

# ASK SNIP AND SNAP

## DESCRIPTION

Snip and Snap is a simple and action-packed game that is great for reviewing any outcome that can be sorted into two categories.

**Math example:** odd and even numbers, or multiples of two different times tables (5 and 7).

**ELA example:** parts of speech (nouns and adjectives), word families.

Snip and Snap requires little to no equipment and can be played outdoors and indoors in any space in which two teams have enough space to run from a central location, out across a safety line.

## SET UP

Divide class into two teams.

Teams lineup shoulder to shoulder facing one another with a 2 meter distance between the two teams.

Designate one team as Snip and one as Snap.

Use a set of small cones, painted lines field lines, or other large objects in the environment to mark a safety line for each team. (distance TBD by age and ability of your students).

## TO PLAY

### Step one: play simple Snip and Snap.

Teacher calls out “snip” or “snap”. The called team turns to run / walk across their safety line and the other team chases them.

If desired, players from the chasing team can tag players from the team being chased. However, no player is eliminated. After the chase ends, players return to their original position.

Play continues with teacher calling out “snip” and “snap”.

### Step two: play Snip and Snap with outcomes

Designate an outcome to each of the Snip and Snap teams.

For example, when working with multiplication facts, the Snip team can listen for multiples of 6 and the Snap team can listen for multiples of 4. Or with parts of speech, the Snip team = nouns and the Snap team = adjectives

Call out numbers / words or display on a personal sized whiteboard / card.

Students assess the outcome called out / displayed by the teacher and move for the appropriate safety line.

Game continues until all material has been reviewed.



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## VARIATIONS

### True and False Snip and Snap with Visual Aids:

Hold up a whiteboard with a simple equation written on it and read it aloud (it can be correct or incorrect). The same can be done with spelling. For example:

$21+9 = 50-20$  (True / False). Or “becase” spells because.

If the answer is correct (True) the teams move one direction, if incorrect (false) the teams move the other direction.

### Preparation:

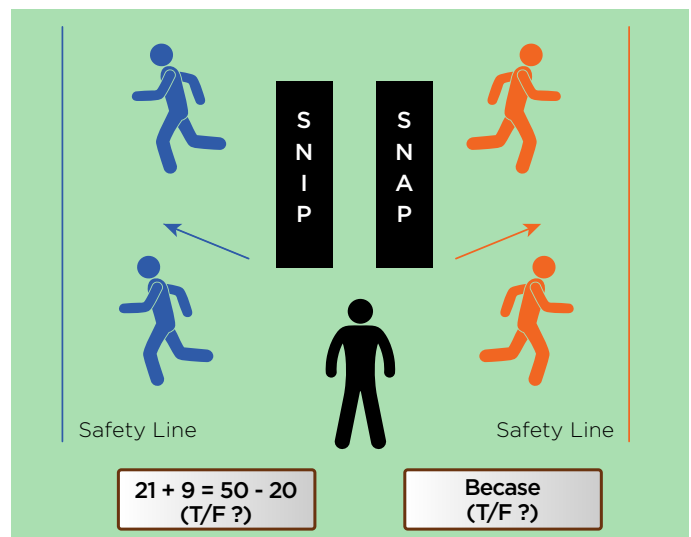
Generate lists of the outcome you are working with before playing the game.

Get your students to help create the material for the game! For example, when working with parts of speech or word families, ask students to collect examples of words from books/texts.

### During play:

Provide class five second “assessment interval” after you’ve called out an outcome. This will give all students a chance to find their answer, and then move once you’ve indicated that the assessment interval is up (by making a sound, calling out “go”, or blowing a whistle).

### Simple Version:



## OTHER OUTCOMES

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