

LANGUAGE LEARNING ACTIVITIES

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AREAS OF LANGUAGE LEARNING:

VOCABULARY

ACCENT/SOUNDS

READING

RHYTHM/SPEED

VOCABULARY LEARNING ACTIVITIES

SONGS

Singing/learning simple songs (Mary had a little lamb; B-I-N-G-O) help teach sounds, vocabulary, and language rhythms. Older students can learn to make their own songs.

Make “rap” songs/rhythms using letter sounds and/or basic word sounds.

BINGO

Use letters of the alphabet and/or numbers in place of BINGO

Use words/phrases or pictures of those words/phrases in boxes

Use words/phrases as cues for box items

Have learners take turns giving the cues

DRAWING

Draw or learn to draw a picture that starts with each letter of the alphabet using the letter itself (upper and/or lower case) in the picture. Younger learners can do this with basic shapes (square, rectangle, line, circle, triangle, etc.) and basic colors (red, blue, yellow, green, black). Older learners can do this without the limitation of shapes/colors.

TONGUE TWISTERS (these can also be simple songs)

Using as many of one letter to start all the words, make a sentence or phrase that makes some sense for learners and have them memorize it. When/if possible add motions or pictures to the sentence/phrase. Older learners can make their own sentences and challenge each other to say them.

MATCH GAMES

Make match games that match:

a picture to a picture

a picture to a word

a word to a word

Say the word as you see each picture/word.

MAKE A WORD SLIDE

Slide the alphabet next to a set of “base letters” (at, en, ot, etc.) to discover words. Either the students or the teacher can describe what the words mean. Older students can learn to use the dictionary to see if combinations make a real word.

Use more complex base words for older students that show basic rules for the sounds of the consonants and vowels – eat, ate, oat, etc.

Highlight words that don’t fit the normal pattern for sounds – bead, **dead**, **head**, **lead**, etc.

PICTURE CARDS

Have students or teachers collect/make pictures of items or activities. Learn/practice one new picture card each session along with reviewing cards you have already done. Older students can learn sentences about pictures and point to show the various parts of the sentence or act out the sentence.

For reading activities, start puzzle with word side, then turn over for picture side.

WATCHING VIDEOS/MOVIES

Without subtitles, have students watch a short video or a movie. Have them tell you one or more words that they learned while watching. Have them describe or act out what their new words mean.

For reading activities – turn on subtitles while watching. You can pause the movie and ask a student to read the subtitle. You can also ask students to write out (copy) a phrase/sentence and read it to the class.

IDIOMS

Make a list of idioms (book or net?) that you want the students to learn. Talk or show what they literally mean, contrasting that with what it means culturally. (Example: “Don’t have a cow!”)

PUZZLES

Make puzzles (number of pieces based on student and level of difficulty) with an item/action on one side and the word/words on the other. When the picture side is completed, turn the puzzle over to see, say, and spell the words.

READING BOOKS

Repetition will help students know what word is coming as you read. Occasionally pause when reading a familiar book so that the students can fill in the word for you. As you read, point to items/activities in the pictures to help students with understanding the words.

ACCENT/SOUNDS LEARNING ACTIVITIES

DUCK, DUCK, GOOSE GAME

Sit learners in a circle with a letter of the alphabet in the center of the circle. “IT” walks around the outside of the circle, tapping each child on the top of the head and saying the sound of the letter in the middle of the circle. When the learner says the name of the letter (rather than the sound of the letter) as he taps a head, then that learner gets up and chases “it” around the circle. If the chaser tags “it” before he sits in the chaser’s place, then “it” remains “it” for another turn. If “it” gets to the chaser’s place without being tagged, then the chaser becomes “it”.

ABC song (watch out for LMNOP – We need to develop a book or song about these letters that are usually sung so quickly that we don’t know what they are!)

RECORDINGS

Have students make and listen to their own recordings – letter sounds, songs, stories, words, sentences, etc. Have them listen to their old recordings at some point and record a new one. They should compare their recordings to note improvements in accent/sounds.

PRESENTATIONS

Have students individually sing or speak any of the normal class activities in front of class.

Have students prepare and do a “show and tell” or a skit in front of the class – topic of their choice.

CUE PHRASES OR SENTENCES

Make up a cue sentence or phrase for each letter and have students memorize it. (The letter A is awesome and amazing. – This sentence includes the 4 main sounds of the letter A.)

LISTENING LAB

Have the teacher (or a recording) make a sound and have the student tell what letter makes that sound.

Have the teacher (or a recording) make part or all of a word and have the students spell/write the word or word part. (Example – recording could say “EAD” as in bead.)

MOVEMENT AND SOUND

Say the letters/numbers/ sounds/phrases that you are learning while doing movement/exercise. Be sure you can SEE in writing the sounds that you are making.

SONGS

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READING LEARNING ACTIVITIES

ALPHABET AND BASIC LETTER SOUNDS

Put letters in order

Saying alphabet as you put letters in order

Making alphabet sounds as you put letters in order

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Repetition will help students know what word is coming as you read. Occasionally pause when reading a familiar book while pointing to the words so that the students can fill in the word for you.

Ask students to pick a book (or a page of a book) to read to the class.

Have students write their own sentence or paragraph or story to read to the class.

RHYTHM/SPEED LEARNING ACTIVITIES

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