Learning Games for the Classroom

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Tell me, I’ll forget.
Show me, I’ll remember.
Involve me, I’ll understand.

Chinese Proverb
Why use games in classrooms?
Or perceived games?
Ferris Bueller’s Day Off - Anyone? Anyone?
http://www.youtube.com/watch?v=uhiCFdWeQfA
Knowledge which is acquired under compulsion obtains no hold on the mind.

Plato

By using enjoyable games as an opportunity for repetition students may actually get the practice needed without the unpleasant drudgery of drill. (Math in Games, WikiEd)
“The Role of Games in Mathematics” by Bryn Davies summarizes the advantages of using games in the classroom. (Math in Games, WikiEd)

Meaningful Situations

The application of skills are created by games.
Motivation

Children freely choose to participate in games and enjoy playing.
Positive Attitude

Games provide opportunities for building self-concept and developing positive attitudes through reducing the fear of failure and error.
Different Levels

Games can allow children to operate at different levels of thinking and learn from each other.
Increased Learning

In comparison to more formal activities, greater learning can occur through games due to the increased interaction between children, opportunities to test intuitive ideas and problem solving strategies.
Assessment

Children’s thinking often becomes apparent through the actions and decisions they make during a game, so the teacher has the opportunity to carry out diagnosis and assessment of learning in a non-threatening situation.
Home and School

Games provide ‘hands-on’ interactive tasks for both school and home.
Independence

Children can work independently of the teacher. The rules of the game and the children’s motivation usually keep them on task.
An additional benefit becomes evident when children from non-English-speaking backgrounds are involved. The basic structures of some games are common to many cultures, and the procedures of simple games can be learned through observation.

Mexican Train comes from a Chinese Domino game called Pai Gaw.
NEA or Screen Actors Guild?  

Or a sales job?
“While games have been sometimes misused or underestimated by classroom teachers, roughly sixty studies done by Marzano Research Laboratory showed that, on average, the use of academic games in the classroom is associated with a 20 percentile point gain (Carleton and Marzano, 2010).
Vocabulary is directly related to academic achievement.

1 Word Harvest
2 Name It!
3 Puzzle Stories
4 Two of a Kind
5 Opposites Attract
6 Magic Letter, Magic Word
7 Definition Shmefination
8 Which One Doesn’t Belong
9 Who Am I?
10 Where Am I?
11 Create a Category
12 What Is the Question?
13 Classroom Feud

Vocabulary Lists/Terms
Language Arts
Mathematics
Science
Social Studies
In any subject area, direct vocabulary instruction is fundamental to effective teaching and learning.

There is roughly a 6,000-word gap between students in the 25th and 50th percentiles on standardized tests in grades 4-12.

(Carleton & Marzano, 2010)
THE SIX STEPS

- **Step 1:** Provide students with a description, explanation, or example of the new term.

- **Step 2:** Encourage students to restate the description, explanation, or example in their own words.

- **Step 3:** Have students construct a picture, symbol, or graphic representation of the new term.

- **Step 4:** Periodically engage students in activities that support them in adding knowledge of the new terms in their notebooks.

- **Step 5:** Periodically have students discuss the terms with one another.

- **Step 6:** Periodically involve students in games allowing them to play with the terms.

About once a week

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What constitutes a game?
Definition of a Mathematical Game

“It is useful to define what we mean by a mathematical game. My definition is that:

1. It is an activity involving:
   EITHER a challenge against a task or one or more opponents. OR a common task to be tackled either individually or (more normal) in conjunction with others.
2. The activity is governed by a set of rules, and has a clear underlying structure to it.

3. The activity normally has a distinct finishing point.

4. The activity has specific mathematic cognitive objectives.

It is valuable to establish a definition even if at a later stage we decide that it needs to be modified. (Oldfield, 1991)
Memory Match
Up to 8 terms, use one kind of plate. More than 8 terms, use two kinds.
Memory Match-

Vocabulary terms are on the green cards - their definitions are on pink. Students take turns looking for matches.
library pocket

many more templates on scrapbooking web sites
Ways to Play
PowerPoint Templates

http://www.edtechnetwork.com/powerpoint.html
Sentence Strip Chart

Star Spangled Banner | Jeopardy

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<th>Vocabulary</th>
<th>Etiquette</th>
<th>History</th>
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The two countries fought in the War of 1812.
Pockets on Chart – or – Magnets on the Back of Pockets
Jeopardy on Post-Its
“Ringing In”
Pennants