

Recreation Therapy

Building Skills Through Recreation and Leisure

Grade Level:

1st-5th

Materials:

Attached sheet "Getting to Know Me Uno" and Focus on Five. UNO Playing cards any version.

Targeted Skills:

Displaying and initiating reciprocal interactions while playing the game Uno. Asking/Answering questions of others, showing an interest in others, common interests, and maintaining joint attention.

Directions:

Starter Activity: Going over Focus on Five, sheet attached with the players. Go over how to play the game UNO.

The Objective: The goal of UNO is to be the first person to play the very last card in your hand. The fun of UNO is the requirement to yell "UNO"! when you are down to that last card. When playing multiple games, the winner is the player with the lowest score.

Main Activity:

- 1) Print out Getting to Know Me UNO and Focus on Five sheet. If you don't have a printer, just keep it open on your computer or phone.
- 2) Play UNO with standard rules for placing cards down. • When placing a number card down, the player must refer to the list of "getting to know you" tasks – For example, if placing a "red 4," the player will name his "favorite flavor of ice cream." – If a player puts down "yellow 6," he will ask the person to his left what his favorite holiday is. • There are 2 questions per number as there are 2 number cards per color in the deck. • "Skip" and "Reverse" cards operate as usual and do not have a task associated with them. • "Wild" and "Draw 4" cards operate as usual and the person placing them down gets to choose the next color.
- 3) Making sure they doing "Focus on Five" sheet attached throughout the game.

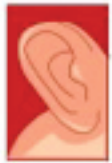
Other Ways to Modified or adjust challenge level:

- 1) Pair up with another person to play with and take turns.
- 2) Participate via Zoom, Facetime by taking turns and showing each other's card. Take turns asking/answering questions.





Eyes are watching.



Ears are listening.



Mouth is closed.



Body is upright.



Hands are still.



Give Me **FIVE**

RED: Name your favorite...

0	color	TV show
1	book	movie
2	food	toy/game
3	school subject	color
4	flavor of ice cream	candy
5	video game	season
6	holiday	snack
7	sport	song
8	animal	vacation
9	birthday	restaurant

YELLOW: Ask the person to your left

0	What is your favorite color?	What is your favorite TV show?
1	What is your favorite book?	What is your favorite movie?
2	What is your favorite food?	What is your favorite toy/game?
3	What is your favorite school subject?	What is your favorite color?
4	What is your favorite flavor of ice cream?	What is your favorite candy?
5	What is your favorite video game?	What is your favorite season?
6	What is your favorite holiday?	What is your favorite snack?
7	What is your favorite sport?	What is your favorite song?
8	What is your favorite animal?	Where was your favorite vacation?
9	What was your favorite birthday?	What is your favorite restaurant?

BLUE: Would you rather...

0	Be able to fly or swim?	Live somewhere very hot or somewhere very cold?
1	Eat cake or cookies?	Eat spinach or broccoli?
2	Be your current age or younger?	Go to the doctor or the dentist?
3	Be able to read minds or be invisible?	Travel by plane or by train?
4	Sing to music or dance to music?	Be able to only whisper or to only shout?
5	Have a pet cat or a pet dog?	Eat a live bug or a dead worm?
6	Live by the ocean or live on a mountain?	Have an elephant trunk or a giraffe neck?
7	Jump into a pool of spaghetti or pudding?	Go without TV or pizza for a year?
8	Be really strong or really fast?	Take a shower or a bath?
9	Stay up all night or sleep all day?	Kiss a frog or hug a porcupine?

GREEN: Tell us about a time that...

0	You got a great present.	You went out to eat.
1	You ate too much.	You learned something new.
2	You felt proud.	You were scared.
3	You shared something with a friend.	You ran really fast.
4	You got hurt.	You lost something and found it.
5	You went on vacation.	You worked really hard.
6	You helped your Mom or Dad.	You were really excited.
7	You were really mad.	You visited family.
8	You laughed so hard.	You got dressed up.
9	You sang and danced.	You were embarrassed.

Recreation Therapy

Building Skills Through Recreation and Leisure

Paper Plate Ring Toss Game

Grade Level:

Pre K - 1st Grade

Materials:

- * paper plates
- * paint/markers
- * scissors
- * long cardboard tube (from cling wrap, paper towel etc...)
- * sticky tape

Targeted Skills:

Reciprocal Interactions
Problem solving and turn taking.

Directions:

Gather your supplies and get ready to make your game.

First, cut the center out from a few paper plates making them into 'rings'. Paint or use markers to decorate the paper plate 'rings'. Set them aside to dry.

Next, make the stand/stake to catch the rings by cutting slits in the bottom of the cardboard tube and flattened the end you cut slits into. Take the flattened ends and tape it to the bottom side of a plate.

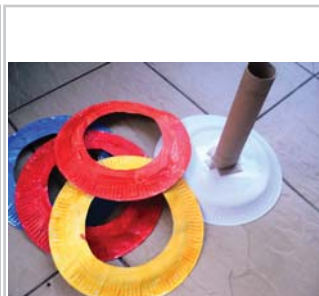
Now that you have made your game it is time to play. There are lots of different ways you can play a ring toss game. If there is more than one person playing then the rules should be discussed before game play begins. Toss your paper plate rings and try to get them around the stand/stake. A 'ringer' is when a ring is thrown onto the stand/stake. If there is more than one player, take turns tossing your rings. If no ringers are made, then the closest ring to the stand/stake wins.

There are many variations of ring toss. You can play for points. Each ringer receives three points. The closest ring to the stand/stake receives one point.

You can change where you stand depending on the color or who is tossing the ring.

Tips for creating your own ring toss game:

The heavy duty dinner paper plates toss better than the light weight paper plates. You can glue a couple light weight plates together or add decorations to give them some more weight.



Building Skills Through Recreation and Leisure

Activity Name: Would You Rather?

Level/Grade: 4-12

Performance area:

<input type="checkbox"/>	Activity Skill Instruction
<input type="checkbox"/>	Coping/Navigating Emotions
<input type="checkbox"/>	Exploring Interests/ Functional Leisure Routines
<input type="checkbox"/>	Games Reinforce Academic Skills
<input type="checkbox"/>	Joint Attention
<input type="checkbox"/>	Leisure Education
<input checked="" type="checkbox"/>	Perspective Taking/Social Cognition
<input checked="" type="checkbox"/>	Reciprocal Interactions

For students who have difficulties with: Asking questions, talking about a variety of topics, finding things in common

This activity will support student by: Providing conversation starter questions, giving them a fun way to get to know others better and find things in common

Materials:

Printable Would You Rather Cards

Starter Activity:

Print attached cards. You can print them on stock or normal paper.

You can laminate them if you prefer to re-use them.

Cut each sheet into 8 separate question cards.

Discuss what it means to have something 'in common'.

Activity Description:

Aimed at families, these Would You Rather Questions cards are great for discussion and family interactions.

1. Place the question cards face down in the middle of the play area.
2. All players take an answer sheet and pencil/pen.
3. The shortest player picks a card and reads the question aloud (take turns reading the cards after that).
4. All other players write down their personal answers to the question.
5. Take turns sharing your answers and 'Why' you chose it.
 - There are no right or wrong answers.
6. Highlight who has something 'in common'.

*Other ways to modified or adjust challenge level:

- Cards can be used with friends over the phone, FaceTime, Zoom, etc.
- Create you own questions and add them to the deck.
- Place them in a jar for mealtimes.
- Punch a hole in the top left-hand corner and hold together with a binder ring for use at appointments or on long car trips.

Would you rather
be a bird or a
fish?

Would you rather
eat spaghetti or
tacos?

Would you rather
camp in a tent or
in a camper?

Would you rather
drink orange juice
or apple juice?

Would you rather
wear boots or
tennis shoes?

Would you rather
go to the zoo or
the park?

Would you rather
meet Santa or
the Easter
Bunny?

Would you rather
be too hot or too
cold?

Would you rather
be a police officer
or a fireman?

Would you rather
read books or
write stories?

Would you rather
be a ballerina or
a gymnast?

Would you rather
have a puppy or
a kitten?

Would you rather
go mountain
climbing or
skydiving?

Would you rather
jump off a diving
board or go down
a slide?

Would you rather
be a pilot or a
pirate?

Would you rather
play baseball or
soccer?

Would you rather
be a lion or a
tiger?

Would you rather
be an actor or a
comedian?

Would you rather
have a tail or elf
ears?

Would you rather
have a playhouse
or a trampoline?

Would you rather
have a pony or a
monkey for a
pet?

Would you rather
be very smart or
very lucky?

Would you rather
be able to travel
into the future or
into the past?

Would you rather
have wings or a
jetpack?

Would you rather take an art class or a music class?

Would you rather eat fruits or vegetables?

Would you rather go snorkeling or kayaking?

Would you rather go on a hot air balloon or an airplane?

Would you rather eat cake or ice cream?

Would you rather have a pet snake or a pet tarantula?

Would you rather watch the a comedy or a scary movie?

Would you rather live in the mountains or by the beach?

Recreation Therapy

Building Skills Through Recreation and Leisure

DIY Memory Game

Grade Level:

1st-3rd

Materials:

Construction paper

Scissors

Colored pencils, markers, and/or crayons

Targeted Skills:

Reciprocal Interactions

Directions:

Have each family member take one piece of construction paper, and fold it in half lengthwise, then half again. Then fold it widthwise in half, then in half again. There should be 16 rectangles. Cut along the folded lines. Group members will be taking turns with using the scissors.

Have each group member draw the same image on two different pieces of construction paper. You can keep it simple and draw shapes like squares, triangles, circles or you can get creative and draw pictures or patterns. All members have to share and take turns with the colored pencils, makers or crayons. Make sure both images look the same so you end up with eight pairs of matching images. Be creative and have fun!

Then, have the group break out into pairs and play with their sets of DIY memory Game they created.

1. Turn over all the pieces.
2. Mix them up so the pairs aren't next to each other.
3. Decide who will go first.
4. Players take turns trying to find the pairs. On your turn, turn over two squares. If you find a matching pair, you keep the pair. If you find a matching pair, you get another turn. If you don't find a pair, it's your partner's turn to try and find a match.
5. Keep going until all the pairs are found. The person with the most pairs wins!



Recreation Therapy

Building Skills Through Recreation and Leisure

Reciprocal Interactions- Cereal Box Game

Grade Level:

Preschool-Kindergarten

Targeted Skills:

Reciprocal Interactions, Joint
Attention, Activity Skills

Materials:

Cereal Box,
Pens or Markers,
Paper,
Die

Directions:

Starter Activity-Cut or tear one side off of the cereal box to make a large rectangle board. Draw a path with squares. Cut up or tear up pieces of paper to use as game pieces.

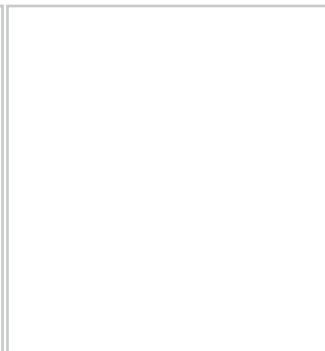
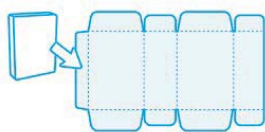
You probably already have all the materials you need to create this Cereal Box Game on hand. Simply cut or tear up your box, draw a path with squares to create a your own gameboard! Add detail by coloring or drawing simple pictures. Use dice or spinners to make up your own game. The rules are up to you. This is a wonderful project for younger kids who might just be learning how to play.

If you have difficulty agreeing on rules, just replicate regular game rules such as rolling a die and moving your game piece that number of squares. Whoever reaches the end first wins!

Practice using kind words to compliment the winner and review how to be flexible when we lose.

*Other ways to modified or adjust challenge level:

If you don't have a die at home, create one using paper or write numbers (1-6) on pieces of paper to pull out of a cup and keep putting them back in for each turn. Add stickers or allow the student to draw fun pictures on the game board for added fun. Come up with a cool name together!



Recreation Therapy

Building Skills Through Recreation and Leisure

RECIPROCAL INTERACTIONS - Balloon Juggle

Grade Level:

1st-5th

Materials:

- Balloons
- Timer

Targeted Skills:

Increased reciprocal interactions, increase spatial awareness, increased coordination

Directions:

The object of the activity is to juggle the balloon up in the air for the desired amount of repetitions or preset time. (example: juggle the balloon in the air for 5 hits or for 10 seconds)

"Juggling is defined by keeping the balloon in the air without catching or holding onto the balloon by striking it with your hands, arms, legs, feet, head, etc..."

1. Determine who will go first if there is more than one player.
2. First player will "Juggle" the balloon in the air for the predetermined number of hits or time.
3. The next player will take their turn and so on.

*Other ways to modified or adjust challenge level:

Use only one hand,

Use only non-dominant hand,

Use only feet

Use only hands but standing/hopping on one foot.

Use more than one balloon at a time

Have 2 players juggling a balloon at one time, but being aware of space and not bumping into one another.
(Spatial Awareness)

Have 2 players work as a team and have to juggle the balloon back and forth without striking the balloon twice in a row.

Have 2 players work as a team and keep 3 balloons up at one time.

Building Skills Through Recreation and Leisure

Activity Name: Charades

Level/Grade: 4th through 5th grade or similar developmental level

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: demonstrating appropriate turn taking skills, collaborating with others in a group, and difficulty with understanding verbal and nonverbal communication.

This activity will support student by: increasing their ability to practice turn taking skills with others, as well as with reading body language and facial expressions.

Materials:

- Charades cards (cut them out and fold in half)
- Hat, cup, jar, or basket (to hold the cards)
- Timer
- Paper, pencil and props (if needed)

Starter Activity:

Take turns describing an experience in which you have witnessed or personally participated in nonverbally communicating with someone else. Discuss what was being communicated and what did body movements and facial expressions did you observe or use to communicate the intended message.

Activity Description:

Discuss the games rules:

1. Have the youngest player pick a card, but do not show it to others.
2. The timer starts after the card has been read. They have 60 seconds to find the props if they need them and then reset the timer to 60 seconds to act out what is on their card. If drawing, they can not draw the object, but they can draw clues.
3. Other players guess what the actor is trying to share.
4. If no one gets it, the person to the left can give the same word a try or they can grab a new card. The choice is theirs.
5. Continue around the group.
6. The game is over when one person scores 10 or everyone has had enough. Enjoy!

Cut the charades cards out, fold them in half, and then place them in your container of choice to hold your cards: Hat, cup, jar, or basket.

Have the timer ready in the center for everyone to see.

Have paper and something to write with in case it's needed.

*Other ways to modified or adjust challenge level:

*If the student is by them self, they can pick the cards and observe their body language and facial expressions while facing a mirror.

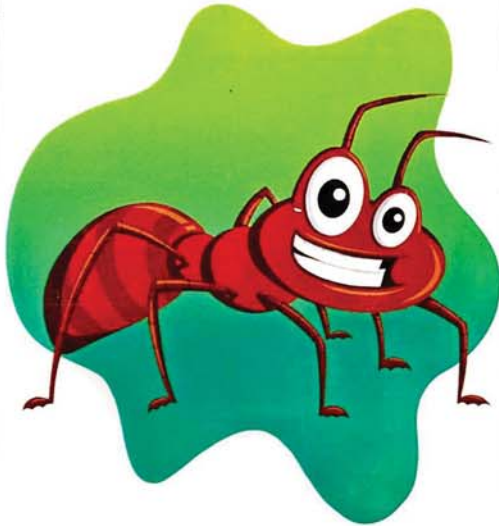
*The time to guess can be extended (to accommodate for students that need more time to think and process) or shortened (to challenge).

* If the student cannot read, they can have someone read it to them away from others and then return to the group, also the cards have pictures to help them understand what animal, object, or food they will be acting out.

I AM A HAMBURGER



I AM AN ANT



I AM A LIGHT BULB



I AM SCISSORS



I AM A CAT



I AM A MUSHROOM



I AM A BEE



I AM A ROCKET



I AM A TOMATO



I AM A SHARK



I AM A SNAIL



I AM A CAR



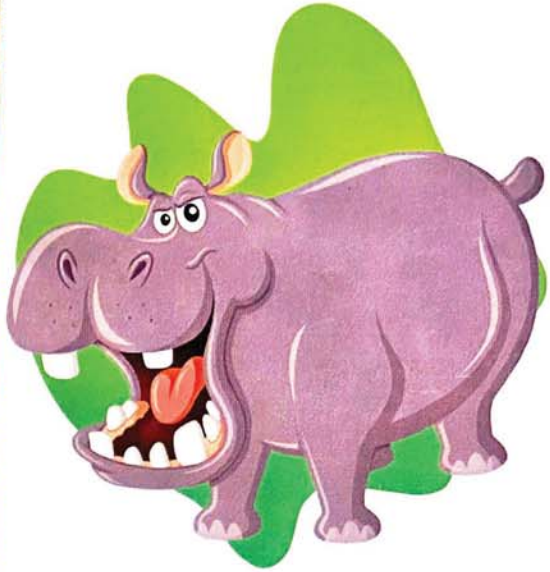
I AM A GOAT



I AM A PAINTBRUSH



I AM A HIPPO



I AM AN APPLE



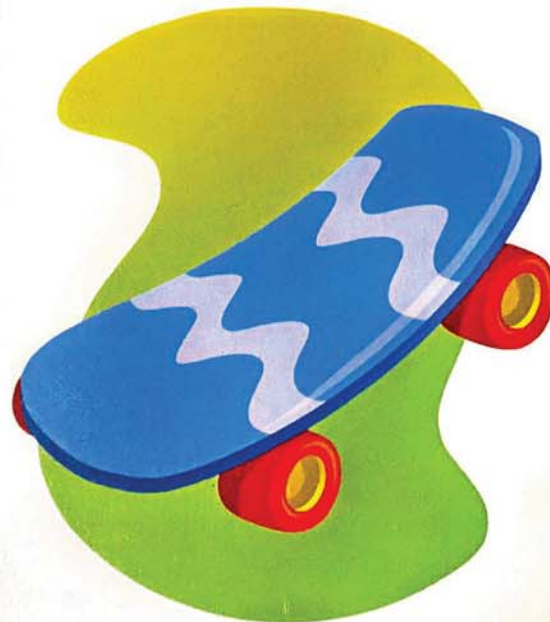
I AM A TRAIN



I AM BACON



I AM A SKATEBOARD



I AM NUTS



I AM A DUCK



I AM AN OWL



I AM A BUTTERFLY



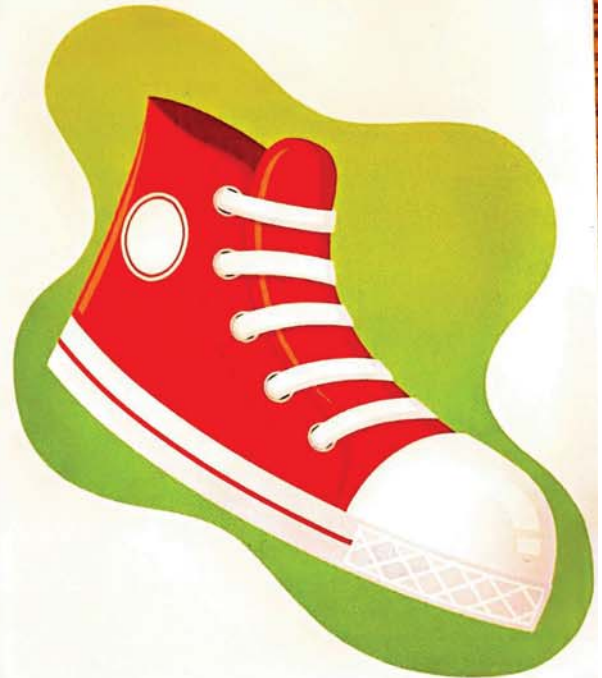
I AM KETCHUP



I AM A CAKE



I AM A SHOE



I AM A BUS



I AM A CUP



I AM A HAT



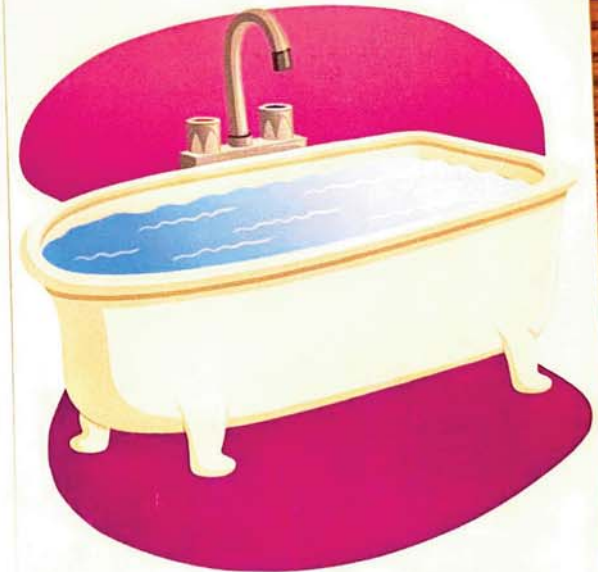
I AM A BAT



I AM A ZEBRA



I AM A BATHTUB



I AM A LION



I AM MILK



I AM A PICKLE



I AM A BEAVER



I AM A TIGER



I AM A COW



I AM A BICYCLE



I AM A HOUSE



I AM AN ORANGE



I AM A FISH



I AM SPAGHETTI



I AM A SANDWICH



I AM A SHEEP



I AM ICE CREAM



I AM A HELICOPTER



I AM A FORK



I AM A RACCOON



I AM A PARROT



I AM A PENCIL



I AM MONEY



I AM A FLY



I AM A CHAIR



I AM A CAMEL



I AM A PENGUIN



I AM A TURKEY



I AM CHEESE



I AM A BANANA



I AM A COMPUTER



I AM A UNICORN



I AM A MOUSE



I AM A HOT DOG



I AM A RHINO



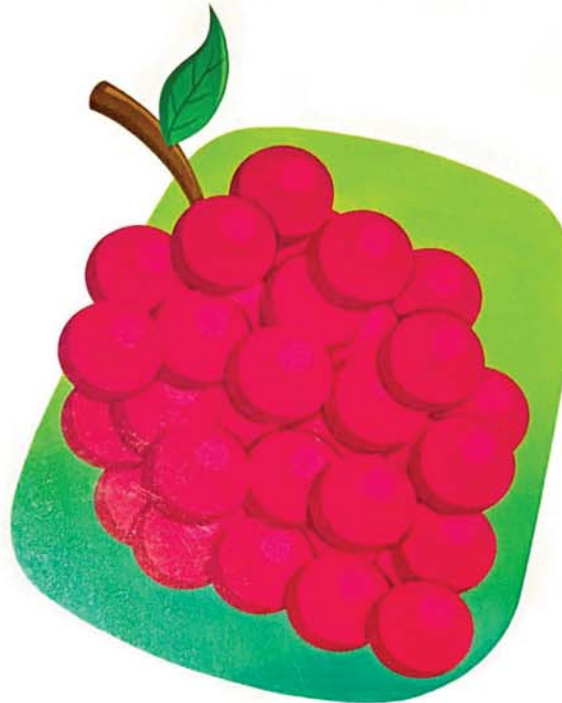
I AM A BED



I AM FRENCH FRIES



I AM GRAPES



I AM AN EGG



Building Skills Through Recreation and Leisure

Activity Name: Shark Bite

Level/Grade: 1st to 3rd Grade

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: Develop fine motor skills, taking Turns, anticipating a peer's intent, and, initiate reciprocal interactions, picking up on social cues/nonverbal communication.

This activity will support student by: Increase reciprocal interactions, increase social cues/nonverbal communication, anticipating a peers intent and developing fine motor skills.

Materials:

Shark Bite game. It can be purchased on Amazon, Target etc.

Starter Activity:

Greet each other and ask have you ever played this game before? Go around and share your when birthday is and your ages. The youngest player can go first.

Activity Description:

Get ready to have a Reel-y good time when you play Shark Bite! Snag the fish and be the winner, but if the shark jumps, you'll be his dinner! Place the fun and colorful sea creatures into the game unit with a snap, and grab your friends to start playing. Players take turns rolling the die and fishing for the sea creatures using the fishing rods. But watch out – you never know when the shark is going to bite!
Video included.

***Other ways to modified or adjust challenge level:**

Younger players can also use their fingers to catch a fish as they develop their fine motor skills and hand-eye coordination.

Building Skills Through Recreation and Leisure

Activity Name: Conversation Jenga

Level/Grade: 4-5

Performance area:

<input type="checkbox"/>	Activity Skill Instruction
<input type="checkbox"/>	Coping/Navigating Emotions
<input type="checkbox"/>	Exploring Interests/ Functional Leisure Routines
<input type="checkbox"/>	Games Reinforce Academic Skills
<input checked="" type="checkbox"/>	Joint Attention
<input type="checkbox"/>	Leisure Education
<input type="checkbox"/>	Perspective Taking/Social Cognition
<input checked="" type="checkbox"/>	Reciprocal Interactions

For students who have difficulties with: social initiation and reciprocal interaction, turn taking
This activity will support student by: increasing opportunity to practice socialization

Materials:

Jenga

Starter Activity:

Set up Jenga

Activity Description:

1. Before taking a turn, the player will ask a question to another player.
2. Then take one block on a turn from any level of the tower (except the one below an incomplete top level), and placing it on the topmost level in order to complete it.
The game ends when the tower falls -- completely or if any block falls from the tower (other than the block a player moves on a turn).
3. At the end of the activity, each player will share informations they've learned from other players.

***Other ways to modified or adjust challenge level:**

If the group already know each other instead of asking a question before each turn, state a fact about another player.

Building Skills Through Recreation and Leisure

Activity Name: Hot Potato

Level/Grade: Pre K thru 1st Grade

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: sharing, passing, turn taking, waiting for a turn

This activity will support student by: targeting joint attention (shared attention, waiting for turn)

Materials:

At least 3 people, an object that can be passed around (stuffed animal, ball, small item) and music

Starter Activity:

Select an item that can be passed around in a circle. Each person will take a turn holding the item while sharing a response. ("What is your favorite color?", "What is your favorite food?", etc.)

Activity Description:

1. Turn on the music.
2. Players will pass the item to the person sitting next to them. This continues in a circular motion while the music is playing.
3. Once the music stops, whoever is holding the item is out.
4. The activity continues until there is 1 player left.

*Other ways to modified or adjust challenge level:

* Slow motion hot potato - play the game at a slower pace.

* When the music stops whoever is holding the item has to answer a question.

* Whoever is holding the "potato" when the music stops has to take 1 item (coin, an "X" on a paper, bean, lego, etc). The player remains in the game and the game continues. However, once a player has 3 items, they are out.

* If you're out, you have to sit in the middle of the circle or stand on the outside and say the name of the person who is holding the "potato" (everyone could shout it out together as more people are out).

* Think of a topic (color, cereal, etc) and each person has to identify something of that topic while holding the "potato" before passing it. Whoever is out when the music is off will think of the next topic for players.

* Change the way you pass the "potato" (underhand toss, behind your back, using only your "left" hand).

* Say the name of the person you are going to toss it to prior to tossing.

Resources adapted from:

Building Skills Through Recreation and Leisure

Activity Name: Ten Second Drawing

Level/Grade: 1-3

Performance area:

- Activity Skill Instruction
- Coping/Navigating Emotions
- Exploring Interests/ Functional Leisure Routines
- Games Reinforce Academic Skills
- Joint Attention
- Leisure Education
- Perspective Taking/Social Cognition
- Reciprocal Interactions

For students who have difficulties with: taking turns, waiting, sharing supplies, sustaining, com+
This activity will support student by: increasing opportunities to practice skills

Materials:

Paper and pencils

Starter Activity:

Set up a timer for ten seconds so it's easier for the student to transition drawings. Review rules, maybe do an example round and laugh at the silly picture created in the end.

Activity Description:

Everyone has paper and pencil. Everyone draws something for ten seconds then passes their paper onto the next person to continue drawing on the other person's paper. On the new paper, they continue to draw what they think the other person was going to draw or create their own idea.

***Other ways to modified or adjust challenge level:**

If someone is unable to think of what to draw, team up and play!

Building Skills Through Recreation and Leisure

Activity Name: Trivial Pursuit

Level/Grade: 1-3rd Grade

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: Initiating and sustaining reciprocal interactions

This activity will support student by: Body language cues and positive social interactions

Materials:

- 10 facts on familiar and Popular Culture with True or False options
- They can be written on flashcards with the answers on the bottom for the read
- They can be printed on a word document and cut to make a pile

Starter Activity:

- Topics can include: Popular Culture, General Knowledge, and Odd Facts
- Perfect for 2 or more players, ages 5 to adult.
- Score board to keep track of points for each player

Activity Description:

1. This can be played individually or on teams (Teams are encouraged to promote reciprocal interactions).
2. Whoever goes first is decided by age or Rock, Paper Scissors (if doing the lesson as partner activity)
3. Once it has been settled, select one person to be the "host".
4. The host will draw from the fact card pile and the player will have the opportunity to guess if the fact is true or false.
5. Points will be recorded by the host or another player who elects to keep tally.

This activity requires the player to initiate whose turn it is, keep track of points for self and players (if recorder), make eye contact, sustain reciprocal interaction during turn, answer true or false statements.

Tips: Here are some recommendations for the host:

- Encourage the host to use facial expression and body language cues to emphasis if an action (like losing gracefully or working as a team) is a positive or negative.

*Other ways to modified or adjust challenge level:

- * Make it a team activity, using emphasis on "majority rules"
- * Review on expected and unexpected before and afterwards
- * Make different topics of interest/trivia: food, music, movies, tv, etc
- * Instead of topics, you can use different social scenarios and have the player act out the scene or role play.

Building Skills Through Recreation and Leisure

Activity Name: Word Bloom

Level/Grade: K-12

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: Letter recognition, sight words, vocabulary building, reading fluency
This activity will support student by: Vocabulary, sight reading, reading fluency, turn taking and social skills

Materials:

pen, pencil, paper, or printable

Starter Activity:

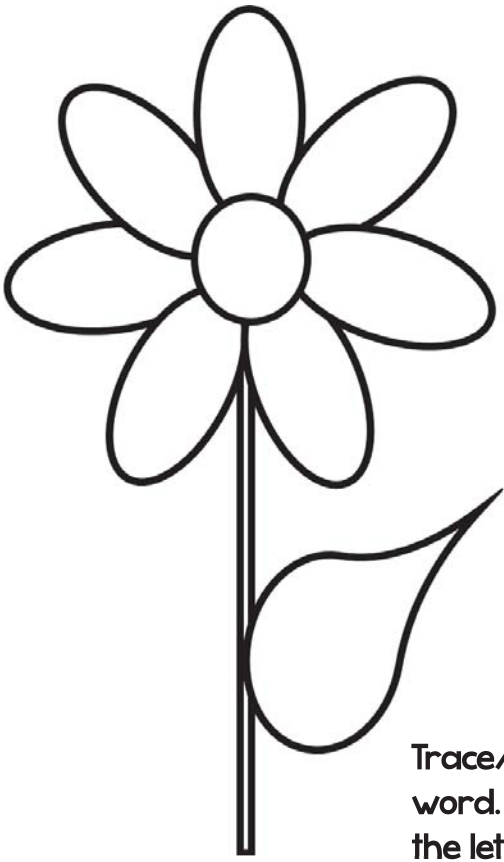
List alphabet on sheet. Choose a word or phrase, can be from current ELA assignments, math vocabulary or other categories (movies, food, sports)

Activity Description:

Once a word has been chosen, count the letters in the word or phrase
Draw dashes that correspond with the letters in the word or phrase
The student will guess a letter in the word. If they guess incorrectly then they fill in a flower petal or draw a petal. They should also cross out the letter they just named.
If they complete the flower they have lost the game.

***Other ways to modified or adjust challenge level:**

Choose longer words, choose words from current work or reading assignments



a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

Trace/color the parts of the flower as people guess letters not in your word. (Trace 7 petals, circle, stem and leaf= 10 wrong letters) Cross out the letters as they are chosen.

Make the lines that match how many letters are in your word or words. Don't forget spaces between words.