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

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...

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 <u>always</u> 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.

Think Dots!

FINISH THE SENTENCE	Ask or Describe
#1 Species are introduced because …	#1 invasive species
#2 Producers are important because...	#2 consumers
#3 Biotic factors compete when …	#3 abiotic factor
#4 Prey need predators because …	#4 competition
#5 An apex predator can …	#5 apex predator
#6 Humans help ecosystems …	#6 The Eagles' Issues Story

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.

Give an example, ask a question or make a connection using the vocabulary word.		
#1 space	#9 sun	#17 moon(s)
#2 ice	#10 technology	#18 orbit
#3 rotate	#11 Earth	#19 planet
#4 rings	#12 gas	#20 rock
#5 distance	#13 star	#21 heat
#6 spacecraft	#14 telescope	#22 light year
#7 universe	#15 comet	#23 crater
#8 energy	#16 asteroid	#24 solar system

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

BATTLESHIP

Combine Strategy And Luck
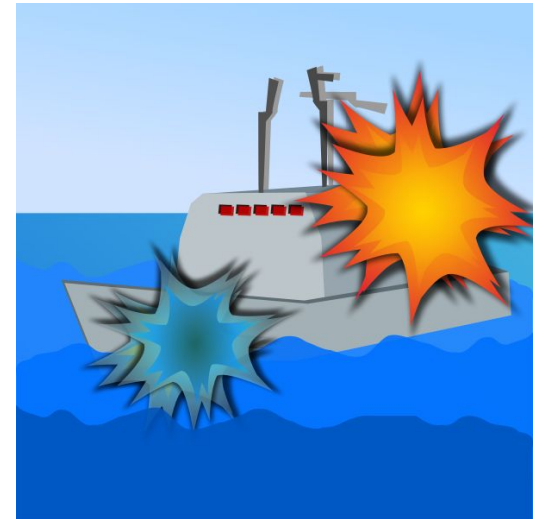In This Exciting Naval Action Game

SET UP YOUR FLEET

CALL OUT THE SHOTS

MARK THE HITS

SINK YOUR OPPONENT'S FLEET

Shoot at your partner's board by:

1. Using the vocabulary word in a sentence

2. Giving an example of the word

Ecology	Biotic factor	predator	interact	consumer
Food web	Habitat	Invasive species	local	Population
Introduced species	producer	prey	Abiotic factor	Competition
Ecosystem	decomposer	describe	evidence	Biodiversity
measure	organism	Extinct	Apex predator	Safety
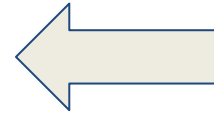
Mark where you've hit and miss your enemy on this smaller board.

Add 4 ships here. Keep it top secret.

Ecology	Biotic factor	predator	interact	consumer
Food web	Habitat	Invasive species	local	Population
producer	Introduced species	prey	Abiotic factor	Competition
Ecosystem	decomposer	describe	evidence	Biodiversity
measure	organism	Extinct	Apex predator	Safety