



TEACHER RESOURCE SERIES

50 Review Games for the ASL Classroom

Ready-to-run activities for vocabulary, grammar, and fluency review

VOLUME TWO

Games 11–20

Ten complete games

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Volume Two collects ten review games. Every game follows the same structure, so any of them can be picked up and run without reading the others first.

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How Each Game Is Laid Out

Every game opens with time, group size, and grade levels at a glance, then works through setup, directions, variations, and assessment. Printable pages — challenge cards, keys, and word cards — sit on their own sheets so they can be copied without the surrounding instructions.

50 REVIEW GAMES GAME 11

Vocabulary Basketball

Earn your shot, one sign at a time

Vocabulary Basketball turns review into a game students want a turn at. A correct ASL challenge earns a shot at the basket, so every question carries a small reward and the whole class stays in motion. The signing is what scores the point; the basket is what makes them want to sign again.

TIME NEEDED

15–25 minutes

GROUP SIZE

Small groups or whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary while motivating students through movement, teamwork, and positive reinforcement. Because a turn is earned rather than assigned, students stay ready for the next challenge instead of waiting to be called on.

Students demonstrate accurate ASL skills to earn a basketball shot for their team.

02 Materials & Skills

Materials

- Soft foam ball or mini basketball
- Wastebasket or classroom hoop
- Review cards or slips of paper

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Vocabulary recall
- Grammar
- Fingerspelling

03 Setup

1. **Divide students into teams.** Small teams keep the rotation moving and the wait between turns short.
2. **Place the basket in a safe location.** Away from desks, screens, and walkways, with room to stand behind the shooting line.
3. **Prepare your review cards.** Pull from the challenges on the next page, or write your own from the current unit.
4. **Explain safety and sportsmanship.** One shooter at a time, foam ball only, and everyone watches the signing.

Before You Start

Set the shooting line close enough that most students can make the basket. The shot is the reward for good signing, not a second test — if it becomes the hard part, the review stops being the point.

04 Directions

1. A student draws a review challenge.
2. They complete the challenge correctly in ASL.
3. A correct response earns one shot at the basket.
4. A made basket earns the team one point.
5. Rotate through the teams until everyone has had a turn.

Keep the Class Signing Between Turns

While one student shoots, give the rest of the class something to watch for — ask them to sign the same vocabulary word back, or to show a thumbs up when the signing was accurate. It keeps thirty students practicing instead of one.

05 Sample Review Challenges

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

1. Sign a vocabulary word.
2. Identify a word the teacher signs.
3. Use a sign in a complete ASL sentence.
4. Correct an incorrect sign.
5. Fingerspell a vocabulary word.
6. Answer a WH-question.
7. Use two vocabulary words together.
8. Describe a picture.
9. Explain a classifier.
10. Complete a short conversation.

06 Scoring Variations

Standard

One correct answer earns one shot at the basket.

Bonus

A complete ASL sentence earns an extra shot.

Team

Everyone participates before anyone repeats a turn.

Challenge Mode

Require two successful review challenges before a student earns a shot, or move the shooting line farther back for teams that are running away with the score.

07 Assessment Ideas

Observe students for:

- | | |
|---|---|
| ☐ Vocabulary accuracy | ☐ Receptive understanding |
| ☐ ASL grammar | ☐ Teamwork and encouragement |
| ☐ Participation and confidence | ☐ Willingness to try a harder card |

The scoreboard is not the assessment. A student who signs a difficult word clearly and misses the shot has shown you exactly what you were looking for.

Paul's Best Practice

Celebrate excellent signing as enthusiastically as a made basket. Students take their cue from what you react to, and if the loudest moment in the room is always the basket, that is what they will play for.

Communication is the real goal. The basket is just how we keep score.

Why It Works

Review is tied directly to something students want, so the room stays engaged while everyone keeps practicing. Movement resets attention between questions, teams give quieter students cover to try, and the wait for a turn is short enough that no one checks out. The vocabulary gets repeated far more often than it would in a worksheet, and students volunteer for the harder cards because a harder card is still just one shot away.

Quick Tips

- ✓ Use a foam ball or a soft mini basketball.
- ✓ Rotate teams so the same students are not always shooting.
- ✓ Mix easy and difficult review questions in the same stack.
- ✓ Vary the challenge type so students cannot rehearse one answer.
- ✓ Keep the pace quick — short turns keep the whole room watching.

Continue Exploring

Next in the collection:

▶ **Game #12: Roll the Dice**

▶ **Game #13: Hot Seat**

▶ **Game #14: Vocabulary Pyramid**

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Extend the Activity

Let students write the review cards for the next round. Deciding what makes a fair challenge forces them back through the vocabulary a second time, and they will hold each other to a higher standard than you would.

50 REVIEW GAMES GAME 12

Roll the Dice

Let the die decide the challenge

Roll the Dice adds an element of chance to ASL review. Each roll decides which challenge a student takes on, so no one can rehearse an answer in advance and every turn asks for something a little different. Review stays fresh because nobody knows what is coming next.

TIME NEEDED

10–20 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01

Purpose & Objective

Review previously learned vocabulary and grammar while encouraging spontaneous communication. Because students cannot predict the task, they practice responding in the moment rather than reciting something prepared.

Students complete ASL review tasks based on the number rolled.

02 Materials & Skills

Materials

- One standard six-sided die per group
- A copy of the Dice Challenge Key for each group

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Vocabulary recall
- Conversation
- Fingerspelling

03 Setup

1. **Divide students into pairs or small groups.** Smaller groups mean more rolls per student and less waiting.
2. **Give each group a die and the challenge list.** The key on the next page can be printed and set in the middle of each group.
3. **Review expectations before beginning.** Everyone watches the signer, feedback stays constructive, and no one rolls again until the challenge is finished.

Before You Start

Decide what happens on a repeat roll. Letting students take the same challenge again with a new word keeps things moving; making them re-roll until something new comes up slows the group down.

04 Dice Challenge Key

Print this page for each group, or copy the challenges onto the board.



ROLL 1

Sign and define a vocabulary word chosen by your classmates.



ROLL 2

Use one vocabulary word in a complete ASL sentence.



ROLL 3

Fingerspell a vocabulary word, then sign it.



ROLL 4

Answer a WH-question using only ASL.



ROLL 5

Describe a picture or object using at least five signs.



ROLL 6

Create a short conversation using three review vocabulary words.

Make It Yours

Swap any row for a challenge tied to your current unit. Keeping the same six numbers but changing the tasks each week means students learn the format once and the content stays new.

05 Directions

1. A student rolls the die.
2. They complete the challenge that matches the number rolled.
3. Group members offer encouragement and constructive feedback.
4. Play continues for several rounds so each student completes multiple challenges.

06 Variations

Beginning

Allow vocabulary lists and picture supports.

Intermediate

Require complete ASL sentences and follow-up questions.

Advanced

Roll twice and combine both challenges into one response.

Challenge Mode

Roll two dice. Students complete both challenges in a single response, or finish within a one-minute time limit.

07 Assessment Ideas

Observe students for:

- | | |
|---|---|
| ☐ Vocabulary accuracy | ☐ Participation across rounds |
| ☐ Fluency and pacing | ☐ Creativity in open-ended rolls |
| ☐ Grammar and non-manual markers | ☐ Willingness to attempt a hard roll |

Because the challenge is assigned by chance, two students are rarely assessed on the same task. Watch how a student handles the roll they were given rather than comparing turns to each other.

Paul's Best Practice

Keep the pace moving. The excitement comes from not knowing which challenge is next, so a group that stalls on one perfect answer loses the energy the game depends on. Encourage students to focus on communicating rather than performing.

A quick, imperfect answer keeps six students practicing. A perfect one keeps one.

Why It Works

Students stay engaged because every turn is different. The random element rewards flexibility instead of memorized delivery, and it quietly removes the pressure of choosing — no one picked the easy challenge, so no one is judged for the hard one. Students end up applying what they know in situations they did not prepare for, which is much closer to real conversation than a vocabulary quiz.

Quick Tips

- ✓ Create lesson-specific challenge cards for the current unit.
- ✓ Use foam dice for larger classes — quieter and safer on desks.
- ✓ Let students design new challenges once they know the format.
- ✓ Keep one die per small group so turns come around quickly.
- ✓ Model a roll yourself first so everyone sees the expected pace.

Continue Exploring

Next in the collection:

▶ **Game #13: Hot Seat**

▶ **Game #14: Vocabulary Pyramid**

▶ **Game #15: Memory Match**

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Extend the Activity

Have each group write a seventh challenge, then trade keys with another group. Deciding what makes a fair challenge sends students back through the vocabulary a second time without it feeling like review.

50 REVIEW GAMES **GAME 13**

Hot Seat

Describe it without naming it

Hot Seat strengthens expressive and receptive ASL through clues, description, and teamwork. One student sits facing away from the board while classmates describe a mystery vocabulary word in ASL. Nobody can simply produce the sign, so everyone has to find another way to say it.

TIME NEEDED

15–25 minutes

GROUP SIZE

Small groups or whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary by giving and interpreting ASL clues rather than recalling isolated signs. The student in the chair practices receptive skills under real pressure, and everyone else practices describing an idea when the obvious word is off the table.

Students identify mystery vocabulary by interpreting ASL clues from their classmates.

02 Materials & Skills

Materials

- Vocabulary cards or a slide to display
- A chair facing away from the board or screen
- Timer (optional)

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Vocabulary recall
- Descriptive language
- Classifiers

03 Setup

1. **Seat one student in the Hot Seat.** The chair faces away from the board or screen so they cannot see the word.
2. **Display one vocabulary word.** Everyone except the student in the chair should be able to read it clearly.
3. **Review the rules before the first word.** No speaking, no mouthing the English word, no fingerspelling the answer, and no signing the vocabulary word itself.

Before You Start

Position the chair so the student in it can see the whole class, not just the front row. They are reading several signers at once, and a seat angled into a corner makes an easy word feel impossible.

04 Directions

1. Reveal the vocabulary word to everyone except the student in the Hot Seat.
2. Classmates give ASL clues describing the word.
3. The student in the chair guesses after each clue.
4. Play continues until the word is identified or time expires.
5. Rotate a new student into the Hot Seat and repeat.

The Four Rules, Restated for Students

No voice. No mouthing. No fingerspelling the answer. No signing the word itself. Everything else is fair game — classifiers, role shift, examples, opposites, where you would find it, what you do with it.

05 Suggested Vocabulary Categories

Any category works as long as students know it well enough to describe it three different ways.

- | | | |
|--------------|------------------|---------------------|
| • School | • Animals | • Food |
| • Hospital | • Transportation | • Occupations |
| • Restaurant | • Sports | • Colors |
| • Weather | • Clothing | • Classroom Objects |
| • Family | • Emotions | • Daily Routine |

ALSO SEE

The same four rules power **Game #18: Guess My Word**, where one student describes to their own team instead. These categories also drive **Game #21: Category Challenge** and supply the Level 1 clues in **Game #14: Vocabulary Pyramid**.

06 Variations

Beginning

Use familiar vocabulary and allow picture clues.

Intermediate

Require complete ASL sentences when giving clues.

Advanced

Require classifiers or role shift, and bar closely related vocabulary.

Challenge Mode

Set a one-minute timer, or award bonus points when the word is guessed within three clues. Both push students toward their strongest clue first instead of warming up with vague ones.

07 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Accuracy of descriptions | ☐ Receptive comprehension |
| ☐ Vocabulary usage | ☐ Creativity in finding another route |
| ☐ Use of classifiers and role shift | ☐ Participation and teamwork |

The clue-givers are being assessed as much as the student in the chair. A word guessed on the first try usually means someone described it very well.

Paul's Best Practice

Encourage descriptive communication instead of single-word clues. Students develop stronger ASL skills when they explain an idea from several angles rather than reaching for the one sign that is closest to the answer.

A student who can describe a word three ways knows it better than one who can sign it once.

Why It Works

Students practice circumlocution — explaining a concept in different ways when the exact word is unavailable. It is one of the most useful real-world skills in any language, and it is the thing learners reach for constantly in genuine conversation. Hot Seat also flips the usual dynamic: the quiet student in the chair becomes the one everyone is signing to, and the class has to make itself understood rather than simply be correct.

Quick Tips

- ✓ Choose recently learned vocabulary so clues stay within reach.
- ✓ Rotate students frequently — short turns keep the pressure light.
- ✓ Celebrate creative clues as loudly as correct guesses.
- ✓ Let the class agree on a clue before signing all at once.
- ✓ Keep a card in reserve to swap in if a word stalls completely.

Continue Exploring

Next in the collection:

▶ **Game #14: Vocabulary Pyramid**

▶ **Game #15: Memory Match**

▶ **Game #16: Sign Detective**

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Extend the Activity

Ask the student who just left the Hot Seat to describe the word themselves now that they know it. Hearing the clue they wish they had been given is often the moment the vocabulary sticks.

50 REVIEW GAMES GAME 14

Vocabulary Pyramid

Broad clue, closer clue, closest clue

Vocabulary Pyramid is a team activity in which students describe an ASL vocabulary word from a broad category down to a specific situation. Guessing early is worth more, so clue-givers have to decide how much to give away — and every level asks for a different kind of description.

TIME NEEDED

15–25 minutes

GROUP SIZE

Pairs or small teams

GRADE LEVELS

Middle, High, College

01

Purpose & Objective

Review vocabulary through increasingly specific ASL clues while strengthening expressive and receptive communication. The three levels push students from categorizing an idea, to describing it, to using it — three genuinely different skills applied to the same word.

Students identify mystery vocabulary using progressively more specific ASL clues.

02 Materials & Skills

Materials

- Vocabulary cards from recent lessons
- Timer (optional)
- Score sheet (optional)

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Descriptive language
- Categorization
- Critical thinking

03 Setup

1. **Divide students into teams of three to five.** Small enough that everyone gives clues, large enough that guesses come quickly.
2. **Prepare vocabulary cards from recent lessons.** Words students have met but not mastered work best — a word nobody knows stalls at Level 1.
3. **Explain the three levels before the first round.** Walk through one card together so everyone sees how the clues narrow.

Before You Start

Model a full pyramid yourself with a word the class already knows. Students who have seen one played out give far better Level 1 clues than students who have only heard the rules.

04 The Pyramid

Each clue narrows the field. Guessing early is worth more, so a strong Level 1 clue is worth more than a perfect Level 3 one.

LEVEL 1

Category Clue

3 POINTS

Give a broad category — Food, Animal, School, Emotion, Transportation.

LEVEL 2

Description Clue

2 POINTS

Describe characteristics, function, appearance, or location without using the sign.

LEVEL 3

Context Clue

1 POINT

Use the vocabulary naturally in a signed sentence or real-life situation.

ALSO SEE

Level 1 is the whole of **Game #21: Category Challenge**, and the describing skill behind Level 2 is what **Game #13: Hot Seat** and **Game #18: Guess My Word** train on their own.

Scoring

Award points by the level the word was guessed on: three points after Level 1, two after Level 2, one after Level 3. Teams quickly learn that a vague category clue costs them.

05 Sample Pyramid Cards

Four worked examples — model the game with these, then build your own.

APPLE

- 1 Food
- 2 Round fruit, usually red or green
- 3 *I EAT EVERY-DAY.*

TEACHER

- 1 Occupation
- 2 Works with students
- 3 *TEACHER HELP ME LEARN.*

LIBRARY

- 1 Place
- 2 Many books, quiet
- 3 *I GO THERE STUDY.*

DOG

- 1 Animal
- 2 Four legs, barks
- 3 *MY DOG FRIENDLY.*

Reading the Level 3 Line

The Level 3 clues are written in ASL gloss — the sentence as it is signed, not as it would be spoken in English. Sign it; do not read it aloud.

06 Directions

1. One student draws a vocabulary card.
2. They begin with the Level 1 category clue.
3. If no one guesses, they give the Level 2 description.
4. If still needed, they give the Level 3 context clue.
5. Score the round, then rotate to a new clue-giver.

07 Variations

Beginning

Use familiar vocabulary and picture support.

Intermediate

Require complete ASL descriptions at every level.

Advanced

Students build their own Pyramid cards for classmates.

Challenge Mode

Require every clue to be given entirely in ASL — no fingerspelling and no mouthing English words. This is where the game stops being translation and starts being description.

08 Assessment Ideas

Observe students for:

- | | |
|--|---|
| ☐ Accuracy of clues | ☐ Descriptive skills |
| ☐ Vocabulary knowledge | ☐ Team communication |
| ☐ Categorization at Level 1 | ☐ Participation as giver and guesser |

The Level 1 clue tells you the most. A student who can name the right category instantly understands where the word sits in the language, not just what it looks like.

Paul's Best Practice

Encourage students to think about concepts rather than English words. The best clues help a classmate picture the idea; the weakest ones are an English synonym with the sign removed.

A great clue builds the picture. A weak one just points at the dictionary.

Why It Works

Students review the same vocabulary from three angles in under a minute — where it belongs, what it is like, and how it is actually used. That is far more durable than repeating a sign until it sticks. The scoring does quiet work too: because an early guess is worth more, students are rewarded for precise thinking rather than for talking longer, and teams start coaching each other on what makes a clue good.

Quick Tips

- ✓ Let students create new Pyramid cards once they know the format.
- ✓ Mix old and new vocabulary in the same stack.
- ✓ Celebrate creative clues, not just fast guesses.
- ✓ Keep a running score on the board to sharpen Level 1 clues.
- ✓ Swap the clue-giver every card so no one settles into the role.

Continue Exploring

Next in the collection:

▶ **Game #15: Memory Match**

▶ **Game #16: Sign Detective**

▶ **Game #17: Team Challenge**

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Extend the Activity

Have teams write pyramid cards for each other and keep the strongest ones. A class-built deck grows all year, and writing a good Level 1 clue turns out to be harder — and more useful — than guessing one.

50 REVIEW GAMES GAME 15

Memory Match

Find the pair, then use the word

Memory Match is a hands-on review game that strengthens vocabulary recognition, receptive skills, and memory. Students turn cards face up looking for pairs — but a pair is only earned once the vocabulary has been signed correctly and used, so the matching is the hook and the signing is the work.

TIME NEEDED

15–25 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01

Purpose & Objective

Review previously learned vocabulary through visual matching, communication, and teamwork. Students see every card many times over the course of a game, which means the vocabulary gets far more repetitions than a worksheet would give it — including the cards they do not win.

Students locate matching pairs while accurately identifying and discussing ASL vocabulary.

02 Materials & Skills

Materials

- Matching card sets — see the pairings on the next page
- Table or floor space large enough to lay cards in rows

ASL Skills Practiced

- Receptive ASL
- Expressive ASL
- Vocabulary recall
- Memory
- Categorization

03 Setup

1. **Create your matching cards and shuffle them.** Twelve to twenty pairs suits most groups — enough to be a memory challenge, few enough to finish.
2. **Place all cards face down in even rows.** A tidy grid matters: students remember card positions, so a scattered layout makes the game luck instead of memory.
3. **Review the matching rules before beginning.** Most importantly, that a pair is not kept until the vocabulary has been signed and used.

Before You Start

Print the two halves of each pair on different colored paper. Students can see at a glance that they need one of each, which cuts out the turns spent flipping two cards that could never have matched.

04 Suggested Matching Sets

Any of these pairings work. Pick one per game so students know what they are hunting for.

Picture	↔	ASL Vocabulary	English Word	↔	ASL Sign
Category	↔	Vocabulary	Definition	↔	Vocabulary
Classifier	↔	Description	Question	↔	Correct Response
Sentence	↔	Missing Vocabulary	Facial Expression	↔	Emotion

Building a Set

Each pairing above is a different kind of thinking. Picture to vocabulary tests recognition; question to response tests comprehension; classifier to description tests something harder still. Choose the pairing that matches what you actually want to review.

05 Directions

1. Students take turns turning over two cards.
2. **If the cards match**, the student signs the vocabulary correctly and explains it or uses it in a sentence before keeping the pair.
3. **If the cards do not match**, they are turned back face down and play passes to the next student.
4. Play continues until every pair has been found.
5. The student or team holding the most pairs wins.

Challenge Mode

After finding a pair, students must use both items in a short ASL conversation or story before the match is earned. It slows the game down and raises what each pair is worth.

06 Variations

Beginning

Match pictures to vocabulary.

Intermediate

Match vocabulary to complete ASL sentences.

Advanced

Match classifiers, role shift examples, or cultural concepts.

07 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Vocabulary accuracy | ☐ Participation between turns |
| ☐ Receptive understanding | ☐ Communication with teammates |
| ☐ Memory strategies | ☐ Quality of the sentence after a match |

Watch the students who are not taking a turn. In a good round they are tracking every card that gets flipped, which is where most of the review actually happens.

Paul's Best Practice

Do not stop at the match. Ask students to use every matched vocabulary word in context before they keep the pair. Turning over two cards is recognition; building a sentence with them is the part that lasts.

The match earns the card. The sentence earns the vocabulary.

Why It Works

Students review the vocabulary many times over without it feeling like repetition. Every flipped card is a look at a sign, including the dozens that get turned back over, and students pay close attention to other people's turns because remembering what was where is how they win. The memory element also levels the room in a useful way — recall of card positions is not the same skill as ASL fluency, so students who are still building confidence in the language often do very well here.

Quick Tips

- ✓ Laminate cards so a set survives being used all year.
- ✓ Mix old and new vocabulary in the same layout.
- ✓ Let students create future card sets — building pairs is review too.
- ✓ Keep the grid even so position, not luck, decides the game.
- ✓ Store each set in its own envelope, labeled with the pairing type.

Continue Exploring

Next in the collection:

▶ **Game #16: Sign Detective**

▶ **Game #17: Team Challenge**

▶ **Game #18: Guess My Word**

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Extend the Activity

Keep the matched pairs at the end and have each student build one short story using three of the words they won. The cards are already in front of them, and the game turns into connected signing rather than isolated vocabulary.

50 REVIEW GAMES GAME 16

Sign Detective

Find the error, explain the fix

Sign Detective turns students into language detectives. You sign an example containing one deliberate mistake; they watch closely, name what went wrong, explain why, and demonstrate the correct form. It trains the kind of careful looking that receptive ASL depends on.

TIME NEEDED

15–25 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Review vocabulary, grammar, and signing accuracy by identifying and correcting common ASL errors. Spotting a mistake requires knowing the correct form well enough to notice its absence, which is a step beyond simply producing the sign.

Students identify signing errors, explain why they are incorrect, and demonstrate the correct form.

02 Materials & Skills

Materials

- Teacher-prepared signed examples, live or on video
- Detective clue sheets (optional)
- Whiteboard (optional)

ASL Skills Practiced

- Receptive ASL
- Expressive ASL
- Vocabulary recall
- Grammar
- Observation skills

03 Setup

1. **Prepare ten to fifteen signed examples.** Each should contain exactly one intentional error, drawn from the cases on the next page.
2. **Review the detective mission with students.** They are looking for what is wrong, why it is wrong, and what the correct version looks like – all three.
3. **Set the tone for respectful discussion.** The signer in the example is you, not a classmate, and the point is observation rather than correction of each other.

Before You Start

Sign each example correctly first, then again with the error. Students who have just seen the right version notice the difference; students who have not are only guessing at which detail changed.

04 Detective Cases

Ten error types to build examples from. The first five are the parameters of an individual sign; the next four move up to grammar and discourse.

THE FIVE PARAMETERS OF A SIGN

- | | |
|------------------------------|-----------------------------|
| 1 Incorrect handshape | 2 Wrong movement |
| 3 Incorrect location | 4 Missing facial expression |
| 5 Incorrect palm orientation | |

GRAMMAR AND STRUCTURE

- | | |
|------------------------|-------------------------------|
| 6 Wrong ASL word order | 7 Incorrect classifier |
| 8 Missing role shift | 9 Incorrect vocabulary choice |

THE HARD ONE

- 10 Multiple errors — find them all

Working Through the Parameters

Cases one through five are the five building blocks every sign is made of. Running them in order gives students a checklist they can carry into any example: handshape, movement, location, expression, orientation.

05 Directions

1. Present one signed example.
2. **Students observe quietly before responding.** A few seconds of silence keeps the fastest hand from ending everyone else's thinking.
3. Ask students to identify the error.
4. They explain why it is incorrect and demonstrate the correct version.
5. Discuss the answer as a class before moving to the next case.

Challenge Mode

Present a short signed story containing three to five intentional errors. Teams compete to find every one and explain each correction. Tell them how many errors are hidden — the hunt is sharper when they know when to stop.

06 Variations

Beginning

Focus on simple vocabulary errors.

Intermediate

Include sentence structure and non-manual markers.

Advanced

Students create detective cases for classmates to solve.

07 Assessment Ideas

Observe students for:

- | | |
|---|--|
| ☐ Receptive accuracy | ☐ Grammar awareness |
| ☐ Ability to explain a correction | ☐ Attention to detail |
| ☐ Quality of the corrected demonstration | ☐ Participation and respectful discussion |

Naming the error is the easy half. The student who can explain why it changes the meaning, and then sign it correctly, is the one who has really understood the case.

Paul's Best Practice

Remind students that everyone makes mistakes when learning a language. The goal is not to criticize a signer but to become sharper observers and clearer communicators. Keep the errors yours, and keep the discussion about the sign rather than the person.

We are not grading the signer. We are learning to see.

Why It Works

Students sharpen receptive skills by looking past the vocabulary to the details that make ASL clear and accurate. Most learners watch for the word and stop there; this game forces attention onto handshape, movement, location, expression, and orientation — the things that separate a sign that is recognizable from a sign that is correct. Explaining the fix out loud does the rest, because a student who can articulate why something is wrong has moved from imitation to understanding.

Quick Tips

- ✓ Start with one error per example and add more only as students improve.
- ✓ Sign the correct version afterward so the last thing they see is right.
- ✓ Let students take turns as the detective leader.
- ✓ Keep a running list of errors the class misses most often.
- ✓ Vary which parameter you break so no one learns to watch just the hands.

Continue Exploring

Next in the collection:

▶ **Game #17: Team Challenge**

▶ **Game #18: Guess My Word**

▶ **Game #19: Alphabet Race**

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Extend the Activity

Have students build detective cases for each other. Deliberately producing a wrong handshape or dropping a role shift means knowing precisely what the correct version requires — it is a harder task than solving the case, and it shows you exactly who has mastered the parameter.

50 REVIEW GAMES GAME 17

Team Challenge

Nobody finishes until everybody signs

Team Challenge is a cooperative review game in which small teams work through a stack of ASL tasks together. A challenge is not complete until every member has contributed, so the strongest signer cannot carry the team — and the quietest student cannot sit it out.

TIME NEEDED

20–30 minutes

GROUP SIZE

Teams of 3–5 students

GRADE LEVELS

Middle, High, College

01

Purpose & Objective

Review previously learned ASL concepts through collaborative problem-solving and communication. Because teams have to agree on an answer before presenting it, students end up teaching each other the material on the way to the point.

Teams work together to complete ASL review challenges accurately and efficiently.

02 Materials & Skills

Materials

- Challenge cards — see the set on the next page
- Timer (optional)
- Whiteboard for scoring (optional)

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Vocabulary recall
- Grammar
- Team communication

03 Setup

1. **Divide the class into teams of three to five.** Mixed-ability teams work best here, since the game rewards teaching as much as knowing.
2. **Prepare a stack of challenge cards.** Print the next page and cut along the rows, or write your own from the current unit.
3. **State the participation rule up front.** Every team member must contribute before a challenge counts as complete.

Before You Start

Decide how you will check each challenge before the first card is drawn. With six teams working at once, a teacher who has to watch every task from start to finish becomes the bottleneck — spot-check, or have teams present when they are ready.

04 Sample Challenge Cards

Print this page and cut along the rows to build your first stack.

1

Sign five vocabulary words from today's lesson.

2

Create a four-sentence ASL dialogue.

3

Identify and correct an incorrect sign.

4

Fingerspell three assigned vocabulary words.

5

Describe a picture using classifiers.

6

Answer three WH-questions.

7

Retell a short signed story.

8

Act out a real-life scenario using ASL.

9

Teach another team one new vocabulary concept.

10

Complete a surprise teacher challenge.

Card 10 Is Yours

Leave the surprise challenge blank and fill it in during the game. It lets you aim a task at whatever the class is struggling with that day, and teams stay alert because one card is always unknown.

05 Directions

1. A team draws a challenge card.
2. They work together to complete the task, using ASL wherever possible.
3. The teacher checks the challenge and awards a point when it is done successfully.
4. Teams rotate to the next challenge until time expires.
5. Review the concepts that gave teams the most trouble together at the end.

06 Scoring Options

Completion

One point for each challenge finished.

Participation

Bonus point when every teammate contributes.

Teamwork

Bonus point for exceptional communication.

Challenge Mode

Finish with a championship round: three challenges in five minutes. Teams have to divide the work rather than crowd around one card, which is its own lesson in communication.

07 Variations

Beginning

Use simpler vocabulary and picture supports.

Intermediate

Require complete ASL sentences throughout.

Advanced

Combine two challenge cards, or add a time limit.

08 Assessment Ideas

Observe students for:

- ☐ Vocabulary accuracy
- ☐ Receptive skills
- ☐ Team participation
- ☐ Grammar in team responses
- ☐ Collaboration and turn-taking
- ☐ Willingness to teach a teammate

Team games can hide an individual. Watch for the student whose contribution is always the shortest – the participation rule exists to surface exactly that, not to be waved through.

Paul's Best Practice

Assign roles within each team and rotate them between rounds. Roles keep the same confident student from becoming the permanent spokesperson, and each one develops a different communication skill.

Rotate the roles, and every student ends up leading, encouraging, and presenting.

FOUR ROLES TO ROTATE

Leader

Keeps the team on the task and decides when the answer is ready.

Encourager

Draws in quieter teammates and keeps feedback constructive.

Timekeeper

Watches the clock and warns the team when time is running short.

Presenter

Signs the team's answer to the teacher or the class.

Why It Works

Students learn from one another while practicing authentic communication. Team success depends on everyone participating, not just the strongest signer, so the confident students spend the round explaining and the hesitant ones spend it producing language with support standing right next to them. The variety of the cards matters too: a team might fingerspell, then build a dialogue, then correct an error, which is much closer to how the language actually gets used than a single drill repeated ten times.

Quick Tips

- ✓ Rotate team members throughout the year, not just the roles.
- ✓ Mix review topics from different units in the same stack.
- ✓ Celebrate teamwork as loudly as correct answers.
- ✓ Keep the stack face down so teams cannot choose an easy card.
- ✓ Save the hardest concepts for the closing review rather than mid-game.

Continue Exploring

Next in the collection:

▶ **Game #18: Guess My Word**

▶ **Game #19: Alphabet Race**

▶ **Game #20: Sign Simon Says**

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Extend the Activity

Let each team write one challenge card for the stack, then play a round using only student-written cards. Teams design tasks they would want to draw, and you learn a great deal from what they think is worth asking.

50 REVIEW GAMES GAME 18

Guess My Word

Everything except the word itself

Guess My Word asks students to describe a vocabulary concept without signing it, fingerspelling it, or mouthing the English. With the direct route closed off, they have to reach for classifiers, comparisons, examples, and related vocabulary — which is exactly the skill real conversation demands.

TIME NEEDED

15–25 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Strengthen descriptive language, vocabulary recall, and conversational skills through concept-based communication. Students practice explaining an idea rather than retrieving a label, which is the difference between knowing a sign and being able to use the language.

Students accurately describe mystery vocabulary so classmates can identify the correct word using ASL only.

02 Materials & Skills

Materials

- Vocabulary cards from current or previous lessons
- Timer (optional)
- Score sheet (optional)

ASL Skills Practiced

- Expressive ASL
- Receptive ASL
- Descriptive language
- Classifiers
- Critical thinking

03 Setup

1. **Prepare vocabulary cards.** Concrete nouns are easiest to describe; abstract words and emotions are the real test.
2. **Divide students into pairs or teams.** Pairs give everyone the most turns; teams make the guessing livelier.
3. **Review the rules before beginning.** The three prohibitions on the next page are the whole game – go over them until everyone can repeat them back.

Before You Start

Take the first card yourself and describe it while the class watches. Students who have seen one round played well understand immediately what a good description sounds like; students who have only heard the rules tend to freeze on their first card.

04 Game Rules

NEVER

- Sign the target vocabulary word.
- Fingerspell the answer.
- Mouth the English word.

ALWAYS FAIR GAME

- Descriptions and comparisons.
- Classifiers and role shift.
- Examples and related vocabulary.

05 Sample Vocabulary Cards

Ten words to start with. Print and cut, then build the rest from your current unit.

APPLE	HOSPITAL	TEACHER	DOG	BICYCLE
LIBRARY	HAPPY	RAIN	BREAKFAST	AIRPLANE

ALSO SEE

Game #13: Hot Seat uses these same three rules in a different shape — the guesser sits facing away and the whole class gives clues. Run them in the same week and students feel the difference.

Choosing Good Words

The best cards are words students can approach from several directions. BICYCLE has a shape, a use, and a place it belongs; HAPPY has none of those, which is what makes it the harder card.

06 Directions

1. One student draws a vocabulary card.
2. Using only ASL, they describe the concept without breaking the rules.
3. Teammates guess the vocabulary word.
4. Award one point for a correct answer.
5. Rotate clue-givers until everyone has had a turn.

Challenge Mode

Set a thirty to forty-five second timer, or require students to describe two mystery words in a single turn. Both push describers past their first idea and into a second way of explaining the same thing.

07 Variations

Beginning

Familiar vocabulary, with picture support allowed after one minute.

Intermediate

Complete ASL sentences and at least three descriptive clues.

Advanced

Classifiers and role shift required, with no repeated clue types.

08 Assessment Ideas

Observe students for:

- ☐ Vocabulary knowledge
- ☐ Descriptive skills
- ☐ Use of classifiers
- ☐ Creativity when the first clue fails
- ☐ Receptive understanding as a guesser
- ☐ Participation in both roles

A describer who runs out of ideas after one clue and a describer who finds three different angles may know the same vocabulary. The second one can use it.

Paul's Best Practice

When students get stuck, point them at the four questions below. Reaching for a strategy instead of the sign is the whole skill, and students who learn these four routes stop freezing on unfamiliar words.

The goal is not to find the word. It is to build the picture.

FOUR WAYS INTO A WORD

What does it do?

Its function, or what happens when you use it.

Where is it found?

The place, setting, or situation it belongs to.

Who uses it?

The people connected to it, and why.

What does it look like?

Shape, size, and color — classifier territory.

Why It Works

Students stop relying on direct translation and begin thinking conceptually, which is an important step toward ASL fluency. Closing off the target sign forces a detour, and the detour is where the learning happens — to describe BICYCLE without signing it, a student has to know its shape, its use, and the vocabulary around it. That web of connections is what makes a word stay, and it is also exactly what a signer relies on in real conversation when the perfect sign does not come.

Quick Tips

- ✓ Mix old and new vocabulary in the same stack.
- ✓ Encourage several different descriptions of the same concept.
- ✓ Celebrate creative explanations, not just fast guesses.
- ✓ Keep turns short so the describer role comes around often.
- ✓ Save abstract words for later, once students trust the strategies.

Continue Exploring

Next in the collection:

▶ **Game #19: Alphabet Race**

▶ **Game #20: Sign Simon Says**

▶ **Game #21: Category Challenge**

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Extend the Activity

Play a round where the describer must give three clues before anyone may guess. It removes the reward for the one lucky clue and makes students build a full description, which is the habit worth keeping.

50 REVIEW GAMES GAME 19

Alphabet Race

Spell it, sign it, use it

Alphabet Race is a fast-paced game that builds fingerspelling speed, receptive accuracy, and vocabulary recall. You call a letter; students find a word, fingerspell it, produce the sign, and put it in a sentence. Three skills that are usually practiced separately get connected in a single turn.

TIME NEEDED

15–20 minutes

GROUP SIZE

Pairs, groups, or whole class

GRADE LEVELS

Middle, High, College

01 Purpose & Objective

Strengthen fingerspelling, vocabulary recall, and quick thinking through an alphabet challenge. The pressure of the clock is what makes it work — students have to retrieve vocabulary at conversational speed rather than at study speed.

Students quickly recall, fingerspell, and sign vocabulary associated with assigned letters.

02 Materials & Skills

Materials

- Timer
- Alphabet cards (optional)
- Whiteboard for scoring (optional)

ASL Skills Practiced

- Fingerspelling
- Expressive ASL
- Receptive ASL
- Vocabulary recall

03 Setup

1. **Divide students into pairs or teams.** Teams let students coach each other between letters, which is where a lot of the review happens.
2. **Choose a vocabulary unit, or open it up to everything learned so far.** A narrower category is harder and sharper; an open field is friendlier for a first round.
3. **Set a timer for each round.** Keep it visible — the countdown is most of the energy in this game.

Before You Start

Skip the letters that stall a whole class. J, Q, X, and Z rarely start vocabulary students know, and a dead round costs more momentum than the letter is worth. Save them for a bonus challenge instead.

04 Sample Race Categories

Six rounds to start with. Announce the category, then call letters within it.

ROUND 1

Animals

ROUND 2

Food

ROUND 3

School

ROUND 4

Emotions

ROUND 5

Transportation

ROUND 6

Family

05 Directions

1. The teacher announces a letter — M, for example.
2. Students think of a vocabulary word beginning with that letter.
3. They fingerspell the word, then produce the correct ASL sign.
4. They explain it or use it in a complete ASL sentence.
5. Continue with additional letters until time expires.

06 Scoring

Each turn is worth up to four points. Scoring the parts separately shows students that a fast guess with sloppy fingerspelling is not the same as a complete turn.

Correct vocabulary

The word genuinely starts with the letter and fits the category.

1 POINT

Accurate fingerspelling

Handshapes are clear and readable at normal speed.

1 POINT

Correct ASL sign

The sign is produced accurately, not approximated.

1 POINT

Natural sentence

The word is used in a complete ASL sentence.

+1 BONUS

Challenge Mode

Assign a category and a letter at the same time — Animals and B — and require a response before the timer ends. Two constraints at once is a real jump in difficulty, so save it for a class that is already scoring well.

07 Variations

Beginning

Work from a lesson vocabulary list.

Intermediate

Require a complete ASL sentence every turn.

Advanced

Two different vocabulary words for each letter.

08 Assessment Ideas

Observe students for:

- | | |
|--|--|
| ☐ Fingerspelling accuracy | ☐ Sign production |
| ☐ Vocabulary recall | ☐ Fluency under time pressure |
| ☐ Readability at speed | ☐ Participation and coaching |

Fingerspelling is the easiest thing on this list to fake at speed. Watch the handshapes rather than the rhythm – a student moving quickly is not necessarily a student spelling clearly.

Paul's Best Practice

Celebrate accuracy before speed. Fast fingerspelling is valuable, but clear and readable fingerspelling is what builds strong communicators. A student who spells slowly and correctly is further along than one who blurs through it and cannot be read.

Speed is worth nothing if nobody can read it.

Why It Works

Students repeatedly connect fingerspelling, vocabulary, and expressive signing, so all three develop together rather than in isolation. That connection is the real value here: fingerspelling drilled on its own tends to stay a separate skill, while spelling a word and immediately signing it teaches students to move between the two the way fluent signers actually do. The pace also mirrors conversation, where vocabulary has to arrive when it is needed rather than when there is time to think.

Quick Tips

- ✓ Rotate categories often to keep the vocabulary pool fresh.
- ✓ Mix current and previous lessons in the same round.
- ✓ Encourage teammates to coach one another between letters.
- ✓ Call letters out of order so no one can prepare the next one.
- ✓ Ask for a repeat when fingerspelling was too fast to read.

Continue Exploring

Next in the collection:

- ▶ **Game #20: Sign Simon Says**
- ▶ **Game #21: Category Challenge**
- ▶ **Game #22: Conversation Cards**

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Extend the Activity

Run a round in reverse: you fingerspell a word and students race to produce the sign and its meaning. It turns the same game into receptive practice, which is the harder half of fingerspelling and the one students get less of.

50 REVIEW GAMES GAME 20

Sign Simon Says

Watch first, then move

Sign Simon Says adapts the classic game for ASL. Students respond to a signed command only when it begins with SIMON SAYS, which means they cannot react to the vocabulary alone — they have to read the whole utterance before moving. Receptive attention becomes the point of the game.

TIME NEEDED

10–20 minutes

GROUP SIZE

Whole class

GRADE LEVELS

Middle, High, College

01

Purpose & Objective

Develop receptive ASL skills while reviewing vocabulary, grammar, and visual attention. Most review games reward students for recognizing a sign quickly; this one rewards them for watching all the way to the end, which is a different and harder habit.

Students accurately respond to signed directions only when they begin with SIMON SAYS.

02 Materials & Skills

Materials

- Open space for movement
- Vocabulary cards (optional)

ASL Skills Practiced

- Receptive ASL
- Expressive ASL
- Vocabulary recall
- Classifiers
- Non-manual markers

03 Setup

1. **Review the rules of the game.** Most students know the English version, so name the one difference: everything happens in ASL and nothing is spoken.
2. **Explain the SIMON SAYS condition.** Students respond only when the command opens with it, and stay still when it does not.
3. **Practice one or two sample rounds.** Include a command without the prefix during practice so the trap is familiar before it counts.

Before You Start

Make sure every student can see you clearly and has room to move without bumping a desk. In a signed version of this game, a student who cannot see the opening of the command has already lost the round before it starts.

04 Sample Commands

Twelve commands, grouped from simplest to hardest. Add SIMON SAYS to the front of a command — or deliberately leave it off.

VOCABULARY AND FINGERSPELLING

- | | |
|----------------------------|--------------------------------|
| 1 Sign HELLO. | 2 Fingerspell your first name. |
| 3 Sign three animals. | 4 Count from 1 to 10. |
| 5 Sign your favorite food. | 6 Sign five family members. |

SENTENCES AND QUESTIONS

- | | |
|-----------------------------|----------------------|
| 7 Use SCHOOL in a sentence. | 8 Ask a WH-question. |
| 9 Describe today's weather. | |

EXPRESSION, CLASSIFIERS, ROLE SHIFT

- | | |
|---|---|
| 10 Show HAPPY with the correct facial expression. | 11 Show a classifier for driving a car. |
| 12 Role shift between two people in conversation. | |

The Prefix Is the Game

These are the actions, not the full commands. Whether you open with SIMON SAYS is the decision you make each time — and dropping it right after three straight commands that had it is what catches a class that has stopped watching.

05 Directions

1. The teacher signs a command.
2. Students respond only if the command began with SIMON SAYS.
3. If the prefix was omitted, students stay still.
4. Continue with a variety of review commands.
5. Pause occasionally to discuss difficult vocabulary or grammar.

Challenge Mode

Let student leaders become Simon. Award bonus points for clear, accurate ASL commands — leading is harder than following here, because the leader has to produce the prefix and the command cleanly enough to be read across the room.

06 Variations

Beginning

Simple vocabulary and one-step directions.

Intermediate

Complete ASL sentences and WH-questions.

Advanced

Classifiers, role shift, sequencing, and cultural scenarios.

07 Assessment Ideas

Observe students for:

- | | |
|---|---|
| ☐ Receptive accuracy | ☐ Non-manual markers in responses |
| ☐ Response time | ☐ Watching to the end of a command |
| ☐ Vocabulary knowledge | ☐ Participation after a mistake |

A student who moves early is telling you something useful: they recognized the vocabulary but were not reading the whole command. That is a comprehension note, not a discipline one.

Paul's Best Practice

Keep students in the game after mistakes. Rather than eliminating anyone, take a moment to review the concept and carry on. A student sitting out is a student who has stopped practicing, and the ones who go out first are usually the ones who most need the repetitions.

The goal is learning, not elimination.

Why It Works

Students stay highly focused because they have to watch every sign closely, and the activity naturally improves attention, receptive skills, and visual processing. The mechanism is unusual among review games: students are penalized for responding to a sign they recognized, which trains them out of the habit of catching one familiar word and guessing the rest. That habit is the single biggest obstacle to real receptive fluency, and this game works on it while the class thinks it is just playing.

Quick Tips

- ✓ Increase speed gradually as the class gets sharper.
- ✓ Mix review topics from different units in the same round.
- ✓ Let students take turns leading the game.
- ✓ Vary how long you wait before dropping the prefix.
- ✓ Sign the prefix at the same size and speed as the command.

Continue Exploring

Next in the collection:

▶ **Game #21: Category Challenge**

▶ **Game #22: Conversation Cards**

▶ **Game #23: ASL Pictionary**

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Extend the Activity

Replace SIMON SAYS with a grammatical condition — respond only to commands signed as questions, or only to commands with a negative non-manual marker. The game becomes a grammar check that still feels like Simon Says.