

## CLASSROOM ACTIVITY GUIDE FOR HAPPY BIRTHDAY, ROBOT!

AVAILABLE AT [SMARTPLAYGAMES.COM](http://SMARTPLAYGAMES.COM)

This guide is designed for:

- Teachers in the classroom
- Homeschooling parents
- Adults encouraging children to learn through creative endeavors
- Librarians and bookstore employees for activities after story time.
- After-school program leaders

### COMMON CORE STANDARDS

#### WRITING

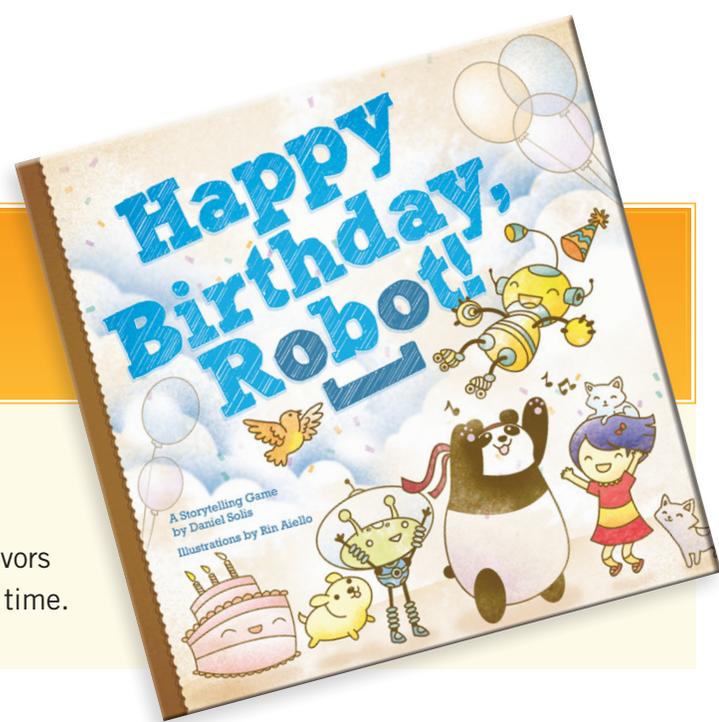
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- Choose words and phrases for effect.

#### LANGUAGE

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.



#### GRAMMAR

Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Recognize and observe differences between the conventions of spoken and written Standard English.

#### SPEAKING AND LISTENING

Engage effectively in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on others' ideas and expressing their own clearly.

- Come prepared, having read or studied required material; draw on that preparation and other information about the topic to explore ideas under discussion.
- Follow agreed-upon discussion rules (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics under discussion).
- Ask questions to check understanding of information, stay on topic, and link comments to others' remarks.
- Explain their own ideas and understanding in light of the discussion.

## HOW TO USE THIS GUIDE

These activities are easily adapted up or down depending on the age and abilities of the children involved. They are geared towards students that are at least 8 years old and can be adapted for whole group, small group, or individual.



## PREP AND PLANNING

Acquire blank dice from the local teacher store and create your own Robot Dice. If blank dice are not available, then use regular dice. See p. 15 about how to assign “blank”, “and”, and “but” to regular dice.

## PLAYING THE GAME WHOLE GROUP

- Decide how to split the class into 2 large groups. These 2 groups along with the teacher will provide the 3 players of the game.
- Place large pieces of butcher paper on the board where it is visible from all angles of the classroom.
- Display coins for the students to see. Use either overhead projector coins, or coins on the interactive board that can be flipped by touching.
- Use different colored markers for each group that writes the parts of the sentences. This allows the students to see which part of the sentence they wrote. For example, a sentence might look like this: **Robot ordered a meal** and for dessert he had a **battery cake with chocolate oil**.
- Pick students that are being respectful and following the classroom expectations to roll the dice for the groups.

## PLAYING THE GAME SMALL GROUP

- When grouping your students for the first few times, create homogenous groups: High Academic, Middle Academic, and Low Academic. Once the kids are comfortable with the game, groups can become heterogeneous.
- Give each student a different color pen. The same concept applies here as with the Whole Group. Students can be assessed with their participation in helping write the sentences.

- Give each group a spiral notebook to write in, with a twist. On the inside cover write a shortened version of the rules, what words are free, and the turn process. That way if it's a question about how it works, they can skip asking the teacher, and look at the front cover.
- Photocopy the last page of the book for the inside cover of the spiral notebook. This has a shortened version of the rules.
- Use plastic coins inside of real coins. This will prevent the students walking away a little bit richer.

## EXTENSION ACTIVITIES

### CLASS BOOK

Have the students type their stories and then illustrate them. The students can be assessed on the form of the narrative, writing conventions, and collaboration with their peers. Collect the stories and assemble them into a storybook.

### ADAPTATIONS FOR STUDENTS WITH LEARNING DISABILITIES

Pair a student with a disability with a higher student. They can be a group within a group. In order to prevent the student with a disability feeling singled out, pair each student with another student. You would have 6 students playing together instead of 3. When the student with a disability is comfortable with playing without assistance, split the 6 students into 2 groups of 3.

Create flashcards that has site words on them. Students can use the cards to help create sentences, without feeling like they have to pull the words out of the air. They can be laid out in front of them, and easily shifted positions to create meaningful sentences.

### EXTENSION FOR GIFTED STUDENTS

Have students brainstorm different words that can be “free words.” These new free words could include other conjunctions, pronouns, specific proper nouns, or anything that might be a reoccurring theme in the story. These new free words can be substituted for the original free words, or added to the free word list.

Instead of having groups of three, have groups of two. Students will take turns being the storyteller and the “and/but” group. This will force them to take responsibility in creating half of the complete sentence instead of a third of the sentence.