

Games for Information Skills

by

Margaret R. Tassia

Hi Willow Research & Publishing

P.O. Box 266
Castle Rock, CO 80104
303-660-0341

c. 1980 Margaret R. Tassia
ISBN 0-931510-06-6

TABLE OF CONTENTS

Preface.....	ii
Introduction.....	1
List of References.....	10

GAMES

Library Citizenship:

The Goops.....	11
Bookworm.....	12

Alphabeting and Dictionary Skills:

Lost in the Rainforest.....	14
Dictionary Hunt.....	16
Spin the Wheel.....	18
Guide Words Game.....	20
Dictionary Pronunciation.....	22
Dictionary Syllable Game.....	24
What Does It Mean?.....	26
Junior Scrabble of State Abbreviations.....	28

Card Catalog:

Alphabet Rummy.....	30
Library Review Card Game.....	32
Go to the Head of the Media Center.....	34
Touchdown.....	36
Star of the Card Catalog.....	38

Magazine Skills and Indexes:

Aunt Maggie.....	40
Home from the Pond.....	42
Index Puzzle.....	44

Reference Books:

Trivia.....	46
Famous First Facts.....	48
Presidential Squares.....	50
Around the Biography Board.....	52
Thesaurus Puzzle.....	54
Around the World.....	56
Atlas Bingo.....	58
Know Your Geographical Facts.....	60
Match and Search.....	62
Famous Americans Game.....	64
Game of Inventions.....	66
Zip Code Game.....	68
Facts About the Presidents.....	70

Literature Study:

Junior Scrabble of Literary Terms.....	72
Mother Goose Game.....	74
The Night Kitchen.....	76
Literary Review.....	78

Index.....	80
------------	----

PREFACE

The purpose of this book is to present a variety of gaming ideas to teachers and school library media specialists for use in integrating information and library skills into curricular units. General directions for constructing successful games are included, and thirty five games with curricular variations are described in depth. The game descriptions are detailed enough so that the user can construct the actual game boards and pieces with minimum effort and can incorporate variations to meet local educational situations and needs.

The games compiled in this book have been designed by the author with assistance from media students at Millersville State College. As a partial fulfillment of their course requirements, students were required to design and test a learning activity for a library media skill. Popular among the activities designed was the educational game. These games were tested with students (K-5) at the Elizabeth Jenkins School for Children, M.S.C. After the initial test run, the educational media student evaluated the success of the game and, when necessary, made changes to improve the game. The games then became a part of a central collection at the media center in the Elizabeth Jenkins School.

While it is impossible to name each student who contributed to the collection, recognition is accorded these students for their contribution to the field of library and information skills. Building on their ideas, the author has altered, revised and re-developed a number of the games using her own workshop experience and suggestions from many fellow educators who willingly experimented with the basic ideas.

It is possible to utilize the games independent of classroom activities, however most of the games were designed to correlate with a particular subject in the curriculum. It is the author's belief that library media skills integrated with classroom subjects are more educationally sound than those taught in isolation. With curricular material for interest and gaming for motivation, students are able to see the real-life application of the library media skills.

INTRODUCTION

Children and young people in today's world of education are often faced with the need to locate various types of information or materials for use in generating reports, research papers, and facts in support of curriculum objectives. The types and numbers of resources that students can use in their information quest have proliferated over the past twenty years in school library media centers. Reference tools such as encyclopedias, dictionaries, biographical sources, geographical tools, literary handbooks, etc. are available in unprecedented numbers.

The existence of a wealth of valuable information sources in the schools and the requirements of modern education have necessitated that young people acquire some information skills - some ability to seek, locate, and evaluate what they need in pursuing assignments and personal interests. In fact, progress in a technologically oriented society rests on the abilities of our people to generate new techniques and methods of doing things based on previously known information rather than wasting time re-generating the same knowledge over and over again.

Because these information skills are relatively new in the educational scene and particularly in the elementary school, instruction in acquiring these skills has generally been haphazard and disorganized. At this point, neither the classroom teacher nor the school library media specialist has been designated responsible for seeing that such skills are taught. Classroom teachers are often pressed for time because of so many other mandated curriculum areas to cover. School library media specialists have been teaching information skills since the beginning of school libraries but have most often taught them in isolation of the classroom curriculum.

Students often view these "library skills" as a boring and frustrating experience since they rarely correspond to information needs being required by the classroom teacher. Because of this problem, there is a growing movement among teachers and library media specialists to combine their efforts to integrate information skills at points in the curriculum where specific skills are needed. This approach has been greeted with much more success by the teachers and with more interest by the student.

Educational gaming is one teaching method that school library media specialists and teachers might utilize to integrate instruction in informational skills with the objectives of the classroom curriculum. Besides the motivation, structured interaction, and involvement that educational games provide, there is also the opportunity to integrate information skills with classroom curriculum objectives. By designing the goals of the game to include both the classroom curriculum objective and the information skill objective, teachers and school library media specialists can create a game that will integrate objectives and demonstrate to students how information skills fit into a real situation or total educational system.

Throughout history, games have been used as a way of learning, measuring and comparing degrees of skill. Only recently has this method been introduced in our society as a viable method of instruction. This is largely due to the interest of industry, business and government. In the 1950's, gaming and simulations were used to reach top level decisions or to solve problems in such areas as city planning, space missions and ecology. Gradually educators have adopted gaming as an instructional device and gaming is being used in many areas of the school's curriculum.

Some research has been conducted by the Academics Game Program of the Johns Hopkins University, and Michael Call reports on some of this research in his Teacher Made Games. The major studies report that "games produce superior student performance on those specific skills that students must use in playing games." (Call) Some of the studies reveal that games are no more effective than other teaching methods, but students prefer this mode of instruction. Most of the studies do recognize the motivational capabilities of games over other activities.

Educational games motivate students in a manner no other method can. Educational games require active student participation in bargaining, debating, and making decisions in a formal educational process. Things begin to happen because of the students' game playing behavior. They are physically and mentally involved, thus having a sense of control over the situation. Students have the immediate results of their actions, with the reason for their success or failure. They alone are responsible for their actions, and are forced to live with the results or consequences

of their actions in a non-threatening situation. Thus they may learn from their experiences and improve their self-image.

Students learn from each other, especially in a play situation. Educational games provide a structured interaction for children in a play atmosphere. What would normally be considered a distraction, becomes a valuable educational experience with students communicating, learning from their peers, and releasing excess energy.

Educational games are goal oriented and relate skills or educational objectives to a real life situation. Students often master an individual skill but seldom put the skill to work in the entire educational system. Educational games allow students to try out a particular skill in a full system context, thus the activity takes on a new meaning and students can relate the skill to real life situations.

Some disadvantages in using games have been noted by experts in the field of educational games. Used in isolation from discussions, several problems can arise: 1) students may view games as "fun" and not perceive the educational objectives of the games, 2) they may tune in on techniques that allow them to win at all costs, or 3) a heavy emphasis on winning may mislead them from the real objectives of learning. Other objections include: 1) games require a great deal of time, both in preparation and class time, and 2) often commercial games or materials are costly. Proponents of educational games counter these arguments by replying: 1) the benefits of motivation, peer communication, and goal oriented learning that accompany educational games used properly far outweigh any disadvantages that might arise, and 2) educational games need not be elaborate or expensive. It may be far better to create a simple game that meets a specific educational objective of the curriculum and can be played in a short period of time rather than purchase an expensive complicated game which may not meet a specific need.

While designing an educational game may appear to be a simple project, it can be quite complicated. To help in the process, a simple model or list of game components is pictured on the next page. The steps illustrated will provide a means to check each game you create so that important elements are not overlooked. The steps in the model come from several experts in game design (see Gordon, Gillespie, and Horn). They provide a starting point in game design.

	THEME	
	GOALS	
	TECHNIQUES	
PLAYER'S ROLES	EQUIPMENT DESIGN	RULES
	TESTRUN	
	DEBRIEFING	
	CURRICULAR VARIATION	

I. Theme:

Start by establishing the theme to fit with library media skills sequence, and integrate the skill with an area of the school curriculum. The students should see how this skill will be applied in a real life situation.

II. Goals:

Once the theme has been established, goals stated in terms of behavioral objectives should tell students exactly what concepts or processes they are to attain by playing the game. Without these stated goals, students may lose sight of the educational value of playing the game. Stated clearly along with goals must be the scope of the game. Scope includes the amount of time needed to play the game, as well as the topic to be covered. Very often too many goals are attempted, i.e., game designers attempt to teach all skills connected with the card catalog. It would be better to emphasize one specific skill per game. If game is one of reviewing skills, other options are available.

III. Techniques:

The next step in game design is to determine which technique is best suited to the goals outlined, and the needs and abilities of the students who will be using this particular game. Whichever method is selected will depend on the students who will be using the game. Another decision at this point will center around how much competition will be included. A certain amount of competition provides valuable experience for students. Most authorities advise a moderate use of competition. Educational games are seldom pure competition where one person wins all and everyone else loses, where one player's gain is another player's loss. Chess is a game which expresses power motivation. Games in which each player can gain points through skill and luck offer each player an opportunity to achieve the optimum score without taking points away from his opponent. This type of game usually represents achievement motivation. An example of this type of game would be bowling. Game designers should introduce competition, but avoid games that stress "power motivation" and aim for the games that build "achievement motivation."

After these three elements of game design have been decided, the next three steps can be tackled. These steps do not have to follow an exact order, but will probably be developed simultaneously. They are: player's roles, equipment design, and rules of the game.

IV. Player's Roles:

By stating players' roles, game designers visualize exactly what players will be doing during play, how involved they will be and what skills they will be practicing.

Determine the number of players and state exactly what they are to do, what their resources are, and whether they work individually or as part of a team. These decisions will affect how you construct the rules of the game. There must be at least two players in a game unless a player is comparing his score with his own prior score, or with other student scores. Questions concerning how much activity a player must engage in, whether players must take turns, or whether they may all act at the same time must be answered. In team games it is necessary to have

a leader? Who will decide if questions are answered correctly? It is necessary to have a game monitor or is it possible to establish some other method of correcting the answers? (Refer to the game Trivia described in this book.)

Gillespie suggests in his model for academic games that there are certain roles that could be incorporated: individual, maintenance, and task roles. The individual roles are those in which a person enacts his own behavior, and if he wins, he alone reaps the reward. In the maintenance roles, a player acts as a messenger, a referee, or administrator. In the task role, a player must perform a specific task to win, i.e., use a dictionary.

V. Equipment Design:

Equipment design does not have to be elaborate or expensive. The important criteria for equipment is that it should be durable and attractive so that students will be motivated to play the game. Equipment should reflect the theme and goals already established. For example, game boards can be illustrated with scenes relating to the theme such as the games Presidential Squares or Lost in the Rainforest described in this book. Some popular materials for game boards are railroad board, 11"x14" file folders (popular size, easy to store, easy for students to work around) and tri-wall cardboard (when extra thickness is desired). Oaktag is a popular weight for question cards. This fits into a primary typewriter, which provides an inexpensive, attractive, easy to read, professional appearance. Lamination applied to oaktag provides the durability needed and brightens the equipment in the process.

Sample questions have been provided for games described in this book, but exact questions should relate to the needs and abilities of the students who will be playing the game. It may be necessary to develop several sets of questions for each game depending on the varying degrees of abilities of students. Thus students can play the game over and over working on the questions of varying levels of difficulty. If several sets of questions are made for a particular game, it would be helpful if each set were on a different color oaktag for easy sorting

if levels should happen to be mixed together.

Spinners can be made from a variety of materials. One that was found to be quite effective was made from an 8 oz. plastic margarine tub. Cover the top of the lid with colored construction paper and mark with the numbers, colors, etc. as you would for any spinner, then cover with clear plastic adhesive, punch a hole in the center and attach the spinner with a brad. Popsicle sticks make neat spinners. Place the lid on the margarine tub when in use and the spinner will move freely. The tub can be used to store playing pieces and other small items such as dice or coins when not in use.

When designing the equipment, the element of chance must be introduced. This can be done in the form of dice, spinners, shuffled cards or flipping of coins. Chance is often introduced in educational games as a way of equalizing play for students of differing abilities. While chance should be used in moderation, it does have a definite function in educational games, because it can relieve the fear of failure or making a mistake.

VI. Rules of the Game:

Rules can make or break the game. Effective learning takes place with an active experience, therefore, let a lively game get started with a minimum of preliminaries. While complex rules reduce the enthusiasm for the game, vague or incomplete rules can lead to frustration. The best advice is to establish brief but clear rules that tell the player exactly how the game is to be played, what each player will do during the game, who will interact with whom, what transactions will take place, and when the game is over.

Gillespie, in his model for academic games, gives us seven classes of procedural rules to follow:

- a. Initiation and Termination: Written rules should determine when a game begins and ends, as well as its duration either in prescribed time period or pre-determined conditions of winning or losing (for example, on a game board when you reach home or are the first to lay down all the cards in your hand).
- b. Deployment and Disposition: These rules would indicate who, when, where, and how a player could move. The rules should state who can imitate and who can control the movement.

- c. Communication: These rules decide if communication is permitted or not, restricted, or free. For example, in a fish game, can you ask anyone for a card or only the person to your left or to your right?
- d. Arbitration: Establish who the game's referee will be or how to resolve disputes. Will you have detailed rules that state what to do in case of disputes?
- e. Intervention: Will there be any "chance" introduced into the game? If so, how will it be handled?
- f. Enforcement: Rules should be simple and direct. They should cover such infractions as moving out of turn, improper communication, etc. Rules of restitution, repression, or expulsion are usually stated in the beginning of a set of directions.
- g. Rules of Outcome: Rules should state the conditions that have to be met to win, whether they will be paid off at the end of each game or a series of games. Are participants competing for the highest score or are they competing against others? For example, does the person with the highest score, or the person who finishes first, win the game?

VII. Test Run:

There is no substitute for trying out the first draft of the game you design. Gather a small group and be an observer. Jot down the problems the players encounter. Don't be surprised if it isn't perfect. This trial will iron out any problems and help you answer any problems that might arise when students play the game at a later time.

Robert Horn, in the Guide to Simulations/Games For Education and Training, suggests things to watch for during the try out. They are:

- a. The amount of time devoted to each playing period.
- b. Are the instructions clear? Would you suggest any changes?
- c. Did the players accept their roles easily?
- d. Were some players inactive during the play? Was this a problem?
- e. Did the players have fun? Were they emotionally involved in the game?
- d. Does the game meet your educational objectives? Does it do what you want it to?

VIII. Debriefing:

It is always necessary to schedule an evaluation or debriefing where students discuss what they learned and how the game is related to real life situations so that the students realize the educational value of playing the game. Pre-planning this debriefing session will help the game designer to determine if the game is emphasizing the original objectives. Use the following questions as a guide in planning these discussions:

What skills did you need to play this game?

What new skills did you acquire while playing this game?

When might you use these skills in the future?

The debriefing is an important element of utilizing educational games and never should be omitted. If time is short, it would be better to stop the game before it is over to allow students to participate in the debriefing session. These sessions guide students to think about what they were doing and see how this will apply to future use.

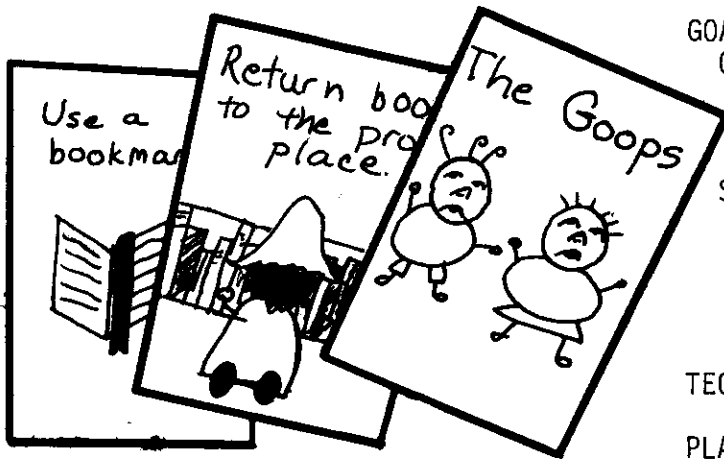
IX. Curricular Variation:

Educational games can be designed to meet a variety of curricular areas. Minor adaptations frequently provide the method for integrating information skills into a science, social studies, fine arts, or vocational arts unit. When adapting games to meet curricular needs, begin with the objectives of the unit. Careful planning of the objectives will not only integrate both the information skill objectives and the classroom objectives, but will also outline the changes needed in the equipment design. Techniques, rules of the game, and player's roles will remain the same. Debriefing will have to be adjusted to include the integrated objectives of the game.

Some sample curricular variations that have proven effective in our educational situation have been included as examples. These are just the beginning. Use your imagination and create variations that will be meaningful in your educational situation.

LIST OF REFERENCES

- Call, Michael. Teacher Made Games: An Adapter's Guide Referenced In Promising Practices in Oregon's Education. Salem, OR, Oregon State Dept. of Education, 1975. (ERIC # ED109825)
- Gillespie, Perry S. A Model for the Design of Academic Games. Ann Arbor, MI, University Microfilms, 1976. (Thesis, Ph.D. - Claremont, 1970)
- Glazier, Ray. How To Design Educational Games. Cambridge, MA, ABT Assoc., 1969.
- Horn, Robert. "How Students Can Make Their Own Simulations." In: Guide to Simulations/Games for Education and Training. Lexington, MA, Information Resources, Inc., 1973, pp. 439-443.
- Pearson, Craig and Joseph Marfuggi. Creating and Using Learning Games. Palo Alto, CA, Learning Handbooks, 1975.



THEME: THE GOOPS

THEME: Library citizenship

GOALS:

Objective. To encourage responsibility in the care and handling of library materials.

Scope. Time of play - approx. 15 min. Content information includes proper handling of print and nonprint material, as well as equipment.

TECHNIQUES: 41 playing cards

PLAYER'S ROLES: No. of players - 3 to 6

EQUIPMENT DESIGN:

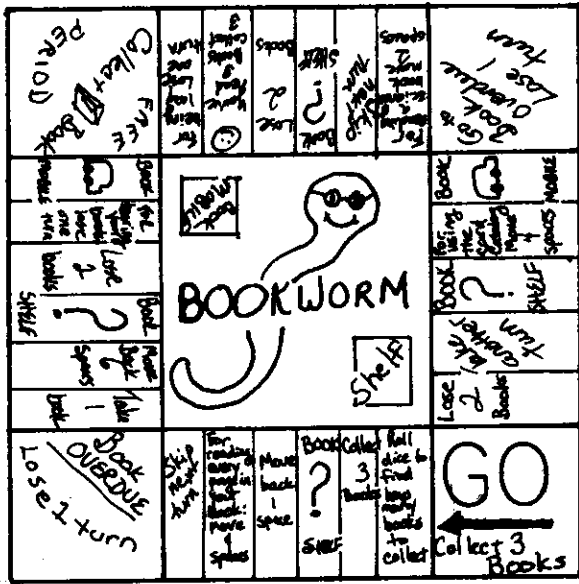
Each playing card should contain a statement of a particular library media center rule and an illustration of the rule. (See examples.) There should be 20 pairs of cards and an extra card marked "The Goops," with an appropriate picture.

RULES:

1. Deal out all the cards.
2. Players having any matching pairs in their hands should lay them down, face up, in front of the player.
3. Player to the left of the dealer starts the game, picking one card from the player on his left. If it matches another in player's hand, player may lay the pair down.
4. The next player to the left continues the game by picking a card from the player on his left.
5. The game continues until all the pairs have been placed down.
6. The player with "The Goops" card at the end of the game loses.

DEBRIEFING:

Review proper etiquette portrayed in the card game.
 "What should you do if you find a torn filmstrip?"
 "How do you mark your place in a book?"



TITLE: BOOKWORM

THEME: Library citizenship

GOALS:

Objective. To encourage responsibility in the care and handling of library materials.

Scope. Time of play - approx. 30 min. or until board is completed. Content includes facts about print, as well as nonprint materials.

TECHNIQUES: game board, markers, book cards, bookmobile cards, book shelf cards, dice

PLAYER'S ROLES: No. of players - 2 to 5
Players take turns to earn the largest number of book cards.

EQUIPMENT DESIGN:

Construct game board from oaktag board and laminate. The game board should reflect the concepts of library citizenship, and include a few chance squares, such as "for reading a science book, move ahead 3 spaces." Bookmobile cards, reflecting the concepts of library citizenship, should read as follows: "For being neat and tidy, collect 2 books." Bookshelf cards should read as follows: "Move ahead 3 spaces," or "Move to the nearest Bookmobile." Small book cards should be made in the place of money. Markers can be made in the shape of small bookworms.

RULES:

1. Each player rolls the dice to determine who plays first. Highest number starts.
2. Each player, in turn, rolls the dice and moves the same number of spaces indicated on the dice.
3. Each player follows the instruction in each space on which he lands.
4. Each player collects, or returns, the number of book cards indicated on the space or card drawn.
5. Each player must travel around the board three times. At the end of three rounds, count the number of books gathered.
6. Player with highest number of books becomes the BOOKWORM, or the winner.

DEBRIEFING:

Review proper etiquette portrayed in the game, and relate to what is expected in a library media center.

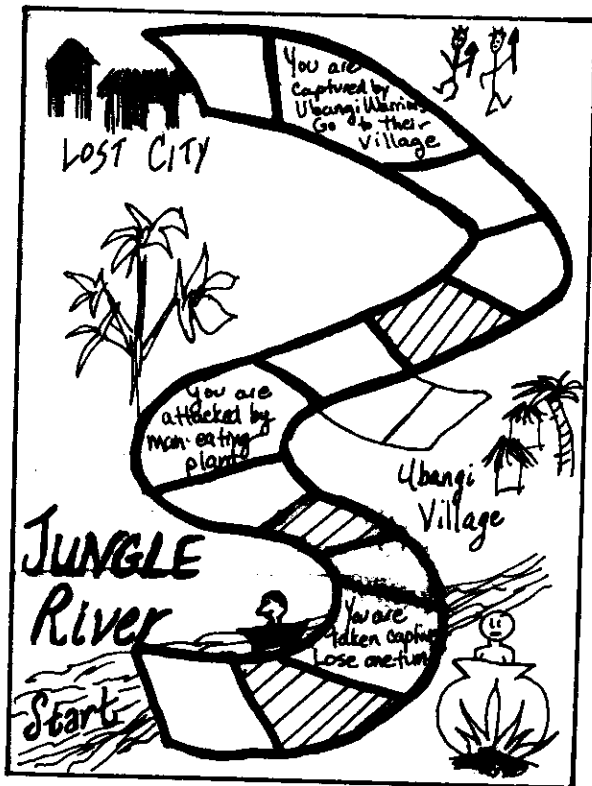
Bookworm...Cont.

CURRICULAR VARIATION:

THEME: Social Studies - Citizenship
Library Citizenship

GOALS:
Objective. To develop a sense of responsibility for school and neighborhood citizenship.

EQUIPMENT DESIGN: Game parts should reflect the concepts of school and neighborhood citizenship, while reinforcing the concept that the school library media center is one part of the total school environment (i.e. "For picking up the litter on the school playground, move ahead 4 spaces." or "For being neat and tidy in the school cafeteria, collect 2 books.").



TITLE: LOST IN THE RAINFOREST

THEME: Alphabetizing/dictionary usage

GOALS: Objectives. To demonstrate the use of the dictionary in locating the meaning of terms relating to Tropical Rainforest.

To reinforce the skills of alphabetizing and its use with the dictionary.

Scope. Time of play - approx. 30 min. Subject content is limited to Tropical Rainforest terms and their definitions.

TECHNIQUES: game board, markers, question cards, dice, dictionaries for each player.

PLAYER'S ROLE: No. of players - 2 to 5
Game director (volunteer or student who has acquired the skill) settles conflicts that might arise and checks answers during game play. Players do not need to take turns, but play at their own speed.

EQUIPMENT DESIGN:

The game board, constructed from railroad board, or 11"x14" file folder, consists of a game track of randomly-spaced white and red squares, with some "chance" squares intermingled. Illustrations and the game track "chance" squares reflect tropical rainforest concepts (i.e. "You are attacked by a man-eating tiger, move back 2 spaces," or "You discovered a rare jungle plant, move ahead 1 space").

The question cards consist of 3 separate sets, each of a different color. One set of blue question cards (26) are constructed from strips of construction paper. Make 1 card for each letter of the alphabet. Indicate the number of spaces a player may move (i.e. "F Move 3 spaces"). One set of white cards (52) are constructed from strips of construction paper. Each card is typed with several Tropical Rainforest terms beginning with the same letter. These words should NOT be in alphabetical order (i.e. parrots, gibbons, toucans, sloths). One set of red question cards (30) should be made from strips of construction paper and ask a question concerning the Tropical Rainforest that can be answered by using the dictionary (i.e. "What is a marmoset? Move 4 spaces.").

Laminate board and cards.

Lost in the Rainforest...Cont.

RULES:

1. Roll dice; highest number moves first.
2. Lost in the Rainforest is an adventure game that sends you through the Rainforest in search of a lost city. To start the game, draw a blue card and note the letter on it.
3. Find the corresponding white card with Rainforest terms beginning with the same letter.
4. Arrange the terms on the white card in alphabetical order, using a washable magic marker. Check your answer with the game director. If correct, you may move the number of spaces indicated on the blue card. If incorrect, stay where you are for this round of play.
5. If you land on a red space, choose a red card and look up the question in the dictionary. If correct you may move the number of spaces indicated on the card. If incorrect, stay where you are for this round of play.
6. The "Chance" spaces tell of adventure that might happen to you. If you land on one, follow the directions given.
7. The first player to reach the lost city is the winner of the game.

DEBRIEFING:

Review the Rainforest terms and what information players learned about the terms from the dictionary. "What is a liana?"

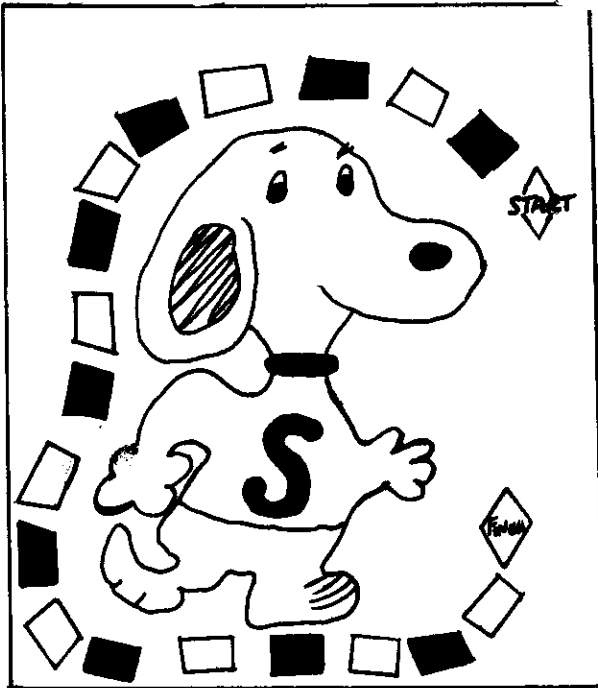
Review steps used to locate the information. "What skills did you need to play the game?" When might you use these skills in the future?"

CURRICULAR VARIATION:

THEME: Social Studies - Regions of the World ; Dictionary Definitions

GOALS:
Objective. To demonstrate the use of the dictionary in locating the meaning of terms relating to the Arctic and Antarctic regions.

EQUIPMENT DESIGN: Question cards and the game board should reflect the concepts dealing with the Arctic and Antarctic regions. Construct a game board of the race-chase variety and illustrate with cut-out pictures or hand drawings of these regions. Questions cards should read: "What does 'tundra' mean?" or, "What is an 'Adelie penguin'?"



TITLE: DICTIONARY HUNT

THEME: Dictionary usage

GOALS:

Objectives. To reinforce the use of the dictionary in locating the definition of words.

 To reinforce the use of guide words.

Scope. Time of play - approx. 30 min. Subject content of this game is limited specifically to locating definitions.

TECHNIQUES: game board, markers, question cards, dictionaries for each player

PLAYER'S ROLES:

No. of players - 2 to 6
 Game director
 Players do not have to take turns, but can play at their own speed. The chance squares plus the type of card drawn, as well as the skill of locating words in the dictionary, will determine the winner.

EQUIPMENT DESIGN:

Game board is constructed from railroad board, and designed with a general theme, such as illustrated above. Include several "chance" squares along the game track (i.e. "All girls landing on this square move back 2 spaces.").

The question cards, constructed from oaktag strips, should read as follows: "What is a mongoose?" or "What does plural mean?" Most questions found on dictionary drill sheets or workbooks can be used on these question cards. Question cards should indicate the number of spaces to move (i.e. Move 2 spaces.).

RULES:

1. Play begins after the cards are shuffled and placed beside the board.
2. Each player draws a card and locates the answer in the dictionary.
3. Player must show the answer to the game director before moving the number of spaces on the question card.
4. Play continues until a player reaches the finish line.

Dictionary Hunt...Cont.

DEBRIEFING:

Review with the players the various purposes for using the dictionary.

"What type of information did the dictionary reveal about the words you were looking up?"

Review the techniques used to find the answers quickly.

"What skills did you need to locate the answers?"

"When might you use this dictionary lesson in the future?"

CURRICULAR VARIATION:

THEME: Science - Magnets
Dictionary - Meaning of Words

GOALS:
Objective. To introduce vocabulary relating to a science unit on magnets.

EQUIPMENT DESIGN: Question cards would contain vocabulary relating to the unit (i.e. "What is a 'lodestone'?").

Game board of a general theme could be used, or a similar race-chace board could be created, reflecting the scientific concepts dealing with magnets. Cut-out illustrations, or hand drawing would reinforce the concepts being developed.

CURRICULAR VARIATION:

THEME: Science - Magnets
Dictionary - Pronunciation of Words

GOALS:
Objectives. To reinforce the use of the dictionary in locating pronunciation of words.

To introduce vocabulary relating to the science unit on magnets.

EQUIPMENT DESIGN: Question cards would read "Pronounce 'magnetism'," or "How do you say 'gauss'?"

TITLE: SPIN THE WHEEL

THEME: Dictionary usage

GOALS:

Objective. To reinforce the use of guide words in using a dictionary.

Scope. Time of play - approx. 20 min. Subject content is limited to guide words in a dictionary, but could be adapted to use with any reference tool using guide words.

TECHNIQUES:

spinning board, 130 word cards, dictionaries for each player, score cards

PLAYER'S ROLES:

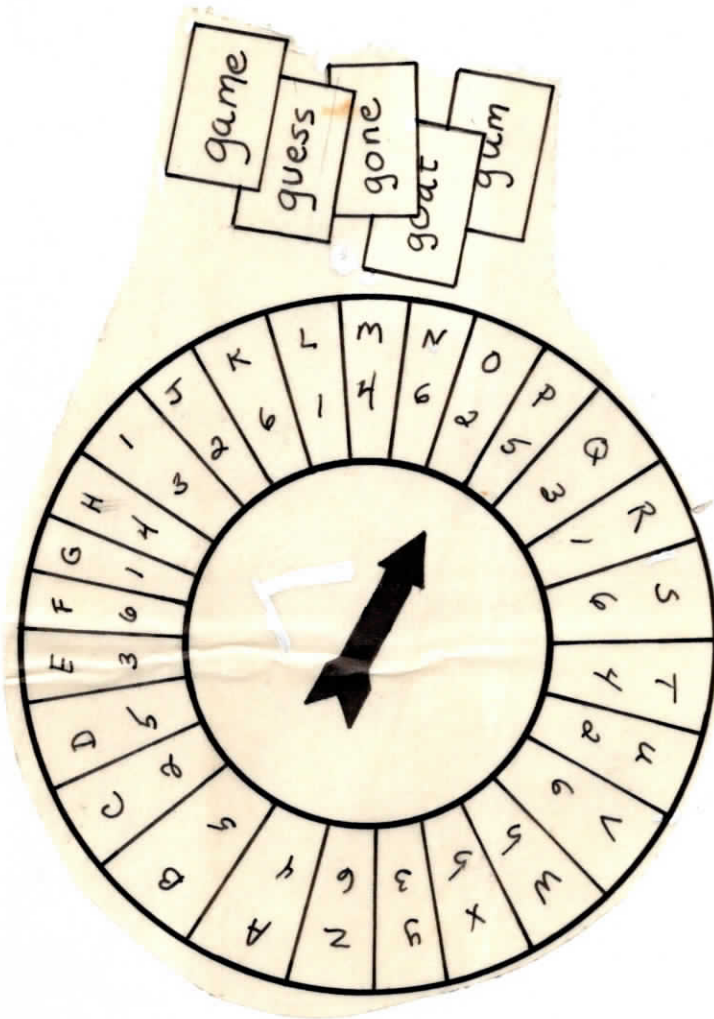
No. of players - 2 to 8

Game director

Each player moves at his/her own rate, not waiting until another player has a turn.

The random number assigned to each letter, plus the skill of the game will help to determine the winner.

The game director checks the word in the dictionary. This can be a volunteer, or older student, who has mastered the skills.



EQUIPMENT DESIGN:

Construct the game wheel using triwall cardboard. Illustrate the spinning wheel by lettering with the alphabet. Under each letter assign a random number, ranging from 1 to 6.

Word cards, constructed from 3"x5" strips of oaktag, contain a single word that can be located in the dictionary the students are using.

There should be approximately 5 word cards for each letter of the alphabet.

RULES:

1. Each player spins the board to see what letter he/she is to work with.
2. Choose a word card starting with that letter and look up the word in the dictionary. Remember to use the guide words.
3. Show game director where you found the word in the dictionary. If you are correct, you may add to your score the number of points below the letter on the spinning board. If not, keep looking until you locate the word.
4. The person with the most points at the end of the game wins.

Spin the Wheel...Cont.

DEBRIEFING:

Relate the skills used in playing the game to real life skills.

"How did using the guide words help you?"

"When might you use these skills in the future?"

"What skills did you use?"

TITLE: GUIDE WORDS GAME

THEME: Dictionary usage

GOALS:
Objective. To reinforce the use of guide words when using the dictionary.

Scope. Time of play - approx 10 min./round
Subject content deals with guide words on a dictionary page; game could be adapted to the use of guide words in other reference tools.

TECHNIQUES: 26 game boards (one for each letter of the alphabet), 16 word cards for each board, egg timer, dictionary for each player

PLAYER'S

ROLES: No. of players - up to 26 players
Each player has an individual game board and word cards that accompany the board.

Board P	Guide Words			
once oppose				
order outline				
peace peddle				
penny perfect				

EQUIPMENT DESIGN:

Construct the game board as diagrammed, using railroad board. Low-cut pockets are needed so that words can be read when they are in the pockets. Pockets can be constructed from construction paper or oaktag. Letter the guide words for each row in the left-hand column. Laminate the board. Carefully cut the pockets open with a razor blade, to allow card to slip in place. Each board should have a corresponding packet of 16 word cards. Type words on the card. Words used should be found between the guide words on a dictionary page. Laminate the cards.

RULES:

1. Start egg timer at the beginning of the game.
2. Using the guide words to the left of the board, arrange the word cards in the game board pockets as they would be found in the dictionary.
3. Arrange the word cards in alphabetical order within the row.
4. Each player checks his answers in the dictionary.
5. Each player receives 1 point for each correct row completed before the time is up.
6. Record score on score card and exchange boards for the next round of play.
7. Number of rounds can vary--winner is the player with the highest score at the end of the last round.

Guide Words Game...Cont.

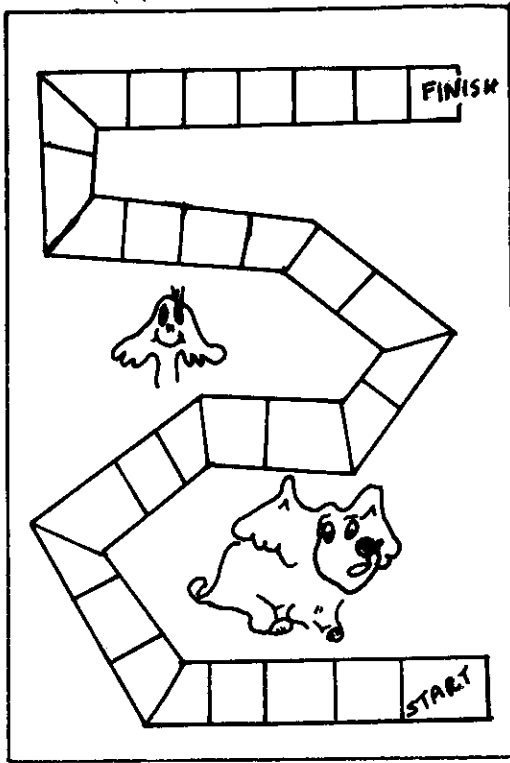
DEBRIEFING:

Review the skills needed to participate in this game.

Relate what skills used in the game will be used in the future.

"When might you need to use guide words in the future?"

"How did using the guide words help you use the dictionary?"



TITLE: DICTIONARY PRONUNCIATION

THEME: Dictionary usage/pronunciation

GOALS:
Objectives. To reinforce pronunciation skills.

To reinforce the use of the dictionary to locate pronunciation of words.

Scope. Time of play - approx. 20 min. Subject content of this game deals with the use of the dictionary in learning to pronounce unfamiliar words. Difficulty of words can be adapted by developing different sets of word cards.

TECHNIQUES: game boards, question cards, markers, dictionaries for each player.

PLAYER'S ROLES: No. of players - 2 to 6
Game director
Players move at their own rate of speed; do not wait to take turns; the random drawing of cards, plus the chance squares located on the game board help to determine the winner.
The game director, either a volunteer or a student who has already mastered the skill, checks the answers with the dictionary before the player moves his marker on the game board.

EQUIPMENT DESIGN:

The game board, illustrated with a general theme, is constructed using railroad board. Included on the game track are several "chance" spaces that read: "For helping another student to use the guide words in a dictionary, move ahead 2 spaces" or "All boys landing on this space, move back 1 space."
The question cards, constructed from 3"x5" oaktag strips, should read as follows: "How do you pronounce 'porphyry'? Move ahead 3 spaces" or "How do you say 'sign'? Move ahead 1 space." Laminate both the cards and the game board.

RULES:

1. Each player places his marker on 'start.'
2. Shuffle the cards and place beside the game board.
3. Draw the top card and locate the answer in the dictionary.

Dictionary Pronunciation...Cont.

4. Check your answer with the game director. If correct, move the number of spaces indicated on the question card. If incorrect, stay in the same space and select another card.
5. If a player lands on a chance square, follow the directions on it.
6. The first player to reach the finish is the winner.

DEBRIEFING:

Review the pronunciation symbols and how to use the dictionary to locate the pronunciation of a word.

"What skills did you have to know to play this game?"

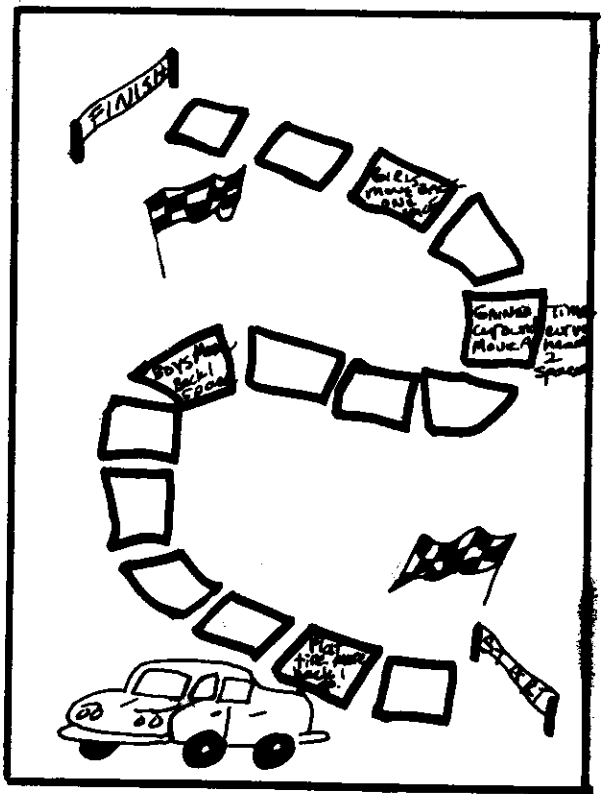
"When might you need to use this skill in the future?"

CURRICULAR VARIATION:

THEME: Science - Space Travel
 Dictionary - Pronunciation of Words

GOALS:
 Objective. To reinforce the use of the dictionary to locate the pronunciation of words relating to a unit of space travel.

EQUIPMENT DESIGN: Question cards would read "How do you pronounce 'apogee'?" or "How do you pronounce 'ellipse'?"



TITLE: DICTIONARY SYLLABLE GAME

THEME: Dictionary usage

GOALS: Objectives. To reinforce syllabication skills.

To reinforce the use of the dictionary to locate the syllabication of words.

Scope. Time of play - approx. 20 min. Subject content deals with the words located in the dictionary the students are using.

TECHNIQUES: game board, 30-40 word cards, markers, dictionary for each player

PLAYER'S ROLES: No. of players - 2 to 6
 Game Director
 Players do not have to take turns, but play at their own pace. Chance squares and the random draw of cards help to determine the winner.
 Game director, either a volunteer or student who has mastered the skill, checks answers located in the dictionary.

EQUIPMENT DESIGN:

Game board - construct board using railroad board, and illustrate with a general theme. Include several "chance" squares along the game track (i.e. gained time around a curve, move ahead 2 spaces). Question cards, constructed from 3"x5" oaktag strips, contain 1 word, ranging from 1 to 4 syllables (i.e. "impertinent", "saturnine" or "desk").

Laminate the question cards and the game board.

RULES:

1. Players place markers on "start".
2. Shuffle the question cards and place face down beside the game board.
3. Players draw a card from the pile and look up the word in the dictionary to locate the number of syllables. Remember to use the guide words.
4. Count the number of syllables that are in the word you looked up in the dictionary.
5. When you know the answer, show the word to the game director and state the number of syllables in the word.
6. The player moves forward as many spaces as there are syllables in the word.
7. If a player lands on a "chance" square, follow the directions indicated on the square.

Dictionary Syllable Game...Cont.

8. The first player to reach the finish space is a winner.

DEBRIEFING:

Review syllabication skills and relate how to use the dictionary to determine the number of syllables in a word.

"When might you need to use this skill?"

"What skills did you need to know to find the answers?"

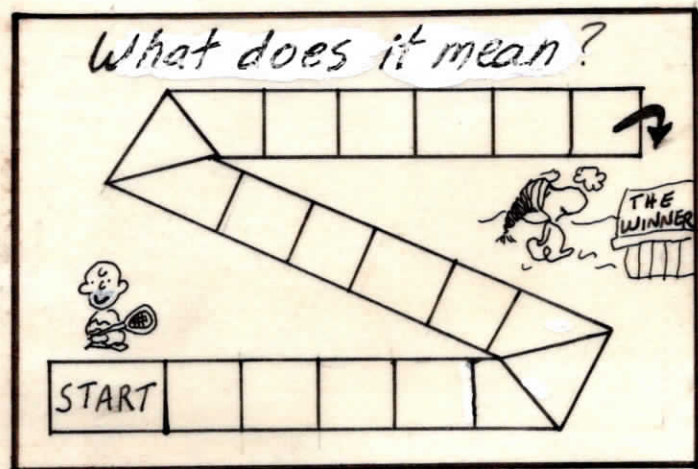
TITLE: WHAT DOES IT MEAN?

THEME: Dictionary usage

GOALS: Objectives. To reinforce the use of the dictionary in locating the meaning of words.

To choose the appropriate definition of a word for the context in which it is used.

Scope. Time of play - approx. 20 min. Subject content - this game is designed for general vocabulary development; however, it can be adapted for use in building a subject vocabulary. Degree of difficulty can be adjusted by developing several sets of question cards.



TECHNIQUES: game board, 30-40 sentence cards, markers, dictionaries for each player.

PLAYER'S ROLES: No. of players - 2 to 6
Players do not have to wait for turns, but proceed at their own pace. Random draw of the cards, plus the chance squares located on the game board, help to determine the winner.

EQUIPMENT DESIGN:

Game board is constructed using railroad board and illustrated with a general theme. Include several "chance" squares along the game track (i.e. "For using the guide words, advance 2 spaces" or "For losing your place in the dictionary, move back 1 space.")

Sentence cards, constructed from 3"x5" oaktag or construction paper strips, should read as follows: "John gave Mary a five dollar (bill)" or "What is the (number) of his room?" or "The doctor treated many (cases) of flue." On the back of the question card, note the number of the correct definition in the dictionary the students will be using. Ex. (3) indicates the 3rd definition in the main entry.

RULES:

1. Shuffle the sentence cards and stack face up near the game board.
2. Draw the top sentence card and read it. Put the card face up in front of you on the table while you check your dictionary to find the correct meaning of the word in parenthesis.
3. Check to see if you have located the correct meaning by turning the sentence card over for the correct definition number.

What Does It Mean?...Cont.

4. If you answered correctly, move the same number of spaces as the definition number on the back of the sentence card.
5. If you answered incorrectly, stay where you are. Check the correct answer in the dictionary so that you will know the correct meaning for that word.
6. If you land on a chance square, follow the directions on that square.
7. The first player to reach Snoopy's dog house, or the finish square, is the winner.

DEBRIEFING:

Review the steps used to locate the correct definition of words in the dictionary.

"What skills did you need to know in order to play this game?"

"When might you need to use the skill developed by playing this game?"

CURRICULAR VARIATION:

THEME: Language Arts - Using of Figurative Language
 Dictionary Usage - Definition of Words

GOALS:

Objective. To choose the appropriate definition of a word as it is used in figurative language.

EQUIPMENT DESIGN: Question cards would read: "(Soft) as the breeze." or
 "(Pure) as the new fallen snow." or
 "(Gentle) as a lamb."

	W	I	S			R	N	E	B	R	
	V				M	I	C	H			
M	A	S	S		I				D	R	E
					N						
		C	O	N	N		N	E	V		
S		A		Y		D	C		A	L	A
C	O	L	O			E					R
		I			I	L	L		O		I
		F	L	A			A	R	K		Z
M	O								L		
E								W	A	S	H

- TITLE:** JUNIOR SCRABBLE OF STATE ABBREVIATIONS
- THEME:** Dictionary Usage/Social Studies-United States
- GOALS:**
- Objectives. To provide students with a review of the state abbreviations.
 - To provide students with a review in using the dictionary to locate abbreviations.
- Scope.** Time of play - approx. 20 min.
Subject content - this game is limited to the abbreviations of the names of the fifty states; it could be adapted to include abbreviations of capitals and major cities.
- TECHNIQUES:** game board, letter squares, dictionaries for each player, score cards for each player.
- PLAYER'S ROLES:** No. of players - 2 to 5;
Players take turns drawing letter squares and placing them on board.

EQUIPMENT DESIGN:

Construct scrabble boards on a 11"x14" file folder for easy storage. Abbreviations of the states should be lettered on the game board, as illustrated. Letter squares, constructed from 1" oaktag or railroad board, should be lettered and numbered (i.e. B₄, C₁, etc.). Laminate the game board and the letter squares.

RULES:

1. Turn all letter squares upside down and shuffle.
2. Each player selects 5 letter squares to begin play.
3. First player places two letter squares on the matching letter squares on the game board (i.e. letter square B would cover letter square B on the game board). Both letter squares do NOT have to be placed next to each other.
4. The second player places two letter squares on the game board.
5. Play continues with each player placing two squares at a time on the game board until a player completes an abbreviation.
6. A player may complete an abbreviation only if he can locate which state the abbreviation stands for by using the dictionary.

Junior Scrabble of State Abbreviations...Cont.

7. If the player successfully finds the abbreviation in the dictionary, the player can add the number value assigned to the letter squares in that abbreviation. Write your point value on your score card.
8. If incorrect, the next player may try to locate the abbreviation in the dictionary. If successful, he may add the points to his score.

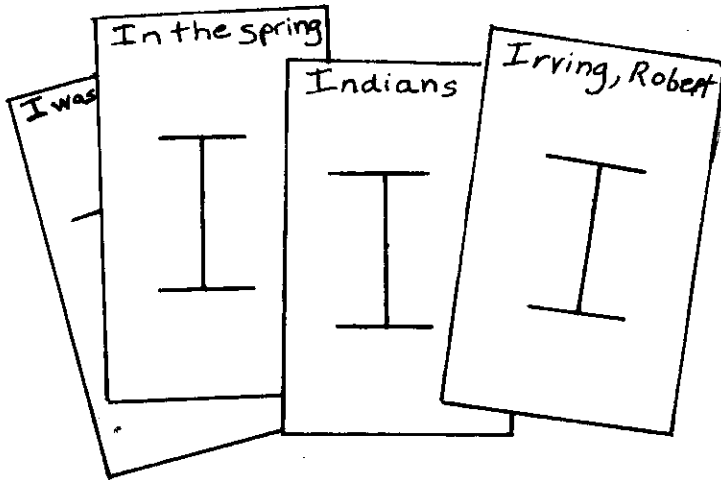
DEBRIEFING:

Review the steps used to locate the abbreviation of words in the dictionary.

"What skills did you need to know in order to play this game?"

"When might you need to use this skill in the future?"

"What is the abbreviation for Florida?"



TITLE:	ALPAHBET RUMMY
THEME:	Alphabetizing/card catalog
GOALS:	
Objective	To reinforce the skills of alphabetizing and its use with the card catalog.
Scope.	Time of play - approx. 20 min. Subject content is limited to alphabetizing author, subject, and title cards.
TECHNIQUES:	104 alphabet cards reflecting author, title, and subject.
PLAYER'S ROLES:	
	No. of players - 2 to 6
	Each player begins with an equal number of cards.

EQUIPMENT DESIGN:

Construct cards using 3"x5" strips of oaktag. 104 cards or 26 books (a book will consist of 4 cards beginning with the same letter) will be needed. Each card within a book should have the same letter of the alphabet in the middle in large print. An author's name or subject or title of a book of the same letter should appear across the top of the card, as illustrated above. Laminate the cards.

RULES:

1. Deal 7 cards to each player.
2. The remaining cards are placed face down on the table. Turn the top card of the deck over face up and lay it beside the deck. This will be the discard pile.
3. The first player draws a card from the deck and discards any card he chooses.
4. The second and all successive players have the choice of drawing a card from the discard pile, or one from the deck.
5. If a player decides to draw from the discard pile, he may draw the top card only, or one further down in the pile. If one is selected from down in the pile, the player must take all the cards that have been discarded on top of it.
6. The object of the game is for each player to get as many books as they can. When you have a book, place it face up, in alphabetical order in front of you.
7. Game continues until someone has no cards left in his hand, and all "books" are in correct alphabetical order.

DEBRIEFING:

Relate what the players did in game play to the use of the card catalog.

"How are cards arranged in the card catalog?"

"What types of cards are located in the card catalog?"

"Why is it important to know how these cards are arranged in the catalog?"

Alphabet Rummy...Cont.

CURRICULAR REVIEW:

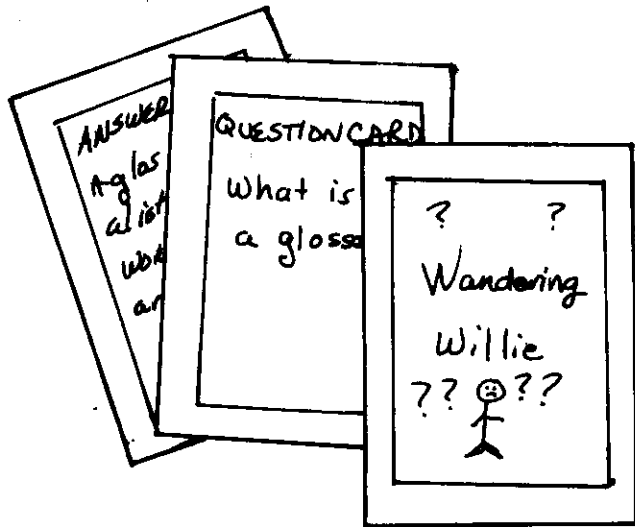
THEME: Social Studies - Indians

GOALS:

Objectives. To introduce the use of the card catalog in locating information on Indians.

To introduce a variety of Indian tribes and customs.

EQUIPMENT DESIGN: Construct cards as described above. Design each "book" or set of cards so that they reflect the authors, titles and subjects relating to the unit. For example, a "book" of cards might look like this: Hofsinde, Robert; The Hopi Way; Hoban, Russel; HOPI INDIANS.



TITLE: LIBRARY REVIEW CARD GAME

THEME: Card catalog

GOALS:
Objective. To reinforce skills needed to locate information on the catalog card.

Scope. Time of play - approx. 20 min. Subject content is limited to the type of information that can be located on a catalog card.

TECHNIQUES: deck of 51 cards

PLAYER'S ROLES: No. of players - 3 to 6
Players take turns drawing cards, always from the player on their left.

EQUIPMENT DESIGN:

Using railroad board, construct fifty-one 3"x5" cards. Twenty-five of the cards should be typed with questions that read as follows: "The _____ in the upper left-hand corner of a catalog card gives the location of the book on the shelf" or "Find the title card for Charlie and the Chocolate Factory."

Twenty-five corresponding answer cards should be types as follows: "Call Number" or "Charlie and the Chocolate Factory" (type actual card." An extra card entitled "Wandering Willie" is needed. Laminate all cards.

RULES:

1. Shuffle cards and deal out all of them.
2. Put any pairs (question and matching answer cards) down in front of each player.
3. Dealer turns to player on his LEFT, and draws a card from that player's hand, allowing no one else to see it.
4. If the card drawn completes a pair, the player discards the pair in front of him, and continues to draw from the player to his LEFT.
5. Play continues until player does not have a match.
6. The player to the dealer's left then draws from the player to his LEFT, and so on.
7. When a player has no cards, he is out of the game.
8. The person holding the "Wandering Willie" card at the end of game loses.
9. The player with the most matching pairs at the end of the game wins.

DEBRIEFING:

Review the type of information located on a catalog card.

"What information did you discover about a catalog card from playing this game?"

"When might you use these skills in the future?"

Library Review Card Game...Cont.

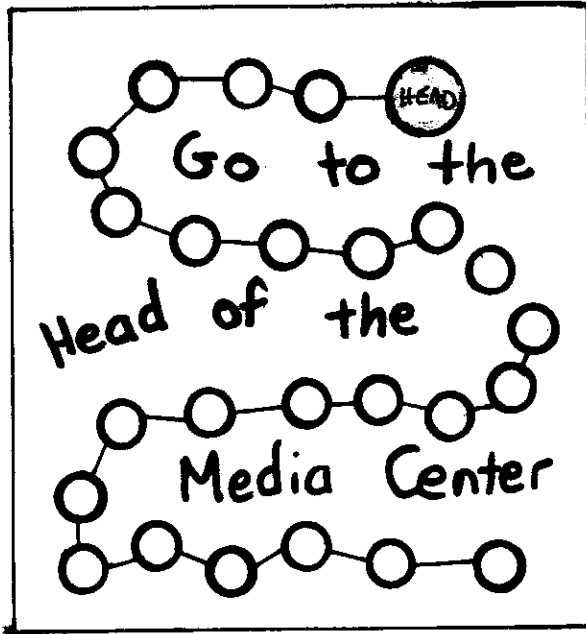
CURRICULAR VARIATION:

THEME: Literature - Bluebeard's Fantasy

GOALS:

Objective. To introduce students to books of fantasy and their authors.

EQUIPMENT DESIGN: Design 51 cards --25 pairs of cards--each illustrated with the picture from a particular fantasy book. Include the author and title on the card. The odd card is illustrated with a picture of Bluebeard, and the person holding this card at the end of the game is the loser.



TITLE:	GO TO THE HEAD OF THE MEDIA CENTER
THEME:	Card catalog
GOALS:	
Objectives.	To identify the various types of information on a catalog card. To reinforce how to locate materials from the information found on the catalog card.
Scope.	Time of play - approx. 25 min. Subject content is limited to information found on a catalog card.
TECHNIQUES:	game board, markers, 50-60 question cards, answer key.
PLAYER'S ROLES:	No. of players - 2 to 5 Game director Players take turns drawing cards and answer questions. Game director checks answers with the key.

EQUIPMENT DESIGN:

Construct the game board as diagrammed, using railroad board. Illustrate with cut-out classroom scenes if desired. Include some chance squares along the game track (i.e. "For using the card catalog to locate a filmstrip, jump ahead 3 spaces.").

Use discarded catalog cards for the question cards. Number these cards to correspond with the answer key. Type specific questions on the back of these catalog cards. Questions should read as follows: "What does the abbreviation 'illus.' stand for? Move 2 spaces" or "What is the call number for this title? Move 1 space."

Answer key should be typed and numbered to correspond with the question cards. Mount on the opposite side of the rules card.
Laminate game board, question cards and answer key.

RULES:

1. One player begins by drawing a game card and answering it.
2. Check answers with the game director.
3. If correct, move the number of spaces indicated on the card.
4. If incorrect, check with the game director on where you went wrong. Do not move your marker.
5. The first player to reach the head of the class wins.

Go to the Head of the Media Center...Cont.

DEBRIEFING:

Review card catalog skills that were reinforced by playing the game.

"Find the call number on a catalog card."

"Who is the author of the book on this catalog card?"

CURRICULAR VARIATION:

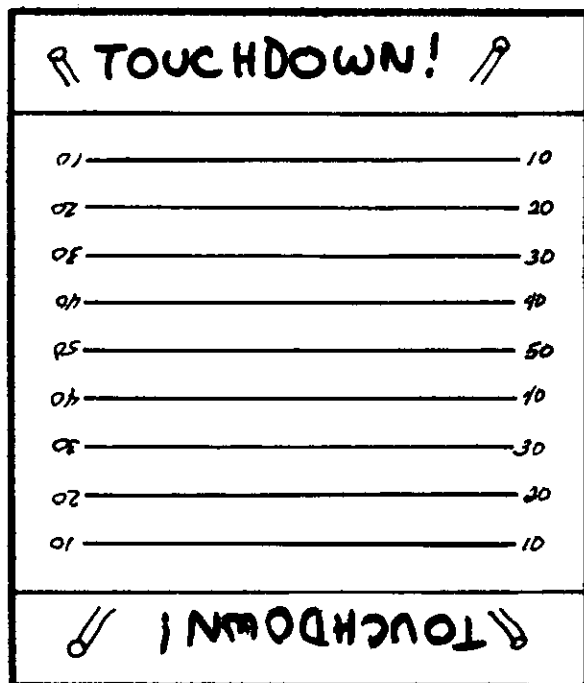
THEME: Social Studies - American Revolution

GOALS:

Objectives. To reinforce locating materials from the information found on the catalog card.

To introduce the American Revolution and the events that contributed to the Revolution through research.

EQUIPMENT DESIGN: Construct the game board as illustrated above. Design the question cards as duplicates of the cards in your catalog dealing with the American Revolution. (N.B. BE SURE TO MARK THEM DUPLICATES.) Type specific questions on the back (i.e. "Under what subject heading would you look for this filmstrip on the American Revolution?" or "What type of media on the American Revolution is this item?" (A) Record (B) Book (C) Filmstrip/cassette" or "On what shelves will you find this book on the American Revolution?"



TITLE: TOUCHDOWN

THEME: Card catalog

GOALS: Objectives. To develop skill and accuracy in locating media by using a title, author or subject card in the card catalog.

To develop skill and accuracy in using "see" and "see also" cards in the card catalog.

Scope. Time of play - varies. Subject content relates to the particular card catalog where the game is played. Question cards deal with the various types of catalog cards--author, title or subject, and "see" and "see also" cards.

TECHNIQUES: game board, 50-60 question cards, football marker, answer key, card catalog.

PLAYER'S ROLES: No. of players - entire class. Players participate in a team effort to score the highest number of points for their team.

EQUIPMENT DESIGN:

Construct game board as diagrammed, using railroad board. Question cards, constructed from 3"x5" strips of oaktag, should read as follows:
 "Who wrote Charlie and the Chocolate Factory?
 20 yards (2)

or
 "What subject would you look under to find media on crafts?"
 30 yards (5)

Number question cards to correspond with answer key. Football marker is drawn on a railroad board. Cut out. Answer key is typed with the question number and the correct answer. Mount on the back of the rules card. Laminate game board, question cards, answer key, and football marker.

RULES:

1. Divide into 2 teams.
2. Place the football on the 50-yard line.
3. First person of Team I draws a question card. Use the card catalog to answer the question. Check answer with answer key.

Touchdown...Cont.

4. If correct, advance the football the number of yards indicated on the card. Play continues with this team until 4 incorrect answers are given. Play then moves to the other team.
5. When either teams makes a touchdown, 1 point is scored and the ball returns to the 50-yard line and the other team resumes play
6. Game continues for any set number of points or as long as time permits.

DEBRIEFING:

Review the skills needed to use the card catalog that were developed during the game.

"What type of catalog card did you use to find who wrote Little Women?"

"Does the library have any books by E. B. White?"

TITLE: STAR OF THE CARD CATALOG

THEME: Card catalog

GOALS:
Objectives. To reinforce alphabetical skills needed in using the card catalog.

To identify the three types of catalog cards--author, title subject.

To introduce students to outside guides and inside guides in locating information in the card catalog.

Scope. Time of play - approx. 25 min. Subject content is limited to alphabetical skills in locating information using outside guides, inside guides, and identification of author, title, and subject cards.

TECHNIQUES: game board, markers, mystery cards, 35-45 question cards, answer key

PLAYER'S ROLES: No. of players - 2 to 5
Players take turns drawing cards.

EQUIPMENT DESIGN:

Construct the game board using railroad board or 11"x14" file folder. The game track consists of free-form shapes cut out from construction paper. Several chance squares, identified by an orange star, are included along the game track. In one corner of the game board include a box for the question cards. Mark it "Catalog Cards." In another corner include a box for the mystery cards. Mark it "Mystery Cards."

Question cards, constructed from 3"x5" oaktag strips, should read as follows: "If you want a book on elephants, use the drawer _____. Do-Dy E-En En-Ex Move ahead 4 spaces." Question cards should be numbered to correspond with the answer key for ready reference.

Mystery cards, constructed from 3"x5" orange construction paper, should read as follows: "Talked too loud in the library. Move back 2 spaces" or "Treated your library book with care. Move ahead 4 spaces." Type number of question and correct answer. Mount on Rules Card. Laminate game board, question cards, and mystery cards, and answer key.

Star of the Card Catalog...Cont.

RULES:

1. Roll dice, highest number starts the game.
2. Draw the top catalog card. Read the question and give an answer.
3. Check the answer with the answer key on the back of the rules card.
4. If correct, move the number of spaces indicated on the card.
5. If incorrect, stay at the same space.
6. If a player lands on a square with an orange star, draw an orange mystery card and follow the direction on it.
7. First player to reach the finish space is the winner.

DEBRIEFING:

Review skills needed to play this game.

"What type of catalog cards are found in the card catalog?"

"Where would you look to find a book about cats?"

CURRICULAR VARIATION:

THEME: Science - Animals

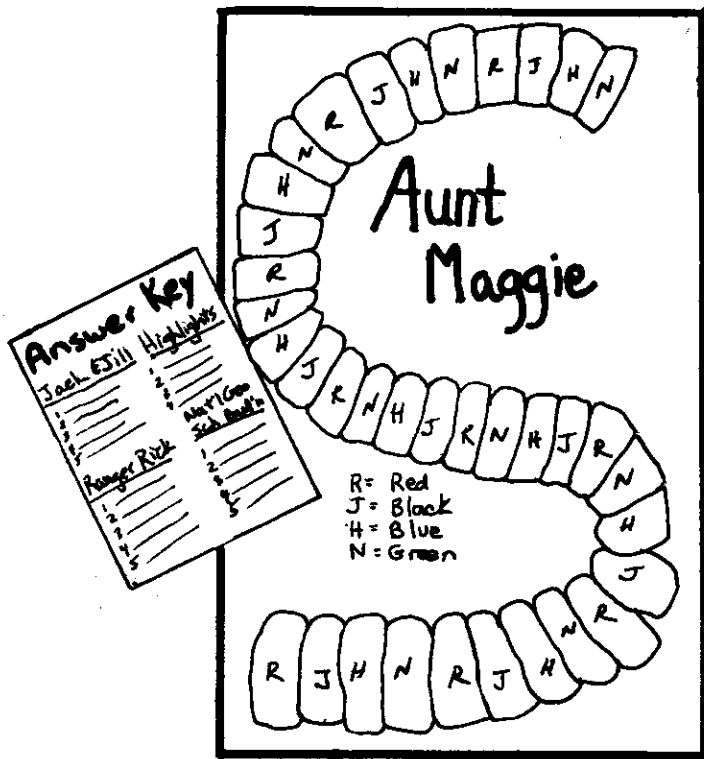
GOALS:

Objectives. To reinforce the skills in using the card catalog, including inside/outside guides, author, title, and subject cards.

To develop research skills.

To introduce a unit on mammals, their habitats, eating patterns, and characteristics.

EQUIPMENT DESIGN: Construct game as illustrated above. Design the question cards to read: "Locate a book by Herbert Zim about monkeys" or "In which drawer would you look to find a filmstrip on whales--(a) U-V, (b) Wa-Wf, (c) Wg-Wz" or "If you found a card labeled GIRAFFES on the top lines, would this be a title of a book, or a book about giraffes?"



TITLE: AUNT MAGGIE

THEME: Use of magazines.

GOALS: Objectives. To explore the features of a magazine.

To acquaint students with the value of using a magazine as a resource for locating information.

Scope. Time of Play - approx. 30 min. Subject content is limited to four magazines, but can be adapted to include other titles by developing different question cards.

TECHNIQUES: game board, question cards, markers, answer key, 4 magazines - Ranger Rick, Geographic World, Jack and Jill, Highlights, dice

PLAYER'S ROLES: No. of players - 2 to 4; Players take turns.

EQUIPMENT DESIGN:

Construct the game board, using railroad board. Game track is designed by using 4 alternating colored strips of construction paper (i.e. 1 pink, 1 blue, 1 yellow, 1 green). Four sets of question cards, one for each magazine title used, are constructed on 3"x5" strips of construction paper. Use different color for each set of question cards. Highlights - blue, Ranger Rick - yellow, Geographic World - pink, Jack and Jill - green. Number cards to correspond with the answer key. The cards should read as follows: "How is the table of contents arranged?" or "What is the volume no. of this magazine?" Answer key should be typed as illustrated, matching numbered answers to the question cards, and matching colors to specific magazines.

RULES:

1. Shuffle question cards and place beside the game board, each set of questions on a separate pile.
2. Roll dice; highest number starts the game.
3. Each player places marker on 'start.'
4. First player rolls the dice and moves the number of spaces indicated.
5. Draw the top card that matches the space you landed on.
6. Answer the question by searching the magazine. Be sure to use the magazine that corresponds to the set of questions you are using.
7. Check the answer sheet to see if your answer is correct. Using the color

Aunt Maggie...Cont.

of the space you landed on and the number on the question card, locate the same number and color on the answer sheet.

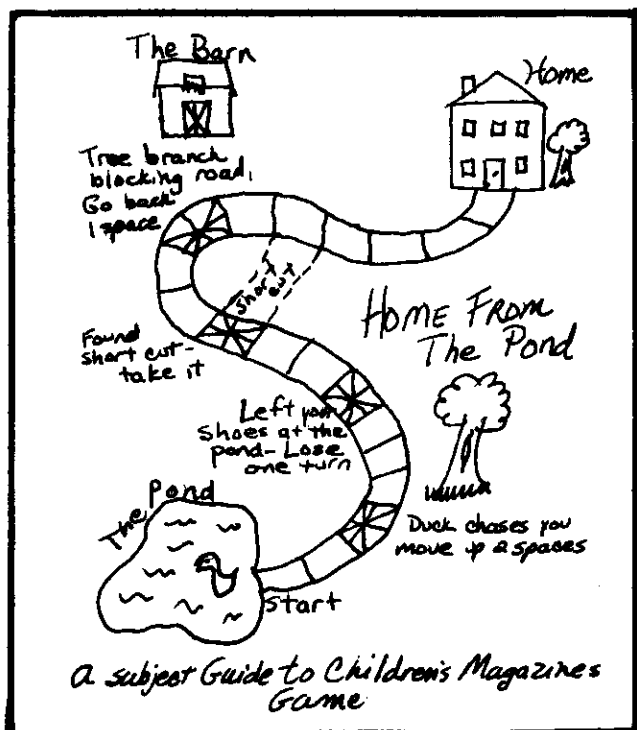
8. If your answer is correct, stay on the space until your next turn; if your answer was incorrect, move back two spaces.

DEBRIEFING:

Review the features of a magazine.

"What types of articles might you find in Ranger Rick? in Jack and Jill?"

"When looking for a specific article in a magazine, what specific feature should you check?"



TITLE: HOME FROM THE POND

THEME: Use of magazines.

GOALS: Objective. To acquaint students with the Subject Index to Children's Magazines as a useful tool in locating information.

Scope. Time of play - approx. 30 min. Question cards relate to a particular issue of Subject Index.

TECHNIQUES: game board, question cards, markers, April/May 1975 issue of the Subject Index to Children's Magazines

PLAYER'S ROLES: No. of players - 2 to 5
Players take turns, unless each player has a copy of the April/May 1975 Subject Index to Children's Magazines.

EQUIPMENT DESIGN:

Construct the game board as diagrammed, including several "chance" squares (i.e. "Found a short cut - Move up 4 spaces" or "Left your shoes at the pond - Lose a turn.")

The question cards, constructed from 3"x5" oaktag strips, should read as follows: "What is the first article on RABBITS? Move ahead 2 spaces."
(See sample)
Place the answer on the back of the question card for ready reference.

RULES:

1. Shuffle question cards and place face up beside the game board.
2. First player draws the top question card and reads the question out loud.
3. Locate the answer in the April/May 1975 issue of the Subject Index to Children's Magazines.
4. Check your answers by turning the question card over and reading the answer out loud.
5. If correct, move forward the number of spaces listed on the card. If your answer was wrong, stay on the same space.
6. Pass the Subject Index to the next player, and continue the play.
7. The game ends when a player goes through the door. The first player to go through the door is the winner.

Home from the Pond...Cont.

DEBRIEFING:

Review the steps used to locate information in magazines by using the Subject Index to Children's Magazines.

"What skills did you need in order to play this game?"

"When might you use this skill in the future?"

CURRICULAR VARIATION:

THEME: Science - Animals

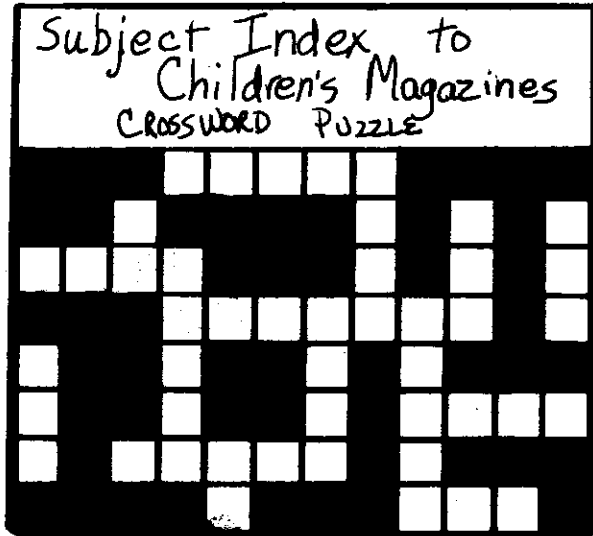
GOALS:

Objectives. To encourage students to use the Subject Index to Children's Magazines for locating science information.

To introduce animals and their characteristics, habitats, and eating patterns.

To develop research skills.

EQUIPMENT DESIGN: It will be necessary to have several back issues of Subject Index to Children's Magazines available. Construct the game board as illustrated above. Question cards should relate to the unit (i.e. "How many articles can you find on 'whales' in the Sept. issue?" or "Find the title of an article on animals by Zim?")



TITLE: INDEX PUZZLE

THEME: Use of magazines

GOALS: Objective. To acquaint students with the Subject Index to Children's Magazines as a useful tool in locating information.

Scope. Time of play - approx. 20 min. Subject content is limited to one specific issue of Subject Index to Children's Magazines.

TECHNIQUES: Crossword puzzle board, question cards, washable felt-tip pen, Mar-Aug., 1973 Subject Index to Children's Magazines, answer key

PLAYER'S ROLES: 1 player per game board.

EQUIPMENT DESIGN:

The crossword board should be made similar to the one shown above. Question cards to the puzzle should read as follows: "If you wanted to find an article on basketball you would look in the Index under the subject heading _____" or "Look under the subject heading 'BATS.' The title of the first article is _____."

Construct question cards from 3"x5" oaktag strips. Laminate question cards, crossword board, and answer key. Prepare a miniature puzzle board with the answers for the answer key.

RULES:

1. Draw a question card.
2. Read the question and locate the answer in the Subject Index to Children's Magazines.
3. Write the answer on the crossword board using the washable felt-tip pen.
4. When the crossword board is completed, check your answers with the key.
5. Wash the crossword board with a damp cloth to erase your answers.

DEBRIEFING:

Review the steps used in locating information in the Subject Index to Children's Magazines.

"What skills did you need to play the game?"

"What kind of information might you find in the Subject Index?"

"When might you use the Subject Index to Children's Magazines in the future?"

Index Puzzle...Cont.

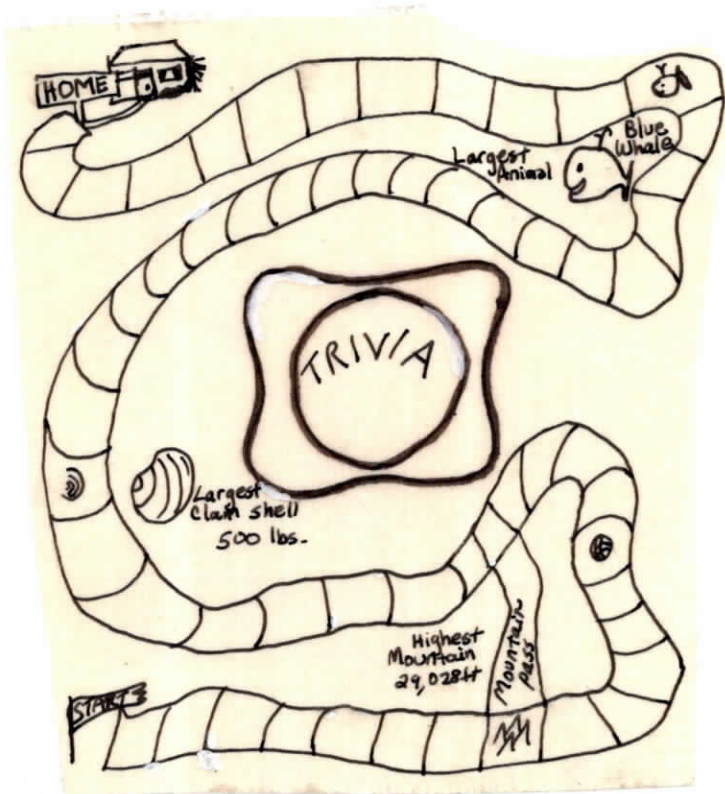
CURRICULAR VARIATION:

THEME: Science - Electricity

GOALS:

Objective. To encourage students to use the Subject Index to Children's Magazines in locating scientific information.

EQUIPMENT DESIGN: It will be necessary to have several back issues of Subject Index to Children's Magazines available.
Construct game board to reflect the terms on electricity.
Question cards should read as follows: "Look under the subject heading 'Electricity' in any issue. Does it refer you to any other subject headings to locate information on electricity?" or "What is the title of the first article on 'electricity' in the September issue?"



TITLE:	TRIVIA
THEME:	Reference books
GOALS:	
Objective.	To introduce the <u>Guinness Book of World Records</u> as a source of information--to determine the KEY WORD in a question
Scope.	Time of play - approx. 30 min. Subject content is limited to a particular edition of <u>Guinness</u> to coincide with the answer sheet; the skills developed can be used with any edition, and game format can be adapted to any other reference tool.
TECHNIQUES:	game board, question cards, markers, answer key, <u>Guinness Book of World Records</u>
PLAYER'S ROLES:	No. of players - 2 to 5 Players take turns using the <u>Guinness Book of World Records.</u>

EQUIPMENT DESIGN:

Prepare the game board as diagrammed, using railroad board or 11"x14" file folder. Include several chance squares along the game track (i.e. illustration of a baseball, sea shell, etc.). Include some short cuts (similar to the commercial game Candy Land!)

The question cards, 3"x5" strips of oaktag, should read as follows: "Where are the worst traffic jams in the world?" or "Who is the world's champion for eating out in a restaurant?" Include some chance cards, that should read: "Take a big jump - Move ahead 6 spaces," or illustrate a baseball, a sea shell, etc. Number the question cards to correspond to the answer key.

Answers should be typed and mounted on the opposite side of the rules sheet for ready reference. Be sure the numbered answers correspond with the numbered questions.

Laminate the game board, question cards, and the answer key.

RULES:

1. Each player chooses a playing piece.
2. Shuffle the cards and place them face down in the center of the game board.
3. The person to the right of the shuffler starts.
4. Draw the top card. Use the book to locate the answer to the question.

Trivia...Cont.

5. Check your answer with the answer sheet. If correct, look at the page number. If the page number is even, move 4 spaces, if page number is odd, move 5 spaces.
6. If answer is incorrect, stay where you are and the next player takes his turn.
7. If you pick a chance card, do what it tells you to do.
8. If you pick a picture card, move to that picture on the game board.
9. Game is over when the first player reaches "HOME."

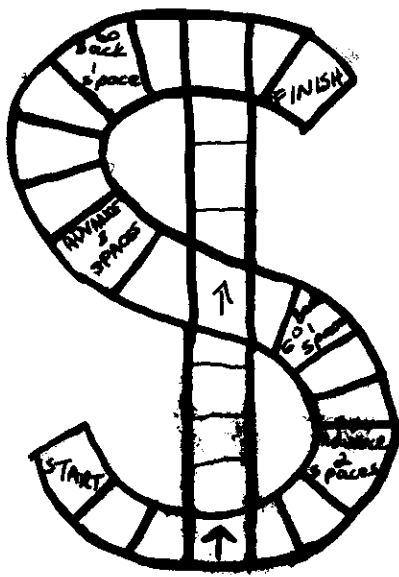
DEBRIEFING:

Review what skills were needed to play this game.

"What skills helped you to locate information in this reference tool?"

"When might you use this reference tool in the future?"

"What kinds of information did this source give you?"



TITLE: FAMOUS FIRST FACTS

THEME: Reference Books

GOALS:
Objectives. To introduce students to Kane's Famous First Facts as a source of information.

To acquaint students with the type of information located in Kane's Famous First Facts.

Scope. Time of play - approx. 30 min. Subject content deals with facts that can be found in this reference source, utilizing all the indexes (i.e. Main section, Index by days, by Years, by Personal Names, and Geographical Index).

TECHNIQUES: game board, 40-50 question cards, markers, Kane's Famous First Facts

PLAYER'S ROLES: No. of players - 2-5; Players take turns using the reference source.

EQUIPMENT DESIGN:

Construct the game board using railroad board or 11"x14" file folder. Include several chance squares along the game track (i.e. arrows indicating short cuts; advance 2 spaces, etc.). Question cards can be constructed from 3"x4" oaktag strips. The front of the card should contain the question and the no. of spaces a player may move; the back of the card contains the answer and the page no. where it can be found in Kane's Famous First Facts.

	Front		Back
SAMPLE CARD:	In W.W.II, who was the first air hero?		2nd. Lieutenant George S. Welch
	Move 2 spaces		p. 664

Laminate game board and question cards.

RULES:

1. Shuffle the cards and place them face up beside the game board.
2. The first player draws the top card and answers the question by using Kane's Famous First Facts.
3. Check the answer by turning the card over, only after you have found an answer in Kane's Famous First Facts.
4. If correct, move the number of spaces indicated on the question card.
5. If you land on an arrow, take the short cut on your next move.
6. If you land on a chance square, follow the directions given.
7. First player to reach the finish square is the winner.

Famous First Facts...Cont.

DEBRIEFING:

Review the steps used to locate information in this reference source.

"How was the main section organized?"

Review some of the facts discovered while playing the game.

"When was cellophane made for the first time?"

CURRICULAR VARIATION:

THEME: Science - American Inventors and Inventions

GOALS:

Objectives. To locate information about American inventors and inventions, using the reference book, Famous First Facts.

To develop research skills.

To introduce some famous American inventors and their contributions to the field of science.

EQUIPMENT DESIGN: Design the game as illustrated above. The question cards should reflect the concepts being developed in the unit on Inventors and inventions (i.e. "When and where was the first ice cream cone invented?" or "Who invented the first motor boat?").

Game board could be illustrated with the inventions of the men and women highlighted in the game.

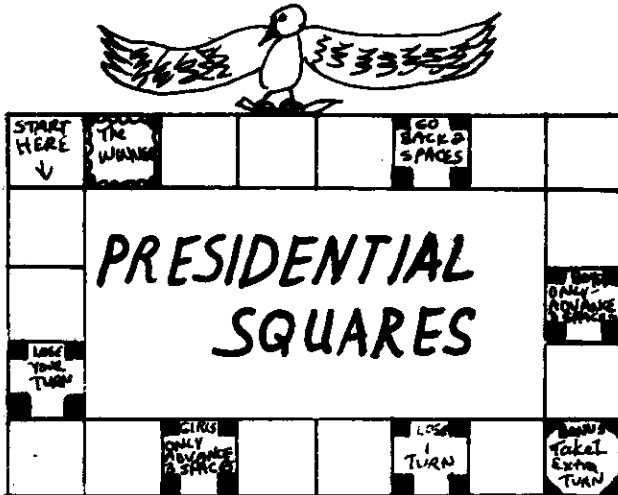
TITLE: PRESIDENTIAL SQUARES
 THEME: Reference Books/Social Studies-
 Presidents of U.S.

GOALS:
 Objectives. To introduce students to the
 reference tool-Facts About the
 Presidents.

To introduce students to facts
 about our presidents, their
 families and administration that
 can be located in this reference
 tool-Facts About the Presidents.

TECHNIQUES: game board, 40-50 question cards,
 answer key, markers, Facts About
 the Presidents

PLAYER'S
 ROLES: No. of players - 2 to 5; Game
 Director
 Each player takes turns using
 the reference tool to locate
 answers. Game director checks
 answers.



EQUIPMENT DESIGN:

Construct the game board using railroad board and illustrate with cut out pictures of our presidents and symbols of the U.S. (i.e. eagle, flags, etc.). Include several chance squares along the game track, such as "Women gain the right to vote - move ahead 2 spaces."

Outline these chance squares in red.

Question cards can be constructed from 3"x4" oaktag strips. Half of the cards should contain a blue stripe on the left side, while the other half should contain a red stripe on the left side of the card.

Questions concerning the presidents, their families and their administration should be taken from the book Facts About the Presidents.

SAMPLE:

Using the section "Nicknames and Sobriquets" located under comparative data, locate at least 2 nicknames for Pres. Tyler.

(2)

or

Who was the Speaker of the House under James Buchanan?

(5)

Number the questions to correspond with the answer key.

Answer key should contain the question no. and the correct answer, with the page no. where the correct answer can be found.

Laminate the game board, question cards and answer key.

Presidential Squares...Cont.

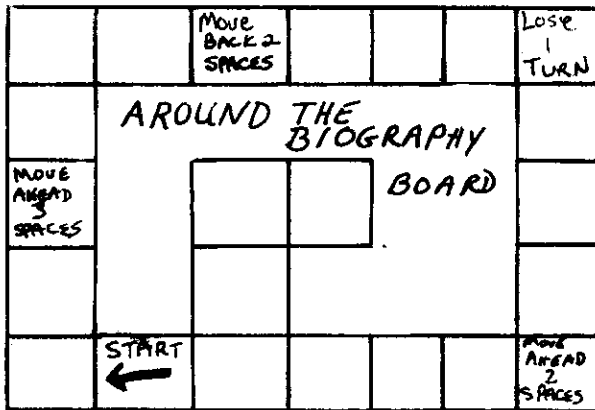
RULES:

1. Shuffle the cards and place beside the game board.
2. First player draws a card from the top of the pile and uses Facts About the Presidents to answer the question.
3. Check the answer with the game director.
4. If correct, move 3 spaces if the card has a blue stripe; 2 spaces if the card has a red stripe.
5. If the answer is incorrect, stay where you are and use the page no. after the answer to locate the correct answer.
6. If you land on a square outlined in red (a chance square), follow the directions given.
7. The first player to reach the square marked "THE WINNER" wins the game.

DEBRIEFING:

Review the steps used in locating the information in the book Facts About the Presidents; review several new facts discovered about the presidents.
"During Martin Van Buren's administration, what happened on July 29, 1837? How did you find the answer?"

TITLE: AROUND THE BIOGRAPHY BOARD
 THEME: Biographical Reference Books/
 Soc. Studies - American
 Celebrities



GOALS: Objectives. To introduce students to Webster's Biographical Dictionary as a useful reference tool in locating information.

To introduce students to American celebrities and their contributions in the building of our nation.

Scope. Time of play - approx. 30 min. The subject content of this game is limited to Americans who have contributed to the growth of our nation, but the game can be adapted to include any famous person.

TECHNIQUES: game board, question cards, markers, Webster's Biographical Dictionary, egg timer

PLAYER'S ROLES: No. of players - 2 to 4; players take turns using the Webster's Biographical Dictionary.

EQUIPMENT DESIGN:

Construct the game board as diagrammed, using a file folder, 11"x14", and bright colored construction paper squares. Include several chance squares, such as "for using the guide words, move ahead 1 space." Laminate the board.

Construct the question cards 3"x4" strips of oaktag. The front of the question cards should read as follows: "William Frederick Cody was a rider for the _____." The back of the card should contain the answer and the number of spaces to move (i.e. PONY EXPRESS - move 2 spaces). Laminate cards.

RULES:

1. Shuffle question cards and place face up beside the game board.
2. Draw the top card and read the question out loud. Do NOT turn the card over.
3. Start the egg timer.
4. Use Webster's Biographical Dictionary to find the answer, before all the sand in the egg timer moves to the bottom. State your answer out loud.
5. Check your answer against the correct answer on the back of the question card. If correct, move the number of spaced indicated. If incorrect, stay where you are.

Around the Biography Board...Cont.

6. First player to reach Webster's Wizard is the winner.

DEBRIEFING:

Review the steps used to locate information in Webster's Biographical Dictionary.

"What kinds of information did you find?"

Review a few facts about some famous American celebrities.

"Who was William Frederick Cody and what did he do for America?"

CURRICULAR VARIATION:

THEME: Science - Famous Scientists

GOALS:

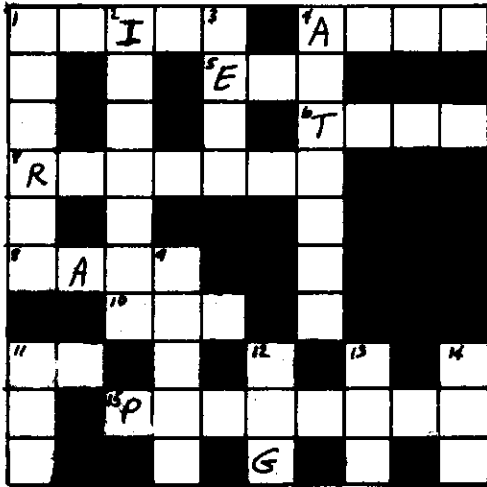
Objectives. To introduce students to scientists and their contributions to the world of science.

To develop reserach skills.

To introduct Webster's Biographical Dictionary as a source of information.

EQUIPMENT DESIGN: Design the game as illustrated above. Construct question cards to reflect a variety of scientific areas, and they should read as follows: "George Washington Carver's contribution to science was in the area of _____?" or "George Washington Goethals is responsible for _____."

THESAURUS PUZZLE



TITLE: THESAURUS PUZZLE
 THEME: Reverence Books/Thesaurus-
 Lang. Arts

GOALS:
 Objectives. To introduce the thesaurus as
 a source of information to
 students.

 To be able to locate a synonym
 in a thesaurus.

 To be able to locate an antonym
 in a thesaurus.

 Scope. Time of play - approx. 15-20
 min.
 Subject content is limited to
 synonyms and antonyms located
 in the Young People's Thesaurus;
 game format can be adapted to
 use with any thesaurus.

TECHNIQUES: puzzle board, washable felt-tip
 pen, Young People's Thesaurus,
 answer sheet

PLAYER'S
 ROLES: No. of players - one

EQUIPMENT DESIGN:

Construct the puzzle board using railroad board or 11"x14" file folder.
 Letter game board with several of the letters found in the answers. (See
 illus.) Type and mount the clues beside the crossword puzzle.
 Laminate game board.
 Prepare a miniature game board, with the answers for the answer card.
 Sample clues should read as follows: "an antonym of quiet" or "a synonym of
 think".

RULES:

1. Read the clues on the game board.
2. Look up the underlined word in the thesaurus. Some letters have been
 printed on the game board to help you. Be sure to use them when finding
 your answer.
3. Write your answer on the game board with the washable felt-tip pen.
4. When the puzzle board is completed, check your answers with the answer
 sheet.
5. To erase answers, wash off the puzzle board with a wet cloth.

Thesaurus Puzzle...Cont.

DEBRIEFING:

What skills did you need to work this puzzle?

"When will you use this reference tool in the future?"

TITLE: AROUND THE WORLD
THEME: Reference Books/Social Studies-
Map Studies

GOALS:
Objectives. To introduce the atlas as a source of information.
To guide students in recognizing the various types of information found in the atlas.

Scope. Time of play - approx. 30 min.
Subject content includes a variety of atlas skills and questions concerning the entire world (i.e. questions refer to continents, river countries, states, and cities). Game format could be adapted to a particular country or continent, if desired.

TECHNIQUES: game board, 50 question cards, 4 sets of 10 push pins; each set a different color, answer key, dice, World Book Atlas

PLAYER'S ROLE: No. of players - 2 to 4;
game director
Players take turns using the Atlas to answer their questions.
Game director (either volunteer or student who has mastered the skill) checks the answer.

EQUIPMENT DESIGN:

Construct the game board on thick cardboard (ex. tri-wall, or something that will not allow the pins to come through on the opposite side).
Mount and laminate a world map on top of the cardboard. Construct 3"x5" question cards from oaktag strips and laminate. Question cards should read as follows:

"Moscow has the largest population of any city in Russia.
What is the second largest city - Leningrad, Volgograd, or Odessa?"

25

Number the question cards for ready reference.
Construct an answer key, corresponding to the question number with the answer number.

RULES:

1. Each player receives a set of push pins to begin the game.
2. Draw the top card and use the Atlas to locate the answer.
3. Check your answer with the game director.

Around the World...Cont.

4. If the answer is correct, place one push pin on the game board in the location of the correct answer. In other words, if the answer is Mexico, the push pin will be placed on Mexico on the game board map.
5. The person having the most pins on the board, wins the game.

DEBRIEFING:

Review the steps used to locate information while playing this game.

"What skills did you need to locate information in the Atlas?"

"What kinds of information did the Atlas give you?"

"How might you use the Atlas in the future?"

ATLAS BINGO			
A	B	C	D
1	2	ATLAS BINGO	
5	1	A	B
6	3	3	4
7	4	5	5
		6	2
		7	6

TITLE: ATLAS BINGO
 THEME: Reference Books/Social Studies-Map Study

GOALS:
 Objectives. To introduce the atlas as a source of information.

To encourage students to use the map index in locating information.

Scope. Time of play - approx. 20-30 min.
 Subject content is limited to the map index in locating information.

TECHNIQUES: game board, question cards, answer key, atlas for each player.

PLAYER'S ROLE: No. of players - 2 to 4;
 Since each player has an atlas, players do not take turns, rather work at their own pace.

EQUIPMENT DESIGN:

Construct 4 game boards using railroad boards (8" squares). Board should be labeled on top with A, B, C, D and contain numbers 1 through 7 (see illustration).

Several sets of questions stored in separate envelopes are needed. Type of oaktag strips, 1" square, the name of different cities that lie between the coordinates A-D and 1-7 in a map index.

Answer key, for quick reference, should be alphabetized by the city name and include the map coordinate (i.e. Astoria, Oregon - A-3, Leeds, S.C. - B-5, etc.).

RULES:

1. Draw a question, one at a time from your envelope.
2. Each player has his own board; any set of questions may be used with any board.
3. Look up the name of the city in the atlas map index. Find the page number of the map, and locate the city on the map.
4. When the city is located, place the card on the box that fits the key (i.e. Index key A-3 would be placed in column A, No. 3).
5. The first player to fill the blocks, either across, up and down, or diagonal, has Atlas Bingo and wins the game.

Atlas Bingo...Cont.

DEBRIEFING:

Review the steps used in locating place names in the Atlas Index and on the actual map.

"Were there any guides to locating the name quickly to the index?"

"When might you use these skills in the future?"

CURRICULAR VARIATION:

THEME: Social Studies - Africa

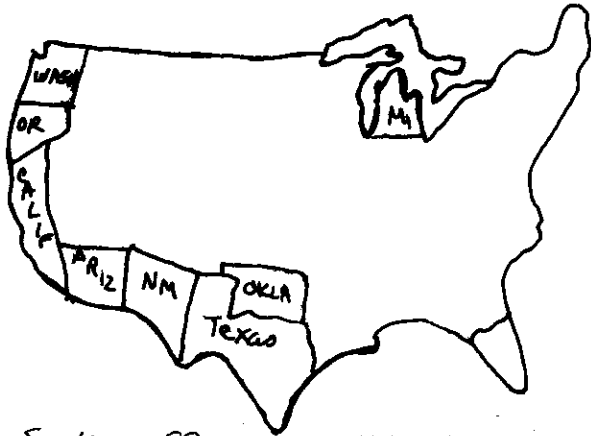
GOALS:

Objectives. To encourage students to use the map index in locating information concerning Africa.

To locate specific African countries, cities and places of interest on a map.

EQUIPMENT DESIGN: Construct the game board as illustrated above. Question cards should refer to African cities, countries, rivers, and places of interest that lie between the coordinates used on the game boards.

TITLE: KNOW YOUR GEOGRAPHICAL FACTS
THEME: Reference books/Social Studies-
U. S. History



Section off each individual state

GOALS:
Objectives. To introduce students to Webster's Geographical Dictionary and the variety of information located in it.

To discover some interesting geographical facts about the U. S.

Scope. Time of play - approx. 30 min.
Subject content is limited to facts about the U. S. that can be located in Webster's Geographical Dictionary.

TECHNIQUES: game board, question cards, 4 washable felt-tip pens, each a different color, dice.

PLAYER'S
ROLES: No. of players - 2 to 4
Players take turns using the geographical dictionary to locate answers.

EQUIPMENT DESIGN:

Construct the game board from railroad board and illustrate with an outline map of the U. S. and individual states. Cut-out pictures of famous places in the U. S. could be used to further decorate the board and impart information to the students (i.e. Painted Desert).

Question cards, constructed from 3"x5" oaktag strips, should read as follows: "In what state(s) do you find Yellowstone National Park?" or "What is the capitol of North Dakota?" Any question that refers to a monument, capitol, river or mountain would be appropriate for this game. The page number of the correct answer should appear on the reverse side of the question card, for students to locate the correct answer.

RULES:

1. Choose a specific color washable felt-tip pen for your marker.
2. Roll dice; highest number starts the game.
3. First player draws the top card, reads the question, and locates the answer in Webster's Geographical Dictionary.
4. When the answer is located, mark an X with your felt-tip pen on the map in the state where the answer was located.

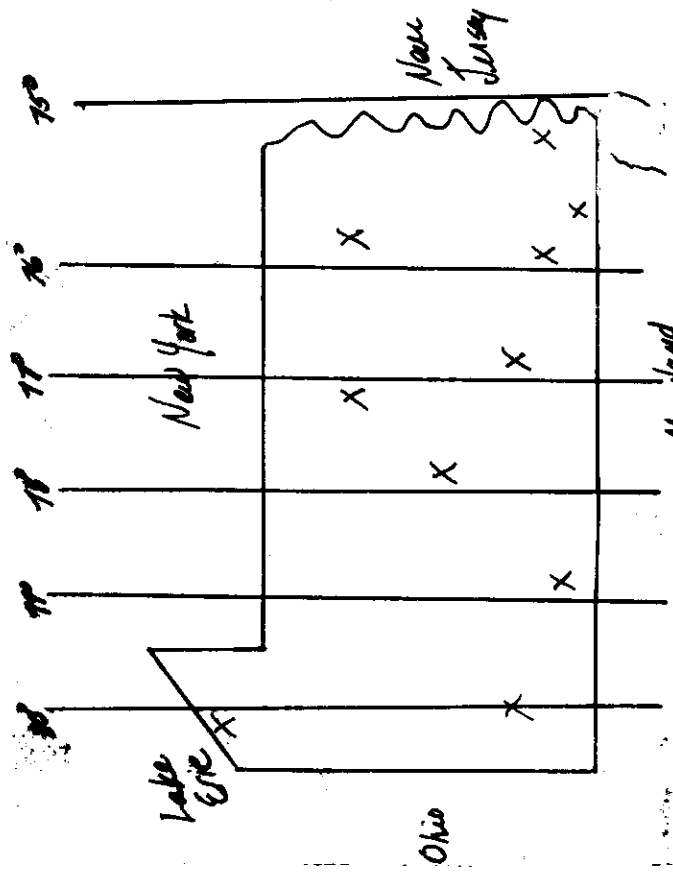
Know Your Geographical Facts...Cont.

5. If you can't locate your answer, look on the back of the card to get the correct page number. Locate the answer in Webster's. Do NOT put any marks on the board for answers found by using the page number.
6. The player with the most marks on the board at the end of the game wins.

DEBRIEFING:

Review some of the facts discovered about the U. S. while playing the game.

TITLE: MATCH AND SEARCH
 THEME: Reference books/Social Studies-map study



GOALS: Objective. To reinforce how the Atlas index can be used to locate cities and places on a map.

Scope. Time of play - approx. 30 min. Subject content refers to Pennsylvania cities only. Atlas skills demonstrated are the use of the Atlas index and latitude lines on a map.

Game format can be adapted to other states and cities.

TECHNIQUES: game board, Velcro, markers, question tabs with Velcro backs, dice, World Book Atlas, answer key.

PLAYER'S ROLES: No. of players - 2 to 5
 Each player takes turns using the Atlas to determine the correct location of a city on the map.
 Game director (either a volunteer or student who has mastered the skills) will monitor the game.

EQUIPMENT DESIGN:

Construct the game board from railroad board and illustrate with an outline map of Pennsylvania. Include the latitude lines. Cut-out illustrations representative of Pennsylvania can be used to decorate the board (i.e. illustration of Horseshoe Curve or a steel mill, etc.). Laminate game board and glue a small Velcro tab on the game board in the location of each city used on a question tab. Question tabs, constructed from 1"x1" squares of oaktag, should be lettered with a city name and point value (i.e. Pittsburgh-6; or Lancaster-3). Laminate question tabs, then glue small Velcro tab to the back.
 For the answer key, prepare a small map, with latitude lines and cities indicated in their proper place. Laminate.

RULES:

1. Roll dice, highest number starts the game.
2. Each player draws a question tab from the center pile, read the city and look it up in the Atlas index.
3. Turn to the map of Pennsylvania in the Atlas and locate the city on the map.

Match and Search...Cont.

4. When the city has been located on the map in the Atlas, match the latitude lines to those on the game board and place the question tab on the Velcro tab mounted to the board.
5. Add the number of point value indicated to your score, after you check your answer against the answer key.
6. Player with the highest score at the end of the game wins.

DEBRIEFING:

Review the facts discovered about Pennsylvania while playing this game.

"What are some of the larger cities in Pennsylvania?"

"In what section of the state is Erie located?"

Review some of the Atlas skills developed while playing this game.

"What section of the Atlas did you use to find your answers?"

"What skills did you need to know about the Atlas to help you find your answers?"

CURRICULAR VARIATION:

THEME: Social Studies - Current Events

GOALS:

Objectives: To reinforce the use of the Atlas index in locating information concerning cities and countries in the news.

To acquaint students with the strategic location of places currently in the news.

EQUIPMENT DESIGN: Design the game board with an outline map of the Middle East countries, indicating bordering countries. Illustrate the game board with pictures and symbols of the cultures of the Mid-East.

Question tabs should be lettered with the name of the city or country (i.e. "Tehran" or "Kabul") and the point value.

TITLE: FAMOUS AMERICANS GAME
THEME: Biographical reference books/
Social Studies - Famous Americans

GOALS:
Objectives. To introduce students to Webster's Biographical Dictionary as a useful reference tool in locating information.

To introduce students to famous Americans and their contribution to the growth of America.

Scope. Time of play - approx. 30 min.
Subject content is limited to Americans who have been included in Webster's Biographical Dictionary. The game can be adapted to include people from other countries, or other biographical sources.

TECHNIQUES: game board, question cards, markers, answer sheet, Webster's Biographical Dictionary

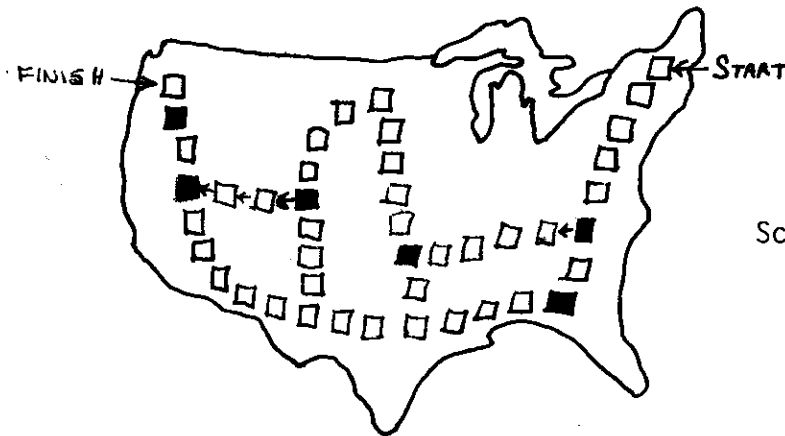
PLAYER'S
ROLE: No. of players - 2 to 6
Players take turns using the Webster's Biographical Dictionary.

EQUIPMENT DESIGN:

Using railroad board, draw the outline of the U. S., with a game track starting in New England and ending in California. Include several chance squares along the way, such as "Buffalo Hunters start a stampede - move back 2 spaces" or "Avoid the great Chicago Fire - take a long road around the city." Decorate the game board with cut-out illustrations of some of the famous people mentioned in the game. Laminate board.

Question cards can be made from oaktag strips, typed and laminated. Select questions from Webster's Biographical Dictionary that pertain to famous Americans and their contribution to the growth of our country. They should read as follows: "Susan B. Anthony organized the _____." Number the question cards.

The answer sheet can be typed on oaktag or file folder and laminated. Answers are arranged in alphabetical order by the person's last name and the number of the question should appear in parenthesis before the name (i.e. (14) Anthony, Susan B. National Woman Suffrage Association--1869.



Famous American Game...Cont.

RULES:

1. Roll dice; highest number starts the game.
2. Draw the top question card.
3. Find the answer in Webster's Biographical Dictionary.
4. Check the answer sheet to determine if your answer is correct.
5. If correct, look at the page number in Webster's Biographical Dictionary where you located the answer. If the page number is odd, move 3 spaces; if even, move 2 spaces (i.e. on page 52, you would move 2 spaces).
6. If you land on a chance square, follow the directions indicated on the square.
7. Continue the game until there are no question cards left, or the first player reaches California.

DEBRIEFING:

Review the steps used in locating information in Webster's Biographical Dictionary.

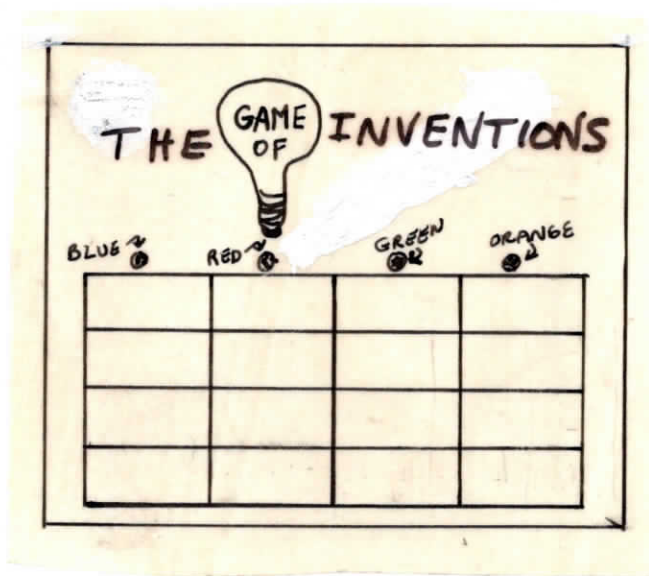
"What type of information did Webster's give us?"

"When might you use this reference source in the future?"

"What skills did you need to locate information in this source?"

Review several facts discovered about our country and the Americans who have contributed to its growth.

"Who was Susan B. Anthony? What did she contribute to our country's growth?"



TITLE: GAME OF INVENTIONS
 THEME: Reference books/Social Studies-Inventions

GOALS: Objectives. To introduce students to Kane's Famous First Facts and the type of information included.

To locate information about inventors and inventions, using the main section of Kane's Famous First Facts.

Scope. Time of play - approx. 20 min. Subject content is limited to American inventors and the main section of Kane's Famous First Facts.

TECHNIQUES: game boards (2), 32 question cards, markers, Kane's Famous First Facts, answer key

PLAYER'S ROLES: No. of players - 2

EQUIPMENT DESIGN:

Construct two game boards as diagrammed, using railroad board or 11"x14" file folder. Illustrate with cutout pictures of inventions, if desired. Place 4 different colored dots at the top of each column.

The question cards, constructed from 3"x5" oaktag strips, should consist of a picture and a question about that picture. The key word should be underlined. A colored stripe, one of the four colors used on the game board, is placed on the left side of the question card.

SAMPLE CARD: Who invented the first comb-cutting machine in America and when? (5)

Number the question cards to correspond with the answer key.

The answer key should have the question number typed and the correct answer, with the page number where the correct answer can be found. Mount the answer key on the back of the game rules. Laminate the game boards, question cards and answer key.

RULES:

1. Each player has his own game board.
2. Object of the game is to be the first to get four squares in a row, either across, up and down, or diagonally.

Game of Inventions...Cont.

3. Shuffle the deck of question cards. One at a time, draw the top question card. Determine what is the key word from the picture, and look that word up in the main section of Kane's Famous First Facts.
4. The player checks his answer with the game director, who has the answer key.
5. If correct, cover any square that matches the colored strips on the question card.
6. If incorrect, player may not cover any square, and the next player takes his turn.
7. First player to cover 4 squares, across, up and down, or diagonally, wins.

DEBRIEFING:

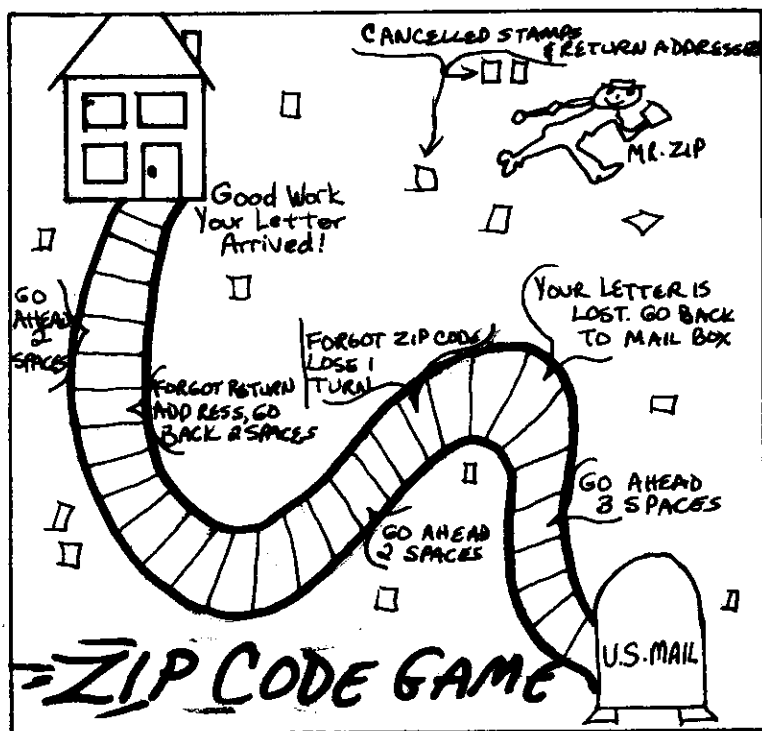
Review several facts discovered about inventions and inventors while playing this game.

"Who invented the cotton gin, and what is it used for?"

Review the steps used to locate information in this reference source.

"What skills did you need to play this game?"

"When might you use these skills in the future?"



TITLE: ZIP CODE GAME

THEME: Reference book/Social Studies-U. S. Post Office

GOALS: Objective. To introduce students to the United States by using the U. S. Post Office Book of Zip Codes.

Scope. Time of play - approx. 30 min. Subject content introduces students to cities of the U. S. and the use of the zip code directory for locating zip codes.

TECHNIQUES: game board, question cards, markers, U. S. Post Office Book of Zip Codes, answer key, washable felt-tip pens.

PLAYER'S ROLES: No. of players - 2 to 5
 Players take turns using the Zip Code Directory; Game director (either a volunteer or older student who has mastered the skill) checks the answers in the zip code directory.

EQUIPMENT DESIGN:

Construct the game board from railroad board and illustrate with an outline of the U. S. and individual states. Include several chance squares along the game track (i.e. "forgot to include zip code on the letter just mailed - lose one turn."). An illustration of a Post Office mailbox is the starting square, with an illustration of a home mailbox as the finish square. Cancelled postal marks can also be cut out and mounted on the game board, illustrating the postal theme and showing zip codes. Construct the question cards from 3"x4" oaktag strips. The question cards should read as follows:

SAMPLE CARD

Mrs. Bonnie Daly
 213 Gray Avenue
 Hope, Arkansas _____

Number the question cards to correspond to an answer key.

On the answer key, type the question number and the correct zip code, along with the page number where the correct answer can be found in the Zip Code Directory. Game markers consist of two cancelled stamps, glued back to back. Laminate the game board, question cards, answer key and game markers.

Zip Code Game...Cont.

RULES:

1. Choose a stamp marker and place it in the mailbox square. Your letter has now been mailed.
2. Each player takes his turn by drawing the top card and using the Zip Code Directory to find the answer.
3. With the washable felt tip pen, write the correct zip code on the question card and show to the game director.
4. If correct, move your playing piece. If the last number of the zip code is even, move ahead 2 spaces; if the last number of the zip code is odd, move ahead 3 spaces.
5. If incorrect, stay where you are, but look up the correct answer in the Zip Code Directory, using the page number given with the answer on the answer key.
6. If you land on a chance square, follow the directions indicated on the square.
7. The first player to move through all the squares on the game track is the winner because his letter has been delivered to its destination.

DEBRIEFING:

Review why we need to use zip codes.

Review the skills needed to play this game.

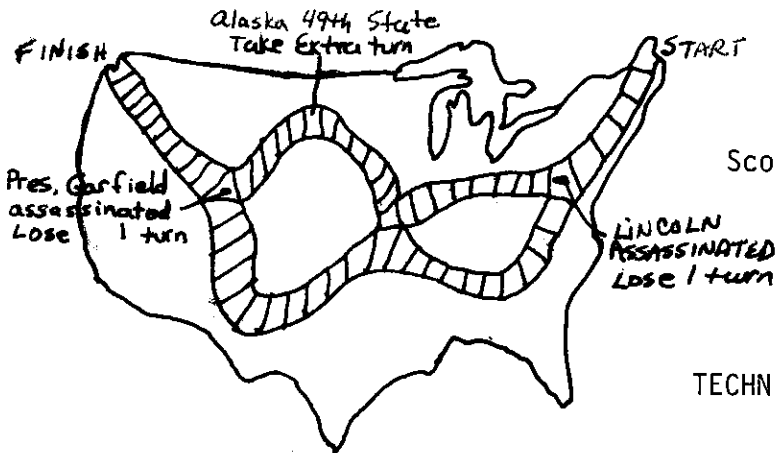
"What helped you to find your answer quickly?"

"When will you use this tool in the future?"

TITLE: FACTS ABOUT THE PRESIDENTS

THEME: Reference Books/ Social Studies-
Presidents of U. S.

GOALS:
Objective. To introduce students to refer-
ence book--Facts About the
Presidents--as a source for in-
formation on the presidents,
their families and their admin-
istration.



Scope. Time of play - approx. 30 min.
Subject content is limited to
facts about the presidents that
can be located in the reference
source--Facts About the
Presidents.

TECHNIQUES: game board, question cards,
spinner, markers

PLAYER'S
ROLES: No. of players - 2 to 6
Players take turns using the
reference tool--Facts About the
Presidents.

EQUIPMENT DESIGN:

Construct the game board from railroad board and illustrate with an outline of the U. S. Decorate the game board with cut-out pictures and little known facts about the Presidents of the U. S. Add a game track, including several chance squares, such as "You have entered the presidential race as a dark horse candidate--take some time out for campaigning - lose one turn." Question cards, constructed from 3"x5" oaktag strips, should read as follows: "What occupation did Millard Filmore have after the Presidency?" On the back of the question card, indicate the correct answer and the page number (i.e. Chancellor of University of Buffalo, p. 86). Laminate both the game board and question cards.

RULES:

1. Shuffle question cards and place face up beside the game board.
2. Draw the top question card and answer the question by looking for the answer in the book Facts About the Presidents. Do NOT turn the card over until the answer is found in the book.
3. Check your answer on the back of the question card.
4. If correct, spin the wheel and move the number of spaces indicated, if incorrect, stay where you are and wait for another turn.
5. If you land on a chance square, follow the directions indicated.
6. First player to arrive at the finish wins the game.

Facts About the Presidents...Cont.

DEBRIEFING:

Review the steps used in locating information in the reference book Facts About the Presidents.

"What skills did you need to play this game?"

"How is information arranged in this reference book?"

Review several new facts discovered about the presidents from this game.

"What unusual fact did you find about Mrs. Grover Cleveland while she was our first lady?"

		C ₄								S ₄
C ₄	H ₄	A ₄	R ₄	A ₄	C ₄	T ₄	E ₄	R ₄		E ₄
E ₁	U ₂									T ₂
N ₁	S ₂	C ₁	I	E	N	C	E			T ₂
T ₁	E ₂									I ₁
R ₂	F ₂				F ₂	I ₁	C ₂	T ₂	I ₁	O ₁
A ₁	F ₂				A ₁					G ₂
L ₂	E ₁				C ₁					
	C ₁				T ₁					
	T ₂				U ₁					
					A ₁				K ₄	
					Q ₄	U ₁	A ₁	L ₂	I ₁	T ₂
										E ₁
										S ₁
										Y ₃

TITLE: JUNIOR SCRABBLE OF LITERARY TERMS

THEME: Literary Terminology

GOALS:
Objective. To build a vocabulary of literary terms.

Scope. Time to play - approx. 20 min. Subject content is limited to literary terms students would need to be familiar with in an independent reading program. Game format can be adapted to introduce any terminology in a variety of subjects.

TECHNIQUES: Scrabble board, letter squares, answer key, score cards.

PLAYER'S ROLES: No. of players - 2 to 4
Players take turns drawing letter squares and placing them on the board.

EQUIPMENT DESIGN:

Construct game board using railroad board or 11" x 14" file folder. Several boards, containing different terms can be constructed, if desired. Terms should be included on the game board, as illustrated. If more than one board is constructed, it is helpful to use different colors for each board and to make the letter squares out of a matching color. If game pieces are accidentally mixed, the sorting can be done by the color. Letter squares, 1" square, are lettered with the corresponding letters for the terms on each board, and with the number value. The answer key should be typed and mounted on the reverse side of the rules card. Include, in alphabetical order, the correct spelling of the term, along with the definition. Laminate game board, letter squares and answer key.

RULES:

1. Turn all letter squares upside down and shuffle.
2. Each player selects 5 squares.
3. First player places two squares on the matching squares on the game board (i.e. letter square B, would cover B on the game board).
4. Both letter squares do NOT have to be used next to each other.
5. Second player places two letter squares on the board. Play continues until a player completes a word by placing the letter squares on the board.
6. Each player who completes a word, identifies the meaning of the word. Check the answer key for the correct meaning. If correct, add the point value of all the letters in that word.
7. If a player does not know the meaning of the word he can:
 - a) look up the definition in a dictionary, or
 - b) another player can try to identify the word. If successful, that player may add the points to his score.

Jr. Scrabble...Cont.

8. Play continues until all letters cards are completed.

DEBRIEFING:

Review terms used in playing the game.

"What new terms did you learn a definition for?"

"When might you use these terms in the future?"

CURRICULAR VARIATION:

THEME: Home Economics - Cooking

GOALS:

Objectives. To introduce students to basic terminology relating to cooking.

To introduce students to the variety of information located in a cook book.

EQUIPMENT DESIGN: Construct game board as illustrated above, utilizing such words as "baste", or "simmer" or "pare" or "knead". Letter squares for these words will have to be constructed following the directions given above.

CURRICULAR VARIATION:

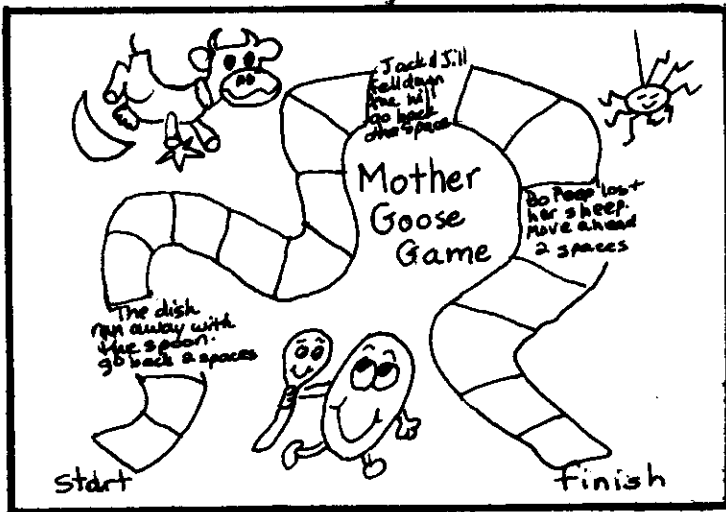
THEME: Literature - Newberry Winners

GOALS:

Objective. To acquaint students with the titles of award winning books.

EQUIPMENT DESIGN: Construct game board as illustrated above, utilizing the titles of award books such as Door in the Wall, or Strawberry Girl, or Ginger Pye. Following the directions outlined above, construct letter squares for each of the book titles used.

TITLE: MOTHER GOOSE GAME
THEME: Literature - Nursery Rhymes



GOALS:
Objective. To reinforce children's knowledge and enthusiasm for Mother Goose.
Scope. Time of play - approx. 20 min. Subject content includes nursery rhymes located in M. DeAngeli's Book of Nursery Rhymes; game can be adapted to use with any Mother Goose collection.
TECHNIQUES: game board, markers, question cards, answer cards, dice, M. DeAngeli's Book of Nursery Rhymes

PLAYER'S ROLES:
No. of players - 2 to 5; Game director
Players take turns drawing cards and answering questions; Game director checks answer key for correct answers.

EQUIPMENT DESIGN:

Construct the game board using colorful railroad board. Include several "chance" squares along the track that read as follows: "The dish ran away with the spoon - Move back 2 spaces." Decorate the board with colorful, cut-out illustrations of Mother Goose characters.

Question cards, constructed from 3"x5" oaktag strips, should read as follows: "Where was Little Boy Blue when he fell asleep?" or "Who fell down and broke his crown?"

Number the question cards to correspond with the answer cards.

Prepare answer cards, using 3"x5" colored index cards. Answer cards should contain the entire rhyme and the corresponding number of the question card.

Laminate the game board, question and answer cards.

RULES:

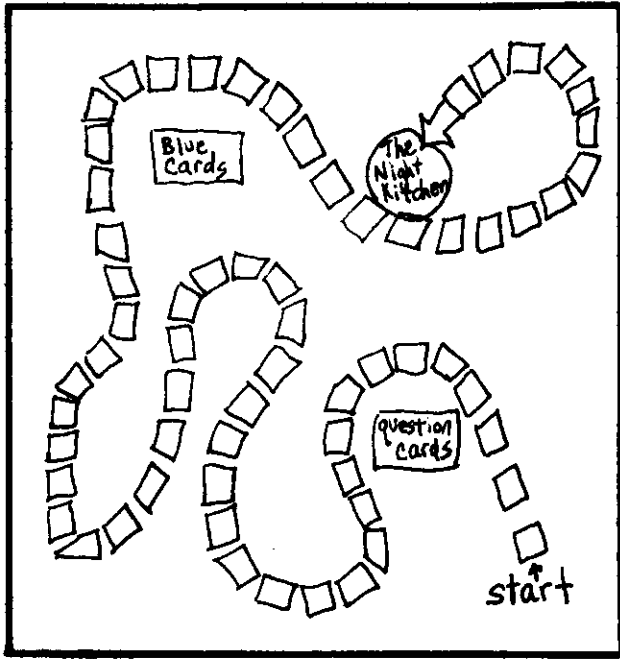
1. Shuffle all question cards and place beside the game board.
2. Roll dice, highest number starts the game.
3. Draw a card from the top of the pile and read it.
4. Answer the question.
5. Check your answer with the game director.
6. If correct, roll the die to see how many spaces to move the marker.
7. If incorrect, stay at the same space, and the next player takes his turn.

Mother Goose Game...Cont.

8. First player to reach finish is the winner.

DEBRIEFING:

Review some of the Mother Goose Rhymes included in the game.



TITLE: THE NIGHT KITCHEN

THEME: Literature

GOALS:

Objective. To introduce children to Maurice Sendak and his books.

Scope. Time of play - approx. 20 min. Subject content is limited to plot and characters in Maurice Sendak's picture books; game format can be adapted to introduce any author or illustrator.

TECHNIQUES: game board, question cards, markers, spinner, chance cards, Sendak's books.

PLAYER'S ROLES:

No. of players - 2 to 4; Players should be familiar with some of Sendak's books, or the books should be displayed near area where the game will be played for players to refer to. Game director reads the questions and checks answers.

EQUIPMENT DESIGN:

Construct game board using railroad board or 11"x14" file folder. Game track consists of 1" squares of different colored construction paper and mounted to game board. Decorate the board with illustrations from In The Night Kitchen, if desired. Include a box for question cards and chance cards. Include several blue chance squares along the game track, and some short cuts.

Question cards, made from 3"x5" oaktag strips, should read as follows:
 "The title of a book by Maurice Sendak about a boy who doesn't care is _____."

Tape three sides of the question card to another card of the same size. Be sure the question is on the outside. A smaller oaktag strip containing the answer is inserted in the pocket. All question cards should be numbered and matched with a corresponding answer card.

Make several blue chance cards from 1" squares that read as follows:
 "Move to the next red square" or "Move to the second lavender square."

Construct the spinner from railroad board or a piece of heavy cardboard. The spinner should contain all numbers from one to eight.

The Night Kitchen...Cont.

RULES:

1. The first player to spin the number 3 starts the game.
2. Draw the top question card and read the question aloud. State your answer.
3. Game director checks the answer inside the pocket of the question card.
4. If correct, spin the spinner to determine the number of spaces to move your marker.
5. If the answer is wrong, put the question on the bottom of the pile, stay where you are and the next person takes his turn.
6. If you land on any chance squares, follow the directions given.
7. First player to reach the Night Kitchen wins the game.

DEBRIEFING:

Review the facts discovered about Maurice Sendak and his books while playing the game.

"What are some of the titles of the books by Maurice Sendak?"

"Who are some of the characters in Sendak's books?"

CURRICULAR VARIATION:

THEME: Literature - Authors

GOALS:

Objective. To introduce students to Robert McCloskey (or any author/illustrator) and his/her books.

EQUIPMENT DESIGN: Design a game board of the race-chase variety, using cut-out illustrations from the books of the author. Question cards should read as follows: "Name the character who puts a band-aid on the tail of a whale?"

TITLE: LITERARY REVIEW

THEME: Literature

GOALS:

Objectives. To expose children to authors, titles and characters in children's literature.

To encourage a wide variety of reading interests.

Scope.

Time of play - approx. 5 min./round or until board is depleted of questions.

2 min. is allotted to each question, if playing in teams. Question cards reflect the literature of the age group playing the game.

TECHNIQUES:

game board, question cards, score cards

PLAYER'S

ROLES:

No. of players - 2 to large groups; teams or individuals; Game director removes card from game board and reads the question; also keeps score. If playing in teams, team members can answer individually, or contribute to group answer, if desired.

EQUIPMENT DESIGN:

Game boards could be designed either as a hanging board or a free-standing one. Divide the board into three sections, as illustrated; staple 28 felt pockets labeled with point value, lowest point value on the top, highest value on the bottom.

Question cards should reflect the literature of the age group. It is possible to have several sets of question cards, thus adapting the game to various age groups. The questions should relate to authors, title and characters; the answers to the question can be placed at the bottom of the card, since the only person seeing the card is the game director.

SAMPLE CARDS:

"Name the Dr. Seuss character that was a big-hearted moose." or "Name author who wrote Trumpet of the Swan."

Construct score card, from railroad board, as follows:

Score
Team 1 Team 2

TITLES	CHARACTERS	AUTHORS
10	10	10
20	20	20
30	30	30
40	40	40

Literary Review...Cont.

Laminate the game board (before placing pockets on), question cards and score card.

RULES:

1. First team member (or individual player) selects a question by indicating the category and point value.
2. Game director reads the question aloud.
3. Team has two minutes (individual has one minute) to give an answer.
4. If correct, the game director adds the point value to the team's score card and the same team has another choice.
5. If incorrect answer is given, the game director moves on to the next team, placing the question back in the pocket, so that it can be chosen again.
6. Play continues until board is depleted of question cards.
7. The team (or individual) with the most points at the end of the game wins.
8. Wash score cards with wet cloth before play begins again.

DEBRIEFING:

Review some of the facts discovered about books, their authors, titles and characters, while playing the game.

"Who is the author of Misty?"

CURRICULAR VARIATION:

THEME: Social Studies - Careers

GOALS:

Objectives. To introduce a variety of careers to students.

To acquaint students with famous Americans and their contributions to society through their careers.

To encourage students to utilize reference materials in locating information.

EQUIPMENT DESIGN: Design game board in columns as illustrated above. Each column should represent a different career (i.e. Scientist, Architect, Politician, Educator). Question cards would have the name of an individual from the fields represented (i.e. Jonas Edward Salk), and students would have to answer what the person did to gain fame. They would be encouraged to consult several reference materials (i.e. Webster's Biographical Dictionary, General Dictionary, Encyclopedia, Specialized Reference Books, etc.) to locate their answer, as long as they could find the answer in the specified time period (i.e. 3 min.).

INDEX OF GAME TITLES

Alphabet Rummy.....	30	Lost in the Rainforest.....	14
Around the Biography Board.....	52	Match & Search.....	62
Around the World.....	56	Mother Goose Game.....	74
Atlas Bingo.....	58	The Night Kitchen.....	76
Aunt Maggie.....	40	Presidential Squares.....	50
Bookworm.....	12	Spin the Wheel.....	18
Dictionary Hunt.....	16	Star of the Card Catalog.....	38
Dictionary Pronunciation.....	22	Thesaurus Puzzle.....	54
Dictionary Syllable Game.....	24	Touchdown.....	36
Facts About the Presidents.....	70	Trivia.....	46
Famous Americans Game.....	64	What Does It Mean?.....	26
Famous First Facts.....	48	Zip Code Game.....	68
Game of Inventions.....	66		
Go to the Head of the Media Center.....	34		
The Goops.....	11		
Guide Words Game.....	20		
Home From the Pond.....	42		
Index Puzzle.....	44		
Junior Scrabble of Literary Terms.....	72		
Junior Scrabble of State Abbreviations.....	28		
Know Your Geographical Facts...	60		
Library Review Card Game.....	32		
Literary Review.....	78		