

Talia Block & Dusting Greenberg – ACTFL 2015

## Keeping your FLES Students and YOU in the Target Language

Activities to use all 3 modes of communication in your classroom

<b>Treasure Hunt</b>	Using a website, give students only pieces of information. Students use the website to fill in the missing information. For example: give some colors, body parts and habitats for various animals at a zoo and students determine an animal that fits and the other characteristics based on the website.
<b>Venn Diagram</b>	Students compare information on any topic and then present to the class their findings.
<b>Puppet Show</b>	Students create puppets of animate or inanimate objects and take on the role of that object. Students ask each other information about the puppet.
<b>Jeopardy</b>	Students write the answers and questions for any topic. Students answer in the form of a question.
<b>My favorite Things</b>	Students create a presentation of their favorite things based on the topic of study and present only some of the items to the class. The class then asks questions about the rest of the items.
<b>Popplet (app)</b>	Students create a graphic organizer based on the topic of study to present to the class. They may present the entire Popplet or only a portion so the class can ask questions.
<b>Speed Dating</b>	Students receive a set of questions they need answers for. Students are given a short amount of time to ask and answer the questions and then move to the next person.
<b>Ti-ti-ta (Tic-tac-toe)</b>	Students are given a tic-tac-toe board with pictures, vocabulary words or questions. In order to mark the space, they must give the correct word/answer the question correctly.
<b>Fortune Teller</b>	Students fold a square piece of paper to create a fortune teller. On the four outside squares, students write a color, on the 8 inner triangles, a number, and under the 8 triangles a question. They should spell and count in the target language.
<b>Survey</b>	Students survey their classmates on a range of topics (e.g. favorite color or food, best school subject, etc.). After completing the survey, students should fill out a graph and then share their findings with the class.

<b>Taboo</b>	One student stands at the front of the class and receives a vocabulary word. The student describes the word to the class without saying the actual word and the class tries to guess. To make it more difficult, give the student at the front a list of words he/she cannot use. This can also be done in small groups or pairs.
<b>Buddy Bingo</b>	Set up a bingo board with questions or pictures of vocabulary. Students walk around and ask questions of their classmates such as “Do you like ice cream?”. If the answer is yes, the student signs the paper. If not, the student can ask a different question or find a different partner. The first student to fill the sheet wins!
<b>20 questions</b>	A student at the front of the class thinks of an object related to the vocabulary being studied. The rest of the class asks questions to try and figure out what the object is. The roles can also be switched so the student in the front asks the questions and the class answers.
<b>Spot the Difference</b>	Give a pair of students a set of pictures that have a number of differences between the two. Without looking at the partner’s picture, the other asks questions about what might be different. For example, “Does your family have 2 brothers?”. For more novice level students, students can compare pictures together and determine the differences.
<b>Listen and Draw</b>	Each student in a pair creates a drawing. Sitting back to back, one student describes the picture and the other draws. Students switch roles and then compare drawings. How close are they?
<b>I Spy</b>	Teacher places a picture related to the topic of study on the board. One student chooses a secret object in the picture and the rest of the class asks questions to try and determine the object. The student to guess the object is next up.
<b>Flip Charts</b>	Students create a foldable chart with information on a certain topic. Students use the chart to ask and answer questions about that topic. (Samples that can be adapted to WL: <a href="http://tinyurl.com/foldable-examples">http://tinyurl.com/foldable-examples</a> )
<b>Diademas</b>	Students are arranged in small groups. One student draws a picture of a vocabulary word and places it on his/her forehead without looking at it. The student asks the group member questions to determine the picture.

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**Eye Spy**

Looking at a picture, a student picks an object. Students ask questions to try and determine the object. The student that guesses correctly picks the next object.