Games Motivate Learning

Making & Playing Educational Games

Ideas for efficient and effective review



Faith Builders Teachers Week 2017

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Basics about games and review

I. Why make your own games?
   a. often cheaper
   b. can be aligned exactly to your curriculum

II. Using Games in the classroom:
   a. can be used in individual or conventional classrooms (some types of games work better for individuals than others)
   b. part of your instructional time
   c. supplemental group practice or review
   d. individual seat work

III. Tricks
   a. photo copy onto cardstock
   b. laminate for durability (or contact)
   c. laminate the whole sheet and then cut out small pieces
   d. let students do coloring or cutting
   e. use premade shapes, etc.
   f. work on it over the summer – a few new games each year, use "spare" moments

IV. General Guidelines
   a. Avoid games that highlight a particular student's weakness
   b. It is okay to make adjustment for exceptional learners
   c. Add varying unpredictable points so winning a game isn't all about the one who knows the most. Giving various points lessens the stress between smart students and exceptional learners and lessens your stress about making fair teams.
   d. Goal is to have the most people involved in giving answers or at least prepared to give an answer
   e. Goal is to see if a student knows the answer not just if they can write it fastest
   f. Read question then call number so all students must listen to question
   g. In math games (and others as applicable) stress that their 1st answer counts. They don't get a second chance until the other student gives their first answer.

V. Competitive Review Games
   a. Pros
   b. Cons

VI. Effective Review Methods (wanda see Anna's handout for teaching this section & teach like a champ.)
   a. chants/recitations/songs
   b. cold calls
   c. Call and response
   d. pepper
   e. everybody writes
   f. retell and summarize with speaking and writing
   g. use a variety of review tools that both engage students and provide individual accountability for learning
   h. begin class with short reviews, end class with longer reviews

VII. Miscellaneous ideas
   a. file folder games - uses: - class time, free time, excellent for individuals

b. Sudoku's, word searches, or word puzzles are also good mental exercises

Math Games

1. **Around the World**. This works great for review, math practice, etc. A student stands beside another student's desk and then those two students answer the teacher's question or flashcard. Whoever is first moves on to the next desk and the one who lost sits in the desk. The goal is to get back to your own desk.
   Variation: also called Dogs in a Doghouse (student's desks are called doghouses – other student is out in the cold seeking a home; first to give answer stays in doghouse)
   - Around the world can also be done with skip counting. Each student stands in a circle and the teacher says a number. The students go around once and say the next factor. They have 3 seconds to it or they must sit in their seat.

2. **Stay at Home** (opposite of Around the World; reason- the ones who don't know it are the ones who need the practice – beware of academic weaknesses that cause a person to always be the one standing – remedy – start far from this person) Goal is to stay in your seat. A student stands beside another student's desk and then those two students answer the teacher's question or flashcard. Whoever answers first stays at that desk and the one who lost goes onto the next desk.

3. **Circle Drill**: students line up single file in front of the teacher. Teacher has a pack of phonics or math flashcards. As the students say the correct answer, they get the card, and file around to the back of the line. If the answer is incorrect, they do not get the card, but still circle to the back of the line. Students try to see how many cards they can get until the pack is all.

4. **Beach ball** with basic math facts. Students make a circle. Teacher starts by saying one math fact. Whoever answers it first is tossed the ball, wherever their right thumb is they read the problem other students call out answer. To keep all students involved put a limit on number of times they may answer verbally (after that they should answer in their heads – to keep them involved but also involve those who aren't as fast.

5. **"Under-the-Door"** (For lack of a better name) This was done with 1st & 2nd graders. Line up two teams just inside the classroom door. One lucky student gets to go on the other side of the door with the flashcard set. (we use it in math class). When I knock on the door the person outside sends a flashcard under the door. The two students at the front of the line race. I hand it to the winner or knock for the 2nd card to break the tie.

6. "**Firecracker**" Students form a single horizontal line with a desk in the center that splits the single line into two teams. I and a student each have half of a stack of flashcards. We each start at opposite ends of the lines. When I say "go" we work our way down the line (towards the center) Whichever team reaches the center first gets to ring the bell in the center signaling that they've scored that point. We then rotate one person so that each team has a new person in the center and begin another round.

7. **Row Relay**: Students stand in their desk isles. Teacher flashes all students in the front row and student to say the answer correctly first gets to go to the back of their line. If there was a tie sometimes I would send 2 or 3 students to the back of their line. Students can keep track of how many times they go around.

8. **Team Relay**: Divide students into 2 teams. Teams stand in 2 lines facing teacher. Teacher shows front students a flashcard. The winner of the fact gets the flashcard to hold until the end when each team counts up their points. Both students go to the back of their line. I've also done it where the winner puts a tally on the chalkboard and they can see the scores throughout the game. This game works best with an odd number of students...then they aren't always competing against the same person. (Or occasionally ask a student to stay at the front of the line so there competitor changes.

9. **Gotcha Team:** students line up in 2 teams single file, facing you. The first 2 students in each row try to beat each other. Teacher flashes cards. The incorrect student goes to the correct student`s team in the back of the line. The goal is to get everyone on your team, so your team will win. Students will be constantly switching teams.

10. **Beat Your Own Record**: Students are partnered to practice flashcards. Students are given one minute to say as many answers as possible. Count flashcards and record number on graph. Students work to improve their personal scores. Recognition is given of improved scores rather than focusing on the students who got the most. Also consider changing partners frequently as some people struggle to flip flash cards quickly. (also works for sight words)

11. **Math toss**: Give each child a number within a certain range or multiples of a certain number. Place them in a circle with one person in the middle. The person in the middle calls out a number fact which can be answered by one of the circle and tosses and object in the air. The person with the answer calls out the answer and tries to catch the object before it hits the ground. If he does he my stay in the circle. If he misses, he must take the center position.

12. **Run Around Arithmetic:** Divide group into two or more teams. Have teams form circles. Give each team member a number, giving each team the same numbers. The leader gives out a number fact. The person who has that answer leaves their spot and runs around the circle. The first person to get to their spot again wins a point for their team.

Spelling Games

1. "**Spelling speed ball**" for spelling/vocab review. Students threw a dodgeball around the room and whenever the teacher called out a word, the person with the ball had to spell it. Any inaccurately thrown or dropped balls also got a person out.
2. **Spelling Baseball**: Split the class into 2 teams. One team is up and they stand in line by home base. Teacher gives word to first "batter" and they have to say/spell/say the entire word. If they make a mistake they are out. If they spell it correctly they go to 1st base. Students move around the bases and put tallies on the chalkboard when the reach home base. I started playing with only 2 outs until switching sides because I had a hard time getting students out. One negative of this game is students feel a lot more pressure: all eyes are on them to spell the whole thing right.
    i. other variation: have one person from each team spell word on board then proceed to base. I had one team start at "first" base and another go "backwards" starting at third base. If someone got a word wrong all their team members needed to return to their line gaining no points. If students struggle with spelling you could say just the person closest to home needs to go back to their team.
3. **Sparkle**. Students stand in circle (or just at their desks) and teacher gives the first student a spelling word. The first student says the 1st letter of the word. Consecutive students say the next letter until the word is completely spelled. The student following the one that said the last letter says "Sparkle" and the next student has to sit down. If student says the wrong letter or says sparkle at the wrong time, they are out and have to sit down. Continue until you have 1 student still standing. The purpose of the "Sparkle" part is to get students out faster, because every round at least 1 person gets out. Otherwise it could possibly go on forever. I also have the rule that I will not repeat the spelling word again...they have to be paying attention. Sometimes if a word is long and it comes around a 2nd time, student had zoned about because they thought they weren't going to have to say a letter for that word again.

    Example: Teachers gives word: "pizza". Students spell: P-I-Z-Z-A-Sparkle. Provided that everyone says their letter correctly, the 7th student will have to sit down.

    i. variation: **Spell-down circle** – skip saying sparkle (because that student just sits there not participating) the way to go down is to say an incorrect letter. Once down the way to get back in the game is to correct someone who spelled it wrong before the next person in the circle corrects them.
    ii. variation: make two circles and teams race to complete the word, raising their hand when done then their team gets a point.
4. **Chalkboard Relay**: Divide students into 3-5 teams. One student from each team stands facing the chalkboard with chalk ready to spell. I say the spelling word. The students at the chalkboard repeat the word once altogether (to be sure they all know what it is). When teacher says "GO" students may begin writing. When finished they put chalk in chalkboard tray and spin around. First person to have chalk in the tray and the word spelled correctly get a point for their team. Students keep a tally of their team's scores on the chalkboard. I used their chalk in the tray as the deciding point for who was finished first. I also had the privilege to say that their letters were illegible. (optional – correctly spelled words get a point, first one done gets 2 pts. or more)
    i. Variation – groups of 2 (partners) one spells – the other may help by pointing to an error but no talking and they may not spell it. Switch people for words. Points are

given for accuracy without assistance (2, 3, or 5 pts. – you decide), with assistance – fewer points. I like to give points for accuracy too.

ii. **letter-by-letter:** students in groups at chalkboard. Teacher gives word and they need to alternate each person writing a letter. Student may correct another student's error as their turn instead of writing the next letter. First group to spell word correctly gets a point.

5. Class spells words together adding hand motions or verbal sounds for vowels – a, e, i, o, u

6. **Spell-O** (Similar to Bingo game – Winner calls out Spell-O when he has 5 words in line.) Have students fill in a paper of 25 blank squares by randomly copying their spelling words for the week in the spaces (one word per square). The Bee square is a "free" square. Call out the spelling words in random order. If the called word is on a student's sheet, he covers that space with a marker. (Smarties or sweet tarts work well.) The declared winner of the first game can become the caller of the second game. You could also put students into teams and award the winner 5 points for his team. It is a fun way to familiarize students with their weekly spelling words and takes a minimal amount of preparation time.

7. **Buzz**: Try this fast past game to familiarize students with new spelling words.

1.	2.	3.	4.
good	when	saw	have
when	tell	now	black
like	black	our	tell
now	good	white	now
white	have	tell	when
5.	**6.**	**7.**	**8.**
our	good	black	like
saw	tell	now	black
good	when	saw	our
like	our	white	now
white	like	have	saw

8. **Spin and Spell:** This team game motivates students to master their spelling words. Prepare a large poster board circle with 8 sections. Choose one direction for each section using the following ideas: 1-point, 2-points, 3-points, 4-points, 5- points, 10- points, spin again, lose a turn, Use an arrow cutout and a brad to create a spinner, or use a paper clip and pencil. Divide students into teams. They either follow the directions indicated or if the spinner lands on the point value, he is given a word to spell. When a word is given, the player must write the word on the chalkboard as the other children write it on individual papers or chalkboards. If he spells the word correctly, his team is awarded the specified number of points: If the word is spelled incorrectly, no points are awarded. Play continues until each child has taken a turn. Reward the team scoring the most points, by allowing each member to "pass" on one word during the weekly spelling test.

9. **Four Corners**: Have 4 students each to 1 corner of the room. Say spelling word. First student to say 1st letter may spell entire word. If he spells word correctly, he moves to next corner. First student to return to original corner is winner. Have students at seats write each word on paper.

10. **A Spelling Puzzle:** Students piece together their weekly spelling words by completing this activity. You will need a large-sized paper plate. Write the weekly spelling words on the

front of the plate including a mystery word. Number each word; then cut the plate into puzzle pieces. Store the puzzle pieces in a zip-lock bag. A student assembles the puzzle then he copies the words on his paper in numerical order. He then identifies the mystery word (on his paper) by circling it before checking his list against a provided answer key.

11. **Word List Recording:** Students quickly tune-in to this fun listening exercise! In advance prepare a recording of your spelling word list. To do this, say a spelling word twice, pause approx. 10 seconds, and spell the word. Continue in this manner until each word has been called and spelled. Have students listen to the tape, write the words on their papers, and immediately check their spellings by listening to the tape. Hand in papers to the teacher.
12. **Sporty Spelling:** Foam balls provide a sporty twist to this spelling game. Divide students into two teams. Alternating between the teams, toss a foam ball to a team member. A team scores 1 point if a member catches the ball and another point if the member can correctly spell the spelling word you call. Present a paper pennant to the each member of winning team.
13. **Spelling Bee:** "Bee-dazzle" younger students with this spelling game. Prepare a set of cards with the weekly spelling words. Seat children in a circle. Select one student to be the Spelling Bee. Have the Spelling Bee choose a word card and say the spelling word on the card as the "stinger" word. Then the seated children chant-"Spelling Bee, Spelling Bee, buzzing on a spelling spree. Ha, ha! Hee, Hee! You can't sting me!" During this time the Bee moves around the circle. When the word "me" is called the Bee quickly taps the student nearest him on the shoulder. The student who has been "stung" must orally spell the "stinger" word. If the student correctly spells the word, he trades places with the Spelling Bee. If the student misspells the word, the Spelling Bee takes another round.
14. **Class Spelling Story:** Involve the whole hive in this cooperative learning activity. Together brainstorm a story containing one or more spelling words in each sentence. As the story unfolds write the sentences on an overhead transparency or the board. When the story is completed, pair students and assign each pair one sentence from the story. Working together, each student pair must copy and illustrate its assigned sentence on provided paper. Collect and staple the completed story. Add a cover. Place the book on your room's library shelf.
15. **Y-U-M-M-Y Spelling!:** Students will want to practice their spelling words with this sensational activity. Place a sheet of waxed paper on top of each student's desk. Place a dollop of flavored pudding onto the waxed paper. With their fingers, the students spread out the pudding. The teacher calls out a word, and the student uses his finger to spell the word in the pudding. The teacher spells the word and the student checks the word. Then the student smoothes out the pudding and listens for the next word until the list is completed. Clean-up time is no problem as you hand out spoons to the students. Variations: Use finger paint, shaving cream, whipped topping, jello powder etc.
16. **Howdy, Partner!** Assign each a spelling partner for the grading period. Have spelling partners meet each day for five to ten minutes to practice spelling their weekly words. Use an auditory signal to indicate when "partner spelling" begins and ends. Encourage students to use different methods during the week. Just a taste of partner spelling will have your students stuck on studying.

    - **study in pairs** – one student says word, other writes on whiteboard (individual white boards if you have) (to add competition set a timer and see which group gets the most correct) Then switch the speaker and the writer.

17. **Tap the Ruler:** This auditory review is sure to spice up spelling practice before taking the test. The teacher begins by saying a word from the spelling list. Taking a ruler, she taps the ruler on the desk with one tap for each letter of the word. Before she has the word completely tapped, she stops. Meanwhile the students have been silently spelling the word to themselves

as they listened to the taps. At this point the students may raise their hands. The "tapper" calls on a student to finish spelling the word. If he spelled it correctly, he may be the next "tapper."

18. **Squirt Bottle Spelling:** A squirt of spelling here and there adds up to a refreshing warm weather activity. Fill 2 or 3 squirt bottles (large bottles with very small holes) with water and venture outdoors with your students. You may want to take an extra pail of water along. Put students into groups. As the teacher gives the word, have students take turns forming the letters of each spelling word by squirting water on an area of dry pavement. For a fun winter-time spelling activity, mix a few drops of food coloring into the water to squirt on the snow.
19. **Fast-Track Spellers:** Prepare a spelling race track with sections to get to Pizza Hut first. (Other motivational places could be used.) Divide students into two teams. This works well in multi-grade classrooms because you can team up by grade levels. Prepare a car for each team. The race begins when the teacher gives the first word to team one. If the word is spelled correctly, the car moves one section. Now she moves to the next team and gives a word. If the student misses spelling a word correctly, the car doesn't move. Keep alternating between the two teams until the list is done. Reward the racers, those who won and those who tried to win, with breadsticks or mini pizzas.
20. **Deaf Spelling:** Students are intrigued by secret codes. Here is one that will be educational in more ways than one. You can teach them sign language for the deaf and spelling words at the same time. Give them a copy of the alphabet in sign language for the deaf. Have them go through the spelling list as partners signing the letters in the words to each other.
21. **Scrapple – with cheezit crackers that have letters on them** ☺ Divide students into partner groups and give each group a pile of crackers to organize. Teachers calls out a spelling word. Students say it orally and begin to spell it with their crackers. When finished they raise their hand. First group done gets points or all groups that get it correct in a limited time get points, first ones get bonus points.

Language Games

1. **Around the world with grammar**. Each student stands in a circle and the teacher says "verb". The students go around once and say a verb. They have 3 seconds to say one or they sit. If they repeat one already said they also sit.
2. **Kaboom**: Make your game pieces – long narrow strips of heavier paper – with the skills you want to work on. For example, for the four types of sentences, write sentences of each type, one per slip, but without the punctuation. Also make six or eight strips with "KABOOM!!!!" written on them. Put them all into a container – a coffee can decorated with KABOOM. To play the game divide your class into groups. One student comes up and picks a paper. They read the sentence aloud and decide (give a few seconds) which type of sentence it is. If correct, they keep it, if incorrect it goes back into the container. Alternate teams. The ideas is for the groups to collect as many strips as they can. The catch is that if someone picks a KABOOM strip, the entire row/team gives up their accumulated strips.
3. **Language bee**: Line students up in 2 teams as you would for a spelling bee. Call out word to be identified or part of speech to be defined or used in a sentence, etc. If student answers incorrectly, he returns to his seat. (Or do opposite – correct sits, incorrect is still in game)
4. **Zero-Zero Contest**: Divide class into teams. Object is to earn no points. Ask students to identify part of speech/complement/type of pronoun, etc. Adapt questions as needed. Alternate between teams. Incorrect answers earn points, lowest score wins.
5. **Relays**: Most effective with ckbd review. split class into teams. Have students remain in seats. First student of each team goes to ckbd, follows directions, returns to his seat. Second student on team may not go until first person has returned, passing ckbd eraser often aids in this. If student doesn't know an answer, he must go to ckbd and draw a line. Next student would answer the same question. Examples:
    a. Construct a pronoun chart for each team. Each person writes one pronoun. Team whose chart is completed first wins.
    b. Write sentences to be diagramed. First student draws frame and diagram for one word, next student another word etc. If student makes an error the next student may correct his mistake as his turn. First team finished with correct diagram wins.
    c. Write various words on ckbd. Have students write part of speech for each word. Variation: write sentences on ckbd. have students write part of speech above each word in sentences.
6. **Flashcard reviews**: Write one or two words on each card that will be clues to the correct response. For example, when students see "action" they would automatically respond "verb" etc. They may respond in groups, rows, individuals, or as a class.
7. **Dictated reviews**: Call out short clues, ask questions, or give direction; have students respond. Examples
    a. **clues** – describes a verb – adverb; "We went to the store" went - verb
    b. **question** – punctuation do we put between a city and state? comma
    c. **direction** – give the questions an adjective answers – which one? What kind? How many? How much? Whose?
8. **Physical response review:** Have a drill with only two possible responses. Give direction for the response of each option – stand/sit, hold up left hand/right hand, hold up blue/red paper etc.
    - **example:** Stand if the word I say is a noun, stay seated if it is a pronoun

9. **Sentence Scramble:** students take out paper & put a heading on it – divide the class into groups and give each group a different type of word (examples: a name, a date, a verb, a place, an adjective etc) Chose types you have learned or are studying. Have each student write an example of his groups type of word on the paper. Give a few seconds to think then pass their papers to the person behind them. Each person writes a different word for their category on the paper. Keep exchanging papers until they return to the original person. This person must then make a sentence with the words given – other words may be added. Read some aloud to the class. (Example: Sara, Tuesday, ran, home, blue – sentence: On Tuesday, Sara ran home in her blue sweater.)
10. **I Challenge:** Especially useful for synonyms and antonyms. Divide students into 2 teams. Take out a piece of paper. Each person writes 3 pairs of antonyms/synonyms/homonyms etc. and three people they would like to challenge on the other team. Give a short time to prepare. Then call on a student. He will say "I challenge Joe to give a synonym for *fast"* (one of the pairs on his page and a name he has chosen). Joe must give a synonym within 5 seconds to receive a point for his team. If not, the student must give his synonym from his page. If any of the other students had Joe or the word *fast* on their list they must delete it and add a different name or word. IF Joe fails to answer the other team gets the point. Whether he gets the point or not, Joe is the next one to challenge a member of the opposing team. Writing things down ahead of time eliminates time between turns. Each student must know the answer h is challenging someone to give or his team is penalized by losing a point.
11. **Act out verbs or prepositional phrases.**

Phonics:

1. "**Flash-light game**" this one my co-teacher (2nd grade) invented on a dreary day since she hates dreary, dark, depressing days. When the sky is dark I can pull the curtains and turn the lights out and achieve a pretty dark classroom. Teachers with rooms in a basement would have more success with this. Put a bunch of phonics sounds up on the board in a very random order. I call two students to stand in line with the first row of desks and give them each a small flash-light. I then give them a sound and they have to find it written on the board with their flashlight beam. When they've find it they say "Got it!"
2. **Sound-a-like search:** hide objects in the room that begin with a certain sound. Tell the children what sound to look for. See how many objects they can find.

Review games that work for various subjects

1. **Toss the Ball**: use a lightweight ball or animal. Ask a question and toss the ball to a student (asking question before tossing "makes" all students listen since they don't know who will be selected to answer). For a quick review when they catch it they say the answer and if wrong toss it back to the teacher and when the teacher catches the object any student may call out the correct answer. For a more competitive review divide class into teams or play student against teacher and give points for correct answers and subtract points for missed catches (if teacher threw correctly).
2. **Quick Contest Ideas:** (1) boys answer first question, girls next; (2) first person in each row stands to **answer** 1st question, 2nd person next… (3) several students write answers to 2 or 3 questions at ckbd; then several more students come to ckbd. etc.
3. **Mini-quizzes:** a quick/efficient way to review is by giving a mini-quiz. No grade is taken. Have students number scrap papers. Quickly ask 2-3 questions then Call on **individuals** to give answers. Ask how many got correct answers. Keep quiz fast-paced and ask 3-4 sets of questions. (could be made competitive by giving points for correct answers) Mini-sheets are quartered pieces of scrap paper that students have handy to pull out quickly for various written work – math review, language diagraming etc.
4. **Beat the clock:** Divide class into 2 teams. Let each student answer one question as quickly as possible. Encourage students to answer in their heads if it is not their turn to **answer** aloud. Set timer and see how many questions one team can answer in given time. Repeat with other team. Consider giving students option to pass on a question so all of time isn't lost in silence. If it seems students are using it as an escape consider deducting a point for each question missed. Variation: Time the class to see how long it takes to go around the room and each answer a question. Record time. Make it a class goal to beat the record each time the game is played. (Make sure a student's weakness is not highlighted shaming them).
5. **That's My Number. A**ssign seat numbers to all rows (first person in each row is number 1 etc.) Call out a definition/question (I like to have students write answer on scrap paper to involve everyone). Then I call out a number and all students with that number are on the "hot seat" if they had it correct they get a point. (Sometimes when I call a number they raise their hand and I call on who I saw first and only they get the point, however, it is usually hard to decide who was first so I normally don't do this). At the end of the game each team adds up their points to find the winners.
6. **ZAP** or **KABOOM or BONK** – have points written on paper (may include negative points) and the word ZAP or KABOOM. Divide students into 2 teams. May either ask **questions** alternating between teams or one person from each team. If question is answered correctly student pulls a paper and records points accordingly. If a ZAP/KABOOM/BONK is drawn the team loses all their points.
7. **2 row review:** Students form 2 lines. Front person in each line comkpetes against the other student to indicate the answer. This can be done with flashcards, pointing to a **place** on a map, or writing an answer on the chalkboard. After student has a turn, student goes to the back of the row.

   variations:

   ii. timed: whole group works together to see how many flashcards thcan be achieved in a minute. Record number and work together to beat their record the next day.

   iii. to encourage more student participation, make more rows.

8. **Cross the Pond**: Divide students into 2 teams. Teams stand in 2 lines, facing each other with a "pond" in the middle. S=Student, 0=Pond

   SSSSSSS 0 SSSSSSSS , The two purple students are up and teacher gives them a flashcard. Student who gets answer first reaches out and "pulls' the other student onto their team. The team with the most people at the end of the game wins or once students are all on the same side of the pond, the game is over.

9. **Baseball**: Mark places to represent 1, 2, 3, and home base. Divide students into two teams. Decide on number of outs. One team stands in a single file line at home base. Ask a question to the first person if they get it correct they proceed to first base. If they get it incorrect you may either call it out or make the other team answer it correctly to get an out. (I call it a foul if answered incorrectly by both teams). When a player comes home from 3rd base he earns a point for his team. After 2 or 3 outs other team is up to "bat".

10. **Basketball**: Have a soft ball and hoop (a bucket, basket, or trash can works) divide class into 2 teams. Alternate questions between teams. If a student answers correctly he gets **one** point and a shot (if he shoots the ball into the basket he gets additional points for the team) I sometimes put tape on the floor for 5 pt., 3 pt. and 1 pt. shots)

11. **Bees**: Divide class into 2 teams; have teams stand on opposite sides of room. Alternate questions between teams. If a student answers correctly, he goes to the end of his line/is eligible for another question. If a student answers incorrectly, he must sit down/listen. Team with most people standing at end of a short review time wins. (Or do vice versa – when answered correctly may sit down and goal is to have few people standing. This gives practice to who really need it, but beware if it highlighting a struggling student).

12. **Circle game**: have students form two circles facing each other. Each person on the inner circle shows flashcards to one person in the outer circle. Students in outer circle **rotate** when given signal. Students in outer circle eventually switch with the students in the inner circle. (make competitive by giving points for correct answers)

13. **Charades**: give each group (smaller groups involve more people) a flashcard. Groups decide how to act out word. Have each group act out word while other students **guess**. Teacher should take opportunity to have students define word and say together.

14. **Runs and Outs:** divide class into 2 teams – Runs & Outs. Have 1st member of each team stand; ask a question. If team member from Runs team answers first correctly, he earns **one** point for his team. If team member from Outs answers first correctly, Runs team has one out. Continue play until Runs team has 3 outs. Continue play until Runs team has 3 outs. Then switch team names/allow former outs team a chance to earn runs. Team with most runs at end of a designated time wins.

15. **Side against Side:** divide class into 2 teams. Separate into teams (either by lines or sitting in desks etc.) Call out a question to one team. If first team misses the question, **ask** other team until someone answers correctly (it does not matter which team gives correct answer; play continues with team that was *not* given original question. Team that answers question correctly receives one point.

16. **Race to the board** – divide students into teams and each student gets a number (if I have four rows I make four teams) Students in seat one are 1, seat 2 are 2 etc., they need to be seated the same distance from the board) I read a question then say a number and if they know the answer they race to the board. Also works for spelling

17. **Student Vs**. **Teacher**: Students are all on one team. Every incorrectly answered question gives the teacher a point. Correctly answered questions earn points for the students.

18. **Stump the Teacher**: Challenge students to stump the teacher with a question from the assignment.

19. **Stump the Experts**. Works well to review a history or science unit. Each student needs a small whiteboard (laminated pieces of paper work too) and a dry-erase marker. I begin by asking a question, and all the students write the answer on their boards and hold them up when I give a signal. I choose four or five people with correct answers to sit in the "expert" chairs at the front of the room. From then on when I ask questions, I ask the "experts" to show me their answers first (though everyone else also writes). If any of them have an incorrect answer, I ask the rest of the class to show me their boards. Then I choose someone with a correct answer to take the place of the "expert" who answered incorrectly. The students try to hold their expert status as long as possible.

20. **Bluff** (also works for math) Number of teams: 2
    Materials needed: 1) a list of questions 2) student names on note cards or , popsicle sticks
    Directions: Ask the question to the entire team (make sure there is no talking).Students have the option to stand or sit. The teacher will count the number of students standing and announce the number. Teacher randomly calls on a student who is standing to answer the question using the name cards. If the student answers correctly, the team will be awarded points for every team member standing. **Students may "bluff" by standing even if they do not know the answer to score points for their team. If the student answers incorrectly, the question will be posed to the other team. Optional: Incorrect answer results in deducting points according to # of people from the team that are standing.

    Benefits: This game can be quite fun and allows you to involve the entire class. Each student must be listening closely to each question to try to score points. This also encourages students who are unsure of themselves to take risks and try to answer questions they might not volunteer to answer alone.

    Challenges: Some students may be so discouraged by the questions that they won't stand up at all. Other students may get angry at the students who are sitting down all of the time or even angrier when they "bluff."

21. **Train**: (works best for evenly distributed rows/players) start with first person in each row being the engine. Last person in each row is the caboose. Ask a question for people in the first seat of each row to answer. They should either write answer on paper or white board. Teacher calls on a student for answer. If anyone in the "hot" seat missed the answer he must take the caboose position, everyone else moves up one desk. Each team's goal is to keep their seat and not change positions at all. You will need to decide if the seat is the number or the person is the number. (Example: second question goes to 2nd seat in each row but if one row needed to move is this question for the person in that seat at that time or the person who was there at the beginning of the game)

22. Penny game: Need enough bags of pennies for each group and each member to have at least 10 pennies. Divide students into groups of 2-4. All students have a paper to write on. Teacher asks question and all students must write answer (must have at least 3 letters written) when teacher calls on a student to give answer. All students with correct answer take a penny from the pile (or can do backwards – start with 10 and get rid of when correct.) Goal is to have the most pennies at end of review (or least if going backwards). Sometimes I change groups in the middle of review by calling a penny count & all with 10 to stand or find out who has the most. Try to put similarly skilled students in one group so competition is fair.

23. **Bonus**: Have ready a bag filled with slips of papers with point values or "Bonus" written on them. Divide class into 2 teams (or more). Alternate questions between teams or have first person from each team answer question by writing on board. If a student answers correctly,

have him reach into the bag, pull out slip of paper, write his points under his team's name/number. If a student pulls out a "bonus" slip, his team receives 50 points. Team with most points wins.

24. **Reverse Order**: Write the answers to a quiz (or study guide) on the board and have the children make up questions that would fit the answer
25. **Slap Happy - Hands Down** (or grab an object): Use the slap game piece, split class into groups of four or less. Each team has one person in each group. Have on group come to desk with slap game piece. All hands must be behind back. Teachers reads question and says "go". First student to have hand down tries to answer question correctly. I usually have each group answer 2-3 questions before returning to their seats and another group coming up. Points are given for correct answers. Be aware of unfair groups and switch groups as needed.
26. **Korean Tic-tac-toe:** Draw an extended enclosed tic-tac-toe board. Fill in several free bees. Divide students into two teams – X and O's. Ask questions alternating teams when answered correctly student may place a mark on board. They need to get 5 in a row for a point and can only get two from one freebee.
27. **Playing piece game** – see game board; need playing piece for each player and a nice for each game. I have several games going often with two people at a board so more students are engage. I ask questions – they need to have answer in head, teacher calls on one student for answer whoever had it correct goes. Next question is for the other team member. Switching players for each question.
28. **Break the Chain**. On ckbd, draw two 15-link chains for each team. Divide class into two teams – Iron and Steel. Alternate questions between teams. If a student answers correctly, play moves to next team. However, if a student on the Iron team answers incorrectly, but next player on Steel team can answer correctly, the Steel team's player can erase any one link from Iron team's chain (and vice versa). Team with most links remaining at the end of designated time wins.
29. **Dot to Dot/Star to Star**. Draw dots/stars on ckbd. Divide class into two teams. Alternate questions between teams. IF a student answers correctly, he may draw a line connecting two of the dots on ckbd. When a box is formed, the student adding final stroke may put his team's initial in box. Team with most boxes at end of review time wins.
30. **Jellybean Draw**: fill a small jar with jellybeans of different colors/ decide which will be "bonus" color. Divide class into 2 teams/choose a scorekeeper for each team. Alternate questions between teams. IF a student answers correctly, have him pull out a jellybean without looking. If he pulls out the "bonus" color, his team receives 20 points. All other colors are worth 10 points. Students may eat jelly beans.
31. **Popcorn**: Divide class into small groups. Make a statement for one group. If statement is correct, students in that group should remain seated. If statement is false, they should pop up quickly. Ask one student to tell why the statement was false/how it could be made true. Continue with another group. (Could be made a competitive game)
32. **human tic-tac-toe** – with large piece of fabric that has strips sewn to make a tic-tac-toe board. One team is X and one team is O. Ask questions to alternating teams if person gets it correct they may choose a spot to stand. When one team wins they get a point on the board and the T-T-T board clears – play continues until time is up or review is complete.
33. **Four Corners**: Have 4 students each to 1 corner of the room. Say spelling word. First student to say 1st letter may spell entire word. If he spells word correctly, he moves to next corner. First student to return to original corner is winner. Have students at seats write each word on paper.

34. Flashcard Baseball

2

3. student`s 1

line

Home

Teacher

Teacher has a soft cloth ball or sponge ball… one suitable to throw in the room, and stands at the teacher spot with a pack of flashcards. The game set up should resemble a baseball diamond. One student is on each base except home base.(I use chairs or a book to stand on for the bases.) They should be capable of catching the ball. The rest of the students line up single file in the center of the field. The first student steps up to home plate and needs to say the correct answer until the teacher silently counts to 10. An incorrect answer or no answer in time limit is "out" and they go to the back of the line. At the count of 10, teacher throws the ball to the 1st baseman. The student needs to beat the ball to the base or they are "out". At the next student`s correct answer, the teacher throws the ball to the 2nd baseman, and then the 3rd baseman for the 3rd player`s answer. Teacher may get students "out" at home base. Rules are similar to baseball, but I varied them, and kept them very simple for 1st grade. With a large group of students, you could have 2 teams. This game needs a large area. I sometimes move desks for space, or play it outside. Adjust rules / procedures to your grade level.

History

1. **Jeopardy**: A favorite review game in middle school for history (and sometimes grammar class) is jeopardy. I used http://www.superteachertools.us/jeopardyx/ . There may be other programs out there as well. When I used it, I downloaded a program/app that could be used offline (although the questions/answers initially need to be entered in online I think). Time limits could be adjusted, and it also automatically kept a running tally of the scores, so that always made for tough competition. For Mimio interactive projectors/software, there are templates available as well.

Recess Games

Guidelines:

- physical exercise increases the ability to learn
- set expectations at the beginning of the year then practice, practice, practice them.
- take time at the beginning of the year to go over rules even though some students may know them – it puts everyone on the same page and may lessen arguments
- get as many students moving as much as possible – get students outside as much as possible. It is okay for them to sweat and be cold in the winter-bundle up!
- should be stress free
- be aware of conflicts and attitudes; nip bad attitudes and complaining in the bud
- don't solve all their problems but call them to learn to play together well
- opportunity to build character in ways that may not show in the classroom - give consequences for bad attitudes or foul play

King's Base

Four bases in a "square" each in their own corner. Divide group into four teams. Team members stand on each base that is their base and they protect it trying to keep all other people off of it and trying not to get caught. Other teams can either circle the base or step on it – when a team has done this three times (all team members can be added together) they have conquered the base. The base and team moves over to the team who has conquered them. When a person is tug they join the team who tug them. When circling or tagging a base that count goes to the team you are part of at the time and does not move with you if you get caught – it stays at the base

Jug-a-lug

use nerf balls or cones – 5 on each side; have the small boundary or bases at the center just like stealing sticks – balls are the same place the rags were; to get someone caught you must be fresher; once you get to the "boundary" where the balls are you cannot get caught but when you leave there to return to your base you cannot return to be safe you must run for your base. When you get caught you freeze and a team member must come and free you. (additional option: you can pull a person from the other team across the center line and they are caught – as many people as can/want to can pull on the person.)

Prisoner's Base (variation: add points – increases reason to run)

Divide group into two teams with bases at opposite ends of playing field. Goal is to tag opponents by being fresher than them. You must come off of the base after the person you are trying to capture. No jumping over or moving the prisoner line. Jumping over the line will not free the prisoners. No reaching through the line to tag the "freer." No lying down in the prisoner line. You may not free your prisoners from the opposing team's base line. Crossing the opposing team's line gives you safety until you leave it. They may chase you down. To free the prisoner line, tag the individuals or the last person in line. If you are caught, only the ones you have tagged are free. Free walk back for the freer and the freed. You must tag up (return to base) after catching or freeing someone.

Variation – play with points - players earn points by getting on other teams base and returning home without being caught; may not free a prisoner and get a point. Or say first team to capture 12 (choose #) of prisoners at one time wins.

Prisoner's Base with Balls

like prisoners base except each team has 5 balls behind their base – the goal is for one team to get all the balls. Anytime someone gets caught the team they are on must give a ball to the other team. If they are running with the ball the ball must be returned and an additional ball given.

Stealing Rags

5 rags on each "boundary" and a base for each team about 6' apart in the center. The goal is to get all the rags for your team. You must run to the opposite side to get the rags and take them to your base. Once you cross the center line coming back to your base you are safe. To tag people you must be fresher than them. When you are caught you stand around the basketball line and you must be tug by a team member. They can only free one person at a time and it must be the first person of the line. (all those who are caught make a line like prisoner's base)

Center line

pick several people to be it (5-6 for 18-20 people). Boundaries on either end where the people are safe. But you run across trying not to get caught. If you get caught you stand on the center line with your arms out. To be freed someone must come and hold your hand/arm and lead you back to the base. You can change it-ers during the game.

22-Skidoo

Appoint numerous taggers according to number of players. All other players run from end to end. If you get caught, you must stand on the center line and wait to be freed. To free someone, you must touch them and count OUT LOUD to 22. If you must run away to escape the tagger, do so. The person caught may call out the number you were at so another player may continue to free you. After freeing someone or just getting freed, you may have a free walk back. Once you are free, you must return to either end. You may not free someone else. A freer may only free up to 3 people before going back to the ends.

Car tag

It person is the policeman and chases one car (person) All other players spread across playing area (they are called cars also). Policeman runs after fleeing car. If tug roles reverse – car becomes policeman and chases other person. At anytime (before getting caught) car may park behind another car in the lot and say park. At that time the person they parked behind becomes the policeman and chases the person who was chasing the car that parked. For larger groups have several policeman chasing several fleeing cars – each police only chasing one car.

Speedball: This game incorporates various skills from basketball, volleyball, football and soccer. There are no "out of bounds," and the ball may be moved downfield from player to player and shot at the goal by any type of throwing, kicking, dribbling, or volleying. You may also pass to yourself by throwing the ball ahead of your, running under it and catching it yourself. There are only two things you may not do ~ you may not carry the ball and run with it, you may not pick the ball up off the ground with your hands. You may, however, kick the ball up with your foot to another player who can catch it in his hands, or you may lift it to yourself, using both feet and then catch it in your hands. You may use one or more balls.

Water kickball

2 empty buckets – 1 for each team to put their "score" water in; another bucket(s) filled with water; 4 cups. Kicker fills cup with water and kicks ball like normal kickball; player must run with cup of water and when they get home they dump any water left in their cup into their bucket. If they get out they may dump their water on any person of their choice.

Mush ball: baseball/kickball mixed

use bat and small playground (kickball) ball; use baseball diamond; pitcher bounces ball once on the pitch then the batter may hit it. Otherwise follows regular kickball rules.

Frisbee Soccer: (Ultimate Frisbee)

One or more Frisbees needed. Goal is to score a goal. Move the Frisbee downfield by passing it from player to player. As soon as a player catches the Frisbee, he must stop running and pass it on or shoot for a goal. No one may hold the Frisbee and run with it. If you miss a pass: 1. anyone may pick up the Frisbee and pass it, 2. The opposite team who threw it last gets it, or 3. The opposite team who touched it last gets it. *Variation*: make a line 5-10 yards from the goal so that no one is allowed to shoot inside the line. Decide if goal is scored by throwing Frisbee and having it land in the goal or by if a player needs to catch it while standing in the goal.

Monkey soccer

Play soccer, but you can only use your arms to hit the ball. You cannot use your feet, and you cannot pick up the ball.

Peak around the corner – played around a building,

There is one base and one it person. The "it" person runs around the building one way and the other players run the opposite way. If the "it" person sees any player move from knees to toes, *it* calls their name, they are caught and need to return to the base. Another player may free them by tagging them as they come around and pass the base. You may set a number of times they need to go around the building without getting caught before they can free someone. Also if someone gets caught three times they become *it*.

Grab the bacon

Divide people into two teams and number each player on each team, starting with one and ending with however many players are on each team. Have teams stand facing each other a distance apart. In the center of the two teams place an object. Call a number and that person from each team tries to get the object back to his base without getting caught. One variety is to say they may drop it, and then pick it up again, but may not be tug with it in their hand. Another variety is to call two or more numbers and allow them to pass the object to each other.

Kick the can

Have one base and a can nearby and one *it* person. The *it* person counts as all the other players run and hide. Then the *it* person tries to find them, when he sees someone he returns to base or the can and calls their name. They are caught and must come stand on the base. The goal of the other players is to kick the can, which frees everyone that is caught. The *it* person tries to catch everyone. Works best if there are buildings/places for people to hide.

Piggy wants a motion

One base and one *it* person. Everyone goes and hides as the *it* person counts down or up. Then the *it* person tries to find the players. When *it* sees someone he must go to the base and call their name. The way to get free is to have someone wave to you. The person caught stands on the base and calls "piggy wants a motion" until he sees a hand wave then he is free. Each hand wave can only free one person.

Frisbee throw

Divide people into two or more teams, "stretch" the team from point A to point B with space between them. The goal is to get the frisbee from A to B by throwing it from player to player. If it drops on the ground, the player who threw it must get it and go back to his place and throw it again.

Whiffle ball

Change Base

Each child is given a base. A tagger is left without a base. When he calls "change Base," each child must change bases without getting caught by the tagger. If they get caught they become the next tagger.

Rag Tag

Knot an old rag together. The tagger must throw the rag and hit a person who then becomes the "it".

Birds

All students are given the name of a bird or think of one themselves. They all line up at one end of the playing area. A catcher stands out in front of them. Someone else stands at the side and calls out bird names. As their bird is called they must run to the other end of the area without getting caught by the catcher. If they get caught they become catchers to help catch other birds.

Indoor games (some work outdoors also)

Scatterball.

We like to play it with at least four balls (1 ball for every 4 players), adding more balls makes more action. Begin by throwing all the balls into the air. Anyone may pick up a ball and try to tag others out. The catch is that you may not move from the spot where you picked up the ball until you have thrown the ball. If someone tags you with a ball or catches a ball you threw, you are out. When you are out, you stand on the sidelines until the person who caught you gets tagged out. Then you may go back in. So the game keeps on going unless someone manages to tag everyone else out. You can vary the rules to fit the situation. For instance, when playing in a larger area you can say that people may take ten steps after they have picked up a ball. It also works well with a variety of ages, because you can do things like limiting the number of steps people may take according to their age.

Balls always hot

(like free ball but two "it-ters" stand on either end of playing area – they may only throw the ball from each end) they may move into center to get the ball but must return to end/side zone before throwing. If a person gets caught he freezes and can help catch others but may never get "free".

Free Ball

You need some dodge balls – depending on size of the group would depend on the number of balls needed. You may or may not have boundaries, to start you throw the balls in the air and once they have bounced twice they are alive. You may not run with the ball or dribble. You throw the ball at the other players if they catch it before it hits the floor you are caught and must sit down where you are at. If it hits them before hitting the floor and they do not catch it, they are caught and must sit down. There is no way to get free once caught and your goal is not to get caught. Those sitting are still allowed to catch other people, if they catch the ball before it bounces the thrower is caught. They may also continue to throw the ball at people who are standing. Once caught at all times you must be sitting in your spot. You may only get the ball if it comes near to you.

Dodgeball in a line

All players face one direction in a line with one person on either end. One dodgeball is needed. End person roles it down the line at the players feet. Players in the line must jump up to dodge the ball. If they get hit they are caught and step out of the line.

Doctor Dodgeball

Divide players into two teams and have a line down the center of your playing area. There is not base. Each team chooses one player to be the doctor, this means that only that player may free people. You always stay on your side of the line. To begin line several balls (at least two) on the center line. The goal is to get all the people on the opposite team caught. People get caught by the ball hitting them before it bounces on the ground. If they catch the ball the person who threw it is caught. When you get caught you must sit down where you got caught. The doctor needs to touch each person to free them. If the doctor gets caught, no one can be freed and it is only a matter of getting everyone else caught.

German Dodgeball

Two teams, 4 nerf balls; each team starts out with 2 balls; each team appoints a king; each team must stay inside the yellow lines of the volleyball court on their side; the king plays around these lines on the opposite side of his team; when someone gets caught they join their king and can never get free. Once everyone is caught the king goes free. He has three lives and once he is caught the game is over.

3-D

Make a "circle" (wheel) with lines of people 2-3 deep (spokes of wheel) – the rows of people form the circle but there are spaces between each row. Two people are "it" one chasing the other. The person being chased can at anytime run behind a line and the person at the front of the line becomes it and chases the other person – if a large group have more than one *it* person (four people running) etc.

Across the Line (also called Dodgeball)

Two teams on either side of a line; use nerf balls (soft balls) – each person just gets a ball(s) to start; when you get caught you go back to a "prison" which is behind the other team. To get free you need to catch a ball from your team mate while you are behind the line in your "prison". Getting caught: if you get hit by a ball or if the other team catches your ball. Game is over once all members of one team are caught.

Indoor Golf

Place wastebaskets or other containers around the area. Give each child a bean bag. Standing at teach can he must try to hit the next can. Each person counts how many times he must throw to hit the can. After completing the round of cans numbers are compared and the person with the lowest number wins.

Streets and Alleys

Choose one tagger and one runner. The teacher will be the caller. All other players stand in lines 3-4 people wide with an arm's length between them. These groups of lines should form rows which will be the streets and alleys. Streets will be the long way and alleys will be the short way. The caller calls "streets" and all players hold their arms out to form streets. When "alleys" is called, players simply turn to form the allies. When "light posts" is called, all players simply drop their arms to their sides to form light posts. The runner and tagger may only run up and down the streets or alleys. They may not run under arms or break through them. The caller calls an order to make it more difficult for the runner to escape the tagger. Once the runner is tagged, he chooses a new tagger and the old tagger becomes the new runner.

Spud

set boundaries w/ cones; everyone has a number; throw the ball straight up & call a #; the person with the number called tries to catch it; if they catch it they throw it up and call another number. If they miss it they run and get it when they get the ball they call "stop" and everyone freezes – they may take three steps then throw the ball at someone; if the ball is caught or they don't hit anyone they get a letter (spud) if they hit someone that person gets a letter. Once someone gets "spud" they are out.

Inside Bowling

You need some Styrofoam cups (or liter bottles) and enough tennis balls for each team to have one. The number of teams can be determined by the number of people and the amount of space. The teams line up single file and the first person starts with the tennis ball. A Styrofoam cup is placed about 15-20 feet in front of each line. Make sure there is a line that the teams cannot cross. The goal is to knock the cup over the most times by bowling the tennis ball. A person from each team is at the end to fix the cup, throw back the tennis ball, and keep track of score if they are able to. Once a person bowls they go back to the end of the line. Set a certain time limit and count down at the end. This can be altered according to age and ability. Option: use two cups the first time and then move down to one, or move the cups closer.

Marshmallow Ball

Mark bases on the floor; tape works best. To play, you need a bag of marshmallows and a spatula. Pick teams and play the game like regular baseball, the only difference being that you use the spatula for a bat and the marshmallow for a ball. As a twist, you can say they need to be on their knees.

Pass the Hat

Need several hats and a ruler for each student. Have children sit in desks. Each child needs a 12" ruler. Pass an object that will fit over the ruler, without touching the object with the hands. If it touches his hand it must be taken to the front of the line again and start the passing again. The back person comes to the front and each child slides back a place and the object is passed again. This is repeated until team is back in its original position.

Hit the Spot

Draw a circle an appropriate distance from the front of the team. Give each team three bean bags to toss into the circle. Each player tosses his bags and then gathers them up and gives them to the next player. Scores are kept and the team with the most bags hitting the circle wins.

Balloon Afloat

Use a balloon or other light ball. Team member must walk or run to goal while keeping the balloon afloat without holding it at any time.

Seat Tag

Have a tagger and a runner. They run up and down between the aisles. If the runner gets tired he may slide into a seat of another person and they immediately become the tagger and the tagger the runner. If the tagger catches the runner, they each switch with someone who is seated.

Drop and Run

Children sit in desks with head down, eyes hidden or shut, and one hand extended. One child walks quietly around the room and drops an object into the out-stretched hand of a classmate. He immediately jumps up and tries to tag him before he reaches his seat. If the dropper reaches his seat without being caught the other person has to be it.

Simple Volley Ball

Stretch a rope across the room. Use a soft ball. Place the players according to volleyball. A person at the back throws the ball across the "net". The other team tries to catch it before it hits the ground and throws it back. Whenever the ball touches the ground the other team gets a point..

Group Juggling

Form small circles of about 6-8. One person tosses an object to someone across the circle who tosses it to someone else, etc. The last person tosses it to the beginning person. This pattern is remembered and the article is started again. After 1 is started, another article is started, and then another. The object is to see how long the group can juggle the articles without getting mixed up or dropping them.

Modified Bocce

Draw a circle on the floor. From a certain distance, try to roll an object into the circle. Person whose object gets closest gets a point.

Get acquainted games:

Occupation: skills: memory and good guessing

Need a slip of paper for each player, several pens, and a container to put slips into. To win: remember the occupations list, correctly guess, and be the last one standing whose occupation has not been guessed. Begin with everyone sits in a circle. Each player writes down an occupation on a slip of paper, fold it, and put it in the basket without telling or showing anyone what's on it. (The occupations can be real or invented, silly or serious. not what you are or what you want to be--just any occupation.)

2. After all the slips are in the basket, one person reads through them out loud. The group should listen carefully because it's the only time they'll hear all of the occupations and being able to remember them is important when you play the game. Read names a second time. Then the youngest person in the group starts off the game by taking a guess what someone in the circle wrote ("Dad, are you the "circus clown"?) If she's correct, that guessed person joins the guesser as a member of her team and she (the guesser) gets to guess again. If she's not correct, the turn moves to the person on her left.

3. When you correctly guess the occupation of someone who's already part of a team, the whole guessed person's team joins the guesser's team. Teams are led by the guesser who's still "active" in the game (that is, whose occupation has not yet been correctly guessed) but the teammates can give advice and suggestions. The last person standing (whose occupation hasn't been guessed) wins.

4 on a couch

Create a circle with chairs and one couch, enough seats for everyone playing plus one extra seat. 2 girls and 2 guys start off by sitting on the couch, while everyone else sits in the chairs.

Give every person playing a paper to write their name on. They turn their names into you. Mix the names up and redistribute them back to the group. They are not to tell which name they have. The purpose of the game is for the guys to get all 4 guys on the couch and the girls to get all 4 girls on the couch. The person to the left of the empty seat calls out a name of someone in the circle. Whoever is HOLDING THAT NAME (not the one whose name it is, i.e John calls Amy's name, and Jeff is holding Amy's name) gets up and sits on the empty chair. The person who called the name and the person who sat on the chair, then exchange papers with names on it (that way the same name does not stay with the same person, it makes it more challenging). The person to the left of the new empty seat calls a new name. (the same name cannot be repeated twice in a row). Again, the purpose is for the guys to get the 2 girls off the couch and vice versa. This is a really fun game but it can last a long time.

Shadrach, Meshach, Abednego

This game helps people get to know each other. Sit in a circle with one "it" person in the middle. Each person is considered Meshach, Shadrach is on the left, and Abednego on their right. The "it" person points to a person and says one of the three names. The person pointed at must say that persons name before "it" counts to three or they are become the "it" person. (Example: if "it" points to Joe and says Meshach, Joe would say Joe, if he says Shadrach, Joe would say the person's name who is sitting to his left etc)

Review Resources

Abeka curriculum

www.filefolderfun.com - good for ideas for K-grade 5

Lemov, Doug. Teach Like a Champion

- Chapter 4: Engaging Students in Your Lessons, includes some valuable review activities and tips for effectively teaching and assessing during review.

Martin, Ruth A. Conservative Mennonite Teachers' Institute – 1992.

Smith, Dustin. http://www.youtube.com/user/teachertipster

- His website includes a plethora of ideas for reviewing early phonics and math skills.

Zehr, Anna 2014 teacher's conference workshop