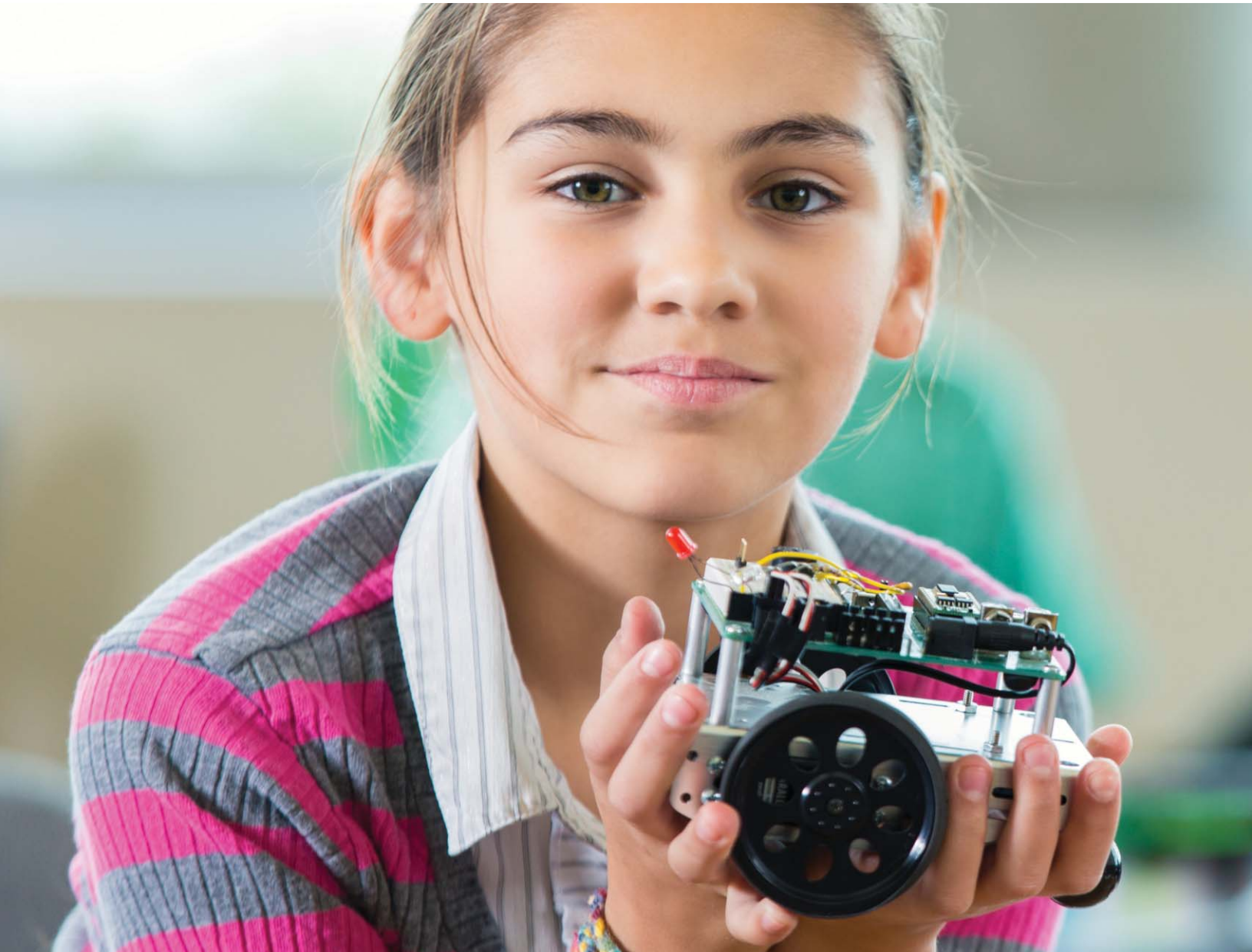


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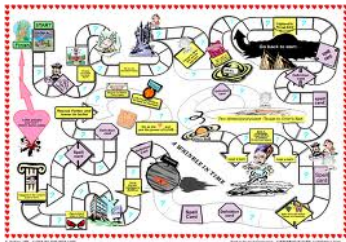
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**Punctuation  
Station Grammar  
Board Game**

# Punctuation Station Grammar Board Game



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Adapter and Disseminator grants, please contact:

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www.educationfund.org

# Table of Contents

Goals .....	Page 3
Objectives .....	Page 4
Course Outline .....	Page 5
Lesson Plan .....	Pages 6-8
Project Guidelines .....	Pages 9-11
Rubric .....	Page 12
Resources .....	Pages 13-20
Student Samples .....	Page 21

# Goals

- The main goal of this project is to engage the students in an exciting, hands-on project that will effectively make the grammar concepts (or any other applicable lesson) unforgettable, and, therefore, enable students to achieve higher assessment results.
- Another goal is to instill in the students the benefits of collaboration: fulfilling individual roles and taking advantage of different learning styles within a group to deliver a product more quickly and effectively.
- A final goal is to foster creative expression and understanding of a lesson concept that goes beyond traditional paper-pencil method.



# Objectives

- LAFS.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LAFS.68.RST.1.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- LAFS.8.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.K12.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- LAFS.K12.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.K12.R.3.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LAFS.K12.SL.1.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- LAFS.K12.SL.2.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.



# Course Outline

1. Students learn the grammar concepts in class through various instructional lessons created by the teacher.
2. Students collaborate in groups to complete the Punctuation Station Grammar Board Game project.
3. Students play their completed Punctuation Station Grammar Board Game, thereby reviewing the grammar concepts.
  - a. It is at the teacher's discretion to decide how many grades the project is worth; the "Rubric" is applicable no matter how many grades awarded.
  - b. The teacher decides what the winning prize will be.
4. Students are assessed, through the teacher's own methods, on their understanding of the grammar concepts.
5. This project can be adapted to fit almost any lesson concept, such as figurative language terms, affixes, or even branch out into other subjects such as biology and math.



# Lesson Plan

## Day 1:

1. Distribute “Project Guidelines & Rubric” to the students and review with them.
2. Allow students to get into groups or choose groups for them. Groups of about 3 and 4.
3. Distribute the blank game board pages: each group receives 2, one for rough draft and one for final copy.
4. Assign each group a different grammar concept.
5. Groups brainstorm on paper and begin drawing the rough draft version of their part of the board game.
6. Group members decide what each person is responsible for bringing and completing in the project, in terms of materials and work tasks.

## Days 2-4:

1. Students utilize their materials, resources, and talents to complete their store for the board game.
2. Students use grammar textbook or notes in order to create their grammar questions.
3. Continually monitor each group to ensure adequate progress.
4. The day before the assignment is due, review the project guidelines again with the students, who then check off their own guidelines to ensure completion of their part of the project.

5. When all stores are ready, the teacher, or another student for extra credit, glues all of the stores together on the poster board, and affixes the title and rules of the game on the center of the board.

### Day 5:

1. Set up the classroom so the board game can be most accessible to the students as they gather round in an organized manner.
2. Read the rules aloud and let the expectations be known.
3. Each member of the group takes a turn rolling the die when it's their turn.
4. Facilitate a smooth process as the game is played, and make sure that all students can hear all questions and answers since the game is still also a review of important grammar concepts. The teacher, or assigned "bank" student, is in charge of distributing "dollars" as questions are correctly answered in the game.
5. The game should take about a full hour to play, depending on the number of stores in the board game and on how the number of groups. The higher the quantity, the longer the game will last. A game board of 6 stores and 6 groups of students should last about an hour.



## Materials:

- Supplied in class » Computer paper, coloring supplies, scissors, glue, poster board, one die
- Additional suggested supplies for students to use » Glitter, modeling clay, stickers, fabric pieces, etc.



# Project Guidelines

**Objective:** Working in groups, students will collaborate in the creation of a class board game (“Punctuation Station Grammar Board Game”), in which grammar concepts can be reviewed in a fun, interactive way in preparation for an assessment.

**Instructions:** Each group will be responsible for creating the following:

- Store-scene
  - With a 10-step path through it, from one end of the paper to the other.
  - One or two of the steps must read as a penalizing step in which the player who lands on it experiences some kind of loss such as, “Lose one turn,” “Lose \$1,” “Move three steps back,” etc. The penalty must be preceded by a reason such as, “Uh-oh! You’ve been pick-pocketed! Lose \$1.”
  - Another step or two must be rewarding such as, “Roll again,” “Gain \$1,” “Move two steps ahead,” etc. The reward must be preceded by a reason. Make the reason interesting, but relevant to your store-scene.
  - The store-scene must be fully colored, artistically well-drawn, and include a 3-D element. Each group will be assigned a type of punctuation for their store

to represent and then the group can decide what merchandise the store will sell and thereby title their scene. Here's an example: "Apostrophe Trophies." Along with the title, the scene must include the rules of your assigned punctuation assimilated into the store somehow. For example, a mannequin can hold a sign with the list of rules for your punctuation, or a welcome sign can list the rules. People do not need to be pictured in the scene.

- 3-D player piece
  - To represent your group's store and move through the game with.
  - It must be able to stand on its own.
  - The dimensions should be no more than an inch wide and two inches tall.
- 15 cards of grammar exercises
  - Draw your assigned punctuation as a logo to represent your store on the back of the cards.
  - For the front of the cards, write a sentence on each which needs to be corrected, according to your assigned punctuation. For example, if I was assigned apostrophes, my erroneous sentence could be, "Its going to be a fabulous day!" Whoever gets this card has to read it aloud and answer it correctly in order to win a \$1.

**Winning:** The objective of the game is to use one die to move through the stores of this mall on the board answering questions correctly to win dollars and get to the Punctuation Station, which is at the center of the board. The group who makes it to the center with the most dollars can make the highest bid to purchase the ticket for the last seat on the train and thereby win the game! The winning team will receive an enviable prize ;-)



# Rubric

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Completion (Group Grade)</b>	All required components are completed; nothing is missing or lacking.	All required components are completed; some minor details may be missing.	All required components are completed, except one component is deficient; some minor details may be missing.	Most required components are completed with 2 main components being deficient; many minor details may be missing.	Some main components are missing or obviously incomplete.
<b>Aesthetics (Group Grade)</b>	Creative artistry is outstanding; 3-D elements used to enhance appeal; neat and fully colored.	Good creative artistry; 3-D elements used to enhance appeal; mostly neat and colored.	Average creative artistry; no 3-D elements used; deficient in color & some messy areas.	Effort was made creatively, but there is no color and there are many messy areas.	Obvious lack of effort in all creative aspects.
<b>Participation (Individual Grade)</b>	Student fully carried out all expectations of them and was a positive, significant contributor.	Student fully carried out most expectations of them and was a positive, significant contributor.	Student carried out some expectations of them and was somewhat a contributor.	Student carried out some expectations of them, but may have held back group's progress due to behavior or other.	Student made no contributions and may have held back the group's progress.

# Resources

Pages 14-15 – Sample steps for a game board store scene. Students draw the store scene in the white space and draw their store logo into each step, with at least two steps reserved for positive and negative spaces. A positive space offers a reward and the negative space offers a consequence. Each store is collaged together on the borders of the board to form the mall. Stores may need extra steps or escalators drawn between them in order to connect the stores properly. Extra details like cut-out pictures of potted plants can be glued to blank areas on the board.

Page 16 – Sample cards for students to cut out and write their grammar questions on. The blank sides are for the students to draw their store logo on.

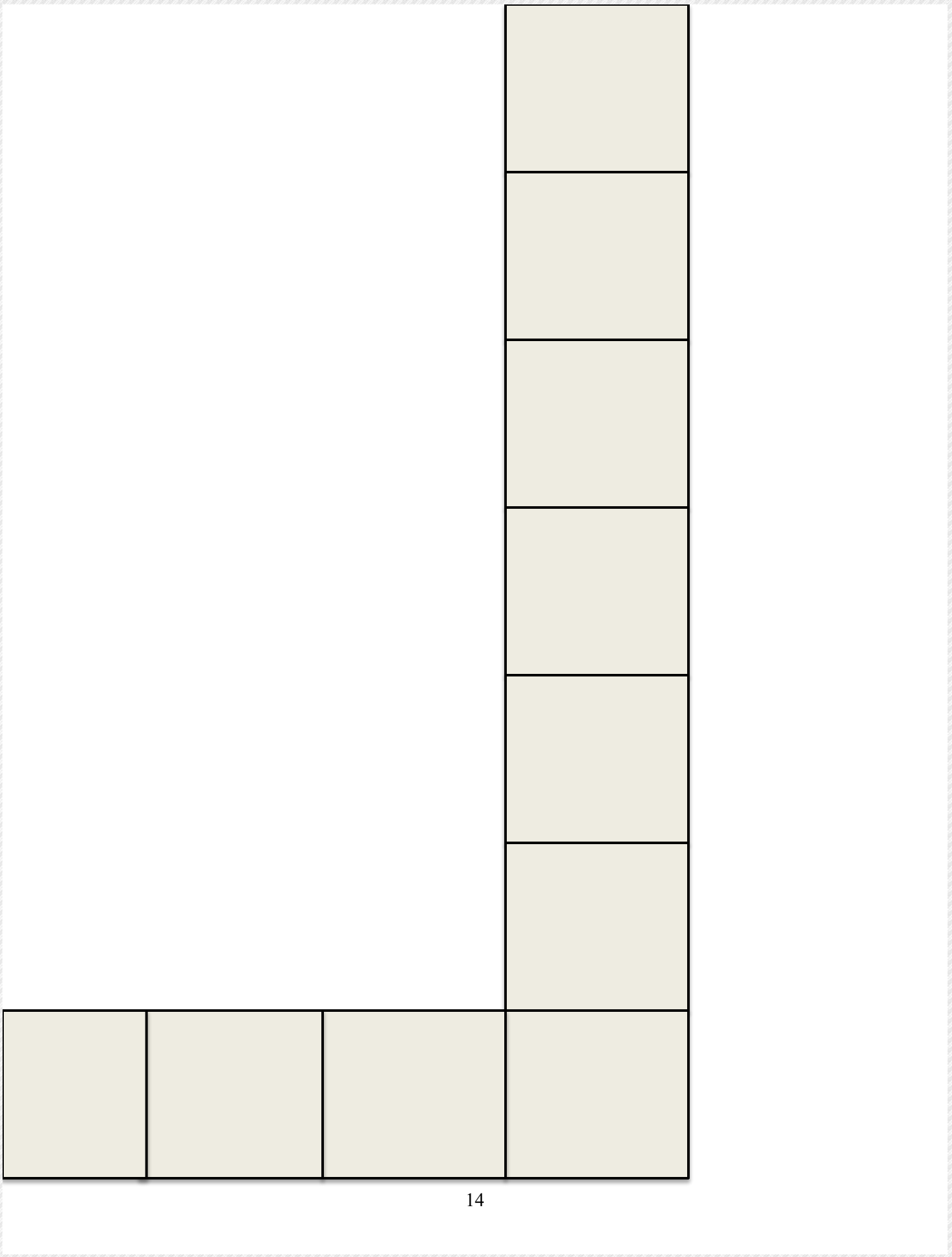
Page 17 – A die-format to cut out and glue together, in case a real die is not available.

Page 18 – The winning section in which each team strives to reach is glued to the center of the board. Extra steps may need to be drawn from one store to this section in order to make a connection.

Page 19 – Play money

Page 20 – “Game Rules” can be cut out along dashed lines and glued to the board for all teams’ easy reference.






A rectangular box with a black border, containing a red horizontal line near the top and seven blue horizontal lines below it, spaced evenly for handwriting practice.

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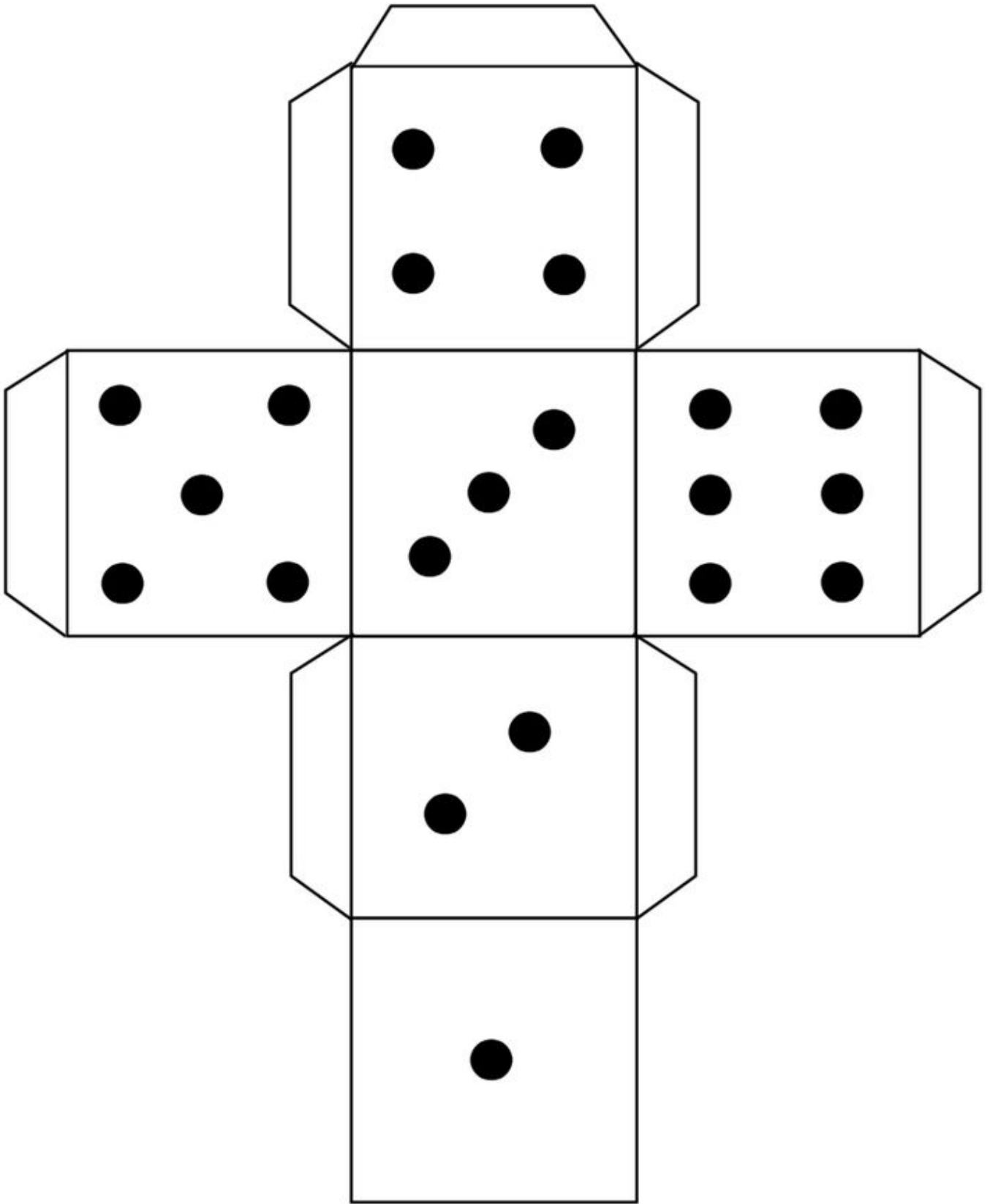
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# Punctuation Station



**WINNER!**





# Game Rules

1. Place game pieces on “Start.”
2. The team with highest number of added birthdays goes first, and then the team on their right goes 2<sup>nd</sup> and so on.
3. Roll the die and move the number of spaces indicated.
4. Follow the directions on the spaces. For every space that is not – or +, the team must answer a grammar question from the store they’re in. Correct answer = \$1. Incorrect answer = \$0.
5. Bad sportsmanship will cost team \$1 for each offense.
6. One player, not on any team, must be the bank.
7. Once all teams have made it to the subway station at the center of the mall, the team with the most money buys the last remaining seats on the train and wins the game!

# Student Samples



Store

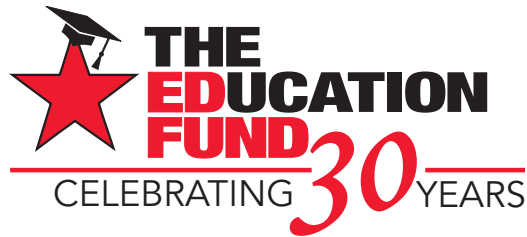


Scenes

Final



Board



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