

# 50+ Games and Activities to Use with a Small Group

Page 1

## Table of Contents

### Icebreakers

Three unique things  
Twenty questions  
Interview pairs  
It really bugs me when  
Animal Kingdom  
Sherlock Holmes  
Sign Here!

### Activities and Ideas from the Internet

Maxim  
Sentence Game Board  
Word search puzzles  
Go fish homonyms  
Teach Software  
Bingomaker  
Who wants to be a millionaire  
Flashcards  
Cloze exercises  
Printable Puzzles  
Brainboosters  
Online newspapers

### Commercial Board Games

Beyond Balderdash  
Guesstures  
Ultimate Outburst  
Pictionary  
Scattergories  
Taboo  
Boggle  
Wheel of Fortune  
Jeopardy!  
Who Wants to be a Millionaire  
Family Feud  
Yahtzee  
Scrabble  
\$25,000 Pyramid  
Hollywood Squares

### Quick Activities and Games

Magazine Activity Sheets (2)  
Personality Quiz  
Word Family Match-ups  
Memory Game  
Add a Word  
Analyzing  
Author! Author!  
Dictionary Delight  
Bananas Avocado?  
Free Reading Time/Library  
Let's Suppose  
Roll the Blocks  
Word Scramble  
Advertising phrase  
Read my thoughts  
Cities  
Vocabulary generator  
Categories  
Charades  
Fortunes  
Movie Day  
Word Dominoes

## 50+ Games and Activities to Use with a Small Group

Published by



February 2002

Laubach Literacy Ontario  
591 Lancaster Street  
Unit #4  
Kitchener, ON  
Phone: 519-743-3309  
Fax: 519-743-7520  
Email: literacy@laubach-on.ca





## ICEBREAKERS

Icebreakers are very useful when a group is just starting out but they can also be used throughout the duration of a group as trust building activities.

### Three Unique Things

Everyone identifies three unique things about themselves (e.g. a hobby or interest). This activity can also be done in interview pairs (see below).

### Twenty questions

Every member of the group comes up with a potential question. The group leader records the questions on a flip chart. Everyone then picks a question (not their own) to ask another member of the group.

### Interview Pairs

The group is divided into pairs. The pairs interview each other and present the information to the group. If there are an odd number of group members the tutor should participate in a pair or one group can have three members.

#### Interview Pairs Sample Questions

1. What is your name?
2. Where are you from?
3. How long have you lived here?
4. What do you think of [insert name of city]?
5. What is your favorite food?
6. What is something you like to do in your free time?
7. What places have you visited in [insert name of city]?
8. What places would you like to visit?
9. What is your favorite time of day? Why?
10. What three famous people, living or dead, would you like to meet?



## About this handbook...

**This handbook is intended to give you some ideas and tools to use when working with a small group. We encourage you to use and adapt what is found in the handbook. However, the possibilities are endless and what is contained in this handbook represents only a small sample of what is out there.**

**Neither the publisher nor the writers or researchers warrant the completeness, timeliness, nor accuracy of any of the information contained in this handbook and in no event shall the publisher, writer, researchers or anyone else participating in the preparation of this manual be liable for damages of any kind related to the use or misuse of information provided hereby.**

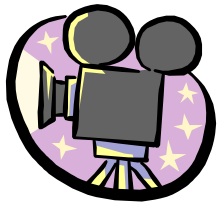
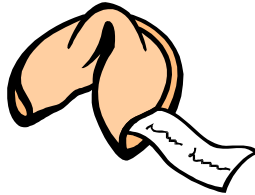
**The author has drawn from many sources to produce the manual and has made a sincere attempt to give credit for any work that is not our own.**

**Any contacts and websites listed in the manual were current at the time of publication. We apologize for any inconvenience caused by changes that may have occurred since that time.**



### Fortunes

Place the names of all group members in a hat and have everyone draw a name. Each group member then writes a fortune about the person whose name they have drawn. After everyone has finished take turns reading the fortunes. After each fortune is read the other group members can try to guess who the fortune was written for.

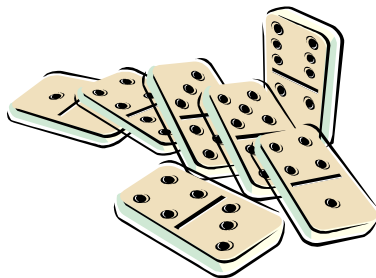


### Movie Day

Watch a movie that is related to materials from the class. Before watching the movie, have students discuss what they think the movie will be about, and whom they would cast in the main roles. After the movie, compare their expectations to what really happened in the movie in a chart or by having group members write a paragraph. This is a great activity to end a unit or wind down before a holiday break.

### Word Dominoes

Cover a set of dominoes with white paper. Using vocabulary from the group, create a set of word dominoes. Play the games but match up words instead of dots. This is a good reinforcement activity for the tactile learner who can manipulate the tiles with the words.



### It Really Bugs Me When...

Have each member of the group finish the sentence "It really bugs me when....". You may want to go around the group several times depending on number of group members and interest.



### Animal Kingdom

Pictures of the following animals should be posted around the room: Gorilla, Ostrich, Snake, Skunk, Porcupine, Goldfish, Lion, Hyena, and Donkey. Also include a blank page labeled "other". Have the students look at the various animal types posted around the room and describe how these animals typically behave when they feel frightened or threatened. For example, an ostrich may hide its head in the sand. Now ask the students to think about how they respond to being frightened or threatened and decide which of the animal(s) (they can pick more than one) would be most similar to them in behaviour. Go around the room and ask each student to describe how they are similar to the animal(s) that they have chosen.

Source: Dori Tamblyn and Sharyn Weiss, *The big book of humorous training games*. Pgs. 264-266



### Sherlock Holmes

Ask each person in turn to take three things from their pockets, wallet or purse. The rest of the group is then given five minutes to discuss what these "clues" tell them about the person.

Source: Doug Malouf, *How to Teach Adults in a Fun and Exciting Way*. Pg 107

### Sign Here!

Everyone in the group is given an autograph sheet and a set amount of time to get every other group member's autograph.



## ACTIVITIES AND IDEAS FROM THE INTERNET

**MAXIM:** The sensible sentence board game.

**A) Making the playing board (see picture below):**

The playing board is square, 20 inches by 20 inches. The playing board consists of two sections. Section one is on the upper part of the playing board and is approximately 10 inches wide by 20 inches long. Section one is the sentence construction section of the playing board and is divided into 4 parts. Each part is 2 inches wide by 20 inches long. Each player chooses one part to use during the game. On the right hand side of each part is a 3/4 inch by 2 inch margin. In this margin is labeled the player and number. Example: "Player 1 Part" or "Player 2 part". The rest of each part is divided up into "9" equal segments. Each segment is used to form a word. Each segment is divided up into "12" equal rectangles. Each rectangle is divided into "3" squares. Each square, on a horizontal path, is used to right a letter of the alphabet. The bottom 2 inches by 20 inches of section one is used to indicate the name of the game, "MAXIM" and to indicate copyright and trade mark information. Also in this area of the playing board is written the sentence, "The quick brown fox jumped over the lazy dogs. = 35 points" as an example.

Section two is on the bottom section of the playing board and is approximately 10 inches wide by 20 inches long. Section two is the game track section of the board and is divided up into "200" equal squares. The first 4 squares, on the upper left hand corner of section two are combined to form a starting area. The last 4 squares, on the bottom left hand corner of section 2 are combined to form a finish line area. A player follows the track of squares, with a token from start to finish.

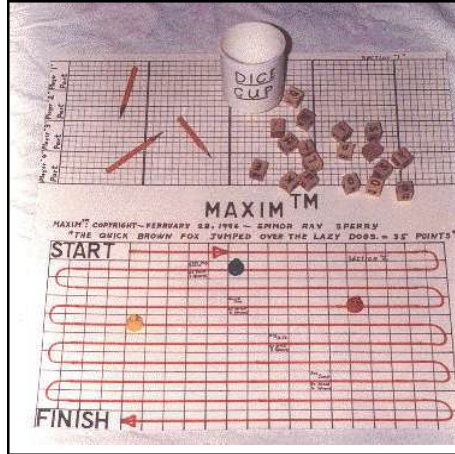
**B) The playing pieces:**

- 20---6 sided dice
- 1---Dice cup
- 1---rules sheet
- 1---playing board
- 1---book of refill sheets for section one up to 8 differently colored tokens
- Pencils for every player used to write in letters of the alphabet in section one on the game board.

**The Dice:** The dice are all six sided dice and 20 dice are used for play. Each side of each die is labeled with a different letter of the alphabet. All "26" letters of the alphabet are labeled at least once on the dice. The more popular letters are labeled more than once. The 20 dice have a total of "120" sides. "116" sides are labeled with letters and "4" sides are not labeled and left blank. Any one die can only have one blank side and any one die can't repeat a letter on it. Blank sides are wild. An example of how the dice are labeled (letters per number of sides) is as follows: {A-7,B-6,C-6,D-6,E-6,F-6,G-6,H-6,I-6,J-3,K-4,L-4, M-5,N-3,O-4,P-6,Q-1,R-6,S-6,T-6,U-3,V-3,W-4,X-1,Y-1,Z-1, BLANK-4}. (NOTE: Buy or order blank dice from any game store; just felt pen the letters on).

**The Tokens:** Maxim is played with each player receiving a different color token at the start of the game. This token is placed on the "Start" area of section two.

**The refill sheets:** The refill sheets are exact copies of section one on the playing board. These sheets clip onto section one of the playing board. When a sheet is used up and is no longer workable, it is replaced with another sheet.



## Categories

Using vocabulary from a lesson, create a chart like the one below, using the letters from the word in each column. Create categories along the left hand side. The categories can also be derived from a lesson or group topic. Everyone in the group gets a copy of the chart. They must write in each compartment the name of an object of the type mentioned in the far left hand column, beginning with the letter along the top.

	P	A	R	K
Flower				
Toy				

Source: Bernard S. Mason and Elmer D. Mitchell, *Party Games for All*, Barnes and Noble Inc., Page 121.

## Charades

Place slips of paper with words from a lesson or unit into a basket. Divide the group into two teams. The first team selects a slip of paper and then has 3 minutes to prepare a pantomime. They then act it out and the other team tries to figure out what the word is. Once they have guessed the word write it on the board or a flipchart for visual reinforcement. The second team then selects a word and repeats the process.





THE RULE SHEET FOR MAXIM™



**Read my thoughts**

Pick one person to start. This person says he is thinking about "something" but will not say what it is until later. He says to each player "What is my thought like?" After everyone gives their answer the leader returns to the first person and reveals his thought. He then asks the first person to explain why how his thought relates to their description. For example, if the leaders thought was "a sunny path" and the first person said "a snake", the first person would now have to explain how the sunny path is like a snake. The answer may be that it is a long windy path. Turn this into a writing activity by having the participants record their answers.

Source: Bernard S. Mason and Elmer D. Mitchell, Party Games for All, Barnes and Noble Inc Page 73

**Cities**

The first person in the group names a city; which the leader writes on the board or a flip chart. The next player must name another city beginning with the last letter of the city just given. Each player must name a city before a set amount of time (e.g. 10 seconds). One group member can be the timekeeper. This game can also be played using countries or street names.

Source: Bernard S. Mason and Elmer D. Mitchell, Party Games for All, Barnes and Noble Inc Page 119.

**Vocabulary generator**

Use words or phrases from materials in class and have students generate other words from them.

For example:

Find out other words you can make from:

**basketball**

base	skate	all	tall
basket	last	sat	bat
ball	lab	task	ask

Each player roles the dice, on their turn, and tries to create a word from the dice. The word can be up to "12" letters long and is then written in one segment of the players part; one letter per square, on the horizontal. After each player has "9" turns and has tried to make "9" words (one word for each segment) then that ROUND of play is over and each player tries to make a sentence of at least "3" words from the words in his part. Each word in his sentence counts as one point and each different letter of the alphabet, that he has in his sentence, counts as one point. Words that are not used in the sentence do not count. Example, the sentence "Pet the cat" would be worth 9 points total. "3" points for the words and "6" points for the letters, "P,E,T,H,C,A". The best possible sentence is: "The quick brown fox jumped over the lazy dogs." This sentence is worth a total of "35" points; "9" points for the words and "26" points for all the letters of the alphabet. Each player counts up his points after a round and then moves his token, in section two of the playing board, that many squares. If a player lands on a square with instructions on it, the player follows the instructions. Words do not have to be in order on the playing board, to make a sentence.

Place the playing board on the table, the players sit around it. Pick one player to start and then play always moves in a clockwise direction. Each player is given a token and a pencil at the start of the game. Each players token is placed on the start area of section two of the playing board, at the start of the game. Each player, at the start picks a part of section one to use during the game to make sentences. The first player roles the dice and tries to make a word that he can use in his sentence. A player can only make one word from his dice throw per turn. The first player then wrights in the word he has made from his dice throw, in the nine consecutive squares of the rectangles that are in the first players part of section one. The word does not have to be "9" letters long. If a player is unable to make a word from his dice role or wishes not to make a word, then that turn is forfeited and play goes to the next player. After each player has "9" turns, a ROUND is completed. Each player then makes the best (highest points) sentence he can from his part. Each word in his sentence counts as one point and each different letter of the English alphabet counts as one point. Each player then adds up his points from his sentence for that round and then moves his token, that number of squares along the track in section two of the board. When each player has completed his move along the track another round is started. If a player lands on a square that has instructions on it. Then that player must follow the instructions. Example: "Lazy dogs space--Go back "3" squares. A sentence in Maxim must have at least "3" words and not more than "9" words expressing a complete thought, whether a statement of fact, a question, a command or an exclamation. Most simple sentences contain a subject and a predicate. Example: "The dog barked." A compound sentence consists of more than one independent clause. Example: "The sun shone and the birds sang."

**WINNING MAXIM:**

The first player to land on the finish area by following the track WINS. A direct landing by exact number of squares is not necessary.

Source: <http://kootweb.com/games/games5.html>

MAXIM™: Copyright by EMMOR RAY SPERRY, February 28,1996. The distinctive design of,"MAXIM" and the word,"MAXIM" are trade marks of,"EMMOR RAY SPERRY".All rights reserved. Any infringement on these copyrights or these trade marks, in whole or in part, by any means, without written permission from EMMOR RAY SPERRY,is strictly prohibited. U.S.A. Copyright registration number has been applied for.



### Sentence Game Board

Create a sentence game board like the one pictured below. Create one game board for each group member. You could use stories or passages from materials being used in class (e.g. Voyager) as the basis for the board game. Have group members create sentences. Play competitively with individual boards or collaboratively, as a group using one game board.

### SPORTS BOARD GAME

Column A	Column B	Column C	Column D
1. He	6. can	6. play	5. soccer.
2. Peter	5. wants to	1. watch	6. baseball.
3. That boy	4. likes to	2. compete in	1. tennis.
4. She	3. will never	4. read about	3. badminton.
5. Jane	2. doesn't like to	3. talk about	2. volleyball.
6. His sister	1. has to	5. practice	4. golf.

Download pre-made boards from:  
<http://www.nanana.com/wuzieboardgame.html>



### Roll the Blocks

Paste common nouns on six sides of one block, six verbs on one, and six pronouns the other. The students can then take turns rolling the blocks, as they would dice, and try to make sentences out of the words that appear on top. For example, the word he and door and close may show up. There are several possible sentences that can be formed. If the verbs are used, students should be allowed to use an appropriate verb tense. You can just use blocks with nouns and pronouns and allow the students to choose their own verbs as well.

Source: George P. McCallum, 101 Word Games, Oxford University Press, New York, c. 1980. pg 57

### Word Scramble

The students are given a list of words from the unit/lesson being studied with the letters scrambled. An extension of this is scrambled sentences in which words are spelled correctly but are not in the correct order.



### Advertising Phrases

Look through magazines and compile a list of well-known advertising phrases and slogans. Divide the group into two teams. The group leader calls out a phrase or slogan. The first team who calls out the product associated with the phrase or slogan gets a point. The team with the most points at the end wins. This is a

good game to accompany the magazine activities found on pages 22-23 of this handbook.

Bernard S. Mason and Elmer D. Mitchell, Party Games for All, 1946, Barnes and Noble Inc., Page 70

## 50+ Games and Activities to Use with a Small Group

Page 32



### Bananas, Avocado?

If students are having difficulty spelling, saying, or remembering a specific word, have them write the word on something unusual, such as a banana, avocado, or orange, using a felt pen or ink pen. The shapes, sizes, colors smells and laughter may help them remember the experience AND the word!



Source: Evelyn Renner and Associates, <http://eveynrenner.com/newsletter/activities.html>

**Free reading** – Have a “library” of magazines etc. available for the group to access all of the time. Free reading can be done at any time—if one group member finishes an activity early, if instructor is late, etc.



### Let's Suppose

Choose one of the scenarios below or make up your own. Read the scenario to the students and have them write a few paragraphs on it.

- Let's suppose someone has left you a million dollars. What are you going to do with it?
- Let's suppose a machine has been invented which will make you invisible for 48 hours. How do you want to spend those 2 days.
- Let's suppose you have been offered two jobs. One is exactly what you have wanted all of your life; however, it doesn't pay a lot of money. The other pays well but isn't really interesting to you. Which job would you pick and why.
- Let's suppose you can be any living person in the world. Who will it be and why?

Source: George P McCallum, *101 Word Games*, Oxford University Press, New York, c 1980. pg 124

## 50+ Games and Activities to Use with a Small Group

Page 7



### Word search Puzzles

Create word search puzzles to reinforce new vocabulary learned in class. Word Search Factory is designed to help you quickly and easily create professional-looking word search puzzles. Choose from a wide variety of grid sizes and word orientations for your word search puzzle. Print as many copies of the puzzle as you require, along with the automatic answer key.

#### Quick facts

Company: WorksheetFactory.com

Version: 2.0

File size: 2.2MB

Approx. download time: 5 min. at 56 kbps

License: Free

Minimum requirements: Windows 95/98/NT/2000

Source for Download: [www.cnet.com](http://www.cnet.com)  
To download – log onto to site  
-Downloads  
-Home and Desktop  
-Teaching Tools

Alternatively, pre-made word search puzzles such as this one can be printed off at:



<http://www.linapuzzles.com/puzzle-numbers/wordsearch.html>



## Go Fish for Homonyms

This game can be played by 2 or more players. It's played like regular Go Fish. The cards are shuffled and then 5 cards are dealt to each player (7 cards to each for a 2 player game). The remainder of the cards are placed face down in the centre as the "draw" pile. Player 1 takes a turn by asking another player of his/her choice for any cards that sound the same as a card in his/her hand. (For example: "Do you have any words that sound like where?") If that player has any cards that match the request, those cards are given to the asking player, who then takes another turn. If not, the player that was asked says, "Go Fish!" and the asking player then picks one card from the draw pile. If the card is one that was requested, the player shows it to the other players and takes another turn. If not, the asking player keeps it, but the turn now passes to the player that said "Go Fish!"

As soon as a player gets a set of 3 cards with words that sound the same, they must be shown and laid down in front of that player. Play continues until someone has no cards left in their hand, or the draw pile runs out. The winner is the player with the most "sets".

Variations: (1) The game can be played even after the draw pile runs out, however there will obviously be no "go fish". All players continue to try to get sets of 3 to lay down. If the person asked doesn't have the card asked for, the turn passes directly to him/her. (2) Spread the "draw" pile out in the centre of the table instead of keeping it in a neat little pile. That way instead of only being able to draw from the top of the pile, students can choose one card from anywhere within the pile.

You can print and view cards off of the site using Adobe Acrobat.

## Dictionary Delight!

Each student will need an English dictionary for this activity. Select several categories for this game, such as fruit, vegetable, poultry, and fish. Write the categories on one line on the board or flip chart. Other words will eventually be listed under each of these categories.

Ask students to check their notebooks for words they think belong in one of the categories on the board. Before students can offer a word, they must look it up in an English dictionary and scan the information about the word to find the category. If students can't find the word in the dictionary, use the word in a few sentences that include clues about the category. Many students will enjoy guessing from the clues given in these sentences.

When a word is found, ask the student to provide the plural form, another tense, a synonym or antonym. Many dictionary definitions will include some of this information. After the activity, these words can be used to develop a story, as sight words, as introductions to new consonant, blends or word variations (singular, opposites, etc.)

### FOR VARIETY

Depending on the level of the students, the categories can be the parts of speech, such as nouns, verbs, adjectives and adverbs. OR the words for the chart are offered only in complete sentences developed by the students. OR select one specific context, such as tools from work, and use categories such as electrical, pneumatic, and manual. Students could be given a homework assignment to collect words for the categories. The dictionary can then be used to find correct spelling, correct categories for the words collected, and/or sample sentences.







### Analyzing

Students learn a great deal from analyzing things. It doesn't have to be extremely technical conversation. For example, a student can analyze the difference in tastes between a piece of candy and a lemon; or using pictures, the differences between a sports car and a van; or analyzing why they feel a democracy is better than another form of government.

Lower level students can compare tastes, how things feel (smooth or rough), or pictures of things. Higher level students can compare concepts or philosophies. Students can use graphic organizers, (charts or graphs) to visually represent their analysis. As a group discuss differences in culture, food, clothing, or education using a chart or graph, and then analyze the similarities and differences.

Source: Evelyn Renner and Associates, <http://eveyrenner.com/newsletter/activities.html>

### Author, Author!

Work together to write a story that students can read to a child or grandchild. Use several large zipper-type bags and colored paper cut to fit each bag. Insert a sheet of colored paper in each bag. Next, three-hole punch each bag to fit in a notebook. You now have a blank book ready for pictures and words!

Using newspapers and other disposable publications, or pictures the students draw, design a story around the pictures selected. Next, place one picture on each side of the set of zipper-type plastic bags. Use a small piece of tape to secure the picture. Write the narrative on contrasting colored strips of paper and secure them at the bottom of each picture inside the bags.

Read the story together. Discuss the continuity of the story and any additional pictures or words that might be added to complete the story. Add additional plastic bags and colored inserts as needed. When the story is ready, the student can take it home and read it to a child.

The plastic bags and colored paper inserts can also be used with real photographs, perhaps from a family trip, to make a book the student can share with friends and family.

Source: Evelyn Renner and Associates, <http://eveyrenner.com/newsletter/activities.html>



To make the cards yourself, use this list of homonyms:

ade	aid	aide	whey	weigh	way
by	buy	bye	cent	scent	sent
cite	site	sight	do	due	dew
ewe	you	yew	flew	flu	flue
for	fore	four	gnu	knew	new
holey	holy	wholly	meet	meat	mete
oar	or	ore	pear	pare	pair
your	yore	you're	peak	peek	pique
poor	pore	pour	praise	prays	preys
rain	reign	rein	reed	read	rede
right	rite	write	sees	seas	seize
so	sow	sew	teas	tees	tease
they're	there	their	to	too	two
toad	toed	towed	vain	vein	vane
whale	wail	wale	wear	ware	where

Source: Lauren Conforti

<http://www.webeans.net/hutt/themestream/homonyms-dir.pdf>



## Teach Software

The TEACH system enables language teachers to import plain text files, and use them to build word exercises by adding translations and definitions to specific words or phrases. These definitions can then be used to create 'fill in the blanks' style exercise sheets. In addition, the words and their definitions or translations can be used to produce vocabulary sheets using the built in wizards.

**Publisher:** LTL

**File size:** 40K

**License:** Free

**Minimum requirements:**

Windows 95/98/NT

Source for Download:

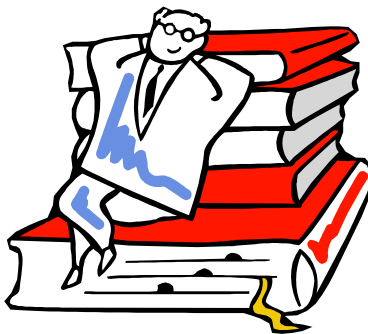
[www.cnet.com](http://www.cnet.com)

To download – log onto to  
site

-Downloads

-Home and Desktop

-Teaching Tools



## Add A Word!

Ask students to make word cards for the nouns learned. Next, ask a student to pick a card and add a word to describe the word on the card. For example, if the noun on the card was car, the student adds the word small and says small car.

In small groups, the next student in the class adds another adjective, such as blue, and repeats the entire set of words, small blue car.

Then, the next student adds another word, perhaps ugly, and repeats the entire set of words, small, ugly blue car. Eventually, ask a student to add other words to the sentence to complete it, such as the verb, object, and prepositions. Use examples to explain the idea. Continue this as long as the sentence makes sense and everyone is having a good time. When the sentence is completed, write it on the board and discuss the words used in the sentence. Discuss such things as adjectives, verbs, and their position in the sentence. Continue with the next noun card.

After each sentence has been completed and written on the board, discuss how they are alike (such as the position of the verbs or adjectives), and how they differ (such as the subject of the sentence).

A great version of this activity is adding adjective and verb cards. Now, the students have to add the adjective or verb card to one of the sentences already developed, or develop a new sentence with the word. As the sentences are developed, the cards used for each sentence should be placed on the table so the students can recall sequence of the words and sentences being developed. This is a great activity to show students how sentences can be constructed, and to show the parts of speech.



### Word Family Match-ups

Use two columns. Put several words from a word family in the first column. Put the definitions in the second column and have the students match them up.

Example:

<u>"tion" words</u>	tion = shun
installation	definition
direction	definition
inspection	definition
orientation	definition
location	definition
specification	definition

### Memory Game-Make Your Own

Use words from the lesson and write on index cards. Two cards per word. Play memory game. Just flop over cards, two at a time, trying to make a match. If you find the same two cards, you keep them!



### Bingo

BingoMaker creates bingo-style cards in many formats. You can make traditional bingo cards, or use your own topics in place of numbers. Simply enter a list of words, and BingoMaker will print a card for each player. Call cards can also be printed, for calling out the answers in a scrambled sequence."

#### Quick facts

Company: JT Software

File size: 727K

Approx. download time: about 1 min. at 56 kbps

License: Demo

Minimum requirements: Windows 95/98/NT

Limitations: 25-use trial

Source for Download:  
www.cnet.com

To download – log onto to site

- Downloads
- Home and Desktop
- Teaching Tools

Alternatively, make your own bingo cards like the one below and fill in the words.

<b>W O R D B I N G O</b>	<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>



## Who wants to be a millionaire?

(Make your own version)

Cut library pockets in half so that they are 2" deep and about 1 1/2" wide. Wrap them in contact paper to make them sturdy and glued them unto a file folder. Starting with row one, along the bottom edge of the folder, label the pockets \$100, \$200, \$300, \$500, and \$1,000....the \$1,000 one has a gold sticker on it as it is one of the "safe" levels. The middle row has the pockets, labeled: \$2,000, \$4,000, \$8,000, \$16,000, and \$32,000 which also has a gold sticker. The top row has the pockets labeled: \$64,000, \$125,000, \$250,000, \$500,000, and \$1,000,000 which also has a gold sticker.

Make "Life-Line" cards...several of each. Each player chooses three before the play begins.

Types of lifeline cards:

-50/50 -- the questions would either be restated in the form of a True or False statement OR the player would be given the choice of two possible answers.

-HINT -- the player would be given an age-appropriate hint

-HELP -- the player may ask anyone for help with the answer, even phoning someone is acceptable.

-RESOURCE -- the player may look in one resource book of his choice to find the answer.

-NEW -- they could get a new question.



51 TO 60 POINTS:

Others see you as an exciting, highly volatile, rather impulsive personality; a natural leader, who's quick to make decisions, though not always the right ones. They see you as bold and adventuresome, someone will try anything once; someone who takes chances and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

41 TO 50 POINTS:

Others see you as fresh, lively, charming, amusing, practical, and always interesting; someone who's constantly in the center of attention, but sufficiently well-balanced not to let it go to their head. They also see you as kind, considerate, and understanding; someone who'll always cheer them up and help them out.

31 TO 40 POINTS:

Others see you as sensible, cautious, careful & practical. They see you as clever, gifted, or talented, but modest... Not a person who makes friends too quickly or easily, but someone who's extremely loyal to friends you do make and who expect the same loyalty in return. Those who really get to know you realize it takes a lot to shake your trust in your friends, but equally that it takes you a long time to get over it if that trust is ever broken.

21 TO 30 POINTS:

Your friends see you as painstaking and fussy. They see you as very cautious, extremely careful, a slow and steady plodder. It'd really surprise them if you ever did something impulsively or on the spur of the moment, expecting you to examine everything carefully from every angle and then, usually decide against it. They think this reaction is caused partly by your careful nature.

UNDER 21 POINTS:

People think you are shy, nervous, and indecisive, someone who needs looking after, who always wants someone else to make the decisions & who doesn't want to get involved with anyone or anything. They see you as a worrier who always sees problems that don't exist. Some people think you're boring but those who know you well know that you aren't.



POINTS:

- |   |  |   |
|---|--|---|
| 1.<br>(a) 2<br>(b) 4<br>(c) 6                   | 5.<br>(a) 6<br>(b) 4<br>(c) 3<br>(d) 5 | 8.<br>(a) 6<br>(b) 7<br>(c) 5<br>(d) 4<br>(e) 3<br>(f) 2<br>(g) 1 |
| 2.<br>(a) 6<br>(b) 4<br>(c) 7<br>(d) 2<br>(e) 1 | 6.<br>(a) 6<br>(b) 4<br>(c) 2          | 9.<br>(a) 7<br>(b) 6<br>(c) 4<br>(d) 2<br>(e) 1                   |
| 3.<br>(a) 4<br>(b) 2<br>(c) 5<br>(d) 7<br>(e) 6 | 7.<br>(a) 6<br>(b) 2<br>(c) 4          | 10.<br>(a) 4<br>(b) 2<br>(c) 3<br>(d) 5<br>(e) 6<br>(f) 1         |
| 4.<br>(a) 4<br>(b) 6<br>(c) 2<br>(d) 1          |  |   |

**Now add up the total number of points!**

OVER 60 POINTS:

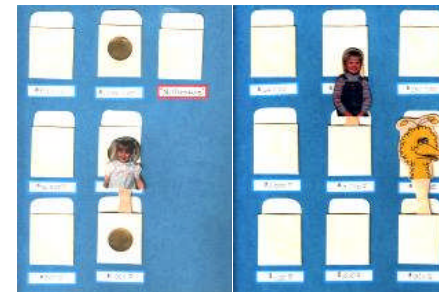
Others see you as someone they should "handle with care". You're seen as vain, self-centered, and who is extremely dominant. Others may admire you, wishing they could be more like you, but don't always trust you, hesitating to become too deeply involved with you.



You can make game pieces using different coloured Popsicle sticks. Personalize by attaching a picture of the player.

To Play:

Each player gets a question, if they are correct, they place their game piece into the \$100 pocket. When all players have had one turn, the next round will begin. If a player should miss a question, he is not out of the game...he goes back to the beginning and starts again, or to the last "safe" space he was at and collects the money. The gold sticker pockets are "safe" places. Once that level of money has been won, it cannot be lost even if a question is answered incorrectly at a higher level. Also, a player may be satisfied with his score at any time and keep that amount and "quit", though he need not leave the game. He would just start again...so players could be at all different levels of play. Whenever a player would restart, he would again make sure he has three Life-Line cards.



Source: <http://www.angelfire.com/wi2/GamesForLearning/millionaire.html>



## Flashcards

Memorize study material fast with WinFlash, a multimedia flash card system that supports graphics, audio, and video files. Using WinFlash's built-in editing, browsing, and viewing capabilities, users can construct anything from simple, text-only card decks for a quick pre-quiz review to complex, multimedia, computer-based training applications for corporate use. Version 5.1 lets you print your deck, with or without graphics, for use away from your computer.

### Quick facts

**Company:** Open Window

**Version:** 5.1

**Date added:**

**File size:** 1.3MB

**Approx. download time:** 3 min. at 56 kbps

**License:** Shareware

**Minimum requirements:** Windows 95, sound card

Source for Download:  
[www.cnet.com](http://www.cnet.com)  
To download – log onto  
to site  
-Downloads  
-Home and Desktop  
-Teaching Tools



6. When you go to a party or social gathering you..
  - (a) make a loud entrance so everyone notices you
  - (b) make a quiet entrance, looking around for someone you know
  - (c) make the quietest entrance, trying to stay unnoticed
  
7. You're working very hard, concentrating hard, and you're interrupted. Do you...
  - (a) welcome the break
  - (b) feel extremely irritated
  - (c) vary between these two extremes
  
8. Which of the following colors do you like most?
  - (a) red or orange
  - (b) black
  - (c) yellow or light blue
  - (d) green
  - (e) dark blue or purple
  - (f) white
  - (g) brown or gray
  
9. When you are in bed at night, in those last few moments before going to sleep, you lie
  - (a) stretched out on your back
  - (b) stretched out face down on your stomach
  - (c) on your side, slightly curled
  - (d) with your head on one arm
  - (e) with your head under the covers
  
10. You often dream that you are
  - (a) falling
  - (b) fighting or struggling
  - (c) searching for something or somebody
  - (d) flying or floating
  - (e) you usually have dreamless sleep
  - (f) your dreams are always pleasant



### Personality Quiz

This type of quiz can be a fun activity to start off a session.

1. When do you feel your best?
  - (a) in the morning
  - (b) during the afternoon & early evening
  - (c) late at night
2. You usually walk
  - (a) fairly fast, with long steps
  - (b) fairly fast, with short, quick steps
  - (c) less fast head up, looking the world in the face
  - (d) less fast, head down
  - (e) very slowly
3. When talking to people you
  - (a) stand with your arms folded
  - (b) have your hands clasped
  - (c) have one or both your hands on your hips
  - (d) touch or push the person to whom you are talking
  - (e) play with your ear, touch your chin, or smooth your hair.
4. When relaxing, you sit with
  - (a) your knees bent with your legs neatly side by side
  - (b) your legs crossed
  - (c) your legs stretched out or straight
  - (d) one leg curled under you
5. When something really amuses you, you react with
  - (a) a big, appreciative laugh
  - (b) a laugh, but not a loud one
  - (c) a quiet chuckle
  - (d) a sheepish smile



### Cloze exercises

ClozeMaker is a program that enables teachers to create cloze ("gap-fill") exercises which students can then do on the computer. A cloze can be created by automatic deletion of every  $n$ th word in a text, or by selecting words to be removed. Students can do the exercises as timed tests or without a time limit, and students may choose to see either a list of the missing words, or the complete text of the cloze, if they wish. At the end of each quiz, the student receives a percentage score.

#### Quick facts

**Company:** Martin Holmes

**Version:** 1.1

**File size:** 460.8K

**Approx. download time:** about 1 min. at 56 kbps

**License:** Free

**Minimum requirements:** Windows 3.x or later

Source for Download:  
www.cnet.com  
To download – log  
onto to site  
-Downloads  
-Home and Desktop  
-Teaching Tools



### Printable Puzzles

Create many types of Printable Puzzles such as:

- ◆ Fallen Phrase
- ◆ Letter Tiles
- ◆ Cryptograms
- ◆ Double Puzzle
- ◆ Math Square
- ◆ Number Blocks
- ◆ Criss-Cross Puzzle
- ◆ Hidden Message Word Search
- ◆ Word Search
- ◆ Computer Generated Mazes
- ◆ Mazed Things

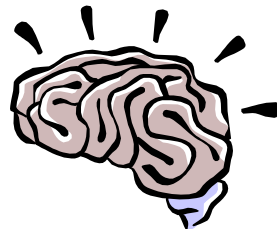
Source: <http://puzzlemaker.school.discovery.com/>

### Brainboosters

Get everyone thinking by starting a session with a brainbooster!

They are arranged under the categories of:

- ◆ Categorization
- ◆ Lateral Thinking
- ◆ Logic
- ◆ Number and Math Play
- ◆ Reasoning
- ◆ Spatial Awareness
- ◆ Word and Letter Play



Download Brainboosters at:  
<http://school.discovery.com/brainboosters/>



### Magazine Activity #2

Flip through your magazine and find an advertisement that you really like OR an advertisement that you really don't like.

What is an advertisement? \_\_\_\_\_

---

---

---

---

Describe the ad that you picked. \_\_\_\_\_

---

---

---

---

Why do you like/dislike this ad? \_\_\_\_\_

---

---

---

Discuss the advertisements as a group.





## QUICK ACTIVITIES AND GAMES

### Magazine Activity #1

Have each group member bring a copy of their favourite magazine to class.

Name of the magazine: \_\_\_\_\_

Month: \_\_\_\_\_ Year: \_\_\_\_\_

Write down three of the cover stories:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

What page is the table of contents on? \_\_\_\_\_

Pick one short story or article and read it. Report back to the group. Tell what the story was about. Try to remember and give as many details as you can.

What is the name of the story/article?  
\_\_\_\_\_

What is it about? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Did you enjoy the article? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_



## Online newspapers

Download current news stories from online newspapers. Have each person pick a story, read it, and report back to the group verbally. They can also write a synopsis of the story as a writing activity.



### The STAR

[www.thestar.com](http://www.thestar.com)

Check out the "headlines only" section for a quicklist of the available new stories and quickly print off downloadable copies of today's top new stories.

The star also publishes a daily "tabloid" type paper called "Metro Today." It's free and can be picked up in subway stations around Toronto. If you know someone who is going to be in Toronto, have them pick up a group set. The articles are short and there are lots of pictures in this half size paper.

### THE NATIONAL POST

[www.nationalpost.com](http://www.nationalpost.com)

Look under headline scan.

### THE SUN

[www.fyitoronto.com](http://www.fyitoronto.com)

This will take you to the Sun's site.

Alternatively, search online for your local paper.



## COMMERCIAL BOARD GAMES

Below you find a description of 15 different commercial board games. Having a few on hand to use with a small group gives you alternative activities, when the attendance is low, or when the lesson just isn't working out. Playing a board game can also be a good way to end a class. Board games involve many skills and are a good way to demonstrate learning in a real-life activity. Although Scrabble is the obvious classic, and of course included, there are many other games on the market today that employ both communication and/or numeracy skills. You can always create your own homemade versions of the commercial games (e.g. see the "Who Wants to be a Millionaire" make your own version on pages 12-13).

### BEYOND BALDERDASH

A player begins by choosing a question from one of the five categories: WORDS, PEOPLE, INITIALS, MOVIES, or DATES. All of the other players then write down a bluff answer to the question in the hopes of fooling each other. The fun takes off when the real answer is shuffled in with all of the players' phony answers and each is read aloud. You score points for not only guessing the real answer, but also for duping your friends into believing your answer is correct.

### GUESSTURES

In this split second game of charades, you have four words to act out before the timer swallows them up. You can use your head or your body. But not your mouth!

### ULTIMATE OUTBURST

First, your team gets a topic like "commands you give a dog." Then you yell, scream and shout answers for 60 seconds in an attempt to name the commands given on the game card. There are plenty of answers, but the ten that score points are the only ten listed on the game card.



## SCRABBLE

The classic crossword game for 2-4 players. Build crosswords for points, add to your score by building words on special spaces on the game board! Use up all seven of your letter tiles on your turn for an extra 50 points!



### SCRABBLE Kit

To encourage SCRABBLE playing in the classroom, Hasbro offers teachers a specially-priced School SCRABBLE Kit. Each kit contains a fun, motivational video for both teacher and students, six modified Deluxe SCRABBLE Brand Crossword Games, a comprehensive teacher's guide, an *Official SCRABBLE Players Dictionary*, 3rd Edition (OSPD3) and tips for improving student skills.

### \$25,000 PYRAMID

Players describe items in a related category to their partners with the ultimate goal of reaching the Pyramid to play for the grand prize! 3 or More Players

### HOLLYWOOD SQUARES

The game where trivia meets tic-tac-toe! Simple game play, and humorous, lighthearted material. You win squares by correctly agreeing or disagreeing with answers. Get tic-tac-toes first and you take the round.

2 or More Players



### WHEEL OF FORTUNE

Who'll be first to guess the everyday word or phrase? Buy a vowel, and solve the puzzle. 2 or More Players.

### JEOPARDY!

Here's the answer... what's the question? It's competitive, educational fun for all ages. 2 or More Players.

### WHO WANTS TO BE A MILLIONAIRE

Based on the mega-hit game show, this home version has all the elements that make the TV show so exciting! Each player gets to act as host while the others try to win more money. Use lifelines just like on TV!! 2 to 5 Players or Teams.

\*Note: See the make your own version

### FAMILY FEUD

"And the Survey Says" ... You can play one of America's favorite TV game shows right in your own classroom! 2 Teams.

### YAHTZEE

Build different combinations of the five dice for the most points. Get five of a kind for a... YAHTZEE! The unique combination of luck and strategy makes every game an exciting challenge.



### PICTIONARY

The game of quick draw. Try to get your team to guess the secret word. And with only 60 seconds to work you do not have to be a Rembrandt - stick figures and squiggly lines will do just fine.

### SCATTERGORIES

It's a word game of categories where all your answers have to begin with the same letter. For instance, you roll the big 20 sided die and it comes up with the letter "R". Then fill in a word beginning with the letter "R" for each of the 12 categories like: An ice-cream flavor. A thing you find in the refrigerator. The buzzer sounds after 3 minutes. Then, compare your answers to the group answer. Duplications score nothing, but original answers will get you a point.

### TABOO

This is the game where you try to get your team to guess the secret word, without using the five Taboo clues. So if the secret word is "kitten," you can't say "meow", "cat", "purr", "furry", or "animal". If you do, you'll be "buzzed" by the opposing team. You've got 60 seconds to get your team to guess as many words as possible.

### BOGGLE

Boggle is the 3-minute fast paced word search game for 2 or more players. Shake up the 16 letter cubes, remove the dome, and GO! Try to find as many words of three or more letters as you can in 3 minutes. Form words by joining letters up, down, side-to-side and even diagonally. The longer and more unusual the words the higher the score.