

Trace Effects Classroom Extension Games



Activity #1 Trace Bingo

Materials:

Trace Find Someone Who worksheets

Classroom Set-up:

This activity would work best to have a wide open space without desks. This activity can also be done outside.

Directions:

Pass out the Find Someone Who Bingo sheets to each student. Have students go around and ask each other questions. When they find a fellow student who fits the description, the student should write their name in the box. Students should keep mingling with others until they have all boxes in a row (vertical, horizontal, or diagonal) signed. Whoever does this first should call out “BINGO!” A variation of this is “Blackout” where students have to get every box signed to call out BINGO!

As students play the game, have them complete the worksheets in this packet. Go around the classroom to monitor their game play and help them with the worksheets. Once students have finished a chapter, require that they play the four practice games and read the graphic novel. If you have students that are fast finishers, have them play the multi-player games together online (if that is an option) or play Phrases in Space or Word Soup on their own until rest of the class completes the chapter. When the whole class has completed the chapter and corresponding worksheet, review the answers as a whole class before allowing them to play the next chapter.

Activity #2 Trace Scavenger Hunts

Materials:

By-chapter scavenger hunts, copies for all students or pairs

Classroom Set-up:

Individual with computer game, or in pairs at a computer station

Directions:

As students play the game, have them complete the worksheets in this packet. Go around the classroom to monitor their game play and help them with the worksheets. Once students have finished a chapter, require that they play the four practice games and read the graphic novel. If you have students that are fast finishers, have them play the multi-player games together online (if that is an option) or play Phrases in Space or Word Soup on their own until rest of the class completes the chapter. When the whole class has completed the chapter and corresponding worksheet, review the answers as a whole class before allowing them to play the next chapter.

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Activity #3 Sentence Builder

Materials:

- 1 copy of the word bricks per group, cut out, put into envelopes for each group
- The vocabulary lists from the chapter students are playing, found in the Teacher's Manual

Classroom Set-up:

This activity works best in small groups at tables

Directions:

In this activity, divide students into groups of no more than four. The groups will form sentences with the 'word bricks'. Each brick in each sentence counts as a point.

- 1) Have students work in small teams with the bricks in the envelopes.
- 2) Give the student 3 minutes to review the cards. Then, expand the number of word bricks by adding words from the vocabulary list from Chapter 1 of the Teacher's Manual or from other vocabulary you want your students to practice.
- 3) Play sentence builder. Each team has 5 minutes to come up with as many sentences as possible. Each team will earn one point per brick.

You can customize this extension activity by selecting vocabulary from each chapter of the teacher's manual. The vocabulary words below are from Chapter 1 of the Teacher's Manual.

| Word | Example from Trace Effects | Meaning of Word in Context |
|-----------------|---|---|
| Customer | The customer called. | Someone who buys something |
| (To) deliver | "I need someone to deliver sandwiches." | To carry something to someone |
| (To) enter | "You can't enter without your student ID" | To walk into a building |
| Farmers' market | "Can you take me to the farmers' market ?" | A market where farmers bring fresh fruit and vegetables to sell |
| Flower pot | "The key is under the flower pot ." | What a flower sits in |

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Activity #4 Guess What?

Materials:

Copy of Guess What? Cards
Scissors

Classroom setup:

Groups of three

Directions:

- 1) Divide students into groups of three. Have students choose one person in their group to be the Elicitor and the rest will be the "Guessers." The Elicitor should choose a card and not show it to the group.
- 2) Each Elicitor has 2 minutes to elicit all the words on one card from the group. The Elicitor should give the category only, without pointing or using the target words. They may act, dance, sing, or explain what their words are to their group.
 - a. Write down these questions on the board for the Guessers: *What does something look like? What function does it play? What is it not? What color, shape, size, smell, feel?*
- 3) Write 2-3 cards to practice vocabulary and concepts from Trace Chapter 1.

Activity #5 Board Games

Materials:

- Copy of game board (either the one in this pack or one of the teacher's design)
- Dice

Directions: Divide students into pairs or groups of four, depending on your classroom size. Pass out the board game and dice to each pair or group.

Instructions

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1. Have students ask each other when their birthdays are. The person with a birthday coming up the soonest is first; the rest of the group plays in a clockwise direction.
2. Each player rolls the die in turn.
3. On their turns, the players move their game piece along the path according to the number of spaces indicated by the die.
4. When players land on a space, they should say one or more things they know about the subject indicated on the space.
5. No player is allowed to repeat something that has already been said.
6. The game continues until one (or all) players reach the 'Finish' space.
7. If possible, provide a small prize for the winners in each pair/group. Some examples could be: a new pen or pencil, an eraser, a 5-minute free time pass, or an early dismissal.

"Player Talk" in *What Do I Know?*

Cues

"Player Talk"

Brazil

One thing I know about flowerpots is that there are three in Chapter 1 of Trace Effects. **(Simple response)**

Flowers

What I know about flowerpots is that they are useful for holding flowers. Flowers are pretty, and some of them smell really good. I like roses the most. **(Complex response)**