Hi All:

Some of my colleagues asked me to share this with those that are interested. The package below is the culmination of a good 75 hours of scouring various books and sites for games and activities and then creating this package. The two main books I used are listed below. The third is the Timesaver Speaking Activities Book that we all got a copy of at the last PDA (we can easily make copies for you of this if desired). Many of the activities came from these three books and the pages where they can be found are listed. Some of my explanations are shortened versions for myself, knowing I can go to the book for more explanation if necessary. The books are easily found on Amazon and are listed below. I would suggest buying them; they cost about twenty dollars apiece and are a great reference. I will also continue working on this document as time goes by; I have several more books and will be adding more material over the semester. Please feel free to shoot me an e-mail at any point if you would like updated versions.

 Best,

 Bob Thomas

***Games for Language Learning***

Wright, Betteridge and Buckby

Third edition, Cambridge Books

***Activities, Games and Assessment Strategies for the Foreign Language Classroom***

Amy Buttner

Games/Activities

***SPEAKING ACTIVITIES***

***1. RANDOM WORD–any tense***

Write the alphabet on the board. Have one student choose any letter and then have the class give as many nouns beginning with that letter as they can. Write the words on the board as students give them. Then do a line-up sitting at tables. Have facing pairs pick a word and talk about it for three minutes. Rotate seats, have a student pick another letter and write words on board, do it again…and so on.

***2. FUN ROLE PLAY(any tense)***

Choose a partner. You may choose any two people in the world and create a dialogue between the two.

Ideas:

A. Policeman pulling someone over.

B. Parent and teen-aged child.

C. Boss and worker who quits

D. Nieto and Obrador

E. Manu Chao and Bob Marley

***3. CREATE A STORY(any tense)***

Write on the board:

“She was/is crying”

“It was/is very valuable”

“The wind was blowing (blows)”

“There was/is silence”

Have pairs choose ONE phrase and create a story, then have them read it to class.

Modeling:

“I saw a woman in the back of a taxi. Her hair was bright red like lipstick and she looked sad, as if someone had hurt her deeply. She had wide black eyes that stared blankly out the window and I knew she was crying softly. I thought that maybe she was a famous actress that….

***4. WHAT WOULD YOU TAKE?-Cambridge pg.42***

What would you take with you if you had to live on a desert island for one year? You may only bring 7 items. Work in groups of four and then present.

***5. PROVERBS***

Pull a Proverbs lesson from my activity book. Students seem to enjoy these.

***6. QUESTIONS ABOUT YOU(Past and present)***

Have each person write ten questions to ask somebody. The questions will be based on their own interests. For example, my questions would be:

After each question ask, why or why not?

A. Do you like the ocean?

B. Do you like to garden?

C. Have you traveled much?

D. Are you interested in politics?

E. Have you ever been in love?

Then put everyone in a line-up facing each other, sitting across a table. Students will ask each other their questions. Rotate one side of the table every eight minutes.

***7. SILLY NEWS REPORT – past/possibly present***

Ask class for a list of subjects that are regularly reported on the news. (Car wrecks, politics, weather, war, sports…). Make a good list of topics on the board. Put students into groups of four and have them create four funny or sarcastic news stories. One person will be the lead reporter and try and open just like news broadcast. Each person in the group must present an item.

Example:

Hello, this Yamil Orozco with Channel Eight News. Today at SeaWorld, an angry whale apparently ate its trainer. From his jail cell, the whale was heard to say “I was tired of being forced to live in a swimming pool!” Now let’s here from Vicky Chavez, on the scene with Peña Nieto…

***8. PICTURE DESCRIPTION-Cambridge pg. 25 - present***

Have four people come to the front. Give three of them the same picture and one will have a blank sheet. The three will describe their picture and the blank picture holder will describe a similar, imaginary picture. Descriptions will be given by one member, then the next, then the next (rotating). The class will try to decide who the “liar” is by voting.

***9. DESCRIBE AND DRAW- Cambridge pg.26 - present***

Put class into groups of five. Give each group a different picture. Before the group is given the picture, it must send one student to the board. Each group will describe the picture to the student and the student will draw it on the board from what they hear. Best group wins by matching drawing closest to picture. Find pictures that are not too hard to draw.

***10. DRAWING A PERSON – TIMESAVER BOOK - present***

Hand out sheet on describing someone and drawing them. Good for adjectives.

***11. DRAW THE PICTURE – Cambridge pg.28 - present***

Put students into pairs and give one a simple picture of a house or such, not people. Only student with the picture can see it. The student will describe the picture to the other and the second student will draw the picture. A good way to do it is to give all of the pairs the same picture and see who draws it the closest.

***12. DESCRIBE THOUGHTS IN A PICTURE – Cambridge pg.31-present***

Make a copy of one picture with a lot of people in it. Pass it out to all students and have them pick one person from the picture and write out what the person is thinking. This can be done in the present tense. Example:

She thinks that the world is going to burn up from climate change. She wants to do something about it. She knows that something must be done and is angry about it. She hopes protesting will help.

***13. WHAT CAN YOU REMEMBER (prepositions of place) – Cambridge pg.36-present***

Take the class out into the courtyard at school for five minutes. Tell them to look carefully at everything. Bring them back into the class and ask them to write out everything they just saw. Have individual students read what they wrote to class.

***14. SIMPLE DESCRIPTION-present or past***

Give students a picture of a person and have them write a present tense story about the person. Example:

This is Carla. She lives in New York City and works on a television show. She has lots of electronic gadgets that she is always talking or playing on. She loves watching television.

***15. IMAGINATION-any tense***

Have students “imagine” they are (or were) anywhere in the world and have them describe the place. How is the weather? What do they see? Who is with them? What are they doing?

***16. FBI FILES – Present, present perfect, past***

Put students into groups of four. Tell them they are a gang of criminals wanted or captured by the FBI. Give the gang a name and also each member a name. Tell some of the crimes they are responsible for. (verbs - rob, steal, smuggle, con, murder, escape, evade, torture)

***17. LIAR, LIAR – present, present perfect, past***

Have each student write down four things about themselves. Three are true and one is not. As a class, try to guess which one is not true.

***18. USING SIGNALS – present, present perfect, past***

Write on the board “already, ever, for, just, many times, never, since, yet.” Put students into groups of four. I will choose a word and one person in group must make a sentence with the word. Each person in group must make one sentence.

***19. CHAIN STORY – any tense***

Put students into groups of four. Give them envelopes with different words written out on separate sheets, usually a total of about ten words. Place words face down. Each student will pick a card, look at the word and make a sentence. Next student will pick second card and build on the first sentence using the word they picked....and so on.

OR

Put students into groups of four or do this as a whole class. One student will write a sentence based on the lesson. This student passes the sheet to the next student who adds another sentence, then passes it to the next who adds another sentence. Read it at the end. This can also be done with a current events story. For fun, this can be done with topics like “The party was out of control.”

***20. MEMORY GAME-present***

Bring one student to the front of the class. Let the class look at them for thirty seconds and then send the student outside. Have the rest of the class describe the student. Write the vocab on the board as it comes up. Bring student back in and check description.

***21. TWENTY QUESTIONS 1 - present***

1. Choose a category, such as famous people, occupations, food, or

animals. Choose one student to answer questions from the rest of

the class. Show the student a piece of paper with a word telling

what he or she is (an object, person, occupation or food). This student

sits in front of the class and may answer only yes or no to any

question.

2. The class may ask a total of 20 yes/no questions to discover the

“identity” of the student in front of the class (the word on the paper

the student was shown).

Variation: To make the game more challenging, especially at the higher levels,

omit step 1 so that the students use up some of their questions

determining the category.

***22. 4. DESCRIPTION -present***

 Each student writes a one-sentence description of a classmate on a

piece of paper, without giving the name of the person being

described.

Example: She is wearing sandals.

He has a mustache.

She is wearing a dress and has short hair. Take turns reading the descriptions aloud. The other students try to guess who is being described.

NOTE: Caution students not to be too general.

***23. 6. COMPLAINTS (always, rarely, never)-present***

Divide the class into groups of three or four. Give each group the

same (or a different) topic to complain about. They must use

always in their complaints. The groups make as many complaints

as possible before you tell them to stop.

SUGGESTED TOPICS: school, family member, transportation system

city they are in, roommate, classmates, friend

The teachers are always assigning too much homework.

The teachers are always giving too many tests.

My brother is always leaving his dirty clothes on my bed.

***24. EYEWITNESS REPORT – Buttner Activity Book, pg.54-past***

Use the form on pg.54 to create an “eyewitness account” of something that happened. Be creative! Could be a car wreck, UFO sighting, robbery, earthquake, theft, etc.

***25. SELF PORTRAIT – Buttner pg.64***

Tape a different picture to each student’s back. The student must never see picture. Each student will then take their notebook and circulate around the room, asking questions and taking notes about the picture on their back until they feel they can draw the picture. Students will sit down and draw, of course never looking, after roughly ten minutes of asking questions.

***26. OR – Buttner pg. 64 - mostly present tense***

Use my “Debate” sheet from Timesaver Speaking Activities Book. I should modify this sheet a bit to make it super interesting and put it back in book. First hand sheet out to students and have the circle, for instance, “cats or dogs” – circle the one they like best. Have them go through the sheet and do this. Then put them into groups of five and have them discuss, debate their answers.

***27. BATTLESHIP – Buttner pgs. 128,129 – any tense***

Print out enough copies of game board for everyone. Cut the battleships off of the sheet, along with the blank sentence area. Give each student the set of battleships that were cut out. Explain how to play. On a separate piece of paper, each time a student “hits” a battleship, they must write out the sentence. Only write the sentence on a “hit”. When a battleship is “sunk”, student will raise their hand and I will come and check their sentences. Student who sinks (writes sentences correctly) on the most battleships wins. I can also modify this by “whiting out” the categories and putting my own in….probably best to create my own template and make a larger sheet with room for sentences on the back.

***28. CONNECT FOUR GRID – Buttner pg.145 – any tense***

Copy the grid from pg.145 onto the board. Divide the class into two teams. Starting from the bottom and working up, one team member chooses a box and must make a sentence, properly conjugated. I will write the sentence into the box in that team’s color (red) and we all decide if it is correct. If it is correct, it stays. If it is incorrect, it goes. The other team can then try to get their color into the box with a proper conjugation. Teams are trying to block each other from getting four in a row. The winning four can be either up, down, across or diagonal.

***29. HOT POTATO SENTENCES – Buttner pg.153 – any tense***

Divide students into groups of six. Put them in a circle in chairs. I will give the group a starter word like “Bill” and toss a ball to one member of the first group. The student must quickly come up with a word that fits as a sentence (next word in a sentence), and then toss the ball to the next student. That student must add a new word to keep the sentence going. I will have someone time the group while I write their sentence on the board as it emerges. The fastest group to get the longest sentence that makes sense wins. Stops when sentence no longer makes sense.

Variations

A. Limit tenses or vocabulary.

B. Set a time limit that I keep. When it is time, the student whose turn it is when time elapsed must say as much of the sentence as possible.

***30. ALPHABETIZED ADJECTIVES – Buttner pg. 179 – adjectives***

Write most of the alphabet on the board. Underneath it write “Carmen is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” Place students in a line around the back of the class and each student must come up with an adjective to describe “Carmen”, starting with “A”, then “B”, etc.

Example:

Carmen is able.

Carmen is beautiful.

Carmen is careful.

Carmen is daring.

***31. ALPHABET GAME***

I will write most all of the alphabet letters on the board. Place students in one line around the back of the class and choose any topic, such as “things in a city”. Start with the first student, who must come up with a word that starts with “A’, such as “Alley”. Second student must then do “B”, such as “Baseball”, third student “C”, such as “Corner”. Students must sit down when they are not able to answer…

***32. 100,000 DOLLAR PYRAMID – see Catesol package for sheet***

Put students into groups of five. I will have prepared lists of topics and vocabulary, for example:

“Chillin’ Out” – (Things found in a fridge)

“Chillin’ Out” is written in one the six category pyramid sections I draw on the board.

Students will call out “Chillin’ Out” and I will say “Things found in a fridge”. One member of the group comes to the front and I will hand them the Chillin’ Out list of words: (eggs, milk, bread, cheese, ketchup and tortillas). The student in front must describe each word, one at a time, without using the word. Their team must guess the word and gets one point for each word guessed. There is a time limit and each member of the team can only guess once!

***33. GUESS THE NOUN- Buttner pg.183***

Send one student from the class outside. Have the rest of the class choose any object from inside the classroom, even another student. Send the student back in. They have a time limit of five minutes or ten questions to figure out the word by asking questions. Example questions:

“Is it a person or an object?”

“Is it on the wall?”

“What color is it?”

\*\*\*\*This can also be done with any noun chosen from anywhere on the planet, but should limit it to topics, like “Cold Food”. Ice cream would be a good word to use.

***34. SAY IT – Buttner pg.184***

Put students in a line at the back of the class. The first student starts with any word, such as “Paper”. The next student must give a word out that starts with the last letter of the previous word. This would be an “R”, so they might say “road”. I will write the letters used down as they are used and they may only be used once, meaning no two words may ever end with a letter already used! Time limit of 10 seconds per student, game goes fast!

***35. REPEATING FIRST LETTERS – Buttner pg.185 – in/on/to/for and any connectors (when/while/as)***

Put students into groups of four. Each group must create five sentences of ten words each in which every word must start with the same letter except they may also use “in/to/not/for”. First group to do it wins. Examples:

Sandra Smith saw Sam swimming silently while softly singing serenades.

***LISTENING***

***1. LISTEN AND DRAW –Cambridge pg. 45***

Students will listen to the paragraph on page 45 and draw the person being described.

***2. SONGS I – Buttner pg.67***

Cuts lyrics of a song up into strips. Students will listen to song and place the strips in the correct order.

Variations

1. Rewrite song using the same melody

2. Illustrate the song

***3. SONGS II***

Do a cloze activity by removing some of the words of a song. Students will listen and fill in the words. This can be followed by a discussion of the meaning.

***WRITING***

***1. WRITING WITH COMICS***

Find a comic strip and white out all the dialogue. Pass it out to students and have them fill in their own dialogue.

***2. SCRABBLE – Pg. 165 – Amy Buttner Activity Book(also in my Activity Book)***

***3. MAD LIBS***

Pick out a reading paragraph from the teaching text lesson. Type/copy it into a word document. Delete one word at a time, leaving a line with a number 1, 2, 3 etc. underneath it. . Delete the first word chosen, determines its grammatical form such as noun, verb or adjective. On a separate sheet, create a form like this:

1. (Noun)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

White out the second word, if it is an adjective, continue

2. (Adjective)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

White out the third word, if it is a verb, continue

3. (Verb)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

And so on…

I can do this with the vocab blanks on one side of the sheet and the paragraph on the other. Students will fill out the vocab blanks first randomly, without seeing the paragraph. Once they have finished, have them insert the words they wrote into the matching number in the paragraph. Read the paragraphs and see how funny they are…then have students try and fill in the paragraph correctly. I will need a copy/key of the original paragraph. A good way for me to do this is with the Ventures Teacher’s Toolkit Extra Reading…because it will reinforce the lesson.

***4. OFF THE TOP OF MY HEAD – Buttner pg.64 - any tense***

Each student will write one noun, verb, adjective and adverb on a sheet. Words are completely random. Then each student will go through the chapter we are studying and pick out fifteen words that relate to the chapter. Students will then circulate and get 15 different words from 15 different people, writing each one down. I will ensure they are rotating and only giving each other one word apiece. Once they have fifteen words, they may sit back down and create any of the following:

A short story, a letter, a song, an advertisement, etc...

***5. ORDER IT – Buttner pg. 66.***

Choose or re-write a paragraph from a lesson. Keep the original. Give students a copy of the scrambled paragraph and have them re-write it correctly, as best they can.

Variations:

1. Omit one sentence and have them try and re-create it.

2. Change paragraph from present to past (vice versa, etc...) and have them re-write it in the correct tense.

3. Add in an adjective for each noun

4. Change various details to make the paragraph humorous.

5. Create a different ending.

***6. POEM USAGE***

Remove some of the words from a poem and have them fill in their own. They can choose humorous words or try to decide on what actual word is missing. Later cover the poem and discuss meaning.

***7. LONG SENTENCE CONSTRUCTION – Buttner pg. 136 – any tense***

Split the class into two teams. Bring one team member from each to the board. I will write a subject, infinitive verb and direct object on the board (Dan, to give, money). Students have one minute to write the best, longest sentence that they can. Two higher level students will be selected to be the judges. Best sentence gets point.

***8. CHANGING SENTENCES – Buttner pg.137 – any tense***

Hand out whiteboards to students. Read sentences (can be pulled pretty easily from book lesson) one at a time to students and have them write the sentence. Then have them, for example, change the subject noun to a pronoun (Bill to he); you can also change from present to past, etc…

Students can then hold up whiteboard and show answer.

***9. NONSENSE SENTENCES – Buttner pg. 182- noun/adjective agreement***

Pair students up and have them write five sentences that are grammatically correct but do not make sense and are funny. This is good for practicing noun/adjective agreement and verb tenses. Model, for example:

1. The gigantic dog drives to the zoo to take pictures of the tiny elephants.

2. The blanket went to find a fat cat to keep it warm.

***10. WORD ASSOCIATIONS – Buttner pg.186 – whiteboards***

Put students into groups of five, in front of each other. I will give a vocabulary word from the lesson to one group. “Dripping” would be an example. The first student in the line/group must write a word that relates to this, like “Faucet” and hold up their whiteboard showing it. The second student will look at that word and quickly write another, like “wet”. Group gets a point if everyone comes up with a good word in within a four minute period.

Vocabulary Games

\*\*Remember most games will include students having to write a sentence on board using word to get a point. Many of these can also be used for grammar instruction\*\* These are all games used to reinforce what has already been taught.

1. - ***PICTIONARY***

 Put the class into two teams. One at a time, each team will send someone up. I will hand/give that person a vocab word and they will draw some representation that helps their team to guess. Three minute per word time limit. One point for correct answer.

2. - ***CHARADES***

Put the class into two teams. One at a time, each team will send someone up. Team member must gesture/pantomime word. Team sending the person up must guess the word. Only one attempt to guess word, then opposing team gets a chance. Four minute time limit. Five minute per word time limit. One point for correct answer.

3. – ***TOUCH THE BOARD***

I will draw out nine or so boxes with a vocab word in each box on the board. Class will be divided into two teams. Two students from each team will race to the board when I read the definition of word. First person to touch the board wins. Five minute per word time limit. One point for correct answer.

4. - ***CONCENTRATION***

I will draw a graph on the board of twenty boxes. Boxes are numbered 1-20. On a separate sheet I will have twenty words which correspond to each number. Ten of the words will be the vocab words and ten will be synonyms or antonyms. The class will be made up of three teams. The first team will pick two numbers and try to match words. I will look at my list and write down the words that correspond to the numbers…to see if they match. Cross them off if they do and give team a point. Can be used to teach adjectives/adverbs, present tense/past tense, etc…

5. – ***MIND MAPS***

Write one vocabulary word on the board. Draw a circle around it with lines coming out every so often. This is the topic word. Ask students for words that relate to the topic word and draw them on the board at the end of the lines. Ask students to make sentences with the words.

6. – ***TIC TAC TOE***

Divide class into two teams. Write nine vocabulary words inside a tic tac toe game. Two lines are drawn down and two across, creating nine boxes. Write nine vocabulary words inside the boxes. A student from one team will pick a box (word) and then have to come to board and make a sentence with the word. If it is correct, I put an X or an O in the box. Three in a row wins.

7. – ***CONSTRUCT A STORY***

After presenting vocabulary words and playing a game, a good follow up is to put them into three groups and have them construct a story with the words and read to class.

8. – ***TEN QUESTIONS***

Divide class into two teams. One team sends up a person and they ask questions trying to figure out the word I gave the person in front. They get one chance to guess the word and the other team then gets a chance if they are wrong. Four minutes per word.

9. - ***JEOPARDY***

I have computer game and need to find a way to adapt it.

10. - ***BINGO***

My Bingo game. Create a template for copying with twenty-five squares. Pass out sheets to students and have them fill in the box numbers 1-25 however they wish. Everyone must fill it out differently, do not just mark them 1 thru 25 starting with the first box. You can use this for anything, for vocabulary, grammar, whatever you are covering. Number a separate sheet 1-25 for yourself. On Number 1, for instance, you could ask, “this is worn around the neck with a suit”, the answer being “a tie”. This is for vocabulary. For grammar, you could say, Number 3, the past participle of “Go” is….the answer being “gone”. All of this vocab or grammar will already have been covered throughout the lesson, this is a reinforcement game. Generally I don’t mix the vocab and grammar, the game is on one or the other. The winner has to read the winning responses while you check it on your list…and then come to the board and write two correct sentences with any of the words…

***11. CIRCOMLOCUTION GAME – Buttner pg. 141 – Vocabulary***

Break class up into two teams. Bring one student from each team to the front. Students in front cannot look at the board. I will choose one student from either team and then I will write a vocabulary word on the board. I will then choose a student (if neither guesses, choose another student) from the “audience” who must describe the word. The first student in front to guess gets the point for their team.

***12. CASINO – Buttner pg. 138 – any tense/vocabulary***

Make copies of Casino template from pg. 138. Students have an original amount of 1,000.00 dollars to bet. They can bet all on a single bet or go conservative. Must be done in pen! I will create a list of 16 questions or vocab answers, etc…to call out. I will say, “first bet” and give they have to write in the amount prior to hearing the question. I then give the question and they write it in. I then give the answer and they enter the winnings or losings into the appropriate column. They can tally it at the end or keep a running tally.

***13. CONTINUATION – Buttner pg. 146 – Vocabulary or tenses***

Write a verb or vocabulary word from lesson on an index card. Each student will have a different word on their card. Put students in a circle. I will have a card too. Each person will put their card at chest level so that all others can see it. I will start by using my word and another student’s word in a sentence. For example, the door is ***broken*** and the window is ***cracked***. I will then sit down. My word was ***broken***. The student with the word ***cracked*** must then make a sentence with their word and another student’s word. If they do this correctly, they will sit down. The student whose word was selected then continues, using their word and choosing another. This can be done with many topics also, such as family members, reflexive verbs, adjectives, or any vocabulary from a lesson.

***14. FIVE – Buttner pg. 148 – vocabulary***

Put students into teams of five. Have them line up one behind the other in a row. I will show the first person a vocabulary word from an index card. The student must give a definition/explanation of meaning. All five students in the team must do it correctly to get a point. If one gets it wrong, go to the next team and a new word. All words that are not gotten correctly by a team will be recycled and done again after all the other words have been done.

***15. THE GUESSING GAME – Buttner pg. 152 – vocabulary***

Divide the class into two teams. Each team will send one person outside. The class will decide on a vocab word. The students take turns asking questions, only one question at a time. They may guess the word only twice and are then disqualified. Questions would be:

“When do I use it?”……….”Do I wear it?”

“Where do I use it?”………”Would I give one to a friend?”

“Why do I use it?”………”Can I eat it?”

***16. OFF TO THE RACES – Buttner pg. 156 – any tense (whiteboards)***

I will draw a racetrack on the board with however many teams on the track, represented by a horse or a car. I can use magnets and pictures of cars. Put students into teams of four and ask any sorts of questions or vocabulary. The team will decide as a team and one student will write the answer on a whiteboard. Teams must rotate who writes on the whiteboards with each question (so one student doesn’t answer all). First team to reach the end wins.

***17. OH NO – Buttner pg.156 - vocabulary (whiteboards)***

I will create a list of twenty vocabulary words for a chapter. On my sheet, I will number it 1-25. Students will be in teams of four. Group one will call out any number between one and twenty- five. On my sheet this will correspond to a point value (one through twenty-five) and will have a vocabulary word from the chapter. For instance the student calls out “#14”. I will look at my list and #14 will have a point value assigned to it previously, perhaps 6 points. (See below). I will call out the explanation of the vocabulary word and the team will try to guess it. As a team, they will agree and one student will write it on the whiteboard. If it is wrong the next team may try it and get the points. Five of my twenty-five will be labeled “OH NO” and the team will lose those points! If you call that out, you lose a turn! Points will be tallied by a student helper as they are accrued on the board.

1. Cracked – 6 points

2. Broken – 12 points

3. OH NO – 3 points

4. Dripping – 24 points

5. Leaking – 1 point

***18. PASS IT UP – Buttner pg. 157- vocabulary (whiteboards)***

Put students into teams of five and line them up one in front of the other. Have the first student write 1-5 on the board. I will give out verb conjugations, for example give a present tense and ask for the past. Each student will answer one question and then pass the board to the next team member (pass it up). At the end, we will check all five answers. Teams that answer all five correctly will get a point. Can be used for verbs, articles, pronouns, and descriptions. \*\*\*This can also be used for verb conjugations. I give a verb and the first person writes the first person singular form, passes it to second who writes the third person singular (he), passes to the next person who does third person singular again (she) and so on.

***19. SCATTEGORIES – Buttner pg. 163 – vocabulary***

Put class into pairs. Each student will have a sheet that has three columns. Each column has room for them to write a category at the top when it is given. Each column also has spaces for ten words. I will give out a category like “Food” and then a letter like “C”. I say go and the pairs race to see who can come up with the most words from the category that start with the letter given Food – C). Afterwards, each student gets a point for each word they wrote that their partner did not get.