Biography Board Games

This project enhances students’ abilities to read, comprehend, and communicate.

**Curriculum/State Standards**
LA.4.1.6.2 - listen to, read, and discuss familiar and conceptually challenging text;
LA.4.1.7.2 - identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text;
LA.4.1.7.3 - determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;
LA.4.1.7.4 - identify cause-and-effect relationships in text;
LA.4.1.7.5 - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;
LA.4.1.7.6 - identify themes or topics across a variety of fiction and nonfiction selections;
LA.4.1.7.7 - compare and contrast elements in multiple texts (e.g., setting, characters, problems); LA.4.1.7.8 - use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.
LA.4.2.1.5 - respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.4.2.1.6 - write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;
LA.4.3.1.1 - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;
LA.4.3.1.2 - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece;
LA.4.3.1.3 - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence.
LA.4.3.1.4 - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
LA.4.3.5.2 - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate;
LA.4.3.5.3 - share the writing with the intended audience.

**Overview**
This project allowed students to read biographies, take notes, then create a board game based on their person of interest. Students had to create a game complete with rules and skills to teach others.

**Objectives**
The student will be able to choose, read, and comprehend a biography on a famous or influential person or event in our history.

**THIS WINNING PROJECT IDEA SUBMITTED BY:**
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The student will be able to record information and facts that summarize the life and achievements of their chosen person or event.

The student will create a game board that is decorated with clues that will lead to the discovery of their chosen person or event.

The student will be able to communicate orally and share clues that will lead to the discovery of his/her chosen person.

The student will be able to determine the character traits of his/her person and explain the importance of them to others.

The student will create a PowerPoint slide show on the computer to present the game and how it is played.

**Materials**
- blank board game boards
- blank spinners
- blank cards for game
- dice & pawns for playing game
- biography books on various people
- books on creating game boards from scratch
- PowerPoint program
- computers
- 5 copies of Journey to Gameland from Treetop Publishing
- class set of Biography Chapter Books from Mari, Inc.

**Readiness Activity**
Students self selected a biography chapter book on a person to read and record notes from. Students will have the ability to read a grade level piece of literature and respond to it appropriately in writing. Comprehension knowledge will be important and necessary.

**Strategies/Activities**
Students will self select a biography chapter book on a person to read and record notes from.

Students brainstorm ways to create scenarios and possible game playing options and styles after reading and researching various games and then students keep notes from biography.

Students will research and brainstorm board game objectives, rules, and create their own board game.

**Culminating Activity**
Students will present their games to small groups of other students and actually play their customized board games.

**Evaluation Method**
Students will successfully create board games to support their biography of choice.

Students will present rules and objective of the games they create by using PowerPoint slide presentations. They will be able to successfully give oral and written directions to play their created games. Students will play board games with other students in class and various classes who have also read the same biography books.