

Suggestions and Ideas Utilizing the
FunPack™ Card Deck,
SGM® STAMPede Stamp Set
And Board Games

**Creative Materials for Developing an Understanding
Of Narrative Structure, Critical Thinking and Pragmatics**

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We know you will enjoy this grouping of *Creative Materials for Developing and Understanding of Narrative Structure, Critical Thinking and Pragmatics*. These materials are listed below and are designed for instruction, work stations and centers, and may be tailored for intervention. Suggestions provided within these instructions are compatible with suggestions provided in all instructional manuals from MindWing Concepts, Inc. Please visit our website, www.mindwingconcepts.com, and click “support” to learn more applications.

- **Student Story Grammar Marker®**, a visual, tactile and kinesthetic learning tool for use with narrative development activities.
- **The FunPack™ Card Deck**: Fifty-four cards designed with Story Grammar Marker® icons. Directions for ten card games are included.
- **The SGM® STAMPede**: Iconic rubber stamps for use with board games described below or used independently; for instance, in the revision process of narrative writing.
- **A two-sided game board** with playing pieces. The games target narrative development, feelings, plans, body language and tone of voice.
 - Game #1: **Select! Reflect! Collect!**
 - Game #2: **Marker Land**

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GETTING STARTED WITH THE CARD DECK

Life experiences and stories transport the child into worlds of new Characters, ideas and adventures. While observing such experiences and reading/listening to stories, the mind is reaching new levels of critical thinking and understanding. As we know, many children have difficulty thinking critically about Characters, their Feelings, Plans and the reasons why these Characters do what they do.

Most all children enjoy games. When designed around specific goals and benchmarks, such games serve to assist educators in differentiating instruction and, in fact, to provide innovative intervention. All the suggestions for the use of the Cards, stamps and board games in this creative package of materials are meant to be used for academic purposes, to develop the narrative mode of thinking. Similarly, these suggestions create social situations that stem from the “fun” of the game. These social situations have Kick-Offs, Feelings and Actions in and of themselves!

Background Information

Narrative development is important as an anchor for comprehension, and for making our thoughts explicit and coherent or all and in the written form. Narratives are important for “making connections to life, self and text. Narratives are important for thinking through a problem as well as participating in a social situation, particularly if the character’s motives and feelings are different from one’s own. The ability to understand and tell a personal narrative is vital for social interaction, mandated state testing and even for the college application essay! In short, narratives are important for literacy development and for life!

In order to utilize, and enjoy, these cards, and games, it is important for you to know the name and meaning of each icon as well as common questions asked regarding each of them. Use this “student-sized” Story Grammar Marker as you view the icons, their names and common questions on the following **Complete Episode** chart:



Character: Who is this story or social situation about?



Setting: Where and When does the story or social situation take place?



Kick-Off: What happened in the Setting that was unexpected or suddenly happened?



Feeling: How did the Character feel about the Kick-Off?



Plan: What did the Character want to do when he/she had that feeling about the Kick-Off?



Attempts: What did the Character actually do to carry out his/her Plan?



Direct Consequence: How did everything turn out?
Did the Character get what he/she planned or not?



Resolution: How does the Character feel now?

Your knowledge of this chart and of the narrative developmental sequence will assist you in planning activities using these cards. The Complete Episode is the basic unit of a plot. Changes of setting, addition of characters, changes in characters’ points of view and additional “kick-offs” create the intricacies of a “plot.”

The Complete Episode, pictured above, develops over a period of time. The following graphic shows the incremental development of the Complete Episode (Stage 5). Each stage is titled and includes particular icons. The number of icons increases as the stages develop. There is much to know about the developmental sequence; if you need assistance in your understanding, please consult the Story Grammar Marker® Teacher Manual or one of our other manuals listed on our website www.mindwingconcepts.com.

Overview of MindWing's FunPack™ Card Deck

For: 1–4 Players

Ages: 6–12

The Objective: To introduce and teach the Story Grammar Marker® and its icons for story structure, episode organization, real-life situations, and writing (not to mention having a little fun along the way!)

Contents: 52 uniquely designed playing cards featuring the patented iconic non-linguistic representations of the Story Grammar Marker® and Braidy, the StoryBraid®.

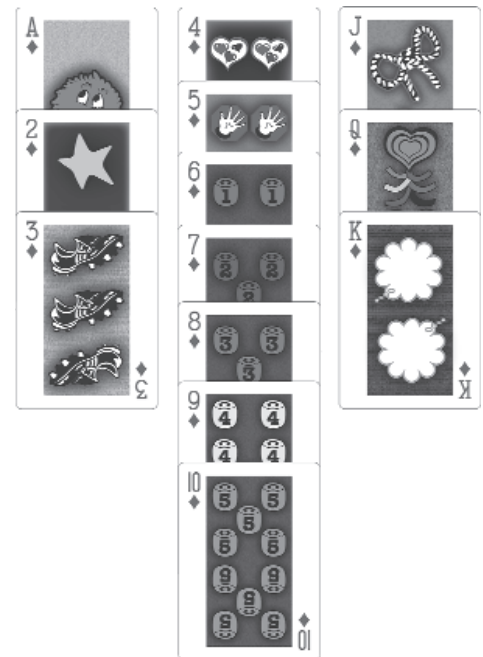
Cards Included In The FunPack™ Card Deck

PLAYING CARDS

These cards represent a traditional deck of 52 playing cards. Suits are depicted conventionally as: Hearts, Spades, Diamonds and Clubs. There are four (one card for each suit) of each of the cards listed:

- One/Ace / Character** Icon Card
 - Two / Setting** Icon Card
 - Three / Initiating Event/Kick-Off** Icon Card
 - Four) / Internal Response/Feeling** Icon Card
 - Five / Plan** Icon Card
 - Six / Bead¹** Icon Card
 - Seven / Bead²** Icon Card
 - Eight / Bead³** Icon Card
 - Nine / Bead⁴** Icon Card
 - Ten / Bead⁵** Icon Card
 - Jack / Direct Consequence** Icon Card
 - Queen / Resolution** Icon Card
 - King / Thought Bubble** Icon Card
 - Joker / Arrow** Icon Card
 - Joker / Topic** Icon Card (for use with expository text (See MindWing's ThemeMaker).
- 54 Cards Total, including Jokers •••

*These cards are useful for playing any card game.
Small groups or pairs of children, if given
"Complete Episodes," can compose a story having
all the episodic components. Children categorize the cards into
beginning, middle, and end.*



NOTE: For those familiar with the Story Grammar Marker®, you are aware that the Action, Reaction, and Planned Attempts are represented by iconic "BEADS." All "BEADS" represent Actions (verbs). In our Card Deck series, feel free to use the "BEAD" cards (6, 7, 8, 9, 10) as Actions of any kind. The beads on these cards have been numbered 1 through 5 for narrative sequencing purposes. These sequences can be used to represent Actions, Reactions, or Planned Attempts, depending upon your lesson goal.

LESSON IDEAS

The following lesson ideas are only limited examples of the uses for the FunPack™ Card Deck. Your creativity and the ability level of your players will contribute to limitless possibilities for hours of educational FUN. When deciding on activities for your “players,” be sure to choose activities which are appropriate for their age/developmental level. We are always excited to learn new and additional uses for our products. Feel free to share your suggestions with us!

The 10-Step Introduction to the FunPack™ Card Deck

Follow these ten steps or provide your own introduction.

Step #1: Prior to the use of the cards, assemble the Student Story Grammar Marker® provided in this collection of creative materials. Remove the braid. You will find a piece of white yarn and a mini-heart bead. Use the yarn to tie a bow directly above the knot and thread the single heart onto a single strand of black yarn at the bottom of the Marker! (If you have a teacher-sized marker, please feel free to use it.)

Interesting vocabulary fact: The Story Grammar Markers® are made of yarn. A “yarn” is a story and to “spin a yarn” is to tell a story!

Step #2: Gather together one to four students.

Step #3: Unwrap the deck of cards. Show the students that there are four suits (hearts, clubs, spades, diamonds).

Step #3: Using one of the suits, place the cards on the table in episodic order to show the students the visual features of each card, character through resolution. (You will see that the cards are in episodic order when you un-wrap the deck).

Step #4: Use your assembled Story Grammar Marker® as a model to show the students how the “three-dimensional” icons on the Marker relate to the model sequence of cards (Step #3).

Step #5: Provide each student with one complete suit of cards.

Step #6: Invite the students to place the cards in this order from left to right, directly in front of themselves.

Step #7: Review the definitions of the icons.

Step #8: Ask students to pick up the icons as you name them, each student putting his/her cards into a neat pack, character through resolution.

Step #9: Use your Story Grammar Marker® to tell a short personal narrative about an event that happened to you.

Step #10: Retell the story. As you point to each icon on the SGM® and ask the students to place the corresponding icon card at the back of their packs.

(Possible kick-offs for personal narratives: flat tire, dog getting loose, losing something, losing something belonging to someone else!).

Instructional note: The next few pages contain SGM® Perspective Taking Maps that have been completed using the following picture books:

The Paper Bag Princess by Robert Munsch
Dr. De Soto by William Steig

These maps and possible questions are included to provide you with ideas for your first few games.

You may formulate questions requiring answers on the maps or you may differentiate instruction by asking the students to formulate questions, retell the whole or parts of the stories, depending upon the icons in question. Of course, you may choose to use your own literature selections. Feel free to do so!

Please take a few minutes to read the books by Munch and Steig noted above. The following pages contain MindWing’s perspective taking maps, analyzing the perspectives of characters in the two books. The analysis will provide you with content for *Wh* Questions as you begin to use the cards, stamps and board games.

Perspective Taking Map For *The Paper Bag Princess*

By Robert Munsch



To take the perspective of more than one character.

Elizabeth, a princess

The Middle Ages: a kingdom with a castle.

The dragon eats the castle, burns all the royal possessions and carries off "Prince Ronald."

Elizabeth is devastated but brave.

She plans to rescue the "prince," by tricking the dragon.


She dresses in a paper bag.

She finds the dragon's cave.

She knocks on the door.

She tricks the dragon.

She rescues Prince Ronald.

Elizabeth is elated at first but the Prince's reaction is a new 



The Dragon, a mythical creature

The Middle Ages: lives in a cave

He sees a castle.

He feels hungry.

He plans to eat the castle and its inhabitants.

He descends from mid-air on to the castle.

He burns the castle with his fiery breath.

He carries off Prince Ronald and

leaves a trail of horses' bones.

He arrives at his cave planning to rest and then eat Ronald. (He thought he achieved his plan.)

He was satisfied.

Questions for the *Paper Bag Princess*

Related to the Story Grammar Categories of the Episode



Character:

Name the three Characters in the *Paper Bag Princess*. (Princess Elizabeth, Prince Ronald, The Dragon)

Describe Elizabeth: two physical Characteristics. (long hair, beautiful clothes)

Describe the Dragon: two physical Characteristics and one personality Characteristic.

(The Dragon breathed fire and had wings. He was proud, arrogant, “stuck-up,” etc.)

Name two personality traits Elizabeth used to help her trick the dragon.

(She was brave and clever.)



Setting:

Where does the *Paper Bag Princess* live at the beginning of the story?

Name two parts of a castle. (moat, turret, drawbridge...find this information if you wish)

Where did the Dragon take Ronald?

How many sounds does the word “cave” have in it? (three: KAV)



Initiating Event (Kick-Off):

What happened to Elizabeth at the beginning of the story that was not a ho-hum day?

(The Dragon wrecked the castle, burned all E’s clothes and carried Ronald to his cave.

The answer could be as simple as: “The Dragon came and ruined everything.”)

Tell the entire Initiating Event that happened to Elizabeth at the beginning:

Dragon came and stormed the castle.

Dragon burned all Elizabeth’s clothes.

Dragon took Ronald away.

What happened to cause Elizabeth to feel shocked and angry at the beginning of the story? (See above and accept what you wish as an answer depending upon abilities of your students and your expectations.)



Internal Response (Feeling):

How did Elizabeth feel about the Kick-Off? (See the pictures: shocked and angry. You may want the children to show the body language as well.)

How do you think Ronald felt when he was in the cave?

(Perhaps he was scared. More advanced children may say that he was calm, because he knew Elizabeth would come to rescue him, etc.)

How do you think the Dragon felt when he said: “Go away, I love to eat Princesses but I have already eaten a whole castle today. Come back tomorrow.” (He probably felt disgusted.)

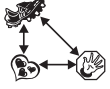


Plan:

What did Elizabeth want to have happen when she went to the cave the first time? (She wanted the Dragon to come out to discuss getting the Prince back.)

What did Elizabeth know about the Dragon’s physical description that helped her make her Plan to rescue Ronald? (One thing she knew was that he breathed fire and it would eventually run out.)

What did Elizabeth remember about the Dragon’s personality that helped her Plan to trick him?



Critical Thinking Triangle:

Complete the following while viewing the diagram of the CTT:

Ronald tells Elizabeth to come back when she looked like a real princess. *How does she feel when he says that and what is her Plan?*

What did Ronald know about Elizabeth's personality?

Name the three components of the Critical Thinking Triangle.



Attempts:

What did Elizabeth do to rescue Ronald? The dragon planned to capture a prince. What did he do to accomplish this?

Elizabeth was flabbergasted at Ronald's words to her at the end of the story. Her Plan was to get rid of Ronald as her fiancée. *What did she do/say to accomplish her Plan?*



Direct Consequence:

What happened as a result of Elizabeth's Attempts to trick the dragon?

Did she accomplish her Plan or only part of it?

What caused Elizabeth not to marry Ronald after all?



Resolution:

How did Elizabeth feel when she first entered the cave to rescue him?

How did Elizabeth feel after she told Ronald that he was a "bum"?

What lesson did Elizabeth learn?

Teachers may differentiate instruction by adapting the complexity of the questions to the age/ability level and narrative stage of the student(s). Using the contents of the perspective map on page 7, the following questions were crafted:

If the child has a Character icon.

- Easy: 1. *Who is the main Character in the Paper Bag Princess?*
- Moderate: 2. *Describe Elizabeth physically? List at least two attributes.*
- Moderate: 3. *Name one person, place or thing that Elizabeth liked and one that she disliked.*
- Difficult: 4. *Do you think that Elizabeth was brave? Why? What makes you think that?*

If the child has an Internal Response (Feeling) icon.

- Easy: 1. *How did Elizabeth feel at the beginning of the story when the dragon came and did what he did?*
- Moderate: 2. *Did Elizabeth's feelings for Ronald change at the end of the story? Why did you say that (yes/no)?*
- Difficult: 3. *Why did Elizabeth feel the way she did at the end of the story?*

Questions for *Dr. De Soto*

Dr. De Soto provides the content for a social situation experienced by fictional Characters. Many times the organized content of well-written picture books allow participants to express Feelings, Plans, thoughts, memories, cohesive sentences and question/answer formats that apply to everyday social situations.

If the child has a Character icon:

- Easy: Who is the main Character in *Dr. De Soto*?
- Moderate: Describe *Dr. De Soto* physically. List at least two attributes.
- Difficult: Do you think that *Dr. De Soto* was brave? What, in the social situation in this book, makes you think that?

If the child has an Internal Response (Feeling) icon:

- Easy: How did *Dr. De Soto* feel about the fox at the beginning of the story when the fox asked him to fix his tooth? What picture in the book tells you this?
- Moderate: Did *Dr. De Soto's* feelings about having the fox as a patient change?
- Difficult: How did *Dr. De Soto* feel at the end of the story? Why did he feel that way?

Linguistic and Mental State verbs abound.

Linguistic Verbs (tone of voice): shouted, wailed, whispered, cried, gasped, announced, whimpered, yelled, mumbled, yelped, muttered, chortled, "said the dentist sharply", exclaimed, declared. Use the sentences containing these words to model differences in "tone of voice" and also show possible body language, especially facial expressions.

Mental State Verbs (thinking):

Examples of sentences containing a mental state verb or the content for identifying one:

1. When the doorbell rang, he and his wife would look out the window. They wouldn't admit even the most timid-looking cat. (What were they thinking?)
2. "Just a moment," said *Dr. De Soto*. "That poor fox," he whispered to his wife. "What shall we do?" "Let's risk it," said *Mrs. De Soto*. She pressed the buzzer and let the fox in. (What were they thinking. What do you think they said to each other?)
3. Despite his misery, he realized he had a tasty little morsel in his mouth and his jaw began to quiver. (What was the fox thinking? *Realized* is a mental state verb.) "Keep open!" yelled *Dr. De Soto*. "Wide open!" yelled his wife. (At the same time, what was *Dr. De Soto* and his wife thinking?)
4. They could guess what he was dreaming about. *Mrs. De Soto* handed her husband a pole to keep the fox's mouth open. (What were the *De Sotos* thinking? *Guess* is a mental state verb.)
5. On his way home, he wondered if it would be shabby of him to eat the *De Sotos* when the job was done. (What was the fox's dilemma here? *Wonder* is a mental state verb.)
6. "He didn't know what he was saying," said *Mrs. De Soto*. "Why should he harm us? We're helping him." "Because he's a fox!" said *Dr. De Soto*. "They're wicked, wicked creatures." (What were the *De Sotos* thinking here? *Dr. De Soto*? *Mrs. De Soto*? *Know* is a mental state verb.)
7. "I think it will work," said *Dr. De Soto*. What was he thinking? *Think* is a mental state verb; so is "plan." (continued on page 13)

Perspective Taking Map For *Dr. De Soto*

By William Steig



To take the perspective of more than one character.

Character: Dr. De Soto and wife, dentists; mice

Setting: Dental office; home

Kick-Off: A Fox (large dreaded animal) requests help for a toothache.

Feeling: fearful / Thought bubble: Knows the fox is dangerous. Remembers that he does not treat large dangerous animals. Thinks he should help because he and wife have empathy (inference).

Plan: To help the Fox by being aware and careful

Attempts: Orders fox to sit for exam

Determines tooth must come out

Pulls tooth

Tells fox to come back for new tooth the next day at 11:00.

Direct Consequence (Tie-up): Has done the right thing. Helped the fox.

Resolution: Feels good about helping fox but worried about the next day. Still very wary of the intent of the fox.



Character: Fox: well-dressed, cunning, an eater of mice



Setting: one the street of a city, in a neighborhood



Kick-Off: Has a toothache.



Feeling: pain and sadness



Plan: wants to get the tooth fixed



Attempts:



Requests help from a mouse dentist (knows the rules of the dentist)



Begs for mercy



Enters the office



Gets tooth pulled.



Direct Consequence: Tooth is out!



Resolution: fox feels better physically. He is relieved. He thinks about eating the mice when the dental work is done.

Perspective Taking Map For *Dr. De Soto*

By William Steig



To take the perspective of more than one character.

Characters: Dr. D. and wife

Setting: home/office

Kick-Off: thoughts about the return of the fox; they know he may eat them. They are expecting him this time.

Feeling: worried but resourceful

Plan: Dr. D. wants to put in a new tooth but fix it so the fox cannot eat them

(The plan was made the night before as he and Mrs. D. talked and talked.)

Attempts: Dr. D climbed up the ladder to check mouth of fox.

Mrs. D. carried the tooth up

Dr. D. put the tooth in

Told fox about new preparation to rid him of toothaches forever.

(Do you think this was really what this was for?)

Applied the preparation

Told fox to close jaws.

Direct Consequence (Tie-up): As a result the fox's teeth were stuck together temporarily. The mice did not get eaten and out foxed the fox!

Resolution: Dr. D. and wife were relieved and happy.



Character: Fox, feeling very good.



Setting: Dentist's office for a return visit.



Kick-Off: Returning to get a new tooth



Feeling: excited, happy, anticipation

Plan: he wants to get a new tooth put in. He would like to eat the dentist.

Attempts:

Snaps mouth shut for a joke

Got a new tooth

Felt it with his tongue

Thought about eating mice

Agreed to new preparation



Direct Consequence: As a result, his teeth are stuck together temporarily but he has a new tooth!

He knows he will not be able to eat the mice.



Resolution: feels good/bad.

8. The fox caressed the new tooth with his tongue. “My, it feels good,” he thought. “I really shouldn’t eat them. On the other hand, how can I resist?” (Besides thinking about the good feeling tooth, what else was the fox thinking?)
9. “No one will see you again,” said the fox to himself. He had definitely made up his mind to eat them – with the help of his brand-new tooth. (What is the fox thinking here? Made up his mind is a *Plan/decision* made in the mind.)
10. What about the last page? Think about all their thinking!

CARD GAMES

Using the FunPack™ Card Deck

Now that we have provided a 10-Step process for introducing the card deck and also perspective taking maps and questions for two picture books, you are ready to read the directions for our suggested games. You may add your favorite games and/or change the playing rules to suit you and your students.

Enjoy!

We will begin the card games with three commonly known “ games:

- “Short” Bingo
- Bingo
- Concentration

1. “Short” Bingo Game

Prior to the start of the game, take the plastic bag of stamps, and use them as the “caller’s icons” as you begin the games described below.

1. Provide each student with a suit of cards containing a Complete Episode.
2. Each student chooses eight icon cards from their twelve-card deck: the first five icons, one of the five bead cards, plus a consequence and a resolution. (Note: You may choose not to limit the selection of icons.)
3. The cards are placed on the table directly in front of each player, in random order.
4. To make the simple bingo card, there should be three cards, left to right, on top row; two for the out-sides of the middle row and three for the bottom row.
5. Ask each student to choose one of the remaining cards for the center “free spot”, and turn it over and place it as the center card in the three row sequence.
6. When students are ready, begin play by drawing one of the stamps from the bag and setting it in the middle of the table, wooden side up.
7. Students turn over the icon card, called by the “caller.” Before turning the card, the student must ask

or answer a question posed by the teacher or a fellow student, that is related to that particular icon. The content depends upon the story.

8. The first student to have Bingo wins. In order to win, that person must use their winning sequence of icons in a sentence or story.

2. Bingo Game (Two students per deck of cards)

This format would require the use of two suits of cards to form a traditional Bingo Game since there needs to be 24 icons plus one of the joker cards overturned as the “free space.”

1. Students overturn cards when the icon is called.
2. There will be five rows of randomly sequenced icons: 24 icons plus the “free space.”
3. Students must set up their own games.
4. Students may play in pairs, one overturning the card and the other answering the question pertaining to the card. Pairs take turns doing each of these tasks.
5. Three students may play: two using the cards and one calling the icons.
6. Students should be aware of the numbers in the action/attempt beads when they are overturning the cards to make a Bingo.

Instructional Notes:

1. Knowing that there are 24 icons in play, you will need to be sure that you have enough icons in the Caller’s bag.
2. Use the stamps to stamp out two episodes worth of icons, including 10 action beads.
3. You will have to place two sets of numbers 1-5 within the action/attempt stamped bead, since there will be 10 beads in play.
4. When the “character” icon, for instance, is called the student is allowed to decide which of the character icons to overturn. The same is true for all other icons. Thus, there may be a plan on the part of the player!
5. You may wish to have students make more traditional Bingo cards using the stamps rather than the card deck. This is certainly an alternative.

3. Concentration

- Object of the Game:**
- To match pairs of cards
 - To identify same or similar numbers, icons or colors (depending on difficulty level desired)
 - To facilitate recall/memory

- Cards Needed:**
- As few as 20 (10 pairs)
 - The deck of 52 playing cards

Directions: On a large, flat surface deal out the desired number of cards face down. To facilitate recall we recommend placing the cards in neat rows. To make matches, a student will turn over a desired card followed by another card. For example: if the student turned over a 3 of Hearts (Red), a match could be made by turning over another 3 of any suit or color. Alternatively, matches may be made pairing the icons,

e.g., Kick-Off to Kick-Off. The card “pairings” should be determined by the teacher prior to the beginning of the game. Again, it’s important to remember that the age/ability level of the individual/group will determine the “pairings” to be made. **To Win**, a player must have the largest number of pairs when all cards have been picked up from the table.

4. The Show Me Game

(Popular with our friends from Missouri.) Use one deck of 52 Playing Cards. Arrange the cards face up in rows as you would for a game of Concentration. When the cards have been organized, ask player #1 to identify and pick up any (for example) Setting Cards they see. Player #2 is then asked to pick up any Character Cards, etc. This process is repeated until all the cards are identified and have been picked up. When all cards have been picked up, ask each player to look at the cards they have in hand and provide an example for all icons picked. For example: If player #1 has Setting, Direct Consequence, and Character, she should provide an example such as the following: Maple Street School, Sally was late to class, and Sally. As an additional challenge activity, ask the players to choose the icons that make up a particular developmental stage. For example: “Show me a Descriptive Sequence.” That player would pick up a Character and Setting card and sequence them on the table in their developmental order.

Note: See the Developmental Sequence on page 4 of this book.

5. The Silly Story Line Up

Use one deck of 52 Playing Cards. Determine which stage of development you wish to focus on (Descriptive through Interactive). Refer to *How To Use The Story Grammar Marker*®, Moreau/Fidrych, © 1994, 2002. For example: If you selected the Complete Episode as your focus, pull out the icon cards for that stage from the deck of 52 cards. Proceed by dealing one or more cards to each player until all 12 cards (for the Complete Episode) are dealt. Each player prepares an example for their dealt icon(s) independently of one another. For example: If one of the players is dealt a Kick-Off, he or she should think of an example of a Kick-Off that can be contributed to the “silly story,” such as: “...slipped on a banana peel...” After the players have had time to prepare an example for their dealt icon, play begins with the teacher calling for each icon in the Complete Episode stage. Each player contributes his/her part, thus creating the “silly story.” (This activity can be made more complex by requiring that at least one adjective of size, shape, color, etc., be used as part of the example.

6. Guess My Icon

Use one deck of 52 Playing Cards or pre-select icons you wish your “players” to visualize. The dealer deals him/herself one card to use as a model. The remaining players are dealt at least one card. If the dealer holds the Character icon card, he/she begins by saying, “I am visualizing a female character from The Revolutionary War...” Each of the other students asks one “Yes/No” question to ultimately reveal the character’s hidden identity. Answer: Betsy Ross. The content of the game varies with the student’s knowledge base and/or class unit being covered. This game can be played for social studies, science or any other content area. An additional example would be to use the Setting icon for geography. For example, “I am visualizing a long river in Egypt...” Answer: The Nile River. Another example would be to use the Kick-Off icon for the cause of an event or natural phenomenon. For example, “I am visualizing the cause of earthquakes...” Answer: The movement of tectonic plates. This procedure can be followed for the remaining icons, Feeling through Resolution.

7. Drop and Match

Drop the entire pack of 52 cards onto a table or flat playing surface. Ask the player to find matching pairs of cards. (This is an educational version of the classic card game, 52 Pick-Up). As an additional challenge activity, follow the directions above, then select a developmental stage and have the players sequence their matches in the order of that developmental stage. Example: If the stage of development selected is a Complete Episode and your players' first matched pair of cards is a Direct Consequence, those cards are set aside. If the second matched pair is the Initiating Event, those cards are sequenced before the Direct Consequence. Repeat this pattern until each player has sequenced a Complete Episode.

8. Crazy Eights

Object of the Game:

- To form matches with the top card of the discard pile and the player's hand
- To be the first player to discard all his/her cards

Cards Needed:

- The deck of 52 playing cards

Directions: The first dealer is the player who draws the highest numbered card from the deck. The dealer deals 7 cards to each player beginning with the player to the left. The remaining cards in the deck form a "draw pile" from which players draw cards to create matches when needed. One card is drawn from the "draw pile" and placed face up forming a discard pile. Play begins to the dealer's left by the player attempting to match any card in his/her hand with the card in the discard pile by either number, color or icon. If a player does not have a match, he/she draws from the draw pile until a suitable match (number, color or icon) is drawn. Eights (8s) are CRAZY and may be used in place of any card. The individual using the 8 must name the suit or icon to be played by the next player. In the event that the draw pile is depleted, shuffle the discard pile and use it as the draw pile. **To Win**, a player is the first to discard all cards in hand.

9. Fan Tan

Number of Players:

- 3–4 (4 is the optimum number of players)

Object of the Game:

- To be the first player to discard all his/her cards

Cards Needed:

- The traditional deck of 52 playing cards

Directions: The first dealer is the player who draws the highest numbered card from the deck. The dealer deals all 52 cards beginning at his/her left. There may be an unequal number of cards dealt. This will not interfere with the game. Additionally, the dealer gives each player approximately 10 tokens (or any countable objects). To initiate play, the person to the dealer's left must play a 7 or toss a token into the "kitty" (bowl or pot). After a 7 is placed on the table, the next player may add a 6 or 8 card from the same suit, or another 7. This will create sequences which, from the number 7, ascend to the King and/or descend to the Ace. For example:

...4, 5, 6, **7**, 8, 9... (Hearts)
A, 2, 3, 4, 5, 6, **7**, 8, 9, 10, J... (Clubs)

If, at any time, a player does not have a "playable" card, he/she must toss a token into the kitty and lose a turn. **To Win**, a player is the first to discard all cards in hand. That player collects all the tokens in the kitty, and is given, by each of the other players, one token for each card left in their hands.

10. Go Fish

- Number of Players:** • 2–4
- Object of the Game:** • Collect as many 4 card sets of the same rank as possible. This is known as a “book.” For example: having the Jacks of Hearts, Spades, Diamonds, and Clubs create a book
- Cards Needed:** • The deck of 52 playing cards
• To shorten the game, remove books of selected ranks from the deck. For example: remove all “face” cards from the deck

Directions: The first dealer is the player who draws the highest numbered card from the deck. If 2 or 3 people are playing, the dealer deals 7 cards to each player. If there are 4 players, the dealer deals 5 cards to each player. The remaining cards are then placed face down to form a draw pile. The player to the dealer’s left begins by identifying a rank (any card in the player’s hand that he/she will play. For example: A 10s rank is higher in position within the deck than a 6, and a Queen’s rank is higher in position than a 10, etc.). The player then asks the player to his/her left for all of his/her cards of the chosen rank. For example: if Sally is the first player to begin play and chooses a rank of 4 as her playing card, she will ask the player to her left, Tommy if he has any “4” cards in his hand. If Tommy has any “4” cards, he must surrender them all to Sally. She can continue to ask him or any other player for a card of any rank as long as she has one or more of that rank in her hand. However, if Tommy does not have a “4” card in his hand he will tell Sally to, “Go Fish!” At that point of the game, Sally draws the top card from the draw pile. If she draws a “4” card she continues play by asking the next player for a card of any other rank (provided she has that rank in her hand). If the “4” card is the fourth card of the same rank, a book has been formed and she places it next to her and informs the other players. If Sally picks a card other than a “4” the play passes to her left. **To Win**, an individual has the greatest number of completed books in his/her possession.

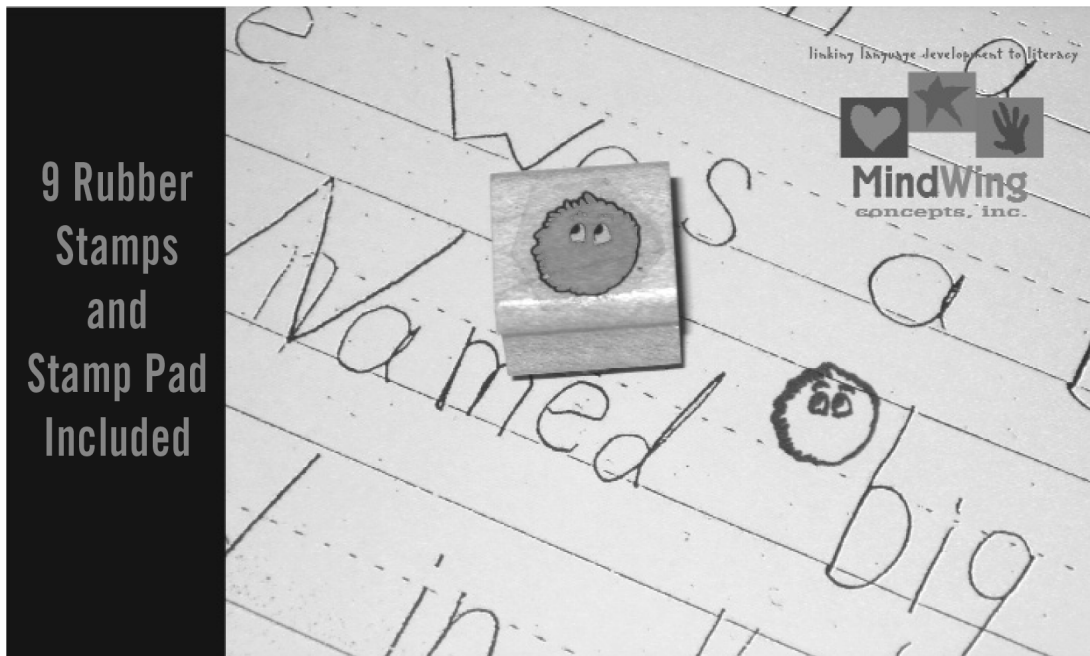
11. Hearts

- Number of Players:** • 3–4
- Object of the Game:** • To be the player with the fewest points scored at the end of the game. The Hearts are the point cards and the ones to avoid. Each Heart card counts as 1 point.
There are many variations of this old time favorite. We have, however, added our own twist—simplifying the scoring.
- Cards Needed:** • The deck of 52 playing cards

Directions: The first dealer is the player who draws the highest numbered card from the deck. The dealer deals all 52 cards beginning at his/her left. All players are dealt an equal number of cards. If there are cards remaining, those cards are placed face down and not considered part of the play. Play begins with the player to the left of the dealer who leads with any card other than a Heart. The other players follow suit. When all players have had the opportunity to place one card down, the player who placed the highest card down wins that round of cards (commonly called a “trick”). If, during this round of play a player does not have a card of the suit led, that player may get rid of a Heart or a card of any other suit. Once the first Heart is played, a player can lead with a Heart. Play continues until all cards are played. **To Win**, a player has the fewest number of points after all cards have been played.

The Iconic STAMPede Stamp Set

Activities for Developing an Understanding of Narrative Structure,
Flexible Thinking and Pragmatics



Suggestions for Using MindWing's Icon STAMPede:

- Students revise and edit their writing (see next page)
- Make individual bookmarks
- Create custom worksheets
- Use stamps in Writing Work Stations
- Stamp icons in journals as part of students' responses
- Customize writing conference
- Model revision for class (using stamps on a transparency)
- Color the icons in art and writing projects

On the following page is a writing sample of a boy in third grade diagnosed with Asperger's Syndrome. He wrote this retelling of Jan Brett's *Gingerbread Baby*. In order to revise his writing, he stamped the icons onto the writing — and found that he had a Complete Episode.
Contributed by Colleen Reader, CCC-SLP, Indianapolis. IN.

This is a writing sample of a third grade boy diagnosed with Asperger's Syndrome. He wrote this retelling of Jan Brett's Gingerbread Baby. In revising his writing, he stamped the icons onto the writing — and discovered he had a Complete Episode!

10/30/09

Once upon a time there was a clever and smart and fast
Gingerbread Baby that was about to be cooked in
the oven. He jumped out as soon as the oven
door opened. He felt happy. His plan was to run
away without being eaten. So first, the mother,
father, cat, and dog were after him. Next, he tied
a braid from Martha and Madeline's hair. Then,
he was chased by villagers. After that, he was
being chased by a fox. Then everyone. Finally, he saw
a house fit for him and went in. His plan
worked. He wasn't beaten at all. He felt glad.

The “content” will be a social situation or book selection of the adult’s choice. In time, students may cooperatively agree on a selection. Depending upon the narrative development of each student, choose:

- a situation from a personal experience (restaurant, recess, gym, shopping)
- a book that contains pictures (*The Paper Bag Princess* by Munsch; *Dr. De Soto* by Steig; *Trouble with Trolls* by Brett)
- a section of a chapter book, devoid of pictures, but that communicates a well-written story with all of the icons of the SGM® represented (Chapters from *Stone Fox* by Gardner)
- a section of a chapter book, devoid of pictures, but communicating a well-written story requiring inference of one or more iconic components. (*Number the Stars* by Lowery)
- a video, sitcom or other media “situation” may be chosen.

Note: The actual reading of these books or chapters or viewing of media should be done prior to playing the game. The books or media may be available, however, to facilitate communication.

Procedure:

Prior to the start of the game:

Distribute the cards from the FunPack™ Card Deck. Provide each student an iconic sequence of a different suit: clubs, hearts, diamonds, spades.

Invite each student to place the cards in order, left to right, face up, in a row directly in front of themselves using the SGM® tool as a reference. Naming of the icons may be necessary.

Print the words *Select*, *Reflect*, *Collect* on three index cards.

Playing Directions:

1. Place the game board among a group of players. Students throw the die to see who gets the highest number; that student begins the game. *Note:* Closest birthday to today’s date, pulling a green, yellow, red, blue paper piece from a bag to match the playing card color, are other suggestions.
2. Play proceeds to the left.
3. As students “land” on an icon, they are asked to SELECT a Probe Card with an icon matching the one they landed upon on the game board. Each of these Probe Cards (pages 25–28) contains a probe pertaining to general narrative content of a “situation” or the book utilized as content for the game. *Example:* If the student lands on the Heart the probe would be: “Name one Feeling you noticed that the character experienced.”
4. There are times when a player may wish to take time to reflect upon a response. Depending upon the student’s answer to the probe question, the teacher may provide the student with a “Reflect” card or the student may request a “Reflect” card. This card will allow him/her to:
 - ponder his/her answer,
 - consult the text or
 - formulate a question for clarification.

When the teacher provides the student with the “Reflect” card, the student, in effect, receives extended time for formulation. While the next participant throws the die and moves his/her game piece, the student with the “Reflect” card reflects upon the probe and formulates a response or a

question. The delayed response must be given following the next player's response and move. Students may ask for the "Reflect" card no more than three times during the game. The teacher may provide the card as many times as necessary. Students' need for the "Reflect" card will vary.

5. If the adult accepts the response, the student COLLECTS the corresponding card from the sequence in front of him/her. The term "Collect" means the collection of the FunPack™ playing cards which were lined up left to right in front of each player at the beginning of the game. The collection device could be an envelope or plastic bag for each student. When the correct answer is given, the student "Collect(s)" the corresponding playing card. An alternative way to "Collect" is to overturn the corresponding playing card leaving the others in place. Once all playing cards are overturned, the player has "Collect(ed)" a complete episode. The student who "Collect(s)" (in containers or by overturning) all of the icon playing cards placed in front of him/her wins!
6. A player may be progressing along the circumference of the gameboard and notice a needed icon on an approaching spoke. That player is free to move up the spoke to attain that particular icon, answer the question and overturn the corresponding playing card. After attaining the "spoke icon" he/she stays there and on the next turn rolls the die to return to the circumference.

Note: The student must roll the exact number to obtain the desired "spoke icon." It may take several turns. The student may go forward and reverse along the spokes. For example, if the player rolls a move of too many spaces, he may elect to move and overshoot the desired "spoke icon." On his next turn, he may elect to reverse his/her direction or elect to stay where he/she is and wait another turn.

Players are encouraged to play the game once around the complete circumference and then, seek "spoke icons" if he or she wishes to at that time in order to win the game.









Note: If the player wishes to, he/she may target a "spoke icon" and, instead of waiting several turns for the die to yield the correct number of spaces, he/she may answer a question related to the desired "spoke icon" AND a choice of a body language or tone of voice question!

7. You will see that the icons on the spokes vary in their placement.
8. The first student to COLLECT! or turn over all his/her icon cards, wins!
9. If time is a factor:
 - each student may record the overturned icons at the end of the playing time. Store the results in a folder until the next time. Then, the sequence of cards in front of the students will reflect the prior game.
 - each student may count the number of overturned icons

Game Variation:

Use the same board game and playing procedure as above. However, only the perimeter of the circle is utilized.

Each icon is worth a number of points as follows:

 <p>Character by itself 1 point</p> <p>Character with two describing words 3 pts.</p> <hr/>	 <p>Feeling by itself 2 pts.</p> <p>Body language and tone of voice accompanying the Feeling name 4 pts.</p> <hr/>	 <p>Consequence 3 pts.</p> <p>Consequence expressed in a sentence using “As a result” in a sentence 4 pts.</p> <hr/>
 <p>Setting by itself 1 point</p> <p>Setting with two describing words 3 pts.</p> <hr/>	 <p>Plan by itself 2 pts.</p> <p>Plan and a thought or memory that the character had that helped him to plan 4 pts.</p> <hr/>	 <p>Resolution 2 pts.</p> <p>Resolution and original Feeling, contrasted: 4 pts.</p> <p><i>(At the beginning,</i> _____ <i>felt</i></p> <hr/> <p><i>but at the end,</i> _____ <i>feels</i> _____.)</p>
 <p>Kick-Off by itself 2 pts.</p> <p>Kick-Off expressed using Character and Setting 5 pts. (<i>Joey was at the amusement park when _____.</i>)</p>	 <p>Attempts 1 point</p> <p>Multiple Attempts using cohesive ties (First, next ...) 2 pts. for each Attempt</p>	

Procedure:

Students proceed around the outer edge of the circle. When they “land” on an icon they have two options for gaining points. They make the choice from the above chart.

Recording the Scores:

Participants may make a tally sheet by stamping the icons in the boxes on page 29 and placing their score within each icon. You may wish to use the score sheets as part of a formative assessment for data collection purposes. Combine the scores of each student offering Coupons (page 30) for free time, i.e., for every fifty or one hundred points.



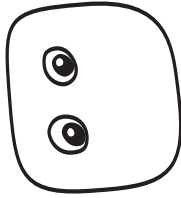
What usually happens at this setting on a ho-hum day?
What is expected?



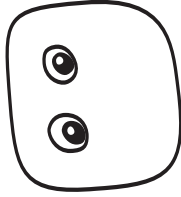
Think about the five senses: see, hear, taste, touch, smell.
Choose two and apply them to this setting.



Name five things or actions related to this setting.



Describe two physical features of the main character.



Name and describe two physical features of a character other than the main character.



What was the unexpected event or kick-off that happened to change the Ho Hum day for the main character?



Expand the kick-off. What happened just before and just after?



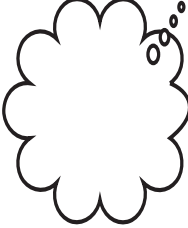
What was the feeling that the kick-off caused the main character to have?



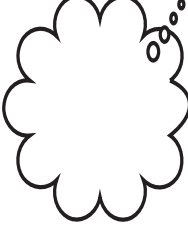
Find a picture of a character showing a feeling and name the feeling. Show this feeling on your face.



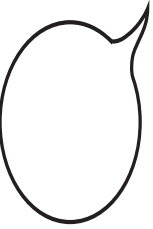
Look for one character's feeling at the beginning of the story/experience and at the end. Are they different feelings?



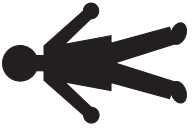
Find a place where thinking is going on.



Find or tell a sentence that contains your or a character's thought, memory or knowledge.



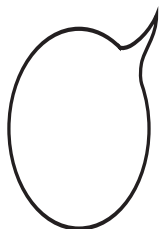
Look for a feeling in words, pictures, or a social situation. Say a sentence using the feeling in the tone of voice of the character.



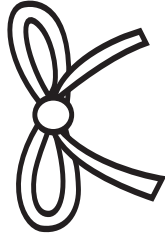
Look at pictures and find body language that communicates without words. Is it head/face; arm/hands; torso; leg/feet? Ask your peers to show the body language you tell about.



List two actions a character did to carry out a plan.



Think of a linguistic verb other than "said" and say a sentence showing the tone of voice: Examples: Sob, scream, whisper



How did the story/social situation end? Did the character get character get what he/she wanted?



How does the main character or a minor character feel at the end of the story? Why?



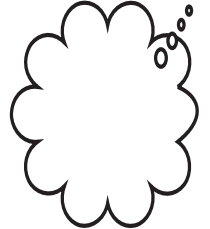
Ask a why question using the Critical Thinking Triangle as the answer.



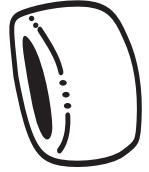
Ask a "who" question.



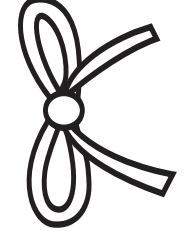
Find a picture of a character using body language to communicate. Tell others why the character is moving his/her body like that.



Talk about a time that you can "remember." This is also called a flashback.



Sequence at least three actions that a character did to carry out a plan.



At the end of the story or social situation, how does the character feel?



List three or more objects that you would see at a _____.

Name and describe two objects you would see at a _____.
(pool, basketball game, park, mall, cafeteria, etc.)



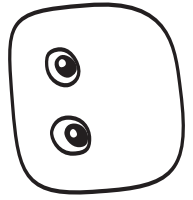
What kind of sounds would you hear in the city?

What kind of sounds would you hear in a restaurant?

Let us hear you say "I would like to eat breakfast soon" using a "calm" tone of voice.
(impatient, bored, angry, etc.)



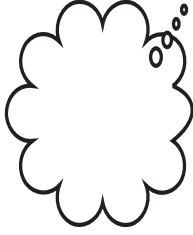
In this bag, there are three objects. Ask a partner to put his/her hand into the bag and choose the one object that you describe.

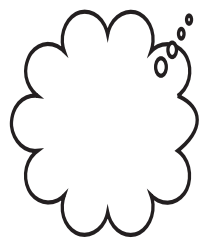
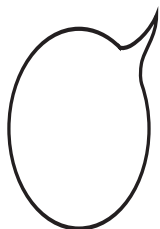
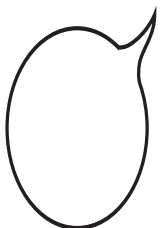
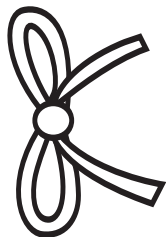
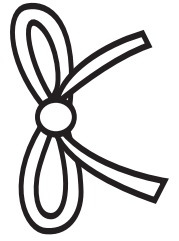
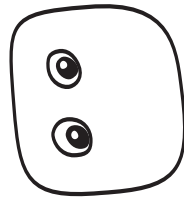


In this bag, there are three objects. Put your hand in the bag, touch one of the objects and guess what it is.



In this bag, there are three objects. Put your hand in the bag, touch one of the objects, guess what it is and describe two of its physical characteristics. (corners, round edge, rough, etc.)





Score Sheet

Select! Reflect! Collect!

Name _____

Date _____

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Use the STAMPede stamps and stamp the icons in order. Check the icon's box when you get the corresponding question correct.
The first player to check all the icons wins. Use the Total Score box only when playing using a point system.

Total Score

Score Sheet

Select! Reflect! Collect!

Name _____

Date _____

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Use the STAMPede stamps and stamp the icons in order. Check the icon's box when you get the corresponding question correct.
The first player to check all the icons wins. Use the Total Score box only when playing using a point system.

Total Score

Score Sheet

Select! Reflect! Collect!

Name _____

Date _____

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Use the STAMPede stamps and stamp the icons in order. Check the icon's box when you get the corresponding question correct.
The first player to check all the icons wins. Use the Total Score box only when playing using a point system.

Total Score

Coupon

For _____

Signed _____ Date _____

Coupon

For _____

Signed _____ Date _____

Coupon

For _____

Signed _____ Date _____

Observing the Situation

Board Game: *Marker Land*

Directions:

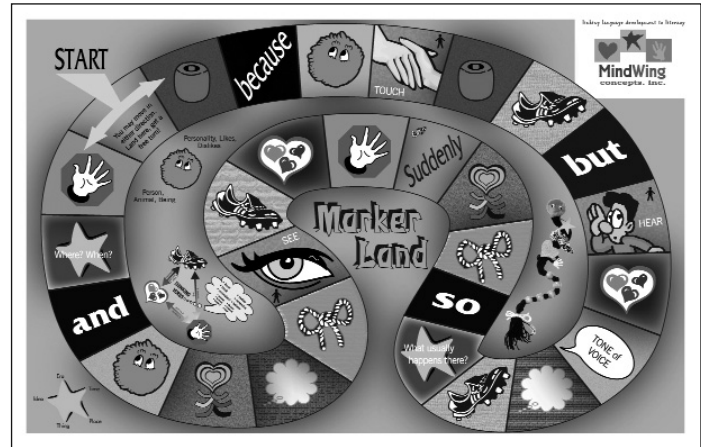
Two to four students may play.

- 1) Each student rolls the die. The one with the highest number goes first.
- 2) Roll the die to determine how many spaces will be moved. Students may move either direction at any time, depending on which icon they desire. Two or more players may land on the same icon without penalty.
- 3) When the student lands on an icon, word, or “senses” space, use the Probe Cards on pages 25–28 to help ask the student a question regarding that icon or word. For each correct answer, the student gets to check off the icon on his scoresheet (see below). Some spaces have a mini-icon in the corner; these refer to the icon to be attained when the correct answer is given—for instance—Body Language (👤) is credited when the student answers a “senses” question.
- 4) When a student lands on a space that he has already checked off, he gets a another, free turn.

As time goes on, you may use the “blank” Probe Cards and ask students to make up their own questions for use in the game. The content of the questions depends upon the adult’s or student’s selection of a book or a social situation. Content may come from fiction and media as well as real-life situations.

Please see the Marker Land scoresheets on the following page. Students may complete the scoresheet using the STAMPede stamps provided with this game board. Students stamp the icons in order, then check off the icon’s box, including checking off the four “extra” boxes, as they correctly answer the probe questions.

Note: If you have the *Braidy the StoryBraid*® manual, you may use the questions on page 66 as an informal assessment as you play the game. Similarly, you may use pages 15–18 from our *Data Collection and Progress Monitoring Manual*. Please consult our website, www.mindwingconcepts.com for additional ideas under “Support.”



Score Sheet

Marker Land

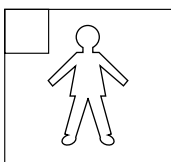
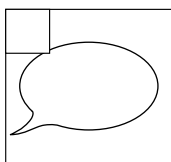
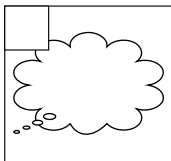
Name _____

Date _____

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Use the STAMPede stamps and stamp the icons in order. Check the icon's check box, including the four "extra" boxes, when you get the corresponding question or task correct. The first player to check all the icons wins.

Cohesive Tie
(and, because,
but, so) Say a sentence
from the story with
the word "Because"



Score Sheet

Marker Land

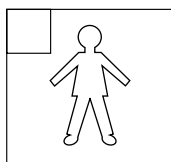
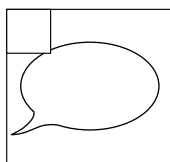
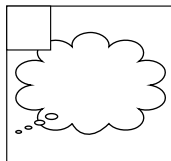
Name _____

Date _____

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Use the STAMPede stamps and stamp the icons in order. Check the icon's check box, including the four "extra" boxes, when you get the corresponding question or task correct. The first player to check all the icons wins.

Cohesive Tie
(and, because,
but, so) Say a sentence
from the story with
the word "Because"



Score Sheet

Marker Land

Name _____

Date _____

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Use the STAMPede stamps and stamp the icons in order. Check the icon's check box, including the four "extra" boxes, when you get the corresponding question or task correct. The first player to check all the icons wins.

Cohesive Tie
(and, because,
but, so) Say a sentence
from the story with
the word "Because"

