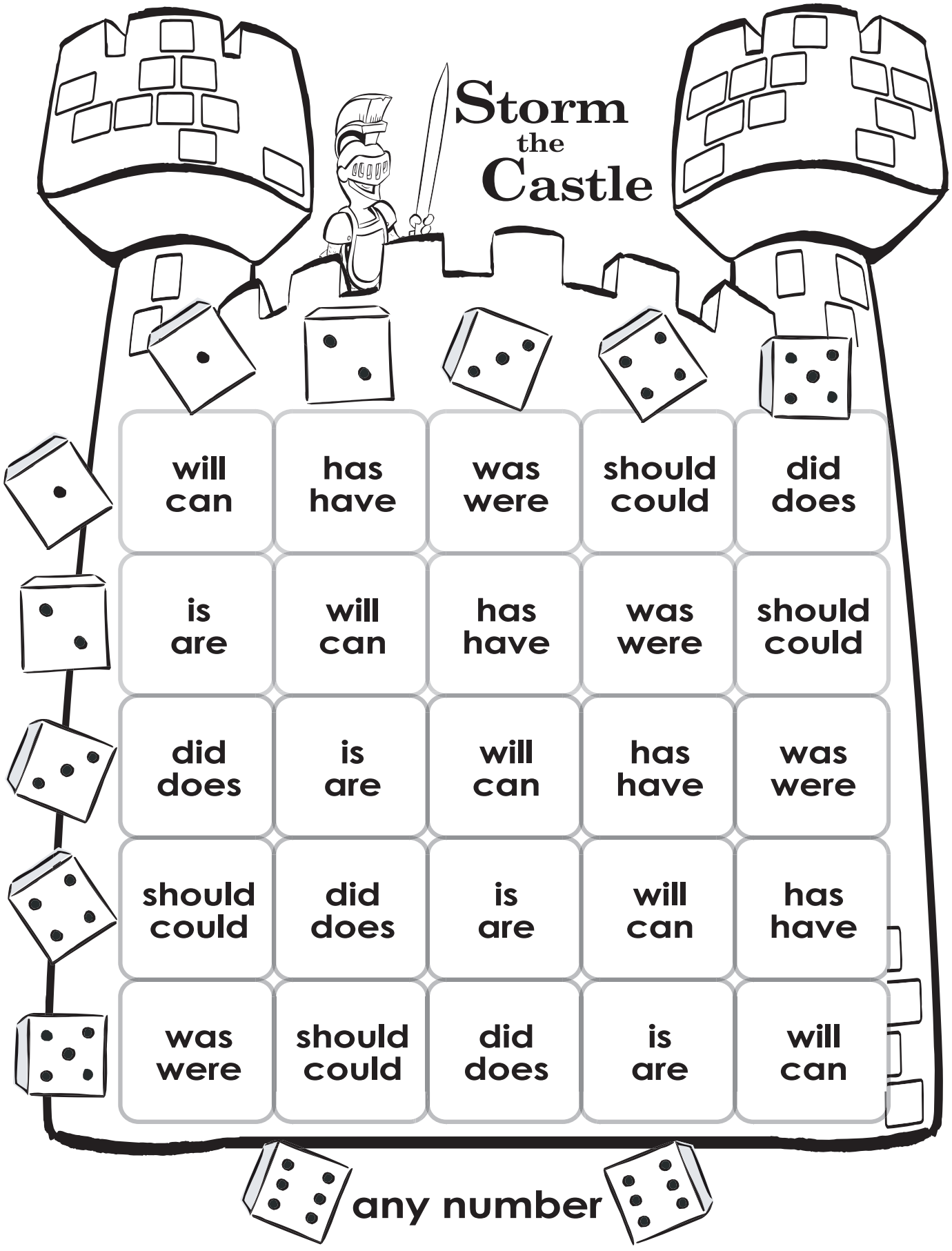
## did/does

- ❑ He did blow the trumpet.
- ❑ Their kingdom does want to invade ours.
- ❑ The king did trust him to be loyal.
- ❑ The forest does contain wild animals.
- ❑ The princess did sneak out of the castle.
- ❑ A good king does take care of the poor.
- ❑ Our kingdom did win the battle.
- ❑ The village does have many festivals.

## is/are

- ❑ The princess is ready for the ball.
- ❑ The prince is an evil man.
- ❑ The royal family members are always fighting.
- ❑ The feast is going to last for three days.
- ❑ Both kingdoms are unhappy about the battle.
- ❑ War is always terrible.
- ❑ The horses are ready to go.
- ❑ A castle is built by many people.


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# Keeping Cool

33 *Present Tense*
*Level 1*

**Goal:** to correctly use present tense verbs

**Players:** 2 or more

**Overview:** Players travel through the refrigerator by correctly using present tense verbs in sentences about food and meals.

**Materials:**
- **Keeping Cool Game Items** sheet (page 124)
- **Keeping Cool** game board (page 125)
- game token for each player
- die

**Game Play**:
- Each player places a token at **Start** and, in turn, follows these directions:
  - ✔ The instructor randomly selects an item from the **Game Items** sheet and presents the task in one of the following ways.
    - — Read both present-tense verb forms as listed. Then present the item as a cloze sentence, and have the player provide the correct verb.
    - — Read the item as a multiple choice task saying both verb forms separated by *or* in place of the blank.
    - — Read the item with one of the verb choices in place and have the player determine if the word is used correctly.
  - ✔ If the player fails to successfully complete the task, her turn ends.
  - ✔ If the player successfully completes the task, she rolls the die and moves the indicated number of spaces. Each food item in the refrigerator counts as a game space. The arrows do not count as spaces.
- The first player to reach **End** (does not have to be on an exact roll) is the winner.


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# Keeping Cool Game Items

33 *Present Tense*
*Level 1*

**stack/stacks**
- ❑ We _____ the cans in the cupboard.
- ❑ My grandma _____ the boxes on the shelf.

**eat/eats**
- ❑ We _____ dinner at 6:00.
- ❑ The family _____ dinner together.

**drink/drinks**
- ❑ I _____ soda from the can.
- ❑ She _____ the soda.

**take/takes**
- ❑ I _____ the lettuce from the drawer.
- ❑ He _____ the milk from the shelf.

**open/opens**
- ❑ I can _____ the refrigerator by myself.
- ❑ My sister _____ the refrigerator.

**cook/cooks**
- ❑ We like to _____ dinner together.
- ❑ My dad _____ us breakfast.

**buy/buys**
- ❑ We _____ our groceries on Saturday.
- ❑ My uncle _____ fresh fruit.

**shop/shops**
- ❑ They _____ in the evening.
- ❑ The man _____ for food.

**close/closes**
- ❑ _____ the door when you are done.
- ❑ My dad _____ the refrigerator door when he's done.

**cut/cuts**
- ❑ I _____ my food with a knife.
- ❑ My mom always _____ my apple into small pieces.

**make/makes**
- ❑ I _____ my own sandwich.
- ❑ The man _____ lemonade.

**pour/pours**
- ❑ I _____ the lemonade carefully.
- ❑ He _____ the lemonade.

**sip/sips**
- ❑ I like to _____ my soda.
- ❑ She _____ her soda slowly.

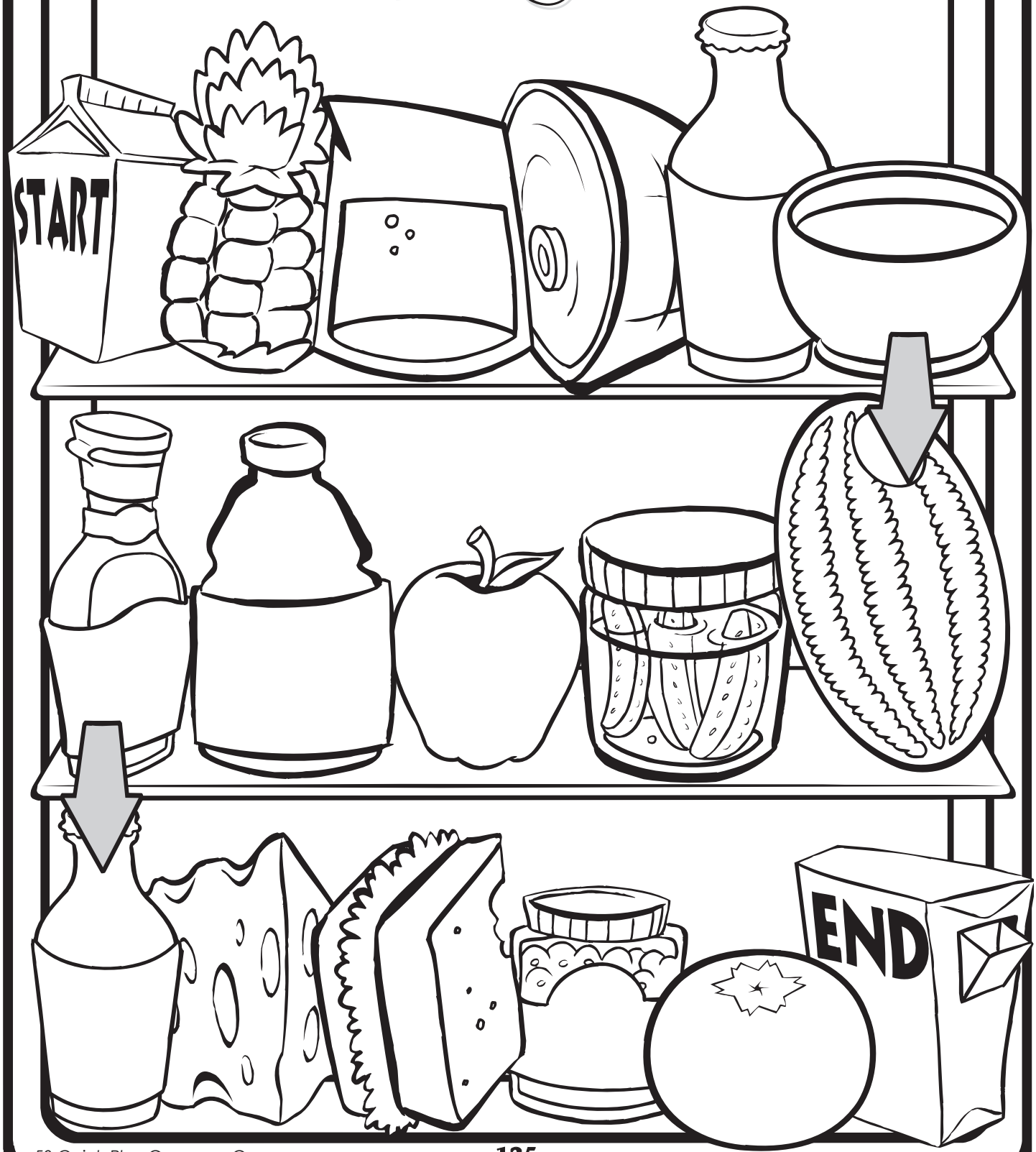
**wash/washes**
- ❑ I _____ my hands before I eat.
- ❑ My mom _____ the fruit.

**chew/chews**
- ❑ I like to _____ hard foods.
- ❑ The dog _____ its food.

**clean/cleans**
- ❑ I have to _____ the refrigerator.
- ❑ My dad _____ the refrigerator.


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# Keeping Cool





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# Shifting Sands

34 *Present Tense*
*Level 2*

**Goal:** to correctly use present tense verbs

**Players:** 2 or more

**Overview:** Players travel across the desert by correctly creating sentences using present tense verbs.

**Materials:**
- **Shifting Sands Game Cards** (page 127)
- **Shifting Sands** game board (page 128)
- game token for each player
- die

**Game Play:**
- Cut apart the **Game Cards**, shuffle them, and place them in a facedown pile on the table.
- Each player places a token on **Start** and, in turn, follows these directions:
  - ✔ The player takes the top card from the pile and reads the two words aloud. The player creates a complete sentence using the two words. For example, if the player drew the *rides camel* card, he might say, "The man rides a camel."
    - — Encourage more skilled players to extend their sentences to include details and prepositions, such as, "The man rides a tired camel through the desert."
  - ✔ If the player fails to successfully complete the task, his turn ends.
  - ✔ If the player successfully completes the task, he rolls the die and moves the indicated number of spaces.
- The first player to reach the **Finish** city (does not have to be on an exact roll) is the winner.

- **Movement and Special Spaces:**
  - ✔ There are two places where the path splits. Players can choose either route.
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), the player follows the directions and his turn ends.

- **Optional Play:**
  - ✔ Have students brainstorm more game cards around specific themes, such as sports, school, or music.

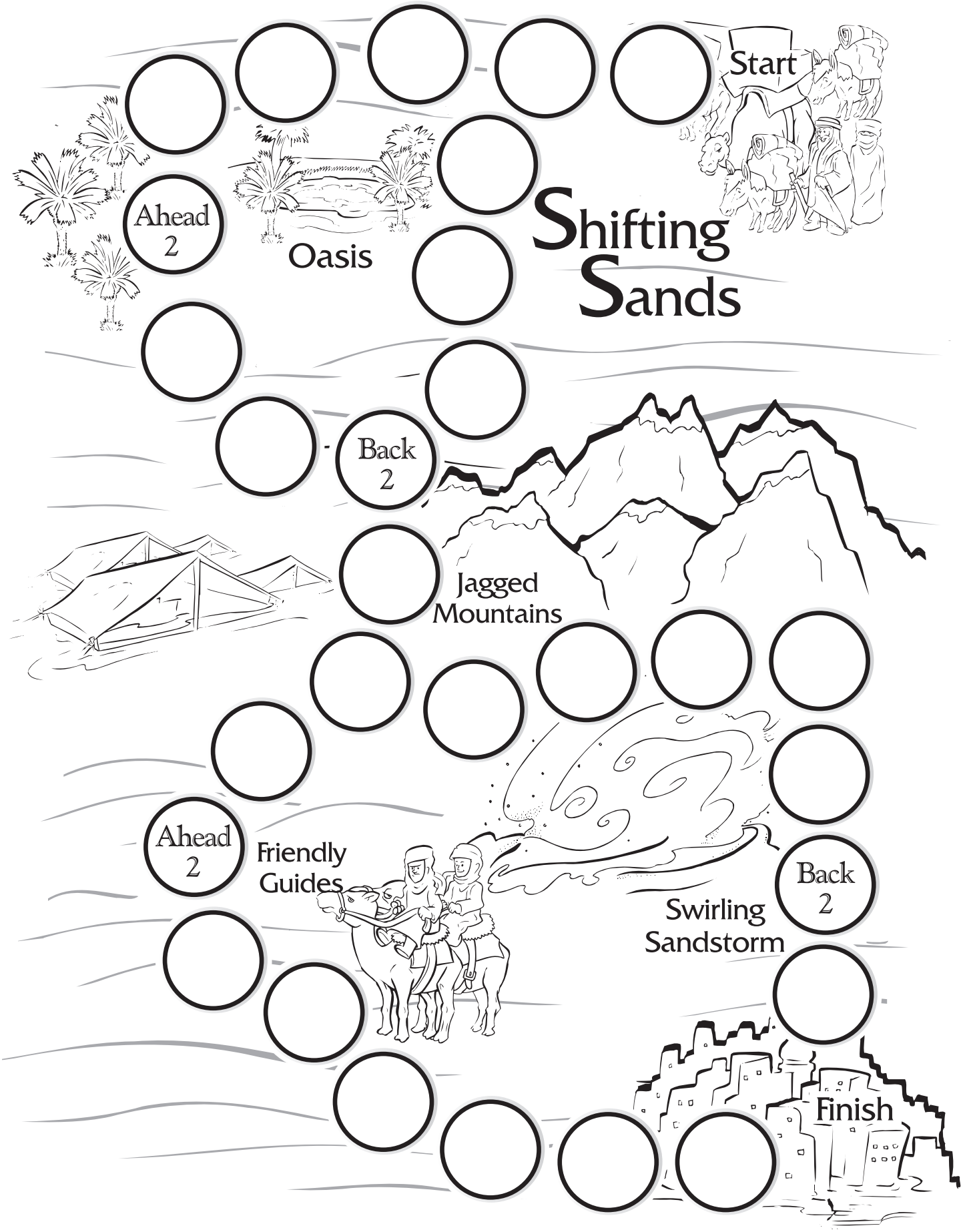

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# Shifting Sands Game Cards

34 *Present Tense*
*Level 2*

| | | |
|---|---|---|
| rides<br>camel | climbs<br>mountain | looks<br>map |
| drinks<br>water | makes<br>fire | listens<br>friend |
| sweats<br>heat | cooks<br>dinner | sits<br>shade |
| walks<br>sand | eats<br>snack | unpacks<br>tent |
| travels<br>desert | wears<br>boots | feeds<br>camel |
| sleeps<br>tent | talks<br>friend | sees<br>city |
| looks<br>sun | feels<br>tired | swims<br>water |
| protects<br>head | gets<br>thirsty | falls<br>mountain |


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# Brick by Brick

35 *Past Tense Regular Level 1*

**Goal:** to change present tense verbs in sentences to regular past tense verbs

**Players:** 1 or more

**Overview:** Players build a skyscraper by changing present tense verbs in sentences to regular past tense verbs.

**Materials:**
- **Brick by Brick Game Cards** (page 130)
- **Brick by Brick Game Pieces** (page 131)
- a copy of the **Brick by Brick** game board (page 132) for each player

**Game Play:**

- Cut apart the **Game Cards**, shuffle them, and place them in a facedown pile on the table.
- Cut apart the **Game Pieces**, place them facedown on the table, and mix them around. They don't need to be in a pile. Make a copy of the **Game Pieces** sheet for every two players in the game.
- Each player, in turn, follows these directions:
  - ✔ The player takes the top card from the pile and reads the sentence (or the instructor reads it to the player). The player repeats the sentence, changing the present-tense verb to a regular past tense verb.
    - — If the player drew the card that read, *The man climbs the steps*, the player would say, "The man climbed the steps."
  - ✔ If the player fails to successfully complete the task, her turn ends.
  - ✔ If the player successfully completes the task, she takes a game piece from the facedown pile and places it on the game board. She places the game card in the box next to the game piece she placed on the game board.
    - — For extra practice, at the end of the game, or at the end of every turn, have players review the cards they have already completed by repeating the task of changing the present tense verb into a regular past tense verb.
- The first player to complete her skyscraper is the winner.
- **Placing Game Pieces:**
  - ✔ Floors to the building can be placed in any order, except the ground floor (the one with the double doors) must be on the bottom, and there can only be one ground floor piece on a player's building. If a player has all of her floors completed except for the ground floor, she must continue taking turns and drawing game pieces until she draws the ground floor. If she takes a turn and draws a piece she does not need, she returns it facedown with the other game pieces and play moves to the next player. (**Note:** A player's building may contain more than one "clock" piece.)
- **Optional Play:**
  - ✔ Create a game board that requires students to make even taller buildings. More game pieces will be required.


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# Brick by Brick Game Cards

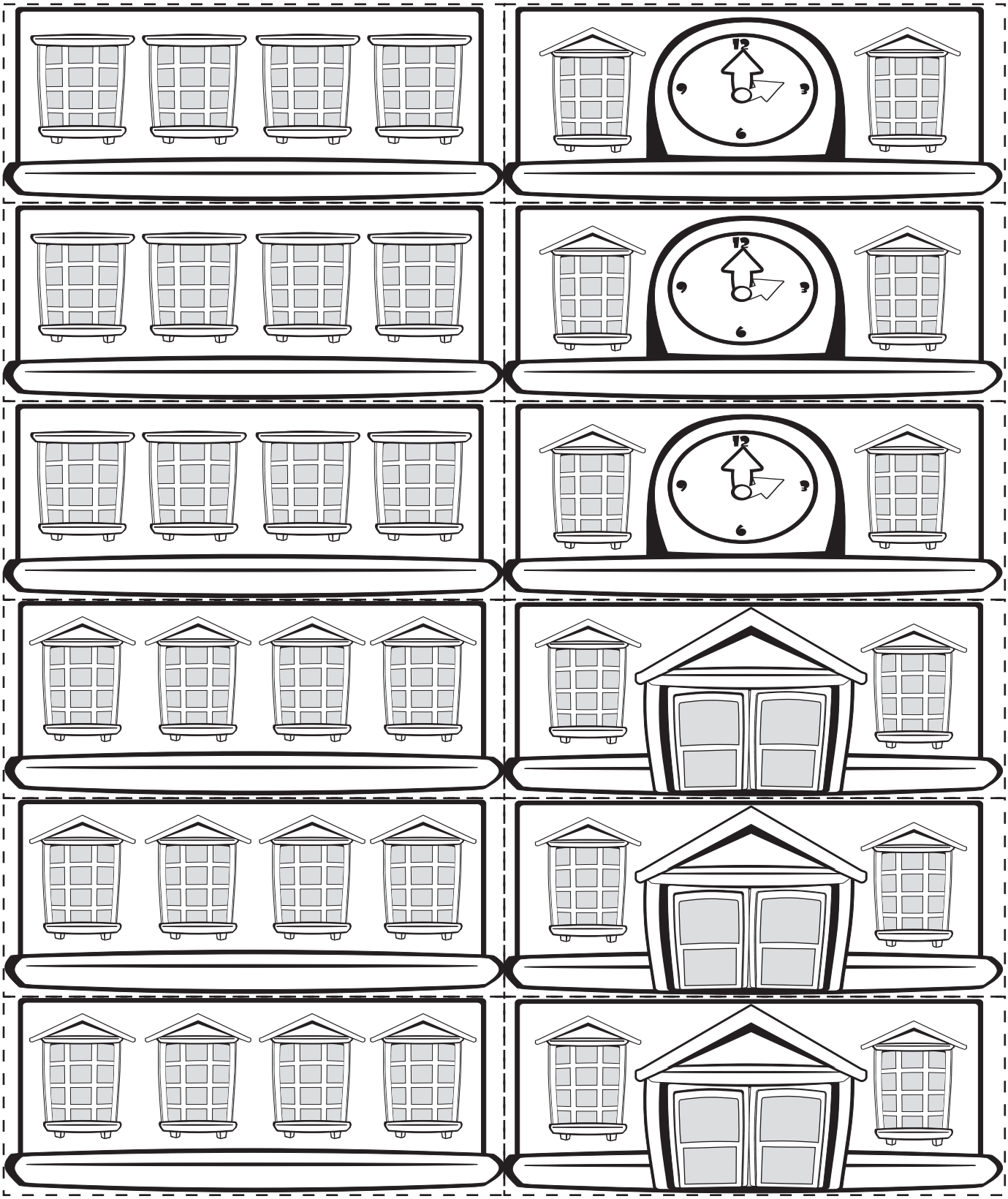
35 *Past Tense Regular*
*Level 1*

| | | |
|---|---|---|
| The man climbs the steps. | The milk spills on the carpet. | She waves good-bye. |
| My brother plays in the hall. | He helps paint the walls. | Dad wants to move. |
| She walks on the sidewalk. | She jumps rope all day. | Mr. Clark yells down the hall. |
| The cat chases the mouse. | My dad looks out the window. | She knocks on the first door. |
| The baby coughs at night. | Our family cleans the apartment. | Dan calls his neighbor. |
| The ball bounces on the floor. | Albert moves down the hall. | The dog guards the door. |
| Miss Lorraine dances alone. | The worker pounds a nail. | He hands him the key. |
| He fixes the broken pipe. | She presses the elevator button. | My mom locks the door. |

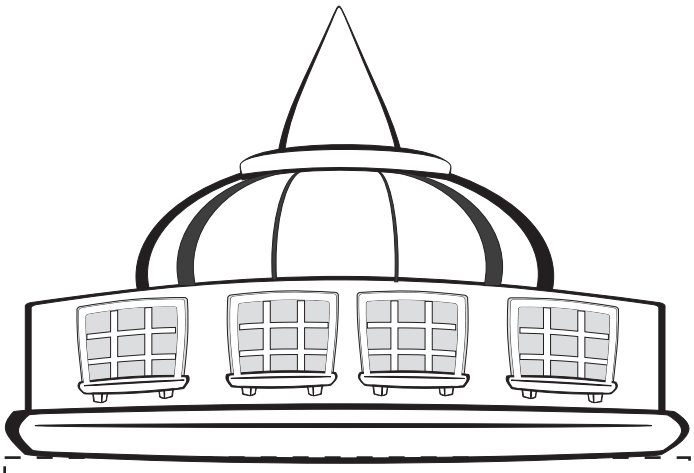

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# Brick by Brick Game Pieces

35 *Past Tense Regular*
*Level 1*




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# Brick by Brick


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# In the Past

**36** ***Past Tense Regular Level 2***

**Goal:** to change multiple present tense verbs in sentences to regular past tense verbs

**Players:** 2 or more

**Overview:** Players try to reach **End** by changing multiple present tense verbs in sentences to regular past tense verbs.

**Materials:**
- **In the Past Game Cards** (page 134)
- **In the Past** game board (page 135)
- game token for each player
- die

**Game Play:**

- Cut apart the **Game Cards**, shuffle them, and place them in a facedown pile on the table.
- Each player places a token on **Start** and, in turn, follows these directions:
  - ✔ The player takes the top card from the pile and reads the sentence (or the instructor reads it to the player). The player repeats the sentence, changing the present-tense verbs to regular past tense verbs.
    - — If the player drew the card that read, *The class listens to CDs and watches movies*, the player would say, "The class listened to CDs and watched movies."
  - ✔ If the player fails to successfully complete the task, his turn is over.
  - ✔ If the player successfully completes the task, he rolls the die, moves his token the indicated number of spaces, and his turn is over.
  - ✔ The first player to reach **End** (does not have to be on an exact roll) is the winner.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends.

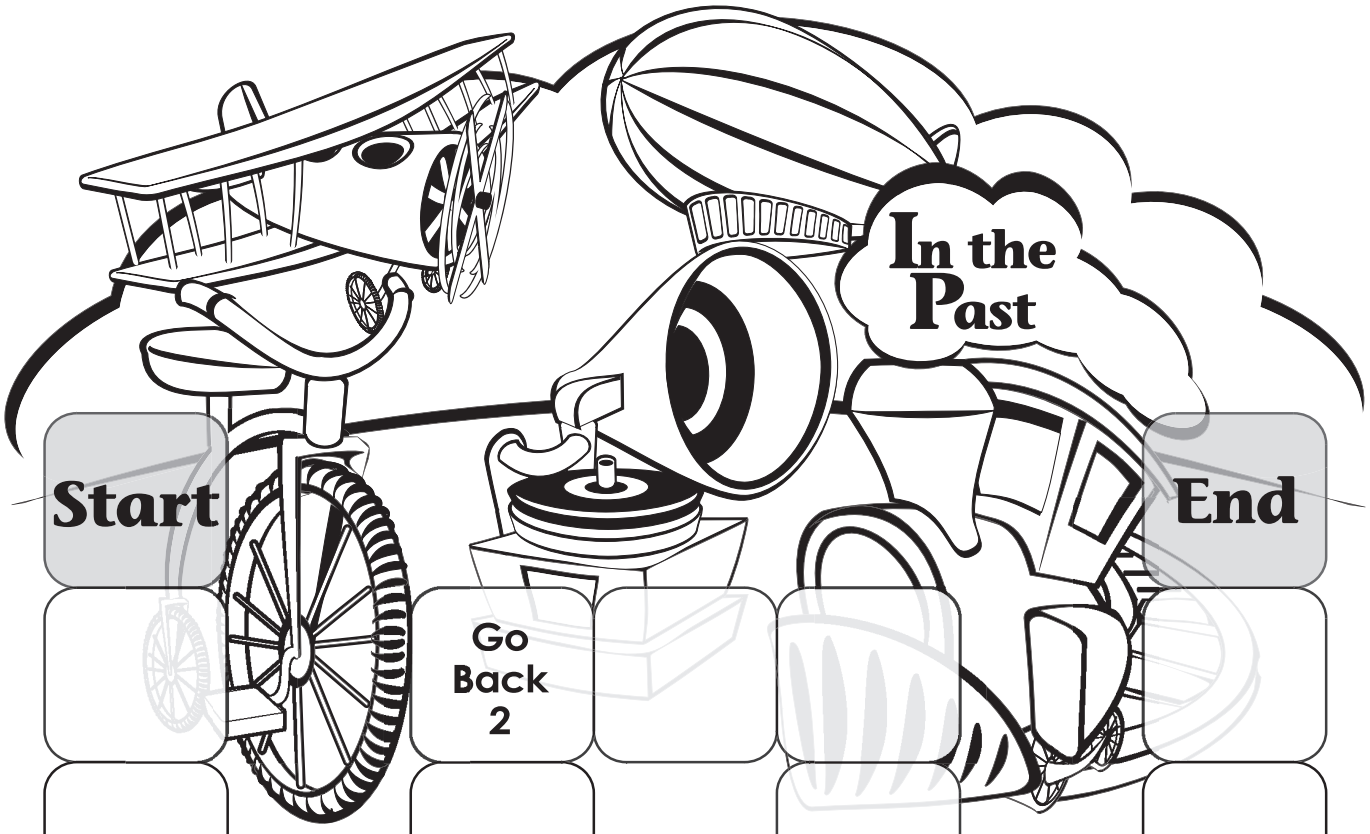

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# In the Past Game Cards

36 *Past Tense Regular*
*Level 2*

| | | |
|---|---|---|
| The class listens to CDs and watches movies. | Monica borrows the book and returns it. | Zach works on his report while he watches TV. |
| Macy ignores him and finishes her test. | Mr. Gray drops the basketball and it bounces. | Colleen plays the piano and dances. |
| Hector works hard and learns to multiply. | She reaches the bus and walks to her seat. | During a storm, the ceiling drips and the window leaks. |
| He kicks the ball and scores a point. | The cafeteria serves us pizza on special days. | The teacher assigns us homework and wishes us a happy weekend. |
| Kyle invites him, but he says no. | The principal nods and smiles while he talks. | He guesses at the answers and fails the test. |
| The cook heats the food and serves it. | During recess, she plays hopscotch and talks to her friends. | The principal looks in our doorway and moves on. |
| The teacher asks questions while the students answer them. | Recess ends and everyone walks down the halls. | Our teacher listens to us and wants us to ask questions. |
| She trips at recess and injures her arm. | Mack is in trouble because he shouts and yells on the bus. | The janitor cleans the windows and polishes the floors. |


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Start

End

Go Back 2

Go Back 2

Move Ahead 2

Move Ahead 2


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# Star Chase

37 *Past Tense Irregular Level 1*

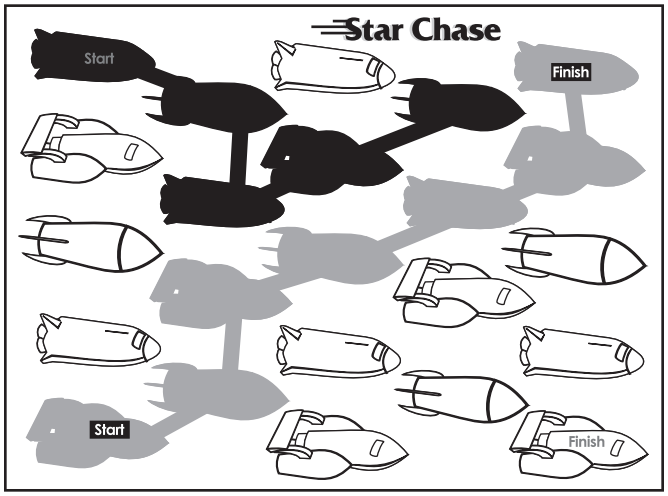
**Goal:** to correctly use irregular past tense verbs

**Players:** 2

**Overview:** Each player tries to create a continuous line of space ships from her **Start** to her own **Finish** by correctly using irregular past tense verbs.

**Materials:**
- **Star Chase Game Cards** (page 137)
- **Star Chase** game board (page 138)
- a different-colored crayon for each player or a dozen chips of the same color for each player

**Game Play:**
- Cut apart the game cards, shuffle them, and place them facedown in a pile on the table.
- Each player chooses a **Start** space ship and colors it her color. She then colors the **Finish** space ship that is diagonal from her **Start** space ship the same color. (Note: The game is played the same way if chips are used, but a chip is placed on each space ship instead of coloring it.)
- Each player, in turn, follows these directions:
  - ✔ The player takes the top card from the pile and reads the sentence (or the instructor reads it to the player). The player repeats the sentence, changing the incorrect past tense verb to the correct irregular past tense verb.
    - — If the player drew the card that read, *I bited into the sandwich*, the player would say, "I bit into the sandwich."
  - ✔ If the player does not successfully complete the task, her turn is over.
  - ✔ If the player successfully completes the task, she colors a space ship *adjacent* to the one she previously colored and her turn ends. The goal is to make a continuous, unbroken line of color from a player's **Start** space ship to her **Finish** space ship.
- One player cannot cross another player's line. If a player is not able to make another move without crossing the other player's line, that player forfeits the game.
- The first player to create an unbroken string of space ships from her **Start** to her **Finish** wins. (See the example on the right; you might have players draw lines between the space ships as they play to make the game play more straightforward.)
- **Optional Play:**
  - ✔ Allow a player to cross another player's line.





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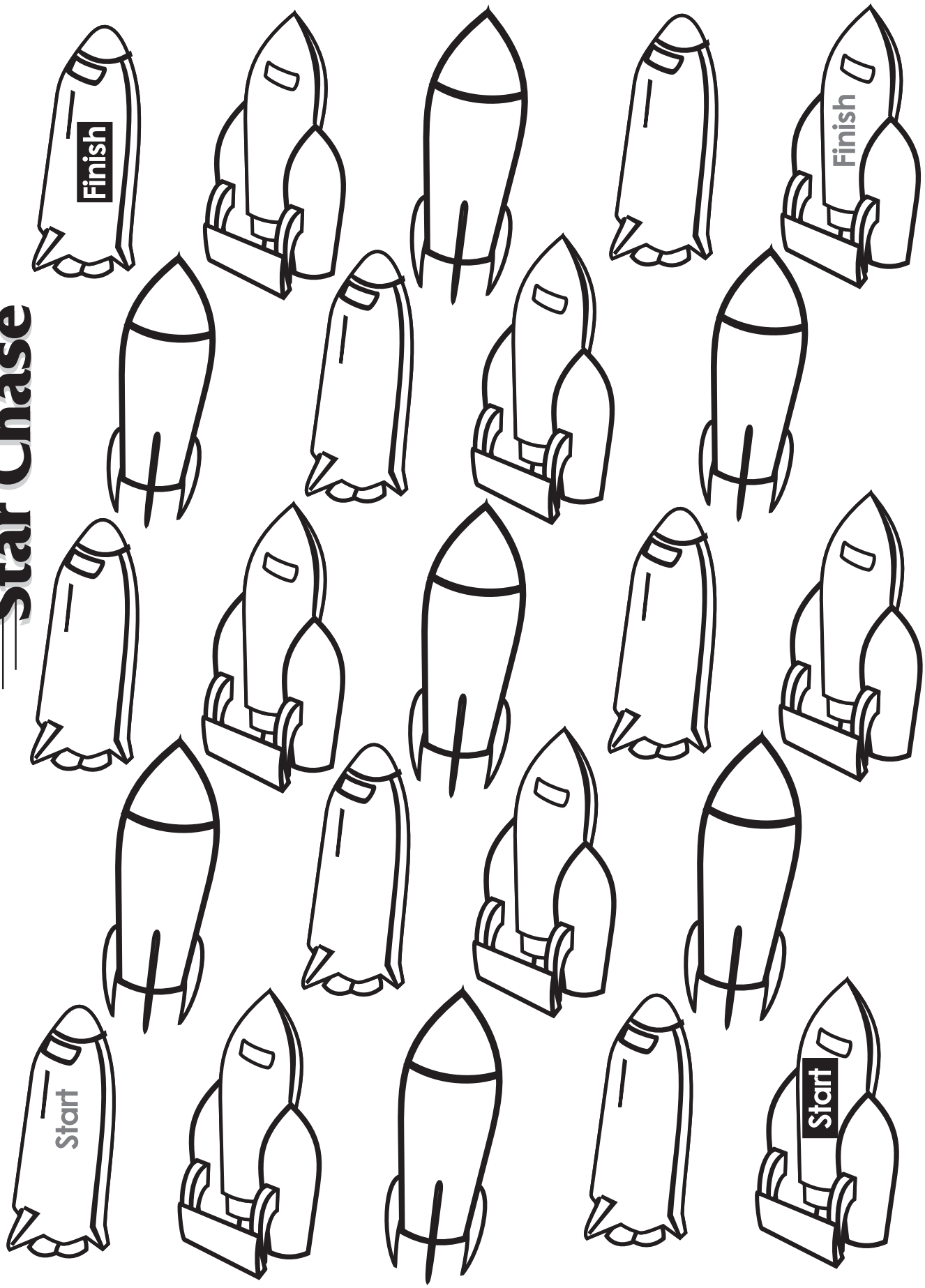
# Star Chase Game Cards

37 *Past Tense Irregular*
*Level 1*

| | | |
|---|---|---|
| I bited into the sandwich. | My dad eated a steak. | He shaked my hand. |
| The cut bleeded. | We feeded the ducks. | My sister singed a song. |
| He builded a new house. | She gived me a birthday present. | We slided down the hill. |
| We buyed some fruit. | I hurted my hand. | He telled me a secret. |
| I catched the baseball. | We holded hands. | I thinked about it a lot. |
| My dog digged a hole. | Our team losed the game. | She waked up early. |
| She drawed a picture. | We maked a birdhouse. | I weared those pants yesterday. |
| He drinked all his milk. | They rided on the train. | Their team winned the game. |


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# Star Chase





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# Off Road

38 *Past Tense Irregular Level 2*

**Goal:** to correctly use irregular past tense verbs

**Players:** 2

**Overview:** Each player tries to reach **End** by correctly using irregular past tense verbs.

**Materials:**
- **Off Road Game Cards** (pages 140-141)
- **Off Road** game board (page 142)
- game token for each player
- die

**Game Play:**
- Cut apart the game cards. Shuffle the white (verb) cards and place them face-down in a pile on the table. Do the same with all the gray cards and place them facedown in a separate pile.
- Each player places a token on **Start** and, in turn, follows these directions:
  - ✔ The player takes the top white (verb) card and the top gray card. He creates a sentence using the past tense form of the verb and the noun on the gray card.
    - — For example, a player might draw the cards *begin* and *mayor*. He could provide the sentence, "The mayor began his speech."
  - ✔ If the player does not successfully complete the task, his turn is over.
  - ✔ If the player successfully completes the task, he rolls the die, moves the number of spaces indicated, and his turn ends.
- The first player to reach **End** (does not have to be on an exact roll) is the winner.

- **Special Spaces:**
  - ✔ If a player's movement ends on a special space (Ahead 2, Back 2), he follows the direction and his turn ends.

- **Optional Play:**
  - ✔ Separate the dark gray and light gray cards into different piles. Have the player draw a white card, a light gray card, and a dark gray card during every turn. The player must create a sentence that incorporates the past tense form of the verb and both nouns.


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# Off Road Game Cards

38 *Past Tense Irregular Level 2*

| | | |
|---|---|---|
| begin | bleed | blow |
| break | bring | choose |
| do | drive | feel |
| fight | find | forget |
| grow | know | leave |
| meet | pay | ride |
| rise | run | sleep |
| speak | spin | stand |
| sweep | swim | take |
| teach | throw | write |

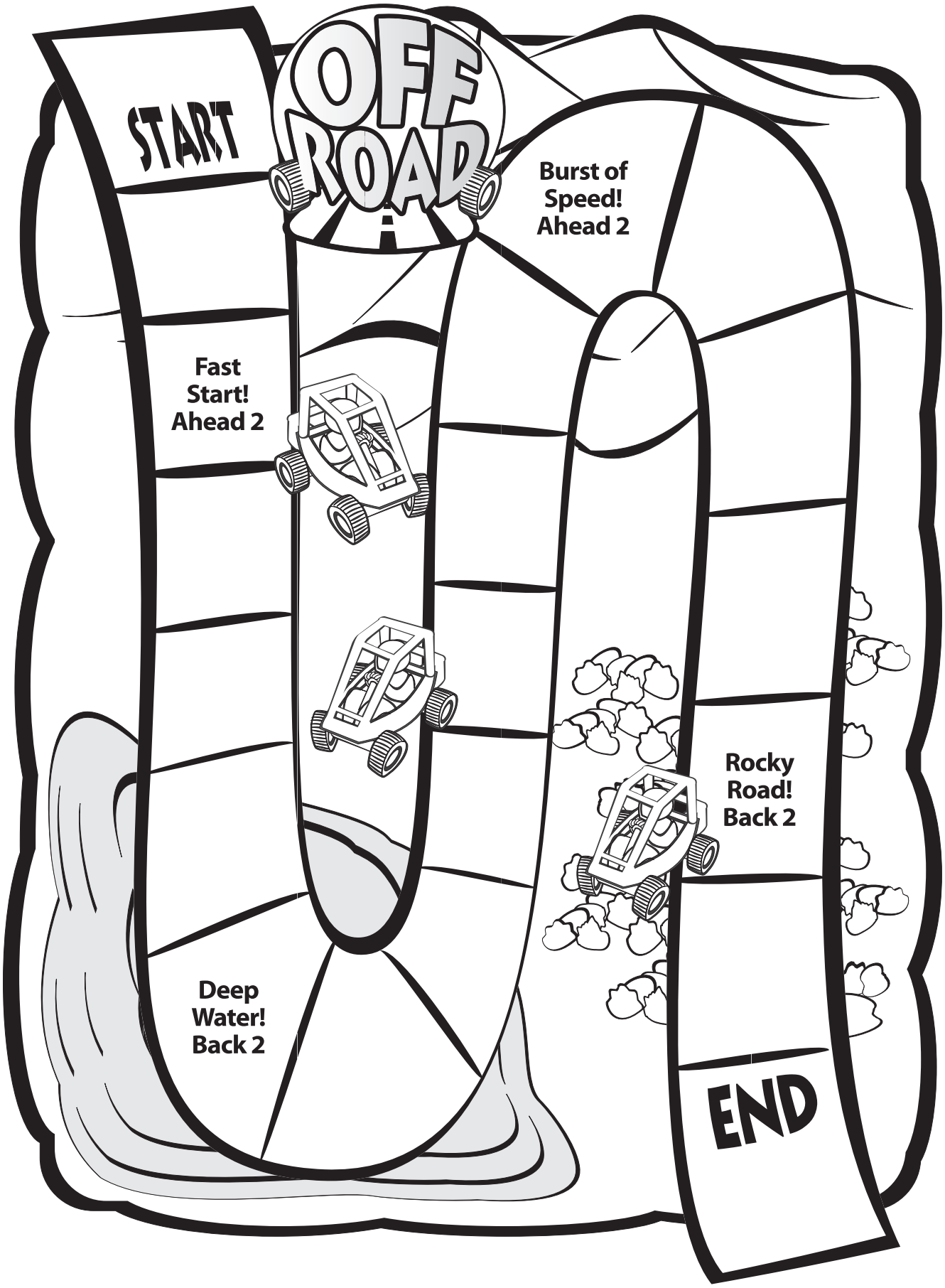

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# Off Road Game Cards

38 *Past Tense Irregular Level 2*

| | | |
|---|---|---|
| mayor | Mom | Dad |
| Grandma | Grandpa | my best friend |
| principal | I | you |
| soldier | race car driver | singer |
| pilot | chef | Uncle _____ |
| guitar | go-kart | camel |
| bed | roller coaster | dune buggy |
| desert | race track | lemonade |
| sandwich | paintbrush | pencil |
| shovel | tire | ice-cream cone |


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# Pile It On!

39 *Future Tense*
*Level 1*

**Goal:** to correctly use future tense

**Players:** 2

**Overview:** Each player tries to earn sandwich parts by changing sentences from present tense to future tense.

**Materials:**
- **Pile It On! Game Items** sheet (page 144)
- **Pile It On! Game Cards** (page 145)
- a copy of the **Pile It On!** game board (page 146) for each player

**Game Play:**
- This sandwich-building game uses the basic mechanics of *Concentration*. Make two copies of the **Game Cards**, cut them apart, shuffle them, and place them in a face-down grid on the table, as you would for a game of *Concentration*.
- Each player, in turn, does the following:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The player restates the sentence in future tense.
  - ✔ If the player does not successfully complete the task, her turn ends.
  - ✔ If the player successfully completes the task, she turns over two of the cards in the grid. She selects one of the cards and places it on the appropriate space on her game board. The player turns the other card back over and her turn ends.
  - ✔ The first player to cover all the spaces on her game board and complete her sandwich is the winner.

- **Card Placement:**
  - ✔ A player may complete the pieces of the sandwich on her game board in any order. A player must have two different *topping* cards on her game board. In other words, a player can't have two tomato cards for the two *topping* spaces.
  - ✔ A player can have two types of bread on her sandwich or they can both be the same type.
  - ✔ If a player turns over two cards and can't use either of them, her turn is simply over.


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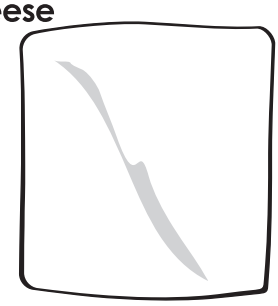
# Pile It On! Game Items

39 *Future Tense Level 1*

- ❑ The kids **eat** lunch.
  *The kids will eat lunch.*
- ❑ I **find** the lettuce.
  *I will find the lettuce.*
- ❑ They **take** a bite.
  *They will take a bite.*
- ❑ You **need** a napkin.
  *You will need a napkin.*
- ❑ I **stay** in my chair.
  *I will stay in my chair.*
- ❑ I **hold** the plate.
  *I will hold the plate.*
- ❑ They **eat** the sandwiches.
  *They will eat the sandwiches.*
- ❑ We **wash** the dishes.
  *We will wash the dishes.*
- ❑ I **clean** off the table.
  *I will clean off the table.*
- ❑ I **open** the jar.
  *I will open the jar.*
- ❑ You **slice** the onion.
  *You will slice the onion.*
- ❑ I **make** a sandwich.
  *I will make a sandwich.*
- ❑ I **open** the bread.
  *I will open the bread.*
- ❑ They **like** the mustard.
  They will like the mustard.
- ❑ I **have** some chips.
  *I will have some chips.*
- ❑ They **chew** their food.
  *They will chew their food.*
- ❑ You **share** your cupcake.
  *You will share your cupcake.*
- ❑ You **pour** the milk.
  *You will pour the milk.*
- ❑ They **sit** together.
  *They will sit together.*
- ❑ I **put** the bread away.
  *I will put the bread away.*
- ❑ I **hand** her a knife.
  *I will hand her a knife.*
- ❑ You **use** a fork.
  *You will use a fork.*
- ❑ They **feed** the guests.
  *They will feed the guests.*
- ❑ I **help** in the kitchen.
  I will help in the kitchen.
- ❑ You **set** the table.
  *You will set the table.*
- ❑ They **bring** the salad.
  They will bring the salad.
- ❑ You **stay** out of the way.
  *You will stay out of the way.*
- ❑ I **wait** for lunch time.
  *I will wait for lunch time.*
- ❑ You **find** the cheese.
  *You will find the cheese.*
- ❑ They **drink** lemonade.
  *They will drink lemonade.*

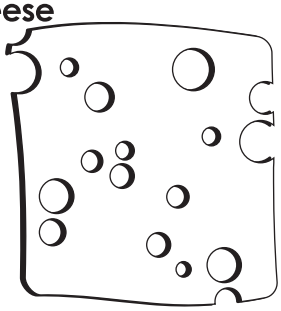

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cheese



American Cheese

cheese



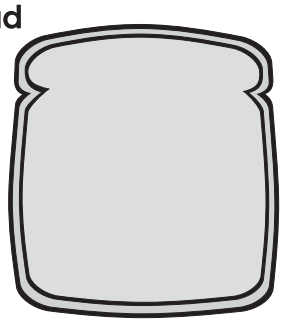
Swiss Cheese

topping



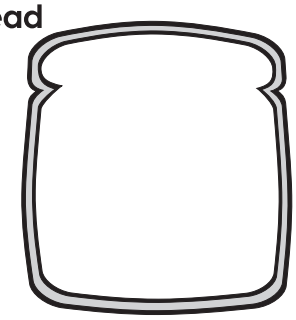
Mustard

bread



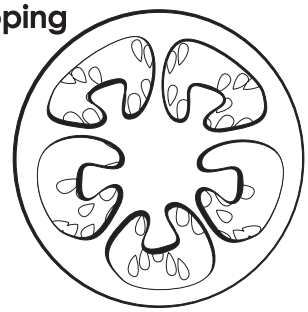
Wheat Bread

bread



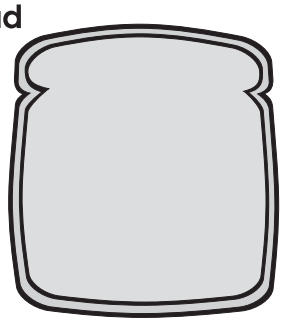
White Bread

topping



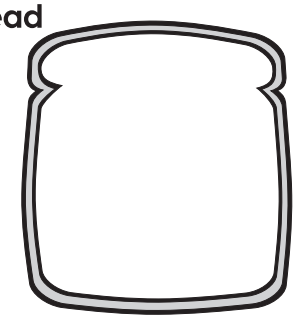
Tomato

bread



Wheat Bread

bread



White Bread

topping



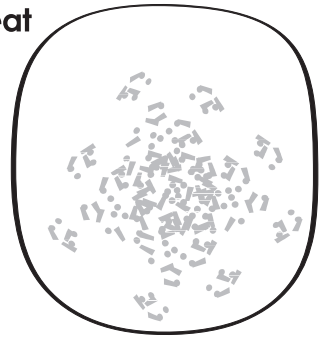
Onion

meat



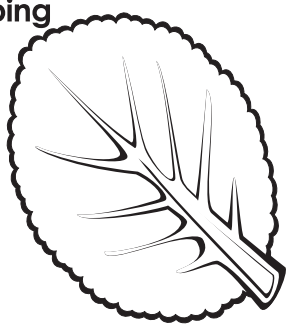
Salami

meat



Ham

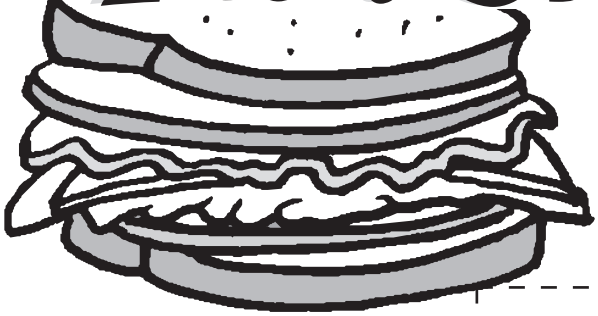
topping



Lettuce


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# Pile it On!



Bread

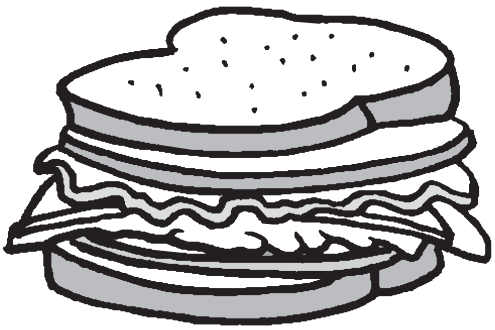
Topping

Topping

Meat

Cheese

Bread




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# Dominate

40 *Future Tense Level 2*

**Goal:** to correctly use future tense

**Players:** 2

**Overview:** Players earn tokens for correctly transforming sentences into future tense and try to create an uninterrupted line of four tokens.

**Materials:**
- **Dominate Game Items** sheet (page 148)
- **Dominate** game board (page 149)
- several chips of the same color for each player

**Game Play:**
- This game is similar to *Pente* or *Go-Bang*. The object is to place four chips of the same color in an uninterrupted line of four (up, down, or diagonally).
- Each player, in turn, does the following:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The player restates the sentence in future tense.
  - ✔ If the player does not successfully complete the task, his turn ends.
  - ✔ If the player successfully completes the task, he places a chip of his color in any unoccupied square on the board.
  - ✔ The first player to place four chips in an unbroken line wins the game.

- **Optional Play:**
  - ✔ If you find that a game of "four in a row" takes too long, only require players to place three chips in a row.
  - ✔ Instead of using colored chips, photocopy the game board and have one player be "X" and the other player be "O." Each player makes his mark on a square as he occupies it.


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# Dominate Game Items

**40** *Future Tense Level 2*

- ❑ My dad **packs** the bags for the trip.
  *My dad will pack the bags for the trip.*
- ❑ We **plan** the trip together.
  *We will plan the trip together.*
- ❑ Mom **drives** the car when we travel.
  *Mom will drive the car when we travel.*
- ❑ Our family **camps** in the Grand Canyon.
  *Our family will camp in the Grand Canyon.*
- ❑ I **dive** into the deep end of the pool.
  *I will dive into the deep end of the pool.*
- ❑ We **study** for the test together.
  *We will study for the test together.*
- ❑ I **draw** a lot of pictures during the summer.
  *I will draw a lot of pictures during the summer.*
- ❑ Mom **takes** us to basketball practice.
  *Mom will take us to basketball practice.*
- ❑ People **pick** their own strawberries.
  *People will pick their own strrawberries.*
- ❑ Dad **visits** Grandpa every other week.
  *Dad will visit Grandpa every other week.*
- ❑ I **dance** when the band plays a fast song.
  *I will dance when the band plays a fast song.*
- ❑ They **play** hide-and-seek after dark.
  *They will play hide-and-seek after dark.*
- ❑ She **understands** the math problems.
  *She will understand the math problems.*
- ❑ We **find** our library books behind the couch.
  *We will find our library books behind the couch.*
- ❑ My **dad** laughs during that movie.
  *My dad will laugh during that movie.*
- ❑ We **climb** to the highest spot in the park.
  *We will climb to the highest spot in the park.*
- ❑ They **dare** him to ride his bike up the ramp.
  *They will dare him to ride his bike up the ramp.*
- ❑ She **wears** her swimming suit to the beach.
  *She will wear her swimming suit to the beach.*
- ❑ We **wait** for our turn to ride the roller coaster.
  *We will wait for our turn to ride the roller coaster.*
- ❑ The family **flies** to visit their relatives.
  *The family will fly to visit their relatives.*
- ❑ The dog **shakes** its fur when it gets wet.
  *The dog will shake its fur when it gets wet.*
- ❑ Dad **cooks** on the grill when the weather is hot.
  *Dad will cook on the grill when the weather is hot.*
- ❑ She **gives** him her address on the last day of school.
  *She will give him her address on the last day of school.*
- ❑ Mom **buys** hot dog buns at the store.
  *Mom will buy hot dog buns at the store.*
- ❑ I **write** E-mails to my friends during the summer.
  *I will write E-mails to my friends during the summer.*
- ❑ We **stay** home and clean the house.
  *We will stay home and clean the house.*
- ❑ We **swim** at the new pool in the park.
  *We will swim at the new pool in the park.*


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# Dominate


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# Take Your Best Shot

41 *Verb Tenses Level 1*

**Goal:** to practice using verb tenses

**Players:** 2 or more

**Overview:** Players try to score goals by correctly using verb tenses.

**Materials:**
- Any one of or a mixture of the Level 1 verb tense **Game Items** sheets or **Game Cards** (pages 124, 130, 137, or 144)
- **Take Your Best Shot** game board (page 151)
- 5 game chips
- die
- pencil and sheet of paper for scorekeeping

**Game Play:**

- Each player, in turn, does the following:
  - ✔ The instructor randomly selects an item from one of the **Game Items** or **Game Cards** sheets and reads it aloud.
  - ✔ If the player does not successfully complete the task, her turn ends.
  - ✔ If the player successfully completes the task, she gets a chance to score a goal:
    - — The player rolls the die. If she rolls a **6**, she automatically scores a goal and gets 1 point. She marks her score and her turn is over.
    - — If the player rolls a **1-5**, she receives the number of chips equal to the number she rolled. The player takes the chips and covers up an equal number of dice of her choice on the game board. For example, if she receives four chips, she can cover four different dice on the game board.
    - — The player rolls the die again, and if the die roll matches a number that is covered by a chip on the game board, she scores a goal and gets 1 point. She marks her score, removes the chips from the board, and her turn is over. If her die roll does not match any number that is covered, her turn is over.
  - ✔ The first player to reach a predetermined number of goals, such as 5, is the winner.


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# Above the Rim

42 *Verb Tenses Level 2*

**Goal:** to practice using verb tenses

**Players:** 2 or more

**Overview:** Players try to score goals by correctly using verb tenses.

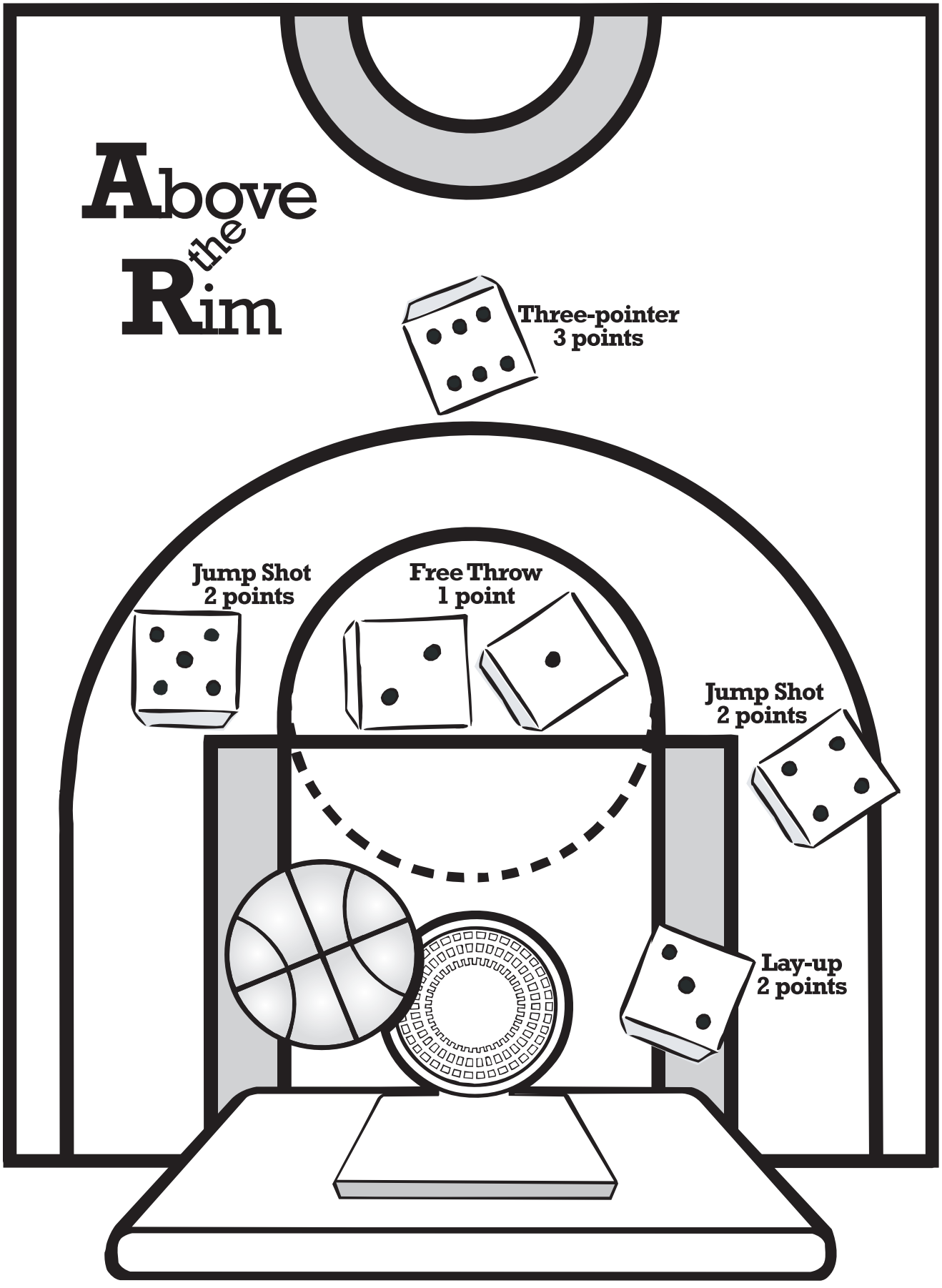
**Materials:**
- Any one of or a mixture of the Level 2 verb tense **Game Items** sheets or **Game Cards** (pages 127, 134, 140, 148)
- **Above the Rim** game board (page 153)
- 5 game chips
- die
- pencil and sheet of paper for scorekeeping

**Game Play:**

- Each player, in turn, does the following:
  - ✔ The instructor randomly selects an item from one of the **Game Items** or **Game Cards** sheets and reads it aloud.
  - ✔ If the player does not successfully complete the task, his turn ends.
  - ✔ If the player successfully completes the task, he gets a chance to score a basket:
    - — The player rolls the die and receives the number of chips equal to the number he rolled. The player takes the chips and covers up an equal number of dice of his choice on the game board. For example, if he receives four chips, he can cover four different dice on the game board.
    - — The player rolls the die again, and if the die roll matches a number that is covered by a chip on the game board, he scores the number of points equal to the type of shot he "made" (1, 2, or 3 points). He marks his score, removes the chips from the board, and his turn is over. If her die roll does not match any number that is covered, her turn is over.
  - ✔ The first player to reach a predetermined number of points, such as 20, is the winner.

- **The Free Throw Rule:**
  - ✔ If a player makes a "free throw," he scores 1 point and gets to "shoot again." He cannot move any of his chips placed on the board, but he rolls the die again. If that number matches any of the dice he has covered on the board, he also scores those points. He marks his score and his turn ends.
    - — A player may not earn any more than one chance to shoot again on the same turn. For example, if he makes a free throw on his second roll, he does not get a third roll.


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# Hexed 1

43 *Contractions Level 1*

**Goal:** to correctly use contractions

**Players:** 2

**Overview:** Players earn chips for correctly using contractions in sentences and try to make a chain of chips of their color from one side of the board to the other.

**Materials:**
- **Hexed 1 Game Items** sheet (page 155)
- **Hexed** game board (page 156)
- several chips of the same color for each player

**Game Play:**
- This is a shorter variation of the classic game *Hex*. A player tries to create a chain of his game chips from one side of the board to the other. Players decide before the game who is going to try to link the dark gray sides of the board and and who is going to link the light gray sides of the board (adding a color to the light gray side and providing a player with chips that match that color and the other player with black chips will make game play much more straightforward).
- Before the game, preview the four contraction forms used in this game with players.
- Each player, in turn, does the following:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and reads it aloud. The player restates the sentence with the appropriate contraction in place of the the words it represents.
  - ✔ If the player does not successfully complete the task, her turn ends.
  - ✔ If the player successfully completes the task, she places a chip of her color in any unoccupied space on the board, except those that belong to the other player. (If a player is trying to link the light gray sides of the board, she can't place a chip on any solid dark gray space, although she may place a chip on one of the four two-toned spaces on the board.)
  - ✔ The first player to make a solid line of chips that links her two sides of the board, including the spaces of her color, is the winner.
    - — **Note:** A winning chain may be very long and winding, but as long as it has no gaps and links both sides of the board, it is legal.


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# Hexed 1

43 Contractions Level 1

## *is not / isn't*

- ❑ She is not happy.
- ❑ My sister is not crying.
- ❑ Dad is not busy.
- ❑ Our teacher is not ready.
- ❑ The pilot is not flying.
- ❑ That bird is not healthy.
- ❑ Junk food is not good for you.
- ❑ The computer is not working.
- ❑ Our classroom is not quiet.
- ❑ My bedroom is not clean.

## *was not / wasn't*

- ❑ He was not going.
- ❑ The book was not mine.
- ❑ The man was not walking.
- ❑ The computer was not new.
- ❑ That song was not good.
- ❑ My room was not neat.
- ❑ She was not feeling well.
- ❑ Our door was not locked.
- ❑ The cut was not bleeding.
- ❑ The game was not over.

## *are not / aren't*

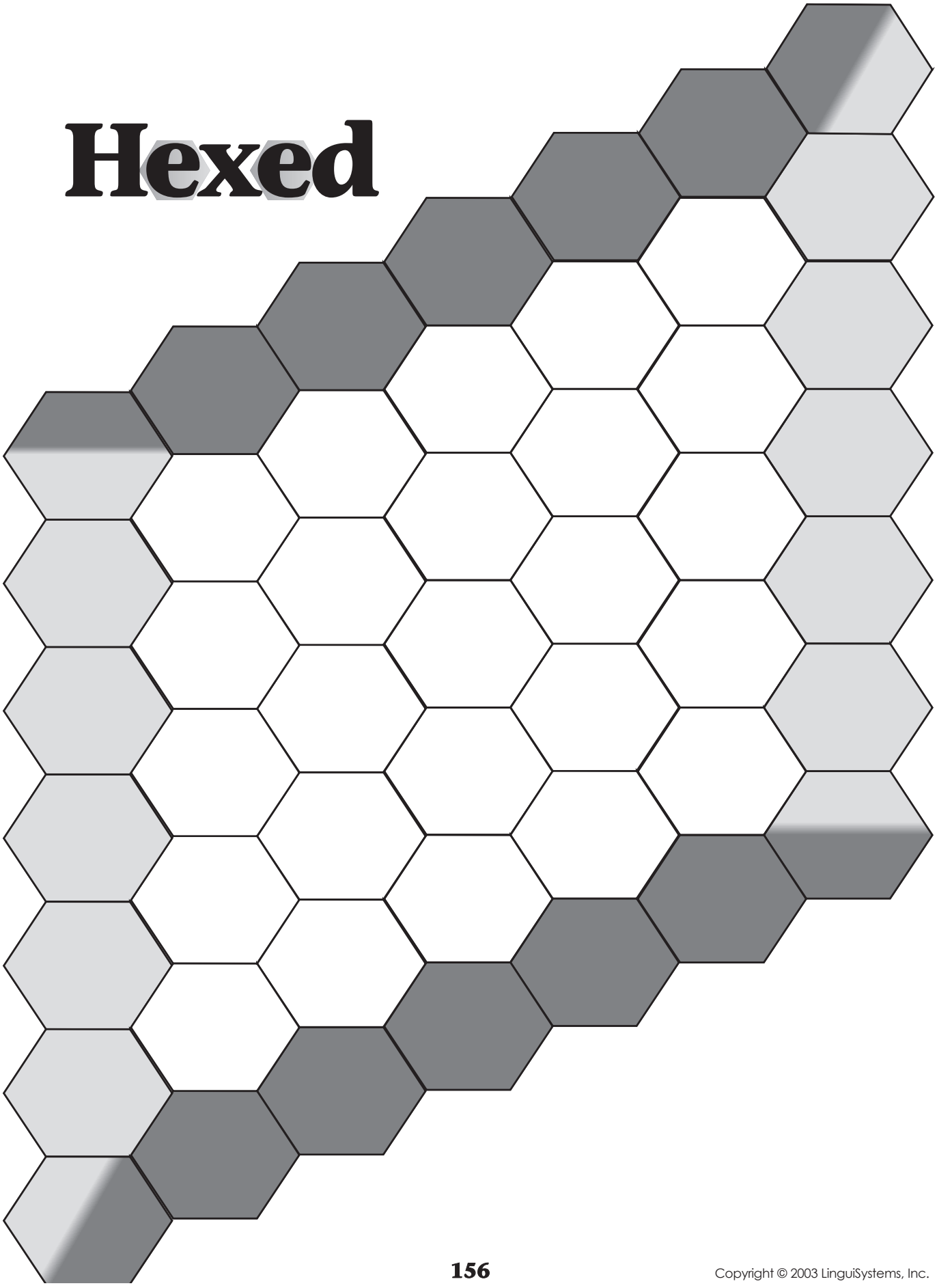
- ❑ They are not running.
- ❑ My brothers are not nice.
- ❑ Mom and Dad are not home.
- ❑ The cars are not running.
- ❑ The movies are not for sale.
- ❑ The lights are not on.
- ❑ The plates are not full.
- ❑ My cousins are not coming.
- ❑ My pencils are not sharp.
- ❑ We are not going to the game.

## *were not / weren't*

- ❑ The stores were not open.
- ❑ His teeth were not straight.
- ❑ The blankets were not on the bed.
- ❑ The buses were not empty.
- ❑ The players were not tired.
- ❑ The bags were not heavy.
- ❑ His eyes were not open.
- ❑ Those books were not on the shelf.
- ❑ They were not wearing shoes.
- ❑ The animals were not hungry.


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# Hexed





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# Hexed 2

44 *Contractions Level 2*

**Goal:** to correctly use contractions

**Players:** 2

**Overview:** Players earn chips for correctly using contractions in sentences and try to make a chain of chips of their color from one side of the board to the other.

**Materials:**
- **Hexed 2 Game Items** sheet (page 158)
- **Hexed** game board (page 156)
- several chips of the same color for each player

**Game Play:**
- This is a shorter variation of the classic game *Hex*. A player tries to create a chain of his game chips from one side of the board to the other. Players decide before the game who is going to try to link the dark gray sides of the board and and who is going to link the light gray sides of the board (adding a color to the light gray side and providing a player with chips that match that color and the other player with black chips will make game play much more straightforward).
- Before the game, preview the contraction forms used in this game with players.
- Each player, in turn, does the following:
  - ✔ The instructor randomly selects a sentence from the **Game Items** sheet and presents the item in one of the following ways:
    - — Presents the two contraction choices and then reads the item as a cloze sentence, having the player provide the correct contraction.
    - — Read the item as a multiple choice task and say both contractions separated by *or* in place of the blank.
    - — Read the item with one of the contraction choices in place and have the player determine if the word is used correctly.
  - ✔ If the player does not successfully complete the task, his turn ends.
  - ✔ If the player successfully completes the task, he places a chip of his color in any unoccupied space on the board, except those that belong to the other player. (If a player is trying to link the light gray sides of the board, he can't place a chip on any solid dark gray space, although he may place a chip on one of the four two-toned spaces on the board.)
  - ✔ The first player to make a solid line of chips that links his two sides of the board, including the spaces of his color, is the winner.
    - — **Note:** A winning chain may be very long and winding, but as long as it has no gaps and links both sides of the board, it is legal.


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# Hexed 2 Game Items

44 Contractions Level 2

## *isn't / aren't*

- ❑ She _____ going with them. ***isn't***
- ❑ My uncle _____ good at fishing. ***isn't***
- ❑ We _____ moving to a new place. ***aren't***
- ❑ The dog _____ lost. ***isn't***
- ❑ My clothes _____ dry yet. ***aren't***
- ❑ Those _____ the shoes you wore this morning. ***aren't***
- ❑ Your sister _____ going to the dance. ***isn't***
- ❑ That video game _____ very fun. ***isn't***
- ❑ My friends _____ soccer fans. ***aren't***
- ❑ The stars _____ very bright tonight. ***aren't***
- ❑ That new bike _____ expensive. ***isn't***
- ❑ We _____ going outside for recess. ***aren't***
- ❑ The library book _____ overdue. ***isn't***
- ❑ Those keys _____ going to fit in the locks. ***aren't***

## *wasn't / weren't*

- ❑ I _____ happy with my brother. ***wasn't***
- ❑ We _____ good swimmers. ***weren't***
- ❑ The skates _____ his. ***weren't***
- ❑ The firefighters _____ there yet. ***weren't***
- ❑ The baby _____ sleeping well. ***wasn't***
- ❑ The game _____ easy to play. ***wasn't***
- ❑ The students _____ ready to learn. ***weren't***
- ❑ The computer _____ turned on. ***wasn't***
- ❑ The pickles _____ in the refrigerator. ***weren't***
- ❑ My parents _____ able to go out. ***weren't***
- ❑ That music _____ loud enough. ***wasn't***
- ❑ She _____ feeling much better. ***wasn't***
- ❑ Those colors _____ her favorites. ***weren't***
- ❑ That _____ the shirt I had on. ***wasn't***

## *doesn't / don't*

- ❑ This burger _____ have cheese. ***doesn't***
- ❑ Our notebooks _____ have covers. ***don't***
- ❑ Classes _____ start until 8:00. ***don't***
- ❑ Our apartment _____ have air conditioning. ***doesn't***
- ❑ My parents _____ like my music. ***don't***
- ❑ The park _____ close until dark. ***doesn't***
- ❑ She _____ like to eat broccoli. ***doesn't***
- ❑ My cousins _____ live near us. ***don't***
- ❑ Those kids _____ seem friendly. ***don't***
- ❑ That book _____ have any pictures. ***doesn't***
- ❑ My pants _____ match my shirt. ***don't***
- ❑ The windows _____ have curtains. ***don't***
- ❑ His car _____ use much gas. ***doesn't***


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# Take a Chance 1

45 *Adjectives Level 1*

**Goal:** to correctly use adjectives

**Players:** 2 or more players or teams

**Overview:** Players earn points by selecting the adjective that makes the most sense in a sentence.

**Materials:**
- **Take a Chance 1** game board front (page 160)
- **Take a Chance 1** game board back (page 161)
- a pencil and paper for scorekeeping

**Game Play:**
- Put a copy of the front of the game board where all the players can see it. The instructor keeps the back of the game board where players can't see it.
- This game is played much like *Jeopardy*. Each player, in turn, does the following:
  - ✔ The player chooses a category and an item/point value. (A player might say, "I'll take *chips* under *Are You Hungry?* for 1 point.") Players can choose items in any order they wish as long as an item has not already been completed.
  - ✔ The instructor reads the corresponding question from the back of the game board.
  - ✔ If the player correctly answers the question, she earns the number of points the item is worth. The player then draws an X over the item on the board. It is out of play for the rest of the game and her turn is over.
  - ✔ If a player incorrectly answers the question, the other player receives the points for the item.
- The game is over when all the items on the board have been attempted. The player with the most points wins.


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| Are You Hungry? | Playing Around | Around the House | The Shape of Things |
| --- | --- | --- | --- |
| 1 chips | 1 bicycle | 1 knife | 1 ball |
| 2 bread | 2 board game | 2 refrigerator | 2 pants |
| 3 popcorn | 3 doll | 3 washing machine | 3 ruler |
| 4 orange | 4 toy car | 4 pillow | 4 book |


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## The Shape of Things
### Shapes/Attributes

**1**
**ball**
Is it easier to bounce a ball that is square or a ball that is round? *round*

**2**
**pants**
Do people wear *short* or *long* pants on cold days? *long*

**3**
**ruler**
Should a good ruler be *straight or crooked?* *straight*

**4**
**book**
Does a *thin* or a *thick* book have many pages? *thick*

## Around the House
### Household Items

**1**
**knife**
Does a *sharp* or a *dull* knife always works best? *sharp*

**2**
**refrigerator**
Do you keep things *warm* or *cool* in the refrigerator? *cool*

**3**
**washing machine**
Does a washing machine get clothes *dirty* or *clean?* *clean*

**4**
**pillow**
Do most people use a *hard* or a *soft* pillow? *soft*

## Playing Around
### Toys

**1**
**bicycle**
Is riding without a helmet *safe* or *dangerous.* *dangerous*

**2**
**board game**
Do people like to play games that are *fun* or games that are *boring?* *fun*

**3**
**doll**
Are most baby dolls *cute or ugly?* *cute*

**4**
**toy car**
Does the car run best with *old* or *new* batteries? *new*

## Are You Hungry?
### Foods

**1**
**chips**
Do potato chips taste *salty* or *sweet?* *salty*

**2**
**bread**
Is fresh bread *soft* or *hard?* *soft*

**3**
**popcorn**
Is a piece of popcorn *heavy* or *light?* *light*

**4**
**orange**
Is a good orange very *juicy* or very *dry?* *juicy*

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# Take a Chance 2

46 *Adjectives Level 2*

**Goal:** to correctly use adjectives

**Players:** 2 or more players or teams

**Overview:** Players earn points by providing an adjective that describes a given noun.

**Materials:**
- **Take a Chance 2** game board front (page 163)
- **Take a Chance 2** game board back (page 164)
- a pencil and paper for scorekeeping

**Game Play:**
- Put a copy of the front of the game board where all the players can see it. The instructor keeps the back of the game board where players can't see it.
- This game is played much like *Jeopardy*. Each player, in turn, does the following:
  - ✔ The player chooses a category and an item/point value. (A player might say, "I'll take *thunder* under *Do You Hear That?* for 20 points.") Players can choose items in any order they wish as long as an item has not already been completed.
  - ✔ The instructor reads the corresponding sentence from the back of the game board.
  - ✔ If the player provides an acceptable adjective (suggestions are provided, but players might come up with other acceptable adjectives), he earns the number of points the item is worth. The player then draws an X over the item on the board. It is out of play for the rest of the game and his turn is over.
  - ✔ If a player provides an unacceptable adjective, the next player, before taking her regular turn, has a chance to name an acceptable adjective and earn the points.
- The game is over when all the items on the board have been attempted. The player with the most points wins.


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| Wild Things | Eat It Up | Do You Hear That? | How It Feels |
| --- | --- | --- | --- |
| 10 tiger | 10 chips | 10 bell | 10 blanket |
| 20 mouse | 20 ice cream | 20 thunder | 20 soda |
| 30 elephant | 30 tortilla | 30 old door | 30 sandpaper |
| 40 snake | 40 pizza | 40 the wind | 40 rock |


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## Wild Things
### Animals

**10**
**tiger**
Name an adjective that describes how a tiger feels when he needs something to eat. *hungry*

**20**
**mouse**
Name an adjective that describes a mouse's size. *tiny, little, small*

**30**
**elephant**
Name an adjective that describes an elephant's skin. *rough, wrinkled*

**40**
**snake**
Name an adjective that describes the shape of a snake's body. *long, skinny*

## Eat It Up
### Foods

**10**
**chips**
Name an adjective that describes how potato chips feel in your mouth. *salty, crunchy, delicious*

**20**
**ice cream**
Name an adjective that describes a scoop of ice cream. *round, smooth, cold*

**30**
**tortilla**
Name an adjective that describes the shape of a tortilla. *round, circular*

**40**
**pizza**
Name an adjective that describes a freshly-made pizza. *hot, cheesy, warm*

## Do You Hear That?
### Sounds

**10**
**bell**
Name an adjective that describes the sound a bell makes. *ring, ding*

**20**
**thunder**
Name an adjective that describes how thunder sounds. *booming, crashing*

**30**
**old door**
Name an adjective that describes how an old door sounds when it is opening and closing. *creaking, squeaking*

**40**
**the wind**
Name an adjective that describes how the wind sounds. *whooshing, howling, whistling*

## How It Feels
### Textures

**10**
**blanket**
Name an adjective that describes how a blanket feels. *warm, soft, fuzzy*

**20**
**soda**
Name an adjective that describes how a can of soda feels. *cold, moist, smooth*

**30**
**sandpaper**
Name an adjective that describes how sandpaper feels. *rough, bumpy*

**40**
**rock**
Name an adjective that describes how a rock feels. *smooth, sharp, heavy*

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# Take a Chance 3

47 *Adverbs*
*Level 1*

**Goal:** to correctly use adverbs

**Players:** 2 or more players or teams

**Overview:** Players earn points by selecting the adverb that makes the most sense in a sentence.

**Materials:**
- **Take a Chance 3** game board front (page 166)
- **Take a Chance 3** game board back (page 167)
- a pencil and paper for scorekeeping

**Game Play:**
- Put a copy of the front of the game board where all the players can see it. The instructor keeps the back of the game board where players can't see it.
- This game is played much like *Jeopardy*. Each player, in turn, does the following:
  - ✔ The player chooses a category and a point value. (A player might say, "I'll take *Fun and Games* for 2 points.") Players can choose items in any order they wish as long as an item has not already been completed.
  - ✔ The instructor reads the corresponding item from the back of the game board.
  - ✔ If the player chooses the appropriate adverb to complete the sentence, she earns the number of points the item is worth. The player then draws an X over the item on the board. It is out of play for the rest of the game and her turn is over.
  - ✔ If a player incorrectly answers the question, the other player receives the points for the item.
- The game is over when all the items on the board have been attempted. The player with the most points wins.


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| Best of Friends | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Things People Say | 1 | 2 | 3 | 4 |
| Fun and Games | 1 | 2 | 3 | 4 |
| Saved by the Bell | 1 | 2 | 3 | 4 |


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## Saved by the Bell

**1**

I like Fridays (best / worst). *best*

**2**

Our teacher wants us to talk (quietly / loudly). *quietly*

**3**

We should (never / always) run in the halls. *never*

**4**

Our papers should be done (sloppily / neatly). *neatly*

## Fun and Games

**1**

I will play outside (tomorrow / yesterday). *tomorrow*

**2**

The basketball player ran (slowly / quickly) down the court. *quickly*

**3**

The goalie let the ball bounce (into / out) the net. *into*

**4**

Our team played (badly / well) and easily won. *well*

## Things People Say

**1**

"I have looked (everywhere / nowhere) and I still can't find it." *everywhere*

**2**

"Would you walk (down / up) the steps to the basement?" *down*

**3**

"Hurry up or you will be (early / late)." *late*

**4**

"When you are done with that, bring it (here / there)." *here*

## Best of Friends

**1**

We like people who act (friendly / mean). *friendly*

**2**

I feel (happy / sad) when I see my friends. *happy*

**3**

She is so nice, she makes friends (anywhere / nowhere) she goes. *anywhere*

**4**

You can't make friends if you treat people (nicely / badly). *badly*

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# Take a Chance 4

48 *Adverbs Level 2*

**Goal:** to correctly use adverbs

**Players:** 2 or more players or teams

**Overview:** Players earn points by selecting the adverb that makes the most sense in a sentence.

**Materials:**
- **Take a Chance 4** game board front (page 169)
- **Take a Chance 4** game board back (page 170)
- a pencil and paper for scorekeeping

**Game Play:**
- Put a copy of the front of the game board where all the players can see it. The instructor keeps the back of the game board where players can't see it.
- This game is played much like *Jeopardy*. Each player, in turn, does the following:
  - ✔ The player chooses a category and a point value. (A player might say, "I'll take *Sporting Life* for 30 points.") Players can choose items in any order they wish as long as an item has not already been completed.
  - ✔ The instructor reads the corresponding item from the back of the game board.
  - ✔ If the player chooses the appropriate adverb to complete the sentence, he earns the number of points the item is worth. The player then draws an X over the item on the board. It is out of play for the rest of the game and his turn is over.
  - ✔ If a player provides an unacceptable adjective, the next player, before taking her regular turn, has a chance to name an acceptable adjective and earn the points.
- The game is over when all the items on the board have been attempted. The player with the most points wins.


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| Have a Bite | 10 | 20 | 30 | 40 |
|---|---|---|---|---|
| Hobbies | 10 | 20 | 30 | 40 |
| Sporting Life | 10 | 20 | 30 | 40 |
| In the Classroom | 10 | 20 | 30 | 40 |


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## In the Classroom

**10**

I try to do my assignments (carefully / carelessly). *carefully*

**20**

Our teacher (rarely / usually) lets us talk during class. *rarely*

**30**

The clock in our room is (above / below) the chalkboard. *above*

**40**

Someone (politely / rudely) cut in line at lunch. *rudely*

## Sporting Life

**10**

It was a perfect day for the game as the sun shined (brightly / dimly). *brightly*

**20**

The team walked off the field (cheerfully / sadly) after losing. *sadly*

**30**

She ran (gracefully / clumsily) and won the race. *gracefully*

**40**

The football player (gently/ roughly) tackled the runner. *roughly*

## Hobbies

**10**

I (eagerly / uncertainly) went to my first karate class. *Answers will vary.*

**20**

He won a prize for playing the piano (wonderfully / terribly). *wonderfully*

**30**

He (cheerfully / angrily) shared his stamp collection with anyone who wanted to see it. *cheerfully*

**40**

She (proudly / ashamedly) showed the painting she had finished. *proudly*

## Have a Bite

**10**

I felt (hungry / full) after the huge meal. *full*

**20**

I (gladly / nervously) took the first bite of chocolate cake. *gladly*

**30**

Although he had never tried raw fish, he (bravely/ timidly) took a bite. *Answers will vary.*

**40**

She filled my plate (abundantly / lightly) with mounds of food. *abundantly*

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# Ice-Cream Squares

49 *Negatives Level 1*

**Goal:** to correctly use negatives in sentences

**Players:** 2 players

**Overview:** Players draw lines to "capture" negative words and use them in sentences.

**Materials:**
- **Ice-Cream Squares Game Items** sheet (page 172)
- **Ice-Cream Squares** game board (page 173)
- pencil or crayon for each player

**Game Play:**

- This game is played exactly like the traditional game of *Dots*. A player's turn consists of connecting two adjacent ice cream treats with a straight line. Players continue alternating turns until a box is created around a word. If a player encloses the box on her turn, she does the following:
  - ✔ The instructor randomly chooses an item from the corresponding column on the **Game Items** sheet. For example, if the player enclosed the word *not,* the instructor reads an item from the *not* column.
  - ✔ The player repeats the sentence, inserting the negative word in the appropriate place for the sentence to make sense.
  - ✔ If the player successfully completes the task, she writes her initials in the box, and her turn ends.
  - ✔ If the player does not successfully complete the task, the other player has a chance to "steal" the box by saying the sentence correctly. If neither player can say the sentence correctly, the box belongs to no one and play continues.
- When the last box has been claimed, players count the number of boxes that contain their initials. The player who "owns" the greatest number of boxes is the winner.


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# Ice-Cream Squares Game Items

49 Negatives Level 1

## not

- ❑ My hands are clean.
- ❑ There are enough cookies.
- ❑ The computer is working.
- ❑ An ostrich can fly.
- ❑ Their team is winning.
- ❑ Your picture is good.
- ❑ Everyone should line up.
- ❑ Recess is over.
- ❑ We could find the store.
- ❑ The map is very clear.
- ❑ She does play soccer.
- ❑ The movie was good.
- ❑ I will learn to play the guitar.
- ❑ We are having candy for lunch.
- ❑ I do have a big dog.
- ❑ The park is open after dark.
- ❑ My dad will ride the roller coaster.
- ❑ You can use markers.
- ❑ I am ready to go camping.
- ❑ Our street is quiet.
- ❑ He can hit the ball far.

## never

- ❑ Our family watches TV.
- ❑ We take the bus to school.
- ❑ I eat mashed potatoes.
- ❑ My dad works on the car.
- ❑ Our teacher yells at us.
- ❑ That man smiles.
- ❑ Our parrot talks.
- ❑ He is mean to us.
- ❑ We watch movies at home.
- ❑ We talk loudly in the library.
- ❑ Our class goes to lunch first.
- ❑ We drink soda with dinner.
- ❑ I have flown a plane.
- ❑ I ride my bicycle on the sidewalk.
- ❑ My pencil is sharp.
- ❑ She listens to the radio in the car.
- ❑ People sleep standing up.
- ❑ Elephants are afraid of mice.
- ❑ You should play with fire.
- ❑ Sugar is good for your teeth.
- ❑ It is quiet in our neighborhood.


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# Ice-Cream Squares



not never not never



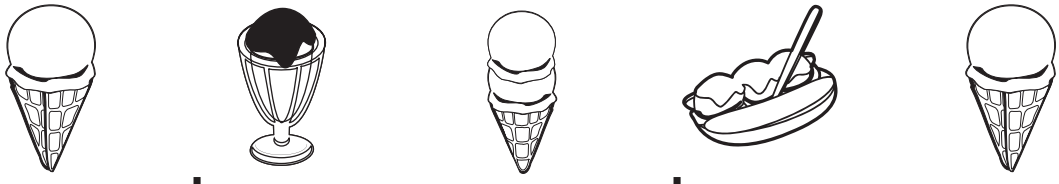
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not never not never



never not never not



not never not never



never not never not




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# Fill the Card

50 *Negatives Level 2*

**Goal:** to create sentences using negatives

**Players:** 1-2

**Overview:** Players try to fill their game cards by creating sentences using negatives.

**Materials:**
- **Fill the Card Game Cards** sheet (page 175)
- a copy of the **Fill the Card** game board (page 176) for each player
- die

**Game Play:**
- Cut apart the game cards, shuffle them, and place them in a facedown pile on the table.
- Each player, in turn, does the following:
  - ✔ The player rolls the die, draws a card, and places it on an open space in the row on the game board that matches the die roll. (See **Rolling a 6** below for what to do in that case.)
    - — If a player rolls a number for which there is no open space on the board, his turn is over. For example, if he rolls a 3, but he has already filled both of the spaces in the *3* row, his turn ends.
  - ✔ The player creates a sentence that contains both the negative word listed on the row and the phrase on the card he drew.
  - ✔ If the player does not successfully complete the task, the card is returned to the bottom of the pile, and his turn is over.
  - ✔ If the player successfully completes the task, his card stays on the board, and his turn is over.
- The first player to fill all the spaces on his card is the winner.
- **Rolling a 6:**
  - ✔ If a player rolls a 6, he rolls the die again and follows the direction on the bottom of the game board. If he rolls a 1-4, he draws a card and plays it anywhere on the game board. If he rolls a 5, he must take a game card off the board and return it to the bottom of the deck. If he rolls a 6, he draws 2 cards and plays them anywhere on the game board. He must, of course, provide acceptable sentences for both in order for them to stay on his board.

- **Optional Play:**
  - ✔ A blank version of the game board is included on page 177. Customize this board to fit your instructional needs. Encourage students to brainstorm new items for game cards and introduce different negatives to the game, such as *not, isn't, shouldn't,* etc.


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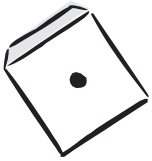
# Fill the Card Game Cards

50 Negatives Level 2

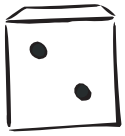
| | | |
|---|---|---|
| eat a big lunch | cross the street alone | take a long trip |
| walk to school | ride a skateboard | jump rope |
| listen to a CD | work on the computer | play video games |
| play the clarinet | see a show | stay overnight |
| get lost | wear shorts | buy groceries |
| turn off the lights | write a letter | sweep the sidewalk |
| paint a picture | study for a test | read the newspaper |
| play with a doll | learn to sew | eat French fries |
| lose my key | play in the rain | wash the car |
| stay after school | lose at chess | make a basket |


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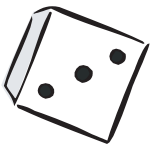
# Fill the Card



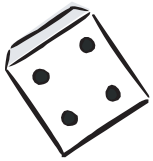
**never**



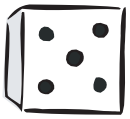
**can't**



**don't**



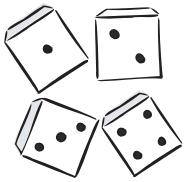
**couldn't**



**won't**



**Roll Again**



**Play 1 card on any space**



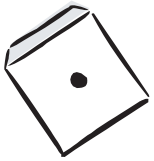
**Take off 1 card**

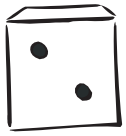


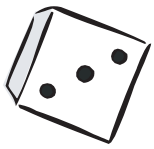
**Play 2 cards on any space**

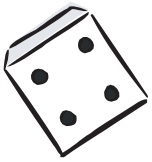

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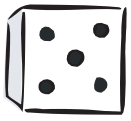
# Fill the Card





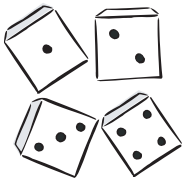








**Roll Again**



**Play 1 card on any space**



**Take off 1 card**



**Play 2 cards on any space**


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