

GAME BOARD

Performance Standard 1B.G

After reading a novel, the student will create a game board, which includes literal and inferential information from the novel accordingly:

- *Comprehending text*: identify accurate details of the novel; include explicit and inferred information; use text references, articulate understanding of the meaning of the novel.
- *Developing game board format*: illustrate details, design, usability.
- *Creating game content*: convey information from the novel; use both literal and inferential information.

Procedures

1. *In order to apply reading strategies to improve understanding and fluency (1B)*, students should experience sufficient learning opportunities to develop the following:
 - Make connections to real world situations or related topics before and during reading.
 - Define and analyze information needed to carry out a procedure.
 - Demonstrate understanding structure through the use of graph organizers and outlining (e.g., mapping, time lines, Venn diagrams).
 - Infer and draw conclusions about text supported by textual evidence and experience.
 - Analyze how structure contributes to understanding text.
 - Apply self-monitoring techniques and adjust rate to increase comprehension.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss graphic organizers and the development of game boards.
4. After reading a novel, the student will use a graphic organizer to organize literal and inferential details from the novel.
5. Using the literal and inferential details of the novel, the student will create a game board.
6. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work follow

Resources

- Novel selection
- Writing material/art supplies
- Game Board Rubric

Time Requirements

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GAME BOARD

NAME _____ DATE _____

- Exceeds 11 - 12 total points
- Meets 8 - 10 total points
- Approaches 5 - 7 total points
- Begins 3 - 4 total points

	Comprehension	Game Board Format	Game Content
4	The student consistently: <ul style="list-style-type: none"> • Identifies accurate details of the novel. • Includes explicit and inferred information. • Uses effective references to the text. • Articulates clear understanding of the meaning of the novel. 	The game board consistently illustrates: <ul style="list-style-type: none"> • Well-organized details. • Appropriateness of design. • Usability as a game board. 	The game materials consistently: <ul style="list-style-type: none"> • Conveys accurate information from the novel. • Uses both literal and inferential information.
3	The student usually: <ul style="list-style-type: none"> • Identifies accurate details of the novel. • Includes explicit and inferred information. • Uses effective references to the text. • Articulates clear understanding of the meaning of the novel. 	The game board usually illustrates: <ul style="list-style-type: none"> • Well-organized details. • Appropriateness of design. • Usability as a game board. 	The game materials usually: <ul style="list-style-type: none"> • Convey accurate information from the novel. • Use both literal and inferential information.
2	The student occasionally: <ul style="list-style-type: none"> • Identifies accurate details of the novel. • Includes explicit and inferred information. • Uses effective references to the text. • Articulates clear understanding of the meaning of the novel. 	The game board occasionally illustrates: <ul style="list-style-type: none"> • Well-organized details. • Appropriateness of design. • Usability as a game board. 	The game materials occasionally: <ul style="list-style-type: none"> • Convey accurate information from the novel. • Use both literal and inferential information.
1	The student seldom/never: <ul style="list-style-type: none"> • Identifies accurate details of the novel. • Includes explicit and inferred information. • Uses effective references to the text. • Articulates clear understanding of the meaning of the novel. 	The game board seldom/never illustrates: <ul style="list-style-type: none"> • Well-organized details. • Appropriateness of design. • Usability as a game board. 	The game materials seldom/never: <ul style="list-style-type: none"> • Convey accurate information from the novel. • Use both literal and inferential information.
Score			

Game Board T Chart

LITERAL DETAILS	INFERENTIAL DETAILS

DIRECTIONS FOR CREATING THE GAME BOARD

1. The student should write instructions on each box such as:
 - Lose a turn
 - Move forward 1, 2, 3 or 4 spaces
 - Move backward 1, 2, 3 or 4 spaces
 - Skip 1, 2, 3 or 4 spaces
 - When landing on (detail on board) jump to detail on board
 - Choose a card and follow directions.

Instructions and game board design should reflect details from the novel (e.g., character fell, move back 2 spaces)

2. Create a “stack” of questions that need to be answered in order to move ahead on the game board. Use details from novel (e.g., structure, plot, character). Cards will be placed on the board.
3. Student should create game pieces that relate to the novel to place on the boxes.
4. Use number cube or spinner to advance.
5. The student should develop and write specific directions for playing the game.

"Meets"



When they went
to the store, how'd
they get there?



Sample Game Board

START W ↓ ↓	FINISH FINISH	Caught by Mr. Omglooms! Mrs. H. says, GO BACK TO START	PICK -A- CARD
PICK -A- CARD The drink broken. GO BACK TO START	A DOOR NEAR HERE	Got plenty of food, GO TO FINISH	Got chills support quick, GO AHEAD & SPACES
PICK -A- CARD The drink is done. GO AHEAD & SPACES	THE GAME LOSE 1 TURN	PICK -A- CARD Got caught up! GO BACK & SPACES	PICK -A- CARD Got messy from Mary, GO AHEAD & SPACES

(DLM)

"Exceeds"

