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"UTILIZING CHESS TO PROMOTE SELF-ESTEEM  
IN PERCEPTUALLY IMPAIRED STUDENTS"

TEACHER GUIDE

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Teacher Guide: Introduction

There is a certain intellectual aura about chess. The game of chess is generally considered to be cerebral in tone, and is viewed as a game for scholars and geniuses. Most Americans think of chess as being extremely difficult to learn, to grasp, and to play.

The core of this program is to expose students who have had a history of academic learning problems and school failure to a positive and successful cognitive experience. By learning, grasping, and playing the very game which most of society perceives as so complex, the self-esteem of these youngsters can only improve. After a youngster has shown he or she is capable of understanding the nuances, the strategies, and the vocabulary of chess; after a youngster has effectively competed in chess with family sages and school "gifted and talented" opponents, he or she will not consider himself "stupid" again.

Once students have begun to show progress in their games, the intellectual mystique of chess is stressed as is the general public's view of chess being so difficult to comprehend. Exercises and activities throughout this program, directly and subtly, reinforce the perspective that chess is a hard game to master, and if you have mastered it, you are most definitely special.

Although the central objective of this program is to promote

self-esteem, quite obviously there is a close relationship between building a stronger self-image and improving academic outputs. Grasping a sophisticated game such as chess, which initially appears to be extremely difficult if not impossible to learn, creates a positive attitude, increased confidence, and a heightened sense of control. According to the research findings discussed in the Program Description, such experiences may very well be particularly significant for students who have difficulty achieving success in the regular academic areas. Students who have shown a prowess in chess and in the abstract thinking, intense concentration, problem solving, and mental strategy involved have shown themselves and their world that they are capable individuals who can be successful in an experience which requires them to use their minds.

As the evaluative testing results outlined in the Program Description indicate, students' self-esteem showed substantial progress after a year involved with this program. Given repeated opportunities in the self-contained classroom to demonstrate that they can achieve success in a critical thinking activity, many students' self-images improved drastically. In addition, participation in the school-wide chess club with membership open to all students aided in building the confidence of classified learning disabled youngsters; it is quite ridiculous to call or consider someone a "sped" after he has just checkmated you in nine moves.

For the past seven years, I have used a Weekly Packet program

format for my class of self-contained-classified perceptually-impaired learning disabled sixth, seventh, and eighth grade youngsters at the Hopatcong Middle School, Hopatcong Borough Schools, Hopatcong, Sussex County, New Jersey. These packets always include five word problems, ten Sneaky Sentences, Weekly Words, and three reading comprehension worksheets plus a wide variety of other activities and responsibilities. Throughout the school year, chess is utilized with other curriculum to build self-esteem, to be used as a reward and a motivational device, to stimulate learning in most academic areas, and to provide students with a non-academic thinking experience with regulated rules and structures.

This program, (and this Teacher Guide), is divided into three separate areas. The first area is the teaching of chess fundamentals. Chapter One of this Teacher Guide outlines specific and systematic ways chess can be taught, and discusses piece by piece introductions, peer teaching, and recommended chess programs, books, computer games, videos, and other resources.

The second area of the program are the packets. Three times during the school year, regular Weekly Packets are replaced by Chess Packets. In these Chess Packets, word problems, reading comprehension worksheets, language experiences, spelling, and vocabulary all deal with chess. (During the year, the regular Weekly Packets will often contain chess-oriented materials.) Responsibilities and expectations are shaped to the individual student, but all students are expected to complete their work activities by the end of the week. Chapter Two of this

Teacher Guide describes the different components of these packets, (Packet Check-Off Sheet, Mastery Check-Off Sheet, Chess Related Word Problems, Chess Weekly Words, Chess Sneaky Sentences, Chess Value Worksheets, and Chess Reading Worksheets), outlining objectives and methods. Chapter Three contains an Answer Key to the three Student Packets.

The third area of the program consists of ten additional groups of activities which, when used in conjunction with the teaching of chess and the packets in the self-contained classroom, constitute a complete supplemental program which provides students with the opportunity to experience success and to use the resulting enthusiasm to continue this success in other areas. The ten additional activities discussed in Chapter IV are "Learning of the Chess Successes of Other Youngsters Who Once Had Low Self-Esteem", "Teaching Others", "Participating in Class Tournaments", "Participating in the School Chess Club", "Participating in Chess Tournaments", "Competing with Computers", "Solving Chess Problems", "Discussing Game Strategies", "Utilizing Chess to Expand General Knowledge" and "Showing Significant Improvement in A Pre-Post Chess Knowledge Test".

## TEACHING CHESS

There are numerous ways to teach chess. (If the teacher does not know how to play, any of the following techniques or materials may be used to enable the motivated individual to pick up the rudiments of the game quickly). As with all learning and teaching, a combination of patient and enthusiastic instruction will usually result in success. The various approaches discussed below will be most effective if the teacher is excited about sharing this experience, if chess is made relevant, and if the beauty and symmetry of the game is emphasized.

The fundamentals of the game are taught in this program. All of the vocabulary, concepts, and strategies outlined in the Mastery Check-Off Sheets are taught to the student. At this level, memorizing the various openings is not emphasized. Also, although the competitive aspect of checkmating one's opponent is recognized, the goal of this program is not to create chess champions; the objective is to aid students with learning problems to build and strengthen their self-esteem.

The basic way of teaching chess is to teach the names of all the pieces and then to teach how the pieces move. There are hundreds of chess books available directed towards youngsters. This program uses several, but the major two books used are Every Great Chess Player Was Once A Beginner by Brian Byfield and Alan Orpin (Lyle Stuart, Inc.,



Secaucus, NJ, 1974) and Chess For Children: A New, Easy Way to Learn the Game by William Lombardy and Bette Marshall (Little, Brown and Company, Boston, Mass., 1977). The first is a big humorous volume with hilarious illustrations and a warped humorous perspective. The second teaches how each piece moves in a novel way: separate games are played with only the pieces the player is able to use until gradually all of the pieces and basic tactics are mastered.

The United States Chess Federation has many tools available to the teacher and student of chess. Their program "Pawn & Queen And In Between" consists of series of high-interest four-page student worksheets which teach the rudiments of the game. This is an excellent resource for the teacher who needs to review chess basics. There are also teacher editions available. "Schoolmates" is the U.S. Chess Federation's magazine for young chessplayers and another excellent resource. And this summer, the Federation will have available a forty minute video-tape teaching the fundamentals of chess. For further information, contact Vincent McCambridge at the U.S. Chess Federation, 186 Route 9W, New Windsor, NY 12550, 914-562-8350.

I prefer teaching the fundamentals to a student on an individual basis, but have had success working with a bulletin board chessboard with an entire class. I try and get the students actually playing the game as soon as possible. In recent years, students who

know chess or learned chess the previous year have been very helpful in "spreading the word" about chess, and in actually teaching their peers the game. These students are perfectly capable of aiding the teacher with the Mastery Check-Off Sheets and can be invaluable in patiently explaining and re-explaining the basics of the game.

I have used three microcomputer disk programs with my students: "Paul Whitehead Teaches Chess", "The Chessmaster 2000", and "Sargon III". Whitehead's program is a well-organized tutorial which teaches the basic elements and then delves into more complex strategies. The latter two programs offer a player who knows the fundamentals a wide variety of levels to compete against as well as numerous intriguing additional features. These programs will be discussed further in the "Competing Against Computer" section of Chapter IV.

CHES PACKET: CHECK-OFF SHEET  
OBJECTIVES AND METHODS

As the student completes the various worksheets, activities, and responsibilities, the teacher checks off these accomplishments.

To give the student some sense of control in this Weekly Packet format, he or she may choose the order in which these worksheets, activities, and responsibilities are attempted and accomplished. Some students will not be able to function under such freedom, and will need supervision and/or a specific order in which to complete the various components of the packet.

The Weekly Packet is introduced to the entire class on Monday. During the week, the teacher discusses worksheets with students individually, in small groups, and with the entire class. On Friday, the Weekly Packet is reviewed. All work is due on Friday. Students are graded for their academic work, their behavior, and their effort.

See Chapter IV for an explanation of "Participating in Class Tournaments".

CHES PACKET: MASTERY CHECK-OFF SHEET  
OBJECTIVES AND METHODS

This Mastery Check-off List may be used in the packets and throughout the year to gauge the progress of the student's grasp of the fundamental concepts, vocabulary, and strategies of chess.

The chess books and other materials referred to in the "Teaching Chess" section may be utilized as references for the teacher who is uncertain of specific concepts, vocabulary, and strategies.

This Check-off List concludes with a competitive section which measures how the student does competing against a better player (the teacher or a more experienced player) at four different levels. In the first three competitions, the superior player is handicapped by (1) playing without a Queen and two Rooks, (2) playing without a Queen and one Rook, and (3) playing without a Queen. In the final competitive level, there are no handicaps.

CHESS PACKET: WORD PROBLEMS  
OBJECTIVES AND METHODS

There are a wide variety of objectives to the Chess Word Problems:

- to improve and increase self-esteem
- to improve ability to concentrate on task
- to improve ability to problem solve
- to improve ability to approach a problem systematically
- to improve computation
- to improve ability to follow directions
- to improve ability to locate information
- to improve ability to eliminate excess information
- to improve ability to label answers
- to improve ability to avoid carelessness
- to improve reading comprehension
- to use an interest in chess to stimulate the above.

The Chess Word Problems are designed to structure the student into approaching word problems and all tasks systematically; the student is required to answer or complete five sections: "What Is Being Asked For?", "What Is the Excess Number Information?", "What Do You Have to Do?", "Show All of Your Work", and "What Is the Labeled Answer?".

To spur student interest, students' names may be used in the blanks to personalize the positive chess experiences discussed in the various word problems. The various chess activities and competitions described are designed to help promote students' positive self-image.

CHESS PACKET: WEEKLY WORDS  
OBJECTIVES AND METHODS

There are a wide variety of objectives to the Chess Weekly Words:

- to improve and increase self-esteem
- to improve ability to concentrate on task
- to improve spelling ability
- to increase vocabulary
- to improve ability to write complete sentences
- to improve grasp of singular and plural forms
- to improve grasp of possessive forms
- to improve ability to follow directions
- to use an interest in chess to stimulate the above

The ability to master vocabulary is one way to strengthen a student's self-esteem. The familiarity with chess-related vocabulary and jargon is beneficial and helpful in accomplishing many of the above goals.

Students are required to know the spelling and the meanings of Weekly Words, and be able to use these words in complete and correct sentences. Weekly Words are issued with the packet on Monday and reviewed and discussed with the entire class and later reviewed individually. Students are tested on their grasp of these words in a Weekly Word Quiz on Wednesdays and a Weekly Word Test on Fridays. (If a student earned a 100% on the Quiz, the Test does not have to be taken).

There is a vast reservoir of relevant vocabulary in chess. Individual words may be used as in Packet #1 or a root word and related words may be used as in Packets #2 or #3. Depending on individual spelling, language, and written expression levels, the difficulty of these words may vary.

CHESS PACKET: SNEAKY SENTENCES  
OBJECTIVES AND METHODS

There are a wide variety of objectives to the Chess Sneaky Sentences:

- to improve and increase self-esteem
- to improve reading comprehension
- to improve ability to concentrate on task
- to improve spelling
- to improve punctuation
- to increase vocabulary
- to improve capitalization
- to improve written expression
- to improve grasp of synonyms
- to improve grasp of singular and plural forms
- to improve grasp of possessive forms
- to improve ability to follow directions
- to use an interest in chess to stimulate the above

Sneaky Sentences are sentences written with a prescribed number of mistakes. Students are to locate these mistakes and correct them. Students are aided by a number following each sentence; this number represents the amount of mistakes in the sentence. Mistakes may be in spelling, punctuation, capitalization, usage, or the wrong singular or plural form, the wrong possessive form, or the wrong tense. A student's ability to follow directions is enhanced by varying the number of sentences to be corrected weekly; sometimes eight sentences are to be corrected, sometimes five.

The Sneaky Sentences used will help build self-esteem with their obvious statements about the difficulty of mastering chess, and with their use of chess vocabulary and chess tactics which the teacher should stress is not understood by the general public.

CHES PACKET: CHES VALUE WORKSHEETS  
OBJECTIVES AND METHODS

There are a wide variety of objectives to the Chess Value Worksheets:

- To improve and increase self-esteem
- To improve ability to concentrate on task
- to improve reading comprehension
- to improve ability to compare values
- to improve ability to compute
- to improve ability to avoid carelessness
- to improve ability to follow directions
- to use an interest in chess to stimulate the above

The Chess Value Worksheets provide the student with a challenging activity of comparing the values of different combinations of chess pieces. This is an excellent activity to improve the ability to read and compute carefully. To avoid any copying tendencies, all work and calculations should be shown. Chess Value Worksheets can also be done in a competitive situation where individuals or teams of two students can race to see who can complete a worksheet correctly first. After these worksheets are completed, teachers should point out their degree of difficulty, and suggest to students that they share these worksheets with any "friends" who have been downgrading their school abilities.



CHess PACKET: CHess READING WORKSHEETS  
OBJECTIVES AND METHODS

There are a wide variety of objectives to the Chess  
READING Worksheets:

- to improve and increase self-esteem
- to improve ability to concentrate on task
- to improve reading comprehension
- to improve ability to grasp main idea
- to improve ability to recall details
- to answer questions in complete sentences
- to improve ability to make inferences
- to increase vocabulary
- to use one's own experiences to answer questions
- to improve ability to follow directions
- to use an interest in chess to stimulate the above

The three Chess Reading Worksheets in each packet are intended to give the student thinking experiences relating to chess. The "Chess: A Substitute For War" worksheets discuss the concept of using chess as an alternative to war. Together with the "Quotes" worksheets, students are involved in questions and discussions which are intellectual in tone and should aid in a growth of self-confidence, particularly if the students are guided to discuss these topics at home, with friends, and with students outside of the self-contained classroom.

The "Advantages of Learning Chess" worksheets were written to stress that a grasp of the difficult game of chess results in respect and admiration from those who have never learned or mastered the game, as well as from other chess players.

CHES PACKET: MASTERY FORM T1

\_\_\_\_\_ HAS MASTERED THE FOLLOWING LEVELS IN CHES:

KNOWS THE NAMES OF ALL THE PIECES \_\_\_\_\_

KNOWS THE MOVES OF ALL THE PIECES \_\_\_\_\_

KNOWS THE VALUES OF ALL THE PIECES \_\_\_\_\_

SETS UP BOARD CORRECTLY \_\_\_\_\_

UNDERSTANDS THE FOLLOWING "DO'S AND DON'T'S":

NO KIBBITZING \_\_\_\_\_

THE TOUCH RULE \_\_\_\_\_

TAKING CARE OF SETS \_\_\_\_\_

UNDERSTANDS THE CONCEPTS OF CHECK AND CHECKMATE:

THREE WAYS OF GETTING OUT OF CHECK

BLOCKING \_\_\_\_\_

RUNNING \_\_\_\_\_

KILLING THE CHECKER \_\_\_\_\_

UNDERSTANDS THE DOUBLE CHECK \_\_\_\_\_

UNDERSTANDS EXCHANGING OR TRADING \_\_\_\_\_

UNDERSTANDS THE CONCEPT OF TRADING WHEN AHEAD \_\_\_\_\_

UNDERSTANDS CASTLING CONCEPTS:

FOUR TIMES YOU CAN'T CASTLE:

ONE: \_\_\_\_\_

TWO: \_\_\_\_\_

THREE: \_\_\_\_\_

FOUR: \_\_\_\_\_

UNDERSTANDS PAWN PROMOTION \_\_\_\_\_

UNDERSTANDS EN PASSANT \_\_\_\_\_

"UTILIZING CHESS TO PROMOTE SELF-ESTEEM  
IN PERCEPTUALLY IMPAIRED STUDENTS"

STUDENT PACKET #1

ANSWER KEY

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CHESS PACKET: CHECK-OFF SHEET T1

TO COMPLETE ALL THE REQUIREMENTS FOR THIS WEEK'S CHESS  
PACKET, YOU MUST:

- \_\_\_\_\_ A. LEARN AS MANY OF THE CONCEPTS ON THE MASTERY FORM  
AS YOU CAN AND GET THEM CHECKED OFF.
- \_\_\_\_\_ B. CORRECTLY SOLVE AND COMPLETE THE FIVE CHESS-RELATED  
WORD PROBLEM WORKSHEETS.
- \_\_\_\_\_ C. KNOW THE SPELLING AND MEANINGS OF YOUR CHESS WEEKLY  
WORDS.
- \_\_\_\_\_ D. CORRECTLY COMPLETE THE CHESS SNEAKY SENTENCES.
- \_\_\_\_\_ E. CORRECTLY COMPLETE THE FIVE CHESS VALUE WORKSHEETS.
- \_\_\_\_\_ F. CORRECTLY COMPLETE THE THREE READING WORKSHEETS.
- \_\_\_\_\_ G. DO THE BEST YOU CAN IN OUR CLASS TOURNAMENT.

UNDERSTANDS FORKS \_\_\_\_\_

COMBATS CARELESSNESS:

OBSERVES THE OPPONENT'S LAST MOVE \_\_\_\_\_

STUDIES ALL THE OPPONENT'S PIECES \_\_\_\_\_

DEVELOPS A LONG RANGE PLAN (STRATEGY):

OFFENSIVE TACTICS:

ATTACKING \_\_\_\_\_

TRADING WHEN AHEAD \_\_\_\_\_

SACRIFICES \_\_\_\_\_

BREAKING DOWN WALLS AND DEFENSES \_\_\_\_\_

DEFENSIVE TACTICS:

CASTLING \_\_\_\_\_

KNOWS WHEN TO RETREAT \_\_\_\_\_

BUILDING WALLS \_\_\_\_\_

PAWN DIAGONALS \_\_\_\_\_

THE BEST DEFENSE IS A GOOD OFFENSE \_\_\_\_\_

UNDERSTANDS OPENING STRATEGY:

THE FIRST MOVES \_\_\_\_\_

FIRST 10 MOVES \_\_\_\_\_

AIMING AT CENTER \_\_\_\_\_

NOT GETTING A PIECE OUT TOO SOON \_\_\_\_\_

UNDERSTANDS THE MIDDLE GAME STRATEGY:

UNDERSTANDS DOUBLED PAWNS \_\_\_\_\_

UNDERSTANDS PINNING \_\_\_\_\_

UNDERSTANDS SKEWERING \_\_\_\_\_

UNDERSTANDS DISCOVERED ATTACK \_\_\_\_\_

SHOWS ABILITY IN ATTACKING \_\_\_\_\_

SHOWS ABILITY IN DEFENDING \_\_\_\_\_

UNDERSTANDS THE END GAME:

GRASP OF STALEMATE \_\_\_\_\_

KNOWS TWO TYPES OF STALEMATES \_\_\_\_\_

SHOWS ABILITY TO USE KING AGGRESSIVELY \_\_\_\_\_

SHOWS ABILITY TO CORNER KING WITH R & R \_\_\_\_\_

COMPETITIVE LEVEL:

CAN BEAT \_\_\_\_\_ WITH Q & 2 R ADVANTAGE \_\_\_\_\_

CAN BEAT \_\_\_\_\_ WITH Q & 1 R ADVANTAGE \_\_\_\_\_

CAN BEAT \_\_\_\_\_ WITH QUEEN ADVANTAGE \_\_\_\_\_

CAN BEAT \_\_\_\_\_

CHESS WORD PROBLEM: #T1A \_\_\_\_\_

\_\_\_\_\_ played the sixty-three year old local chess champion twenty-five times in chess. If \_\_\_\_\_ beat the champ two dozen times and no games ended up in a tie, draw, or stalemate, how many games did \_\_\_\_\_ lose to the local chess champion?

1. WHAT IS BEING ASKED FOR?

How many games did \_\_\_\_\_ lose to the local chess champion?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

63

3. WHAT DO YOU HAVE TO DO?

Multiply, Subtract

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 12 \\ \times \quad 2 \\ \hline 24 \end{array} \qquad \begin{array}{r} 25 \\ - 24 \\ \hline 1 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

1 game.

CHES WORD PROBLEM: #T1B

---

\_\_\_\_\_ played the seventy-three year old state chess champion thirty dozen times in chess. If \_\_\_\_\_ beat the state chess champ nine dozen times and never tied a single chess game, how many chess games did \_\_\_\_\_ win?

1. WHAT IS BEING ASKED FOR?

How many chess games did \_\_\_\_\_ win?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

73 30 dozen single (1)

3. WHAT DO YOU HAVE TO DO?

Multiply

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 12 \\ \times 9 \\ \hline 108 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

108 chess games.



CHESS WORD PROBLEM: #TIC

---

\_\_\_\_\_ played the seven foot tall national chess champion four dozen times in chess. If \_\_\_\_\_ beat the national chess champ three dozen times, lost only a half dozen chess games, and the remaining games were stalemates, how many chess games did the seven foot tall national champion lose to \_\_\_\_\_?

1. WHAT IS BEING ASKED FOR?

How many chess games did the national chess champion lose to \_\_\_\_\_?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

7 6

3. WHAT DO YOU HAVE TO DO?

Multiply

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 12 \\ \times 3 \\ \hline 36 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

36 chess games.

CHES WORD PROBLEM: #T1D

---

\_\_\_\_\_ played chess against the world chess champion many times. If \_\_\_\_\_ beat the champ twenty times, lost twice, and drew one thousand, three chess games, how many chess games did they play?

1. WHAT IS BEING ASKED FOR?

How many chess games did the world champion and \_\_\_\_\_ play?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

0

3. WHAT DO YOU HAVE TO DO?

Add

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 1,003 \\ 20 \\ + \quad 2 \\ \hline 1,025 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

1,025 chess games.

CHESS WORD PROBLEM: #T1E

---

\_\_\_\_\_ played the chess champion of the Universe after defeating thirty-three thousand opponents. If \_\_\_\_\_ beat the chess champ of the Universe, and held the crown for thirty-six months before retiring to a resort on Venus, how long in years was \_\_\_\_\_ the chess champion of the Universe?

1. WHAT IS BEING ASKED FOR?

How long in years was \_\_\_\_\_ the chess champion of the Universe?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

33,000

3. WHAT DO YOU HAVE TO DO?

Divide

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 3 \\ 12 \overline{)36} \\ \underline{36} \\ 0 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

3 years.

Use each of these Weekly Words in a regular sentence and a question sentence. Remember that complete sentences begin with a capital letter, end with punctuation, and make sense. The sentence must deal with chess.

King   Queen   Bishop   Rook   Knight   Pawn  
Checkmate   Stalemate   Defense   Offense

1. He has protected his king.
1. How did you checkmate her king so quickly?
2. Your queen is in danger.
2. How did you lose your queen so quickly?
3. He only has one bishop left.
3. Would you exchange your bishop for a knight?
4. His rook is threatening your queen.
4. Did you move your rook yet?
5. I enjoy forking with my knight.
5. Did you see that move he made with his knight?
6. The pawn became a knight.
6. Why did she sacrifice that pawn?
7. He will checkmate him in two moves.
7. How long did it take her to checkmate him?
8. We have a stalemate.
8. Who was responsible for their stalemate?
9. He has a good defense.
9. Do you think he loses so often because of his poor defense?
10. He has an excellent offense.
10. Why don't you use your queen more in your offense?

CHESS SNEAKY SENTENCES #T1

---

Rewrite correctly any nine of the following sentences.  
Underline all mistakes in original sentences!  
All sentences have four mistakes.

1. Many peopull dont no how two play chess.
1. Many people don't know how to play chess.
2. many people r inntimidated by the game of chess \_\_\_
2. Many people are intimidated by the game of chess.
3. Many people are afrade that chess is to difficolt too learn.
3. Many people are afraid that chess is too difficult to learn.
4. Eye no many adult's who never learned two play chess.
4. I know many adults who never learned to play chess.
5. i know lot's of smart individuals who Never learned to play chess \_\_\_
5. I know lots of smart individuals who never learned to play chess.
6. He improved hiz vocabulary buy learning too play Chess.
6. He improved his vocabulary by learning to play chess.
7. He wasnt as careless and fourgetful after he beegan playing chess \_\_\_
7. He wasn't as careless and forgetful after he began playing chess.
8. She innjoyed The competition of ches \_\_\_
8. She enjoyed the competition of chess.
9. She liked sirprizing her family an beeting her uncles' in chess.
9. She liked surprising her family and beating her uncles in chess.
10. They alllll loved too share chess with all there friend's.
10. They all loved to share chess with all their friends.

CHESS VALUES: #T1A

---

One of the first things you must know in chess is the individual values of the pieces so that you can decide whether or not you want to trade pieces with your opponent.

Remember, your king is worth a million dollars and your game is over when he is checkmated.

A king = \$1,000,000.

A bishop = \$30.

A queen = \$100.

A knight (horse) = \$30.

A rook (castle) = \$50.

A pawn = \$10.

Write either Yes or No after each sentence.

1. Would you trade two pawns for a queen? YES
2. Would you trade three pawns for a rook? YES
3. Would you trade your king for four queens? NO
4. Would you trade two castles for three queens? YES
5. Would you trade seven pawns for a queen? YES
6. Would you trade a bishop and a queen for a pawn? NO
7. Would you trade six pawns for two rooks? YES
8. Would you trade a bishop for a pawn? NO
9. Would you trade a rook for six pawns? YES
10. Would you trade two bishops for a castle? NO

CHES VALUES: #T1B

---

One of the first things you must know in chess is the individual values of the pieces so that you can decide whether or not you want to trade pieces with your opponent.

Remember, your king is worth a million dollars and your game is over when he is checkmated.

A king = \$1,000,000.      A bishop = \$30.

A queen = \$100.      A knight (horse) = \$30.

A rook (castle) = \$50.      A pawn = \$10.

Write either Yes or No after each sentence.

1. Would you trade seven pawns for two bishops? NO
2. Would you trade three bishops for a rook? NO
3. Would you trade your king for nine queens? NO
4. Would you trade two castles for three knights? NO
5. Would you trade four pawns for a horse? NO
6. Would you trade a bishop for a queen? YES
7. Would you trade two castles for three rooks? YES
8. Would you trade two bishops for a queen? YES
9. Would you trade two rooks for two knights? NO
10. Would you trade two horses for a castle? NO

CHESS VALUES: #T1C

---

One of the first things you must know in chess is the individual values of the pieces so that you can decide whether or not you want to trade pieces with your opponent.

Remember, your king is worth a million dollars and your game is over when he is checkmated.

A king = \$1,000,000.

A bishop = \$30.

A queen = \$100.

A knight (horse) = \$30.

A rook (castle) = \$50.

A pawn = \$10.

Write either Yes or No after each sentence.

1. Would you trade seven pawns for two knights? NO
2. Would you trade two bishops for a rook? NO
3. Would you trade your queen for a checkmate? YES
4. Would you trade two knights for seven pawns? YES
5. Would you trade two pawns for a checkmate? YES
6. Would you trade a bishop and a rook for a queen? YES
7. Would you trade two castles for three rooks? YES
8. Would you trade two bishops and a rook for a queen? NO
9. Would you trade two rooks and a pawn for a queen? NO
10. Would you trade a horse and a pawn for a castle? YES



CHESS VALUES: #T1D

---

One of the first things you must know in chess is the individual values of the pieces so that you can decide whether or not you want to trade pieces with your opponent.

Remember, your king is worth a million dollars and your game is over when he is checkmated.

A king = \$1,000,000.      A bishop = \$30.

A queen = \$100.      A knight (horse) = \$30.

A rook (castle) = \$50.      A pawn = \$10.

Write either Yes or No after each sentence.

1. Would you give up three pawns to get a queen? YES
2. Would you give up a bishop to get two pawns? NO
3. Would you give up your king to get nine queens? NO
4. Would you give up three pawns and two castles to get a queen? NO
5. Would you give up a bishop and a knight to get a queen? YES
6. Would you give up your queen to get a pawn and a checkmate? YES
7. Would you give up a knight and a rook to get a castle and a pawn? NO
8. Would you give up a castle to get three pawns? NO
9. Would you give up a horse and a castle to get a queen? YES
10. Would you give up two bishops, two rooks, and two knights to get a queen and a pawn? NO

CHESS VALUES: #TLE

---

One of the first things you must know in chess is the individual values of the pieces so that you can decide whether or not you want to trade pieces with your opponent.

Remember, your king is worth a million dollars and your game is over when he is checkmated.

A king = \$1,000,000.      A bishop = \$30.

A queen = \$100.      A knight (horse) = \$30.

A rook (castle) = \$50.      A pawn = \$10.

Write either Yes or No after each sentence.

1. Would you give up three bishops to get two rooks? YES
2. Would you give up a bishop to get four pawns? YES
3. Would you give up your queen to get nine pawns? NO
4. Would you give up three pawns and one castle to get two knights? NO
5. Would you give up a bishop, a castle, and a knight to get a queen and a rook? YES
6. Would you give up two castles and a knight to get two pawns and a checkmate? YES
7. Would you give up a knight and a bishop to get a rook and two pawns? YES
8. Would you give up a castle to get seven pawns? YES
9. Would you give up a horse, a bishop, and a castle to get two pawns and a queen? YES
10. Would you give up two bishops, one rook, three pawns, and two knights to get a queen, a castle, and a pawn? NO

"CHESS: A SUBSTITUTE FOR WAR" #T1

---

Read the following paragraph and then answer any five of the questions in complete sentences on another piece of paper.

There is a chess legend that suggests that chess was invented by a very wise man to offer kings a substitute for the horrors of war. When an argument or disagreement over something might occur, this wise man suggested that it would make a lot more sense if the leaders decided who should win the argument by competing in a chess game, as opposed to the stupid killing of hundreds of soldiers and civilians.

1. What is a legend?

1. A legend is a story handed down from the past which some people think is based on fact.

2. Do you think this wise man was wise? Explain your opinion in at least three sentences.

2. Yes, I think this wise man was very wise because he had (1) the wisdom to suggest an alternative to violence, (2) the creativity to invent a game which was interesting and might appeal to the competitive instincts of the feuding kings, and (3) the sensitivity to be aware of the senselessness of war.

3. What are the "horrors of war"? Use at least four examples.

3. Four horrors of war are the killing of people, the wounding of people, the destruction of property, and the wasted money spent on war which could go towards improving living conditions.

4. Do you agree or disagree with the statement that playing chess to decide who wins an argument makes more sense than killing hundreds of people? Use at least three sentences in your answer.

4. Playing chess to decide who wins an argument definitely makes more sense than killing hundreds of people. People should learn as many alternatives as possible to solve problems and avoid senseless violence. Chess is one excellent way to resolve arguments.

5. What would be five possible arguments neighboring kings might have had one thousand years ago?

5. Five possible arguments neighboring kings might have had one thousand years ago could be over water, gold, silver, land, and who should rule.

6. What would be a good title for this paragraph ?

6. A good title for this paragraph is "Chess: An Alternative To War".

THE ADVANTAGES OF LEARNING CHESS #T1

---

Read the following paragraph and then underline the best answers to the multiple-choice questions below.

There are many advantages to learning how to play chess. Chess players are respected and looked up to because the majority of people think chess is an extremely difficult game to learn and to play. Chess players soon learn to be good schemers in planning ahead and to never make careless mistakes. Chess players learn a secret new language which most people can't understand. And finally, chess players are involved in a fun game which helps them move towards their own individual potential in many different areas.

1. How many advantages are mentioned?

287            5            1            9,000,000

2. Chess players are looked up to because:

Many people can't pronounce the word "checkmate".  
Many people can play chess.  
Many people think chess is a very difficult game.  
Many people think chess is a fun game.

3. Good schemers are good at:

Making careless mistakes  
Making careful plans  
Respecting checker players  
Forgetting

4. What word in the paragraph means "lazy"?

Careless  
Advantages  
Schemers  
Mistakes

5. A good title for this paragraph would be:

"The Many Advantages of Planning Ahead"  
"The Many Disadvantages of Learning Chess"  
"The Many Advantages of Eliminating Careless Mistakes"  
"The Many Advantages of Learning Chess"

CHESS READING COMPREHENSION: QUOTES #1

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- A. Read each chess quote carefully.
  - B. Underline the statement which you think best explains the quote.
  - C. Check over your work.
- 
- I. "The older I grow, the more I value pawns." Paul Keres
    1. Pawns from old sets are worth lots of money.
    2. Pawns can be quite important in many games.
    3. Pawns are the weakest pieces.
  
  - II. "Nobody has ever won a game by resignation." Tartakover
    1. Never quit!
    2. Resigning is humiliating!
    3. There comes a time when it's reasonable to quit.
  
  - III. "If you want to win at chess, begin with the ending." Irving Chernev
    1. The beginning of the game is very important.
    2. The middle of the game is very important.
    3. The final part of the game is very important.
  
  - IV. "It is not good enough to be a good player; you must also play well." Tarrasch
    1. Bad players usually will play badly under pressure.
    2. Good players always play well.
    3. Good players may have bad games.
  
  - V. "Haste is the great enemy." Znosko-Borosky
    1. Haste makes waste!
    2. Watch your waist!
    3. The greatest enemy is waste!

"UTILIZING CHESS TO PROMOTE SELF-ESTEEM  
IN PERCEPTUALLY IMPAIRED STUDENTS"

STUDENT PACKET #2

ANSWER KEY

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CHess PACKET: CHECK-OFF SHEET T2

TO COMPLETE ALL THE REQUIREMENTS FOR THIS WEEK'S CHESs  
PACKET, YOU MUST:

- \_\_\_\_\_ A. LEARN AS MANY OF THE CONCEPTS ON THE MASTERY FORM  
AS YOU CAN AND GET THEM CHECKED OFF.
- \_\_\_\_\_ B. CORRECTLY SOLVE AND COMPLETE THE FIVE CHESs-RELATED  
WORD PROBLEM WORKSHEETS.
- \_\_\_\_\_ C. KNOW THE SPELLING AND MEANINGS OF YOUR CHESs WEEKLY  
WORDS.
- \_\_\_\_\_ D. CORRECTLY COMPLETE THE CHESs SNEAKY SENTENCES.
- \_\_\_\_\_ E. CORRECTLY COMPLETE THE FIVE CHESs VALUE WORKSHEETS.
- \_\_\_\_\_ F. CORRECTLY COMPLETE THE THREE READING WORKSHEETS.
- \_\_\_\_\_ G. DO THE BEST YOU CAN IN OUR CLASS TOURNAMENT.

CHess PACKET: MASTERY FORM T2

\_\_\_\_\_ HAS MASTERED THE FOLLOWING LEVELS IN CHESS:

KNOWS THE NAMES OF ALL THE PIECES \_\_\_\_\_

KNOWS THE MOVES OF ALL THE PIECES \_\_\_\_\_

KNOWS THE VALUES OF ALL THE PIECES \_\_\_\_\_

SETS UP BOARD CORRECTLY \_\_\_\_\_

UNDERSTANDS THE FOLLOWING "DO'S AND DON'T'S":

NO KIBBITZING \_\_\_\_\_

THE TOUCH RULE \_\_\_\_\_

TAKING CARE OF SETS \_\_\_\_\_

UNDERSTANDS THE CONCEPTS OF CHECK AND CHECKMATE:

THREE WAYS OF GETTING OUT OF CHECK

BLOCKING \_\_\_\_\_

RUNNING \_\_\_\_\_

KILLING THE CHECKER \_\_\_\_\_

UNDERSTANDS THE DOUBLE CHECK \_\_\_\_\_

UNDERSTANDS EXCHANGING OR TRADING \_\_\_\_\_

UNDERSTANDS THE CONCEPT OF TRADING WHEN AHEAD \_\_\_\_\_

UNDERSTANDS CASTLING CONCEPTS:

FOUR TIMES YOU CAN'T CASTLE:

ONE: \_\_\_\_\_

TWO: \_\_\_\_\_

THREE: \_\_\_\_\_

FOUR: \_\_\_\_\_

UNDERSTANDS PAWN PROMOTION \_\_\_\_\_

UNDERSTANDS EN PASSANT \_\_\_\_\_



UNDERSTANDS FORKS \_\_\_\_\_

COMBATS CARELESSNESS:

OBSERVES THE OPPONENT'S LAST MOVE \_\_\_\_\_

STUDIES ALL THE OPPONENT'S PIECES \_\_\_\_\_

DEVELOPS A LONG RANGE PLAN (STRATEGY):

OFFENSIVE TACTICS:

ATTACKING \_\_\_\_\_

TRADING WHEN AHEAD \_\_\_\_\_

SACRIFICES \_\_\_\_\_

BREAKING DOWN WALLS AND DEFENSES \_\_\_\_\_

DEFENSIVE TACTICS:

CASTLING \_\_\_\_\_

KNOWS WHEN TO RETREAT \_\_\_\_\_

BUILDING WALLS \_\_\_\_\_

PAWN DIAGONALS \_\_\_\_\_

THE BEST DEFENSE IS A GOOD OFFENSE \_\_\_\_\_

UNDERSTANDS OPENING STRATEGY:

THE FIRST MOVES \_\_\_\_\_

FIRST 10 MOVES \_\_\_\_\_

AIMING AT CENTER \_\_\_\_\_

NOT GETTING A PIECE OUT TOO SOON \_\_\_\_\_

UNDERSTANDS THE MIDDLE GAME STRATEGY:

UNDERSTANDS DOUBLED PAWNS \_\_\_\_\_

UNDERSTANDS PINNING \_\_\_\_\_

UNDERSTANDS SKEWERING \_\_\_\_\_

UNDERSTANDS DISCOVERED ATTACK \_\_\_\_\_

SHOWS ABILITY IN ATTACKING \_\_\_\_\_

SHOWS ABILITY IN DEFENDING \_\_\_\_\_

UNDERSTANDS THE END GAME:

GRASP OF STALEMATE \_\_\_\_\_

KNOWS TWO TYPES OF STALEMATES \_\_\_\_\_

SHOWS ABILITY TO USE KING AGGRESSIVELY \_\_\_\_\_

SHOWS ABILITY TO CORNER KING WITH R & R \_\_\_\_\_

COMPETITIVE LEVEL:

CAN BEAT \_\_\_\_\_ WITH Q & 2 R ADVANTAGE \_\_\_\_\_

CAN BEAT \_\_\_\_\_ WITH Q & 1 R ADVANTAGE \_\_\_\_\_

CAN BEAT \_\_\_\_\_ WITH QUEEN ADVANTAGE \_\_\_\_\_

CAN BEAT \_\_\_\_\_

CHESS WORD PROBLEM: #T2A

---

\_\_\_\_\_ went on a long winning streak and won seven hundred twelve chess games in January, fifteen chess games in February, thirty checker games in March, and nine dozen chess games in April. How many chess games did \_\_\_\_\_ win?

1. WHAT IS BEING ASKED FOR?

How many chess games did \_\_\_\_\_ win?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

30

3. WHAT DO YOU HAVE TO DO?

Add Multiply

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 712 \\ 15 \\ + \underline{108} \\ 835 \end{array} \qquad \begin{array}{r} 12 \\ \times \underline{9} \\ 108 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

835 chess games.

CHESS WORD PROBLEM: #T2B

---

\_\_\_\_\_ went on a long winning streak and won seven hundred twenty chess games in January, fifty chess games in February, thirteen chess games in March, and ninety dozen chess games in April. How many chess games did \_\_\_\_\_ win in April?

1. WHAT IS BEING ASKED FOR?

How many chess games did \_\_\_\_\_ win in April?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

720    50    13

3. WHAT DO YOU HAVE TO DO?

Multiply

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 12 \\ \times 90 \\ \hline 1,080 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

1,080 chess games.

CHESS WORD PROBLEM: #T2C

---

\_\_\_\_\_ went on a long winning streak and won one hundred seventeen chess games in January, five chess games in February, nineteen chess games in March, forty-three chess games in April, two hundred chess games in May, and fifty chess games in June. If \_\_\_\_\_ won two dozen chess games for each of the other six months, how many chess games did \_\_\_\_\_ win during the entire year?

1. WHAT IS BEING ASKED FOR?

How many chess games did \_\_\_\_\_ win during the entire year?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

0

3. WHAT DO YOU HAVE TO DO?

Add Multiply

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 117 \\ 5 \\ 19 \\ 43 \\ 200 \\ + 50 \\ \hline 434 \end{array} \quad \begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array} \quad \begin{array}{r} 24 \\ \times 6 \\ \hline 144 \end{array} \quad + \quad \begin{array}{r} 434 \\ 144 \\ \hline 578 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

578 chess games.

CHESS WORD PROBLEM: #T2D

\_\_\_\_\_ went on a long winning streak and won one hundred seventy chess games in January, fifty chess games in February, nineteen chess games in March, forty-three checker games in April, two hundred eighty chess games in May, and twelve chess games in June. If \_\_\_\_\_ won three dozen chess games for each of the other six months, how many chess games did \_\_\_\_\_ win during the first half of the year?

1. WHAT IS BEING ASKED FOR?

How many chess games did \_\_\_\_\_ win during the first half of the year?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

43    3 dozen    6 months

3. WHAT DO YOU HAVE TO DO?

Add

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 170 \\ 50 \\ 19 \\ 280 \\ + 12 \\ \hline 531 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

531 chess games.

CHESS WORD PROBLEM: #T2E \_\_\_\_\_

\_\_\_\_\_ went on a long winning streak and won one thousand, nine chess games in January, five thousand, eighty-three chess games in February, nine hundred six chess games in March, seven hundred forty-three chess games in April, two hundred eighty chess games in May, and twelve card games in June. If \_\_\_\_\_ won one dozen chess games for each of the final six months, how many chess games did \_\_\_\_\_ win during the second half of the year?

1. WHAT IS BEING ASKED FOR?

How many chess games did \_\_\_\_\_ win during the second half of the year?

2. WHAT IS THE EXCESS NUMBER INFORMATION?

1,009    5,083    743    280    12

3. WHAT DO YOU HAVE TO DO?

Multiply

4. SHOW ALL OF YOUR WORK:

$$\begin{array}{r} 12 \\ \times 6 \\ \hline 72 \end{array}$$

5. WHAT IS YOUR CORRECTLY LABELED ANSWER?

72 chess games.

CHESS WEEKLY WORDS: #T2

---

Use each of these Weekly Words in two complete sentences. Remember that complete sentences begin with a capital letter, end with punctuation, and make sense. The sentences must relate to chess.

Castle      Castles      Castle's      Castles'  
Castling      Castled

1. He only has one castle left.
1. His castle is in trouble now!
2. He has his two castles lined up together.
2. She is ahead by two castles.
3. His castle's position is shaky.
3. The castle's king was in trouble.
4. The two castles' positions were hopeless.
4. The two castles' victims stood in a line next to the board.
5. What do you know about castling?
5. Castling saved him from an early defeat.
6. She castled early and won.
6. He castled late and lost!



Rewrite correctly any eight of the following sentences.  
Underline all mistakes in original sentences! All sentences  
have five mistakes.

1. her overstanding of chess haz improved recentlee \_\_\_
1. Her understanding of chess has improved recently.
2. she has Also shown a great beal of progresss recently.
2. She has also shown a great deal of progress recently.
3. He haz deVeloPed innto a good chess player very qickly \_\_\_
3. He has developed into a good chess player very quickly.
4. Did you here that I had seuen queens' inn my last game .
4. Did you hear that I had seven queens in my last game?
5. Why don't u ever cassle on you're queen's side \_\_\_
5. Why don't you ever castle on your queen's side?
6. I like chess sets' that aren't two fanci ore kunfuzing.
6. I like chess sets that aren't too fancy or confusing.
7. The white night was forced too retreet an run like a Dog!
7. The white knight was forced to retreat and run like a dog!
8. He is beeginning two plam ahead several move's \_\_\_
8. He is beginning to plan ahead several moves.
9. Eye hav ben learning to use my knights bedder recently \_\_\_
9. I have been learning to use my knights better recently.
10. Lets make chess cookie pieces' an eat the wons we kapture.
10. Let's make chess cookie pieces and eat the ones we capture.

One of the first things you must know in chess is the individual values of the pieces so that you can decide whether or not you want to trade pieces with your opponent.

Remember, your king is worth a million dollars and your game is over when he is checkmated.

A king = \$1,000,000.

A bishop = \$30.

A queen = \$100.

A knight (horse) = \$30.

A rook (castle) = \$50.

A pawn = \$10.

Write either Yes or No after each sentence.

1. Would you give up three queens to get a checkmate? YES
2. Would you give up a bishop to get two pawns? NO
3. Would you give up your queen to get seven pawns, a rook, and a bishop? YES
4. Would you give up two pawns, a rook, and one horse to get two pawns and three knights? YES
5. Would you give up a bishop, a castle, and two knights to get a queen and two rooks? YES
6. Would you give up two castles, two queens, and a knight to get two pawns and a checkmate? YES
7. Would you give up a knight and a bishop to get a rook? NO
8. Would you give up a king to get eight queens? NO
9. Would you give up a horse, a bishop, and two rooks to get five pawns and a queen? NO
10. Would you give up two bishops, one castle, and two knights to get a queen, a castle, and a pawn? NO

CHES VALUES: #T2B

---

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A queen = \$100.      A knight (horse) = \$30.

A rook (castle) = \$50.      A pawn = \$10.

Write either Yes or No after each sentence.

1. Would you give up two queens to get a checkmate? YES
2. Would you give up a bishop to get four pawns? YES
3. Would you give up your queen and a knight to get four pawns, a rook, and a bishop? NO
4. Would you give up two pawns, a bishop and one horse to get one pawn and three knights? YES
5. Would you give up a bishop, two castles, and two knights to get a queen, two pawns, and two rooks? YES
6. Would you give up two bishops, two queens, and a knight to get two pawns and a checkmate? YES
7. Would you give up a knight and a queen to get a rook? NO
8. Would you give up a king to get seven queens? YES
9. Would you give up a horse and two rooks to get five pawns and a castle? NO
10. Would you give up two bishops, one pawn, one castle, and two knights to get a queen, a castle, and four pawns? YES