

Visual and Kinaesthetic Activity Ideas

Instructions and Notes Sheet

Activity #1 – Go Fish

Preparation: Create a deck of cards using the vocabulary (words and/or images) you are targeting. You will need 10-15 target words and four copies of each one (total 40-60 cards). If you are making multiple decks I recommend printing on different colours of card stock so each deck is a different colour and its easy to sort them apart if they get mixed up.

- 1) Game is played with 2-6 players.
- 2) Each player is dealt 7 cards. The remaining deck is placed in the middle with one card face up.
- 3) On your turn you must ask a player for a specific word which you have in your hand. (example: “James, do you have a ‘sad’ card?” NOT “Does anyone have a ‘sad’ card?”)
- 4) If they have any they must give you all of them (example: if you are asked for a ‘sad’ card and you have two you must give BOTH to the player who asked).
- 5) If the player does not have any of the card you asked for you must pick up a card from the middle – either the one face up or the top of the deck. Play then moves to the next player.

What types of things can I teach with this?

- Any vocabulary terms (numbers, emotions, adjectives, classroom objects, provinces, times of day, parts of a house)
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How can I modify this for other students?

- More advanced: put on words and ask them to request the part of speech (“Do you have any prepositions?”)
- My students:

Notes:

Activity #2 – Word Cards

Preparation: Type out the target grammar in sentences/phrases. A large font (size 60 plus) is best. Put each word or part of the sentence on a different colour card with special consideration that the target grammar is on a distinct colour. Cut the cards out and give a full set to each group of students (3-6 students works well)

This activity must be done as practice after the students have an understanding of the grammar point. It is great for encouraging peer teaching. It can also engage competitive students if you frame it as a competition to do the most/finish first.

What types of things can I teach with this?

- Most grammar forms (tenses, position of parts of speech in a sentence etc...)

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How can I modify this for my students?

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Activity #3 – Board Cards

Preparation: similar to Word Cards (above) but cards must be large enough for the whole class to see when posted on the board. Board Cards are better suited to teaching the meaning of individual words than the structure of sentences.

What types of things can I teach with this?

- Place words on a vowel chart, sort according to number of syllables, etc...

How can I modify this for my students:

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Notes:

Activity #4 – Wall to Wall

Preparation: Type up a small number (6-12) of grammar review questions and post around the room. Give students a sheet to write answers on and tape it to their desks.

- Students are to go to a question, read it, determine the answer and go record the answer on their answer sheet.
- You can do this activity individually or in pairs.

What types of things can I teach with this?

- Almost anything that can be tested with questions (multiple choice, short answer, fill in the blank, etc...)

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How can I modify this for my students?

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Activities For Children

Activity #5 – Relay

Preparation: Determine the target vocabulary and make flash cards to represent it (or use real things – realia – if applicable). Anything that has correlated ideas can work (question and answer, matching sentence to its tense, etc...)

Ask a question and the students race to the pile of cards and rummage through to find the right one. (Be sure they are well laminated and tough!)

Example: We did it with teaching feelings. I would say “I am hungry” and they had to go find a flashcard showing an item of food. Or I would say “I am tired” and they had to go find a flashcard with a blanket or a pillow on it.

Notes:

Activity #6 – Twister

Preparation: prepare your twister board! Print out whole page sized images/words of four or five target vocabulary items. You will need 6 to 8 of each. Then create a method of choosing the movements ('place your right hand on X', etc...) . The original game uses a spinner and if you can make one go ahead. However, an alternative is to create slips of paper with the moves on them and place those in a hat or other container to be drawn one at a time. Only 6 or so can play the game at once but others can participate by spinning the spinner (if you use one) or selecting the moves.

- 1) Players stand around the playing board. Players complete all the movements as they are called out. They must correctly respond to each one and must not touch the ground with anything other than the hands and feet. As they fail they are removed from play. Last player in the game wins.

Modifications:

- For true beginners who did not know 'right'/'left' or even 'hand' or 'foot' we tied coloured yarn around each wrist and ankle. The instructions then became 'put the purple (the colour of yarn on their left wrist) on the red (paper).

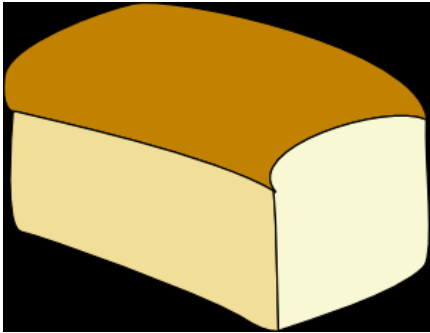
Activity #7 – Four Corners

Preparation: Designate the four corners of the room as a category of whatever topic you are teaching. For example, if you are teaching the parts of speech one corner could be 'nouns', one 'verbs', etc... Then you call out (or display) a word (for example, 'write') and they have to go to the correct corner.

Modifications:

- To make it competitive the last person to get to the corner is out of the game
- You can assign categories to other places in the room. For example, the window, the centre, the teacher's desk, etc...

Notes:



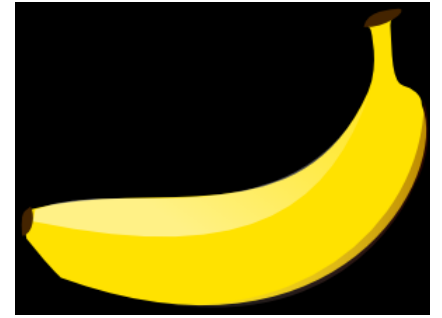
bread



muffin



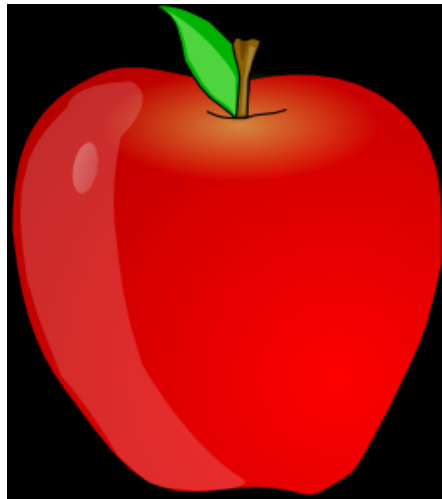
pancake



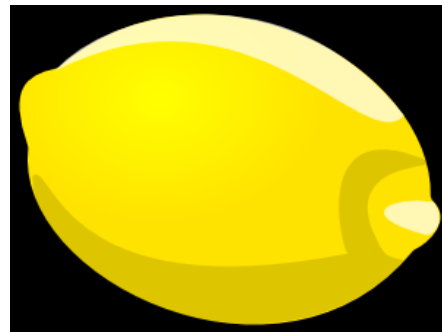
banana



milk



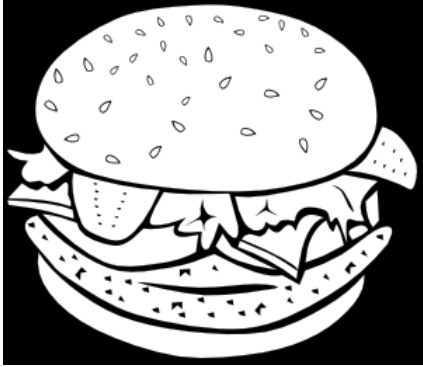
apple



lemon



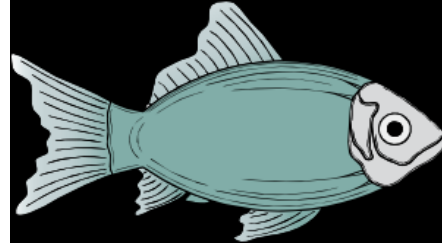
grapes



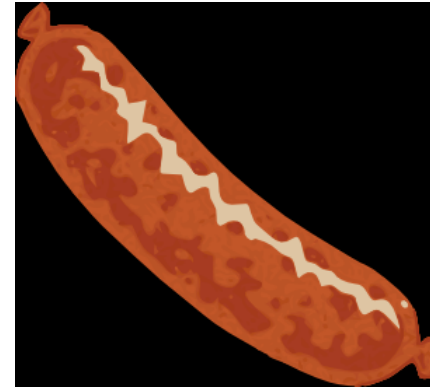
hamburger



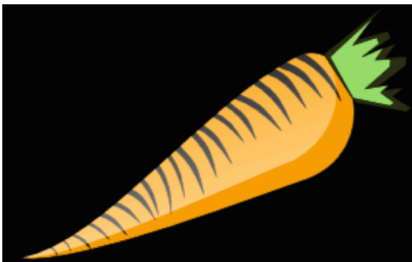
hot peppers



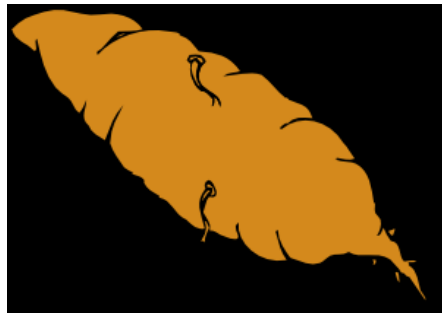
fish



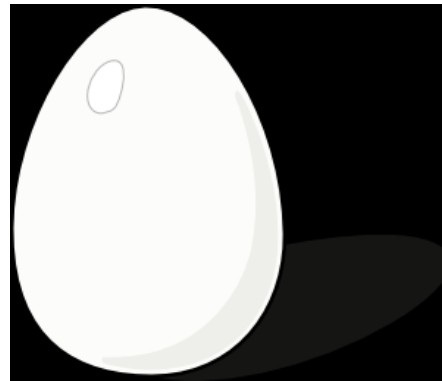
sausage



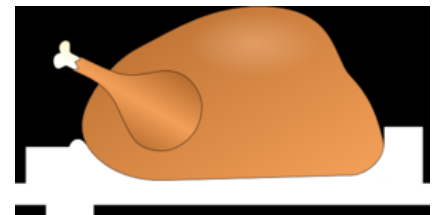
carrot



yam



egg



chicken

Four Corners Grammar Activity

Tape this paper to your desk. Around the room are 6 sentences on the wall. Go read each sentence and determine which tense it is in. Then come back and write your answer on this sheet. You are to work in pairs.

1.	
2.	
3.	
4.	
5.	
6.	

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1.	
2.	
3.	
4.	
5.	
6.	

1. I will be eating breakfast then.

2. I have cooked dinner often.

3. I will cook dinner tomorrow.

4. I have been eating for 20 min.

5. I had eaten breakfast before she called.

6. I am cooking lunch.

Robbing a bank

Past Continuous elements

Subjects	Was/were	While/as/when	Actions (verb+ing phrases)	Interruption (simple past)
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Page 2 x 1 (Green) (1 column starting with 'They' and a half column starting with 'We' per group)

Page 3 x 4 (pink) (one page per group)

Page 4 x 4 (pink) (one page per group)

Page 5 x 1 (green) (one column per group)

Page 6 x 1 (yellow) (one column per group)

Makes 4 groups

they	they	they	they	We	We
They	They	They	They	we	we
you	you	you	you		
You	You	You	You		
he	he	he	he		
He	He	He	He	We	We
she	she	she	she	we	we
She	She	She	She		
I	I	I	I		
I	I	I	I		

they slipped on a banana peel

she tripped over a garbage can

you took my gun

the police arrested us

some children laughed at them

I broke a window

we lost the keys

the power went out

the alarm went off

a fire started

I took the bag from you

you laughed loudly

running away

stealing the money

taking the jewels

driving 150 kph

watching the security camera

opening the safe

breaking open the door

yelling at the manager

asking for money

turning off the alarm

counting the money

planning the robbery

were	were	were	were
were	were	were	were
were	were	were	were
were	were	were	were
was	was	was	was
was	was	was	was
was	was	was	was
was	was	was	was
was	was	was	was
was	was	was	was
were	were	were	were
were	were	were	were

while	while	while	while
while	while	while	while
While	While	While	While
While	While	While	While
as	as	as	as
as	as	as	as
As	As	As	As
As	As	As	As
when	when	when	when
when	when	when	when
When	When	When	When
When	When	When	When

