

|  |   |   |
|--|---|---|
| <p><b>Outcomes</b><br/>Students participate as a team to think of words in a specific category &amp; using a specific letter of the alphabet</p> | <p><b>Student Goals</b><br/>Describe words in a specific category beginning with a letter of alphabet determined by leader. Purpose is to list a word that will be different from the other teams</p> | <p><b>Materials</b> List cards, alphabet die<br/><b>EFL:</b> High-beginning to advanced<br/><b>Time Frame</b> ½ hour increments</p> |
|--|---|---|

|  |  |
|--|--|
| <p><b>Standard</b><br/>Read with understanding</p> | <p>Student Prior Knowledge: Student will read list of categories given on card and discuss with teammate(s) possible answers using words beginning with specific letter of alphabet as rolled on alphabet die--the purpose is to give answers that are different from other teams.</p> |
|--|--|

| <b>COPS</b>   | <b>Benchmarks</b> | <b>Activities (includes real-life application)</b>   | <b>Assessment/Evidence</b>     |
|---|-------------------|--|--------------------------------|
| Determine the reading purpose.  | R.3.1, 4.1, 5.1   | Form teams, or individuals, depending on class size. The object of the game is to complete a category list with answers that begin with the letter that was rolled on the alphabet die. A timer can be used with higher levels; however with lower levels, it may be best to give extra time (2 minutes) & warn them when they have 30 seconds left  | Category cards<br>Alphabet die |
| Select reading strategies appropriate to the purpose.                                     | R.3.2, 4.2, 5.4   | A team member reads the first item on the list (Ex.: Exercises) & the team briefly talks about the meaning of the word or phrase (running, aerobics, etc.)   |                                |
| Monitor comprehension and adjust reading strategies.                                      | R.3.4, 4.5, 5.5   | Team members share words that begin with the 'key' letter in the specific category (Key letter "T" – treadmill, track, etc.)   |                                |
| Analyze the information and reflect on its underlying meaning.                            | R.3.5, 4.5, 5.5   | Team discusses the different words & chooses one they think is unique that the other teams won't list.   |                                |
| Integrate it (i.e., new information) with prior knowledge to address the reading purpose. | R.3.7, 4.8, 5.8   | Using the same technique, the team chooses a word/phrase for each category on the card. When the time is up, the leader asks each team to give their answer for each category. If any answer matches another team, neither team receives a point; but if a team has an answer that doesn't match any others, they receive '1' point for each correct answer.<br>Three rounds can be played to determine the winner |                                |

|  |  |
|--|--|
| <p>Reflection/Evaluation/Next Steps: Learning new vocabulary as well as a review.<br/>Level of difficulty in categories increases as students play game more frequently.</p> | <p>Purposeful &amp; Transparent: Students work as a team communicating word definitions<br/>Contextual: Review of vocabulary<br/>Building Expertise: Working as a team—learning new vocabulary</p> |
|--|--|

**Copy onto cardstock & cut apart. Give students one list per game.**

**LIST 1**

1. A girl's name
2. Things that are cold
3. Something for a baby
4. Type of drink
5. School supplies

**LIST 2**

1. Fruits
2. Something that keeps you warm
3. Occupations
4. TV show
5. Farm animals

**LIST 3**

1. Sports
2. A boy's name
3. Items in this room
4. Menu items
5. Vegetables

**LIST 4**

1. Colors
2. Pizza toppings
3. Parts of a car
4. Things that are round
5. Items at WalMart

**Higher levels:**

**LIST 1**

1. Restaurants
2. Things in a doctor's office
3. Spices/herbs
4. Leisure activities
5. U.S. states
6. Household chores
7. Hobbies
8. Things that grow
9. Items in a kitchen
10. Sports equipment

**LIST 2**

1. Things in a medicine cabinet
2. Things that jump/bounce
3. Bad habits
4. Cosmetics/Toiletries
5. Store names
6. Diseases
7. Animals
8. Parts of the body
9. Something you're afraid of
10. Things you throw away

## Review of Workshops at the Ohio TESOL Conference

**Participant Name:** Berhline Rose

**ABLE Program:** Buckeye Career Center  
Central SE

**Session Title:** Using Board Games and Adaptations to Build English Language Skills

**Presenter:** Sarah Hernandez

**Description of Session:** Hands-on demonstration using Taboo and Scattergories in building vocabulary. Other games were suggested.

**Reaction to Session Topic:** Very interesting and helpful. By playing the game during the session, it made me more aware of changes that would need to be made with my students.

**What ideas will you implement? How?** I think Scattergories will work better than Taboo with my students. I won't use the timer, but rather will give them two minutes (with a 30 second warning). I think the timer would create too much pressure. Perhaps after they've played the game a few times and are more comfortable, then I'll try the timer.

I've made two different sets of lists--- five categories for the beginner students; and ten categories for the intermediate/advanced students.

I'm planning to present this to the class this week. I'll change the list of categories throughout the year according to our monthly theme.

(The last week of November is "National Game & Puzzle Week", so this is timely). ☺