

Spelling & Grammar Adventures in Team Building

Building Community in the Classroom

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THERE IS/THERE ARE SCAVENGER HUNT

Materials Needed: Paper and pencils for each team

Divide students into five or six teams, and assign each team a question to answer. Some sample questions include:

- *How many plants are in our classroom?*
- *How many animals are in our classroom?*
- *How many books are on the bookshelves in our classroom?*

Each team must go around the classroom and collect the information to answer its question. Once the team has figured out how many animals, plants, or books are in the classroom, they must write it out in a sentence using *there is* or *there are*, depending on the number of things found.

Teams who answer their question(s) using *there is* or *there are* win.



ADVERB ACTING

Materials Needed: Photocopied and cut out set of the adverb cards, page 44
Coin

Write a sentence on the board that involves an action, such as *brush your teeth* or *wash the car*. Divide the students into two teams, and flip a coin to see which team goes first. Select a volunteer from the first team to come to the front of the class. Give the student an adverb card and have him or her act out the sentence on the board using the card.

For instance, if the card says *slowly*, the student should pretend to brush his or her teeth in slow motion. The students must guess what adverb their classmate is acting out. The first team to correctly guess the word wins and sends one of its teammates to the front to act out the next sentence you write.

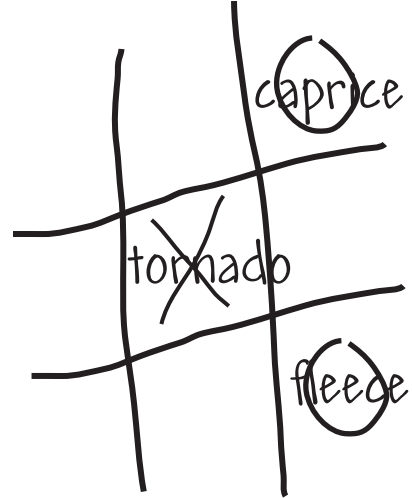
Every time a team guesses correctly, it earns one point. After all the adverb cards have been used, the team with the most points wins.

VOCABULARY "TIC-TAC-TOES"

Materials Needed: Chalk or dry erase marker

Draw a "Tic-Tac-Toe" game on the board. In each space, write a vocabulary or spelling word with two or more letters missing. Divide the students into two teams. Before having students mark **Xs** and **O**s in the squares, have them take turns correcting the misspelled words.

When the first student correctly spells the word, he or she marks an **X** over the square. Then a student from the next team picks a word to correct. If he or she spells it correctly, the student marks an **O** over that square. The first team to get three **Xs** or **O**s in a row wins.



TYPES OF SPEECH PARAGRAPH

Materials Needed: Four pieces of paper and pencils for each team

Use the paragraph below to complete this exercise. Divide the class into three teams: Nouns, Verbs, and Adjectives. Have students generate four words in their category and write one on each piece of paper. For instance, the Nouns team may come up with *dog*, *tree*, *lamp*, and *elbow*. The Adjectives team may come up with *fast*, *good*, *smelly*, and *pretty*.

Once each team has generated its words, have the students number them in the order they want them to be used. Then have one student read the paragraph aloud, pointing to each team when its category comes up. Each team will read a word it has written down, going through the words in numerical order. (Word forms may need to be adjusted, depending on the sentence.)

Paragraph:

Aaron's first day of school was (adjective). He almost missed the (noun), which came to pick him up ten minutes earlier than it should have. When he (verb—past tense) at school, he couldn't find his classroom. He had to (verb) to the principal's office and ask for (noun—plural) in order to get there. "This is the (adjective) (noun) of my life," Aaron thought to himself as he (verb—past tense) to his classroom. When he opened the door, the (adjective) teacher greeted him with a(n) (adjective) (noun). Aaron walked to his seat, (verb ending in ing) a sigh of relief. "That wasn't too bad," he thought as he sat down.

Bear

Stack

Cut

Nice

Sled

Dog

Cake

Sea

Slowly

Quickly

Happily

Angrily

Lazily

Proudly

Nervously

Sadly