Appendix

PAT Ideas

Planning Your PATs

Exploiting Team Competition

You can quickly turn any lesson into a PAT by making it a team game. This appendix describes team game formats that are useful in a wide range of subject areas and with a wide range of age levels.

In addition to these team games, any game show format used on TV will work. Teachers commonly use Jeopardy, Family Feud, Twenty-One, Concentration, What's My Line?, Who Wants to Be a Millionaire?, To Tell the Truth, and College Bowl.

Developing a PAT Bank

Every teacher has good ideas for PAT. If teachers at a school site were to share one PAT a week, they would soon have a PAT bank. As we mentioned earlier, one middle school in Polk County, Florida had a faculty luncheon in which each teacher brought copies of a PAT as a ticket of admission. They received enough ideas to make a book.

Most PATs could be thought of as high-interest lesson formats. As the faculty's repertoire grows, the notion of having fun with learning increasingly permeates teaching.

See Our Web Site

Teachers who have been through our workshops often send us PAT ideas. We will post new PATs on our web site. We hope that you will be a frequent visitor as well as a contributor to **www.fredjones.com**.

Double-Diamond Baseball (Grades 1-12)

Subject Area: Math, History, Foreign Languages, Science, Vocabulary Development, Spelling, etc.

Objective: Test review.

Materials and Preparation:

- The teacher or students prepare questions in four degrees of difficulty; single, double, triple, home run.
- Two baseball diamonds will be needed in order to use a Ping-Pong game format. Mark the bases on the floor.

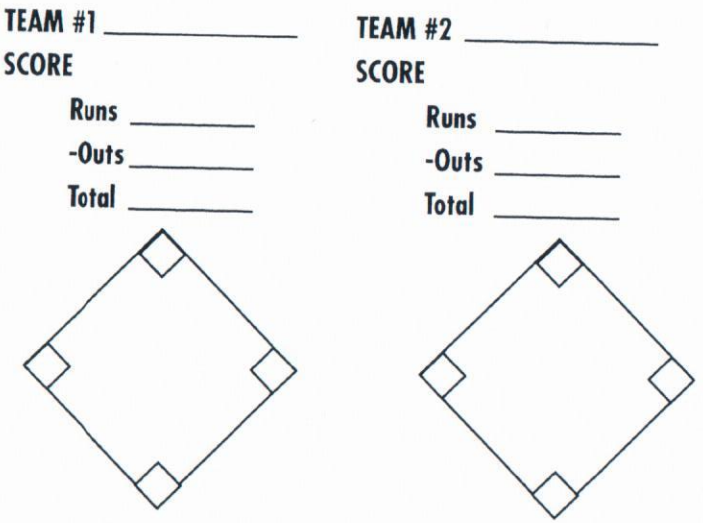
Student Grouping: 2 teams

The Play

1. The batter is asked by the pitcher to pick the level of difficulty of their question – single, double, triple, or home run.
2. The pitcher selects and asks a question from the single, double, triple or home run stack. If, however, the teacher is "pitcher" and does not have stacks of questions already prepared, he or she can just ask questions "off the top of their head."
3. If the student answers correctly, the student walks to the appropriate base and other runners advance the same number of bases.
4. If the question is answered incorrectly, a "fly ball" is called, and the question goes to a player of the team that is "in the field."
   - When you say "fly ball," wait before calling on a student so that everyone in the field must dig for the answer.
   - If the player in the field answers the question correctly, the fly ball has been caught and the batter is out.
   - If the outfielder misses the question, the fly ball has been dropped, and the batter goes to first base on an error. All runners advance one base on an error.
5. When using the Ping-Pong game format, the questions alternate between teams. So, the second question goes to the team that was in the field (i.e., playing defense) during the previous question. The Ping-Pong format guarantees that both teams get to bat an equal number of times, that everybody plays all of the time, and that both teams are continually engaged in scoring runs.
6. The "Ping-Pong" format does away with innings. In order to make outs meaningful, compute the final score as runs minus outs.

Diagram of Scoring

Fine Points:



- Most 4-Level games follow a Ping-Pong format with the question going to the opposite team if missed. It is best to play such games open book. You will find the players on defense digging for the answer as soon as it is asked. Since kids hate doing nothing, you will usually find the rest of the students on the team that is "at bat" digging for the answer as well.
- Football is similar except that the defense can "sack the quarterback" for a ten-yard loss when the student picks a 10-yard question, or they can intercept a 20, 30 or 40-yard pass play.
- If you have any questions about rules, turn it over to the students. They will make sure the rules are fair. And, speaking of keeping things fair – a perennial preoccupation with teenagers – how do you choose teams fairly?

Pick four students of roughly equal scholastic ability to be captains. They do not need to be fast students. In fact this is a nice chance to honor some of your slower students. Give them your class list and say:

"I want you to take this class list to the table in the back of the room and make equal teams for me. Horse-trade until they are equal because you will have to live with them."

If you wish to add a further guarantee of fair play, say to the students:

"It is your job to choose and trade until the teams are equal. After you give me equal teams, you will draw lots to see which team you will captain."

Fingerprint (Grades K-12)

Subject Area: Math, Social Sciences, Foreign Languages, Science, History, Reading, etc.

Objective: Reinforce skills and information – fast recall.

Materials and Preparation: Write at random on the chalkboard answers to questions like those to be covered on the upcoming test.

Student Grouping: 2 teams, equally balanced.

The Play

1. Have the two teams line up single file about 20 feet away from the chalkboard.
2. Announce the question. The first person in line for each team runs up to the board and touches the appropriate answer. A team player may only touch one answer.
3. The first person who touches the right answer earns a point for the team.
4. The winning team has the most points at the end of PAT.

Comments or Variations

Running to the board and spotting the answer may be a real equalizer for those students who are not fast with the answer. This game may be used from kindergarten to high school.

Multiplication

22	2	18	40	
	25	6	34	9
11	49	15	42	
	28	48	14	36
12	4	20	21	
	35	64	27	32
56	33	5	10	
	8	16	24	60

Biology

organism cells taxonomy
exoskeleton primate
bipedalism aves herbivore
reptiles carnivore
mammal vertebrate
marsupials arachnid
invertebrate

French

nager cholser venir
de vendredi librequatre
grand vivant apprendre
avoir il les devoirs
donner sur entendre aider
jeter

Alphabet Search (Grades 2-12)

Subject Area: All subjects.

Objective: To aid the students in recalling information given over a long period of time.

Materials and Preparation: Paper and pencils.

Student Grouping: 2 teams with a recorder on each team.

The Play

The teams, using the alphabet as a base, will find as many words as possible related to the subject matter. At the end of the allotted time, the team members will turn their papers in to their recorder for tabulation.

Students eventually begin to make mental notes of new words presented in the curriculum to use during Alphabet Search.

Scoring: 1 point is given for each word 10 bonus points if all 26 letters have accompanying words.

Sample:

Primary

Can you find a word that starts with...?

A = apple
B = ball, bat, Bill
C = cat
D = dog
E =
F = fun
G = go, give, girl
H =
I = ice
J =

History

American Revolution

A = Crispus Attucks, Ethan Allen
B = Britain, Boston Massacre
C = Continental Congress
D = Delaware River
E =
F = Benjamin Franklin
G = Guerrilla Warfare
H = Patrick Henry, Nathan Hall
I =
J = Thomas Jefferson

Caboose (Grades 4-9)

Subject Area: English, Science, Foreign Language, History.

Objective: To encourage vocabulary enrichment in a specific subject area while emphasizing spelling.

Materials and Preparation: None.

Student Grouping: Two or more teams.

The Play

1. The first student says a word in a particular category. i.e., The category is animals. The word is dog.
2. The first student on the second team must give a noun beginning with the last letter of the previous word (dog). i.e.,goose
3. Points are given for each correct word.
4. Think up words that have last letters that are difficult to use.
5. Words may not be used again.
6. The team with the most points wins.

Comments or Variations

This game is great for science, foreign language and history vocabulary development.

Cut Throat (Grades 3-12)

Subject Area: English, Math, Foreign Language, History.

Objective: Review of specific information.

Materials and Preparation: Chalkboard space, chalk, prepared questions or problems.

Student Grouping: Divide the class into 4 equal teams and have teams count off.

The Play

1. The teacher picks two members of each team to go to the board to write the answer a specific question or to translate a passage as in a foreign language course.
2. Each pair of students at the board may collaborate with each

other and with the seated team members. One of the students acts as writer, the other student as the runner.

3. Caution students not to get too loud or the other team may hear them.

Scoring:

First chalk in tray – 2,000 points

Second chalk in tray – 1,500 points

Third chalk in tray – 1,000 points

Fourth chalk in tray – 500 points

Further Play

Now the class plays Cut Throat! Imagine a passage that each team has translated into French. Each team's translation is written on the board. The teacher takes each team's translation in turn and has the other teams critique it.

When an error is found, the teacher subtracts a given number of points from that team's score. Consequently, teams can hack away at each other's scores by finding errors – a fiendishly enjoyable activity. Teachers can assign different values to different kinds of errors as they see fit. As an option, teachers can also assess penalty points for an incorrect critique. This prevents students from guessing. Allowing team members to collaborate in the critique adds a strong element of cooperative learning.

This fast-moving game with high scores allows for punctuation and spelling review for English, computation for math, history answers in complete sentences, or dictation for a foreign language.

California Countdown (Grades 4-12)

Subject Area: All subjects.

Objective: Test review and teamwork.

Materials and Preparation: Prepare two types of questions appropriate to the subject area, "Toss-Up" questions and "Bonus" questions. "Toss-Up" questions should require accuracy and speed. They may reflect your tests' true/false questions, fill-in, multiple choice and short answer. "Bonus" questions, since they may be answered by the total team, may require lengthy answers involving cause and effect and detailed explanations.

Student Grouping: 2 teams, each with a captain.

The Play

1. Ask a "Toss-Up" question. The first hand up on either team is allowed to answer the question.
2. An incorrect answer costs the team 5 points, and a student from the other team gets a chance to answer the question.
3. If answered correctly, the team gets 10 points and a chance at a "Bonus" question.
4. A "Bonus" question may be answered by the team's captain after discussion with the team. A correct answer is worth 20 points. There is no penalty for an incorrect answer.

Scoring

- 10 points for a correctly answered "Toss-Up" question
- 5 points penalty for incorrect answer to "Toss-Up" question
- 20 points for correctly answered "Bonus" question

Comments or Variations

Student enthusiasm for this variant of College Bowl is unbelievable. After students become familiar with the appropriate types of questions, have each student write 4 good "Toss-Up" and 4 "Bonus" questions with answers and reference page numbers if necessary.

Chalkboard Relays (Grades 4-12)

Subject Area: English, Math, Foreign Languages, Science, Social Science, Reading.

Objective: Fast recall and categorizing in the subject area.

Materials and Preparation: Chalkboard space, chalk, categories.

Student Grouping: The class is divided into 4 equal teams.

The Play

1. Four different categories are written on the board (example: noun, verb, adjective, adverb).
2. The teams are lined up across from the chalkboard.
3. At a given signal, the first student in each line writes one word under the team's category title. He or she then hands the chalk to the next student in line and is seated.
4. The next student writes a word in the same manner and the race continues until a line is completely seated.
5. The scores are tallied and the teams rotate and line up in front of the category to their right.
6. The play continues until each team has a chance against each category. Words may not be repeated.

Scoring

- First team seated – 100 points
- Second team seated – 90 points
- Third team seated – 80 points
- Fourth team seated – 70 points
- Plus 10 points per correct word

Comments or Variation

Math Relays: Students race to list multiples of a number.

Foreign Language Relays: Students race with parts of speech or words that begin with a certain letter.

Science Relays: Students race to list items of such categories as plants, minerals, insects, etc.

Social Science Relays: Students race to list items of such categories as famous places, rivers, mountains, cities, etc.

Reading Relays: Students race to list items of such categories as starting sounds, prefixes, suffixes, compound words, etc.

Tic Tac Dough (Grades 4-12)

Subject Area: All subjects.

Objective: Test review and teamwork.

Materials and Preparation:

1. Numbers 1-9 are assigned to all students.
2. Each student writes four questions and answers on four separate slips of paper with the student's "number" on the back. Therefore, all of the questions by the same student have the same number.
3. The questions are turned in and put into nine stacks according to their number.

Student Grouping: 2 equal teams.

The Play

1. The first student on Team A selects a number off the Tic Tac Dough board which is written on the chalkboard.
2. The teacher selects and asks a question out of the same number stack that the student has selected.
3. Anyone on Team A can give the person who selected the question the answer. However, the person who is "it" must say the answer.
4. If his/her answer is correct, an "X" or "O" is put in the numbered square that he/she selected. Then it's Team B's turn.
5. If the answer is incorrect, Team A loses their turn, and Team B is up.
6. Once an "X" or "O" is placed in a particular square, questions from that numbered stack may not be used for the rest of that game.

Diagram Of Tic Tac Dough Board

1	7	3
6	9	5
4	2	8

Around the World (Grades 1-12)

Subject Area: All subjects.

Objective: Fast recall of important information or calculations.

Materials and Preparation: A list of questions or problems for review.

Student Grouping: Total class.

The Play

1. The first student stands beside the seat of the second student.
2. The teacher asks a question and shows a flashcard to both of the students at once.
3. The first to answer correctly wins and gets to stand beside the seat of the next student in line.
4. The student who misses sits down.
5. The play continues as students rotate around the room.
6. At the end of the playing time, have the students count the number of seats they have moved during the game.
7. The two students who have moved the most stand and face each other for one last question or problem.

Comments or Variation

Math Around the World: Flash cards or math facts such as multiplication, fractions, metrics and word problems may be used.

English Around the World: Questions concerning comprehension of recently assigned materials, parts of speech, authors, etc.

Science Around the World: Questions concerning classification, adaptations, bone identification, etc.

History Around the World: Quotations, famous people, great events, governmental structure, cause and effect, etc.

Foreign Language Around the World: Flashcards for vocabulary reinforcement showing nouns and verbs (dog, tree, apple, run, swim, talk).

Home Economics Around the World: Utensils and their uses, sewing machine parts, nutrition facts.

Add It (Grades 2-10)

Subject Area: Math.

Objective: Quick addition review.

Materials and Preparation: Paper and pencils.

Student Grouping: Total class.

The Play

1. The teacher announces any number and an addend. For example: 7 and 4
2. The students write and add the two numbers and continue to add the same addend to the new sum until the teacher calls stop at the end of one minute.

Example: 7

$$\begin{array}{r} +4 \\ \hline 11 \\ +4 \\ \hline 15 \\ +4 \\ \hline 19 \\ +4 \\ \hline 23 \end{array}$$

3. Class stands and a volunteer begins reading problems and answers aloud, slowly.
4. As students no longer have the answers, they are seated.
5. The student left standing is the winner.

Comments or Variation

This is an easy, quick game that the students love. The time period may be varied, and it may be used with subtraction.

Comprehension (Grades 3-12)

Subject Area: Literature, Health, History, Biology, etc.

Objective: To increase comprehension and review important points of an assignment.

Materials: Paper and pencils.

Student Grouping: Divide the class into 4 equal groups.

The Play

1. Each group writes 10 questions and answers about what they have read (assigned reading, chapter or unit).
2. A group member asks a question to the whole class. The first hand to go up from another group gets to answer the question.
3. If that person answers correctly, he or she gets a point for his or her team. If the answer is incorrect, the teacher chooses someone from another team to get a try at the question.
4. If no one can answer the question, the team who asked it gets a point, but they must be able to defend or prove their answer.
5. The play continues with each team taking turns asking questions.
6. The game is over when time is up or when all the questions have been asked.
7. The team with the highest score wins.

Comments or Variation

When creating the questions, your students will review the material. During the game the students will also be reviewing important information. These two reviewing sessions add up to a lot of learning and fun. You'll be amazed at the tough questions your students will ask and answer.

Popcorn Balloon Game (Grades 3-8)

Subject Area: Math.

Objective: Multiplication review for a popcorn party.

Materials: Pencils, balloon, ditto, popcorn kernels, popcorn popper, paper plates.

Student Grouping: Divide the class into small groups (6) and have each group sit close together for sharing.

The Play

1. Each group will have:
   a. one paper plate with a handful of unpopped popcorn kernels.
   b. one paper plate with a star drawn in the middle.
   c. a ditto and pencil for each student.
2. Each student is directed to fill the 9 balloons on his ditto with numbers 1-12, one number per balloon.
3. The teacher calls out a number. (Example: 15) and each student thinks of the factor of the number (Example: 3x5=15).
4. If the student has the balloons #3 and #5, he puts a popcorn kernel in each balloon.
5. The teacher calls time after 30 seconds and asks the students the factors of the number.
6. Every student who put a kernel on the factors of the number may take those kernels and only those kernels and place them on the star paper plate. The star paper plate now contains the beginning of the popcorn to be popped for the party.
7. Dittos are cleared of kernels and the teacher calls another number.
8. The popcorn balloon game is over when PAT is up or when you have enough popcorn for a party.
9. Watch out for numbers like:

   24 = 8x3x1, 6x4x1, 3x2x4x1, 3x2x2x2x1, 12x2x1, 6x2x2x1
   = 22 possible kernels

   36 = 6x6x1, 3x2x6x1, 9x4x1, 12x3x1, 3x4x3x1, 3x2x2x3x1
   = 22 possible kernels

Unscramble Me (Grades 2-12)

Subject Area: All subjects.

Objective: To emphasize spelling across the curriculum.

Materials and Preparation: List of vocabulary or important words appropriate for curriculum area scrambled on ditto, chalkboard, overhead, or opaque projector.

Student Grouping: Individuals or pairs.

The Play

1. The students are given or shown the list of important words scrambled and are challenged to unscramble them within a given time period. The students enjoy making up these lists themselves. Be sure they include the answer sheet.
2. A point is given for every word successfully unscrambled.

Example:

Where in the world?		*Math*	
Livbiao	Bolivia	Cainfrot	Fraction
Turieb	Beirut	Repnect	Percent
Salnep	_____	Cuerde	_____

Stump the Panel (Grades 3-12)

Subject Area: English, Reading, Science, History, Foreign Language, Social Science.

Objective: Unit or chapter review.

Materials and Preparation: Students prepare questions from the unit or chapter.

Student Grouping: Total class.

The Play

1. Select or ask for five volunteers to be on the panel.
2. The class tries to stump the panel by asking questions from the unit.
3. The panel member selected is given 30 seconds to answer the question.
4. If the panel member can correctly answer the question, they remain on the panel.
5. If the panel member is stumped, the person who asked the question may answer it and become the new panel member.

The Moon (Grades 3-12)

Subject Area: Math.

Objective: Addition review and probability.

Materials and Preparation: Dice plus paper and pencil for score keeping. However, this may be played with the entire class at once with an overhead projector.

The teacher rolls until a one appears during each turn. Students may stop at any time and add the score.

Student Grouping: 2-5 players.

The Play

1. The object of the game is to have the highest score after 10 turns or to be the first player to reach 100.
2. The players take turns rolling the dice.
3. Each player may roll as many times as they want adding up the numbers rolled. If the player rolls a one, he or she loses all points accumulated during that turn. If the player rolls a one on both of the dice, he or she loses everything and starts over with zero.
4. If the player stops his or her turn before throwing a one, then he or she passes the dice to the next player and records the total score for that turn.
5. The only time a one doesn't cause a loss of points is when it appears during your first roll of the turn. You get to roll again.

Diagram: Possible Scoreboard

JAMES	CATHY	BRIAN	LYNNE	ERIC
1. 14	1. 13	1. 29	1. 21	1. 31
2. $\frac{14}{28}$	2. $\frac{19}{32}$	2. $\frac{0}{29}$	2. $\frac{14}{35}$	2. $\frac{0}{31}$
3. $\frac{23}{31}$	3. $\frac{0}{32}$	3. $\frac{31}{60}$	3. $\frac{0}{35}$	3. $\frac{0}{31}$
4. –	4. –	4. –	4. –	4. –
5. –	5. –	5. –	5. –	5. –

Dictionary (Grades 4-12)

Subject Area: Language Arts and Vocabulary Development.

Objective: To increase dictionary appreciation and vocabulary development.

Materials and Preparation: 1 dictionary per group, paper and pencils.

Student Grouping: Small groups of 5-8 students.

The Play

1. One student in each small group starts as "Dictionary Person."
2. One "Dictionary Person" finds a word in the dictionary that he/she feels the rest of the group doesn't know and announces the word to the group. If someone knows the word, the "Dictionary Person" keeps trying until he/she finds a word that is unknown to all.
3. Each person writes the word on the top of a piece of paper, creates a definition for it and signs his or her name.
4. The "Dictionary Person" writes the word and real definition on a piece of paper. The definition may be shortened and paraphrased.
5. All newly created definitions and the real definition are turned into the "Dictionary Person" to read over silently in order for them to become familiar with the wording of each definition.
6. The "Dictionary Person" numbers the definitions and reads them aloud to the group.
7. Each person writes the number of the definition they feel is the real definition on a scratch piece of paper.
8. The "Dictionary Person" calls for the votes and tallies each person's score. Peals of laughter may be heard when players discover whose definition they voted for.
9. The dictionary is now passed to the left and the play starts again. The game is over when every player has been "Dictionary Person."

Scoring

1. A player may earn 2 points each time someone votes for his/her definition.
2. A player may earn 1 point if he/she votes for the "real" definition.
3. The "Dictionary Person," if no one votes for the real definition, gives 1 point to each person in the group.

Example: Round 1

BILL	SANDY	JUAN	PEARL	FRED
(Dictionary Person – no points earned)	**2** (1 person voted for Sandy's definition)	**1** (Juan guessed the real definition)	**6** (3 people voted for Pearl's definition)	**1** (Fred guessed the real definition)

Comments or Variation

This is a very popular game with everyone. The students become fascinated with new words in their treasure chest, the dictionary!

Imagination (Grades 4-12)

Subject Area: English and Art.

Objective: Enjoy the combination of work, play and art.

Materials and Preparation: Scratch and drawing paper, pencils, crayons, and/or marking pens.

The Play

1. Using your students' imagination, have them literally picture a statement like, "My father is playing bridge." You can imagine a river with the father being the bridge.
2. Together your students can think of many interesting statements.

Examples:

We gave my room a coat of paint.

My brother has a hoarse throat.

We took the bus home.

She said her baby was a little dear.

She has bare feet.

The teacher got fired.

3. Let each student choose a statement and illustrate it.

You may want to use the pictures on pages 117 and 305 in this book as examples of how an artist might use imagination.

Oh, What a Story! (Grades 4-12)

Subject Area: English, Creative Writing.

Objective: Experience in group creative writing.

Materials and Preparation: Paper and pencils.

Student Grouping: 5 or 6 groups of equal size. As time passes, the size of the groups may shrink or expand for variety.

The Play

1. Each student begins by writing a story for one minute on a topic of his or her choice.
2. When time is up, the teacher says, "Stop!"
3. Each story is passed to another member in the group who reads and continues the story until "Stop" is called.
4. Repeat this process until stories pass through the entire group, allowing more time as stories get longer.
5. The last person or the person who started can conclude the story.
6. Some or all of the stories may be read to the class by the students.