

Take-Away Teaching Tips

Literacy & Learning Symposium 2016 Crackerbarrels

One Question, Please To practice writing and question formation.

(Adapted from Games for Writing by Peggy Kaye)

1. Choose a category – animals, vehicles, plants, etc. Generally you want something that is easily visualized.
2. Each player needs a sheet of paper and pen, and is matched with a partner.
3. Everyone picks a secret example of the chosen category.
4. Each player writes one question on their page and trades it with their partner. All questions must be answerable with “yes”, “no”, “maybe” or “I don’t know.”
5. Each one writes the answer according to their secret idea, and trades the page back. Don’t worry about spelling unless the meaning is unclear.
6. Repeat until you are sure of your partner’s idea. Then you can guess, but you only get one chance. If you guess wrong, you lose!

Word by Word To encourage writing, sentence structure and continuity.

You can also use it to review vocabulary, verb tenses, etc. The topic can be fiction or informational topics.

(Adapted from Games for Writing by Peggy Kaye)

1. Choose an exciting title together. You will be working together to complete the story.
2. The first writer rolls one or two dice. (If you are hoping for lots of words, use two dice. If you want an easier challenge, use only one.) The total number on the dice decides how many words you can write.
3. The next writer also rolls and writes, continuing on from the last writer. Keep taking turns, but only as many words as you roll each time!
4. Continue until the story naturally ends. If someone is reluctant, suggest just three more rounds to finish up.
5. Spelling is not emphasized, but you may want to choose from these sentences for spelling practice later, since these are vocabulary words which are actually being used by the writers.
6. In place of dice, you can ask a group to each give a random number between 1 & 10.

Which One is Mine?? To develop descriptive writing and vocabulary

(Adapted from Teaching Conversational English Classes by Frances Jones)

1. Choose a group of items that are similar but not identical. For example, everyone would get a slightly different shoe, or a potato, or an orange, etc.
2. Before starting to write, review descriptive vocabulary for the item: colors, textures, sizes, etc.
3. Each person writes 3 to 5 points or sentences describing the distinctive features of their item.
4. Place all the items together in the middle of the table.
5. Review the descriptions to decide which item belongs to which writer.

The Tense Family Some tricks to remember verb endings

(Adapted from Teaching Conversational English Classes by Frances Jones)

1. Verb endings for the present tense: Present tense verbs use the “s” ending for third person singular, including habitual actions. So the clue story is:

Who needs an “s”? Sam and Susie and their dog Spot. They need an “s” now. They need an “s” every day.

⇒ Draw a picture of Sam, Susie and Spot, or assign roles to students

Sam falls down. Susie laughs. Spot barks.

Every day, Sam falls down, Susie laughs and Spot barks.

⇒ Brainstorm 10 sentences of things Sam, Susie or Spot do every day.

2. Past tense verb endings: Regular verbs use “ed” to form the past tense in English, but the pronunciation varies. Here is the clue story:

Their three sons are so fast, they are always past.

⇒ **Dan is the biggest one.** (“d” pronunciation of –ed is the most common)

⇒ **Tom is the middle child – he’s a terrible troublemaker** (“t”)

⇒ **Ed is the littlest brother who likes to say his own name. He always comes after his brothers.** (“ed” is the least common pronunciation)

Make a list of 10 “ed” words and decide which brother they belong to. You can also start to compile a list of which ending sounds go with each pronunciation.

“d” comes after b, g, j, m, n, l, r, w, v, z, th (voiced) and vowel sounds

“t” comes after f, k, p, s, x, sh, ch, th (voiceless sounds)

“ed” only comes after t or d

Rubber Bands for Stress and Rhythm Patterns

<https://mnliteracy.org/blogs/2012/11/17785>

1. Select a target word, phrase or sentence that you want students to work on. Examples might include:
 - a. Something a learner has just said using incorrect stress or rhythm
 - b. A word that is similar to a word in the learner's native language, but has a different stress pattern
(CEL-lu-lar in English versus cel-u-LAR in Spanish)
 - c. A part of a dialog that you plan to teach
 - d. Two words that are similar in sound but have vowel sounds that are held for different lengths of time (beet, bet)
2. Use the thumb and forefinger of each hand to hold the ends of the rubber band. Say the target item as you stretch and relax your rubber band to show stress and rhythm or the amount of time a sound is held. Pull the ends farther apart to show words or syllables that are stressed or vowel sounds that are held for a longer time. Initially, you may wish to slightly exaggerate the sounds so students can hear them better.
3. Examples:

a. Length of vowel sound beet |-----| bet |----|

b. Stress or accent within a word
proDUCE: to make |---| |-----|

PROduce: fresh fruits and vegetables |-----||---|

- c. Stress or rhythm in a sentence: In English we usually stress the content words, such as nouns and main verbs, rather than the structure words. Pull the ends of the rubber band apart for the emphasized words or syllables and relax if the word or syllable is not capitalized.

I'd LIKE to go HOME to see my FAMily next SUMmer.

Note: In the above sentence, you can change the meaning by placing the stress on different words. Using rubber bands can also help clarify this idea.

For example:

I'd LIKE to go HOME to see **MY** FAMily next SUMmer (instead of my husband's family).

500 Shakedown Subtraction practice

(Adapted from Games for Learning by Peggy Kaye)

1. You will need a piece of paper and a pencil for each player, and two dice.
2. Write 500 at the top of each page.
3. Take turns throwing the two dice. Each person forms the biggest 2 digit number possible with their numbers, and subtracts from 500.
4. Keep going down, unless you throw a 1. If one of the dice shows a 1, you must make the smallest possible 2 digit number and ADD it to your total.
5. The first person to reach zero or below wins.

Candybox Algebra

Oh, the terror of x's and y's! For many people, math becomes overwhelming when the alphabet starts to appear. One of the challenges is to tie the symbolic to the concrete.

Pick up some small boxes at the dollar store and a big bag of small candies. On half of the boxes write an "X" and on the other half write a "Y". If you can get different colours/patterns for each type of box, that helps distinguish between them.

For any simple algebra problem, fill the boxes with the number of candies that match its value. Remember if you need more than one "x" box for a problem, all the "x" boxes you use must have the same number of candies.

How many candies are in each box? When you get the answer, you eat the candies 😊

Put 3 candies in the "x" box. Place the box on the page under the equation.

$$2x = 6$$

Two "x" boxes = 6

Put 10 candies in a "y" box.

$$y - 8 = 2$$

Put 5 candies in each "y" box.

$$y + y - 8 = 2 \quad \text{or} \quad 2y - 8 = 2$$

$$x + 2 = 5 \quad y + 6 = 8$$

Which box has the most candies?