

CLASSROOM MATERIALS YOU CAN MAKE YOURSELF

Susan Everest
Centro Colombo Americano, Medellín

FRAMEWORK FOR EVALUATING ACTIVITIES

- LEVEL:** What level of student would this be suitable for?
- OBJECTIVE:** What is the purpose of this activity?
- SKILLS INVOLVED:** What does the student need to know to be able to do this?
- MANAGEMENT:** What preparation does the teacher have to do? Instructions? Handouts? Group organization? Equipment? Pre-activity?
- EVALUATION:** How are you going to evaluate student's performance? Did the activity practice the objective? How would you change the activity for better results?

WHEEL OF FORTUNE

- NEED:** A wheel that spins freely with numbers and at least one space for the word **BANKRUPT**.
- PURPOSE:** Practice vocabulary, spelling, word order, and expressions.
- DIRECTIONS:** Divide the class into two or more teams. Each team must work together to give one, and only one, answer.

1. The teacher writes a sentence on the board using blanks for letters (for example: " _ _ _ _ _ !")
2. The teams take turns spinning the wheel and guessing letters. The wheel determines the amount of points they earn for each letter they guess correctly.
3. They cannot use vowels, they have to buy them with the points they earn by correctly guessing a consonant. But in order to buy a vowel, they lose the right to spin the wheel and earn points.
4. A team has the right to guess the sentence AFTER they have spun the wheel and chosen a CORRECT consonant. Only the first answer is considered. If the guess is incorrect, the team does not get a second guess. The opposing team now has the opportunity to spin the wheel, select a letter, and guess the sentence.

STRING STORY

- NEED:** One ball of string with knots tied randomly along the string. Distances between knots should vary from very short to quite long.
- PURPOSE:** To practice listening and speaking. The teacher can use this activity to evaluate speaking skills: comprehension, grammar, fluency, accent, and vocabulary.

DIRECTIONS:

Have the class sit in a circle, the teacher stands outside the circle. A student begins a story (it should be a continuous story, although each student has the opportunity to change the direction of the story). As the students tell the story, they pull the string between their fingers. When they come to a knot, they stop (even in the middle of a sentence) and pass the string to the next student. The next student must continue the sentence, maintaining the sense of the story, while continuing to pull the string between his/her fingers until he/she comes to a knot, stops, and passes the string onto the next student.

PICTURE STORIES

- NEED:** Quino cartoons from the Sunday "*El Tiempo*" cut and pasted onto cards and then laminated.

PURPOSE: Thinking, writing, and speaking in English.

DIRECTIONS:

Divide the class into as many groups as you have cartoon stories. Stories can be photocopied so that each group has the same story, or each group can have a different story. Give each group the cartoon stories. The group has to write a story about the pictures. When all the groups have finished writing, they tell the story to the other groups.

Variation 1: Give each student one picture which he is responsible for writing a description of. He must find where his picture fits into the overall story.

Variation 2: Give each group the story pictures out of order. The group has to sequence the pictures before they can write the story.

SPATIAL RELATIONS

NEED: Six geometric shapes cut out of different colored paper and laminated. There should be a complete set for each student: large circle, small circle, large square, small square, large triangle, small triangle, long rectangle, short rectangle.

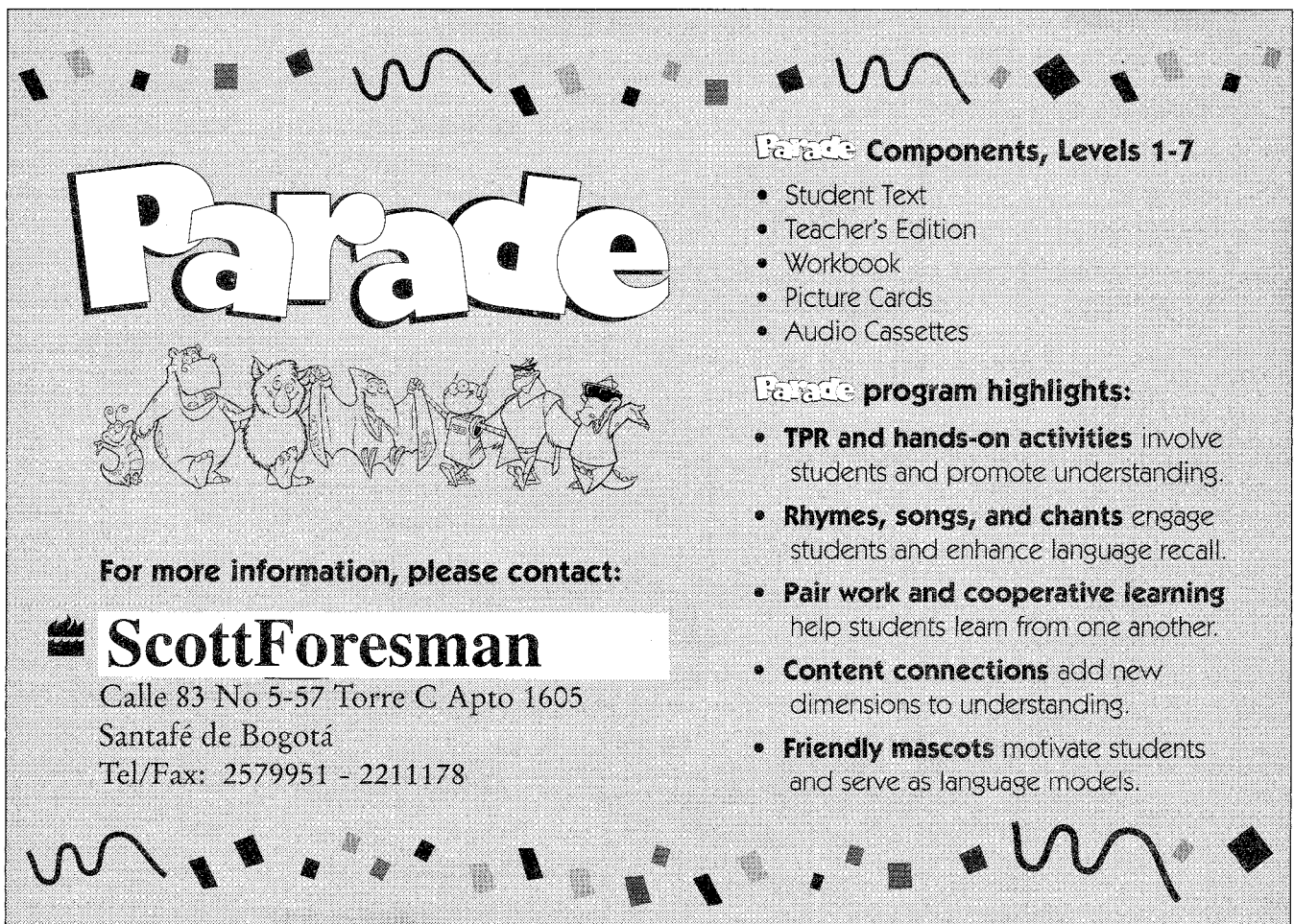
PURPOSE: To practice prepositions, colors, shapes, sizes, and giving directions.

DIRECTIONS:

After distributing the sets of shapes to the students, the teacher demonstrates by asking the students to name the shape, the size and the color. Then, she asks the students to put the shape in a location on their desks. For example: Put the large red circle in the center of

your desk. Put the small white square in the upper right corner of your desk, etc. After students have demonstrated their ability to follow directions, the teacher reverses roles and the students give the teacher directions. Then, put the students in pairs, back-to-back. One student will make a design on his desk and tell the other student where to put the pieces. They cannot look at the other person's desk until they are finished. They can discuss why there is a difference. Then, the second student gives the directions and the first student follows directions.

Variation: Students can write directions for making a design. The teacher collects the directions and passes them out randomly to other students to try to duplicate. This might be done on another day to test the students retention.



The advertisement is framed by a decorative border of confetti and streamers. At the top, the word "Parade" is written in a large, bold, bubbly font. Below it is a line drawing of a parade float with several cartoon characters. To the right of the title, the text "Parade Components, Levels 1-7" is followed by a bulleted list of items: Student Text, Teacher's Edition, Workbook, Picture Cards, and Audio Cassettes. Below this, the text "Parade program highlights:" is followed by another bulleted list: TPR and hands-on activities, Rhymes, songs, and chants, Pair work and cooperative learning, Content connections, and Friendly mascots. At the bottom left, the contact information for Scott Foresman is provided, including the address in Bogotá, Colombia, and phone/fax numbers. The bottom of the advertisement is also decorated with confetti and streamers.

Parade

Parade Components, Levels 1-7

- Student Text
- Teacher's Edition
- Workbook
- Picture Cards
- Audio Cassettes

Parade program highlights:

- **TPR and hands-on activities** involve students and promote understanding.
- **Rhymes, songs, and chants** engage students and enhance language recall.
- **Pair work and cooperative learning** help students learn from one another.
- **Content connections** add new dimensions to understanding.
- **Friendly mascots** motivate students and serve as language models.

For more information, please contact:

Scott Foresman
Calle 83 No 5-57 Torre C Apto 1605
Santafé de Bogotá
Tel/Fax: 2579951 - 2211178