







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




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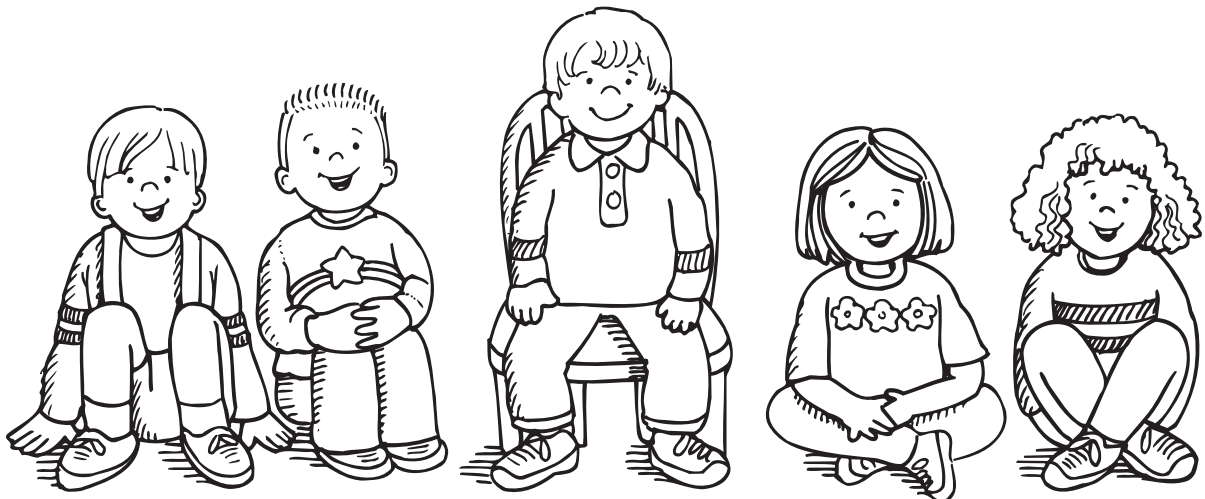
Introduction

I HAVE, WHO HAS? is a series of books that provides reinforcement for essential academic skills through group activities. These activities consist of game cards that students read and interactively answer. Each game also features an active listening enrichment activity. This component gives students additional practice in active listening and extends their learning to the application level.

I Have, Who Has? Language Arts 1–2 provides a fun, interactive way for students to practice various language arts skills. It includes 38 card games that will help improve students' auditory discrimination and reinforce standards-based language skills. The skills addressed in this resource include the following:

- Rhyming Words
- Word Families
- High Frequency Words
- Nouns
- Verbs
- Adjectives
- Vocabulary Development
- Synonyms
- Antonyms
- Analogies
- Contractions
- Compound Words
- Singular and Plural
- Main Idea
- Categorization
- Cause and Effect

The ease and simplicity of preparing these games for your class will allow you to begin using *I Have, Who Has?* today! These engaging games are sure to keep students involved as they are learning valuable language arts skills.



ORGANIZATION

Each card game consists of 32 question and answer cards. The cards are arranged in columns (top to bottom) in the order they will be read by the class. A reproducible active listening enrichment page follows every set of game cards. Play the interactive card games alone or in conjunction with this reproducible page to reinforce children's active listening, increase active participation, provide enrichment, and extend the learning and accountability of each child.

Getting Started

INSTRUCTIONS FOR I HAVE, WHO HAS GAME CARDS

- 1) Photocopy two sets of the game cards. Keep one copy as your reference to the correct order of questions and answers.
- 2) Cut apart the second set of game cards. Mix up the cards and pass them out to the children. Every child should have at least one card. Depending on your class size, children may have more than one card.
- 3) Have the student with the first card begin the game by saying *I have the first card. Who has...?* As each student reads a card, monitor your copy to make sure children are reading the cards in the correct order. If children correctly matched each card, then the last card read will "loop" back to the first card and read *I have... Who has the first card?*

I have slim . Who has the synonym for unique ?	I have chilly . Who has the synonym for dirty ?
I have special . Who has the synonym for tasty ?	I have filthy . Who has the synonym for strong ?
I have delicious . Who has the synonym for grumpy ?	I have powerful . Who has the synonym for quick ?
I have cranky . Who has the synonym for cold ?	I have fast . Who has the synonym for correct ?

INSTRUCTIONS FOR ACTIVE LISTENING ENRICHMENT PAGE

- 1) Copy one page for each child or pair of children.
- 2) Make sure each child has a light-colored crayon or highlighter (not a marker or pencil) to color over the correct boxes as they are read. Provide time for children to lightly color or highlight the correct box.
- 3) Some of the activity pages contain a riddle. After the last card is read, ask children to uncover the hidden text (e.g., riddle, proverb) by reading the text in all of the boxes they did not color or highlight. Have them read from top to bottom and from left to right on the grid. Then, have them answer the extension questions at the bottom of the page. Use the answer key on pages 197-203 to check children's answers.

WHAT TO OBSERVE

- 1) Children who have difficulty locating the correct boxes on the active listening enrichment page once familiarity with the format has been established may have difficulties with visual discrimination.
- 2) Children who have difficulty reading their cards at the correct time may have difficulties with attention, hearing, active listening, or the concepts being reinforced.

VARIATIONS

(To be played without the active listening enrichment page)

Timed Version

Have children play the game twice. Encourage them to beat their time in the second round. Have children play the same game again the next day. Can they beat their time again? Remember to mix up the cards before distributing them for each new game.

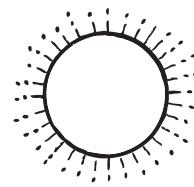
Small Groups

Give each group a set of game cards. Encourage groups to pay close attention, read quickly, and stay on task to determine which group is the fastest. Playing in smaller groups allows children to have more cards. This raises the opportunities for individual accountability, active participation, time on task, and reinforcement per child.

Card Reduction

If your class is not ready to play with multiple cards, you can reduce the number to fit your class needs. Photocopy the set of the game cards you want to play. Determine the appropriate number of cards needed. Following the existing order of the game, begin with the first card and count the number of cards you need. Delete the *Who has...?* clue from the last card counted and replace with the sentence *Who has the first card?* Photocopy and cut apart the revised game for class play.

One-Syllable Rhyming Words



I have the **first card**.



Who has the word that
rhymes with **hat**?

I have **stop**.



Who has the word that
rhymes with **see**?

I have **bat**.



Who has the word that
rhymes with **bunk**?

I have **free**.



Who has the word that
rhymes with **red**?

I have **trunk**.



Who has the word that
rhymes with **sun**?

I have **bed**.



Who has the word that
rhymes with **big**?

I have **fun**.

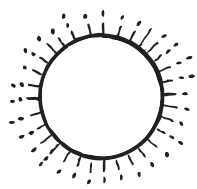


Who has the word that
rhymes with **hop**?

I have **pig**.



Who has the word that
rhymes with **day**?



One-Syllable Rhyming Words

I have **play**.



Who has the word that
rhymes with **hot**?

I have **hug**.



Who has the word that
rhymes with **pin**?

I have **not**.



Who has the word that
rhymes with **back**?

I have **chin**.



Who has the word that
rhymes with **man**?

I have **sack**.



Who has the word that
rhymes with **ring**?

I have **ran**.



Who has the word that
rhymes with **best**?

I have **sing**.



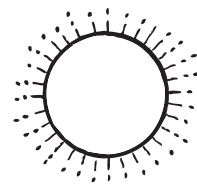
Who has the word that
rhymes with **bug**?

I have **rest**.



Who has the word that
rhymes with **rock**?

One-Syllable Rhyming Words



I have **sock**.



Who has the word that
rhymes with **make**?

I have **glad**.



Who has the word that
rhymes with **mail**?

I have **take**.



Who has the word that
rhymes with **duck**?

I have **tail**.



Who has the word that
rhymes with **call**?

I have **luck**.



Who has the word that
rhymes with **face**?

I have **fall**.



Who has the word that
rhymes with **tap**?

I have **race**.

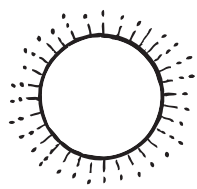


Who has the word that
rhymes with **dad**?

I have **map**.



Who has the word that
rhymes with **dark**?



One-Syllable Rhyming Words

I have **park**.



Who has the word that
rhymes with **part**?

I have **seal**.



Who has the word that
rhymes with **feed**?

I have **smart**.



Who has the word that
rhymes with **heat**?

I have **seed**.



Who has the word that
rhymes with **time**?

I have **treat**.



Who has the word that
rhymes with **save**?

I have **dime**.



Who has the word that
rhymes with **send**?

I have **gave**.



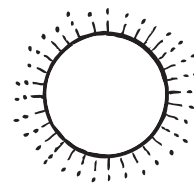
Who has the word that
rhymes with **meal**?

I have **bend**.



Who has the **first card**?

Name _____ Date _____



One-Syllable Rhyming Words

I Follow the path by coloring the words as your classmates name them.

*Start	bat	stop	free	bed
ball	trunk	fun	play	pig
fall	tail	glad	not	sack
map	snake	race	she	sing
park	smart	luck	take	hug
gave	treat	sled	sock	chin
seal	log	*Finish	rest	ran
seed	dime	bend	hug	cat

II Write four words that are not colored in the table. Write a rhyme for each.

1. _____ rhymes with _____

2. _____ rhymes with _____

3. _____ rhymes with _____

4. _____ rhymes with _____