

Names and Introductions:

Magda's Idea

Have students stand in a circle. Have one student introduce themselves in the target language and accompany it with a gesture of some sort (or dance move, etc.). Then the group responds by saying their name and making the same gesture back. Then you continue to the next person, doing the same thing, and make your way one by one back to the original person. Example: Person A in group says: "My name is Magda." Along with this, person A does their gesture. The entire group responds by saying "Hi Magda." They too copy her gesture. Then Person B does the same thing, and the group responds the same way, but then goes back to person A and so on.

Exchanging Business Cards (Yoshiko)

Bow/ direction of the card/ Receiving the card with both hands.
Show kids how to shake hands
Show students the formal and informal greetings

Food

FOOD Ideas:

Skype with friends from TL country

Friend begins to teach her a short recipe of how to cook something!!

Homework is to follow the recipe at home and make it for their family, then take a picture of self doing it.

Record the conversation they are having.

Eating out

Give menu to kids

They can create the menu

Transform classroom into a restaurant

How to behave at the table

Menu adaptations

"Arabic Lunch"...make it extra credit? Or culture points?

NUMBERS

24 Game

The basic idea behind the 24 Game is to use all four single digit numbers given using addition, subtraction, multiplication and division to end up with the number 24. The only rule is that you MUST use all four numbers and they can only be used once. The students can play as a whole class, small group, or the game can be used as a closure or exit game. You can expand on this game by substituting a number with X or with a double-digit number. What I love about this game is that math is a universal language, everyone can relate to it even in its most basic form, and it brings in another classroom subject. Many of the math problems also have different ways to solve them so it is interesting to also see how the students approach the problem.

Materials:

- Four numbers

- Here is a website you can use ahead of time to see which numbers work:

<http://researchmaniacs.com/Games/Math24GameMathQuestionsSolutions.html>

Speaking Activity Ideas (More review/reinforcement style)

Importance of SMELL and authentic presentation!!! (Silvana)

Find even the smell of cleaning supplies for the classroom to make it smell authentic.

Slowly put in grammar intros...but don't overwhelm them right away.

Lives and acts out the culture...and tells it how it is

"We have different gifts. According to the grace given to each of us. If your gift is teaching, then teach well. "

Create connections for students to make in their daily lives.

Muito Obrigada-Thank you much

Orientations of the School:

Teacher takes pictures of places or objects in the school.

Students then have to describe the object, where it is, etc.

Have students create a skit using the language.

Amazing race??

At the end, students can create a monopoly game...late to class, have to go to principal's office.

Emotions

Get students to pose in the 15 different emotions

Have students take pictures of themselves in the different locations at the school.

Can be showing emotions or doing a particular action

Dancing:

Comparing it to own style of dancing

perform the dances

Dance instruction videos

can create a poster of the dance step

Tracing bodies:

Pair students up, trace each other

Student goes to their body and they fill it in

Can put vocab on it...like bodies, use adjectives, or clothes, phrases (don't roll your eyes at me)

Present themselves to their partners or to the class

Take pics of the drawings...later make a game out of it, have them describe each body

Film Festival:

View a film in the target language and have a handout for them to follow (Characters, setting, major events)

Divide students up

Discuss genres

Get approval from the teacher for ideas

Write scripts

Practice

Film and submit (make it clear some things need to be done outside of class)

View the films in class

Group members introduce the film

Students would write a review

Awards ceremony (make up ballots...best costumes, best actor, best film, etc)

Can do theater, variety show, commercials, puppet show, news program or documentary, music video, trailers

Give them a theme or vocabulary

Soccer:

Coming up with target language cheers and songs

design shirts

Making and selling refreshments

Students can play soccer games with other students from other language programs.

Can kick ball back and forth and count to see how high you can get (can start with 22 for variety in numbers)

Speaking English is a penalty kick for the other team

Decide what each students would like to do: Player, score keeper, coach, crowd member (give students options.

Have students reflect

Conduct post game interviews with the players

Can use extra credit: keep track of scores and report in the school newspaper

Can do other sports too

Peace one day Sept 21: One day one goal

Mystery Box

Have a paper bag.

Put an item in the bag dealing with the lesson, and discuss what they think the lesson of the day is going to be

Review Activity or as a Formative Assessment: Verb Conjugations (Krisitine)

White board and dry eraser

On board, have a magnetic spinner (set of 3 from teacher's discovery)...with verb patterns

Another spinner with subjects on it

Can have them write the

Dice Game

Subjects / Verb Columns numbered one through 6

Draw and tell

Have students draw 5 things on a sheet of paper

Describe a famous person

use cognates

have students guess

Joke of the day

Have a student try to share a joke a week

Daily schedule

Have students create a PowerPoint with images from their homes and daily lives. Have them pose in all the areas they talk about and have them give a presentation of their daily lives.

Find a gift (Elizabeth)

Scavenger hunt

Heads Up! (Jose)

This game idea is directly from Ellen DeGeneres. On TV she plays a game with her guests that is very similar to the board games *Taboo* and *Hedbanz*. The idea is that one person is holding up a word and everyone else is trying to give clues to help that person guess the word. It is usually a minute long for each round. The game Ellen introduced is available on smartphones but my students wanted to be able to apply it to Spanish class. So what we did was come up with categories (Actions, Teachers at school, Movies, etc.) in Spanish and made a vocabulary list for each category. We first played as a whole class so that the students can get the idea. The rules of the game can change based on the category but the students trying to give clues can not say any part of the word or rhyme with the word. Try to get as many correct within the time given. If a word is too difficult you may pass and skip to the next word. It's something that can be done in all languages and it can turn into an informal assessment or review.

- Materials:
- paper with vocabulary (you want the words to be big enough for the class to see)
 - note cards (if you want the students to play in smaller groups)

Words that end with

Go in a circle and have kids name off vocab (either any vocab or vocab with a theme)

If the word ends in “n”, you lose!

Conditional Love

If you do ---for me, I will do ... for you.

If you make coffee for me, I will bake cookies for you.

If you bake cookies for me,

Describe an EC...

Draw an extraterrestrial. (shape/color/facial features, etc)

Describe it to a partner. / Partner draws it.

Make a story...”

“Once upon a time, there was an old man and an old woman.”

Take turn with a partner (or small group) and make a story.

Summarize the story and share it with the class.

Tratschtante (Laurie)

I give the students a sheet with two columns; the first of which has the names of all the students in class. The second column is blank. I highlight one name on each sheet and give the students a sheet that does NOT have their name highlighted. Then, depending on what forms we are practicing, I have students make up rumors about the highlighted name (cannot be true and cannot be hurtful). After they have written their rumors, they go around asking each other “what did you hear about...??” or “did you hear,...”. They don’t always have to give the rumor that they wrote. The key is, you are not allowed to know what people are saying about YOU. This keeps the students from putting the paper down and just copying each other’s sentences. After all the students have collected the gossip, we come back together and I start the circle. I ask one student something that they heard. They call out another student who is often surprised by the gossip. They have to accept or deny the claim and then follow up with something they had heard. It goes around the classroom until every student has had a chance to defend himself or herself.

Speed Dating (Laurie)

I start my speed dating with the students not knowing we are speed dating. It starts out as an exercise in developing characters. Each student gets a picture at random from a magazine. They have to develop a character around the picture. They not only need the basics (name, age, profession, family) but they also need unique details that make them memorable (maybe they always have their fly down, or pick their nose when they think nobody is looking, or smile at passers by...). The next day, after they have fully developed new characters, they walk in to speed dating. They talk to each other for 3-5 minutes and then rate each other based on what their character would like. By the end of the period we find out who each person’s top choice and see if we have made any love connections.

Alibi (Laurie)

I come in to class and say that something happened last night between 8 and midnight. I am pretty sure it was someone in this class. Everybody pairs off and depending on the size of the class, half of them are suspects and half are interrogators, or all are suspects and interrogators. They each have to come up with a detailed alibi. Then one student goes in the hall while the class asks detailed questions to the student in the hot seat. Then the student in the hall comes in and is asked the same questions. At the end of the class, based on the discrepancies in answers, or vagueness of answers, the jury/interrogators vote on who is guilty.

Blind Art (Laurie)

Students sit so that one person is facing the board and one person is not. I project a work of art on the board. The student who can see describes the picture in as much detail as possible so that the student who does not see can draw what is being described. We hang the pictures in the room and have judges vote on who was closest and explain why.

Ask/Tell (Laurie)

I hand out a sheet with two columns. The left column is labeled "tell" and the right column is labeled ask. I project a famous painting on the board and have students first right down things that they can say about the painting. We share them out and collect some on the board. Then I have the students write down questions they could ask about the painting. Again, we share out and collect some on the board. Then I have the students do a 20-minute creative free write, during which they run with one of the statements or questions.

After giving them the chart, and have them take 5 minutes to write out something using one of the concepts they wrote about.

Example, Picture has rain, cello, man sheltering waiting for a cello...way to get them to write.

Before writing, we use the language so they have something to work with before they are given the writing assignment.

Poetry:

"I AM" Poem (Jose)

The idea is that you are giving the student a chance to explain who they are in a different way. I usually start by reading a poem about myself giving them some insight as to who I am. The students will then either be given a template to use or the sentences could be written on the board. Afterwards they will read to their table group and, if inspired, share with the class. This initially is an individual activity but it can be incorporated to reflect how a table group sees themselves or you could even pull a sentence from each student and compose a class "I am" poem. Another expansion could be that they are displayed around the room without the person's name so that those reading the poem can guess the author.

See Handout at end

Cinquin Poem:

Noun

2 adjectives

3 verbs

4 word phrase

noun (different)

Songs

Expeditionary Learning Activity (Amandine)

Modeling for the students, the teacher will walk around by their self and look at the photos one by one. Be sure to emphasize "ooh, ahh" and the use of the vocabulary to encourage students to vocalize the vocabulary they know. After the teacher models with a few photos, the students can go around individually and try to look at each photo. It is not as important that they speak the vocabulary aloud at this point but simply that they try to recognize things they know or don't know.

After approximately 2-3 minutes (or however long it takes for students to see most of the photos), the students will gather again and the teacher will model the same activity but with a partner. This time, the partners will take turns saying "ooh, ahh, le singe" and pointing out the different vocabulary. After another 2-3 minutes, the teacher will ask each student to pick a photo that has a triangle in the corner and bring it back to circle.

At circle, the students will share their vocabulary with the group one by one as the rest of the class repeats the vocabulary. The teacher will then begin the song using the vocabulary. Students will identify the vocabulary

throughout the song by lifting/showing their photo. It is best to use start off with songs the students recognize and then this activity can be done with any song and vocabulary to meet the level of the students.

Songs (Elizabeth)

Put out pictures (using a song's vocabulary)

2 or 3 of the same vocab word, with only one picture with the words on it

Then put shapes on the images can have something to do with the one song, because you can use the same batch of images for several different songs.

Have the one shape in the corner so that they find the shape and bring it back to the circle.

Bring back the images, and begin singing song adding one item at a time to the song

Images of blurry with a paragraph description of the item, then have students come back and give you a description...then you have them repeat as a class the description, and repeat over and over again

Pass the ball (Elizabeth)

Put on music and pass the ball around until music stops. When ball lands in their hands, give them a vocab word in English, they tell you in Arabic.

Then they sit if they don't get it, stay standing if they do.

The last one standing wins the game.

CLV Activities:

Bob, The Imaginary Fly:

Using the fly as a teaching friend or assistant

Introduce BOB

-Likes to fly

-Been to many places, native speakers, never know where he went or where he is not

-Quiet today (why??)

-Create different language settings...family, love of his life, sick, etc.

-Can use a ghost, bear

(For Arabic can use a TARBOOSH)

-Puppets out of cereal boxes

-It is how you present the object

-Write a pen pal letter from Bob to your other classmates

-If bob visits you for the weekend, how would you introduce him to your family

-Bob could be a t-shirt (set guidelines for use!!!!)

Museum in the Classroom

Create a Museum

Can be history, art, science, etc related topics. Doesn't just have to be art.

Prepare:

Prepare copies of images of the topic you select.

List of vocab related to the topic

Prepare a short descriptive text in the target language about the artist, inventor, or topic

Prepare a worksheet to be used to record student guesses when matching artists to works of art, or inventions, etc.

Generate Interest:

Put pictures up around the room (turn room into museum)

Have students give the pieces of work a title (they create it in target language)

Have students describe the works of art as a class

(depending on level, they can even compare and contrast the work)

Hand out the descriptive texts you prepared.

Divide students into groups and have them read the text to determine which artists created which work of art.

Have the students record their answers on the worksheets you prepared for them

Discuss the answers as a class.

Presentation and practice:

Students now become the curators

Divide students up again, and have them recreate a piece of art from 2 movements related to the one you chose (this way they can compare and contrast) They may use any medium you have made available to them

Have students write up a background piece in the target language on the artist and the piece

Have a place you can showcase the art, either in the hallway or a bulletin board in the classroom

Expansion:

Organize a field trip to a museum

Have students stage one of the famous paintings and take a picture of it, and place it side by side in the classroom

Have students create a brochure or audiotape for others to accompany them during the exhibit

Have students pick music that historically or thematically corresponds to the exhibit

Provide questions for Journals

Use the materials they produce and have students add them to their portfolios

Other ideas:

Charge admission fee

How to act in a museum

create a new floor plan for your classroom for that day

Dress appropriately

Living Maps

Essentially they are to create a dream class trip based off the section of the map assigned to their group

Prepare:

Prepare copy of a large map

Divide map into quadrants: NW, NE, SW, SE (divide students into groups)

Internet access/Library Access

Reference books from the library

Index cards

Generate Interest:

Begin speaking with students about tourism or travel in the US

Divide students into groups and hand them a copy of their assigned quadrant

Project the large map and highlight some of the main areas (major cities, mountains, bodies of water, etc) If you have personal experiences related to those areas, talk about them.

Presentation and practice:

Students may have to think outside the box for some areas

Have students select sites for their dream tour

Group needs to decide how they are going to represent each item on the map

Each mini structure should also have a written description in target language

(have an example you created so students know what you are looking for)

They can finish what they didn't complete as homework

Students should present the next day (freely...not read)

Have audience take notes (name of site, location, importance, activities, and cost)

Have students vote on best sites

Back in their groups, have students use their top locations presented to create a 2 week long class trip

Expansion:

- Could create a brochure advertising their trip
- Have students write about their trip and adventures
- Have students narrate as a class using a puppet or stuffed animal
- Journal
- Portfolio

Other ideas:

- Can be a regional map, neighborhood map, subway map
- changes in dialect form location to location

Tell	Ask

I am Poem

I am _____ (Two special characteristics)

I wonder _____ (Something you are curious about)

I hear _____ (An imaginary sound)

I see _____ (An imaginary sight)

I want _____ (A desire you have)

I am _____ (The first line of the poem repeated)

I pretend _____ (Something you pretend to do)

I feel _____ (A feeling about something imaginary)

I touch _____ (An imaginary touch)

I worry _____ (Something that bothers you)

I cry _____ (Something that makes you sad)

I am _____ (The first line of the poem repeated)

I understand _____ (Something you know is true)

I say _____ (Something you believe in)

I dream _____ (Something you dream about)

I try _____ (Something you make an effort on)

I hope _____ (Something you hope for)

I am _____ (The first line of the poem repeated)