




## Games that Reinforce English Teaching

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### Advantages of Using Games

Fun	Create an atmosphere for learning.
Interaction	Provide opportunities to engage in speaking and listening activities.
Practice and Repetition	Give fun and meaningful practice and repetition
Following Rules	Help children learn the discipline of respecting rules.
Respecting Others	Guide children in learning to respect other's rules.
Leadership	Provide opportunities to learn and practice leadership roles.
Success	Successful learning experiences.
Feedback	Immediate feedback on correctness and comprehensibility
Hands-on Participation	Actively engaged with one another
Risk-Taking	Try out language for fun without marks.


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From *Speer*, pg. 77



## Classroom Management and Game Design

- Objectives** – What language will be practiced? Does the objective fit the task? Can a maximum number of children play at the same time?
- Materials** – Can the materials be easily acquired?
- Suitability** – Is the game suitable for this age group?
- Instructions** – Check to see that all students understand the instructions. Should you model the game activity first?
- Feedback** – Who will check answers in the game? Teacher, student, group, or an answer key.


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## Getting Student Attention

- Games make learning memorable and focus student attention
- Games provide practice using language in a more natural setting for children
- Sponge Activities – Used to reinforce learning while students are waiting. Increases the productive use of classroom time.
  - Children are easily attracted to songs and chants
  - Children like rhyme and clapping
  - Children enjoy playing with words and sounds

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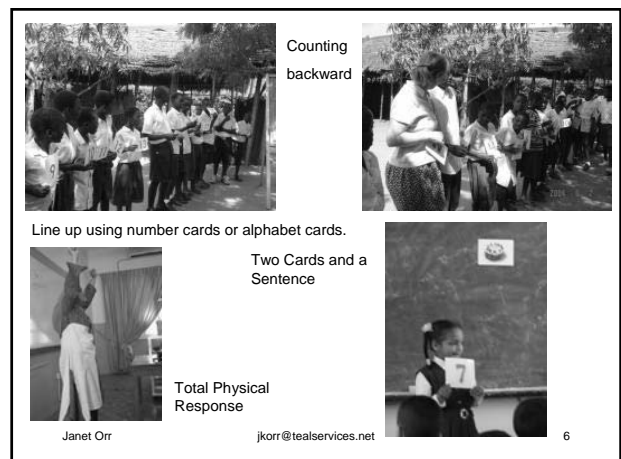


## Line Ups

Goal: Children use English to arrange themselves in line by a criterion

- Teach required language, e.g., numbers, number words, colors of the rainbow, age in years, months of the year, month born, date of birth, ABC order
- Teach language needed for arranging: What month were you born? What is your name? What number do you have? You go first. I go first...
- Provide props/cards if needed.
- Demonstrate with a small group
- Have children practice the task in small groups and larger groups

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Counting backward

Line up using number cards or alphabet cards.

Two Cards and a Sentence

Total Physical Response

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## Cooperative Learning for Classroom Management

Essentials:

- ◆ Provides a structure that is content free
- ◆ Place any content in a structure to form and activity
- ◆ Team formation and team building
- ◆ Positive interdependence
- ◆ Both individual and group accountability
- ◆ Teaching of cooperative social skills

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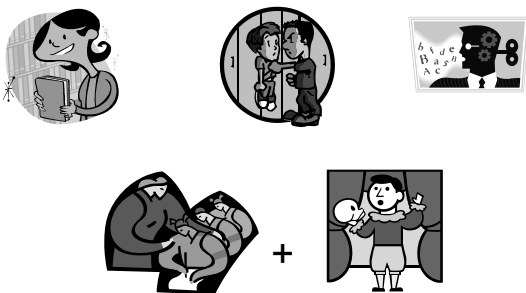


## Cooperative Structures for Younger Learners


- These structures support classroom management and English language learning.
  - Think, Pair, Share (Classroom management)
  - Numbered Heads Together (Coursebook)
  - Inside-Outside Circles (Vocabulary)
  - Line-Ups (Vocabulary)
  - Teams – Points, Charts, Rewards (Evaluation)

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## 4 Groups




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## Sponge Activities

- Line-ups
- Q and A or Quiz Show
- TPR
- Songs
- Jazz Chants
- Others?




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## Sponge Activities: Songs and Jazz Chants



- Helps pupils learn stress, intonation and proper pronunciation.
- Rhythmic presentation of simple language.
- Short quick activity that can be repeated daily.
- Active learning!


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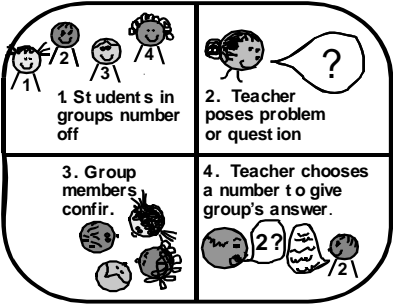
## Think, Pair, Share

1. Introduce a topic or concept with a question, e.g., "What do you know about a chair?" Ask students to think about it for a little while, and perhaps jot down ideas.
2. Have students share their answers with a partner.
3. Have each pair join with a second pair. Each person tells the group his or her partner's ideas.

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## Numbered Heads Together



1. Students in groups number off
2. Teacher poses problem or question
3. Group members confer.
4. Teacher chooses a number to give group's answer.


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## Vocabulary Reinforcement Games

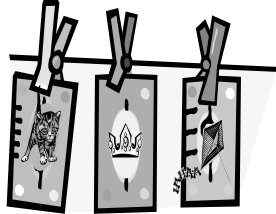
- Include Active vocabulary in the games.
- Remember when selecting vocabulary
  - Words that have been taught in lessons
  - Include as much context as possible
  - By theme: fruits, vegetables, family, school, space, football, shops, action words, etc.
  - Group words
    - Use word families [cat, bat, fat] [eat meat, rice is nice]
    - Rhymes with different spellings [nose-toes, rose-goes]
    - Initial consonant sound – shirt, shop, shorts, share, etc.

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## Clothesline

- **Beginning English reading and spelling activities reinforce:**
  - Letter Knowledge
  - Phonological Awareness
  - Graphophonic Knowledge and
  - Lexical Knowledge




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## Inside-Outside Circles


1. Each student makes or is given an index card with a new term on one side and its meaning on the other.
2. Students study their term and think of a way to help themselves and others remember it.
3. Students pair off, partners face each other and form two concentric circles.
4. Partners teach each other their words.

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5. Teacher gives instructions to change partners, e.g., “Inside circle move two people to your right.” or “Inside and outside partners exchange cards.”
6. Continue until all pairs have met.
7. Assess with a quiz or in small groups with the “Numbered Heads Together” activity.


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## Ask and Answer Table Variations

- **Listening:** Students tick boxes that agree with the teacher's statements.
  - The cup is on the table.      - The ball is yellow.
  - Girls wear dresses.            - That is an apple tree.
- **Questioning:** Do you have a pencil? Have you got three pencils? (like, been, want, seen, eaten, - negatives.)
- Then summarize results by telling the class – “How many students have a ruler?”


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### Ask and Answer Tables

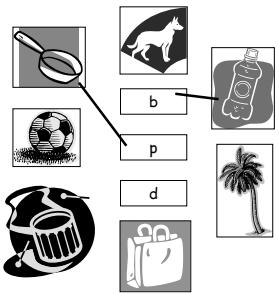
					
Lilia		✓			
Nick			✓		✓
Irene	✓		✓	✓	
Boris		✓			✓

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### Vocabulary and Beginning to Read

- Pupils identify a picture, then the initial sound is matched with a letter card, or a letter drawn in the air, or traced.
- Wall Dictionary
- Word Families
  - cat       » bat
  - hat       » mat
  - fat       » rat
  - sat       » pat




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### Drama & Storytelling Activities

- When teachers read stories aloud to students, they create a natural context for understanding the language.
- Students get clues to comprehend the story from
  - Their own background knowledge
  - The teachers facial expression and intonation
  - Pictures in the book


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### “A story is the shortest distance between the mind and understanding.”


- Preview: The teacher tells the students generally what the story is about in their L1.
- Read Aloud: Then the teacher reads the story aloud in English without translating. If questions are asked during the reading the teacher responds in English.
- Review: At the end of the story, the discussion occurs in the L1.
- Activities: Follow up activities can be in either language depending on the students' proficiency.

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### Interactive Listening

- Read stories aloud to the class. Show them the words and pictures as you read.
  - Gradually add unfamiliar words, concepts and structures.
  - Provide opportunities to talk about each segment.
- Don't assume that a word said or read is known



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### Evaluation Activities

- Collect baseline information on student skills aligned with standards or curriculum goals
- Record assessment regularly
- Balance in-class assessment with required assessment
- Involve students in the assessment – be sure they are aware of the targets

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- Self-assessment / reflection
- Management and organization of the classroom is aligned with assessment
- Consider special needs students – differentiation of instruction
- Teacher designed tick sheets provide class overview of skills and help with grouping
- Collect information from parents and share student progress

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## checking comprehension

- thumbs up
- sign language
- clap for ...
- punctuation mark
- unison responses
- one question quiz
- draw a picture ...
- tell your partner



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Keep a notebook of all the games that were successful in your classroom for use next year.

For on-line copies of handouts and other resources:

[www.tealservices.net](http://www.tealservices.net)

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