

50 REVIEW GAMES GAME 04

Find Someone Who...

Review Edition – movement, real conversation, and a room full of signing

Students move around the room reviewing ASL through authentic conversations with multiple classmates. This activity combines vocabulary review, communication, and classroom community – and it puts every student in the position of both signer and reader.

TIME NEEDED

15–20 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary through authentic conversations while increasing movement, participation, and confidence. Because each prompt must be completed by a different classmate, students end up reading many different signing styles in a single session – which is exactly what receptive skill needs.

Students will communicate with several classmates using ASL to complete a set of review challenges.

02 Materials & Skills

Materials

- Printed student review sheet, one per student (*page 7*)
- Pencil (*optional*)
- Clipboard or hard surface (*optional*)
- Timer (*optional*)

ASL Skills Practiced

- Expressive and receptive ASL
- Question formation
- Fingerspelling and number production
- Attention-getting and turn-taking behaviors

03 Setup

1. **Print the student review sheet** on page 7 — one copy per student.
2. **Review expectations:** voice off, eye contact, respectful communication.
3. **Model two or three prompts** with a volunteer so students see what a complete response looks like before they scatter.
4. **Set the partner rule.** Each prompt must be signed by a different classmate, and students should seek out people they rarely work with.
5. **Set a timer** so the room keeps moving and no one settles into one long conversation.

Before You Start

Decide how students will get a classmate's attention — a wave or a light tap on the shoulder, never a call across the room. Naming it in advance turns a management problem into a culture lesson.

04 Directions

1. Students move around the room with their sheets.
2. A student asks a classmate to complete one prompt in ASL.
3. If the response is complete and accurate, that classmate initials the line.
4. Each prompt must be completed by a different classmate.
5. The student who initials should be able to repeat the sign back — initialing means *I watched and I understood*, not just *you signed something*.
6. Finish with a whole-class discussion: which prompts were hardest, and which signs came up differently from different classmates.

05 Variations

Beginning

Reduce to ten prompts and allow students to check a posted word bank before signing.

Intermediate

Require complete ASL sentences rather than isolated signs, with correct nonmanual markers.

Advanced

Students design five new prompts for classmates and trade sheets before the round begins.

Challenge Mode

No pointing at the sheet. The student asking must sign the prompt from memory rather than showing the printed line, which turns every exchange into two-way communication instead of a reading task.

06 Assessment Ideas

Observe students for:

- | | |
|---|--|
| ☐ Question formation and clarity | ☐ Accuracy of vocabulary produced |
| ☐ Receptive understanding of peers | ☐ Fingerspelling and number clarity |
| ☐ Appropriate attention-getting behavior | ☐ Willingness to work with new partners |

The completed sheet is a record of who signed with whom, not a measure of accuracy. Collect it to see the social pattern of the room; assess the signing by circulating.

07 Troubleshooting

IF THIS HAPPENS	TRY THIS
Students stay with one or two friends	Cap it at two prompts per partner, or require initials from at least eight different classmates.
Voices creep back in	Pause the room, reset with a silent count of five, and restart. Do it early and it only takes once.
Students initial without watching	Spot-check by asking an initialer to repeat the sign they just approved.
Fast finishers stall out	Have them write three new prompts, or serve as roaming checkers for classmates still working.

Paul's Best Practice

Encourage students to meet classmates they rarely work with. Different signing styles improve receptive skills and build confidence.

The classmate you have never signed with is the one who will teach you the most.

Why It Works

Students review vocabulary naturally through meaningful interaction instead of memorization. Every prompt is answered for a real audience, so the signing has a purpose beyond being graded — and because the sheet sends each student to a different classmate, the receptive practice comes from many hands rather than only the teacher's.

Quick Tips

- ✓ Model two or three prompts before releasing the class.
- ✓ Set a timer so the room keeps moving.
- ✓ Require a different classmate for every line.
- ✓ Circulate and sign with students yourself — you are a prompt too.
- ✓ Debrief with the prompts that gave the most trouble.

Continue Exploring

Next in the collection:

▶ Game #5: Partner Teach

▶ Game #6: Around the Circle

▶ Game #7: Story Builder

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Printable Student Sheet

The student review sheet on the next page is designed to be photocopied on its own. Print page 7 only — one copy per student.

Name _____ Date _____

Find a different classmate for each prompt. Sign the prompt to them, watch their response, and have them initial the line. Voice off.

PROMPT	INITIALS
1. Sign three animals.	_____
2. Fingerspell your favorite food.	_____
3. Sign the days of the week.	_____
4. Count from 1-20.	_____
5. Use SCHOOL in a complete ASL sentence.	_____
6. Describe today's weather.	_____
7. Sign three family members.	_____
8. Tell me your favorite color.	_____
9. Sign two hobbies you enjoy.	_____
10. Show the signs for BREAKFAST, LUNCH, and DINNER.	_____
11. Describe where you live (city and state only).	_____
12. Sign five classroom objects.	_____
13. Use WANT in a sentence.	_____
14. Sign your birthday month.	_____
15. Describe your favorite season and why.	_____
16. Sign five emotions.	_____
17. Tell me one thing you did yesterday.	_____
18. Name three sports using ASL.	_____
19. Use LIKE and DON'T LIKE in two different sentences.	_____
20. Teach me one vocabulary word from a previous lesson.	_____