Talk-a-thon
Schema-activation activity to prime students for the lessons or units

• Students work in partnerships, deciding who is each color

• Students engage interpersonally in a timed setting
  – usually 45-90 seconds per slide depending on language level & complexity of image

• Students use sentence frames to conduct scaffolded schema-activating conversations

• This works great as a *do-now* or *bellringer* because our students understand what they will do and can converse with each other in the target language without needing instructions

Source: Gina Lappe and Kent Dwyer, via Edutopia.
With an elbow partner, decide who is **BLUE** and who is **YELLOW**

I AM BLUE.

I AM YELLOW.
In the picture I see …

What I see in the picture makes me think about …

What I see in the picture makes me wonder...

Ask 1-2 questions
In the picture I see …

What I see in the picture makes me think about …

What I see in the picture makes me wonder...
Differentiated Think Dots
Students construct/review understanding and always have a way to engage

• Students work in partnerships or groups of three

• Students engage interpersonally using one die

• The student who rolls the die can choose to finish the sentence frame or choose the right-hand column
  – In the right-hand column the roller has options
    • She can describe the prompt to demonstrate current understanding
    • She can ask a question about the prompt to promote conversation
    • She can ask a question about the prompt to clarify her understanding

• The multiple entry points within this interpersonal activity allow all learners to engage
  – High engagement, low anxiety, lots of utterances

Source: Gina Lappe and Kent Dwyer, via Edutopia.
<table>
<thead>
<tr>
<th>#1 Species are introduced because ...</th>
<th>#1 invasive species</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 Producers are important because ...</td>
<td>#2 consumers</td>
</tr>
<tr>
<td>#3 Biotic factors compete when ...</td>
<td>#3 abiotic factor</td>
</tr>
<tr>
<td>#4 Prey need predators because ...</td>
<td>#4 competition</td>
</tr>
<tr>
<td>#5 An apex predator can ...</td>
<td>#5 apex predator</td>
</tr>
<tr>
<td>#6 Humans help ecosystems ...</td>
<td>#6 The Eagles’ Issues Story</td>
</tr>
</tbody>
</table>
Numbered Ball Toss
Active and enjoyable way to bring energy to conversations

• Students can participate as whole class or in small groups

• Each group has a dodgeball with the numbers 1-24 written in marker on it

• The student who catches the dodgeball (underhand toss from teacher or peer) uses two thumbs as two options
  – With either of those two prompts, catching student has choices
    • She can give an example of the term from the unit, lesson, her life, a source, etc.
    • She can ask a question about the term to promote conversation or clarify her understanding
    • She can make a connection between the term and something she knows

• This low prep, high energy activity is great to have on hand when students need a boost
  – High engagement, low anxiety, lots of fun

Source: Gina Lappe and Kent Dwyer, via Edutopia.
<table>
<thead>
<tr>
<th>#1 space</th>
<th>#9 sun</th>
<th>#17 moon(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 ice</td>
<td>#10 technology</td>
<td>#18 orbit</td>
</tr>
<tr>
<td>#3 rotate</td>
<td>#11 Earth</td>
<td>#19 planet</td>
</tr>
<tr>
<td>#4 rings</td>
<td>#12 gas</td>
<td>#20 rock</td>
</tr>
<tr>
<td>#5 distance</td>
<td>#13 star</td>
<td>#21 heat</td>
</tr>
<tr>
<td>#6 spacecraft</td>
<td>#14 telescope</td>
<td>#22 light year</td>
</tr>
<tr>
<td>#7 universe</td>
<td>#15 comet</td>
<td>#23 crater</td>
</tr>
<tr>
<td>#8 energy</td>
<td>#16 asteroid</td>
<td>#24 solar system</td>
</tr>
</tbody>
</table>
Vocabulary Battleship
Game-based practice of target vocabulary

• Students play in partnerships

• Students lay out their secret formation of 4 ships (covering 1 space, 2 spaces, 3 spaces, & 4 spaces respectively)

• Students “shoot” at enemy’s ships by using vocabulary word in a sentence or giving an example of the word

• Multiple entry points within activity
  – Students can play using self-selected level of scaffolding (notes, textbooks, vocabulary lists, etc.)
  – Students can play with “defensive maneuvers” using questions to challenge shooter’s initial shot
    • Ability to respond→ continue with play
    • Inability to respond→ loss of turn

• This is often offered as an option for students to practice as part of a menu of choices

Source: Gina Lappe and Kent Dwyer, via Edutopia.
BATTLESHIP

Combine Strategy And Luck
In This Exciting Naval Action Game
Shoot at your partner’s board by:

1. Using the vocabulary word in a sentence
2. Giving an example of the word
Mark where you’ve hit and miss your enemy on this smaller board.

Add 4 ships here. Keep it top secret.