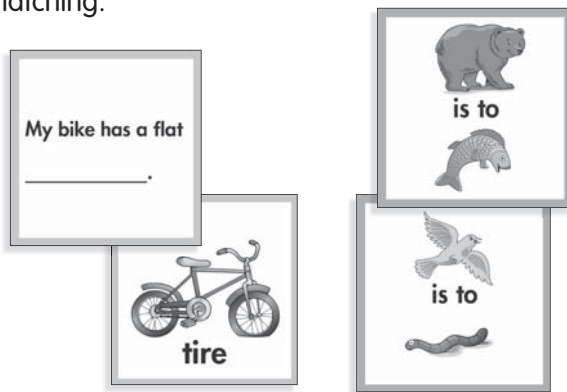


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Introduction

Language Games Galore! Comprehension and Critical Thinking contains 10 ready-to-use games and 10 reproducible activity pages that teach and reinforce essential language skills. The activities in this resource have been designed to allow you to differentiate for the varying ability levels of your students. Like the classic memory match game, the objective is to find the most pairs of matching cards using visual recall. This game supports standards-based skills that require equivalent matching.












A variety of reproducible pages have been provided for students to reinforce the skills practiced in the games. Use these pages as review, as homework, or as written assessment tools. Show children's work to parents during conferences, or send their work home for parents to use in supporting their children's learning.

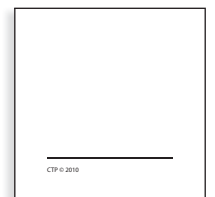
Students are provided practice in the following skills:

- Identifying the main idea and details that support it
- Recognizing cause and effect relationships in text
- Using context clues to complete cloze statements
- Understanding analogies, idioms, and similes
- Sequencing events
- Making inferences from text
- Distinguishing between fact and opinion

The games include several features designed for both successful and meaningful independent use. Every game plays by an identical set of rules and directions. Once students learn how to play one game, they have learned how to play all 10 games. Another feature that promotes autonomy is the easy-to-use answer key card included with every game. This self-check tool allows students to compare their cards against possible matching pairs. The answer key card becomes the game's teacher. It ensures that students are learning correct information, and it eliminates the troubles that come from guessing. Lastly, the back of each game card includes a solid line to indicate the bottom edge. This facilitates game setup and helps prevent students from reading the cards upside down or sideways.

Similes				
It's as light as a _____	It's as cold as _____	She's as sweet as _____	He's as tall as a _____	It's as hard as _____
 feather	 ice	 honey	 tree	 nails
He swims like a _____	She sings like a _____	I sleep like a _____	It fits like a _____	She runs like the _____
 fish	 bird	 log	 glove	 wind

answer key



back of game card

Begin using *Language Games Galore! Comprehension and Critical Thinking* today. The ready-to-use card stock game cards and answer key cards require minimal preparation. Once introduced, the materials store easily and travel anywhere students need them. Get children excited about language arts with the activities in this resource.

Getting Started

Preparing Game Materials

1. Copy card stock game cards and answer key cards if multiple copies of the same game are needed.
2. Pull out the colored card stock game cards. Separate the pieces along the perforated lines.
3. Laminate the answer key cards and the game cards for durability.
4. Attach the answer key card to a sandwich-size resealable plastic bag or small manila envelope, and place the game cards inside.
5. Store the games in a plastic or cardboard shoe box.

Game Play:

Number of Players: 1–3

Objective:

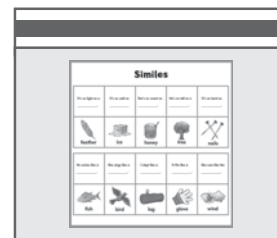
- 1 player: Match all pairs of cards in the fewest number of turns.
2–3 players: Find the most pairs of matching cards.

Game Directions:

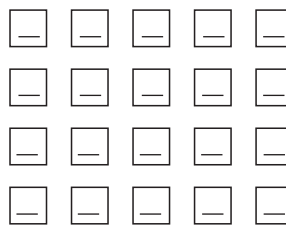
1. Determine which player goes first.
2. Player 1 turns over two cards image-side up, allowing the other player(s) to see. Have students consult the answer key if they are not sure if a pair matches.
 - A. If the cards match: Player 1 removes the cards and places them faceup in his or her designated pile area. This helps to avoid accidental re-inclusion with the cards still in play, and it leaves two vacant spots in the field of unmatched cards.
 - B. If the cards do not match: Player 1 returns them to their facedown positions.
3. Player 2 turns over two cards, following steps A and B outlined above.

Note: Students do not continue with their turn if they make a match. This assures equal playing/learning time and creates less confusion.
4. Repeat until all 10 pairs are matched. The player with the most pairs of matching cards wins.
5. The player with the fewest matching cards starts the next game. Or in the event of a tie, the player who started the game will go last in the next game.
6. When game time has ended, have players gather the cards, place them in the plastic bag or manila envelope, and return them to the storage container.

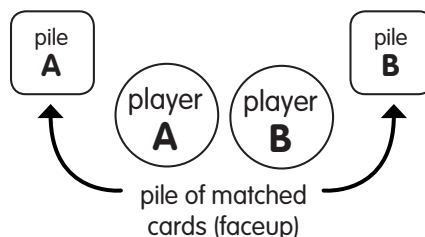
Game Setup



plastic bag or manila envelope with answer key



game cards (facedown)



Tips for Trouble-Free Game Play

- Choose from one of the following methods for determining who starts the first game: alphabetical order by first or last name, youngest player, or player with the closest birthday. Thereafter, have the player with the fewest matching cards start the next game.
- Teach good sportsmanship: Remind students to wait their turn, play fair, and shake hands and/or say “good game” after each game.
- Teach quiet game play: Encourage students to be respectful of others by using quiet voices.
- Teach game organization: Have students maintain a 5 x 4 game card layout, keep unmatched cards in their original positions, keep matched cards faceup, and follow cleanup procedures.
- Create a game grid mat (similar to the game cards layout shown in the diagram on page 4) on poster board or a large sheet of construction paper to facilitate the setup of the game cards.

Additional Uses for Games

Use the game pieces in the following ways:

- As a transition or time-filling activity (Randomly pass out one card to each student, and have students find their matching partners to demonstrate their understanding of a concept.)
- As a method of selecting classroom partners
- To play classic card games like Go Fish and War
- As flash cards for review by individual students or small groups
- To play Around the World

Use the complete games for the following:

- To support the home-school connection by assigning games for homework
- To play with an older buddy class
- To make teacher-created or student-created games for themes or different skills practice using the Blank Game Template on page 16 (For example, for student-created gifts, have students make matching pictures or words about their moms for Mother’s Day. Use stickers for quick game enhancement.)
- As an indoor recess activity
- To play during a reading night event

Main Idea and Details

Write the correct main idea for each set of details.

flower

car

pants

baseball

hamburger

computer

elephant

school

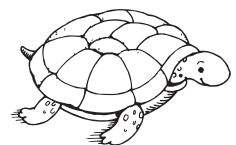
1 <hr/> gray trunk tusks	2 <hr/> classroom students teacher	3 <hr/> ball bat field	4 <hr/> keyboard mouse screen
5 <hr/> cotton pockets zipper	6 <hr/> bun cheese meat	7 <hr/> bumpers doors tires	8 <hr/> leaves petals stem

Write three details for each main idea.

9 park



10 turtle

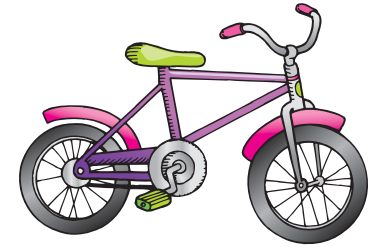
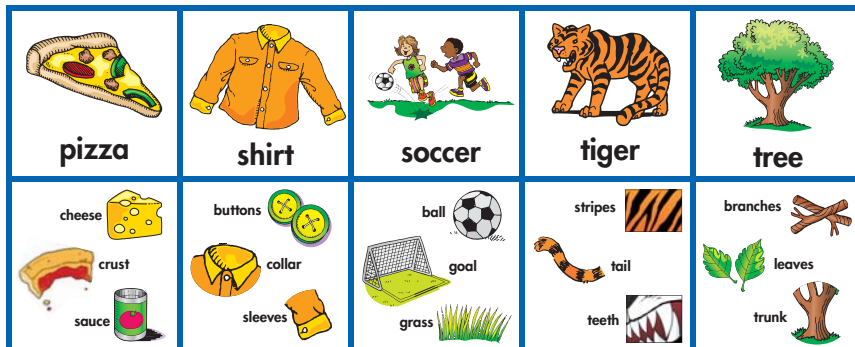
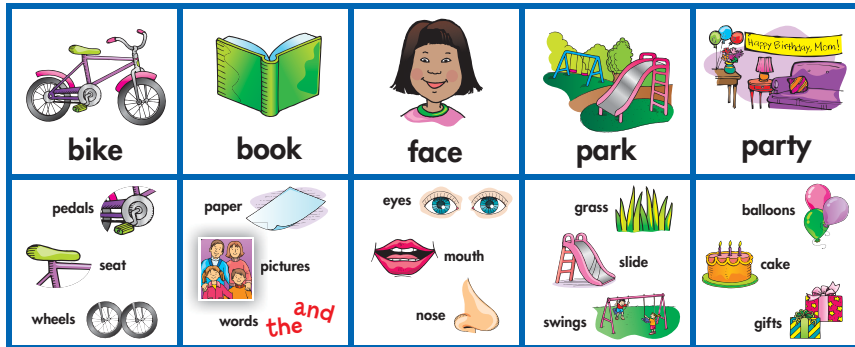


Cause and Effect

Write the letter of each effect beside its matching cause.

- | | |
|------------------------------------|-----------------------------|
| 1 _____ She tripped on a rock. | a. I did not go to school. |
| 2 _____ It was raining outside. | b. She opened her presents. |
| 3 _____ He kicked the soccer ball. | c. She scraped her knee. |
| 4 _____ It was very windy. | d. The cat purrs. |
| 5 _____ He stepped on a balloon. | e. I flew a kite. |
| 6 _____ She told a funny joke. | f. We ate pizza. |
| 7 _____ I was feeling sick. | g. I used my umbrella. |
| 8 _____ It was her birthday. | h. The balloon popped. |
| 9 _____ The boy pets the cat. | i. He scored a goal. |
| 10 _____ It was lunchtime. | j. Everyone laughed. |

Main Idea and Details



bike



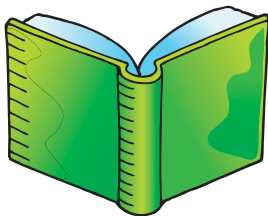
pedals



seat



wheels



book



face



park



paper



pictures

words *and the*



eyes



mouth



nose



grass



slide



swings

Cause and Effect

CAUSE I fell off my bike...	CAUSE The phone rang...	CAUSE It was raining outside...	CAUSE The sun went down...	CAUSE She was hungry...
EFFECT and hurt my knee.	EFFECT so I answered it.	EFFECT so I used my umbrella.	EFFECT and it got dark.	EFFECT and ate some pizza.
EFFECT I did not go to school...	EFFECT We turned on the heater...	EFFECT He wanted to fly his kite...	EFFECT He got a cavity...	EFFECT She got dirty...
CAUSE because I was sick.	CAUSE because it was cold.	CAUSE because it was windy.	CAUSE from not brushing his teeth.	CAUSE from playing in the mud.

CAUSE

I fell off my bike...

EFFECT

and hurt my knee.

CAUSE

The phone rang...

CAUSE

It was raining outside...

CAUSE

The sun went down...

EFFECT

so I answered it.

EFFECT

so I used my umbrella.

EFFECT

and it got dark.