

Introduction

MagneTalk® Match-up Fantasy Adventures includes five duplicate sets of game boards (*Candy City, Pirates on Mermaid Island, Jungle Animals, Princesses & Knights, and Dinosaur Times*), duplicate magnets, and an Activity Book. The lessons will help your students strengthen their language and literacy skills. *Fantasy Adventures* targets the following areas.

- Vocabulary (Receptive & Expressive)
- Simple Following Directions
- Conditional Following Directions
- Deductive Reasoning (Cloze Activities)
- Reading Comprehension
- Storytelling
- Story Charting
- Story Sequencing
- Summarizing
- Creative Thinking

Games and Activities

You can use *MagneTalk® Match-up Fantasy Adventures* with one or more children.

One Student

1. Set up the Barrier. Slide a game board into the slot. Give the student magnets and the board.
2. Choose an Activity Sheet from the Activity Book.
3. Review the vocabulary (receptively and expressively), basic concepts, and directions that the student will need to know.
4. Have the student follow the directions on the sheet.

Two Students

1. Set up the Barrier. Slide a game board into the slot. Give the students magnets and boards.
2. Choose an Activity Sheet from the Activity Book.
3. Review the vocabulary (receptively and expressively), basic concepts, and directions that the students will need to know.
4. Have the students follow the directions on the sheet.

For extra practice, you can copy the scenes, pictures, and activities for the children to complete in class or at home.

Other Game Ideas

- **Compare If You Dare** Place the Barrier between two players. Give each player a match-up scene and magnets for that scene. Player One tells Player Two where he/she is placing a magnet. Player Two listens and places the magnet in the same place on the scene. After all the magnets have been placed, the players compare their scenes. Continue in turn, allowing the Players to swap roles.
- **Teacher Turns** Copy the scene and magnets that you would like to use from the Activity Book. Give each student a copy of the scene, the pictures of the magnets, and glue or tape. Choose one student to be the teacher/helper and give directions. The other members of the group will follow the directions. When finished, have the group members compare their scenes.

Story Activities

It is important to teach students the main parts of a story. This skill helps a student develop the mental framework of story organization and will ultimately transfer into his/her ability to comprehend what he/she reads and to relate events to others.

Each story in this book has a simple plot with only a few characters. The plot includes two events - a *problem* followed by a *solution*. Help students identify the “important parts” (*character, setting, problem, and solution*) of the story using the *Story Chart* at the end of each section.

Extension Activities

- **Story Telling Rubric:** Ask the child to tell fanciful stories of his/her own. Use the *Story Telling Rubric* to determine the strengths or weaknesses the student might have in his/her story construction (p. 52).
- **Mini-Summary Book:** Students create a *Mini-Summary Book* using the sequence pictures included with each story. They also write a brief summary of each event (pp. 53-54).
- **Create Your Own Story:** Students write and illustrate their own story (p. 55).
- **Change the Story Ending:** Students write and/or draw a new story ending (p. 56).
- **Additional Activities:** More ideas for story recall and storytelling (pp. 57-58).




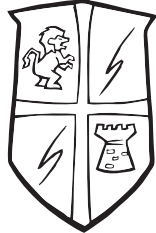

Teaching Children to Tell Stories in 3 Easy Steps

1. Illustrate that stories are like our bodies – they have many parts that all work together.
2. The “important parts” of a story are:
 - ✓ characters (the people or animals in the story),
 - ✓ setting (time or place that the story occurs),
 - ✓ problem (a difficulty that the character(s) has/have to overcome or solve), and
 - ✓ solution (how the character resolves the difficulty or problem).
3. Later as students improve their storytelling ability and include the “important parts,” ask them to give more details in their descriptions. For example, have them tell how characters feel, increase the number of events between the problem and solution, add more descriptions of the setting, etc.

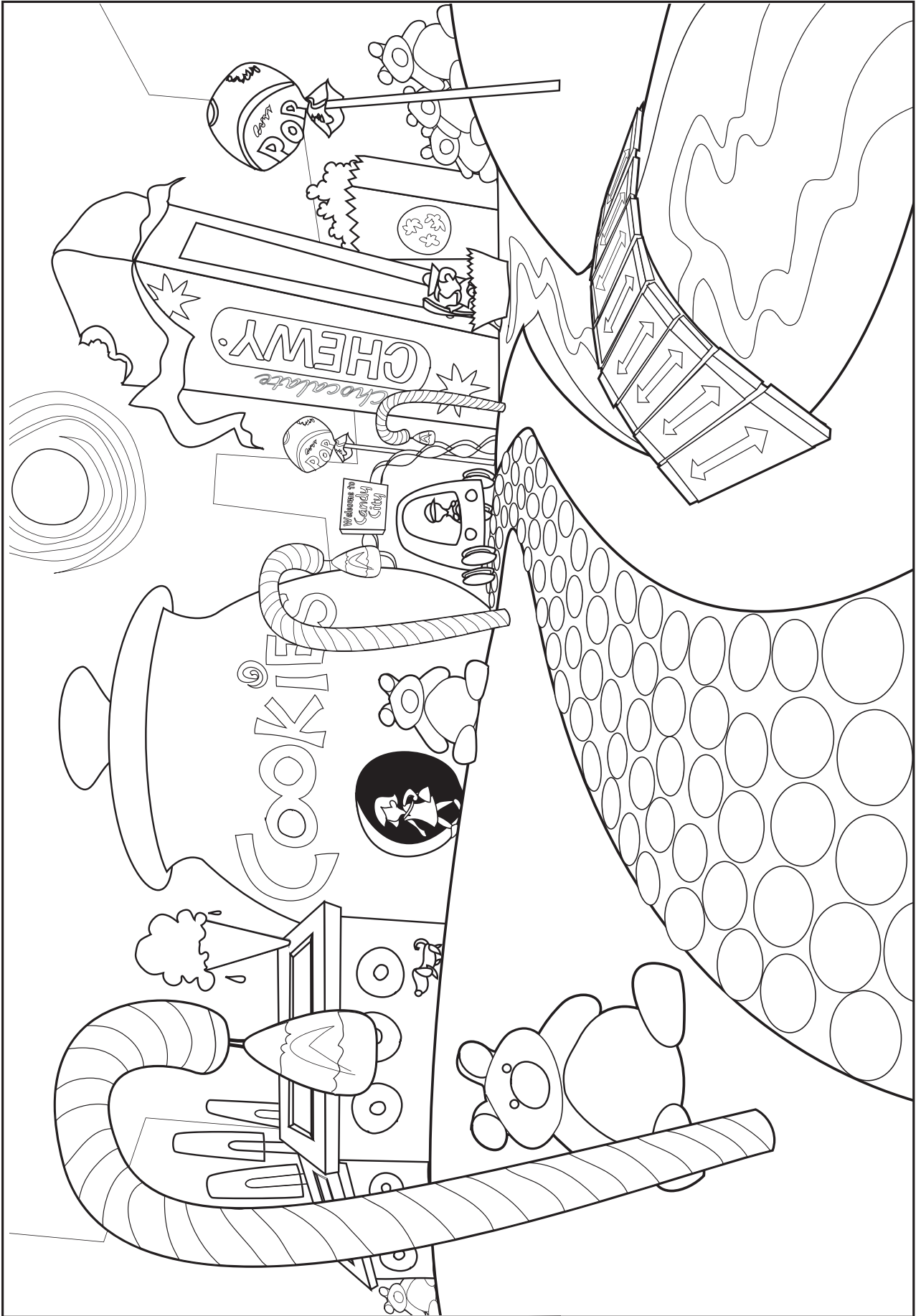


For six different awards, see pages 59-62.

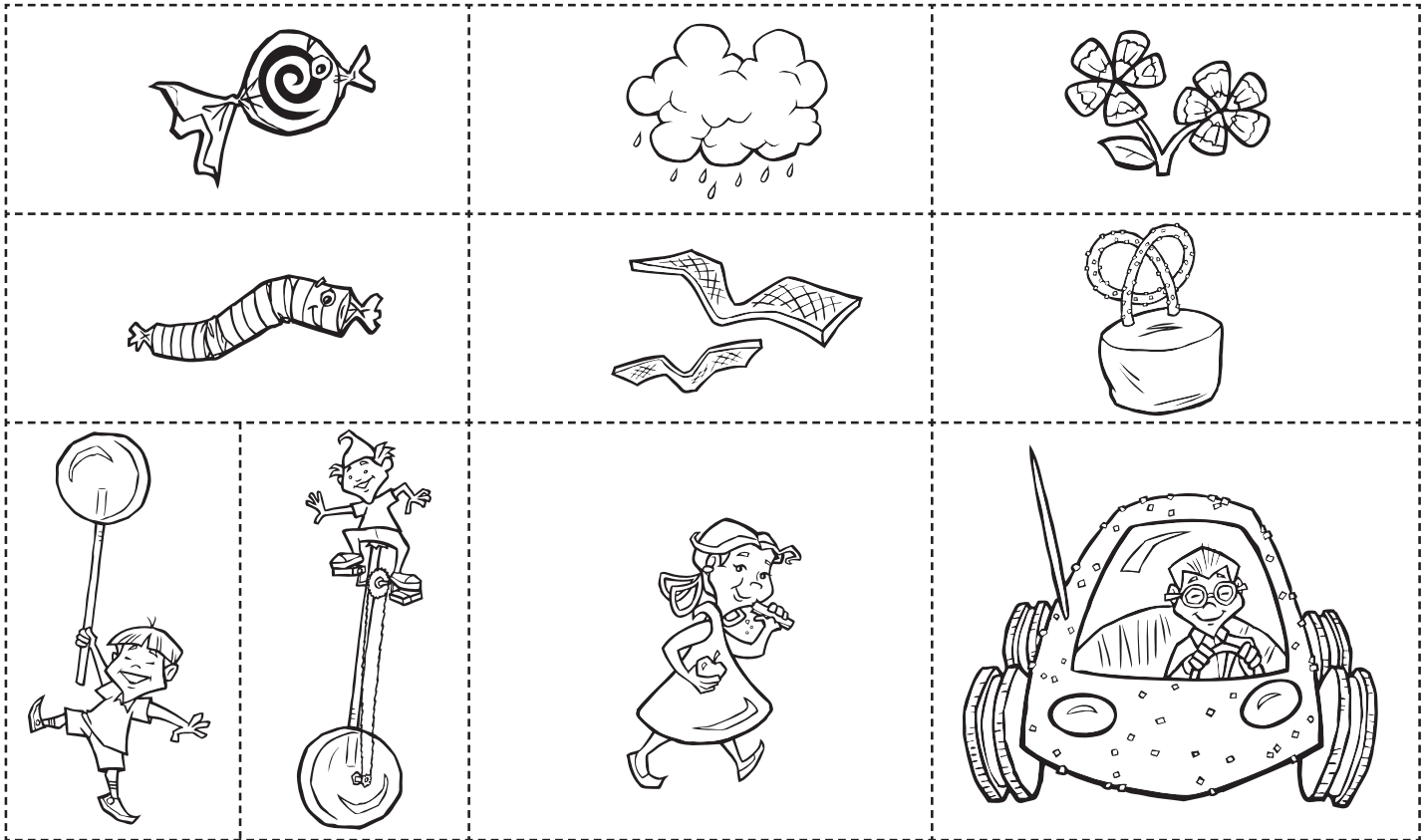
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Candy City



Candy City – Pictures



Candy City – Vocabulary

Directions: Have the student review the vocabulary words below by looking at the magnets and/or the pictures on the game board. You may also have the student cut out the pictures above to use with the black and white scene on page 1. Check the boxes beside each word to keep track of the student’s ability to use language receptively (R – pointing to the items) and expressively (E – saying the name of each item).

Receptive Language: Teacher/Helper says, “Pick up / Point to the _____.”

Expressive Language: Teacher/Helper points to item and says, “What is this?” Child responds, “That’s a / an ____.” or “Those are ____.”

Magnets

- | R | E | |
|--------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Marshmallow Bench |
| <input type="checkbox"/> | <input type="checkbox"/> | Candy Corn Flowers |
| <input type="checkbox"/> | <input type="checkbox"/> | Peppermint Fish |
| <input type="checkbox"/> | <input type="checkbox"/> | Boy on Unicycle |
| <input type="checkbox"/> | <input type="checkbox"/> | Gumdrop Car |
| <input type="checkbox"/> | <input type="checkbox"/> | Cotton Candy Cloud |
| <input type="checkbox"/> | <input type="checkbox"/> | Gum Stick Birds |
| <input type="checkbox"/> | <input type="checkbox"/> | Candy Tart Worm |
| <input type="checkbox"/> | <input type="checkbox"/> | Girl Eating Candy |
| <input type="checkbox"/> | <input type="checkbox"/> | Boy Holding Lollipop |

Game Board

- | R | E | |
|--------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Street/Road |
| <input type="checkbox"/> | <input type="checkbox"/> | Chocolate River |
| <input type="checkbox"/> | <input type="checkbox"/> | Butterscotch Sun |
| <input type="checkbox"/> | <input type="checkbox"/> | Ice Cream |
| <input type="checkbox"/> | <input type="checkbox"/> | Popsicles |
| <input type="checkbox"/> | <input type="checkbox"/> | Lollipop Trees |
| <input type="checkbox"/> | <input type="checkbox"/> | Chocolate Bar Buildings |
| <input type="checkbox"/> | <input type="checkbox"/> | Candy Cane Street Light |
| <input type="checkbox"/> | <input type="checkbox"/> | Peanut Butter Cup Boat/Spoon Oar |

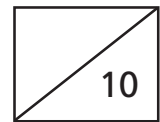
- | R | E | |
|--------------------------|--------------------------|-------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Sky |
| <input type="checkbox"/> | <input type="checkbox"/> | Gummy Bears |
| <input type="checkbox"/> | <input type="checkbox"/> | Cookie Jar |
| <input type="checkbox"/> | <input type="checkbox"/> | Dog |
| <input type="checkbox"/> | <input type="checkbox"/> | People (3) |
| <input type="checkbox"/> | <input type="checkbox"/> | Bridge |
| <input type="checkbox"/> | <input type="checkbox"/> | Popcorn |

Candy City – Following Directions

Simple Following Directions (Position Words)

Directions: Have the teacher/helper read each direction to the child. The child responds by following the direction. (Note: If the child does not know all of the underlined position concepts, the teacher/helper may substitute any concept he/she desires.)

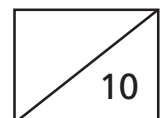
- Put the boy on the unicycle next to a lollipop tree.
- Put the gum stick birds over the chocolate bar.
- Put the cotton candy cloud below the sun.
- Put the girl eating candy in front of the cookie jar.
- Put the gumdrop car on the road.
- Put the marshmallow bench to the right of the road.
- Put the peppermint fish in the river.
- Put the boy holding the lollipop beside a candy cane street light.
- Put the tart worm under the bridge.
- Put the candy corn flower on the grass.



Conditional Following Directions

Directions: Have the teacher/helper read the conditional directions to the child. The child responds as appropriate.

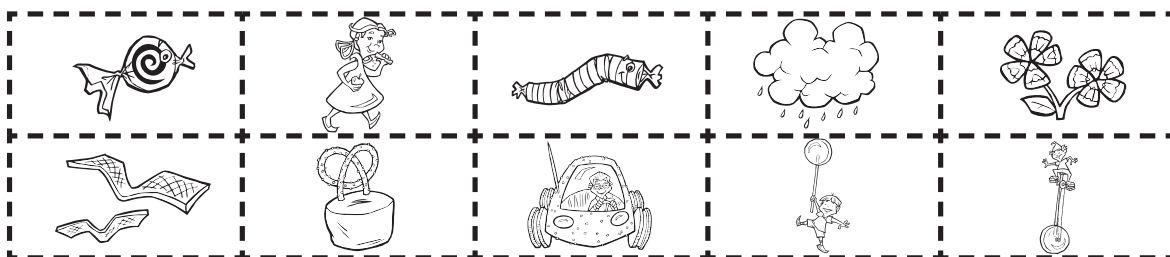
- If the sun comes up in the morning,* put the peppermint fish on the board.
- If you take a bath when you're dirty,* put the tart worm on the board.
- If grass is pink,* put the candy corn flower on the board.
- If a frog can do math,* put the boy on the unicycle on the board.
- If you like to play outside,* put the marshmallow bench on the board.
- If you have blue eyes,* put the girl eating candy on the board.
- If you are wearing something blue,* put the boy holding a lollipop on the board.
- If it rains inside,* put the gumdrop car on the board.
- If a cat "meows,"* put the cotton candy cloud on the board.
- If glue is sticky,* put the gum stick birds on the board.



Candy City – Cloze Activity

Directions: If you are using the barrier, teacher/helper reads the sentence. Child responds by putting the correct magnet on the board and saying the answer. To use the worksheet, have the child read/listen to the sentence, cut the picture from the bottom of the page, and glue/tape it in the correct box.

1. In the chocolate river, I saw a swimming.
2. The loves to ride his unicycle to school each day.
3. Mr. Wrapper drives his to the candy factory.
4. Have you seen eating her afternoon snack?
5. The pink drops sweet rain on Candy City.
6. The grow along the roadside in Candy City and smell sweet.
7. If you need a rest in Candy City, take a break and sit on a in the park.
8. Look! High in the sky in Candy City there are two flying.
9. He is a funny kid. The loves to play with the lollipops in Candy City.
10. Moving along on the ground is very colorful!



Candy City – Reading Comprehension

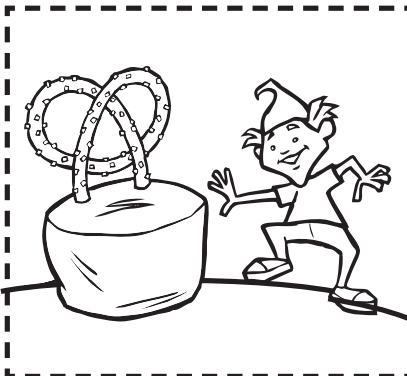
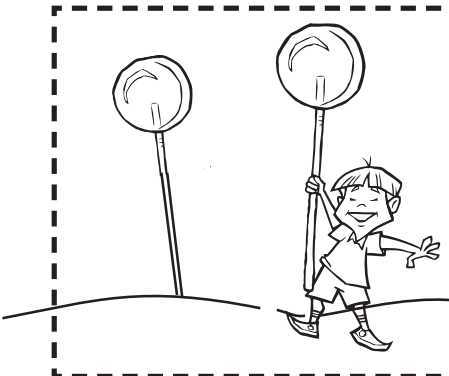
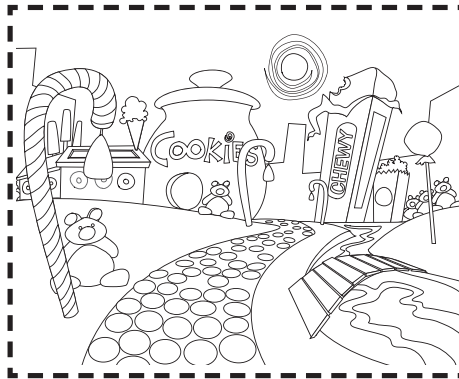
Directions: Teacher/Helper reads the story to the child and puts magnets (underlined in story) on the board when telling the story. Teacher/Helper may choose to lay out the magnets for the child to place on the board as the teacher reads the story. After reading the story, complete the *Story Chart* on page 10.

Candy City Park

Candy City had beautiful candy bar buildings and a giant cookie jar, but it didn't have a park. The citizens decided that the city needed a park for everyone to enjoy. They planted candy corn flowers and lollipop trees all around town. The citizens even put a marshmallow bench in the park, so that people who came to visit the city could sit and enjoy *Candy City Park*.



Directions: Cut out the pictures below and arrange them in sequence of story events (1, 2, 3, 4, 5).



Candy City – Story Chart

Directions: Fill in the story parts. Teacher/Helper may record the child’s answer or the child can write his/her response.

Title: _____			
<p>Character Who is the story about?</p>	<p>Setting Where does the story take place?</p>	<p>Problem What problem happens in the story?</p>	<p>Solution What is the solution to the problem? How does the story end?</p>