**Simple games for reinforcing vocab/MCTS**

* *Remember try and use as much Gooniyandi as possible in the game.*
* *Most of these games just require your flashcards with words and images on separate cards.*
* *If you need something else this has been highlighted in pink.*
* **Snap**

2 sets of cards- One with the picture one with the word. Kids turn cards over and if the word and the picture that are turned over one after another match, they say “snap’ (or something similar in Gooniyandi) and win the cards. The child with the most number of cards wins the game. (You can get the children to say the words too when they turn the cards over)

* **GO Fish** (What’s the translation in Gooniyandi?)

The goal of this game is to collect the most sets of four. (I.e. family members/ features of the landscape/ body parts/ etc.) Five cards are dealt to each player if three to six players are involved. With only two players, seven cards are dealt to each. All remaining cards are placed face down in a draw pile. Randomly choose a player to go first. On your turn, ask a player for a specific card group. For example: "Barb, please give me your 9s or your foot." You must already hold at least one card of the requested grouping. If the player you ask has any cards of the requested group, she must give all of her cards of that group to you. In the example, Barb would have to give you all of her 9s or all of her body parts. If you get one or more cards from the player you ask, you get another turn. You may ask any player for any group you already hold, including the same one you just asked for. If the person you ask has no relevant cards, they say, "Go fish." You then draw the top card from the draw pile. If you happen to draw a card of the group asked for, show it to the other players and you get another turn. However, if you draw a card that's not the group you asked for, it becomes the next player's turn. You keep the drawn card, whatever group it is. The "next player" is the one who said, "Go fish.” When you collect a set of four cards of the same group, immediately show the set to the other players and place the four cards face down in front of yourself. Go Fish continues until either someone has no cards left in their hand or the draw pile runs out. The winner is the player who then has the most sets of four.

* **Use Puppets/Finger Puppets and Big Puppets**

You can make them with sticks and paper very easily. Get kids to practice MCTS with these.

* **Spin the bottle**

You need an empty bottle and your image cards. The players spin the bottle and the images are in a circle around the bottle. The bottle points to an image and the child has to say the word on the image or an MCT with the word in a sentence. The child with the most cards wins.

* **Bean Bag Toss**

Lay out flashcards face down up the floor.  Each child tosses the bean bag and identifies the flashcard it lands on.

* **Throw a Ball/Bean Bag**

Children get into a circle, the teacher throws a ball at a student and the student has to say a word/ a sentence or answer a question etc. The children can take turns throwing the ball to one another and answering and asking questions. A variation is using a ball of string and seeing the web created once everyone has had a turn.

* **Catch Me If You Can/Magic Word**

Have students sit in a circle. After reviewing the chosen set of flashcards, place them in a pile in the center of the circle. Take the first card and show it to everybody. Have one student walk around the outside of the circle saying words/sentences from the specific subject – like fruits or days of the week or sentences in the past tense - while touching each student's head. When the "magic" word/sentence is said, the student whose head is touched at that time, must stand up and chase the student who touched them around the circle. The first one to sit in that spot remains seated and chooses the next "magic" word. The student standing begins again; "Sunday...Monday…"

* **Inside/Outside Circle**

During this strategy, students form two different circles: half of the group stands in a circle facing outward while the other half forms a circle around them facing inward. Students exchange information until the teacher signals the outer circle to move in one direction. The students now have a different partner with whom to exchange. You can use music to move the circles around. You exchange information with the person in front of you when the music stops.

*Steps*

1. Decide, which students will be in each circle (inside and outside).

2. Put a question or statement on the board.

3. Give students at least ten seconds to think on their own ("think time").

4. Ask students in the inside circle to share their response with the class mate facing them in the outside circle. When they have done this, ask them to say, "pass", at which point the students in the outside circle will share their responses with the classmate facing them in the inside circle.

5. Have the outside circle move one step to the left or right and discuss the same question with the new partner. Option: post a new question for another discussion.

*Hints and Management Ideas*

*Pre-assign groups*. You can use letters (a–b–c) to divide the class into two or more groups as needed. *Change partners*. Move the outside or inside circle at least one step to the right or left so students have the opportunity to communicate with more than one partner. *Monitor the discussions* for common misconceptions and to make sure that students are on task.

*Benefits of Inside-Outside Circle*

• When students have appropriate “think time”, the quality of their responses improves.

• Students are actively engaged in thinking with different questions and different partners.

• The activity encourages community building among students while incorporating movement and interaction.

• Many students find it safer or easier to enter into a discussion with another classmate rather than with a large group.

* **Hide the Card**

The student at the front (who is replacing the teacher) choses one of the cards and hides it behind his or her back or puts in a special bag. They ask the question “What is behind my back?” Students respond with “It’s a leg” “It’s a hand’ etc. and the child with the most cards wins.

* **Pass the Parcel**

Music in the background. Something wrapped up in the parcel- can be an image or word/sentence or a real item. Students pass it around and when the music stops, the students have to guess what is in the parcel. The students can then open it up and see who was right.

* **Fruit Salad Game**

Form a circle of chairs that is one chair fewer than a total number of players.  Nominate a player to be 'in', that player stands in the centre of the circle.  Divide all players into three groups of fruit by going around the circle and naming them either apple, orange or pear. The player who is 'in', calls the name of a fruit. If the student calls out apples, everyone who is that fruit must get up quickly and change places. Players who are not apples remain seated. The person who is 'in' tries to sit in an empty spot whenever players swap positions. If they manage to sit in a chair, the player not sitting in a chair is then 'in'. The person in the middle can also call 'fruit salad' and everyone who is seated has to change spots. The game can finish whenever you like. Vary this game by using items of food, body parts etc.

* **Charades**

Have a student come to the front of the class and show a card or whisper a word to that student.  The student then acts out that word and the first student to guess can be the next player.  This works very well with action verbs.  *Variation:* divide the class up into teams - the first student to guess wins a point for his/her team.

* **Concentration**

You need 2 sets of flashcards for this game.  Place both sets face down on the floor.  Students take turns in turning over 2 cards (saying the cards aloud).  If the cards match then the student keeps the cards.  If the cards are different the cards are turned back over again in their original places.  The Student with the most pairs at the end of the game is the winner.

* **Concentration Level 2**

Requires basic reading.  Make a set of cards.  On half of them put a picture of a theme related subject (for example body parts, food, furniture etc.) on the other half put the word relating to each picture (ex. nose, mouth, lips, eye...).  Laminate if possible.  Place all cards face down on the table.  The first player turns two at a time (or three for the very young) over to match the word to the picture.  If it matches the player can keep the pair if not, the cards are returned and then next player goes.  These cards can also be used so that a child or team simply matches the words to the pictures.

* **Cross the River**

Place flashcards on floor in winding manner.  Each represents a stepping stone in the river, as students must say word/phrase/question/etc. in order to step on it and cross the river!

* **Jump On It**

Spread out flashcards on the floor and have students stand at one end of the room.  Shout out a card and the students have to find the card and jump on it. The first student to do this wins a point.

*Variation:* Make 2 teams for a relay race.  The first 2 students try and jump on the flashcard first to win a point for their team.

* **Line True or False**

Put a line of tape on the floor and designate one side "True" and the other "False".  Hold up a flashcard or object and say its word.  If students think you have said the correct word they jump on the True side, if not they jump on the False side.  Incorrect students sit out until the next game.

* **Ostrich Game**

This game is really good fun.  You need some clothes pegs.  Pair up students and peg a card onto each student's back.  Both students face each other with hands behind backs waiting for teacher to shout "Go!”  At this point they must try to discover his/her partner's hidden flashcard without letting their partner see theirs.  When the student finally sees his/her partner's card s/he has to shout it out to become the winner.  The students look like ostriches when playing this game.

* **Pictionary**

Good for reviewing vocab.  Pick a student and show him/her a flashcard picture or whisper a word into his/her ear.  The student draws the picture on the board and the first student to guess the picture gets to draw the next picture.  This can also be played in teams with a point system.

* **Kim’s Game**

Put a number of images/sentences/objects on the IWB or on a real platter. Students look at the IWB or platter for 30 seconds and then the teacher removes one/two or a few images/sentences/objects depending on the level/age of the students. The teacher asks, “What’s missing?” The children guess.

* **Race Track**

Lay out the flashcards like a race track with a start and finish line.  Students play in pairs or teams.  Student 1 rolls a dice and moves a counter along the track.  The student must say the flashcard landed on and if wrong must move back to the original position.  *Variation:* put in some 'throw again' cards (e.g. brightly colored cards) and nominate a 'crash' number on the die (e.g. if students throws a 6 they crash and must stay where they are and miss a turn).

* **Roll That Dice**

Split class into 2 to 4 teams. Place flashcards/images on board and number them.  Younger Students: teacher says: Point to the \_\_\_\_\_\_. Students should point to that card. If correct then Student rolls dice for points. If incorrect student gets help from team.  Older Students: Teacher says: What's picture number 4? Student says the vocabulary word/MCT. If correct then student rolls dice for points. If incorrect student gets help from team.

* **Giant Steps/ Mother May I?**

One student stands facing away from a line of students. The student then chooses a student (at random, or in order), and announces a direction. These follow a pattern, such as, "Brian, you may take' x' giant/regular/baby steps forward/backward." The student responds with "Mother may I?" The leader then states "Yes" or "No", depending on her whim, and the student complies. If the student forgets to ask "Mother may I?" he/she goes back to the starting line. First one to touch ‘Mother’ wins. OR Each student takes turns asking, "Mother may I take . . . steps?"  And the student who is ‘mother’ replies yes or no.  In addition to baby, regular, and giant steps, you can have ballet steps or kangaroo hops etc.

* **Rope Jump**

You need a rope for this one!  Have students stand behind each other in a line. Hold a rope (have a student hold the other end) at a height that the students should be able to jump over.  On the other side of the rope spread out some flashcards or objects and a box.  Call out the name of one of the flashcards/ objects to the first student.  S/he has to jump over the rope, pick up the correct flashcard and put it in the box.  For other rounds you can hold the rope down low, so students have to crawl/roll under. Can play in teams.

* **Tic Tac Toe**

Place 9 flashcards (representing words, phrases, questions, etc.) face down and numbered (or letters of alphabet) on a large taped grid on the floor.  Students call out number or letter to see flashcard. Student or team with correct response claims that space with an X or O.

* **The Fly Swat Game**

You need two (preferably clean!) fly swats for this game. The teacher puts words/images/numbers/sentences on the IWB. The class is divided into two teams. When the teacher says that word/sentence/asks the question, the first member of the team to swat the word/sentence/answer with a question wins.