

Get Moving!

Games and activities to get
ESOL students out of their
seats and using English

A mini-grant project by:

Lauren Osowski

losowski@adultlearningcenter.org

ESOL Coordinator/Teacher

Adult Learning Center

Nashua, New Hampshire

June 2012

A very special thank you to...

Mahmood P. Azar

Lilibeth Batista

Evandro Lopes

Marylin Luciano

Makiko

Alberto Molina

Ana Tavarez

Julio Vieira

and

other students who chose to remain nameless

**...for being wonderful students, models and
guinea pigs on this project!**

Introduction

When ESOL students get out of their seats, move around the classroom and interact with each other, it reinforces the skills they learn during regular class time. Even in low level classes, having the chance to interact and communicate with each other pushes students to use the knowledge in their heads. Also, the more engaged students are in the activity, the less likely they are to use their native language.

The following activities are ways to get ESOL students moving and practicing their English at the same time. The activities can be adapted for any level and used with a variety of topics. The procedure for conducting each activity is explained as well as examples of possible topics that have been successfully used. I have also included pictures of students playing the games to illustrate how the activities work.

Use your imagination to adapt the activities to your program's curriculum. If you have any questions about the activities, how to use them or adapt them, please feel free to contact me. I would be happy to offer any suggestions I can to help you add these activities to your classroom repertoire.

Table of Contents

Acting Adverbs.....	5
Active Verb Story.....	6
Alphabet Touch.....	8
Ball Toss.....	9
Blindfolded Conversation.....	10
Charades.....	11
Fashion Show.....	12
Feel the Alphabet.....	13
Field Trip.....	14
Find Someone Who.....	17
Find Your Partner.....	19
Hokey Pokey.....	20
I Spy Outside.....	22
In Order.....	23
Jump the Line.....	25
Label It.....	26
Location Dictation.....	27
Make a Word/Sentence.....	29
Obstacles.....	30
Present Continuous Board Game.....	31
Quick List.....	33
Scavenger Hunt.....	35
Smack It.....	36
Swap Seats.....	37
Teacher Says.....	39
Walk the Map.....	40
What Am I?.....	41
What's the Order?.....	42
We are the Alphabet.....	44
Yes or No.....	46

Acting Adverbs

Materials:

- List of adverbs

Procedure:

1. Have students stand in an open area.
2. Give students an active verb, such as “walk” or “dance”.
3. Instruct students to do this verb in a normal way.
4. When you shout an adverb at them, they should adjust what they are doing to match the adverb. For example, if you tell the students to walk, then you should “quickly”, students should increase their speed as they walk around the area.
5. Give students several different adverbs to adjust to as they move around.
6. Give students a different verb.
7. Once students start to do the new action, give them more adverbs to adjust what they are doing.

Modifications:

For lower level students, model the actions and how the adverbs modify them for students as you shout out the instructions. Also, if you have a student who is not able to move around, give them the list to read as you act out the verbs and adverbs with the students.

Possible Topics:

- Verbs
- Adverbs



The students dance happily.

Active Verb Story

Materials:

- Story containing a variety of verbs

Procedure:

1. Instruct students to stand (either at their tables, in front of the class or in a circle).
2. Slowly read the story aloud.
3. When the students hear an action verb, they should act out the verb they hear. You may want to pause momentarily at each action verb so students have the opportunity to perform the action.

Modifications:

For lower level students, the class can read the story through once together without doing the actions. Students could even go through and underline or highlight the verbs so they know when to act out the words.

Possible Topics:

- Verb practice

*****See sample story on next page.**

Active Verb Story

Every day, Mark wakes up at 6 AM. He brushes his teeth and takes a shower. In the shower, he washes his hair. He sings when he is in the shower. When he gets out of the shower, he gets dressed. He puts on his shirt and pants. He puts on his left shoe, then he puts on his right shoe. He walks downstairs. He goes to the kitchen. He makes coffee. Mark always adds cream and sugar to his coffee. He cooks breakfast and watches TV while he eats breakfast.

At 7 AM, Mark kisses his wife goodbye. He gets in his car and drives to work. He sits in the car for more than one hour when he drives to work. When he arrives at work, he gets out of the car, stands up and stretches. He walks to his desk and sits down. He turns on his computer and types on the keyboard.

At 12 PM, Mark eats lunch and chats with his friends. They usually walk to a restaurant to eat lunch. Mark likes to drink iced tea at lunch. When he finishes eating, he always pays for his food with cash. Mark and his friends walk back to their office. Sometimes, Mark sleeps for a few minutes at his desk after lunch.

At 5 PM, Mark leaves work. He drives home. Sometimes, he sings in the car. When he arrives home, he kisses his wife and hugs his children. He plays basketball with his daughter, reads the newspaper and eats dinner. He goes to bed early. He likes to watch TV in bed, but he always falls asleep after five minutes!

Alphabet touch

Materials:

- none

Procedure:

1. Have students stand and start moving around the room.
2. Shout a letter to the students.
3. As quickly as possible, students should move to an object in the room that starts with that letter.
4. When all students have stopped moving and have selected an item, go around the room and have each student call out the word for what they are touching.
5. Call a different letter out to students and allow them to move around again.

Modifications:

For lower level students, go in alphabetical order to allow students to anticipate what is coming next and plan their next move. This will give them more confidence. For higher level students, move very quickly, do not go in alphabetical order and do not allow two students to touch the same type of object. For example, for the letter C, only one student can touch a chair.

Possible Topics:

- Alphabet
- Vocabulary
- Spelling



Students touch items that begin with the letter C – chair, clock, classmate.

Ball Toss

Materials:

- Beach ball or other soft ball

Procedure:

1. Students stand in a circle and toss the ball to a classmate across the circle.
2. When a student catches the ball, they need to say a word. The words could be given alphabetically, categorically, using numbers, etc.

Modifications:

For higher level students, this game can be played to make sentences rather than words. Also, time limits can be set, depending on the level.

Possible Topics:

- Alphabetical words
- Last letter – First letter (The last letter of the first word must be the same as the first letter of the second word. The last letter of the second word must be the same as the first letter of the third word. Etc.)
- Numbers
- Categories
- Make a sentence



Evandro starts with the ball.
He says the word “elephant”.



Evandro tosses the ball to Alberto. When Alberto catches it, he says “table”, which starts with the last letter of the word Evandro used. Then, he will toss the ball to another student.

Blindfold Conversation

Materials:

- Something to use as a blindfold

Procedure:

1. Arrange the class in a circle.
2. Choose one student to stand in the middle of the circle, or demonstrate by standing in the center yourself.
3. Spin the student in the center of the circle.
4. When they stop they should point at a student without taking off the blindfold to look at him/her.
5. The student in the middle of the circle needs to ask the student questions in order to figure out who the student on the outside of the circle is.
6. The number of questions that the student in the middle can be limited based on level.
7. If the student in the middle of the circle correctly guesses who the student is, they trade places with that student. If they do not correctly guess, they take another turn in the center of the circle.

Modifications:

If the students know each other very well, or if you are using yes/no questions, you could have the other students standing in the circle answer the questions for the student. The student being questioned can shake their head yes or no and the other students can give the answer. This also disguises the voice of the student, in case that is a giveaway.

Possible Topics:

- Icebreaker
- Yes/No question forming
- Adjectives/Describing people
- Personal information



The students stand in a circle around Julio. He is facing Mari, so she will answer his questions.

Charades

Materials:

- Scraps of paper with vocabulary words
- Basket or bowl for papers

Procedure:

1. Before class, write one word on each scrap of paper and put it in the bowl or basket.
2. Have all students come to the front of the room, or an open area, with their chairs. Have them sit in a circle or group facing one spot, whatever is more comfortable for the class.
3. Have one student come to the front of the group or center of the circle and choose a paper from the basket without looking at it.
4. If the student does not know the meaning of the word, have them choose again or quietly remind them of the meaning.
5. The student needs to act out the word with movements and gestures only.
6. All other students need to shout out what they think the word is.
7. As soon as a student shouts a correct answer, the student in the front of the room is finished. The student who guessed correctly comes to the front of the room to choose a new paper.

Modifications:

For lower level students, allow them to use sound or point to items in the room to assist in their description. For higher level students, do not allow them to use any sounds or props. In a multi-level class, help the student choose a paper that they will understand and be able to act out. This game can also be played in teams. A student from one team tries to get their team to guess what the word on the paper is. If their team guesses in a set amount of time, they get a point. If the team cannot guess correctly in the allotted time, the other team can guess and get the point if they guess correctly.

Possible Topics:

- Animal vocabulary
- Adjectives
- Verbs

Fashion show

Materials:

- Students with a variety of clothing and appearances

Procedure:

1. Have students sit in two rows facing each other with about six feet of space between the rows.
2. Demonstrate by walking down the middle of the rows while students describe you and what you are wearing, as if they are at a fashion show. Walk back and forth as the students describe you.
3. Once the students have given a complete description, tag a student to walk the runway while you take their seat.
4. Keep rotating students until all students have taken a walk down the runway.
5. Once all students have walked the runway, ask students about the most creative descriptions.

Modifications:

For high level students, once all students have walked the runway, ask questions using the descriptions.

Possible Topics:

- Clothing
- Describing people
- Adjectives



Alberto walks back and forth on the “runway” while his classmates describe his appearance and emotions.

Feel the Alphabet

Materials:

- Pencils or markers (optional)

Procedure:

1. Give each student a word or letter (for lower levels). Make sure they keep their word or letter a secret.
2. Students should walk around the room and “write” the word on their classmates’ backs, arms or hands using their finger.
3. When they are finished writing, the other student needs to guess what the word or letter is.
4. Students should keep track of how many students can correctly identify their word or letter.

Modifications:

If students are not comfortable being touched by other students, you can have them use the eraser end of a pencil or a closed marker to write on the other student’s back.

Possible Topics:

- Alphabet
- Vocabulary



Marylin “writes” the letter “B” on Ana’s back. Since the girls are friends, Ana was comfortable with Marylin touching her back. As a sign of respect, one of the male students might use the back end of a marker or pen rather than their finger.

Field Trip

Materials:

- Varies according to location

Procedure:

1. Plan a trip outside the classroom to reinforce what students are learning in their book. For lower students, it could be simple vocabulary. For higher students, it could be asking questions, finding information, getting community information, etc.
2. Get your director's permission to take students out of class.
3. Leave a sign on your classroom door in case students show up late. This way, they will know where to find you.
4. Give the students clear instructions about where you are going and for what purpose. Although it is great to take the students around town, it should have a specific purpose.
5. Upon returning to the classroom, have students discuss the experience or write a reflection.

Modifications:

For lower level students, keep the group together for comfort and security. Do a significant amount of pre-teaching to prepare students for the trip outside the classroom. For higher level students, you can incorporate another activity, like a scavenger hunt, into the field trip.

Possible Topics:

- Grocery store
- Pharmacy
- Community College
- Restaurant
- Café
- Library
- Bus Station
- Community Center
- Downtown area
- City hall
- Around your school

*****See Library scavenger hunt photocopiable on next page.**

Library Scavenger Hunt

Upper Level:

How many languages does the library offer books in? _____

Give an example of 3 languages.

How many computers are in the upstairs computer area? _____

What are the library hours? _____

What is the name of the statue outside the library? Who created it?

How much is one black and white photocopy? _____

Does the library have a newspaper in your language? If yes, what is the name?

Find the following items. If it is a book, write the title, author and subject.

A large print book _____

A teen book _____

A mystery book _____

An adult fiction book _____

An adult non-fiction book _____

A child's fiction book _____

A child's magazine _____

First name of reference librarian _____

First name of someone at the main desk _____

Give the information for two pieces of artwork in the library – one from the upper level and one from the lower level.

Lower Level:

What is the capacity of the theater?

What movie is being shown this Friday?

What children's movie is being shown on Saturday?

How many countries does the library have movies from?

Find the following items. Write the title and artist or author.

A biography _____

A children's video _____

A TV series _____

CD by popular American singer or group _____

World music CD _____

First name of person working at Audio-Visual desk _____

DVD displayed on Audio-Visual counter _____

General Thoughts:

Did you enjoy the visit to the library? What did you learn? Was the staff friendly? What things at the library would you like to explore further? Any other thoughts you would like to share?

Find Someone Who...

Materials:

- List or grid of cues

Procedure:

1. Pass out one paper to each student.
2. Go over any vocabulary that students do not understand.
3. As students walk around, they should only ask one question at a time to each classmate, so be sure that students understand how to take the cues and turn them into questions before they get up and start moving. Also, they may only write a classmate's name one time on their paper.
4. Students walk around, asking one question to each classmate to try to check off one cue on their list. If the classmate answers "yes" to the question, their name can be written in the space. If the classmate answers "no" to the question, the student needs to continue moving around, asking questions.

Modifications:

The format of the paper can be a list where students need to find everyone on the list or it can be a grid like a Bingo game where students need to complete squares in a row or column.

Possible Topics:

- Icebreaker
- Favorites
- Verb forms (especially past tense and present perfect)
- Likes/Dislikes
- Favorites
- Can



The students move around the room, asking questions to complete their form.

Find a classmate who...

Put their name here - each name can only appear once and you can't use your name.

has a birthday in June.	
has one son.	
is from Ukraine.	
ate Chinese food last week.	
has a library card.	
has 7 keys on their keychain.	
has blue eyes.	
is a new student.	
has walked the labyrinth.	
doesn't drink coffee.	
is an only child.	
speaks Mandarin.	
is going on vacation this summer.	

Find your partner

Materials:

- Index cards or scraps of paper

Procedure:

1. Give each student a card. The card has a question or an answer. You could also use topics or vocabulary words to match.
2. Students need to find the person who has the question that matches their answer or the answer that matches their question.
3. Once they find their partner, they have a conversation based on the question/answer they have and teacher's guidelines.

Modifications:

For lower level students, once students have matched their questions and answers, see if they can change the question to make it relevant to them. For example, if the question is "Where are you from?" and the answer is, "I am from Spain," students should change the country to their country. For higher level students, allow them to chat for a short time about where they are from.

Possible Topics:

- Icebreaker
- Small talk topics
- Past tense
- Vocabulary
- Favorites
- Hobbies



Evandro and Alberto chat about their countries.

Hokey Pokey

Materials:

- Music to the song “Hokey Pokey” (Video with music can be found at www.youtube.com, if needed.)
- CD player or other device to play song
- Song lyrics (depending on level)

Procedure:

1. Depending on the level, go over the lyrics or play the song one or more times so students understand the game. You can show the video or demonstrate how to follow along with the song.
2. Once you are sure students understand the song and what they should do, have them stand in a circle.
3. Start the song. Be sure to perform the motions as the song directs so that students have a model. For lower levels, you may want to stand in the center of the circle.
4. Repeat the song and routine if necessary.

Modifications:

For lower level students, you may want to give out the lyrics and go over them before playing the song.

Possible Topics:

- Body parts vocabulary
- Prepositions



“Put your left arm in...”



Take your left arm out!”

The Hokey Pokey

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about.
You do the hokey pokey
and you turn yourself around.
That's what it's all about.

You put your left hand in,
You put your left hand out,
You put your left hand in,
And you shake it all about.
You do the hokey pokey
and you turn yourself around.
That's what it's all about.

You put your right foot in,
You put your right foot out,
You put your right foot in,
And you shake it all about.
You do the hokey pokey
and you turn yourself around.
That's what it's all about.

You put your left foot in,
You put your left foot out,
You put your left foot in,
And you shake it all about.
You do the hokey pokey
and you turn yourself around.
That's what it's all about.

You put your head in,
You put your head out,
You put your head in,
And you shake it all about.
You do the hokey pokey
and you turn yourself around.
That's what it's all about.

You put your butt in,
You put your butt out,
You put your butt in,
And you shake it all about.
You do the hokey pokey
and you turn yourself around.
That's what it's all about.

You put your whole self in,
You put your whole self out,
You put your whole self in,
And you shake it all about
You do the hokey pokey
and you turn yourself around.
That's what it's all about.

I Spy Outside

Materials:

- View of outside or outside area

Procedure:

1. Have students line up at the windows, looking outside.
2. One student begins by saying, "I spy outside..." and gives a basic, one word description of something they see outside. For example, the student might say, "I spy outside...something green."
3. Other students, one by one, ask the student yes/no questions to try to figure out what the student is looking at.
4. The student answers yes or no to each question for a maximum number of questions (set by the teacher).
5. As soon as the students guess what the student was looking at, the next student says, "I spy outside..." and chooses something different.
6. Students continue asking yes/no questions as different students choose something outside.

Modifications:

If you have a large area outside or large windows and the ability to spread out your students, you can do two different groups talking to each other at the same time.

Possible Topics:

- Adjectives
- Yes/No question formation



Alberto says, "I spy outside something green." Lilibeth and Ana ask him questions to guess what he is looking at. When they guess correctly, he can point out the object.

In Order

Materials:

- List of cues

Procedure:

1. Students stand in the front of the room, or in a place where they can easily stand, shoulder to shoulder, in a straight line.
2. The teacher gives a cue to the students, which tells them how to arrange themselves.
3. Once the teacher gives the cue, students need to move around and ask questions to put themselves in the correct order.

Modifications:

For higher level students, the vocabulary that students are allowed to use to arrange themselves can be restricted.

Possible Topics:

- Icebreaker
- Comparatives and Superlatives

*****See pictures on next page for explanation.**

In Order



The students begin in random order.



When students are given the command to, "Put yourselves in order from tallest to shortest."



The students are arranged from tallest to shortest.

Jump the Line

Materials:

- Non-clear tape

Procedure:

1. Clear enough room for a long, straight piece of tape.
2. Place the tape on the floor.
3. Have students stand in a straight line on one side of the tape.
4. Explain that one side is “true” and the other side is “false”.
5. Say a sentence. If the sentence is true, the students should jump to the “true” side. If the sentence is false, the students should jump to the “false” side.

Modifications:

The sentences can be personal (for example, Pizza is my favorite food.), in which case the students will be moving to different sides. Or, the sentences can be facts (for example, The book is on the table.), in which case the students will be moving to the same side at the same time.

Possible Topics:

- Icebreaker
- Likes/Dislikes
- Can
- Classroom vocabulary
- Prepositions



All students begin on the same side of the line.



The command, “Jump the line, girls!” is given, so the girls move to the other side and the boys stay where they are.

Label It

Materials:

- Post-it notes or scrap paper and tape
- Pen or marker for each student or pair

Procedure:

1. Give each student or pair of students a set number of post-it notes or scrap papers and a pen.
2. Instruct students to walk around the classroom or other set area and label specified items.
3. Time and number of items to be labeled by each student/pair can be set depending on level and number of students.

Modifications:

For lower level students, have them can label the same items to provide repetition. For higher level students, have them label different items or groups of items. For example, one pair can label colors, another can label adjectives and another can label classroom vocabulary.

Possible Topics:

- Classroom vocabulary
- Adjectives
- Colors
- Clothing vocabulary

Location dictation

Materials:

- Index cards or sheets of paper with a building or other object on each one

Procedure:

1. Divide students into groups of two or three students.
2. Give each student a paper or card with a picture on it.
3. Give the students locations (for example, “The bank is next to the library.”) and have the students move around so that they are in the proper location.
4. If playing the game individually, give each student a paper with a picture on it and have the students move around the room to get in the proper position. For example, if a student has a picture of an apple and you say, “The apple is on the table,” the student needs to put the picture on the table.

Modifications:

For lower level students, it is best to give one location, check, then give a new location. For higher students, you can keep adding locations on to the previous ones to make a model “street”.

Possible Topics:

- City streets vocabulary
- Prepositions

*****See pictures on next page for explanation.**

Location Dictation



The post office is between the bank and the school.



The post office is across from the bank.



The school is next to the bank.

Make a Word/Sentence

Materials:

- Index cards or scraps of paper

Procedure:

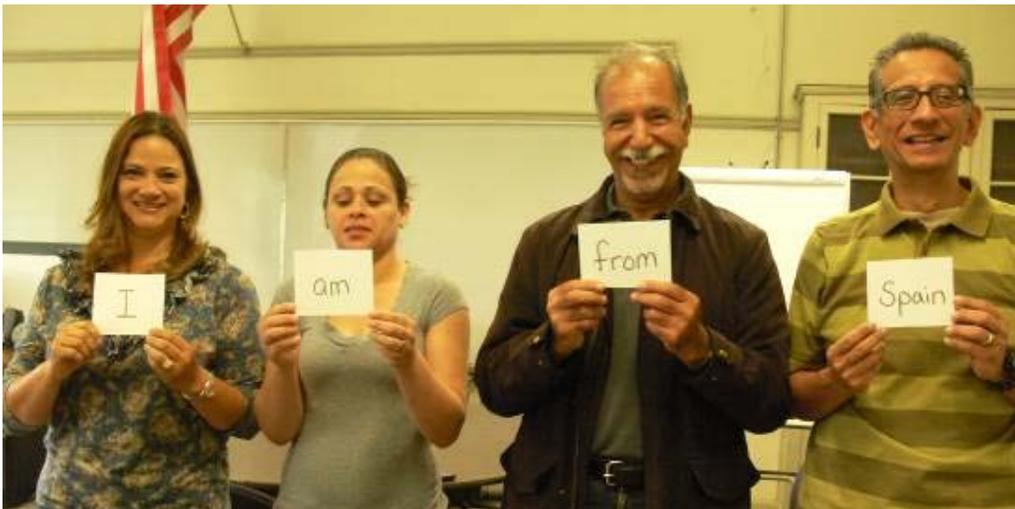
1. Write a variety of nouns, verbs, adjectives, prepositions, articles and conjunctions on index cards or scraps of paper. For lower levels, use letters rather than words.
2. Give each student a card or scrap of paper.
3. Have students walk around the room and get together with other students to make a correct sentence.
4. Once students have made a sentence, have other students check to see if it is correct.
5. With a large class, you can have students keep their cards and move around the room again to make new sentences. With a small class, you can distribute new cards or shuffle the existing ones and pass them out again before students make a new sentence.
6. Encourage students to be creative with their sentences. You can write the sentences they create on the board and choose the most creative or funniest one when the game is over.

Modifications:

For higher level students, you can have them make the cards by writing words on the cards.

Possible Topics:

- Part of speech practice
- Sentence formation



The students arrange themselves in the correct order to make a sentence.

Obstacles

Materials:

- Objects to be used around the room as obstacles (chairs, bags, boxes, books, other students, etc.)
- Something to be used as a blindfold

Procedure:

1. Clear an open space in the classroom or other designated area.
2. Have students help you arrange a variety of objects in the open area to become the obstacle course.
3. Be sure students understand the vocabulary to be used.
4. Put students into pairs.
5. One student puts on the blindfold. The other student guides them to a starting point, which is different each time. The student without the blindfold verbally guides the other student through the obstacle course.
6. Once the student is successfully through the obstacle course, they trade places with their partner. Their partner puts on the blindfold and the other student gives directions through the obstacle course.
7. When all students have gone through the course successfully, the students decide who gave the clearest directions.

Modifications:

You can have the student giving verbal directions physically guide the blindfolded student as well.

Possible Topics:

- Prepositions
- Giving directions



Evandro leads Lilibeth, who is blindfolded, around the obstacles. He tells her where to step and holds her arm to be sure she is safe.

Present continuous board game

Materials:

- One copy of board game per four students
- One coin to flip or die to roll for each group
- Game pieces for each group, one per student

Procedure:

1. Divide students into groups of four or fewer.
2. Give each group one copy of the game, one coin and enough game pieces for each student in the group.
3. Students take turns flipping the coin and moving around the game board. Heads means the student should move one space and tails means the student should move two places. If you are using dice, then the students roll like normal.
4. When students land on a picture, they need to make a sentence with the verb and when they get to the verb in the sentence, they need to stand up and act out the verb.
5. If the sentence and action were correct, according to the other group members, the next student takes their turn rolling the die and moving around the board.

Modifications:

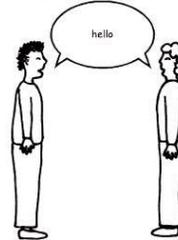
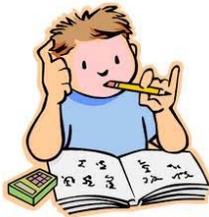
For lower level students, you can have the groups go over the game and make sure they understand all the pictures before starting the game.

Possible Topics:

- Present continuous verbs

***See photocopiable game board on next page.

Present Continuous Board Game



Quick List

Materials:

- Board
- Markers

Procedure:

1. Divide students into two or more teams with about 4 students per team.
2. One student from each team stands at the board and the other students sit or stand in a line facing the board.
3. The teacher gives the students a category.
4. When the teacher says go, the students at the board begin to write words that belong in that particular category.
5. When the teacher says “switch”, the students at the board go to the back of their team’s line and the student in the front of the line comes to the board and continues the list.
6. The game continues with the teacher saying “switch every few seconds to change students.
7. When time is up or when students can not think of more words to add to the list, count the number of words for each team. Repeated words or words that are not in the category should not be counted. The team with the most correct words is the winner.

Modifications:

For lower level students, you can allow the team to help each other when one student is at the board. Just make sure that only one student is at the board writing. For higher level students, the time can be made longer or the vocabulary more difficult.

Possible Topics:

- Alphabet (words that start with a certain letter)
- Phonics (words that have a certain sound)
- Animal vocabulary
- Clothing vocabulary
- Food vocabulary

*****See pictures on next page for explanation.**

Quick List



One student from each team starts at the board, with the rest of their team in a line behind them. They start making a list in the category of animals.



When the teacher says “switch” the student at the board goes to the back of the line and the student at the front of the line comes to the board and continues the list for their team.

Scavenger Hunt

Materials:

- Pre-printed list of things to find
- One pen per student

Procedure:

1. Before class, print a scavenger hunt list and make a copy for each student. The list can contain vocabulary words from the current unit or other target words.
2. Give each student a list and explain that they must go around the room or set area and find all the things that are on the list. Depending on the list, you may want to have students collect items, take pictures of items or make a note of where they found the item.
3. Once the students understand the directions, let them get up and walk around the area to find the items.
4. When the students are finished or when time is up, have the students return to their seats and go over the list and what students found.
5. You may want to give a small reward to the winner.

Modifications:

Set time limits based on level and the length of the list. Also, lower level students may be better off working in pairs.

Possible Topics:

- Vocabulary – classroom words, food
- Alphabet – Find items/words that start with a certain letter
- Phonics – Find items/words that have a certain vowel sound

Smack It

Materials:

- Two fly swatters
- Board
- Marker

Procedure:

1. Divide the class into teams. You will need one fly swatter per team.
Large teams can be fun, as they encourage students to support each other and it becomes more difficult for stronger students to dominate.
2. On opposite ends of the board, write the words that students will have to smack. Write the same words on each end of the board. For example, this game can be played with the end sound of past verbs (“ed”, “d”, “t”). Write the endings on both ends of the board for students to smack.
3. In the middle of the board, write the team names. Leave space under the names to keep score.
4. One student from each team goes to the middle of the board to keep score. One student from each team takes the fly swatter and stands in front of the words to be smacked.
5. The teacher gives a cue. The first student to smack the correct word is the winner of the round. That student’s team gets a point. The student in the middle of the board adds the point to the total.
6. The student who was keeping score moves to the fly swatter position. The student who was swatting sits down, and a new student moves to the score keeping position.
7. Keep giving cues and rotating students.

Modifications:

For lower level students, you can allow the team to shout out answers and help, just be sure they don’t start coming up to the board and taking the student’s turn.

Possible Topics:

- Verbs
- Vowel sounds
- Yes/No questions



One student from each team stands in the middle to keep score. A different student has the fly swatter. The teams stand behind the students at the board and students will rotate each turn.

Swap Seats

Materials:

- One chair per student

Procedure:

1. Arrange chairs in a circle, one chair for each student, with the students facing the center of the circle.
2. The teacher stands in the center of the circle and says a true sentence about himself/herself.
3. If the sentence is also true for a student, then those students stand up and change chairs. The teacher, and later the student, standing in the center of the circle, needs to try and sit in one of the open chairs as students are changing. Students may not sit back down in their own chair. They must move to a different chair.
4. Since there is one more person than there are chairs, there will be one student left standing in the center. This student must say a true sentence about himself/herself and the game repeats.

Modifications:

If a student is not able to move around, they can still sit in the circle. From time to time, as the teacher is the one left in the center of the circle, this student can be the one to say a true sentence about himself/herself. Although the student is not able to run around with the others, they can raise their hand to indicate that a sentence is also true for them.

Possible Topics:

- Icebreaker
- Favorites
- Future Verbs
- Past Verbs

*****See pictures on next page for explanation.**

Swap Seats



1) Makiko begins in the center of the circle with all other students seated around her. She says, "I am a girl."



2) All other girls stand up and prepare to quickly change seats.



3) The girls quickly move around, looking for an open seat.



4) All girls find new seats except Ana, who is now in the middle and must say a true sentence about herself. Notice that the boys did not move.

Teacher Says...

Materials:

- none

Procedure:

1. Clear enough room for students to stand in a group without being impeded by tables, chairs or other objects.
2. Have students stand in rows facing you.
3. When you give the students a command, they should only do what you say if you say “Teacher says” before the command, similar to the popular children’s game “Simon says”. If you do not say “Teacher says”, then the students should remain where they are.
4. If a student moves when they shouldn’t, then they are out of the game. The remaining students continue with the game until there is only one student left – the winner.

Modifications:

Commands can be made shorter or longer, depending on the level. For higher level students, the game could include commands that have them moving around the classroom or set area.

Possible Topics:

- Body parts vocabulary
- Classroom vocabulary
- Adjectives
- Colors
- Alphabet



When the teacher says,
“Teacher says, put your arms up.”



When the teacher says,
“Put your arms up.”

Walk the map

Materials:

- Large street map (You can buy one on fabric or make one using an old, light colored flat sheet or tarp. You can also use a Twister board and write locations on the large dots and street names on the open spaces.)

Procedure:

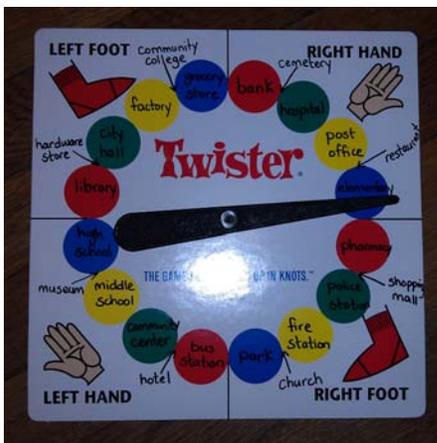
1. Make room to spread the map out on the floor with enough room for students to stand around the edges.
2. Have one student start at a designated spot.
3. Give them directions as they walk around the map to get to their destination.
4. Once the student “arrives” at the destination, they select another student to walk around the map.
5. As students get more comfortable moving around the map, you can have them give directions to each other.

Modifications:

You can ask the students a question (for example, “How do you get from the library to the school?”) and have them recite the directions as they walk around the map. If you are using a Twister board, you can write the names of the buildings on the spinner and have students spin twice to see where they will start and finish.

Possible Topics:

- Giving directions



The spinner includes all the same “buildings” that are labeled on the Twister map. The white areas between the “buildings” are labeled with street names.

What am I?

Materials:

- Post-it notes or scraps of paper with scotch tape

Procedure:

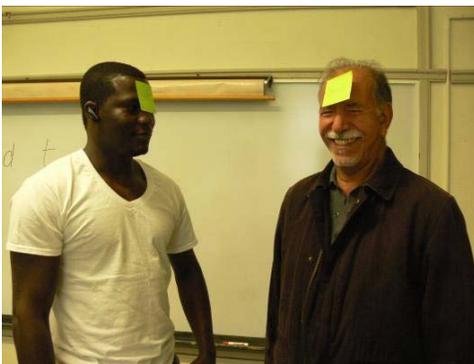
1. Before class, write one vocabulary word on each post-it note or scrap of paper for each student.
2. Have each student put a post-it on their forehead without looking at the word on the front.
3. Students need to mingle around the room asking yes/no questions of other students to get clues as to what the word on their forehead is.

Modifications:

For low level students, the questions can be written on the board and demonstrated. For higher level students, questions can be guided or restricted.

Possible Topics:

- Animal vocabulary
- Clothing vocabulary
- Adjectives
- Job vocabulary



The students ask questions.



A close up of Evandro's post-it.

What's the Order?

Materials:

- Index cards or scraps of paper

Procedure:

1. Give each student a card or scrap of paper with the word or number on it.
2. Call out the words or numbers in a random order. For lower level students, you can call out one or two words at a time and allow students to move around. For higher level students, you can call out all the words and have students wait to move until you are finished.
3. Once the students are in order, call out the words in the correct order and have students check that they are in the correct place.

Modifications:

For a large class, you can divide the students into two teams and have them call out the words to each other.

Possible Topics:

- Numbers
- Alphabet
- Vocabulary

*****See pictures on next page for explanation.**

What's the Order?



Students stand in order – 1,2,3,4,5,6,7.



Students stand in the order the teacher called out – 3,5,1,4,7,2,6.

We are the Alphabet

Materials:

- none

Procedure:

1. Depending on the size, divide the class into groups or allow the entire class to work as a group.
2. Give the students a letter.
3. Students need to move around the given area and arrange themselves into the shape of the letter they were given (you can use just upper or lower case letters or alternate between the two).
4. Once the students are in the correct place, check their positions.
5. Write the letter on the board and have students look around to see if they look the same as the letter.
6. Repeat with a new letter.

Modifications:

If you have enough students for three groups, and the students are not total beginners, give the groups different letters. Once they understand that concept, give the class a three letter word and have them move around to spell it.

Possible Topics:

- Alphabet
- Spelling

*****See pictures on next page for explanation.**

We are the Alphabet



Students move around to arrange themselves into the letter "A".



The letter "A".

Yes and No

Materials:

- One copy of pre-printed list of sentences
- Board and marker or paper with “yes” and “no”

Procedure:

1. In very large letters, write the word “yes” on one side of the board and the word “no” on the opposite side. Make sure that there is a good space between the words.
2. All students should stand near the board.
3. The teacher reads a list of prepared sentences one at a time.
4. If the sentence is true for a student, they move in front of the word “yes”. If the sentence is not true for a student, they move in front of the word “no”.
5. Students move back and forth between “yes” and “no” as the teacher reads the sentences.

Modifications:

For higher level students, as they move to “yes” or “no”, follow up questions can be asked to further the game. For lower level students, simple questions can be asked, for example, How many?

Possible Topics:

- Verb tenses
- Favorites
- Icebreaker



The teacher says, “I am a girl.”
The girls move to the “Yes” side and the boys move to the “No” side.