

# Classroom Games for the FSL Classroom

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## Plus grand plus petit (Boite de bonbons)

**Materials:** None for item #1. For item #2, have guessing tickets, labeled envelope and jar of candy.

1. Establish the parameters between which you will be choosing a number (i.e. 1-100, 1-9999, etc.) A student gives a number which falls in the parameters and I respond with “plus grand” if my number is larger, or “plus petit” if my number is smaller. Students must listen to questions and responses to narrow down the parameters and guess correctly. This can be played class vs. teacher (i.e. you have 20 guesses), team vs. team (take turns guessing, winning teams guesses correctly), or each student for him/herself (winner gets a treat). You can also have students record each guess leaning up to the correct answer and collect it as a listening mark.
2. As a classroom management technique, have a “boîte de bonbons” and the first 2-3 students seated quietly with their books open get to guess how many candies are in the jar and record my response. The winner eventually takes the jar home.

## Bell Race

**Materials:** Chalkboard and chalk, bell

1. Divide students into two teams and line them facing the board. The first person from each team advances and the teacher calls out any number (or equation). Each student must write that number (or equation) on the board and then ring the bell. If correct, a point is scored. If incorrect, the teacher says “corrigez/ez” and the students continue. You can also play this where each student plays for him/herself where the winner stays at the board. The student who remains at the front the longest wins.

## Qui a?

**Materials:** Number cards

1. Cards are created and distributed to the class. Students may have more than one card. Question and answer may or may not be written on the card. The first student begins by asking “Qui a...” and the number on his/her card. The student whose response matches that number answers, “J’ai...” and the number followed by the question on his/her card. The questions continue in a chain until the original student reads his/her answer.
2. Spice it up: Time the students with a stopwatch and they love to compete against classes of the same grade. (Add 5 seconds for any unprompted noise during the game.)
3. This also works for practicing grammatical structures and vocabulary under study. It forces everyone to participate as a team and it really drills specific words over and over. (ex. Aimes-tu du pepperoni? Oui j’aime du pepperoni. Aimes-tu du fromage? Oui, j’aime du fromage. Aimes-tu...? Etc.)

## Reine (difficult)

**Materials: None**

1. Establish a seating order from “1” to the end of the class. (This is easiest if the students can sit in a “U” or circle, but it’s not a necessity.) As teacher you are “la reine” (le roi). Students numbered 1, 2 and 3 are “la famille royale” and the rest are “les paysans.” As reine, you begin each round by establishing the rhythm (slap-slap-clap-clap-snap-snap). It’s often necessary to practice this rhythm before actually beginning the game. The first four beats are thinking beats and the snaps are the only time talking is allowed.
2. The first snap is your own number and the second snap is the person you are challenging. When a student hears his/her number, he/she must respond on the next set of snaps with his/her number and another number or “reine.” If a student misses his/her turn, speaks off rhythm or mixes up the numbers, he/she moves to the end (highest number) and everyone higher than his/her original number shifts down one spot. This means, each person now has a new number. Remembering your number is challenging.
3. The only exception is when a member of “la famille royale” is challenged and makes a mistake, he/she automatically changes position with his/her challenger.

## Motel Madame

**Materials: Transparency of hotel, overhead, screen**

1. Similar to “plus grand, plus petit” (above) but this works with ordinal numbers. Create a hotel board (or overhead transparency) with windows at each floor. Students ask the teacher « Restez-vous (Restes-toi) à la \_\_\_\_ étage? » Teacher responds, “ Non, je suis plus bas. » or « Je ne suis plus haut. ”

## Objets cachés

**Materials: Any ready object to hide**

1. One student leaves the room and an object is hidden by the teacher somewhere in the classroom. The student re-enters the room and the class begins counting to 50 (or whatever number you choose) starting softly and getting louder as the student gets closer to the hidden object. If the student moves away from the hidden object, they lower their voices again. The student has until the designated number to find the hidden object.
2. Variation: Sing a French song instead of counting or choral reading of a poem, story, play, etc.

## Déménager

**Materials: Several sets of number cards 0-9 each**

1. Create number cards in single digits from 0-9 in different colours. Depending on how big the numbers you are reviewing are, you may need 3-4 of each digit. Give one set of cards to each team and **assigning** each team member to a digit(s) until all of them are covered. (For example, Jeanne est 0, 1 et 2; Paul est 3, 5, et 6; Marissa est 6 et 7; Pierre est 8 et 9.)
2. Call out a multi-digit number and students must hold out the appropriate cards and stand in the correct order so that they form that number. (i.e. for 730, Marissa would have to stand on the left with Paul next to him and Jeanne next to Paul, each holding the necessary digits.)
3. If you really want to challenge your students, add the rule that they may not move their feet but must simply s-t-r-e-t-c-h their arms to get the digits in the right order.

## Board Race

**Materials: Chalkboard and chalk, verb list**

1. Divide the students into two teams and line them up facing the board. The first person from each team advances and writes any one form of the verb under review. (i.e. je suis) He/She hands the chalk to the next person and that student writes any other form of the verb. They don't necessarily have to be in consecutive order but they must leave room for the missing forms. The first team to have a complete verb conjugated on the board wins.
2. Want complete silence? Every time you hear any noise/talking, erase one form from that team's board. To make it more challenging, have 2-3 columns with different verbs under study. If you know you won't have chalkboard space, provide cards with the pronouns and verb forms written out and stic-tac on the back. (Refer to Verbarama game package if available.)
3. If you would rather keep students in their seats, give each group of 4-5 students a whiteboard or overhead transparency and wipe-off marker. Same task, conjugate a verb(s) one form at a time, passing the whiteboard or transparency after each answer.
4. First team finished raises their hands. Remaining teams are given one minute from that point to finish the task. Take up the answers as a class and then quickly mark the team boards. First team finished scores three bonus points and all teams score one point for each correct form of the verb – this stresses accuracy over speed.
5. Variation: To entice further accuracy, a student may take their turn to erase and/or correct an incorrect form.

## S.O.S.

**Materials: Chalkboard and chalk or transparency with overhead, screen**

1. Set up a 6x6 grid (can be larger or smaller depending on time and ability) on the chalkboard or overhead. Ask students to supply subjects (pronouns, proper nouns, etc.) and fill them in down the left hand side. Ask students to supply verbs under study and fill them in across the top. Split the class into two teams.
2. Students take turns trying to get three X's or three O's in a row, by conjugating the verb where it intersects with the pronoun of their choice. Continue until the board is full – students can extend lines of three to earn additional points. You can give bonus points for adding a complete sentence or translating the sentence. You can also allow the opposing team to “steal” the box by correcting an incorrect answer.
3. You can use this grid for anything, for example, adjectives or superlatives, etc.

## Ping Pong Verbs

**Materials: Ping pong Balls, labeled cans**

1. Students come up and choose three ping pong balls with pronouns written on them. They score five points for each pronoun with which they correctly conjugate verbs under study. Students score additional points by throwing those ping pong balls, the correct conjugations, into cans/jars/buckets labeled with point values.

## Twister

**Materials: Twister sheet, spinner**

1. Using an old twister board, assign each coloured circle a pronoun or a verb ending. One member from each team comes up (make sure it's boy/boy or girl/girl). Label your spinner with pronouns and spin to select. Player must put one hand on the pronoun and one foot on its matching verb ending. Take turns between players. The first one to lose his/her balance is out.
2. If you can't locate a Twister board, you can have students make their own on large sheets of newspaper (which means everyone can participate at the same time) or create coloured circles and sandwich them between the floor and a clear shower curtain. You could also extend the game by having them hold that position until they can say a full sentence using that pronoun and verb.

## Hollywood Squares

**Materials: Tic-Tac-toe board on chalkboard or transparency with screen and overhead**

1. Create a tic-tac-toe board with one student's name in each square. You can have these students sit in the same grid pattern at the front of your classroom if you wish. All other students are assigned to X or O teams.
2. The first team chooses a square. Ask a question of the student whose name is in that square. He/She gives an answer and the team captain can say "Oui, c'est correct" or "Non, ce n'est pas correct."
3. If the team correctly identifies whether the answer was correct or incorrect, they may put their X or O in the square. If the team is incorrect, the opposing symbol is placed in the square (except in cases where that would automatically give them a three in a row win). The game continues with teams trying to score three in a row.

## Mystery Guest

**Materials: Transparency of questions, overhead, screen, deck of cards with celebrity names**

1. In the 50s version of this game, a mystery guest would sit before four blindfolded panelists and they would ask "yes" or "no" questions to determine his/her identity. This version is slightly different. You can create a deck of cards with the names of celebrities or well-known individuals but be careful as they can quickly get out of date.
2. Select a card and a volunteer. The volunteer begins asking "yes" or "no" questions from the provided list posted on the overhead. As long as I respond "oui" the same student may ask another question. As soon as the answer is "non" another student begins questioning. This can be played teacher vs. class – 10 "non" answers equal a teacher victory or individually – the student who guesses correctly or get the most "oui" answer wins.
3. Variations: A student volunteer plays the mystery guest by picking a card and he/she doesn't reveal it. Students ask questions from the list and the guest answers "oui" or "non." Students don't necessarily need to ask more than one question no matter the outcome. The winner who guesses correctly can become the next mystery guest. Additionally, if too many guesses have been made or the questioning takes too long, a clue may be given.

## Family Feud

**Materials: Chalkboard and chalk with question cards; buzzers/bells/flyswatters to ring in**

1. Create survey questions on cardstock using general vocabulary lists. Assign point values to each answer.
2. Divide the class into two teams. Students go head-to-head for control of the board and the winning team may then suggest as many answers as possible before scoring three strikes. The opposing team may steal the points by communing up with any remaining answer.
3. Alternative: Have 3-4 teams go head-to-head. The only difficult part of this is to know the order of “buzzing-in.” Once one team has the highest point-valued answer, the remain three teams pick a numbered poker chip in order to create an order of trying to steal.

## Jeopardy

**Materials: Jeopardy Board and questions**

1. Make a Jeopardy board using library pockets and assigning column headings (generic or specific which may or may not be removable) and monetary values. Put in pre-made question cards in each pocket or make your own for the unit under study.
2. You can use questions or answers. If using answers, the students will need to form a question, as in true Jeopardy fashion. This game can also be used to review verbs.
3. Assign teams that can either work together or rotate for each round.

## Survivor Spelling

### Materials: Vocabulary list

1. Similar to a spelling bee, students stand and a vocabulary word is called out. Instead of spelling the entire word out, the first student begins by saying the word and the first letter. The second student gives the second letter, the third student gives the third letter and so on until the word is correctly spelled.
2. If somebody makes a mistake, he/she must sit down and the next person begins from the first letter again until the entire word is spelled correctly. The last student must then pronounce the word correctly and give its meaning in order to stay standing. The student who is left standing at the end is the “survivor” and wins the game.

## Nommez cinq

### Materials: Object for passing around

1. Students sit in a circle and a volunteer is chosen. He/She holds a bean bag, stuffed animal, or whatever object you wish to use. The teacher begins the game with the instruction, “Nommez cinq (parties du corps, couleurs, fruits, etc.).” The volunteer passes the object to his/her right and begins naming items from the category assigned. He/She must name five items before the object makes it around the circle and back to him/her in order to stay in the game.

## Battleship (Version 1)

### Materials: Battleship game boards

1. Create game cards by laminating 6x6 grids and attaching dry erase markers. Have students use dry erase markers to write 8-10 vocabulary words in the empty boxes in the grid. They can write in any box but may only write one word per box.
2. Player 1 says a coordinate like A4. If a word is in Player 2’s box at A4, he he/she must say the word aloud to Player 1. Player 1 must then correctly spell the word to get the “coup.” If there isn’t a word at that location, Player 2 responds by saying “manqué” and then takes his/her turn. Play continues back and forth until one player has “hit” all the words.
3. Variation: Instead of spelling the word, give the English meaning. This can be a time-saver if you are short on time.



## Tournez une carte

**Materials: Deck of playing cards**

1. Using a standard deck of playing cards, assign two letters of the alphabet to each card from Ace to King and write these on the board. Assigning letters can be done at random but it is logical to have some sort of order. For example:

| Ace | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | J | Q | K |
|-----|---|---|---|---|---|---|---|---|----|---|---|---|
| A   | B | C | D | E | F | G | H | I | J  | K | L | M |
| N   | O | P | Q | R | S | T | U | V | W  | X | Y | Z |

2. Flip a card from your deck. The student must think of a word beginning with one of the letters that the card represents. If for example, the card is a three, the student might say “chat”, “cerise” or “papa.” For higher level students, you might add that the word must fit a category: animals, jobs, etc.
3. Variation: For younger students, you may want to write overtop of the numbers with a letter directly on the deck.

## Spelling Roll-Ups

**Materials: Paper and pencil**

1. Each group (4-6 students) gets a sheet of paper and a pencil. The teacher says a vocabulary word out loud. The first student writes the word at the top of the page and then passes it to the next student. He/She looks at the answer and either agrees it’s correct and copies it again below) or disagrees and writes it differently.
2. Then, he/she folds the paper down to cover the first answer leaving his/her own answer exposed. The next student looks at the second answer and makes the same judgment. Play continues until all members have written the word. Score one point for each correct spelling.

## Ping et Pong

**Materials: Question sheet, two sets of identical answer cards**

1. The class is divided into two groups: One group is Ping and the other group is Pong. Each student receives an answer card. Each group receives the same answer cards (2 identical sets).
2. The teacher asks a question which the groups must answer. The two students with the correct answer are the only ones who can answer. To determine who gets to answer first, it is the first person who shouts out for their group, “Ping” or “Pong.” This is an excellent listening and speaking exercise.

## Vilain Lapin

### Materials: Flashcards

1. Create a set of flashcards for the unit under study. Make sure they are all the same size and colour. In addition create one to two “vilain lapin” cards (of all the same size and colour) for every 4-5 vocabulary cards you have. Shuffle the “vilain lapin” cards into the deck.
2. Split the students into two teams with a definite order for each team. Show the top card to the first team member. He/She must correctly identify the vocabulary word in French. If correct, the team scores a point. Now the teacher asks the student, “Continue or arrête?” if the student says “continue” the teacher shows a new card to the next member of the same team. If the student says “arrête” the teacher shows a new card to the next member of the opposing team.
3. If a team is shown “vilain lapin” all their points disappear and control automatically moves to the other team. If a student gives an incorrect answer (or is unable to give an answer) the teacher shows the same card to the opposing team.
4. If students are getting discouraged about constantly losing all their points, give them an opportunity to “bank” points in bundles of five, but they lose possession to do it. You can also add “super lapin” cards which give additional points.

## Boum!

### Materials: Non-transparent jar, popsicle sticks with vocabulary words

1. Write your unit vocabulary words on popsicle sticks (one word per stick). On three other popsicle sticks, write the word “ Boum!” Place all the popsicle sticks in a non-transparent jar, word side down. Pass the jar to student number one. He/She pulls a popsicle stick and reads the word aloud. If he/she can demonstrate correct pronunciation, he/she gets to keep the stick and passes the jar. If he/she is unable to read the word, the stick must go back in the jar. If he/she pulls out “Boum!” the jar is automatically passed to the next person.
2. The object of the game is to empty the jar of vocabulary words before all three “Boum!” sticks are found. To make the game a bit more challenging you could have students read the word aloud and also give the English meaning. To make a class victory more likely, add additional “Boum!” sticks to increase the odds of some being left over at the end.

## Telephone

### Materials: Transparency, unit words

1. Using a dial pad on an transparency, with numbers and letters (0=“espace”), the teacher spells a unit word in code. Students guess what the word is. Review vocabulary ahead of time.

## Secouez

**Materials: Non-transparent jar, popsicle sticks with vocabulary words**

2. Try this game after you've saved enough egg cartons that you have one for every table group. Glue a picture from your unit of study inside each egg section in the carton. Students take turns putting three beans in the carton, closing the lid and shaking. If the student can name each picture he/she keeps the bean from that section. Take turns at each table seeing who can amass the most beans.

## Entre-nous (A new version of 'Around the World')

**Materials: Vocabulary flash cards**

1. You can play this with 8-15 students at the front of the classroom or with an entire class standing in a circle shoulder to shoulder. Everyone needs a flashcard and there can be no repeats. The teacher calls out the name of one of the cards and the student who hold this word card quickly steps back out of line or circle. The students who stand on either side of this student quickly turn around to face each other and say the word that is on their opponent's card. For example, Student A hold the 'chien' card, Student B holds the 'chat' card and Student C holds the 'grenouille' card and they are all standing in a row.
2. If the teacher says 'chat', Student B would step back out of the line and Students A & C would quickly turn around to face each other. Student A must say 'grenouille' before Student C says 'chien' or vice versa. Whoever says the opponent's word last, must sit down. Student A steps back into the game and the game continues until there are two student left. To make it more interesting, these last students can face off. If there is a tie, they can pick random unseen cards out of the flash card discard pile.

## Magnetic Sentences

**Materials: Magnetic sentences, cookie sheet**

1. This can be used individually as a centre game or in small groups. Print 5-6 sentences per group on your computer (about 14 font) leaving five spaces between each word. If you have access to a colour printer, do each sentence in a different colour.
2. Option A: Using rolled magnetic strips, glue a piece the length of your first sentences, trim the strip and cut between each word.
3. Option B: Purchase 8.5x11 magnetic paper that can go through your printer. This will save an extra step.
4. Give each group a set of words on a cookie sheet and see which group can reorder them first.

## Vente aux enchères

### Materials: Fake money, worksheets

1. Prepare a worksheet with 10-15 sentences using grammar points you have recently taught. 2/3 of the sentences should include a grammatical mistake. You can use fake money for this auction or simply assign an “amount” on the board when you play.
2. Divide the students into teams of 4-6. The students have 10 minutes to study the worksheet and mark which sentences are correct ✓ or incorrect ✗ . If time remains, they can ‘rate’ how certain they are and how much they might be willing to wager.
3. Each team receives a set amount of money. (\$50 of Monopoly money per group is a good amount.) The teacher reads one sentence aloud and begins to auction off the sentence. The students should try to buy only correct sentences. The students bid and the teacher sells to the highest bidder. This is really fun and practices numbers. There is only one spokesperson per group and that job rotates after each sentence. When bidding has finished, or to the maximum bet of \$50, the teacher tells whether or not the sentence is correct.
4. If the sentence is correct, the teams wins the amount of money which they had bid. If it is incorrect, the team must pay the amount of money which they had bid. Any team may win a \$10 rebate by stating the incorrect sentence correctly. After all the sentences have been read and corrected the team with the most money wins.

## Corrigez!

### Materials: Transparencies, overhead, screen, overhead markers

1. Tired of proof-reading the same mistakes over and over in your students’ work? Would you like them to be better peer-editors? This game practices those very skills. It is similar to “Vente aux enchères” (above) but with less noise.
2. Write a paragraph of text and include 10-15 errors. Double-space your writing and use a large font so that correction can be made easily. Create enough overhead transparencies so that each table group can have a copy. In an assigned time limit, generally 8-15 minutes depending on the paragraph size, have them use an overhead marker and make corrections using pre-assigned editing codes and then they can rewrite the paragraph without errors.
3. During the 8-15 minute time period, I leave a copy of the original text on the overhead. This way if a group member can’t quite see his/her team’s transparency, he/she can still see the assignment and participate. At the end of the time period, make sure the transparencies are labeled by group number and collected. Then, as a class, correct the original text on the overhead. You’ll be amazed at how closely your students pay attention to see if they caught all the errors.
4. Then,, you can quickly mark each transparency on the overhead, assigning one point for every accurate correction. This can work with nearly any worksheet or assignment as well. If one student takes over and others can’t participate, add this rule: The first person may answer any one question and he/she must pass the pen and transparency to the next member of the team. That team member may answer any one question and so on. A student may correct an error, but that counts as his/her turn and he/she may not add another answer. For silence, take away future points for every noise you hear. A pin can drop!

## Suis-je correct?

### Materials: List of sentences

1. This is a much simpler version of the two above, using the same list of 10-15 sentences, some of which are correct and others which are not. The teacher reads aloud the sentences. Students should repeat those which are correct and remain silent if they are incorrect. Play as a team – can we get through 15 sentences with three mistakes or less.

## Qu'est-ce qu'il y a dans le frigo?

### Materials: Non-transparent jar, popsicle sticks with vocabulary words

1. Make yourself a “frigo” with a couple of sheets of Bristol board and tinfoil for hinges and handles. Once made, it will open to reveal magnetic strip “shelving.” Print out food clip art pictures on card stock and attach magnets to the back of each food item. (or use stic-tac)
2. Fill the fridge with items and then the students study it for 30 seconds. Then, close the fridge and students (one at a time from each team) must say an item that is in the fridge. If they are correct, I pull the item out and put it under their teams’ heading. If they are incorrect, I move to the other team. The team who has the most items at the end wins.
3. When practicing changing the partitive article to “de” or “d’” after the negative, I do the same setup butt then ask questions: “Est-ce qu’il y a \_\_\_\_ dans le frigo?” Students score one point for answering correctly with “oui” or “non” but an additional point for keeping the partitive article in the affirmative or changing to “de” or “d’” in the negative.
4. You can also have students play this “battleship” style with a list of foods under study. Students each get the same list of foods and pick five that are in their fridge. In partners, they ask each other, “Est-ce qu’il y a \_\_\_\_ dans le frigo?” their partner must answer “Oui, il y a \_\_\_\_” or “Non, il n’y a pas \_\_\_\_” The first student to identify their partner’s five items before their items are uncovered wins.
5. For other vocabulary other than food, create cupboards or lockers, etc. instead of a fridge.



## Spirit Reading

### Materials: Text

1. Teacher starts reading aloud one sentence of a text. Another student continues reading the next sentence and so forth. If more than one student starts to read they must read together. If no one reads after 2 seconds, the text must be started over again.

## Feux de signalisation

**Materials:** Traffic light board, question cards

1. This is an easily prepared game board with questions at three levels of difficulty. Green-Easy; Yellow-Challenging; Red-Difficult. Cut three circles about 7" in diameter of each of the three colours and glue them like a traffic light to a half sheet of black Bristol board, leaving an opening at the top to form a pocket. Fill with appropriate questions and students score points based on the level chosen.

## Zut!

**Materials:** Bristol game board; questions or tasks

1. Create a game board with 14-16 numbered pockets attached to a sheet of Bristol board. This basic board is used for Zut!, Tornade and Le prof a perdu.
2. Create a card for each pocket, the majority of which have point values, two of which say "échange" and one to two of which say "Zut!" Students must answer a question or perform a task. If correct, they may select a numbered pocket from which the card is pulled.
3. If it is a point value, the team scores that many points. If "échange" is pulled, the student has the option of switching his/her team's point total with the opposing team's point total. If "Zut!" is pulled, their team loses all their points.

## Tornade

**Materials:** Bristol game board; questions or tasks; chalkboard and chalk

2. Very similar to "Zut!", but the object is for each team to build a 'stick house' of 8 lines on the board. Cards in the pockets have a 1, 2, 3 or a picture of a tornado with a 1, 2, 3. If a numbered card is pulled, the student may draw that many lines towards the completion of their team's house. If a tornado is pulled, the student may 'blow down' that many sticks on the opposing teams.

## Le prof a perdu

**Materials: Bristol game board; questions or tasks**

1. Prepare four cards with the key words “Le”, “prof”, “a” and “perdu.” and then fill the rest of the pockets with blanks. Students answer a question and if successful, he/she can pick a pocket.. If a blank card is found, another question must be asked of another.
2. If any of the words are found, they remain revealed. Order doesn’t matter. The goal for the class is to find all four words before the last blank is pulled. If the only card remaining is a word, then the teacher wins the game.
3. Variation: Put the blank card back and choose another student to answer a question. If a word card is found but out of order, it goes back and another student is chosen. If “Le” is pulled first, then that same student gets to try again to find the “prof” card. Students must remember the correct order of the word cards in order to win in a single turn, assuming they are able to successfully answer all four questions. This method will be more time consuming.

## Où est...

**Materials: Bristol board, glue, dictionaries, flyers and magazines; wipe-off markers**  
**For alternate: Laminated picture collages; wipe-off markers**

1. This is a version of “Where’s Waldo” or “I Spy” books that the students love to create and it makes for an excellent year end project. Students cut pictures out of magazines and flyers which are words they know in French or are going to look up in the dictionary. They need A Lot of pictures of varying sizes – sometimes it’s helpful to work in pairs. On a large sheet of Bristol board or construction paper, students block off a quarter to a fifth of the page for their list and then begin to glue their pictures in a collage format over the rest of the page.
2. Students begin with the biggest pictures spread out over the space, then the medium pictures between the largest ones. The smallest pictures should go on last to cover up any remaining white space. Students then create a list of items to be found using the dictionary or their vocabulary lists. Laminating these boards helps keep the pictures intact and then the students can use a wipe-off marker to eliminate items found.
3. Variation: Keep these laminated sheets and use them for rainy days or for the following year’s class.



## Quatre-en-suite

**Materials:** Game board grid; circles (red and black); questions

1. This game is played like “Connect Four.” On a 6x6 grid, after correctly answering a question, students can pick the column in which they want to enter their circle (red or black). The circles “falls” to the last available space in that column. The object of the game is to create a row of four horizontally, vertically or diagonally. Alternatively, they can specify the exact coordinate for their circle.



## Relay Course

**Materials:** Questions, paper/pen, pawns, table (on chartpaper or chalkboard)

1. The relay course is an excellent way to review learned concepts, answering questions based on a play or other story that you have read to the students. The teacher prepares 10 questions based on the story, common expressions or another story covered in class.
2. The class is divided into groups of 3 or 4. Each team has a “pawn” which they must place along a table that is drawn on the board from 0 – 10. They must start at 0. Once the students are in their teams, they must nominate one person to write the answers down and another person to be the “runner”. The “runner” must bring the answer to the teacher and if the answer is right, they get to move their pawn one space and earn a point. The first team to get to 10 wins.
3. Be sure to tell the students to only speak in French and they can use their dictionaries to help with their answers. This is a cooperative activity so be prepared for a lot of noise.
4. Variations: questions can be on a solid sheet either spoken by teacher to the “runner” OR the sheet may be given to each group OR question card sets per group, each card given out one at a time (preferred)



## Rouge-Noir

**Materials: Red/Black circles, bean bags (or alternate throwing material)**

1. Create 16-20 circles which are red on one side and black on the other side. Arrange them on the board or wall in a grid format – half red, half black (ABAB pattern). Students can earn up to three shots by answering a specific question. For example, “Give the correct form of donner in the passé composé with “tu” – one shot. Now make the sentence negative – second shot. Now use it to form a question with inversion – third shot.”
2. Students then launch their shot(s) at the circles. If an opponent’s circle is hit, it is flipped over and becomes his/her own team’s colour. If a student hits his/her own team’s own colour, the circle is removed from the board. The object of the game is to make all the circles on the board your own team’s colour.



## Dessinez le criminel!

**Materials: Blank paper cut in half; chart paper; description**

5. This is a super quick warm-up and it doubles as a listening comprehension mark. Once students are familiar with basic vocabulary for body parts and descriptions, hand out a half sheet of blank paper and students write their name at the top.
6. On my own chart paper, which is hidden, I begin to draw “un criminel” and describe my drawing out loud. “Le criminel est un homme avec un grand visage rond. Il a des cheveux courts et raides. Il a un petit nez, mais il a des grands yeux ovales. Il a une petite bouche mince. Il a une moustache aussi.” Students draw their version of the criminal while I’m drawing mine and I usually reread my description a second time so they can catch up on anything they’ve missed.
7. When they are done, I turn my drawing around so they can see how they’ve done. I collect their sheets and at a quick glance, I can see whether they understand what’s being said or not. A small prize can be given out the next day to any students who had a perfect replica.

## À gauche à droit

### Materials: Questions

1. This is a great review game where the class competes as an entire team. Have the students stand in a grid formation (rows and columns). The teacher asks a question from the unit under study and the first student to raise his/her hand gets to respond. If correct, that student sits down. Then he/she is given the option of saying “à gauche”, “à droit”, “devant” or “derrière.” If he/she says “à gauche” every student in the row to his/her left sits down. If he/she says “derrière” every student in the column behind him/her sits down. See how few questions can be answered to get an entire class seated. You can also set up two smaller grids for a team to team competition.
2. Variation: To make the game last longer and cover as many questions as possible, when the student who just sat says “à gauche” or whatever direction he/she chooses, that person directly “à gauche”, or whatever position was chosen, now must answer the question. Play continues in the fashion until the last student gets to sit.

## Les poissons

### Materials: Two paper fish, questions

1. Before this game starts, prepare two fish out of construction paper or cut out clip art. This can be played on the floor with a start and finish line, but if a long table is available, this would be better.
2. Divide the class into two teams. They should form two rows at one end of the table. Place a fish in front of the first member of each team. Ask a question of those two players. The first to ring in and answer correctly gets to blow once to propel the fish forward. They move to the end of the line and the next two students have their turn.
3. It is much harder to blow fish across the floor even though it does work. If a fish gets across the table early, score one point and put it back to the start line.

## Mettez la verrue sur Mme

### Materials: Questions, picture, “warts”

1. Mme has to be comfortable at being made fun of. This is exactly like “Pin the Tail on the Donkey” but instead, hang a large photograph of yourself or draw a picture of yourself on the blackboard. Create several “warts” and attach them to magnets. Students earn “warts” by answering questions from the unit under study. Blindfold them, spin them around and see if they can hit your nose. Rule: The wart must go where it is first touched on the paper (to avoid feeling the edge of the paper).
2. Variation: If you aren’t comfortable with yourself being up there, use a celebrity photo instead.

## Grenouilles et têtards

**Materials: Frog labels, questions and answers (listed or one per card), (coloured strips)**

1. This activity is to get students speaking in French with questions related to a story, play or common expressions.
  2. The teacher chooses 8 students to be “frogs.” The frogs are the students who ask the questions. Put 4 frogs off to one side of the room and the other 4 frogs to the other side of the room. These students may have a sheet with questions and answers.
  3. Now, the rest of the class are tadpoles and they answer the questions asked by the frogs. After the frog has asked a question and the tadpole has answered, the two students play rock, paper, scissors. If the frog wins, the tadpole must return to the end of the line. If the tadpole wins, he/she goes onto the next frog.
  4. The teacher sits on a chair placed between the two lines at one end and if a student arrives at the teacher, the “queen/king frog,” you ask as many questions as you wish just until you want to play rock, paper, scissors. If the tadpole wins, he/she takes your place and you go to the end of the line but if he/she loses, she obviously goes back to the end of the line.
  5. Variations: Give only one question to each student instead of a bunch and the teacher has all 8 questions; skip the rock, paper, scissors and the tadpole moves on when correct and goes to the end of the line if incorrect; have two lines instead of one line; give out coloured strips for every correct response and the teacher can add them up for evaluation
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### **Tribes Agreement**

Attentive listening  
Appreciation / No put downs  
Right to pass  
Mutual Respect

### **Code of Silence**

~ Silence, on commence... Trois cris, on finit! ~

### **Turn-3-Review**

- Teams of three are formed
- Team members number off
- #1 asks a question (for any review, topic, unit studied)
- #2 responds
- #3 praises or helps #2 (provide them with a bank of positive words and praises)
- Team members exchange roles

### **Word Triads**

- Teams are formed
- Each team receives a sealed envelope containing several strips of paper of three different colours (put paper face down on table)
- In completing the activity these rules must be followed:
  - No one may speak
  - No one may signal for a strip of paper
  - A strip of paper may be given but no one may reach over and just take one
- The strips are distributed equally among all team members (not necessarily the same colour)
- Turn strips of paper over so all members can read your paper
- Each member must share the strips of paper so that each may form a correct sentence with the three strips in their possession
- Colour: pink=subject group; yellow=verb group; orange=etc...

### **Round Table**

- Groups are given one piece of paper and pen per member
- Within the allotted time, each member contributes an independent response to the task outlined on his/her paper
- The pieces of paper are then circulated clockwise to the next team member (when you say “changer” the next person reads and adds
- Steps #2 and #3 are repeated until time is up or the task is completed

## Section 6 – Cooperative Games

### Sequencing

- Teammates open envelope and place strips on the table face down
- Each member, in turn, chooses a piece of paper until all are distributed
- Each member reads aloud (or shows) their own strip(s)
- Team reaches consensus as to which strip is first and it is placed
- Do this for each piece
- Examples can include a story, recipe, cartoon, etc.

### Match Mine (Battleship)

- Participants are paired off
- Participants sit back to back or on opposite sides of a visual barrier
- Student A positions the set of figures
- Student B attempts to match the position of an identical set of figures by asking Student A questions
- Student A responds either positively or negatively
- Upon completion, the students compare their figures
- The students reverse their roles and have another game
- Examples: Plan of a house, class or school; build a pizza, sandwich; characters from a story, etc.

### L'alphabet des adjectives

- Découper chaque adjectif de 1 à 34 en lisières (voir la liste à la fin de ce cahier)
- Placer les lisières dans un sac "Ziploc"
- Donner une copie des adjectifs aux élèves – revoir les adjectifs ensemble
- L'élève choisit un adjectif
- L'élève doit réciter l'alphabet en respectant les émotions reliés à l'adjectif
- Aussi, réciter d'autres textes en respectant les émotion reliés à l'adjectif

### Jeu de laine

- Tu dois prendre une pelote de laine et faire des nœuds à divers endroits sur la laine
- Les élèves, tour à tour, partagent leurs pensées, connaissances au sujet du thème présenté par le professeur
- Pendant que l'élève parle il/elle roule la laine autour de ses doigts et lorsqu'il/elle arrive au nœud il/elle doit passer la pelote au prochain élève qui continue à parler au sujet donné
- Exemples : compter, raconter un histoire ou poème, faire une description, conjuguer, etc.

## Section 1 – Number Games

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- Plus grand plus petits
- Motel Madame
- Bell Race
- Reine
- Qui à?
- Objets caches
- Déménager

## Section 2 – Verb Games

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- Board Race
- S.O.S.
- Ping Pong Verbs
- Twister

## Section 3 – TV Games

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- Hollywood Squares
- Mystery Guest
- Family Feud
- Jeopardy



## Section 4 – Vocabulary or Spelling Games

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- Survivor Spelling
- Nommez Cinq
- Battleship
- Tournez une carte
- Spelling Roll-Ups
- Vilain lapin
- Boum!
- Telephone
- Secouez
- Entre-nous
- Magnetic Sentences
- Vente aux enchères
- Corrigez
- Suis-je correct
- Ping et Pong
- Qu'est-ce qu'il y a dans le frigo?

## Section 5 – Miscellaneous Games

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- Feux de signalisation
- Zut!
- Tornade
- Le prof a perdu
- Où est...
- Quatre-en-suite
- Relay Course
- Rouge-noir
- Dessinez le criminel
- À gauche à droit
- Les poissons
- Mettez la verrue sur Mme
- Grenouilles et têtards

## Section 6 – Cooperative Games

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- Tribes Agreement
- Code of Silence
- Turn-3-Review
- Word Triads
- Round Table
- Sequencing
- Match Mine (Battleship)
- L'alphabet des adjectives
- Jeu de laine



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Note: These are games taken from other sources.