

STARTALK CLASSROOM ACTIVITIES

STARTALK has created a collection of interactive classroom activities designed to leverage learner engagement and interaction. Instructors and teacher can adapt these activities as they develop learning plans. The matrix below outlines the modes addressed by an activity, whether the activity is designed for individuals, pairs, or groups, if the activity requires extra materials or movement, and if it is best suited for elementary- or secondary-age learners. Click on the name of an activity to jump to the activity within this document.

Name of Activity		Mode			Groupings				Grade Level		Materials Needed	Movement Required
		Interpretive	Interpersonal	Presentational	Individual	Pairs	Small Groups	Whole Class	Elementary	Secondary		
1	5W Matrix	•			•				•	•	•	
2	Agreement Circles		•			•						•
3	Anchor Charts: Making Thinking Visible							•	•	•	•	
4	Back to Back and Face to Face		•			•			•	•		•
5	Ball Toss		•				•	•	•	•	•	•
6	Bingo	•			•			•	•	•	•	
7	Biographical Poems			•	•						•	
8	Cards on the Table	•					•		•	•	•	•
9	Chat Stations		•			•	•		•	•	•	•
10	Clothesline Time Line	•		•	•			•	•	•	•	
11	Corners	•				•			•	•	•	•
12	Cultural Fantasy Trip/Virtual Trip	•	•	•				•	•	•	•	•
13	Entry and Exit Tickets	•			•				•	•	•	
14	Find Someone Who . . .		•					•	•	•	•	•
15	Fishing Game			•			•		•		•	•

Name of Activity		Mode			Groupings				Grade Level		Materials Needed	Movement Required
		Interpretive	Interpersonal	Presentational	Individual	Pairs	Small Groups	Whole Class	Elementary	Secondary		
16	Flyswatter Game	•			•	•	•		•		•	
17	Frayer Square	•		•	•				•		•	
18	Gallery Walk	•	•		•	•	•		•	•	•	•
19	Genre Writing		•		•				•	•	•	
20	Give One, Get One, Move On	•	•			•			•	•	•	•
21	I Have the Question, Who Has the Answer?	•	•					•	•	•	•	•
22	Inside/Outside Circles		•				•	•	•	•	•	•
23	Invisible Maps	•						•	•	•	•	
24	Jigsaw: Base Groups/Expert Groups	•	•	•			•			•	•	•
25	Keep the Conversation Going		•				•			•	•	
26	KWL Charts	•		•				•	•	•	•	
27	Language Ladders			•				•	•	•	•	
28	Line-up		•			•			•	•		•
29	Magic Mystery Box	•						•	•		•	
30	Memory/Concentration	•			•	•	•		•	•	•	
31	Numbered Heads Together		•				•		•	•	•	
32	Opinion Corners	•	•					•	•	•	•	•
33	Pass the Picture			•			•		•	•	•	

Name of Activity		Mode			Groupings				Grade Level		Materials Needed	Movement Required
		Interpretive	Interpersonal	Presentational	Individual	Pairs	Small Groups	Whole Class	Elementary	Secondary		
34	Pre-Writing		•		•				•	•	•	
35	R.A.F.T.			•	•					•	•	
36	Retelling Stories		•	•			•				•	•
37	Self-Portrait with Clothing	•	•	•	•	•	•	•	•			•
38	Semantic Mapping	•			•	•	•	•	•	•	•	
39	Sequence Charts	•			•				•	•	•	
40	Signaling	•			•				•	•	•	
41	Socratic Circle Discussion	•				•	•			•	•	
42	Story Maps	•			•				•	•	•	
43	Tea Party	•	•							•	•	•
44	Tear Sheet Vocabulary	•			•	•			•	•	•	
45	Think-Pair-Share	•	•			•			•	•		
46	Think-Pair-Write/Draw-Compare	•	•			•						
47	Venn Diagrams	•			•	•	•	•	•	•	•	
48	Walking around the Room to Music		•			•		•			•	•
49	Walking/Running Dictation	•						•	•	•		•
50	What's in the Bag?			•			•				•	
51	Whip Around			•	•				•	•		

Name: **5W Matrix**

Purpose: To organize information, especially from written texts, to help promote understanding

Materials: Printed 5W Matrix visual, or students can create their own

Directions:

The 5W Matrix is a cognitive organizer/concept map. Students write out the basic facts (who, what, where, when, and why) about a story they are hearing or reading.

5W Matrix

Who	What	When	Where	Why

Name: **Agreement Circles**

Purpose: To discuss and debate unit topics and themes

Materials: A series of content statements with which students might agree or disagree

Directions:

Agreement Circles is a kinesthetic process that engages students in debating ideas concerning topics of study. The teacher prepares a series of statements about the topic being studied. The statements should allow students to agree or disagree with the ideas presented.

To begin the activity, the class stands in a large circle. The teacher reads the first statement. Students who agree or strongly agree move to the inside of the circle, while those who disagree or strongly disagree remain standing in the original circle. Students who moved inside the circle (agreed with the statement) turn and face their peers who remained in the original circle (disagreed with the statement). They form mixed, small groups of peers who agree and disagree. The small groups debate and defend their opinions. Following the small group discussions, the teacher directs students to reposition themselves if they have changed their opinions. This activity can be repeated multiple times with different statements.

Note: This activity works best with students at the Intermediate Low proficiency level and above.

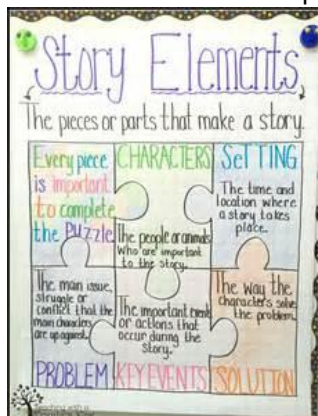
Name: **Anchor Charts: Making Thinking Visible**

Purpose: To express connections between vocabulary expressions, concepts, and themes

Materials: Chart paper and markers

Directions:

Anchor charts provide information to support a lesson that the teacher has taught, or to remind students of procedures, expectations, and routines in the classroom. Teachers, in collaboration with students, create charts to record content and strategies that students use during the learning process. For example, students ask questions and make connections about reading assignments while the teacher uses this conversation to build charts that list and explain comprehension strategies and links between concepts. The teacher posts the charts in the classroom for students to use as reference tools. The posting of these charts keeps current learning visible to learners. Students use the charts when they answer questions, express ideas, engage in communication with the teacher and with classmates, compose writing pieces, and complete assignments. Below is an example of an anchor chart:



Name: **Back to Back and Face to Face**

Purpose: To share information with others

Materials: Teacher-generated questions or prompts

Directions:

This strategy is a way for students to share information with a variety of student partners. Each student finds a partner, and they stand back to back. The teacher poses a question or states a prompt. The teacher then waits three to five seconds for all students to devise a response. On the teacher's signal, students turn to share their responses with their partners and ask a follow-up question to probe for more information. Finally, the teacher asks a few students to share their responses or to share the responses of their classmates.

Name: **Ball Toss**

Purpose: To practice question and answer language chunks

Materials: Balls, plush stuffed animals, or toys of various sizes

Directions:

Start out in a circle of ten to fifteen students. The teacher throws the ball or toy to the first student and asks a question requiring a personalized answer. That student answers the question, throws the ball to someone else, and asks that student the same question. Each student throws the ball to another student, and students continue asking and answering questions. Usually the same question is asked each time the ball is thrown.

Make sure that every student has a chance to catch and throw the ball. To check, the teacher can stop and ask the students who haven't had a turn to raise their hands, or the students can throw the ball back to the teacher each time so that the teacher can make sure all students are involved.

After the game has progressed, the teacher can add another ball so that two balls are going around the circle. Depending on the grade level and number of students, the teacher can add more balls. In this way, more students get a chance to practice. A variation of this activity is to create several smaller circles instead of one large one.

Kindergarten students can work with up to two balls. Beach balls work very well for this age group. With older students, teachers can use balls of different sizes and textures.

Establish game rules such as: throw the ball gently; throw the ball underhanded; and only throw the ball to students who are sitting or standing quietly, waiting for their turn.

Name: **Bingo**

Purpose: To understand vocabulary, content, or cultural information

Materials: Blank bingo cards, images of words, phrases, sentences, and/or connected sentences, call sheet, bingo markers (buttons or bingo chips)

Directions:

The teacher can prepare the bingo cards, or students can write or paste pictures of texts onto cards with blank bingo grids. Each student's card must be different. Each individual card will have only some of the items from a larger list kept by the teacher.

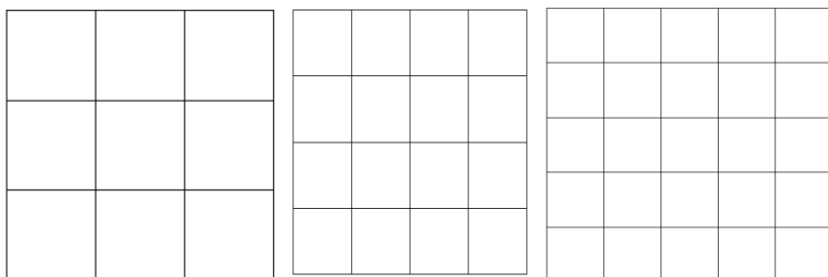
The teacher prints out a different bingo card for each student, plus a copy of the call sheet. The call sheet is a list of all the possible items in the game. The teacher cuts up the call sheet (it is a good idea to keep an uncut master copy) and puts the pieces into a bowl or other container.

To play the game, the teacher (or a student) draws a piece from the container and calls out a word, a definition, a question, or a description. If students have the item called out by the speaker on their bingo cards, they put a marker on that square. When students cover an entire row horizontally, vertically, or diagonally, they call out, "Bingo!" The teacher then asks students to name the items they covered with the markers to make sure they understood what was said and to make sure that they truly have a bingo.

Partner bingo variation: Using the same call sheet, students fill in each square of a blank bingo grid with an item from the list. The teacher organizes the students in pairs. When both students have finished filling in their bingo grids, Partner A calls out an item. If Partner B has it written on their grid, they cover it up. A and B take turns calling out items. The first to have all of their grid covered is the winner. Students can exchange partners and play bingo again.

For additional variations of this game, see: <http://www.teachingideas.co.uk/english-time-fillers/bingo>

For a free bingo generator on several topics, see: <http://www.toolsforeducators.com/bingo>



Name: **Biographical Poems**

Purpose: To present biographical or autobiographical information orally or in writing

Materials: Sample biographical poem, poem worksheet with directions

Directions:

Autobiographical poems provide an opportunity for students to write about themselves and express their identities. Most students focus on experiences, interests, relationships, and hopes. However, they might also write poems about famous people from the target culture, important monuments and landmarks, or characters from a story.

A typical biographical poem might use the following model. This model serves as instructions and should be included at the top of the worksheet:

- Line 1: First name, or name of a place or thing
- Line 2: Adjectives that describe the person
- Line 3: Things the person loves
- Line 4: Relationships to others (daughter of . . . /son of . . . /brother of . . . /sister of . . .)
- Line 5: Feelings the person has
- Line 6: Place where the person lives
- Line 7: Last name

A similar model can be used to write about important monuments, landmarks, or other things:

- Line 1: Name of a place or thing
- Line 2: Adjectives that describe the place, or thing
- Line 3: Things that are important or special about the place or thing
- Line 4: Relationships to others (who it belongs to/when or how it was made)
- Line 5: Feelings the writer has about a place or thing
- Line 6: Where to see or find it
- Line 7: One word summary of place or thing

To find examples of biographical poems, visit: <https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poet>

Name: **Cards on the Table**

Purpose: To categorize vocabulary expressions from an assigned text

Materials: Handout for each student that contains expressions they will find in the text, a graphic organizer that students will use to categorize the expressions

Directions:

This strategy prepares students to access difficult vocabulary before they encounter the expressions in a text. The teacher prepares a list of vocabulary expressions from the text. Students work with a partner to read and talk about the expressions and their meanings. Together they decide how they will categorize the expressions. They choose the category topics and rewrite the words accordingly on a large piece of paper or graphic organizer. They then post their work on the classroom wall to share with classmates. Pairs of students circulate to read their peers' categories and to compare them with their own.

Note: This activity works best with students at the Intermediate Low proficiency level and above.

Name: **Chat Stations****Purpose:** To practice asking and answering questions**Materials:** Signs with discussion prompts for chats, graphic organizer**Directions:**

Chat stations follow a pattern similar to other types of station activities. The teacher posts signs with discussion prompts around the classroom. Working in pairs or small groups, students rotate on the teacher's signal from sign to sign to have a conversation based on the prompts. They talk to one another to decide on the best response to the question posed by the prompt and record it on a graphic organizer. For novice learners, the prompts might be questions related to the unit theme or a topic or be used to review content; for higher proficiency levels, the prompts might require students to debate an issue, to take a stand on an issue, to make predictions about a text, or to prepare for a whole-class discussion on a specific topic or theme. This is a nonthreatening way to engage all students in interpersonal speaking.

The teacher should also rotate to listen in on students' discussions in order to ask follow-up questions when the conversation stalls and to note anecdotal evidence about students' achievement.

Adapted from Cult of Pedagogy: <https://www.cultofpedagogy.com/chat-stations/>

Name: **Clothesline Time Line****Purpose:** To absorb chronological cultural and historical information by depicting it in a kinesthetically and visually appealing way**Materials:** Clothesline, clothespins, index cards**Directions:**

Students use print and online resources provided by the teacher to find information about the cultural or historical topic they are learning about. They make lists of important events by date and sequence them in chronological order. Next, they write texts about or draw pictures of the important events. Using clothespins, they attach their products to the clothesline time line that is hanging in the classroom.

Variation: Students can create individual time lines based on their own lives or the life of a classmate. They can make small clotheslines using yarn and pieces of paper, or they can draw the time line.

Name: **Corners****Purpose:** To answer questions about what's appealing about particular topics or items**Materials:** Pictures or texts to post in each corner of the room**Directions:**

The teacher posts visuals or texts related to any language-learning or curriculum topic in each corner of the classroom and explains what is posted there. The teacher asks students to decide which corner they would like to go to and why. Students go to corners and pair up with a partner to share ideas about why they chose the particular corner. Students repeat this task with several other students in their "corner" (number of partners decided on by the teacher). When the students have finished talking with their various partners, the teacher checks for completion of the activity and may extend the conversations. This can be done when the students are still standing in the corners or after they have returned to their seats. The teacher might ask questions like: Why did your first partner choose that corner? Why did your second partner want to be in the corner they chose? Which corner did you think would be the most popular?

If too few students choose a particular corner and there aren't enough people to switch partners, those students can join a larger group in another corner but still maintain the topic of the original corner they chose.

Here are some examples of possible topics:

Shoes

Post a different type of shoe in each corner. For example: (a) dress shoes; (b) house slippers; (c) athletic shoes; and (d) beach sandals. Students go to the corner with the shoes they would like to wear. Once there, they tell their partners where they would go wearing those shoes and what they would do once they got there. This could also be done with four different types of clothing.

Seasons, foods, months, sports teams, activities, careers, hobbies, etc.

Students must explain why their choice is their favorite compared to the other options.

Cities, landmarks, continents, countries, monuments, etc.

Students must tell why they have chosen that place and talk about several things that they would like to do there.

Characters in a play, artists, paintings, etc.

Students must give three reasons why they chose that particular play, or artist, or painting.

Name: **Cultural Fantasy Trip/Virtual Trip**

Purpose: To take part in a pretend cultural experience

Materials: Pictures, videos, slides, Google Earth images, music from the target culture

Directions:

A fantasy trip is a low-tech strategy through which teachers and students create a cultural connection by pretending to travel to the target country. Of course, it is also possible to do a high-tech cultural fantasy or virtual trip using Google Earth.

There could be a short introductory fantasy experience in which the class pretends to travel to the target country. In this scenario, the teacher tells the students to close their eyes and imagine they're traveling as the teacher counts off hours or notes the change of time because to represent passage through time zones. The teacher might also sing or play a song from the target culture as the students are imagining their travel. The teacher then signals for the students to open their eyes with a sound that might be heard in the target country (traffic noise, bells, a call to prayer, radio or TV newscasts, etc.). Now that the students have arrived at their destination, the teacher projects large pictures of their new location, including landmarks or other areas.

Fantasy trips can be created with numerous variations. In some fantasies, all students can take part at the same time. In other fantasies, a few students may take part and the rest of the class could observe. There can be several episodes of the same fantasy, involving different members of the class. In each repetition, the script might change so that students never know exactly what to expect and thus remain attentive through several repetitions.

For a longer experience, which could take place over several days, there are many possibilities:

- The teacher issues mock passports and airline tickets to the students.
- The teacher plays soft music from the target culture in the background.
- The teacher marks off an "aircraft" area with masking tape and fills the area with chairs placed side by side in two rows, labeled with letters and numbers, as in a real airplane.
- There can be items such as airline ticket folders, luggage tags, in-flight magazines, or other realia typically found in an airplane.
- Students show their tickets and their passports to the flight attendant, find their seats, and buckle their imaginary seat belts. During the flight, students look out their imaginary windows and make observations about what they see.
- The teacher could lead the students through imagining turbulence or other common in-flight experiences.

- The teacher might distribute in-flight meals, consisting of a food or snack from the target culture.
- Once the students arrive, they can use paper cameras or smartphones to take imaginary pictures of what they see.

Other examples of potential fantasy experiences might include:

- Bus or walking tour around a city in the target country, with important monuments along the way to look at and point to
- Boat trip down a river marked with masking tape "flowing" through the center of the classroom
- Trip to a market
- Trip to a restaurant
- Elevator ride to the top of a tower overlooking a city

Name: **Entry and Exit Tickets**

Purpose: To answer questions about prior knowledge of a topic or theme (entrance ticket) and to gather information about what was learned during a class period (exit tickets)

Materials: Index cards, small pieces of paper, or sticky notes

Directions:

Entry and exit tickets are short prompts or questions that give teachers a quick preview of what students already know about the lesson topic before class and what they learn by the end of the class. The goal of an entrance ticket is to focus students' attention on the lesson topic and goals. When a student enters the classroom, they are given an entry ticket and they must then complete the ticket within a specific amount of time. When time is up, the teacher either collects the tickets and quickly looks them over or has a whole-class discussion about the tickets.

Example: *Write down what you already know about . . .*

Exit tickets are used to collect feedback on students' understanding at the end of a class and to provide the students with an opportunity to reflect on what they have learned.

Example: *The most important thing I learned was . . .
I still don't understand . . .*

Name: **Find Someone Who . . .**

Purpose: To ask and answer questions using a survey prepared by the teacher

Materials: Ten to twenty descriptions, images, or a combination of both written out on a form or grid

Directions:

The teacher prepares a survey checklist or a grid relating to the content of the current thematic unit. This checklist or grid can be prepared with pictures, text, or a combination of both. The teacher announces that students will do a brief interview in which they will ask each other questions. The goal is to speak to everyone in the class until they find someone who does the activities or has the specific characteristics mentioned on the survey. Once students have found someone who matches the criterion, the other student signs their name in the square or on the line. Below are two examples:

Find someone who . . .

Signature of student who meets the criteria

likes to eat peas

knows how to cook eggs

Find someone who . . .

likes to eat peas	knows where the country ____ is	

Variation: On a very simple level, this activity can be done with pictures such that students must find someone who can describe the picture in the target language. To debrief the task, the teacher asks students to report to the class the information they found out about their classmates.

Name: Fishing Game

Purpose: To identify vocabulary items and phrases attached to paper fish

Materials: Paper fish, metal paper clips, fishing pole, magnet, string

Directions:

The teacher cuts out small paper fish from card stock and attaches metal paper clips to them. The teacher then affixes numbers, colors, or pictures of vocabulary items to the fish. Students catch their fish with a fishing pole that has a string with a magnet attached to the end. If the student identifies what's on the fish, that student may keep the fish; if not, the fish goes back into the pond.

Name: Flyswatter Game

Purpose: To understand and physically respond to new vocabulary expressions or content information

Materials: Pictures, words, characters, or text representing vocabulary items or phrases already introduced

Directions:

The teacher displays pictures, words, characters, or text that represent vocabulary items already introduced and then divides the class either into teams or pairs. The teacher begins by calling out the names or descriptions of the items pictured, and students respond by swatting the corresponding images. To build proficiency, the teacher should call out phrases and sentences and avoid using only single words as much as possible. For example, the teacher places pictures or texts on the board and then says a phrase or sentence that identifies one of the things on the board. The first student from each pair or team to swat the item wins a point. Once students demonstrate that they recognize the vocabulary items, the teacher can begin to describe the items without using their names or the specific words on the board. A more challenging variation of the game is to give the students three sentences with information.

Variation with small groups: Instead of displaying pictures or text on the board or on the floor, the teacher provides a sheet or small cards for each group of two to four students, along with crayons of a different color for each student. As

the teacher calls out the name or description of an item on the sheet, each student tries to be the first one to circle that picture with their crayon. The student who is first wins a point. The game continues until all items are called. The student who has circled the most items wins.

Variation with pairs of students: Using one set of cards with words, phrases, sentences, and/or pictures, pairs of students work together to find the items that the teacher names or describes. They use their fingers to point to the vocabulary card that corresponds to what the teacher says.

Name: **Frayer Square**

Purpose: To demonstrate understanding of new vocabulary and concepts in a content area

Materials: One large graphic organizer for the teacher to record student responses, individual graphic organizers for students

Directions:

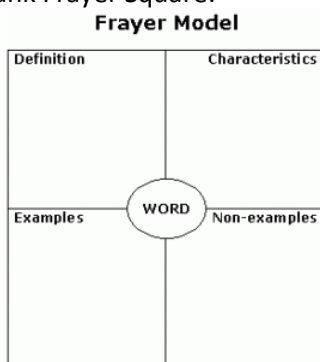
The Frayer Square is tool that students can be used to gain a deeper understanding of vocabulary and concepts. It requires students to define a term in their own words, to give characteristics of the term, to write the term in an original sentence, and to give examples that explain the meaning of the term. For younger children or students who are not yet able to write, teachers can ask students to draw their ideas. The teacher models the process by talking through the process of completing one entire Frayer Square. Students then work individually to fill out their Frayer Squares based on the teacher's expectations. Once finished, they work with a partner to share their responses. Finally, the teacher works with students to create a class chart.

Frayer Squares have many uses. They help students develop understanding of key concepts and vocabulary. They guide students to make connections between prior learning and new concepts. They build students' critical thinking skills. The Frayer Square that students' create can be used to assemble a class vocabulary or word wall.

The following variations were adapted from The Teacher Toolkit:

<http://www.theteachertoolkit.com/index.php/tool/frayer-model>

Example of a blank Frayer Square:



A typical Frayer "4-square" model includes the following elements:

- Definition in student's own words
- Examples
- Non-examples
- Characteristics or illustration of concept

Alternate Frayer Model exercise 1:

Vary the model by changing the four elements to:

- Examples
- Non-examples

- Essential characteristics
- Non-essential characteristics

Alternate Frayer Model exercise 2:

Give students a Frayer Model with the middle circle blank and all the squares filled in, and ask students to guess the vocabulary word.

Name: Gallery Walk

Purpose: To present information to an audience of peers, to ask and answer questions about content

Materials: Images and artifacts from the target culture, pictures of characters and events from a story, students' writing products, etc.

Directions:

In a gallery walk, students are actively engaged as they walk around the classroom looking at drawings, visual representations, and poster projects that have been hung on the classroom walls or displayed in the classroom. A gallery walk can be used at any point in the lesson to engage students in presentational speaking. While students are at each image, there is an interpersonal communication task that they must complete. For example, students can complete a graphic organizer or answer a list of questions as they view each exhibit.

Students can take a gallery walk on their own, with a partner, or in small groups. The teacher announces when groups should move to the next piece in the exhibit. Each item should be spaced far enough apart throughout the room so that different groups have their own space. At the end, the teacher processes with students to find out what new information they gained.

Name: Genre Writing

Purpose: To develop writing skills

Materials: Writing samples of a specific genre or a mentor text that illustrates the genre that students are learning

Directions:

The teacher identifies writing samples (mentor texts) in the literary genre that is being taught. A mentor text is any text that is used as an example of good writing. The genre might be travel writing, journals and letters, narrative writing, expository writing, persuasive writing, or poetry. The teacher and students read one or two mentor texts together so that students understand the texts and are able to discuss the ideas presented in these writings. Once they understand the meaning of the texts, students are ready to identify some characteristics of the genre. The teacher guides students to identify the purpose of the texts and the overall structure used by the writers. They study the text features and the language conventions used.

For example, for travel writing, this might include writing captions for pictures, short descriptions of places, an introduction that captures the interest of the reader, specific information about locations, the times one can visit certain places, what there is to see and do there, and whether there is a cost. After deconstructing the texts with the students, the teacher co-constructs a similar text with students and posts this model writing in the classroom as a reference tool for students. During the co-construction phase, the teacher explicitly teaches language conventions used in the genre. Next, students work on creating their own writing samples. They collaborate with classmates and with the teacher to give and receive feedback before they publish their work on the class website.

Note: This activity works best with students at the Intermediate Low proficiency level and above.

Adapted from "Learning to Mean in Spanish Writing: A Case Study of a Genre-Based Pedagogy for Standards-Based Writing Instruction" by Francis J. Troyan: <http://onlinelibrary.wiley.com/doi/10.1111/flan.12192/full>

Name: **Give One, Get One, Move On****Purpose:** To ask and answer questions about a theme or topic**Materials:** Large index cards, each with a different unit topic or idea written on one side**Directions:**

The teacher gives each student an index card that has a topic or unit idea written on one side. Students spend approximately five minutes writing notes about the topic on the reverse side of the card. These notes will guide their conversations with classmates as they share their learning.

On the teacher's signal, students mill around the classroom to find a conversation partner. Each student asks about the topic the other student has, and the students present their ideas to each other. There may be discussion between the students to clarify and share other ideas. On the teacher's signal, the students again mill around the classroom to find a different conversation partner. The procedure repeats. The teacher decides the number of rounds that are appropriate for each class of students.

Note: This activity works best with students at the Intermediate Low proficiency level and above.

Name: **I Have the Question, Who Has the Answer?****Purpose:** To find the missing question or answer**Materials:** Index cards with questions and possible answers to those questions**Directions:**

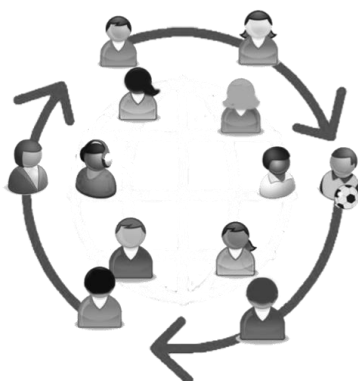
The teacher prepares a set of questions and answers, writing one question or one answer on each card. This can also be done with images and sentence strips. The teacher distributes the cards such that half the class receives a question and the other half of the class receives an answer. Students circulate to find their match. Once they have found their match, the students do something with the information, such as create a chart or graph.

Name: **Inside/Outside Circles****Purpose:** To incorporate movement with asking and answering questions**Materials:** Teacher-generated questions or topics, student-generated questions**Directions:**

This activity is like the line-up activity, except that it is done in a circle rather than in a line. Half the students form a circle, and the other half make another circle around them. Students in the inner circle turn to face a partner standing in the outer circle. If there is an uneven number of students, two students can pair up by linking elbows and working as though they were one student. It is helpful to have students shake hands with the partner facing them so that everyone knows who their partner is.

The teacher explains the communication task. The students then talk with each other and complete the communication task. Some teachers ask the students raise their hands when they are done with the task so the teacher knows when to signal the students to move to their next partner.

After students complete the communication task, the teacher asks the students in the outside circle to move one or two students to the right or to the left. Students may do the same communication task with their new partner or perform a different task with each new partner, depending on the guidance of the teacher. The teacher repeats directions for movement and interaction at least three or four times. At the end, the teacher checks with various students to make sure they have completed the task.



Name: Invisible Maps

Purpose: To follow directions by listening to the teacher’s instructions and drawing an invisible map of the target region or country

Materials: Blank paper

Directions:

One way that students can visualize geographic locations is to make “invisible maps” before they look at actual maps. The teacher has students pretend to take out their invisible maps and hang them up in front of them. The teacher does the same with her map in the front of the class. The teacher then stands behind the invisible map (with the teacher’s back to the class), and pretends to draw and talks about the bordering countries, cities, rivers, oceans, streets, or landmarks. As the teacher is drawing the location, the teacher tells the students to draw the locations on their invisible maps as well.

The teacher and students should draw each location several times. After the students have drawn a place several times, the teacher can simply name the locations without first demonstrating them and students can draw them on their maps. To check for learning, the teacher gives students a paper map with some blank spaces and has the students fill in what they drew on their invisible maps.

Name: Jigsaw: Base Groups/Expert Groups

Purpose: To comprehend and infer meaning from a text by becoming an expert in a portion of the text, to share information with classmates

Materials: An authentic text or an assignment divided into four sections, graphic organizers for student groups

Directions:

Jigsaw is a strategy that places students at the center of the learning experience and builds positive cooperation among classmates. The strategy can be used with a text or with an assignment. The teacher divides the students into groups of equal numbers; four students to a group is ideal. If there are extra students, they can be partnered with another student. This is the Jigsaw base group. The teacher also divides the text or assignment into chunks so that each student in a group gets one section. That person will be responsible for teaching the information from their chunk to the other group members. The teacher then allows time for individuals in the Jigsaw base groups to read, study, and research their chunks of content.

The teacher then instruct students to form “expert” groups wherein they meet with all students who were assigned the same chunk of content, and they work together to discuss the content and agree on the important points they will share with the others in their Jigsaw groups. They might design a poster, a concept map, or an oral presentation as a teaching tool. Students return to their Jigsaw base groups, where they take turns presenting their chunks to the others in the group. During the individual presentations, the other group members take notes, ask questions, and make comments. They complete the graphic organizer provided by the teacher.

Finally, the teacher checks for understanding. This might take the form of a class discussion or a written assignment in which students give their opinions about the content and support those opinions with evidence.

Note: This activity works best with students at the Intermediate Low proficiency level and above.

Name: **Keep the Conversation Going**

Purpose: To ask and answer questions based on thematic units of study

Materials: Teacher-created questions about the thematic units of study

Directions:

This activity can be implemented throughout a unit of study. The goal is for students to talk as long as they can about one question dealing with content from a thematic unit. The teacher says, writes, or projects a question, and students find a conversation partner and begin talking. This can be done at the start of a lesson, as a transition from one lesson segment to another, and as closure. The teacher times the conversation (one to two minutes) and then asks the pair that spoke the longest to redo their conversation in front of the class.

Prior to implementing this activity, the teacher introduces and practices conversation starters, expressions that extend a conversation, and language that brings a conversation to an end. These phrases can be explicitly taught and posted on a large chart for students to use as they interact with one another. It is best to teach one or two at a time and to ask students to use them during the conversations if possible.

Conversation starters	Maintaining the conversation	Ways to end a conversation
Hi, how’s it going?	I think that . . .	Sorry. I have a date.
Hello. My name is . . .	Can you please repeat that?	Call me.
Excuse me. Can we talk?	Fabulous!	Text me.
May I ask you a question?	Really! Can you tell me more about that?	Can we talk more about this later?
Do you have a minute?	I agree because . . .	Thanks. It was good to talk to you.
	I don’t agree because . . .	I have to go now.
	That’s disgusting!	
	Do you mean that . . .	

Name: **KWL Charts (What I Know, What I Want to Know, What I Learned)**

Purpose: To help connect prior knowledge and curiosity to informational texts and to demonstrate learned material

Materials: Blank chart large enough for entire class to see

Directions:

Before reading: The teacher introduces the text that students will read or the topic they will learn about. The teacher records what students say they know about the topic in the “K” column. The teacher then asks students what they would like to know or what they wonder about the topic. The teacher records those questions in the “W” column.

During reading: As students read the text, they are encouraged to find answers to their questions and also to record new information they learn. Students can use notebooks or sticky notes, for example.

After reading: With the entire class, the teacher reviews the questions in the “W” column and asks students to provide the answers they have found. New information is added to the “L” column.

KWL Chart

K What I know	W What I want to know	L What I learned

Name: Language Ladders

Purpose: To increase proficiency by orally expressing information on certain topics in varied ways

Materials: Words and phrases posted on charts in the classroom

Directions:

Language ladders help students to communicate using expressions needed to talk about certain topics. They represent a series of different ways to express an idea or need, using various registers, degrees of politeness, and social contexts. For example, a language ladder might include levels of reaction to a homework assignment or different ways of giving a compliment or encouragement to fellow group members in a cooperative learning situation. The ladders are posted in the classroom to provide input for various topics. Teachers and students add to the ladders over time. Here are some examples of what language ladders might look like:

Thank you	I don't understand	Good-bye	Useful phrases for playing games	
Thanks! Thank you! Thank you so much! Thank you very much! It's so nice of you to _____. I appreciate your _____.	I don't understand. What's a _____? How do you _____? Tell me more. Say it again, please. What do I do first/next/after that? What does that mean?	Good-bye. See you. See you later. Bye-bye. So long. Farewell. Later.	Let's begin. It's my turn. It's your turn. Whose turn is it? _____ goes first. You go next. I'll go last.	He/She is cheating! What are you doing? I'm rolling the dice. I'm moving my player. Move _ spaces, not _____. Go back! I won! You won! Great job! Way to go!

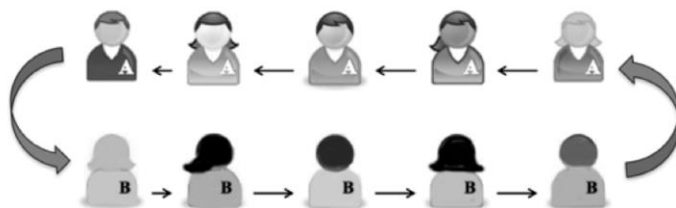
Name: Line-up

Purpose: To ask and answer questions based on thematic units of study while incorporating movement

Materials: Questions about the thematic units of study

Directions:

This activity can be used to practice or recycle any topic. Place students into two parallel equal lines, with each student facing a student in the opposite line. If lines have an uneven number of students, two students can pair up by linking elbows and acting as one partner. Students must do the assigned task with the student who is standing opposite them. For example, each student can ask and answer a question or practice a phrase. Or, each student can have a card with information and they must communicate with the other student about that information. After both lines have completed the task, all students will move one space over to the right, and the student at the end of each line will move to beginning of the other line (see diagram below). This ensures all students have a new partner for the next round.



Name: **Magic Mystery Box**

Purpose: To provide a motivating context for language use.

Materials: A decorated box or bag from which students or teachers can pull items

Directions:

The magic mystery box is a multipurpose tool that brings a game-like element of surprise to any context. The box can hide many different vocabulary items and serves as a source of motivation. Listed below are several ideas for using the box and directions for making one.

Categorizing Activity

Put items dealing with a particular vocabulary set in the magic box. After all the items have been pulled out, classify and categorize the items according to various criteria. For example, food items could be categorized according to color, time of day eaten, foods with shells or peels, foods that are meats, vegetables, fruit, dairy, bread, etc.

Creating a Story

Begin telling a story by pulling various objects out of the magic box. The students then continue creating the story by continuing to pull different characters or objects out of the box.

Culture Activity

Put pictures of similar places from the target culture and from the native language culture in the box (images of grocery stores, or a telephone booth, classrooms, etc.). As the teacher pulls out the pictures, the students discuss which culture they come from and whether the pictures are similar or different.

Feel Box

Students describe and/or guess an item in the box based on touch alone.

Geography Activity

Put pictures of local, regional, national, or international landmarks in the magic box. Hang a corresponding map on the wall. Pull out the pictures (Eiffel Tower, Empire State Building, Taj Mahal, etc.), talk about them, then put them where they belong on the map.

Guessing Activity

Pull familiar items from the box, revealing a little bit at a time while students take turns guessing the item or describing it.

Holiday and Celebrations Activity

Pull out different objects connected to holidays and celebrations in the target culture.

Passing the Box

Seat students in a circle. Place a number of familiar items in the magic box and pass it around the circle until a bell rings, the music stops, or some other prearranged signal is given. Have the student holding the box pull out one of the items and identify it using a phrase or sentence. The game proceeds until all the items have been removed.

Variation: Place items that were incorrectly identified in the center of the circle. When the box stops, the student holding it has the option of drawing an object from the box or choosing one from the center of the circle.

Planning a Meal Activity

Place real or artificial food items into the box. Have students draw out three to five items, construct a menu, and identify the meal.

Restaurant or Table-Setting Activity

Before a restaurant lesson, pull from the box items such as plates, cutlery, napkins, a candle, menus, a bill, etc. When all the items are out, the students can set the table in a culturally appropriate manner and role play a restaurant scene.

Rope Story

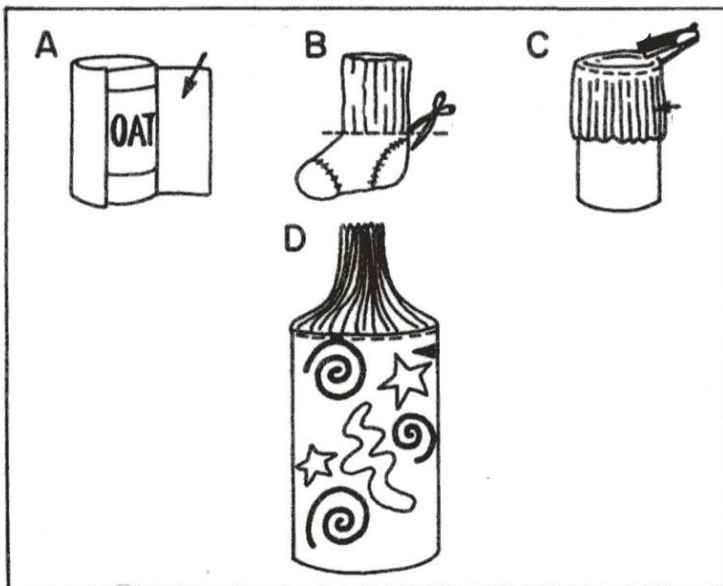
Attach characters (puppets, finger puppets, pictures, symbols) from a story to a rope and gradually pull the “rope story” from the magic box while the story is told.

Sentence-Making Activity

Have students pull words or phrases out of the box and then string them together into a narrative or combine them into a command.

Directions for making a magic mystery box

A.	Cover the bottom and sides of a large cylindrical container with two layers of self-stick plastic covering. An ideal size for the container is about nine inches long by five inches in diameter. (A very large oatmeal container was used for the multicolor magic box below, and a snack tin was used for the red magic box.)
B.	Cut the heel and the foot from a large, heavy sock, or use a portion of a leg warmer.
C.	Pull the sock over the top of the container until the entire sock is stretched around the top. Staple the sock around the top edge to fasten it to the container. Place a strip of plastic or tape around the top edge of the container, covering the staples and the top edge of the sock.
D.	Pull the sock up from the bottom, inside out, to form a handle for the container.



Name: Memory/Concentration

Purpose: To demonstrate understanding of vocabulary, content, or cultural information in a game setting

Materials: Two sets of cards with pictures or text for each group

Directions:

The teacher prepares two sets of cards for each small group or pair of students. The cards may have the same pictures, or one set can have pictures and the other set can have matching words, phrases, or sentences. Use no more than twelve different vocabulary items (twenty-four total cards). With K–2 students, use fewer cards. Students find and identify matching vocabulary items and phrases. Place the cards on a playing surface, face down. Each partner or each team takes turns turning over two cards and saying a phrase to identify what is on the card. If matching cards are found, they are given to the partner or group that finds them. The object of the game is to get the highest number of matched pairs.

Name: Numbered Heads Together

Purpose: To answer questions or respond to prompts

Materials: Teacher-generated questions or topics

Directions:

The teacher divides students into groups of four, and students count off so each one has a number. The teacher gives a question or states a prompt. Students must put their heads together and talk with each other so that everyone in the group knows the answer. All students are responsible for knowing how to answer the question or respond to the prompt in the target language. After students have finished talking about the question, the teacher calls out one of the numbers, and the student with that number must answer the question.

Variation: The teacher may ask one or more students to answer, or ask all the students with that number to go to the board and write the answer, or ask each student to whisper the answer to the teacher.

Name: Opinion Corners

Purpose: To give opinions and/or answer questions about why the particular corner was chosen

Materials: Teacher-generated questions or topics, student-generated questions

Directions:

The teacher posts pictures or texts in each corner of the classroom and announces the following choices:

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

or

1) Always 2) Sometimes 3) Rarely 4) Never

Topics posted in the corner could, for example, be related to daily activities or could be adapted to a curriculum unit.

The teacher poses a question or gives a prompt such as:

Winter is my favorite season of the year.

I love Saturdays.

I dislike going shopping with my parents.

Students are given time to think about which corner they would like to go to and why. Students go to corners and talk with one or more partners about why they chose that corner.

Name: Pass the Picture**Purpose:** To answer questions in writing**Materials:** Images from the target region, an electronic device (iPad, iPhone, tablet) or a large sheet of butcher paper**Directions:**

Each student in a group receives an image from the target culture. The teacher asks a question about some aspect of the content focus. The students record simple responses on an electronic device (iPad, iPhone, tablet) or on a large piece of paper. Then they pass the device or paper to the next student in the group. The teacher continues asking questions and, in turn, group members record their answers on the same device or paper. At the end of the activity, each group verbally describes the image.

Name: Pre-Writing Task**Purpose:** To prepare for narration by surfacing prior and current knowledge about a topic or theme**Materials:** One large graphic organizer for the teacher to use to record student responses, individual graphic organizers for students**Directions:**

The teacher displays a large graphic organizer similar to the one pictured below and describes the assigned writing task. Students work in pairs to fill in any information they know about students' daily school schedules in the target country. Once they have had sufficient time to talk with their partners and fill in the chart, the teacher conducts a whole-class debriefing session and elicits content and corresponding forms from students. This provides an opportunity for the teacher to review vocabulary, structures, and cultural understandings. Students use this graphic organizer as they write about daily school subjects in the United States and in the target country.

How does my daily school schedule compare to those of students in the target country?	
Content	Form
Weekly schedule	Days of the week Times Verbs: <i>to being, to end</i>
School subjects	Verb: <i>to take a course, to study, to do</i> Names of school subjects
Extracurricular activities	Clubs Sports Band, orchestra, chorus
Cultural practices	Similarities/differences in courses Similarities/differences in daily schedules Similarities/differences in extracurricular activities

Adapted from the work of Chantal P. Thompson, Brigham Young University

Name: R.A.F.T. (Role, Audience, Format, Topic)

Purpose: To narrate from different viewpoints in different formats to specific audiences

Materials: A choice board of possible roles, audiences, formats, and topics for writing

Directions:

The teacher prepares a choice board that includes possible roles of the writer, the audience to whom the writer will communicate, the format, and the topic that will be addressed. For example:

Role (who you are as the writer): A journalist, a writer of a guidebook, a person who has recently returned from a trip to the target culture

Audience (to whom you are writing): A friend, a teacher, readers of a guidebook or a newspaper

Format (the format in which you are writing): A letter, a speech, a news article, a guidebook

Topic (what you are writing about and why): The subject or the point of the writing

The teacher begins by projecting a R.A.F.T. choice board on the board or on chart paper and describing each element. The teacher shares with the class a writing sample that aligns with one of the prompts. Students work in pairs to deconstruct the sample, noting characteristics of each element (role, audience, format, topic). The teacher guides students to practice possible responses and to share those ideas with a partner and with the whole class. Students then choose a R.A.F.T. and write a rough draft. They confer with peers and with teachers during the writing process. When satisfied that their writing piece is complete, they post it on the classroom walls for others to read and critique.

Role	Audience	Format	Topic
Customer	Store clerk	Complaint	Ask for a refund for a purchased item that has a flaw
Student who wants to study abroad	Organization sponsoring the program	Letter of intent	Explain your interest in the program and discuss your qualifications
Student who wants to study abroad	Organization sponsoring the program	Application form	Describe your personal information and qualifications for the program
An endangered animal from the target country	Tourists	Ad in a newspaper	Tell tourists how they can help save you

Note: This activity works best with students at the Intermediate Low proficiency level and above.

Name: **Retelling Stories****Purpose:** To narrate stories orally and in writing**Materials:** Classroom chairs or desks arranged in groups of four with students facing one another; visuals depicting a story read, listened to, or viewed by the class**Directions:**

After reading, listening to, or viewing a story, students need to practice retelling the story to gain confidence with the new vocabulary, with sentence-level speech, and with the story line. The first part of this task is written and the second part oral.

Written Task

Working in pairs, students summarize the story in roughly ten sentences, depending on the length of the text. They write their summary sentences on sentence strips, mix them up, and put them in an envelope. Once they notice that another pair has finished the summary sentences, they make eye contact and exchange envelopes. The pairs then work to reassemble their classmates' summary sentences into a logical sequence. They display their work on tables or on students' desktops. When sufficient time has elapsed, the teacher signals the pairs to rotate and read their classmates' summaries until all students have read and considered all the summaries. They may reorder the sentences if needed. To debrief the task, the teacher works with the students to logically retell the story.

Oral Task

The second part of the task involves groups of four students. Each group sits together in individual desks or chairs that are facing one another. There are visuals labeled 1, 2, 3, and 4 on each desk that represent different parts of the story. Students each have a number from 1 to 4. Student 1 begins telling the first part of the story based on visual 1, student 2 continues with the second part of the story based on visual 2, and so on. After all four parts have been told, students move one desk to the right and continue to tell the story based on their new visual. The procedure continues until each student has had a chance to tell every part of the story (four rounds). This is not a memorization activity. Each person tells the story in his or her own words.

Adapted from the work of Todd McKay

Name: **Self Portrait with Clothing****Purpose:** To present information about oneself**Materials:** Small photos of students, cutouts of a variety of clothing for different occasions and seasons**Directions:**

Using a digital camera, the teacher takes headshots of the students, prints them out, cuts out the heads, and sticks them onto the heads of paper dolls. Students dress their dolls in their favorite clothes using cutouts or draw clothes on the doll based on the teacher's prompts and questions. As a variation, students might attach the doll to craft sticks and work with them as if they were puppets to practice introductions, to present a skit, or to practice oral questions and answers. Additionally, students might make a video of the dolls walking across a stage, introducing themselves, and describing what they are wearing.

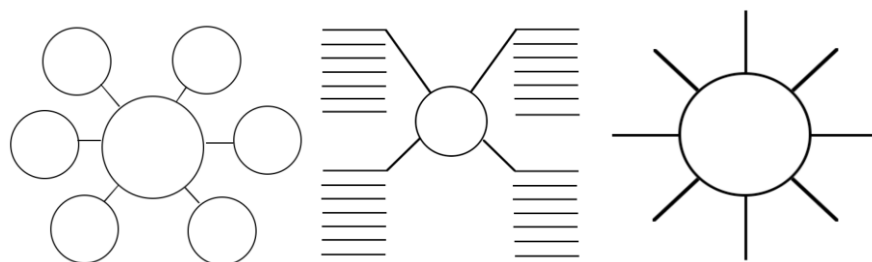
Name: Semantic Mapping

Purpose: To organize information, especially from written texts, to promote understanding of information

Materials: Various visuals that show different ways to organize information

Directions:

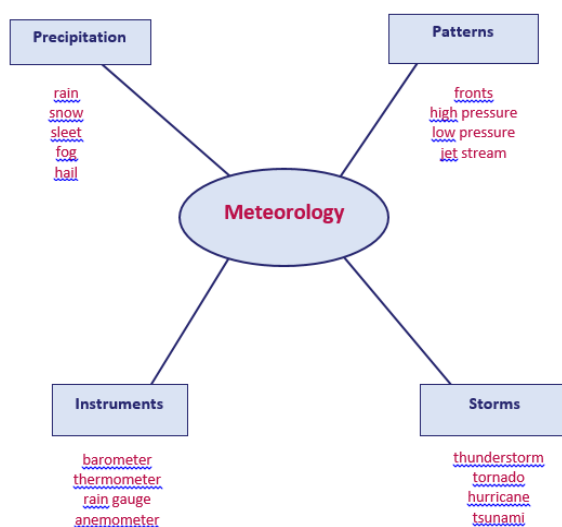
A semantic map is a type of concept map or cognitive organizer. Semantic mapping is a technique that can be used as a pre-reading, pre-writing, or review strategy. Its purpose is to show graphically how words, expressions, and concepts are related to each other. It's an effective strategy for vocabulary expansion and for working with students' background knowledge before they begin to read or write. Further, it can be used as a review strategy as the teacher and students consider the unit theme and its component parts. These maps are not pre-made by the teacher; rather, the teacher and students brainstorm and create the map collaboratively. Some possible formats for semantic maps are pictured here:



The teacher presents a vocabulary expression, concept, image, or unit theme. Students take time to consider the focus of the map; they might talk about it with a partner or begin to write down ideas individually. When sufficient time has elapsed, the teacher guides the creation of the semantic map by eliciting from students possible topics and ideas associated with the topics. Together the teacher and students begin to build the map.

Students use the map as they compose their writing sample or as they read a new text. As a review strategy, they use the map to surface vocabulary, structures, culture, and content related to the unit theme.

Below is an example of a completed semantic map:



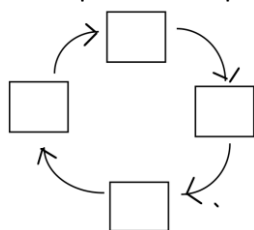
Name: Sequence Charts

Purpose: To organize information in chronological order to increase understanding of material

Materials: Sequencing concept organizers

Directions:

Students can use the structure of the cycle map or the flowchart to organize information from reading or classroom learning to help them retain information. They can be used to map out processes, chronological information, or relationships between pieces of information.



Name: Signaling

Purpose: To physically demonstrate understanding of learning

Materials: Answer cards or materials (e.g., yes/no cards, numbered cards, objects), prompts and questions to pose to students

Directions:

Teachers can show students various ways to demonstrate their understanding. For example:

- Students hold up their right hands for one answer and their left hands or fists for the other answer.
- Students touch their ears for one answer and their noses for another answer.
- Students nod their heads for yes and shake their heads for no.
- Students are given cards or signs with various answers on each (yes/no, right/wrong). The students hold up the cards or signs to signify answers.
- Students hold up objects to signify answers (i.e. pencil for yes, crayon for no).
- Students hold up cards with the numbers or symbols that show their answers.
- Students write or draw responses on a piece of paper or a dry-erase board.

Name: Socratic Circle Discussion

Purpose: To discuss and debate the essential questions of a unit of study

Materials: Graphic organizers for students to take notes with during the discussions

Directions:

At the end of a thematic unit, students discuss the essential questions that guided the unit. Half of the students sit in a circle facing one another. They will have the first conversation. Their classmates sit behind them in a second circle. They will take notes during the conversation and jot down questions they want to ask their classmates.

The teacher acts as moderator and assessor. The teacher begins the discussion by posing one of the unit's essential questions. The students in the inner circle then begin to talk to one another, giving their opinions and supporting those ideas with information learned during the unit. There is no leader. Rather, it is the responsibility of all the inner circle students to participate in beginning the discussion, keeping the discussion going, and ending it when the question has

been sufficiently explored. The teacher only interrupts when the discussion stalls. At that point, the teacher either ends the talk or asks a follow-up question to elicit additional comments from the students.

Next, students in the inner circle turn to the students seated behind them in the outer circle and answer any questions that they might have. The students then change places (the inner circle becomes the outer circle, and the outer circle students move to the inner circle).

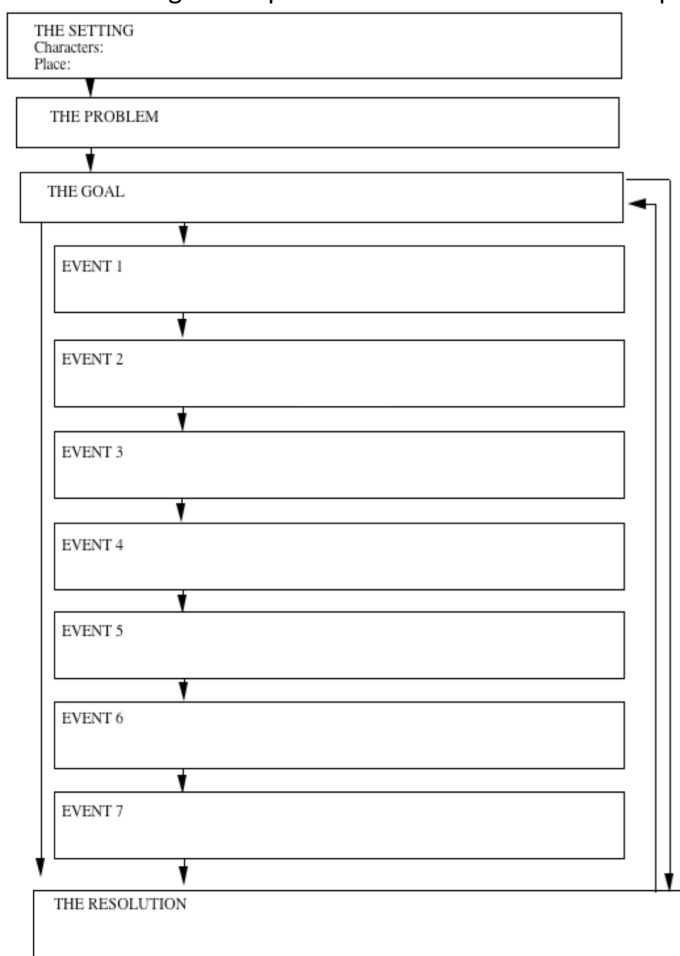
Name: **Story Maps**

Purpose: To identify and visually organize the central structural and main components of simple stories to help comprehension

Materials: Blank forms for students to fill in

Directions:

Students fill in the story map with the help of the teacher before, during, and/or after reading. A story map helps the student distinguish important information from less important information. Here are two sample story map formats:



Variation for younger students:

NAME OF THE STORY:

CHARACTER(S): Who is in the story?

SETTING: Where did it happen? When?

PROBLEM: What was wrong?

GOAL: What did the characters want to do about it?

EVENTS: Draw pictures to show what happened.

1	2
3	4
5	6

RESOLUTION: How did it turn out?

Name: Tea Party

Purpose: To predict the content of an oral or written text

Materials: Large index cards with quotes from a text that students will read

Directions:

This activity can be used with a variety of texts, including poems, articles, or whole books. It works well with large groups. The teacher writes quotes from a text on large index cards then distributes one card to each student. More than one student might receive the same quote. On the teacher's signal, students walk around the classroom, find a conversation partner, read the quotes to one another, and then talk about what they think the text is about.

Person A reads their quote aloud while person B listens. Then person B reads their quote aloud while person A listens. They take turns talking about the meanings of the quotes and then give their predictions about the text. When the teacher signals once again, students walk around to find new partners. Later, when students read the text, they already have a preview and a sense of the information in the text.

Name: Tear Sheet Vocabulary

Purpose: To demonstrate understanding of input, content, and/or culture

Materials: Sheets of paper with six to nine small images of new vocabulary expressions

Directions:

After introducing new thematic vocabulary, the teacher distributes sheets of paper with small, individual images depicting the new expressions. Students each receive one set of images. They quickly rip the images into individual flashcards that they will use to demonstrate comprehension and acquisition of new vocabulary.

Variation 1: The teacher says vocabulary words, expressions, or sentences, and students hold up the corresponding image.

Variation 2: The teacher describes the images without saying the vocabulary words directly. Students hold up the corresponding pictures.

Variation 3: At their desks, students sequence the images to show understanding of a story they read in class.

Variation 4: Pairs of students play finger flyswatter using one set of images for each pair. Students use their fingers to touch the vocabulary expression that the teacher says or describes.

Variation 5: Students match the images to text.

Variation 6: Students hold up images related to a text as that text is read aloud by the teacher.

Name: **Think-Pair-Share**

Purpose: To orally share information with other students

Materials: No specific materials required

Directions:

This strategy requires no advanced preparation by the teacher. After posing a question or stating a prompt, the teacher waits three to five seconds for all students to devise a response. Next, students turn to another classmate to share their responses and clarify their thinking. Finally, the teacher asks a few students to share their responses or to share the responses of their classmates.

Name: **Think-Pair-Write/Draw-Compare**

Purpose: To share information in writing with other students

Materials: No specific materials required

Directions:

This strategy is a variation of Think-Pair-Share and also does not require advanced preparation by the teacher. After posing a question or stating a prompt, the teacher waits three to five seconds for all students to write or draw a response. Next, students turn to another classmate to share their responses and clarify their thinking. Finally, the teacher asks a few students to share their responses or to share the responses of their classmates.

Name: **Venn Diagrams**

Purpose: To compare and contrast information, especially from written texts, and find similarities and differences to help understand the information

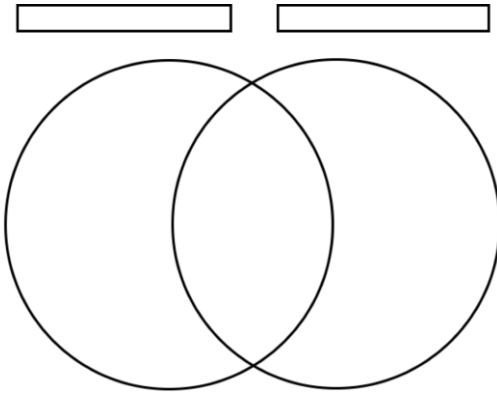
Materials: Blank Venn diagram for each student

Directions:

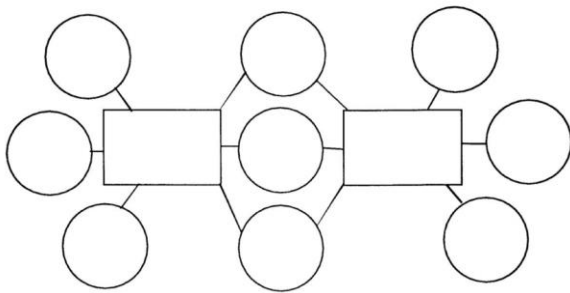
A Venn diagram is a cognitive organizer that consists of two or more intersecting circles that graphically depict logical relationships among concepts or sets of information. Venn diagrams enable students to organize information visually so they are able to see those relationships and can then identify similarities and differences. Each set of items is listed in one of the circles, and all the items that are in common are listed in the overlapping area of the two circles.

A simple example of a Venn diagram might be one relating to items to pack for a trip. In one circle, the students list everything they can think of that they would need for a trip to a warm tropical climate. In the other circle, they list everything they might need for a trip to a cold, Arctic climate. In the intersection between the two circles, they list all

the items they might need for both trips.



The information in a Venn diagram could also be presented in an alternate format:



Name: **Walking around the Room to Music**

Purpose: To practice asking and answering pre-assigned questions

Materials: Teacher-generated questions or topics, music and audio equipment

Directions:

In this activity, students walk around the classroom quietly to music. Before the music starts, the teacher gives each student a question to ask or a picture card with a communication task. After a short time, when the music stops, students quietly form pairs and do the communication task assigned by the teacher. When everyone has finished, the teachers starts the music again, and the process repeats.

Name: **Walking/Running Dictation**

Purpose: To practice reading and writing in the target language

Materials: Printed text to paste on the classroom walls

Directions:

The teacher places four to six copies (the number depends on how many students are participating in the activity) of a short text around the room. Students are organized into pairs or small groups, depending on the number of students in the class. One of the students in each team walks or runs to the closest text. They read and memorize some words or sentences from the text; the amount of text they can take back will depend on the age of the learners. They come back to their team and dictate the text they remember as the team writes it down. This is repeated until the entire text is complete. The winner is the team who finishes first. Students compare their writing with the text and make any corrections. Roles can be rotated so that team members take turns being the runner.

Name: **What's in the Bag?**

Purpose: To identify vocabulary items and make a statement about each item

Materials: Grocery bags filled with objects or pictures that represent thematic vocabulary that students are learning

Directions:

Students, one at a time, pull something from the bag, show it to the class or group, give the name of the item, and say something about it. Alternately, students might play in pairs. One student at a time draws an item from the bag and describes it to their partner.

Name: **Whip Around**

Purpose: To express ideas orally

Materials: No specific materials required

Directions:

Whip Around is a closure activity that takes no preparation but gives teachers information on the depth and quality of student learning at the end of a lesson. Based on the objective of the lesson, the teacher poses an open-ended question to the class. There is no right or wrong answer, and students are instructed to write down their thoughts on a piece of paper. After a couple minutes, the teacher whips around or walks around the classroom calling on students to share their thoughts. Students cannot, however, give the same response as another classmate. Once the answers are shared, teachers might conduct a quick review of the material to clear up any misunderstandings.