STUDY SKILLS FUN!
GAME KIT & CD

95 Classroom or Small-Group Activities That Promote Positive Study Habits

By
Marianne B. Vandawalker

For Grades K-6
ABOUT THE AUTHOR

Marianne B. Vandawalker is a former elementary school counselor from North Carolina. She has presented workshops at various state counseling conferences and is the co-founder of KalMar Workshops. Marianne is the author of several best-selling activity books including the *Character Fun Game Kit.*
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(Inside Back Cover)

Silly Putty Directions
Name The Object Drawing Cards
Built It & They Will Come Cards
Name That Word Cards
Dot-To-Dot Pictures
Willie McGurgle Poem
Creation Word Cards
Get-Together Game Cards
Happy Traveler Story
Treasure Hunt Cards
Listening Action Stories
Quiet Kelly • Little Invisible Alien • The String Puppet
The Visiting Martian • What’s Behind Grandma’s Rocker?
The Winner • Quiet, Cozy Town • The Heroes
Twisted Listening
Pay Attention Mind Cards
Pay Attention Ear Cards
Pay Attention Eyes Cards
Pay Attention Body Cards
$100 and $500 Dollar Bills
Listening Cover-Up Words
Listening Cover-Up Cards (Fire)
Listening Cover-Up Cards (Water)
Listening Cover-Up Cards (Ground)
Listening Cover-Up Cards (Sky)
Beach Party Cookout
Hamburger Parts
A+ Bop Cards
Schooltime Statements
Hop To It Questions
What Time Is It When... Cards
Balloon-Landing Questions
Hit Cards
Studying Horse Feathers Statements
Studying Horse Feathers Circles
Roadblock Cards
Shape Up! Tickets
Fold & Check
Dodge City Incomplete Sentences
Key To The City Cards
Hole-In-One Cards
INTRODUCTION TO LISTENING SKILLS

Even though listening encompasses most areas of learning and is an essential part of emotional growth and intellectual development, this important skill is rarely taught in today’s classrooms.

Good listening skills help students improve their cognitive and emotional competencies. Having good listening skills improves a person’s ability to gather information, build trust with others who feel the person is paying attention to what they are saying, develop a cooperative spirit, and learn to empathize with others. On the other hand, poor listening skills make learning difficult and can destroy relationships and communication with others.

Good listening skills play a major role in developing emotional intelligence. Combined with such relationship skills as empathy for others, nonverbal communication, and conflict management, listening skills build self-awareness and awareness of others.

Since developing and using good listening skills is crucial to many important aspects of a person’s life, classroom time and direct instruction must be given to this on-going developmental skill. This emphasis will bring students to a crucial level of listening, thinking, responding, and participating in their own learning, thereby helping them control impulsive behaviors.

Specific listening-skill practice requires students not only to listen with their ears but also to observe with their eyes, interpret body language, and reflect with their minds by responding and remembering. Specific listening-skill practice also involves responding correctly to the message given.

HOW TO USE LISTENING MATERIALS

The Action Listening and Focusing Skill Activities in this book have been used in kindergarten through 6th-grade classrooms. They have also been used successfully with:

- special education students with learning disabilities
- special needs students with trainable ability
- ADD and ADHD students
- hearing-impaired students who learn to focus on the interpreter and expand their ability to use sign language.

The Action Listening and Focusing Skill Activities also provide opportunities to work on social-skill development behaviors such as taking turns, communicating with others, and using good manners.

The Action Listening and Focusing Skill Activities and Listening Action Stories are also effective in small groups. The Listening Action Stories can also be used in very large groups.

Many of the Active Listening Activities have been around for many years. Including them in this program increases the likelihood that they will be readily available to everyone.
TWISTED LISTENING
LISTENING ACTION GUIDANCE ACTIVITY

GRADE LEVEL: K-5

PURPOSE: To be able to recognize good and poor listening skills

OBJECTIVE: To earn points by modeling the correct body reaction to good and poor listening skills

MATERIALS: Twisted Listening (included on CD) Silly Putty® Directions (included on CD)

PRE-LESSON PREPARATION: Print Twisted Listening. Make a list of twisted body positions or use the positions listed on the Silly Putty® Directions.

PROCEDURE:

Tell the students:

I will call out a twisted body position such as right elbow to your right knee. Then I will call out a listening skill. It may be a good skill or a poor one. If it is a good listening skill, just stand straight with your hands at your sides. If it is a poor listening skill, quickly perform the twisted body motion that was named. If I see an incorrect body motion, that person sits down until the next person makes a mistake. At that time, the first person rejoins the game and the last person to make a mistake sits out until another person makes a mistake. (Note: If appropriate for your students' grade level, choose leaders from those students who consistently perform the correct motions to continue the game.)

Optional alternative: After students have learned the game, divide them into small groups with leaders.

Begin the activity by reading aloud the first body position and a study skill from Twisted Listening.

FOLLOW-UP:

At the conclusion of the activity, ask the students the following questions:

- What helped you recognize good and poor listening skills?
- Which good listening skills do you see your friends using in class?

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LISTENING COVER-UP
LISTENING ACTION GUIDANCE ACTIVITY

GRADE LEVEL: K-2

PURPOSE: To practice listening and thinking skills

OBJECTIVE: To win by turning your picture cards face-down, thereby covering up all of the pictures

MATERIALS: 
- Listening Cover-Up Cards (included on CD)
- Listening Cover-Up Words (included on CD)

PRE-LESSON PREPARATION: Print and cut apart enough Listening Cover-Up Cards so each student has three of each card (Fire, Water, Ground, Sky). Print the Listening Cover-Up Words. Optional: Laminate the cards for durability.

PROCEDURE:
Tell the students:

I will give each of you three Listening Cover-Up Cards. The cards might have different pictures on them, or they might have matching pictures. The pictures are of the sky, the water, the ground, and fire. I will call out a word. If you have a picture that shows where that word would be found most of the time, you will turn that one card face-down, and “cover up” the picture. Turn only one card face-down, even if you have another card with the same picture. For example, if I say, “Bird,” and you have a picture of the sky, you would turn over a picture of the sky, because birds can usually be found flying in the sky.

Remember, turn over only one Listening Cover-Up Card for each word called. Call out “Cover-up” when all three of your cards have been turned face-down. I will then check your cards. We might begin a new game after a winner is declared, or we might continue playing until the second- and third-place winners call out, “Cover-up.”

Begin the game by reading words from the Listening Cover-Up Words list.

FOLLOW-UP:
At the conclusion of the activity, ask the students the following questions:

- What helped you listen for a name to go with your pictures?
- What would help you listen for the teacher’s directions in class?
A+ BOP
GUIDANCE ACTIVITY

GRADE LEVEL: 2-6

PURPOSE: To help students become aware of the positive aspects of schoolwork

OBJECTIVE: To try and become the A+ Bop It

MATERIALS: □ A+ Bop Cards (included on CD)
□ Soft bopper such as a soft sponge bat
□ Chair
□ Chalk

PRE-LESSON PREPARATION: Print the A+ Bop Cards on medium- or heavy-weight paper. Cut out A+ Bop Cards. Optional: Laminate the cards for durability.

PROCEDURE: Draw a chalk line on the floor and place the chair approximately two feet in front of it. Tell the students:

I will choose one person to be It. It will sit in the chair at the front of the room with his/her back toward the group and hold the soft sponge bat. Each player will draw an A+ Bop Card and challenge It by standing behind the chair on the chalk line and reading the card aloud. If the card that is read describes a poor study skill, It will turn in the chair and make one attempt to tag or bop the player on an appropriate body part. The player can dodge the bop by ducking or leaning back or to one side, but may not move his/her feet. It receives credit for an attempted bop. If the card read describes a good study skill, It remains still in the chair. If It does not bop or bops at the wrong time, It loses the A+ position to the player who read the card. After five successes in a row for It, a new It is chosen. If by chance, It bops the player in an inappropriate place, It is removed from the game.

Before having the students begin the game, discuss appropriate and inappropriate body parts. It may be helpful to have the leader ask for a volunteer and demonstrate acceptable and unacceptable places for students to be bopped.
BALLOON-LANDING
GUIDANCE ACTIVITY

GRADE LEVEL: 3-6

PURPOSE: To encourage students to understand and instantly recognize many ways to achieve good study skills

OBJECTIVE: To respond to open-ended study skill questions with many different answers before a tossed balloon hits the ground

MATERIALS:
- 1 balloon
- Balloon-Landing Questions (included on CD)
- Hit Cards (included on CD)
- Die
- Board and chalk/marker

PRE-LESSON PREPARATION:
Blow up the balloon, and tie a knot in the end.

Print the Balloon-Landing Questions.

Print the Hit Cards on medium- or heavy-weight paper. Cut out the cards. Optional: Laminate the cards for durability.

PROCEDURE:
Tell the students:

I will divide the class into small groups of five to six members. Each group will take a turn answering a study skill question. Each question has a lot of different answers that you can call out. When it is your turn, your group will come to the front of the room and stand in a circle. I will read one of the questions from the Balloon-Landing Questions. A member of the group will then throw the die to see how many answers must be given before the balloon lands on the ground.

I will choose someone from another team to toss the balloon up in the middle of the playing team’s circle. The playing team can then begin calling out answers. Each correct answer earns a point for the team. When answering the questions, you may not repeat answers that have already been given. The object is for the playing team to call out at least as
THE FOLLOWING SAMPLES ARE REPRODUCIBLE/PRINTABLE PAGES INCLUDED ON THE CD-ROM
THE VISITING MARTIAN
LISTENING ACTION STORY

Do what the visiting Martian does.

One day, a funny-looking rocket ship that looked very much like a big rock landed on our school playground. A little Martian was sitting inside it. The rocket ship was so small, we could see that the Martian was all squeezed up. (SIT SQUEEZED UP)

“Mmmmmm,” the Martian thought as he scratched his chin. (SCRATCH YOUR CHIN) “I wonder where I am. I had better look around and find out.” (LOOK AROUND)

The Martian stood up. (STAND UP) He stretched his arms up in the air. (STRETCH ARMS UP) He stretched each leg out in front of him. (STRETCH LEGS) He pulled up his antennae. (PULL UP ANTENNAE) Now, the Martian could understand what we were saying to him. We said, “This is earth.”

The Martian stood up straight (STAND UP) and repeated, “This is earth.”

He took three deep breaths. (TAKE THREE BREATHS) “This oxygen makes me feel great,” he yelled, and he raised his arms and twirled them around and around. (TWIRL ARMS) He twisted his little body back and forth. (TWIST BODY) He leaned over and touched his shoes. (LEAN OVER AND TOUCH SHOES) He stood up straight. (STAND STRAIGHT) He lifted his knees, one, two, three, four. (LIFT KNEES ALTERNATELY) He jumped into the air and clapped his hands. (JUMP AND CLAP) Then he stood still and looked up, to the left, to the right, and down to his toes. (STAND STILL, LOOK UP, LEFT, RIGHT, DOWN) He turned around. (TURN AROUND)

Everywhere he looked, he saw children on the playground. He heard them say, “Look at that funny-looking creature. Let’s try and catch him.”

The Martian became very frightened, and he began to shake. (SHAKE BODY) Then he ran to the space ship, (RUN IN PLACE) jumped inside, (JUMP) and wiggled into place. (WIGGLE)

The children looked all over the playground, but they could not find the little Martian. His ship looked just like any other rock on the school playground. The children never found him again.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td>What animal goes <em>peep, peep</em>?</td>
<td>![Image of a duck with a peep sound]</td>
</tr>
<tr>
<td>What animal goes <em>neigh, neigh</em>?</td>
<td>![Image of a horse with a neigh sound]</td>
</tr>
<tr>
<td>What object goes <em>splash, splash</em>?</td>
<td>![Image of water splashing]</td>
</tr>
<tr>
<td>What animal goes <em>tweet, tweet</em>?</td>
<td>![Image of a bird with a tweet sound]</td>
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<tr>
<td>Move until I say STOP.</td>
<td>![Image of a stop sign]</td>
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<tr>
<td>(Player must stop immediately at the word <em>stop</em>.)</td>
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<tr>
<td>Hop on one foot and sing <em>Jingle Bells</em></td>
<td>![Image of Jingle Bells]</td>
</tr>
<tr>
<td>Pat the top of your head while you are marching</td>
<td>![Image of a hand patting a head]</td>
</tr>
<tr>
<td>Repeat these words: <em>accent, brave, wilderness, savage</em></td>
<td></td>
</tr>
<tr>
<td>Twirl around once, jump up four times, and salute.</td>
<td>![Image of a hand twirling and a hand jumping]</td>
</tr>
<tr>
<td>Repeat these numbers: <em>2-5-1-8</em></td>
<td></td>
</tr>
<tr>
<td>Clap twice and stamp your left foot three times.</td>
<td>![Image of a hand clapping and stamping]</td>
</tr>
<tr>
<td>Repeat these nonsense words: <em>numzy, pample, reten</em></td>
<td>![Image of a hand clapping]</td>
</tr>
</tbody>
</table>

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Why do you need to do your homework?

Why do you need to study for a test?

What is one way to create a good study area?

How can you get your homework finished before you need to go someplace?

How does a good listener look?

What does a good student do?

What is one way to get organized?

What is one way to finish your classwork?

What should you do in order to follow written directions?

What do you do if something is bothering you when you are doing your schoolwork?

How do you know when you are a good listener?

How do you know when you are a poor listener?

What is one good work habit that a good student possesses?

What is one poor work habit that a poor student possesses?

Why is it a good idea to make a time schedule?

What is one example of an educational goal?
<table>
<thead>
<tr>
<th>Card Description</th>
<th>Image Description</th>
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</thead>
<tbody>
<tr>
<td>I did not study for a test, and got a failing grade.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I’m too tired to do my homework.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I don’t want to do my classwork, and no one can make me do it.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I don’t need to study.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I’ll do my schoolwork tomorrow, but not today.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I did not pay attention in class, and I got a failing grade on my report card.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>If the schoolwork is no fun, I’m not going to do it.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I listened to the teacher and got a perfect score on my test.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I was careless and made simple mistakes on my test. I got a low grade.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I’m not going to do that project. It’s boring.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I studied for a test and got a 95 on it.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>I did not make up the work I missed when I was absent.</td>
<td>Roadblock Cards</td>
</tr>
<tr>
<td>FROM BOARD</td>
<td>FROM MEMORY</td>
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