



TEACHER RESOURCE SERIES

50 Review Games

for the ASL Classroom

Volume One • Games 1–10

Ten classroom-ready review activities with setup, directions, variations, assessment ideas, and troubleshooting for each. Built for middle school, high school, and college ASL classrooms.

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

Contents

Volume One — Games 1 through 10

01	Vocabulary Relay	1
	<i>Movement, teamwork, and fast repeated practice</i>	
02	Mystery Sign	5
	<i>Questions, deduction, and vocabulary that sticks</i>	
03	Last Student Standing	11
	<i>Quick rounds, full attention, everyone in the game</i>	
04	Find Someone Who...	17
	<i>Review Edition — includes a printable student sheet</i>	
05	Partner Teach	24
	<i>Students become the teacher — and find out what they know</i>	
06	Around the Circle	30
	<i>Five rounds, one circle, every student in the rotation</i>	
07	Story Builder	36
	<i>Vocabulary in context, one sentence at a time</i>	
08	Four Corners	43
	<i>Move, commit, and defend the answer</i>	
09	Speed Signing	50
	<i>Many partners, short conversations, fast confidence</i>	
10	Picture Prompt	57
	<i>One image, many readings, and a reason to describe</i>	

How to Use This Volume

Every game is self-contained — time, group size, and grade levels up front, then setup, directions, variations, assessment, and the problems that come up when you actually run it. Print a single game or work through the volume in order. Game 4 includes a printable student review sheet on page 23, formatted to be photocopied on its own.

50 REVIEW GAMES GAME 01

Vocabulary Relay

Movement, teamwork, and fast repeated practice

Vocabulary Relay is a fast-paced review activity that encourages movement, teamwork, and repeated practice of previously learned vocabulary. Students strengthen both expressive and receptive ASL while having fun.

TIME NEEDED

10–15 minutes

GROUP SIZE

Teams of 3–6

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary while increasing expressive signing, receptive skills, teamwork, and student engagement.

Students will accurately produce and recognize previously learned vocabulary while working collaboratively.

02 Materials & Skills

Materials

- Vocabulary cards
- Timer (optional)
- Whiteboard (optional)

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Vocabulary recall
- Fingerspelling (optional)
- Team communication

03 Setup

1. Divide the class into teams.
2. Place a stack of vocabulary cards at the front of the room.
3. Have each team line up behind a starting point.

04 Directions

1. The first student from each team goes to the vocabulary pile.
2. Select one vocabulary card.
3. Return to the team.
4. Sign the vocabulary word without speaking.
5. Team members identify the sign.
6. After the correct answer, the next teammate repeats the process.
7. Continue until everyone has participated or all cards have been used.

05 Variations

Beginning

Use familiar vocabulary and allow hints.

Intermediate

Students must use the vocabulary in a complete ASL sentence.

Advanced

Students create a short dialogue using the vocabulary.

Challenge Mode

Instead of signing the vocabulary directly, students describe the concept using classifiers or related signs. No fingerspelling and no mouthing the English word.

06 Assessment Ideas

Observe students for:

- ☐ Accuracy of signs
- ☐ Handshape
- ☐ Movement and location
- ☐ Facial expressions and non-manual markers
- ☐ Participation and teamwork

Paul's Best Practice

Don't focus on which team wins. Focus on which students become more confident signing.

Confidence is the real victory.

Why It Works

Students receive repeated practice in a high-energy environment. Because the focus is on communication and teamwork, review feels like play rather than memorization.

Quick Tips

- ✓ Rotate vocabulary regularly.
- ✓ Mix stronger and developing signers on each team.
- ✓ Encourage positive feedback after each turn.

Continue Exploring

Next in the collection:

- ▶ [Game #2: Mystery Sign](#)
- ▶ [Game #3: Last Student Standing](#)
- ▶ [Game #4: Find Someone Who... \(Review Edition\)](#)

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

50 REVIEW GAMES GAME 02

Mystery Sign

Questions, deduction, and vocabulary that sticks

Mystery Sign is an engaging review activity that encourages students to use critical thinking and ASL to identify a hidden vocabulary word. One sign is chosen in secret; students narrow it down by asking yes/no questions until someone names it.

TIME NEEDED

10–15 minutes

GROUP SIZE

Class, groups, or pairs

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary while strengthening receptive skills, expressive signing, question formation, and critical thinking. Because students must ask before they can guess, the activity rewards strategy rather than speed — and it gives quieter students a low-risk way to participate.

Students will identify a mystery vocabulary sign by asking yes/no questions in ASL and systematically eliminating possibilities.

02 Materials & Skills

Materials

- Vocabulary cards or a posted word bank (*optional*)
- Whiteboard for tracking eliminated words (*optional*)
- Timer (*optional*)

ASL Skills Practiced

- Receptive and expressive ASL
- Yes/no question formation with nonmanual markers
- Vocabulary recall and categorization
- Sign parameter awareness

03 Setup

1. **Choose the word bank.** This week's list, a full unit, or a mixed review. Post it where students can see it, or keep it hidden for a harder round.
2. **Secretly select one word.** Write it down or hold the card face-down so there is no question later about what the answer was.
3. **Set the question rule.** Questions must be signed and must be answerable with YES or NO.
4. **Establish the answering signal.** Agree in advance on how the leader will respond — a clear YES, NO, or MAYBE with matching facial grammar.
5. **Explain the rules and model one round** before the first real round begins.

Before You Start

Everything in the materials list is optional on purpose. Mystery Sign can be run with no materials at all when you have five minutes left in the period.

04 Directions

1. A teacher or student leader secretly chooses a vocabulary word.
2. Students take turns asking yes/no questions in ASL. No voicing, no fingerspelling the answer.
3. The leader answers YES or NO with appropriate nonmanual markers.
4. After each answer, the class eliminates possibilities. Cross words off the board so the narrowing is visible.
5. Any student may guess — but a wrong guess costs the group one question.
6. When the sign is identified, the leader produces it clearly and the class repeats it together.
7. Choose a new word and a new leader, then repeat.

05 Sample Questions to Model

Post a few of these to get students started. Remind them that yes/no questions in ASL need raised eyebrows and a slight forward head tilt. The parameter questions are what make this game distinctly ASL rather than a translated version of Twenty Questions.

LINE OF QUESTIONING

EXAMPLE (GLOSS)

Category ANIMAL, IT? | FOOD, IT? | PERSON, IT?

Location or use FIND IT KITCHEN? | USE IT SCHOOL?

Attributes BIG, IT? | EXPENSIVE, IT? | ALIVE, IT?

Sign parameters SIGN TWO-HAND? | SIGN NEAR FACE? | SIGN MOVE-TWICE?

Fingerspelling WORD START LETTER-B? | WORD SHORT, ONLY-3 LETTER?

06 Variations

Beginning

Use 8–10 familiar words, posted and visible. Allow a question bank on the board and cap each round at six questions.

Intermediate

Use an entire lesson's vocabulary. Every question must differ from those already asked — repeats are a wasted turn.

Advanced

Remove the posted word bank. The student who guesses must use the sign in a complete sentence or short dialogue.

Challenge Mode

Students take turns serving as the Mystery Sign Leader while classmates ask the questions. Add a question budget of ten, a two-minute clock, or team play where a wrong guess passes the turn. The leader may offer one clue — but only after five questions have been asked.

07 Assessment Ideas

Observe students for:

- ☐ Question formation and word order
- ☐ Handshape, movement, and location
- ☐ Reasoning that builds on earlier answers
- ☐ Raised eyebrows and forward head tilt
- ☐ Receptive understanding without repeats
- ☐ Participation and turn-taking

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

Students guess immediately

Require a set number of questions before any guess is allowed.

The same three students ask everything

Go around the room in order, or give each student two question tokens to spend.

Questions drift into voicing

Reset with a silent round — no voices at all, teacher included.

Rounds run long

Shrink the word bank, or let the leader answer CLOSE or FAR instead of a flat NO.

Paul's Best Practice

Give students time to think before offering clues. The silence feels long to the teacher and short to the students — count to ten before you step in.

The discussion is often more valuable than the final answer.

Why It Works

Students practice meaningful communication while reviewing vocabulary in a fun, low-pressure setting. There is no wrong question, only less useful ones, so students who hesitate to sign in front of the class have a safe entry point. The elimination structure also forces them to hold several vocabulary words in mind at once and compare them — retrieval practice that a worksheet cannot replicate.

Quick Tips

- ✓ Rotate leaders every round so the role never belongs to one student.
- ✓ Encourage everyone to ask at least one question.
- ✓ Mix new and previously learned vocabulary so old words stay active.
- ✓ Keep the eliminated words visible — seeing the list shrink builds momentum.
- ✓ End on a win, not on a timer. Stop while students still want another round.

Continue Exploring

Next in the collection:

- ▶ **Game #3: Last Student Standing**
- ▶ **Game #4: Find Someone Who... (Review Edition)**
- ▶ **Game #5: Partner Teach**

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

50 REVIEW GAMES GAME 03

Last Student Standing

Quick rounds, full attention, everyone in the game

Last Student Standing is a fast-paced review game that keeps every student engaged while reviewing vocabulary, receptive skills, and expressive signing. The emphasis is on participation and confidence rather than competition.

TIME NEEDED

10–15 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review previously learned vocabulary while increasing student participation, receptive accuracy, and expressive confidence. The standing format means every student answers every prompt — no one waits for a turn, and the whole room is working at once.

Students will correctly identify or produce previously learned signs while staying actively involved throughout the activity.

02 Materials & Skills

Materials

- Vocabulary list or cards
- Timer (*optional*)
- Whiteboard for tracking rounds (*optional*)

ASL Skills Practiced

- Receptive and expressive ASL
- Vocabulary recall under time pressure
- Visual attention and sustained focus
- Clarity of handshape and movement

03 Setup

1. **Have all students stand** with a clear sightline to the front and enough room to sign comfortably.
2. **Decide the response mode.** Receptive or expressive — pick one before you start so students know what a correct answer looks like.
3. **Review the rules**, including how long students have to respond and how you will signal the start of each prompt.
4. **Set the tone.** Encouragement and good sportsmanship are expected; sitting down is not a punishment.
5. **Plan for short rounds.** Three or four quick rounds beat one long one.

Before You Start

Tell students up front that you will restart the game more than once. Knowing another round is coming keeps the first students to sit down from checking out.

04 Directions

1. The teacher signs a vocabulary word or shows a vocabulary card.
2. Students respond by signing the correct vocabulary, or by identifying the sign, depending on your objective.
3. Give a consistent response window — three to five seconds — so no one is rushed and no one stalls.
4. Students who answer incorrectly sit down for that round and continue observing and learning.
5. Continue with new vocabulary until one student remains standing.
6. Recognize the last student standing, then begin a new round so everyone has another opportunity to participate.

05 Ways to Run a Round

The structure stays the same; only the prompt changes. Rotating through these keeps a fifteen-minute session from feeling like the same drill five times over.

ROUND TYPE	HOW IT WORKS
Receptive	Teacher signs the word; students show they understood by producing the matching card, picture, or written word.
Expressive	Teacher shows an English word or image; students produce the sign.
Sentence	Teacher signs a word; students must use it in a complete ASL sentence.
Classifier	Teacher names a category; students describe an item using classifiers, with no lexical sign allowed.
Speed	Teacher signs two words back to back; students reproduce both in order.

06 Variations

Beginning

Allow students to check with a partner before responding, and keep a word bank posted where everyone can see it.

Intermediate

Require the vocabulary in a complete ASL sentence with correct nonmanual markers, not just the isolated sign.

Advanced

Students explain the concept, use classifiers, or build a short dialogue on the spot without preparation time.

Challenge Mode

Allow the final student standing to become the next leader, selecting or signing the vocabulary for the following round. Add a rule that the leader may not mouth the English word, and that any student may ask for one repeat if the sign was unclear.

07 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Accuracy of vocabulary | ☐ Handshape, movement, and location |
| ☐ Receptive understanding at speed | ☐ Nonmanual markers where required |
| ☐ Confidence and willingness to attempt | ☐ Attention and sportsmanship after sitting |

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

The same students win every time

Give each student two lives, so one miss does not end their round.

Students disengage after sitting

Give seated students a job — judging the next response or tracking which words came up.

Answers come too fast to judge

Have the whole class sign on a count of three so every response lands at once.

The same students go out first

Open with a practice round where no one sits down, using words you know they have.

Paul's Best Practice

Keep the activity positive. Students who sit down should continue watching and learning. Restart often so everyone experiences success.

The goal is confidence, not survival.

Why It Works

The quick pace keeps students focused while providing repeated opportunities to review vocabulary in an energetic environment. Because every student responds to every prompt, the activity produces far more repetitions per minute than a turn-taking format — and the students who sit down are still reading signs, which is receptive practice in its own right.

Quick Tips

- ✓ Keep rounds short — three quick rounds beat one long one.
- ✓ Mix easy and challenging vocabulary.
- ✓ Celebrate improvement, not just the winner.
- ✓ Give seated students a role so they stay engaged.
- ✓ Signal the start of each prompt the same way every time.

Continue Exploring

Next in the collection:

▶ **Game #4: Find Someone Who... (Review Edition)**

▶ **Game #5: Partner Teach**

▶ **Game #6: Around the Circle**

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

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 23*)
- 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 23 — 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

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

Printable Student Sheet

The student review sheet on the next page is designed to be photocopied on its own. Print page 23 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.	_____

50 REVIEW GAMES GAME 05

Partner Teach

Students become the teacher – and find out what they really know

Partner Teach transforms students from learners into teachers. By explaining, demonstrating, and practicing vocabulary with a partner, students deepen their understanding while building confidence and communication skills.

TIME NEEDED

15–20 minutes

GROUP SIZE

Pairs

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Strengthen vocabulary retention by having students teach and coach one another using previously learned ASL. A student who can produce a sign has learned it; a student who can teach it has understood it – and the gap between those two is where the real review happens.

Students will accurately demonstrate, explain, and practice vocabulary while providing constructive feedback to a partner.

02 Materials & Skills

Materials

- Vocabulary cards or lesson list
- ASLdeafined lesson (*optional*)
- Whiteboard (*optional*)
- Timer for role switches (*optional*)

ASL Skills Practiced

- Expressive and receptive ASL
- Vocabulary recall
- Peer coaching and corrective feedback
- Explaining sign parameters in ASL

03 Setup

1. **Pair students together**, mixing stronger and developing signers where you can.
2. **Assign each pair 5–10 vocabulary words** or concepts to review, or let them choose from the task list on page 26.
3. **Explain the two roles.** Each student will be the teacher for part of the activity and the learner for the other part.
4. **Set the switch signal.** Decide in advance how you will call the role change so both partners get equal time.
5. **Name what good coaching sounds like** before they start — see the coaching language on the next page.

Before You Start

The most common failure of this activity is that the stronger signer teaches for the full period and the other student never takes the teacher role. Time the switch rather than trusting the pairs to manage it.

04 Directions

1. Student A teaches the assigned vocabulary by demonstrating each sign.
2. Student B watches, copies the sign, and asks questions if needed.
3. Student A provides encouragement and gentle corrections.
4. Switch roles so Student B becomes the teacher.
5. Finish with both partners using at least five vocabulary words in a short ASL conversation.

Coaching Language

Teach students to correct by naming a parameter and modeling it, rather than saying *good job* or *that's wrong*. Post these four moves: ask for a repeat (**AGAIN, SLOW?**), name the parameter that is off — handshape, location, movement, or palm orientation — show the correction instead of describing it, and praise something specific rather than the whole attempt.

05 Suggested Review Tasks

Assign a task to each pair, or let pairs draw one at random.

1. Teach five food vocabulary signs.
2. Teach five family signs.
3. Teach five animal signs.
4. Teach five school vocabulary signs.
5. Teach five emotion signs.
6. Teach the days of the week.
7. Teach the months of the year.
8. Teach numbers 1–20.
9. Teach five verbs from the current lesson.
10. Create a short conversation using at least five review signs.

06 Variations

Beginning

Use picture or vocabulary cards for support so the teacher has a prompt to work from.

Intermediate

Require complete ASL sentences while teaching, not isolated signs with English explanation.

Advanced

Partners build a mini-lesson — introduce, model, practice, check — and teach it to another pair.

Challenge Mode

After teaching, partners join another pair and teach two of the vocabulary concepts they reviewed. The receiving pair must then teach those same two signs back, which reveals immediately whether the first lesson landed.

07 Assessment Ideas

Observe students for:

- | | |
|---|---|
| ☐ Accuracy of the signs demonstrated | ☐ Ability to explain, not just produce |
| ☐ Receptive understanding while learning | ☐ Specific, constructive peer feedback |
| ☐ Willingness to be corrected | ☐ Participation in both roles |

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

One partner teaches the whole time

Time the switch yourself and call it out loud. Do not leave the changeover to the pairs.

Feedback is only “good job”

Require one comment that names a parameter — handshape, location, movement, or palm orientation.

Pairs finish in three minutes

They demonstrated rather than taught. Require the learner to teach all five signs back.

The stronger signer corrects constantly

Cap it at two corrections per sign, and have them note the rest for the end.

Paul's Best Practice

One of the best ways to discover whether students truly understand a concept is to ask them to teach it. Teaching requires deeper thinking than simply repeating a sign.

You find the gaps the moment a student has to explain it.

Why It Works

Students remember more when they explain, demonstrate, and practice with others. The activity also builds confidence because students learn from classmates in a relaxed setting. Teaching a sign forces attention to the details a learner can skate past — where the hand starts, how the movement ends, which nonmanual marker belongs with it.

Quick Tips

- ✓ Rotate partners often so students read many signing styles.
- ✓ Mix stronger and developing signers.
- ✓ Encourage specific, positive feedback.
- ✓ Time the switch so both students teach.
- ✓ End with the teach-back — it is the fastest check for understanding.

Continue Exploring

Next in the collection:

▶ **Game #6: Around the Circle**

▶ **Game #7: Story Builder**

▶ **Game #8: Four Corners**

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

50 REVIEW GAMES GAME 06

Around the Circle

Five rounds, one circle, and every student in the rotation

Around the Circle is a flexible review activity that strengthens vocabulary, memory, sequencing, and storytelling while giving every student an opportunity to participate. Five different rounds share one setup, so the format can carry a full class period or fill the last ten minutes.

TIME NEEDED

10–20 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review previously learned vocabulary while improving memory, receptive skills, expressive signing, sequencing, and confidence. The circle makes participation visible and predictable — every student knows their turn is coming, and every student watches everyone else's.

Students will build on one another's responses while accurately recalling and producing previously learned signs.

02 Materials & Skills

Materials

None required.

- Vocabulary cards (*optional*)
- Timer (*optional*)
- Whiteboard to track signs already used (*optional*)

ASL Skills Practiced

- Expressive and receptive ASL
- Vocabulary recall and memory
- Sequencing and storytelling
- Use of signing space and role shifting

03 Setup

1. Have students stand or sit in a circle with a clear line of sight to every other student.
2. Choose a review topic or vocabulary unit, or draw one from the category list on page 32.
3. Explain the round. Each of the five rounds works differently — name which one you are running before you begin.
4. Set the help rule. A student who is stuck may ask the circle for help; no one is eliminated.
5. Pick a starting point, and change it each round so the same student is not always first.

Before You Start

With more than about eighteen students, split into two circles. A single large circle means long waits between turns, and the students across from you are too far away to read clearly.

04 Directions

Run one round or work through several. Each uses the same circle.

ROUND

HOW IT WORKS

1 – Warm-Up	Each student signs one vocabulary word from the review topic.
2 – Category	Students sign a word fitting a teacher-given category – food, animals, school, emotions. No repeats.
3 – Memory Challenge	Each student repeats all previous signs in order, then adds one new sign.
4 – Story Circle	Each student contributes one signed sentence to build a class story.
5 – Timed Challenge	Complete one full trip around the circle within a time limit, without repeating vocabulary.

05 Suggested Circle Categories

Draw one at random, or work through a column across several sessions.

Animals	Food	Family
School	Sports	Weather
Transportation	Emotions	Colors
Clothing	Verbs	Classifiers
Questions	Daily Routine	Occupations

06 Variations

Beginning

Allow vocabulary posters or lesson lists in view, and keep the memory chain short.

Intermediate

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

Advanced

Build a connected story using classifiers and role shifting, so each turn must match what came before.

Challenge Mode

Reverse the direction of the circle mid-round, increase the speed, or require students to use only vocabulary from previous units. Reversing is the sharpest of the three – students who were rehearsing their turn suddenly have to watch instead.

07 Assessment Ideas

Observe students for:

- | | |
|---|--|
| ☐ Vocabulary accuracy | ☐ Memory recall and sequencing |
| ☐ Nonmanual markers | ☐ Clarity of production at pace |
| ☐ Use of signing space in story rounds | ☐ Participation and support of classmates |

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

The memory chain collapses

Cap it at six or eight signs, then restart the chain with a new anchor student.

Students wait a long time between turns

Split into two circles, or run two rounds at once from opposite sides.

Signs get repeated

Give one student the job of listing signs already used on the whiteboard.

Students rehearse instead of watching

Reverse direction without warning, or call turns at random rather than in order.

Paul's Best Practice

If a student forgets a sign, let classmates help rather than eliminating the student. The goal is collaborative learning and confidence.

A circle should never end with someone standing outside it.

Why It Works

Every student participates, repetition happens naturally, and the activity can be adapted for any lesson or proficiency level. The circle also puts students in a genuine visual environment — they are reading peers from every angle and distance, which is closer to real conversation than watching one signer at the front of the room.

Quick Tips

- ✓ Keep the pace moving.
- ✓ Change categories often.
- ✓ Celebrate teamwork more than speed.
- ✓ Change the starting point every round.
- ✓ Split large classes into two circles so no one waits long.

Continue Exploring

Next in the collection:

▶ **Game #7: Story Builder**

▶ **Game #8: Four Corners**

▶ **Game #9: Speed Signing**

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

50 REVIEW GAMES GAME 07

Story Builder

Vocabulary in context, one sentence at a time

Story Builder encourages students to use previously learned vocabulary in meaningful context. Rather than signing isolated words, students work together to create a story one sentence at a time — and each turn has to connect to the one before it.

TIME NEEDED

15–25 minutes

GROUP SIZE

Whole class or small groups

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Strengthen expressive and receptive ASL by encouraging students to apply vocabulary, grammar, sequencing, and creativity in connected stories. A word used in a story has to agree with everything around it — tense, space, and character — which is work an isolated sign never requires.

Students will collaboratively create a complete ASL story while accurately incorporating previously learned vocabulary.

02 Materials & Skills

Materials

- Story prompt cards (*optional*)
- Vocabulary list (*optional*)
- Timer (*optional*)

ASL Skills Practiced

- Expressive and receptive ASL
- Storytelling and sequencing
- Nonmanual markers and facial grammar
- Classifiers, role shift, and spatial referencing

03 Setup

1. Arrange students in a circle or small groups so everyone can see every signer.
2. Choose a story theme, or let students select one from the prompts on page 39.
3. Review expectations for taking turns and maintaining eye contact.
4. Set the length. Decide how many turns the story runs before you stop and retell it.
5. Name the connectors students should reach for — see the story connectors on the next page.

Before You Start

Tell students you will not be correcting during the story. Knowing that in advance is what makes them willing to attempt a sentence they are not sure of, which is where the useful mistakes come from.

04 Directions

1. The first student signs the opening sentence.
2. The next student repeats the main idea and adds another sentence.
3. Continue around the group until everyone has contributed.
4. Encourage students to connect each new sentence to the previous one.
5. At the end, ask volunteers to retell the complete story.

05 Story Connectors

A story is more than a run of sentences. Post these devices and point to them when a turn does not quite link to the one before it.

DEVICE	WHAT IT DOES
FINISH	Marks that one event is complete and the next can begin — the most common way to move a story forward.
THEN / NEXT	Simple sequencing between two events.
SAME-TIME	Signals that two things are happening at once rather than in order.
Spatial referencing	Place each character or location in the signing space, then point back to it instead of re-signing the noun.
Role shift	Shift the shoulders and eye gaze to become a character, rather than describing what they did.
Facial grammar	Carries the tone. A surprise in the story only reads as a surprise if the face says so.

06 Suggested Story Prompts

Assign one, or let the group draw at random.

1. My First Day of School
2. A Trip to the Zoo
3. Lost at the Mall
4. The Funniest Thing That Happened Today
5. A Surprise Birthday Party
6. My Dream Vacation
7. A Snow Day Adventure
8. A Visit to the Beach
9. The Mystery Box
10. If Animals Could Talk

07 Variations

Beginning

Use picture prompts and simple vocabulary, and allow one sentence per student.

Intermediate

Require transition words and complete ASL sentences that link clearly to the previous turn.

Advanced

Require role shifting, classifiers, and detailed description rather than plain narration.

Challenge Mode

Assign a surprise vocabulary word every third turn that must be worked naturally into the story. The student cannot simply name it — it has to fit what has already happened, which forces a quick decision about where the story goes next.

08 Assessment Ideas

Observe students for:

- | | |
|--|---|
| ☐ Vocabulary accuracy | ☐ Story sequencing and cohesion |
| ☐ Grammar and facial expressions | ☐ Classifiers and role shift |
| ☐ Creativity and willingness to attempt | ☐ Attention during others' turns |

Note what you see during the story and save it for the debrief. Patterns across several students are worth more class time than any single correction.

09 Troubleshooting

IF THIS HAPPENS

TRY THIS

The story becomes unrelated sentences

Enforce step two – the main idea must be repeated before anything new is added.

One student derails it with a wild twist

Allow it, then require the next student to resolve it. Derailments make good stories if someone has to clean them up.

A student freezes on their turn

Let them pass and rejoin at the end, or hand them a prompt card to work from.

The story runs too long to retell

Cap it at eight or ten turns, then stop and retell while the thread is still intact.

Paul's Best Practice

Don't interrupt the flow of the story to correct every mistake. Let students communicate first, then discuss patterns and improvements after the activity.

Communication first. Correction after.

Why It Works

Students remember vocabulary more effectively when they use it in meaningful communication rather than isolated drills. A collaborative story also raises the stakes on receptive skill: a student cannot take their turn without having understood the turn before it, so everyone in the group has a reason to watch closely.

Quick Tips

- ✓ Keep stories light and fun.
- ✓ Rotate story themes often.
- ✓ Encourage imagination and humor.
- ✓ Cap the length so the retell stays possible.
- ✓ Save the best story and open with it next class.

Continue Exploring

Next in the collection:

- ▶ Game #8: Four Corners
 - ▶ Game #9: Speed Signing
 - ▶ Game #10: Picture Prompt
-

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

Extend the Activity

Record the finished story, or ask a volunteer to retell it at the start of the next class. A story students built themselves makes a stronger warm-up than any prompt you could hand them, and it gives the retelling a real audience.

50 REVIEW GAMES GAME 08

Four Corners

Move, commit, and defend the answer

Four Corners is an active review game that gets students out of their seats while reinforcing vocabulary, comprehension, and decision-making. Students physically move to the corner that matches the correct answer, making review energetic and memorable.

TIME NEEDED

10–20 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary, grammar, culture, and comprehension through movement and active participation. Because every student has to physically commit to an answer, there is nowhere to hide — and the explanations that follow are where the real teaching happens.

Students will demonstrate understanding by moving to the correct answer and explaining their choice in ASL.

02 Materials & Skills

Materials

- Four corner signs — A, B, C, D or four categories
- 15–20 prepared review questions
- Whiteboard for displaying options (optional)

ASL Skills Practiced

- Receptive and expressive ASL
- Vocabulary recall and grammar
- Explaining and defending reasoning in ASL
- Deaf culture knowledge

03 Setup

1. **Label each corner** A, B, C, and D, or with four vocabulary categories. Make the labels large enough to read from across the room.
2. **Prepare 15–20 review questions**, and decide how you will present the four options for each — see the next page.
3. **Explain the rule:** students choose the best answer by moving to the matching corner.
4. **Set the commit signal.** Students decide first, then move on your cue, so no one simply follows a friend.
5. **Clear the path.** Push chairs in and agree on how students cross the room before the first question.

Before You Start

Vary which corner holds the correct answer. Students pick up on a pattern within four or five questions, and once they do they stop reading the question at all.

04 Directions

1. Sign or display a review question.
2. Students silently choose the correct answer and move to a corner.
3. Invite students from each corner to explain their reasoning using ASL.
4. Offer a second chance — after hearing the explanations, any student may change corners before the answer is revealed.
5. Reveal the correct answer and discuss common errors.
6. Continue with additional questions.

Presenting the Options

Corners labeled A through D only work if students know what each one stands for. Sign the question first, then sign each of the four options in turn, numbering them on the non-dominant hand — one, two, three, four — so students can hold the set in memory. Pause, give the commit signal, and let them move. For longer options, post them on the board as well; for handshape or movement questions, produce each option yourself and let students read them rather than reducing the choice to English.

05 Sample Review Questions

Pull from these directly, or use them as models for questions on your current unit.

1. Which sign means 'library'?
2. Which handshape is correct for this sign?
3. Which facial expression best matches the sentence?
4. Which sentence uses the correct ASL word order?
5. Which classifier best fits this situation?
6. Which sign belongs in the transportation category?
7. Which sign is NOT an animal?
8. Which sign completes the conversation?
9. Which sign correctly answers the question?
10. Which sign has the correct movement?
11. Which month comes after June?
12. Which number did the teacher sign?
13. Which sign shows an emotion?
14. Which Deaf culture practice is most appropriate?
15. Which sentence is the best translation?

06 Variations

Beginning

Use picture choices or simple vocabulary, and keep options to two or three corners.

Intermediate

Require a complete ASL explanation from at least one student in every corner.

Advanced

Students create and present their own Four Corners questions to the class.

Challenge Mode

Label the corners with categories — Animals, Food, School, Sports — instead of A–D. Students decide which category best matches the signed word or sentence.

07 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Accuracy of responses | ☐ Quality of the ASL explanation |
| ☐ Receptive comprehension of the question | ☐ Willingness to change position after discussion |
| ☐ Participation and confidence | ☐ Respectful discussion across corners |

A student who moves to the wrong corner and explains their reasoning clearly has shown you more than a student who guessed correctly and said nothing. Score the explanation, not the position.

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

Students follow their friends	Have everyone hold up one to four fingers at chest height first, then move on your signal.
--------------------------------------	--

One student dominates the discussion	Call on one student per corner and rotate who speaks for each group.
---	--

Wrong-corner students feel exposed	Praise the reasoning before revealing the answer, and keep the second-chance move in play.
---	--

Moving takes longer than answering	Switch to four walls instead of corners, or have students step toward a wall rather than cross to it.
---	---

Paul's Best Practice

Ask students to explain why they chose a corner before revealing the answer. Their reasoning often tells you more about their understanding than whether they chose correctly.

The corner tells you what they picked. The explanation tells you what they know.

Why It Works

Students stay engaged because they are moving, thinking, discussing, and defending their answers instead of simply recalling isolated vocabulary. The commitment is public and physical, which makes the follow-up conversation matter — a student standing in a corner has a reason to listen to why the other corners disagree.

Quick Tips

- ✓ Change the order of the correct answers.
- ✓ Encourage respectful discussion.
- ✓ Celebrate thoughtful explanations as much as correct answers.
- ✓ Give a commit signal before students move.
- ✓ Keep each round to one skill area so the questions build on each other.

Continue Exploring

Next in the collection:

- ▶ Game #9: Speed Signing
 - ▶ Game #10: Picture Prompt
 - ▶ Game #11: Vocabulary Basketball
-

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

Extend the Activity

Keep the questions that split the room most evenly. A question where students land in all four corners has found a genuine gap, and it is worth building a full lesson around rather than moving past in thirty seconds.

50 REVIEW GAMES GAME 09

Speed Signing

Many partners, short conversations, fast confidence

Speed Signing is a high-energy review activity that gives students repeated opportunities to communicate with many classmates in a short amount of time. Frequent partner changes build confidence, improve receptive skills, and reinforce previously learned vocabulary.

TIME NEEDED

15–25 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary and conversational skills through multiple short ASL conversations. The short clock is the point — sixty seconds is long enough for a real exchange and too short to rehearse, so students communicate rather than recite.

Students will practice communicating with several partners while accurately using previously learned ASL vocabulary and grammar.

02 Materials & Skills

Materials

- Timer with a visible display
- Conversation prompt cards (*optional*)
- Vocabulary list (*optional*)

ASL Skills Practiced

- Expressive and receptive ASL
- Conversational turn-taking
- Fingerspelling
- Vocabulary recall under time pressure

03 Setup

1. Arrange students in two lines or two concentric circles, facing each other with enough space to sign comfortably.
2. Pair each student with the person across from them.
3. Set the timer for 60–90 seconds per prompt.
4. Agree on a visual time signal. A buzzer is useless in a voice-off room — flick the lights, or raise a hand and let students pass the signal down the line.
5. Decide the rotation before the first round so the change takes seconds, not minutes.

Before You Start

Post the prompt where both lines can see it. Students who have to ask what the prompt was spend the first fifteen seconds of a sixty-second conversation sorting it out.

04 Directions

1. Begin the timer.
2. Partners complete one conversation prompt using only ASL.
3. When time expires, one line or circle rotates to create new partners.
4. Repeat with a new prompt.
5. Continue until students have communicated with several classmates.

Managing the Rotation

Only one side moves. In two lines, one line stays put and the other shifts one place to the right; the student who runs off the end walks around to the opposite end. In concentric circles, the inner circle stays and the outer circle steps one position clockwise. If both sides move, pairs repeat within a few rounds and the point of the activity is lost.

With an odd number of students, join the rotation yourself rather than forming a trio — trios drift into two signers and one spectator.

05 Conversation Prompts

Work down the list in order, or draw one at random for each round.

1. Introduce yourself.
2. Ask and answer three WH-questions.
3. Discuss your favorite food.
4. Describe today's weather.
5. Talk about your family.
6. Describe your daily routine.
7. Discuss your favorite hobby.
8. Plan a weekend activity.
9. Describe an animal without naming it.
10. Use five vocabulary words from the current lesson.
11. Fingerspell your favorite city.
12. Describe your dream vacation.
13. Explain your favorite season.
14. Share something you learned this week.
15. Create a short question-and-answer conversation.

06 Variations

Beginning

Use simple question-and-answer prompts with a vocabulary list in view.

Intermediate

Require complete ASL sentences and at least one follow-up question per partner.

Advanced

Include role shifting, classifiers, or opinion-based discussion where partners must disagree.

Challenge Mode

Cut the conversation time to 45 seconds, or hand out a surprise vocabulary word that must appear naturally in the exchange.

07 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Accuracy of vocabulary | ☐ Fluency and pacing |
| ☐ Eye contact and nonmanual markers | ☐ Receptive understanding of each partner |
| ☐ Follow-up questions, not one-word answers | ☐ Willingness to communicate with anyone |

You cannot watch everyone in a room of moving pairs. Pick one line and follow it through three rotations, then switch sides next session.

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

Pairs run dry before time is up

Require one follow-up question, or shorten the clock to 45 seconds.

The same partners keep recurring

Check that only one side is rotating, and that the end student wraps to the far end.

Voices and mouthing creep in

Pause the room, reset with a silent count of five, and restart the clock.

Students miss the time signal

Use lights or a relayed hand signal down the line rather than anything audible.

Paul's Best Practice

Rotate partners frequently. Students become stronger communicators when they interact with many different signing styles rather than the same partner every day.

Fluency is built one new pair of hands at a time.

Why It Works

Students receive repeated practice in a low-pressure environment while building confidence and improving conversational fluency. Each rotation also resets the stakes — a conversation that went badly is over in sixty seconds, and the next partner has no idea it happened.

Quick Tips

- ✓ Keep conversations moving.
- ✓ Encourage natural communication rather than memorized responses.
- ✓ Celebrate effort and improvement.
- ✓ Use a visual time signal everyone can see.
- ✓ Rotate only one side so pairings stay fresh.

Continue Exploring

Next in the collection:

- ▶ Game #10: Picture Prompt
 - ▶ Game #11: Vocabulary Basketball
 - ▶ Game #12: Roll the Dice
-

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

Extend the Activity

Close with sixty seconds of writing: which partner was hardest to read, and why. Students usually name a specific difference — signing speed, size, a hand they had not seen before — and that answer is the receptive skill lesson for the next class.

50 REVIEW GAMES GAME 10

Picture Prompt

One image, many readings, and a reason to describe

Picture Prompt encourages students to use ASL naturally by describing, explaining, and discussing visual images. Because students must communicate ideas rather than recall isolated vocabulary, this activity develops expressive language, observation, and critical thinking.

TIME NEEDED

15–25 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary and grammar while developing descriptive language, storytelling, and conversational skills. A picture gives students something to talk *about*, which changes the task from producing a sign to making themselves understood.

Students will use previously learned vocabulary to describe, interpret, and discuss visual images using ASL.

02 Materials & Skills

Materials

- Photographs or illustrations
- Projector or printed images
- Timer (*optional*)

ASL Skills Practiced

- Expressive and receptive ASL
- Descriptive language and storytelling
- Classifiers and spatial description
- Nonmanual markers

03 Setup

1. Select 10–15 interesting photographs or illustrations — see the selection criteria on the next page.
2. Display one image at a time, or give one image to each group.
3. Review expectations for taking turns and encouraging classmates.
4. Check visibility. Stand at the back of the room and confirm the details are readable from the farthest seat.
5. Choose the prompts you will use, and decide whether groups all work the same one or different ones.

Before You Start

Keep the image up during the discussion. Students describing from memory switch to English word order almost immediately, because they are recalling a list rather than describing a space.

04 Directions

1. Display the picture.
2. Give students one minute to observe quietly.
3. Students complete one or more prompts in ASL.
4. Partners or groups discuss their ideas.
5. Invite volunteers to share with the class and compare different interpretations.

Choosing Images That Work

The image does most of the teaching in this activity, so the selection matters more than the prompt. Look for people mid-action rather than posed, more than one thing happening at once, and enough ambiguity that two students could reasonably disagree about what is going on. A picture with one obvious answer produces one sign and then silence.

Avoid images with visible text — students read it aloud and the task becomes English. Favor real photographs over clip art, choose scenes that reflect a range of people and settings, and check that nothing in the image reduces a group to a stereotype.

05 Suggested Picture Prompts

Assign one, work through several, or let each group draw a different prompt for the same image.

1. Describe everything you see in the picture.
2. Identify five vocabulary words from the current unit.
3. Describe where the picture takes place.
4. What happened just before this picture was taken?
5. What do you think will happen next?
6. Describe the emotions of the people in the picture.
7. Use at least three classifiers to describe the scene.
8. Create a short conversation between two people in it.
9. Describe the weather and time of day.
10. Use five complete ASL sentences.
11. Fingerspell two important objects.
12. Give the picture a title.
13. Tell a beginning, middle, and ending for the scene.
14. Identify one problem shown and propose a solution.
15. Connect the picture to something from your own life.

06 Variations

Beginning

Focus on naming people, places, objects, and colors in the scene.

Intermediate

Require complete ASL sentences and WH-questions between partners.

Advanced

Incorporate classifiers, role shifting, sequencing, and detailed narrative.

Challenge Mode

Cover part of the picture and ask students to infer what is missing. Reveal the complete image afterward and compare predictions against it.

07 Assessment Ideas

Observe students for:

- | | |
|---|--|
| ☐ Vocabulary accuracy | ☐ Descriptive detail and use of classifiers |
| ☐ Grammar and nonmanual markers | ☐ Spatial arrangement of the scene |
| ☐ Inference beyond what is literally shown | ☐ Participation and attention to other readings |

Watch for whether students place the scene in their signing space or simply list its contents. Placement is the skill this activity is best at building.

08 Troubleshooting

IF THIS HAPPENS

TRY THIS

Students list nouns and stop

Switch to a prompt that requires inference — what happened before, what happens next, what problem do you see.

One student describes it all

Assign each group member a section of the picture, then have them combine into one description.

Every group says the same thing

Ask each group to find one detail no one else noticed and sign it to the class.

Students fingerspell instead of describing

Require three classifiers before any fingerspelling is allowed.

Paul's Best Practice

Choose photographs that spark curiosity rather than ones with obvious answers. The best discussions happen when students notice different details and support their ideas using ASL.

A picture with one right answer ends the conversation before it starts.

Why It Works

Pictures naturally inspire conversation. Students use vocabulary in meaningful contexts while strengthening observation, communication, and storytelling skills. A photograph also has real spatial relationships in it, which pushes students toward classifiers and placement rather than a string of isolated nouns.

Quick Tips

- ✓ Use real-life photographs whenever possible.
- ✓ Select pictures connected to your current lesson.
- ✓ Encourage multiple correct interpretations.
- ✓ Protect the silent observation minute — it is where the details get noticed.
- ✓ Keep the image visible throughout the discussion.

Continue Exploring

Next in the collection:

- ▶ Game #11: Vocabulary Basketball
- ▶ Game #12: Roll the Dice
- ▶ Game #13: Hot Seat

Paul A. Fugate

PAUL A. FUGATE

Founder & CEO, ASLdeafined

Extend the Activity

Build a reusable image bank. Keep the photographs that produced the best discussion, tag each one with the unit it fits, and you will have a ready set for every lesson by the end of the year — the hardest part of this activity is finding good pictures, and it only has to be done once.