

Chapter 12: Bringing Language to Life: Classroom Games and Activities In Curran and Dahlborg,

Languages and Learners, 5th Edition

- Games are the most natural means available for developing a context for communication w/ young learners
 - ↳ not just for young kids, also responsive to middle school students
- Students regard successful activity they enjoy as a "game"

Matrix of Classroom Games and Activities

- Activities for learning numbers, for outdoors, paper/pen, cards, movement etc.
 - differ in prep time, space, storage, musical
- most successful games are very simple - should fit naturally within the class period and fun!

Guidelines for Games and Activities

1. Focus on Communicative Language Chunks

- adjust/choose games students need to express themselves → will realize language is useful
- target language must play an important role in game
- try to find a language chunk instead of word → ex: This is a ____

2. Engage All Learners

- give max opportunity for students to participate
- ex. reform Simon says by including "out" students

3. Provide Suspense but Avoid Intense Individual Competition

- avoid intense competition
- give everyone an equal chance
- have common imaginary enemy

4. Choose Short, Easy Games

- can be repeated several times
- helps avoid speaking English

5. Keep Games Fresh and Motivating

- stop game when class wants more instead of less
- don't repeat successful activities

6. Use Noncompetitive Games

- everyone plays to the level of their ability

7. Give Games and Activities a Name

- makes it something special - request in later classes

8. Look for Games from Other Cultures

- can be involved with physical education

Classroom Games and Activities

- all games are different and variations can be included

every activity must contribute to language learning

Name Games

1. Are you here?

- have your student distribute folders by asking each student "Are you here?", then student X says "yes, I'm here" and rest of class says "yes, X is here"
- can be used for attendance

2. Names or Numbers Concentration

- slap, slap (knees) - have student call other student's name, then their own name, and chain continues
 - clap, clap (hands)
 - snap, snap (left hand)
 - snap, snap (right hand)
- } do to make a rhythm in class
- can do "Hollywood Rhythm" for older students - categories like animals, clones, etc.

3. Quick Lineups

- have students line up by a category (names, birthdays, etc.)

4. Simon- Up

- can make each student say a phrase instead of their name

5. Who is it?

- student in chair is facing away from class, choose student A and let A say "My name is ____" and student in chair must guess by saying "His/her name is ____?" and the class say "Yes/no, his/her name is ____"

Board Activities

6. Total Physical Response with Chalk or Marker

- Ask students to
 - ~ Write ____
 - ~ Circle ____

7. Group monster

- have students draw a monster - commands for class "Draw big head"
- ↳ ask questions "Do you want big ears or small ears?"

8. What's the weather?

- have students draw a window and then draw weather as you describe it

Activities with Manipulatives

9. Floor Cloth with Geographic Activities (Shower Curtain Vg)

- treat map but have students "swim" in rivers, "ski" in mountains, locate capitals, past things where they originate from, etc.
- helps with vocab, geography

10. Floor Cloth used as "Twister" (Shower Curtain game)

- draw 4 things on shower curtain, then make a spinner
- ↳ kind of like twister

11. Activities with a Magic Box

- remove items from box, describe them, and have students ask for them
- have student guess items by giving hints or by touch
- have students pull words/phrases and make it into a command

12. Tic Tac Toe with Pocket Chart

- need 9 images and 20 post-its - have students connect vocabulary words

13. TPR Activities with Laminated Colors, Shapes, and Numbers

Total Physical Response Commands

1. Say "Take Red" "Touch red", give, jump, etc.
2. Clock Face: have students lay down and use arms as clocks to tell the time
3. Number Match: give two groups numbers from 0 to 9, first to stand up wins

Activities with Paper and Pencil

14. Dot-to-Dot Puzzle

- make into a puzzle and have students solve and count in target language

17. Word Find (w/ word bank)

- when student has found it, they can direct a peer to find it by saying the word

Activities w/ Playing Cards or Small Flashcards

18. Can you Guess the Card?

- have vocab topic and ask group what they think the card depicts
- ↳ smaller groups needed

20. Going Fishing

- Place numbers, colors, or pics of vocab on small paper fish and have students fish for it → if they can name it, they can keep the card, if they can't name it, then fish goes back in the pond

22. Keyboard

- have students get letters and spell out a word in line

Activities in an Outdoor/Gym Space

26. Balloon Bounce

- Give students a balloon and command them to throw it in air and then hit a part of their body

32. Life Size Board Games

- Put footprints around the classroom and items next to them and have students follow footprints and name items

33. Safe Tag

- play tag w/ safe zones by yelling "Go to (color)"

Activities Focusing on Body Parts

35. Body Collage

- have students form body w/ cut up body parts and label

36. Doctor's Bag

- Command student to do doctor stuff like put on band-aid

37. Finger Twister

- tricker just with fingers

40. Simon Says

- "Diego dice"

Action Games

41. Animal Calls

- Give students name of animal call - And their pair and complete a language task

47. Numbers Game From Australia

- put students in circle and student that's "it" calls out 2 numbers and the 2 students with those numbers must switch silently, if caught then they are "it"

50. Stand Up / Sit down

- adjective in either fem or masc - boy or girl stand/sit (call it if neutral)

Activities With Guessing Games

53. How many do I have in my hand?

- repeat phrase - "How many _____'s do I have in my hand"

54. I'm Thinking of...

- I'm thinking of a time to meet my friend. What time is it?

57. What's missing?

- Put some items in front of students, then have students close their eyes, take an item, and have them guess

- Board Games, puppets → good for younger kids (puppets take on personalities)
↳ older students can make skits for younger students

Craft Activities

- Can reflect current unit - skills for craft making differ with age

- make sure to pre-cut
- copy design, masking tape

- ↳ can connect to cultural stuff

Activities with Digital Visual Presenters, Interactive Whiteboards, and overhead projectors

- cover visual w/ paper and gradually reveal it

- play what's missing

Songs and Chants in Curriculum

- Students can sing in accent better than speak
- choose simple songs for younger kids - repetitive
- Teaching a Song - you don't need to be the best singer

- for older kids, give them lyrics with missing words and have them listen and fill in the blanks
- prepare students go through words, speak the song line by line, sing a line at a time, add Rhythmic Accompaniment, create new verses for the song, and enjoy singing!
- If they won't sing, try chants and raps

Teacher's Materials, pg 324-330, In Curtain and Dahlberg, Languages and Learners 5th Edition

- all items prepared for the classroom should be of good quality, carefully prepared, durable, and colorful
- ↳ edges cut with paper cutter (straight and square)

Protecting Teacher-Made Visuals and Materials

- can bind, mount, make surface coverings, or insert the material into a clear plastic page protector
 - ↳ with masking tape / protects edges
 - ↳ keeps flat and easier to handle - can use spray adhesive and dry-mount heat press
 - ↳ lamination
- Make Booklets - something physical for students to take with them and share
- can make bean bags for a floor map/game board
 - ↳ can be done through using a sheet of heavy-gauge vinyl table covering or a shower curtain - then trace map
- make laminated Circles and Numbers in different colors to be taught everyday
- make a mystery box to reveal vocab words - can use oatmeal box and cover with wrapping paper

Choosing and Using Materials Wisely

- Materials should be used in a variety of ways
- can share with a team of teachers

Criteria for Evaluating Non-Textbook Materials and Media

- durable, culturally authentic, safe for children, easy to keep clean, free of bias, etc.

Una Crítica de una actividad del "Resource Guide"

Pienso que el juego "Simón dice" no es un juego muy efectivo para los estudiantes porque no incluye la oportunidad para los estudiantes hablar. También, si un estudiante no hace que Simón dice, el estudiante no continúa en el juego. En el libro, Languages and Learners, sabemos que juegos son muy efectivos si tiene toda la participación del clase. Podemos cambiar el juego. Por ejemplo, si un estudiante no hace que Simón dice, el estudiante puede hacer un frase para continuar en el juego.

Una Crítica de los "Sample Lesson Plans"

En los "Sample Lesson Plans" me gustó mucho el uso de el vocabulario con las picturas porque pienso que las picturas ayuda los estudiantes recordar y entender las palabras de vocabulario. También me gustó como usaron preguntas para formar oraciones completas en el ejemplo de "This or That." El Plan de Clase fue muy organizado y se cumplen muchos de los objetivos.