

**FUN ACTIVITIES FOR THE  
LANGUAGE CLASSROOM**



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# ACTIVITIES FOR THE LANGUAGE CLASS

What can I do to keep my second language class **fun** and **interactive**?



# WELCOME TO CLASS – BASIC VOCABULARY / REPETITION ACTIVITY

Examples could include:

Today it is \_\_\_\_\_.

Yesterday, it was \_\_\_\_\_.

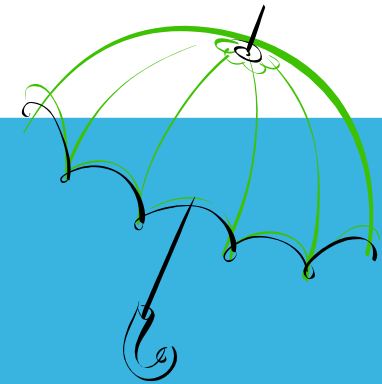
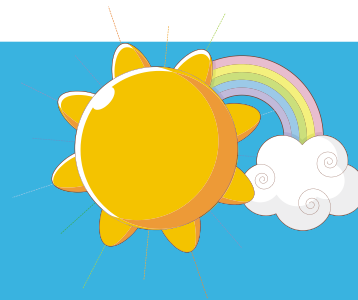
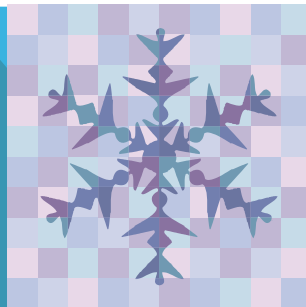
Tomorrow, it will be \_\_\_\_\_.

It is \_\_\_\_\_ (fall / winter / spring / summer).

It is \_\_\_\_\_ (windy, cloudy, snowy, sunny).

Numbers to 100 – use of 100s chart – cover certain numbers and have students identify the numbers covered up in the target language.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



# USING SONGS TO TEACH A LANGUAGE

Listening activity –listen to the song in the target language and try to make a list of all the words that they know.

A fill-in the blanks (cloze) activity gets students listening and actively engaged. Teachers can remove which ever words they want to specifically target.

Looking at language dialects /levels – Using a song that demonstrates varied language I might have students try to identify the parts of the song that are formal and that are informal.

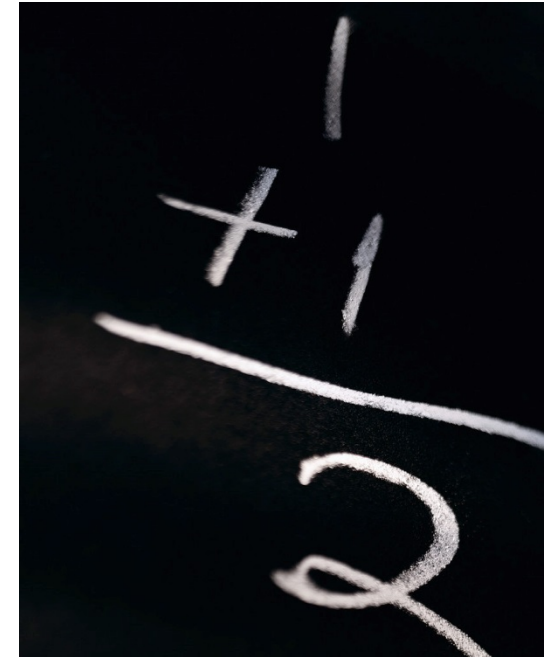
For a listening activity, teachers could print out lyrics and cut them up – students have to re-organize them in order. This is a great way to engage students and get them to participate.



# NUMBER GAMES – LEARNING NUMBERS IN AN ADDITIONAL LANGUAGE

- Cut out the number cards and have student play “memory”
- Have students pick 5 cards and play “Go Fish”.
- I have... who has...
- 100s chart BINGO

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



# DOMINOES / EXIT SLIPS

Exit slip

Exit slip

Exit slip

Exit slip

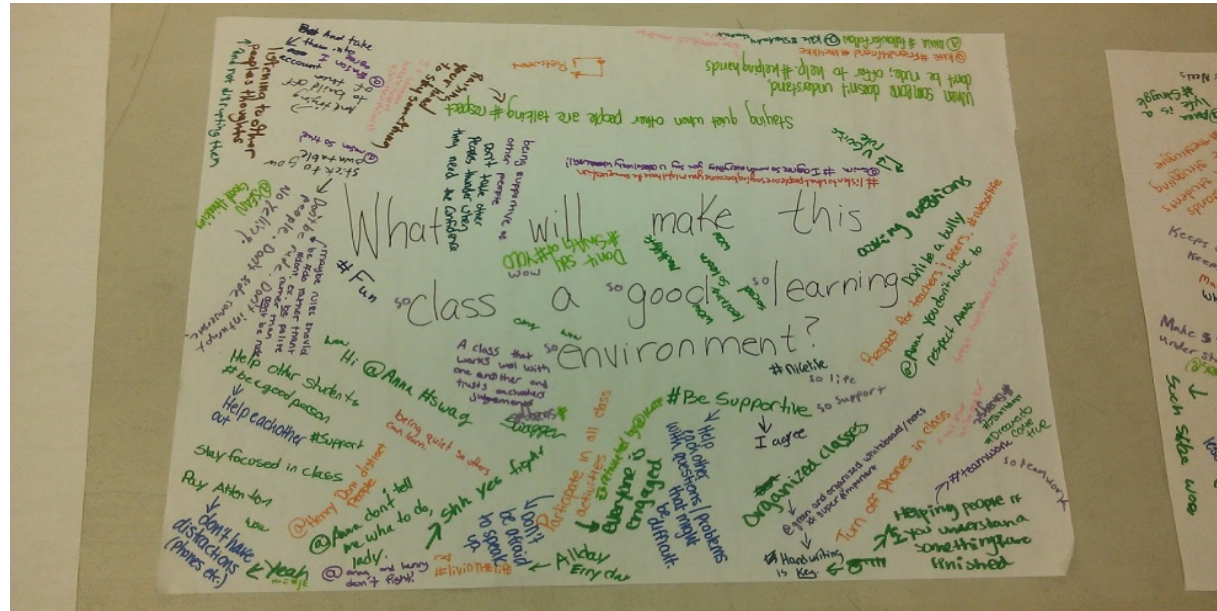
Exit slip

Exit slip





# TABLETOP TWITTER

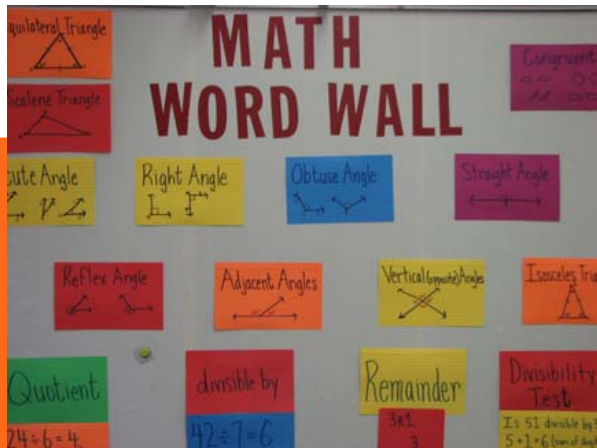


Clothing theme – could have a mini PWIM picture and have students label all the words, ideas, concepts that they know around the theme of clothing.

# VOCABULARY WORD WALLS

Students learning a second language require a visual reference point. A word wall, at any level of instruction, provides:

- Visual clues to help students with language acquisition
- Sense of independence as they help create the word wall
- Sense of comfort as students need to rely less on the teacher
- Creation of the word wall and follow up allows for movement in the room as well





# PRESENTING NEW CONCEPTS / CAROUSEL BRAINSTORMING



## Steps to follow:

- \*Smaller groups (5 max)
- \*Assign each group a color marker
- \*Each paper should have a prompt or theme  
Ex - clothing? Winter, summer, fall, spring, beach, etc.
- \*Give 3 minutes (or less) at each poster to put all they know. Today - 30 seconds!
- \*Review and discuss

Your prompt:

Animals - go to your group paper - list all the animals that start with that letter that you can think of.

Adapting for adults - only 30 s each!

# HOT SEAT

What should you wear when it is snowy outside?

What do you wear to go to a dance?

Describe your favorite article of clothing.

What kind of shoes do you wear to the beach?

What would you wear in the summertime?



**Ways to adapt for varied levels:** provide structure – model sentence framework – students could answer one word vs a whole sentence – model use of reference tools – relating to L1 as needed

# FIND SOMEONE WHO...

Name \_\_\_\_\_

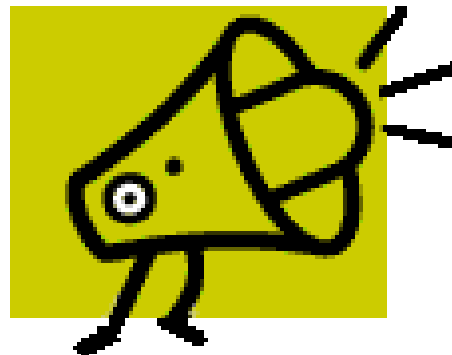
## Find Someone Who.....

wears glasses	has blonde hair	has two siblings	plays soccer	likes football
has a birthday the same month as you	is wearing blue	loves pizza	can whistle	has brown hair
Knows how to speak 2 languages	knows how to roller blade	has blue eyes	Went to a different state this summer	is an only child
has a birthday in August	Has a little sister	likes basketball	is wearing shorts	has an older brother
has a dog and a cat	loves chocolate	went on a vacation this summer	has no pets	read two books this summer

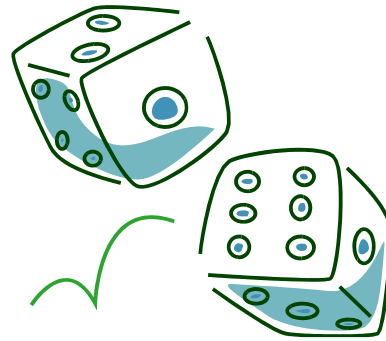


Ways to adapt for varied levels: use of L1 as needed, review key concepts / vocab words, teach the structure to ask questions

# PRESENTING ONE'S PARTNER



# THE DICE GAME



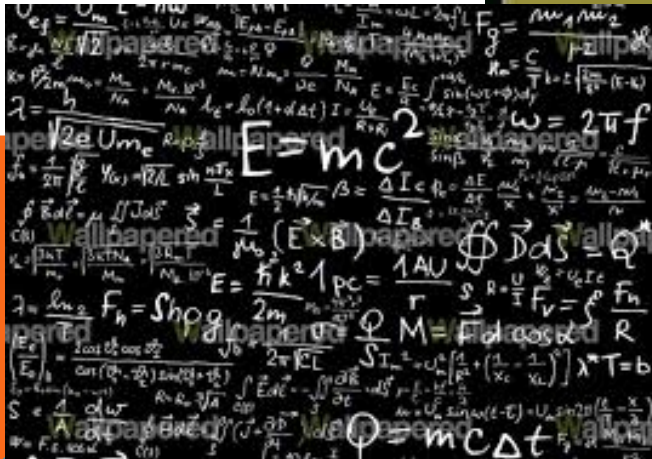


# PARTICIPATION SQUARES

Watch TV in the German (15 minutes)  Date : Show :	Watch a film in German or with German subtitles  Date : Film :	Find and listen to a song in German  Date : Song title : Band or singer :	Write a note to your teacher that uses at least 5 new German words  Date :	Listen to the radio in German (10 minutes)  Date : Channel :
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# SENTENCE OF THE DAY / JOURNAL



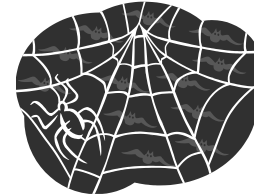
# SCAVENGER HUNT



To celebrate this ghoulish day you will need to find:

Points given for creativity!

A picture of a black cat



Black makeup

A pointed hat

A witch's signature \_\_\_\_\_

A book in French

A french expression

Three squares of toilet paper for Halloween mischief

A candy for your teacher

A halloween mask

A book about pumpkins

A picture of a pumpkin

An orange marker

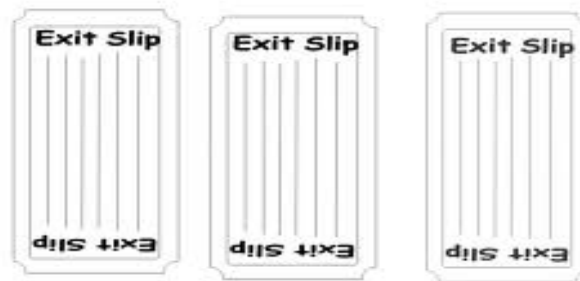


## NOW IT'S YOUR TURN...

Pick one activity out of your packages and create it in your target language / make a plan for how it will work in your classroom.

### Sharing opportunities

**Exit slip – Write down ONE thing that you learned that might help you in your practice.**



THAT'S IT!

Please feel free to email if you have  
any more questions:

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