Actividades para la clase de ciencias (en inglés)

Ministerio
de Educación, Cultura
y Deporte

Programa de Auxiliares de Conversación en España

Actividades para la clase de ciencias (en inglés)

Programa de Auxiliares de Conversación en España

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GOBIERNO DE ESPAÑA
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First Cycle

Second Cycle

Third Cycle

All Cycles and Levels

Tables are provided at the end for activities that require recording data.
Graphs are provided at the end for visually representing recorded data.
Other great activities and ideas (Seriously, these are awesome resources):
https://www.teachingenglish.org.uk/teaching-kids/resources/lesson-plans
http://bogglesworldesl.com/esl_games.htm
http://www.mundoprimaria.com/juegos-conocimiento-del-medio/
https://pinterest.com
(If the professor allows, do an egg drop activity in the 3rd cycle).

1. Names of fruits and vegetables

1st cycle | easy
speaking & listening

Materials

– Chairs

Procedure

– Put one chair for each student in a circle and then remove one chair.
– Divide students into groups of two or three and give each group a fruit or vegetable name.
– Students sit wherever they'd like in the circle.
– Choose one student to stand in the middle.
– The student in the middle calls out a fruit or vegetable and the students in that group stand up and have to switch seats without the person in the middle sitting in one of their seats first.
– The student left without a seat is now in the middle and can call out as many fruits and vegetables as they want. If the student in the middle says, "fruit salad" every student has to get up and change seats.

Other options

This game can be adapted to other lexical groups: animals/vertebrates, invertebrates/birds, amphibians, mammals, fish, reptiles, etc.

2. Clothes for the season

1st cycle | easy
speaking & listening

Materials

– Paper doll with different clothes to wear can be found at: http://familycrafts.about.com/od/paperdolls/ig/Paper-Doll-Dresses-and-Skirts
– Scissors

Procedure

– Separate the students into groups.
– Give each group a paper doll to dress.
– Keep the paper clothes in front for the students to come choose.
– Call out an activity that someone would do in a specific season and have the students talk about what clothes are needed for the activity then send one student in the group up to get the clothes needed for said activity.
– The students will dress the doll in the paper clothes and wait for the next activity.

Other options

The day prior to the activity, ask the students to bring one article of clothing from home. Repeat the activity as a class this time and have one of the students volunteer to be at the front. When you call out the activity, the class will raise their hands and tell what clothes are needed and if someone brought that item, the volunteer student will put it on.

Make it more difficult

After doing the activity where the students bring clothing from home, gather data. How many t-shirts did they bring? How many pants did they bring? How many scarves or shoes? Record this data and have the students make a bar graph from the information.

3. Weather patterns

1st cycle|easy speaking

Materials

None

Procedure

– Create different signs for different weather patterns. For example putting your hands above your head in a circle: sunny, raising your hands up and allowing them to fall: rainy, spinning around in a circle: tornado, etc.
– Stand in front of the class and have each student stand.
– Chose an action that you have created and have the students imitate the action and say out loud what weather pattern they are acting out.

Make it more difficult

Materials

– Computer
– Projector or TV
– Recording of weather forecaster

Show the students a video of a weather forecaster (optional) and then divide students into groups of 3. Tell them to pretend that they are weather forecasters and they have to tell the weather for the next 5 days. Help them make scripts and preform in front of the class or in small groups.

Other options

Can also be done with natural disasters.

4. Learn Joints

1st cycle | easy
speaking

Materials

None

Procedure

– Stand in front of the class and make actions for each of the joints: the neck, shoulders, elbows, wrists, hips, knees, and ankles by moving that part of the body. Teach the class the actions and names of the joint involved in the action.
– Start by choosing one of the joints and preforming the action.
– Pick a student to start. That student then repeats the action that you just did and adds on another joint/action. As a class you repeat the two actions in the order that they were said.
– The next student then does the 1st and 2nd action and then adds a new one. As a class you repeat the three in the order that they were given.
– It continues until it gets too long for the students and then you start over where ever it was getting too difficult with the next student.

5. Body Parts

1st cycle | easy
speaking, listening & reading

Materials

– CD player or computer with projector and speakers.
– *Head, Shoulders, Knees and Toes* song: *http://www.eslkidstuff.com/blog/songs/head-shoulders-knees-and-toes#sthash.4RWIbkHF.dpbs*

Procedure

– Project the *Head, Shoulders, Knees and Toes* song on the projector or print the words and hand each student a copy.
– Teach the students the song and movements.
– After they have learned the song, repeat it over and over getting faster and faster, have the students try to keep up.

6. Invertebrates and Vertebrates

1st cycle | easy
speaking

Materials

– Your own body.

Procedure

– Stand in a circle and choose one student and say, "I want you to be an animal, an animal that is an/a invertebrate/vertebrate" the student responds by pretending to be an animal with the classification you just gave and saying, "I'm a _____. I have/don't have a spine."
– Then that student chooses someone else and repeats the phrase, "I want you to be an animal, an animal that is an/a invertebrate/vertebrate." The next student acts like an animal with that classification and says, "I'm a _____. I have/don't have a spine." The activity continues until everyone has been chosen to be an animal.

7. Left and Right

1st cycle | intermediate
speaking & reading

Materials

– Projector with words or words printed out for each student.

Procedure

– Project the poem on the board or print it and pass it to all of the students.
– Repeat the poem multiple times with the student, when it reaches the 3rd line, stick your pointer fingers in the air and your thumbs out, your left hand will form an "L."

POEM: Which is my left? Which is my right?

Sometimes it's hard to tell.
But when I stick my thumbs out straight,
My left will make an "L."

Make it more difficult

Travel around the room after the students have learned the poem and ask the students to face you, point to items and ask if they are on the students' left or right.

8. Recognize Emotions

1st cycle | intermediate
speaking

Materials

– Emotion cards
– Scissors

Procedure

– Stand in front of the class and ask "How do I feel?" Make an exaggerated facial expression towards the students and count to 3 and have them all say which emotion you are feeling all at the same time: happy, sad, angry, scared, excited, tired, and a few more basic emotions.
– Separate the students into pairs and give each pair a pile of emotion cards. The 1st student picks up the top card and places it on his/her forehead without looking at the emotion.
– The other student then reads the card and makes the face of that emotion and the student with the card on his/her head guesses what emotion it is. The game continues until the students have gone through all of the cards.

Make it more difficult

After going through the pile, have the students shuffle it and go through it again but instead of making the emotion with their face, have them tell a story of when they would feel that emotion and make the other student guess the emotion.

ANGRY

EXCITED

HAPPY

SAD

SCARED

BORED

TIRED

ANGRY

EXCITED

SCARED

HAPPY

SAD

9. Planets

1st cycle | intermediate
speaking & writing

Materials

– Internet
– Projector
– Speakers

Procedure

– Visit this website *https://www.teachingenglish.org.uk/sites/teacheng/files/Lesson%20plan_Space_0.pdf* and complete procedure #2 with the students using the song about planets.

10. Food Chains

1st cycle | intermediate
speaking & reading

Materials

– Animal print outs
– Scissors

Procedure

Two different activities:

1. Separate students into pairs, each pair cuts out the animals on the print out. There are many food chains that can be created from these cut outs, have each group form at least five.
2. Hand each student an animal and have them walk around the room, talk to the other students, and try to find animals to make a food chain.

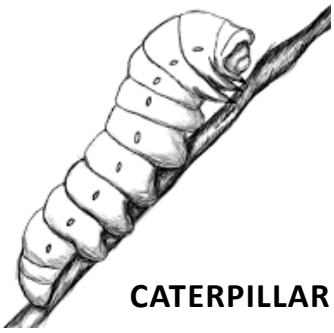
Flower → Caterpillar → Bird
Acorn → Mouse → Snake → Hawk
Algae → Small Fish → Big Fish → Dolphin
Flower → Insect → Small Fish → Big Fish → Eagle
Grass → Grasshopper → Lizard → Eagle → Mushroom
Plankton → Small Fish → Jellyfish → Sea Turtle → Shark → Bacteria
Plankton → Clam → Small Fish → Big Fish → Human

These are examples of the food chains that can be made using these animals, but encourage the students to be creative and find more. After a pair has found five food chains, have them share their 5 with another group and see if any were different. Help them with pronunciation of the animals.

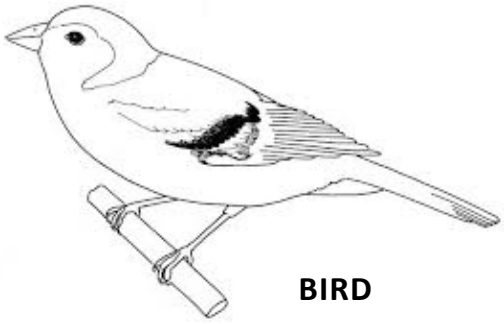
Make it more difficult

Don't give the students the pictures with the animals, just give them a list of the names of the animals and do both activities like that.

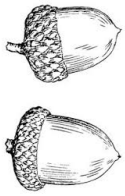
FLOWER



CATERPILLAR

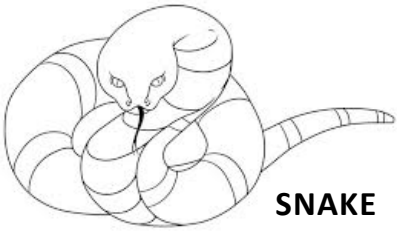


BIRD



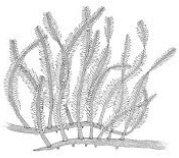
ACORN

MOUSE

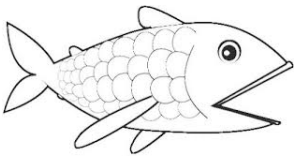


SNAKE

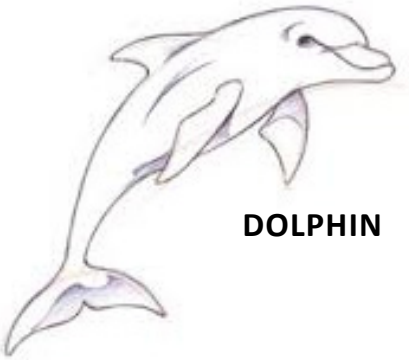
HAWK



ALGAE



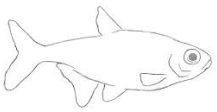
BIG FISH



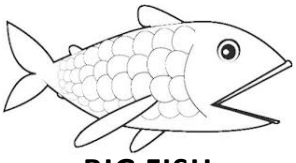
DOLPHIN

FLOWER

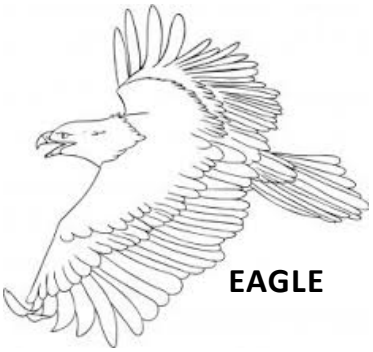
INSECT



SMALL FISH

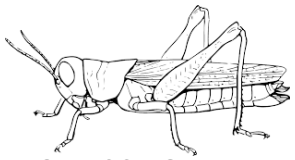


BIG FISH

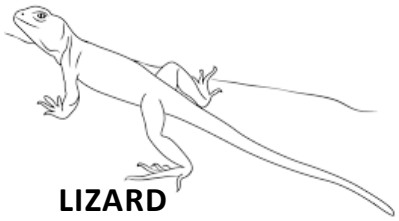


EAGLE

GRASS

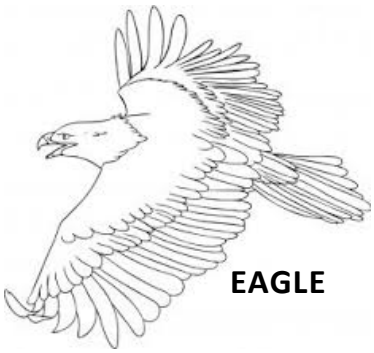


GRASSHOPPER



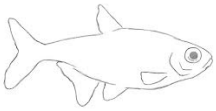
LIZARD

MUSHROOM



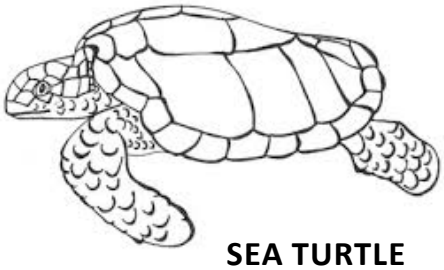
EAGLE

PLANKTON



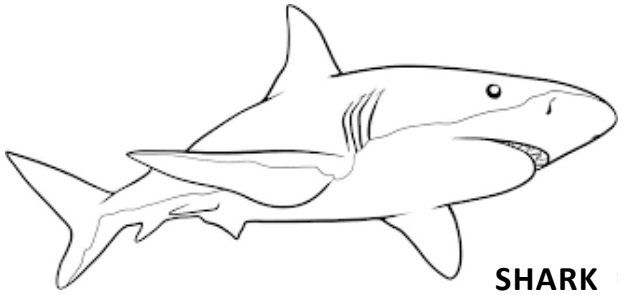
SMALL FISH

JELLYFISH



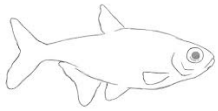
SEA TURTLE

BACTERIA



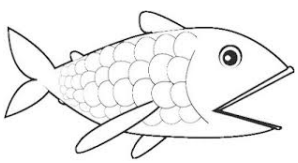
SHARK

PLANKTON

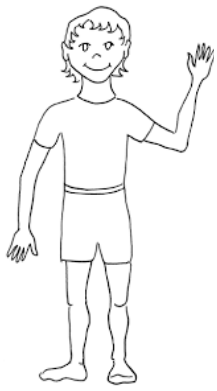


SMALL FISH

CLAM



BIG FISH



HUMAN

11. Forces and motion

1st cycle | intermediate
listening & speaking

Materials

– None.

Procedure

This is a game of Simon says, it's short and it helps get wiggles out while learning about forces and different kinds of motion.

– Stand in the front and give commands using different motions and pushing and pulling. For example, Simon says push your pencil, Simon says pull your notebook, Simon says spin, swim, march, etc.
– If you do not say Simon says and the student makes a movement, then they have to sit down, if you do say Simon says and a student doesn't do the movement, then they have to sit down, the last student standing gets to be Simon.

12. Healthy food and food pyramid

1st cycle | intermediate
speaking & reading

Materials

– Food pyramig for each group
– Glue
– Scissors
– Cooking/food magazines
– Labels

Procedure

– Divide the class into groups of 3 or 4. Give each group a food pyramid, food pyramid labels, scissors, glue and a few magazines.
– Each group labels each section of the food pyramid by gluing the labels onto the pyramid.
– The students then look through the magazines and cut out food and paste the food in the correct spot on the food pyramid.
– After they have put multiple items in each section, invite them talk about what foods they like and what they eat most of and what they need to eat more or less of.

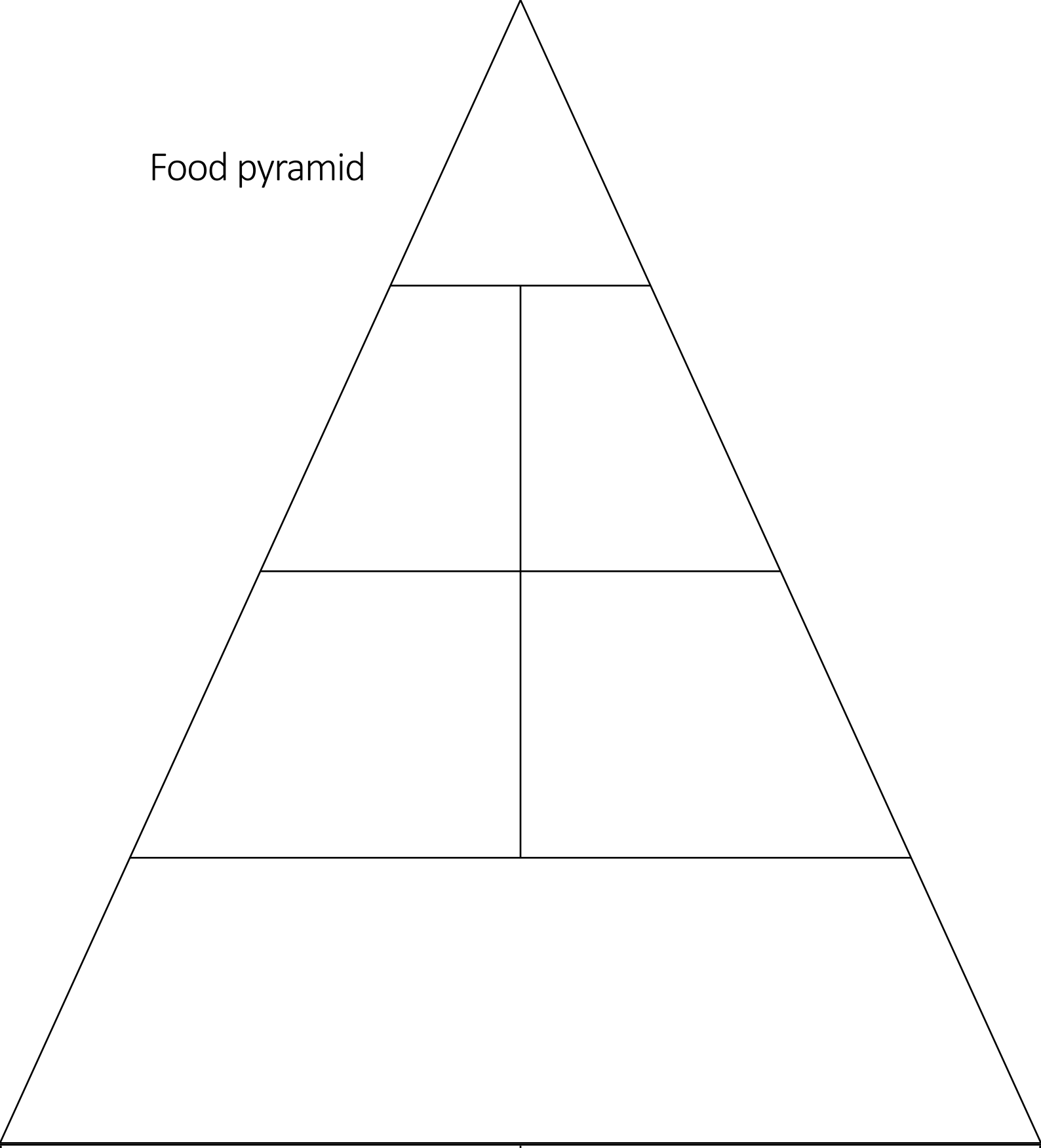
Other option

Refer to activity "Healthy eating" in 2nd cycle. Have the students put all of the potential allergies from the major food groups into the pyramid, i.e. soy, gluten, lactose intolerant, peanut allergy, shell fish allergy, any other major allergy that could potentially exist in the class to the major food groups.

Make it more difficult

Refer to activity "Healthy eating" in 2nd cycle.

Food pyramid



Bread, Grain, Rice, Pasta: 6-11 Servings	***Fruit:*** 2-4 Servings
Vegetables: 3-5 Servings	***Milk, Yogurt, Cheese:*** 2- 3 Servings
Meat, Fish, Beans, Eggs, Nuts: 2-3 Servings	***Fats, Oils, Sweets:*** 1 Serving

13. Family members

1st cycle | intermediate
writing, reading & speaking

Materials

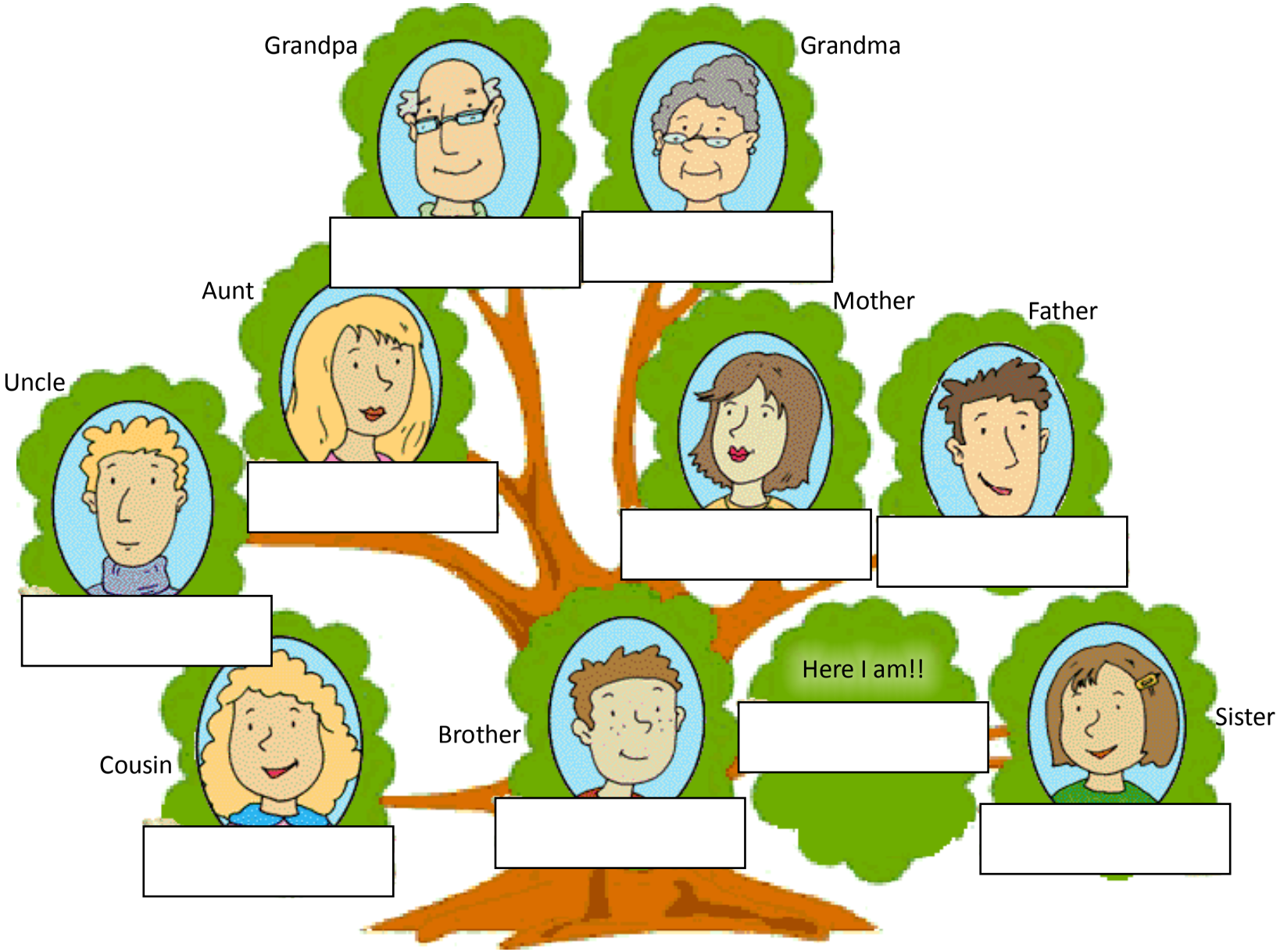
– Clue sheet
– Family tree

Procedure

– Separate the students into pairs and give each pair a sheet of clues.
– The students will read the clues and try to figure out which family member the clue is talking about. They can use the family tree to help them figure out who the clue is talking about.
– Then have the students fill in the names of their family members in their family tree.

Make it more difficult

Have each student tell their favorite family memory to another student.


Grandpa
Grandma
Aunt
Mother
Father
Uncle
Here I am!!
Brother
Sister
Cousin

My family

Clue Sheet

I am the sister of your father .....

I am your mother's father .....

I am a girl and you and I have the same mom .....

I am married to your father's sister .....

I am your mother's brother.....

I am the daughter of your father's sister .....

Your father is my son.....

I am your grandmother's mother .....

I am a boy and your mother's brother is my father.....

14. 5 senses

1st cycle | advanced
speaking, reading & writing

Materials

– Classroom objects
– Question sheet
– Pencils

Procedure

– Divide the class into groups of 4 and give each group multiple items from the classroom: pencils, paper, toys, blocks, erasers, etc.
– Have the groups talk about what characteristics the items have. And answer the questions on the sheet.

Use your 5 senses

What color is it?

Is it soft or hard?

Does it make a noise?

What size is it?

What does it smell like?

What is it shaped like?

Use your 5 senses

What color is it?

Is it soft or hard?

Does it make a noise?

What size is it?

What does it smell like?

What is it shaped like?

Use your 5 senses

What color is it?

Is it soft or hard?

Does it make a noise?

What size is it?

What does it smell like?

What is it shaped like?

15. Colors and numbers

1st cycle | advanced speaking

Materials

– *Uno* Cards

Procedure

– Separate the class into groups of three or four and give each group 20 to 30 Uno cards (minus the special cards like reverse and skip) make sure that each card has a match.
– Help the students set up their cards in a grid. Have them take turns turning two cards over at a time. If the two cards match, then in order to get the points, the student must say the number and color of each card.
– If the student gets it right then they get to keep those two cards. The student with the most cards at the end wins.

Other option

Give each group random cards and in order to get the points, the two cards flipped don't have to match but the student must say the number and color of each of the two separate cards.

16. Body parts

1st cycle | advanced
speaking, listening & writing

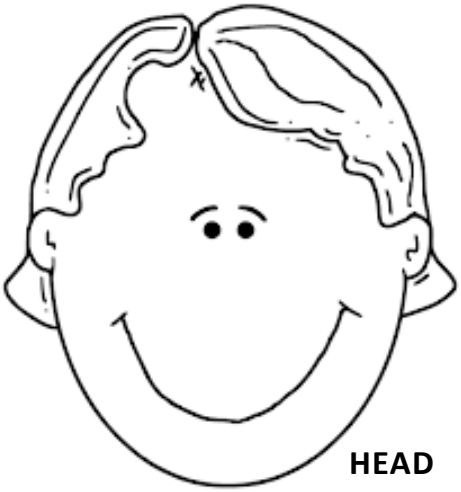
Materials

– Body parts sheet
– Scissors
– Tape
– Colored pencil
– Body hand out

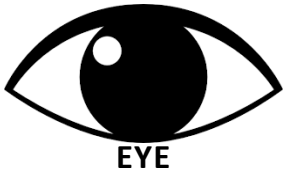
Procedure

– Cut the body parts from the sheet and hand them to the students, or have the students cut the body pieces out by themselves.
– Hand out tape to each student and the body outline to each student.
– Stand in front of the class and say a body part out loud. Have the students repeat the body part out loud and tape the paper body part on their body where it is located.
– After this is done have them take out the body outline and label the body parts on that body.
– Have the students color each part of the body a different color.
– Divide the students into pairs and give each student a blank body sheet.
– The students describe to each other, without showing each other, what their body looks like, , e.g. student A says 'My head is green' and student B colors the head on their blank outline green. When they have finished, they can compare pictures.

** Skip some of the parts to make the activity easier for the class.

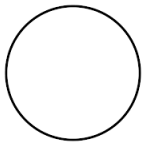


HEAD



EYE

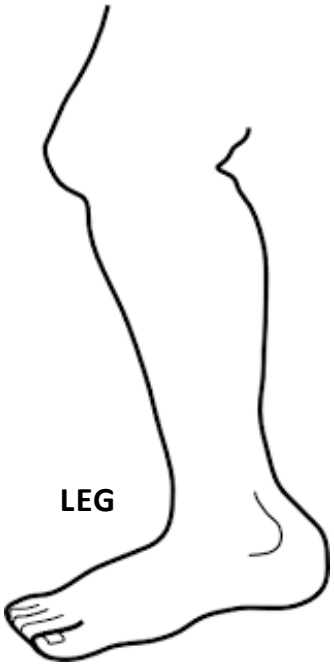
ARM



BELLY BUTTON

FOOT

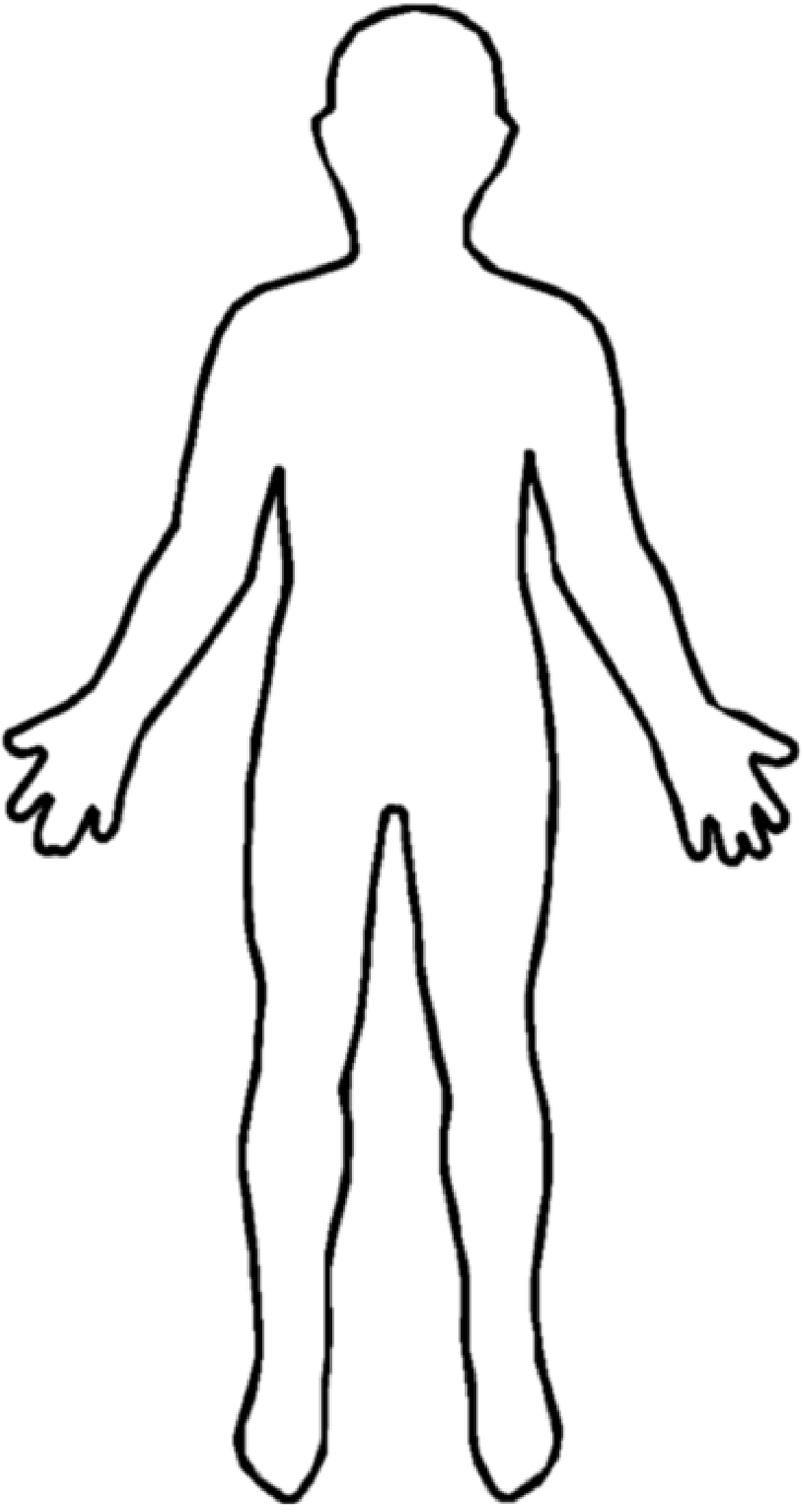
TOES



LEG

HAND

NOSE



17. Maps and directions

1st cycle | advanced
listening

Materials

– Print out
– Story

Procedure

– Pass the hand out to each student
– Read them the following story
– Have them draw a map of the directions that you give them as you read the story. Each quadrant represents one square block

Story

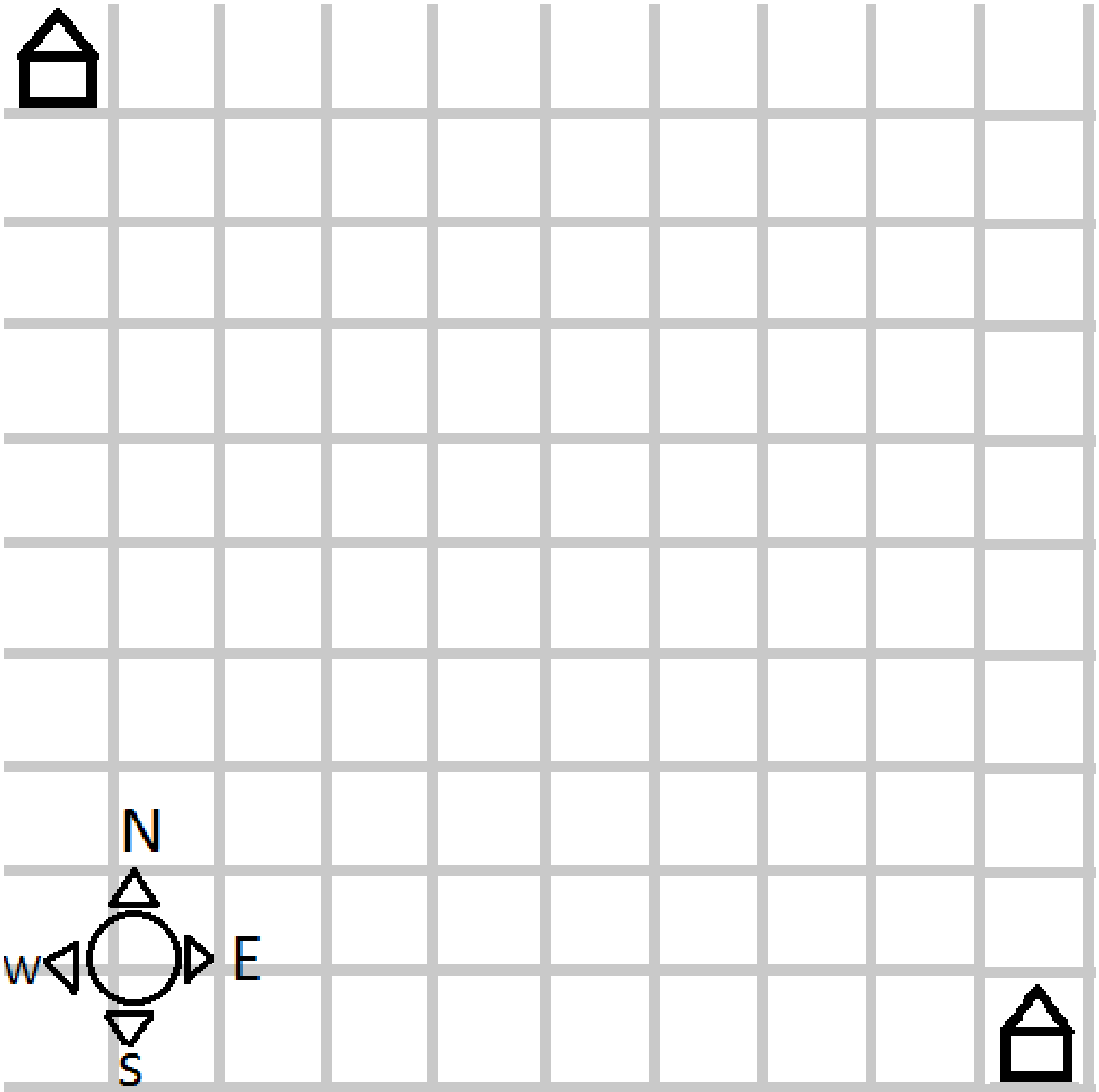
Today my friend Susie wants to come over to play but I need to tell her how to get to my house. Susie lives in the house on the left and I live in the house on the right. Susie needs to be safe and walk on the sidewalk the whole time. Susie needs to leave her front door and walk five blocks east, halfway she passes a big tree on her left. After five blocks, she will see a stop light. At the stop light, she should take a right. Susie should walk three blocks south. She will know she is going the right way because she will pass a grocery store on the right side of the street. The street ends after three blocks because there is a big park that you can't walk through. She will take a right, towards the west, walk one block and then take a left and walk two blocks south until she reaches a round-a-bout. From the round-a-bout, Susie needs to go left and walk 4 blocks east. At the big, green street light, Susie needs to go right and walk four blocks south to my house. Then she can ring the doorbell and come to play.

Make it more difficult

After reading the story, have the students compare their maps with other students around them. On the back of their maps them draw and list and talk about with the other students, they things they pass when they come to school, how they get here, land marks they see, etc.

Other option

Have the students write out their own directions in a story and tell them to a classmate.


N
W
E
S

18. Body parts, numbers & colors

2nd cycle|intermediate speaking & listening

Materials

– Monster print out
– Divider/folder

Procedure

– Separate the students into pairs and put a divider between them so that they cannot see the other's sheet of monsters.
– Tell them to choose one monster from the top of the page and circle it without telling the other student.
– The students then take turns creating and asking "yes or no" questions to find out which monster their opponent chose.

Some examples questions are:

– Does your monster have a nose?
– Does it have more than two eyes?
– Is it green?...

Have a bracket, the winners play the other winners and the losers play the other losers until there is only one champion.

** To make this game easier for your students, you may make a premade question list for them to ask.

Other option

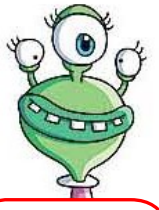
This game can also be sued in the 2nd cycle.

Jason

Violet

Bernie

Lawrence



Edith

Umberto

Eve

Walter

Telly

Opus

Zed

Petrovo

Richard

Celia

Hakem

Boris

Albert

Gina

Molly

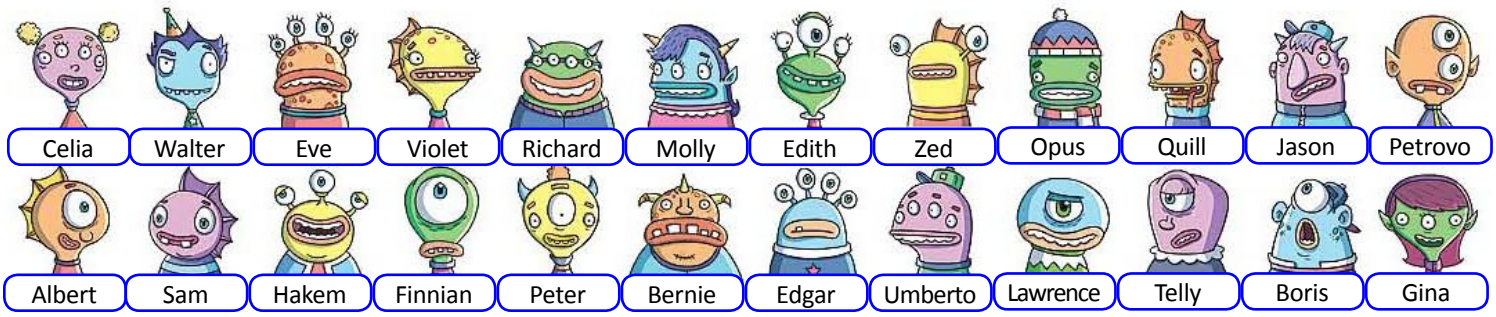
Peter

Finnian

Sam

Edgar

Quill

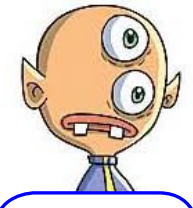


Telly

Opus

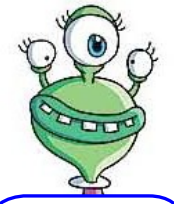
Eve

Zed



Petrovo

Walter



Edith

Jason

Peter

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Lawrence

Quill

Finnian

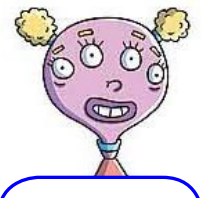
Molly

Sam

Edgar

Hakem

Boris



Celia

Richard

Gina

Albert

19. Vertebrates and invertebrates

2nd cycle|easy
speaking

Materials

– Your own body

Procedure

– Stand in a circle and choose one student and say, "I want you to be an animal, an animal that is an/a invertebrate/vertebrate" the student responds by pretending to be an animal with the classification you just gave and saying, "I'm a _____. I have/don't have a spine."
– Then that student chooses someone else and repeats the phrase, "I want you to be an animal, an animal that is an/a invertebrate/vertebrate." The next student acts like an animal with that classification and says, "I'm a ____. I have/don't have a spine." The activity continues until everyone has been chosen to be an animal.

Other option

What other categories of animals or cell types can you make to follow this activity model?

20. Density

2nd cycle | easy
speaking

Materials

– Bucket half full of water
– Materials brought from home.
– Questions sheet

Procedure

– Ask each student to bring three small sized things to class the next day, they can be anything that they are okay getting wet.
– Separate studentds into groups of four and give each group a bucket half full of water. Hand each group a list with the five questions.
– Have each group answer and discuss the questions and then have them place the item in the water and make observations if it sinks, floats or sits in the middle.

Questions to answer as a group for each object:

1. What is the object? ....
2. What is it made of? ....
3. Do you think it will sink or float? ....
4. Why? ....
5. Place the object in the water. ....
6. What actually happened? ....

Questions to answer as a group for each object:

1. What is the object? ....
2. What is it made of? ....
3. Do you think it will sink or float? ....
4. Why? ....
5. Place the object in the water. ....
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6. What actually happened? ....

Questions to answer as a group for each object:

1. What is the object? ....
2. What is it made of? ....
3. Do you think it will sink or float? ....
4. Why? ....
5. Place the object in the water. ....
6. What actually happened? ....

21. Animal classification

2nd cycle | intermediate
speaking & reading

Materials

– Animal fill in the blank sheet.

Procedure

– Hand each child a fill in the blank sheet and tell them to pick an animal but don't tell anyone.
– Have them fill out the sheet and help them do so.
– Then the students stand up in front of the class and read the clues from the sheet (if you have a bigger class or people in the class that have a hard time standing in front, break the class into groups to do this).
– The other students try to guess what animal the student has chosen by the clues that are given.

Make it more difficult

Have the students create their own questions to answer and give clues to and have them write the questions and answers down.

What am I? (circle one)

I am a/an … (Vertebrate, invertebrate)

I am a/an … (mammal, reptile, bid, amphibian, insect)

I am a/an … (herbivore, carnivore, omnivore)

I live in the … (jungle, desert, water, plain, mountains, other…)

I like to eat.....

What am I?

What am I? (circle one)

I am a/an … (Vertebrate, invertebrate)

I am a/an … (mammal, reptile, bid, amphibian, insect)

I am a/an … (herbivore, carnivore, omnivore)

I live in the … (jungle, desert, water, plain, mountains, other…)

I like to eat.....

What am I?

What am I? (circle one)

I am a/an … (Vertebrate, invertebrate)

I am a/an … (mammal, reptile, bid, amphibian, insect)

I am a/an … (herbivore, carnivore, omnivore)

I live in the … (jungle, desert, water, plain, mountains, other…)

I like to eat.....

What am I?

22. Landforms and habitat

2nd cycle | intermediate
speaking & reading

Materials

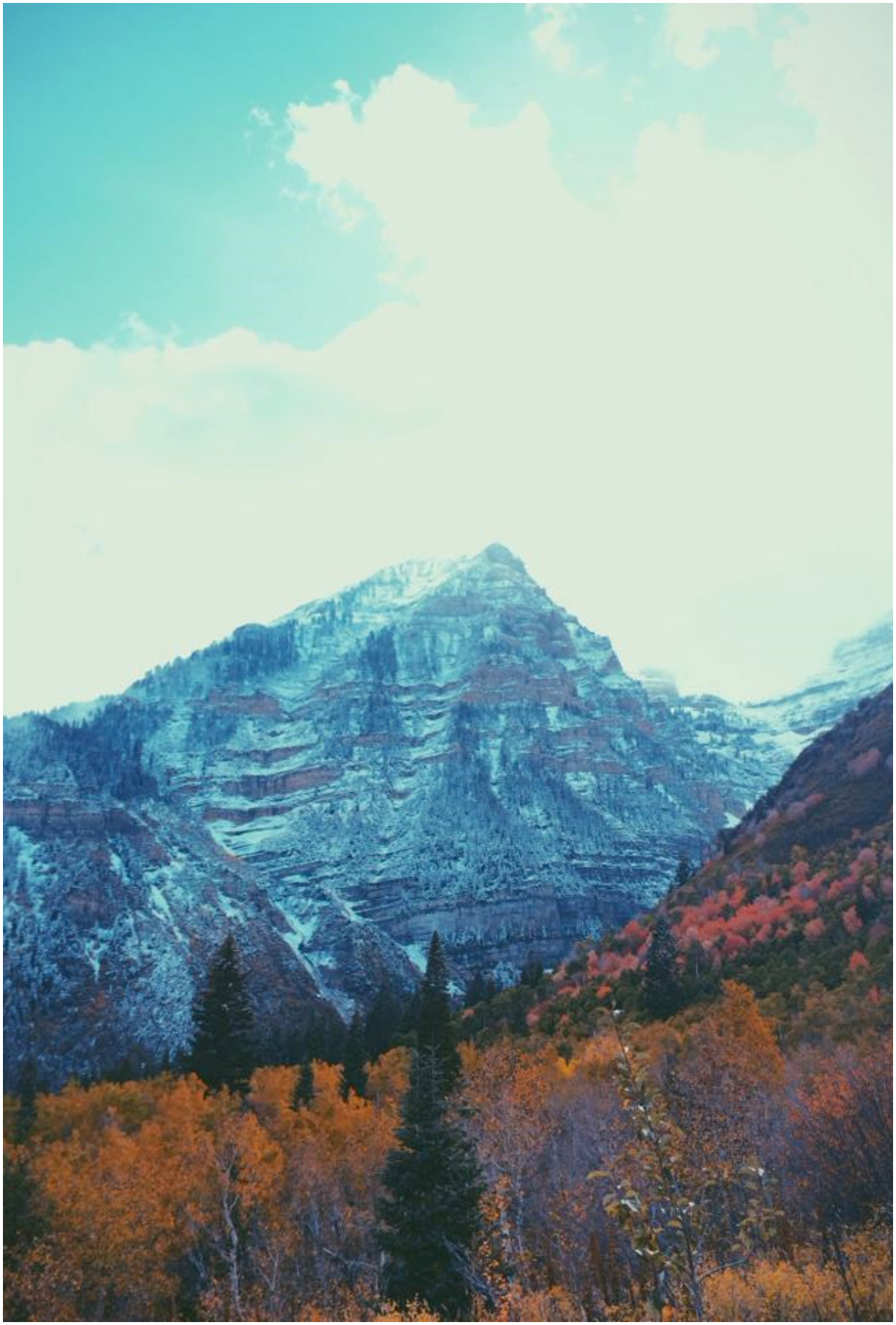
– Photos of landforms
– Projector
– Paper

Procedure

– Write these questions on the board:
  - What do you see in the picture?
  - What kind of plants are there?
  - What is the weather like?
  - What kinds of animals live here?
  - What land forms do you notice?
– In front of the class, project a picture of a land form and ask the kids to write down the questions they see on the board.
– As a class answer the questions and have them write down the answers on their papers.

Make it more difficult

Split the students into small groups instead of preforming the activity as a class.



23. Infer, make hypothesis

2nd cycle | intermediate
speaking & listening

Materials

– Short story

Procedure

– Separate students into pairs.
– Sit or stand in front of the class and tell a story. Create problems in the story and when the problems arise ask, "What will happen next?" or "what should (main character) do?"
– Have the students talk to their partners and tell them what they think is going to happen. This activity can be very easy or more difficult depending on the age and skills of the students in the class. Encourage them to use their imagination.

Example story

– Juan was walking his dog when the dog saw a squirrel. What do you think will happen next?
– The dog escaped and ran too fast for Juan. What should Juan do?
– Oh no! Here comes a car. What do you think will happen next?
– The dog ran past the car without being hurt. Now the dog is thirsty, he sees a puddle. What do you think will happen next?
– The dog stopped to drink the water. What should Juan do?
– Juan caught his dog while he was drinking the water. Juan is happy to be with his dog again.

Make it more difficult

Have then children write their own stories and read them to classmates, this would be a good activity for the 3rd cycle.

24. Energies and matter

2nd cycle | intermediate
speaking

Material

– Cube
– Scissors
– Glue

Procedure

– Cut and paste cubes together or have the students do it. Separate class into groups of three or four and make sure each group has one cube.
– In their groups have each student take turns rolling the dice and answering the questions. Play for 5-10 minutes just to get the students talking.

Other option

Keep points to see which group can think of the most things in each category to make it more fun and competitive.

Cube Pattern

Cut on solid lines - Fold on dashed lines

Give an example of kinetic energy

Name a solid

Name a liquid

Give an example of potential Energy

Name a gas

What's something we need energy to do?

25. Recording and graphing data

2nd cycle|intermediate speaking & writing

Materials

– Graph (provided at the end of the activities)
– Table (provided at the end of the activities)
– One monster sheet (refer to monster activity in 1st cycle)

Procedure

– Divide class into groups of 3 or 4 and give each group a monster sheet.
– The students then pick one feature of the monsters to take data, i.e. how many eyes, different colors, etc.
– They then make a table of the data they collect.
– From the table the graph the data in a bar graph or pie graph.
– After each group is done, they stand in front of the class and present the information and data they recorded about the monsters.

26. Science

2nd cycle | intermediate
all skills

Materials

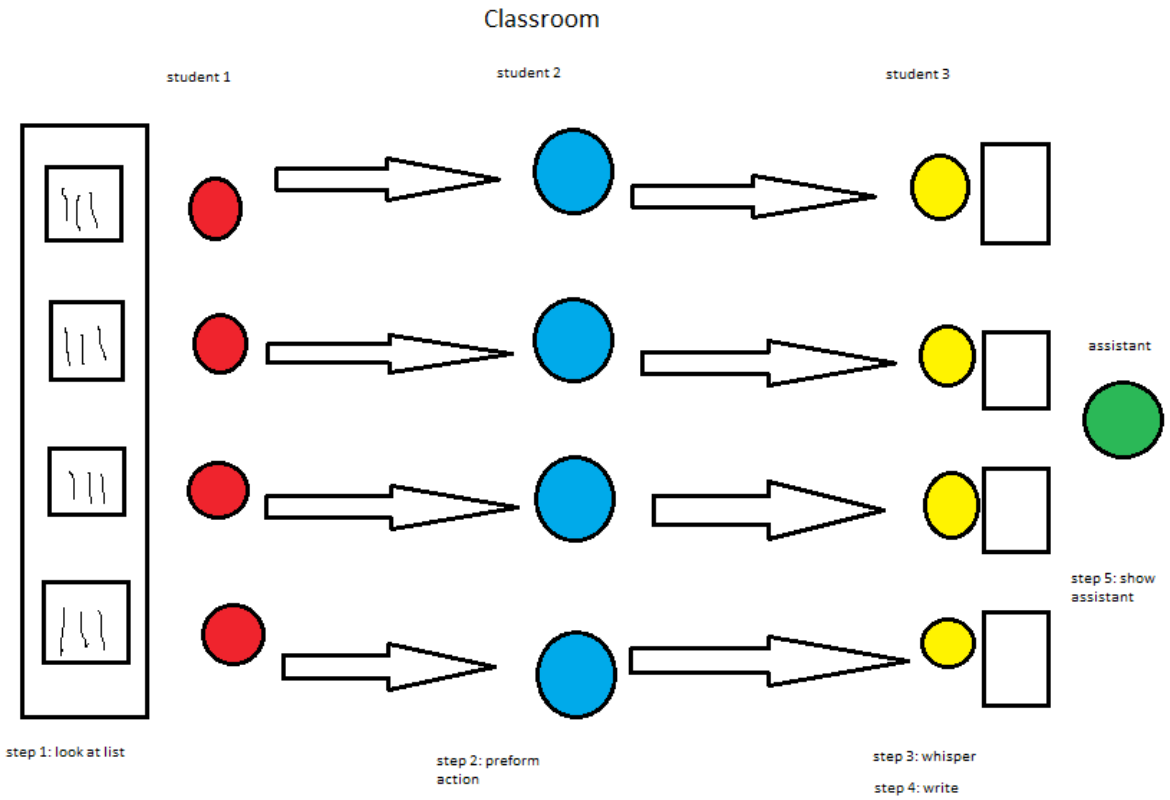
Action cards
Blank piece of paper for each team

Procedure

– Split students into teams of three. Have each team choose a doer, a speaker and a writer.
– Student one is the doer. This student starts at one end of the classroom and looks at the first action card in the pile. Student one must remember this action and run across to student two, who is the speaker, and preform the action without using any words.
– Student two then tries to interpret what student one is doing and student two runs over to student three (who is facing away from student one and two) and then whispers what student one was doing.
– Student three then writes down what student two has said and runs over to the assistant to show what they have written, if the answer is correct, the team can move on to the second card in the stack. Make sure the students are talking and writing in English.
– The game is over when the first team has finished their stack of action cards.

Other option

1/3 of the way through, switch the positions of the students so they get to do all of the Jobs.


Classroom
student 1
student 2
student 3
assistant
step 5: show assistant
step 1: look at list
step 2: preform action
step 3: whisper
step 4: write

Bend knees	Raise eyebrows	Tap feet	Stick out tongue
Turn head	Blink eyes	Touch palms	Flex arms
Bend knees	Raise eyebrows	Tap feet	Stick out tongue
Turn head	Blink eyes	Touch palms	Flex arms

27. Animal classification

2nd cycle | advanced writing

Materials

– Science book for the class or book on classification of animals
– Optional: Computers

Procedure

– Divide the class into 5 groups and assign each group one of these topics: amphibians, reptiles, mamals, birds, insects.
– Each group studys and learns about what makes each group unique and how to tell which group an animal belongs to.
– After doing the research and learning, each group will present and teach the class what they have learned and how to classify that type of animal.

Write these questions on the board for each group to answer but also tell them to create more questions and answer them within their groups.

1. What is their skin like?
2. How are their babies born?
3. What are their bodies like?
4. What makes your animal group different from the other animals?

Other option

This activity can also be used for gender differences, age differences, parts of the cell, and other categories like these.

28. Plant structure

2nd cycle|intermediate/advanced
speaking & listening

Materials

– 1 plastic bottle
– Soil
– Seed
– Water
– Blank paper

Procedure

– 15-30 days before this activity ask the students to bring a plastic bottle from home.
– The next day in class, cut the bottle in half and fill the bottom with soil. Plant the seed of a fast growing plant in the soil.
– Remind the class to water their plants when necessary.
– When the plant is done growing have each student carefully take it from the soil and dust off the extra dirt from the roots.
– Tape the plant to a blank piece of paper.
– Each student will label the different parts of the plant that they have learned in class already and write about the function of that part.
– The students then show and teach someone else about the plant parts and functions.

29. Machines and inventions

2nd cycle|advanced speaking & listening

Material

– Tape
– Invention cards
– Scissors

Procedure

– Cut out the machine cards and tape one to the back or forehead of each student. Do not let them see what machine they have been given.
– Allow the students to walk around the room, the goal of the game is to guess what machine they are by asking other students questions. The other students cannot answer back with the name of the machine, only clues so that they student with the machine can guess what it is.
– The student approaches another student and asks a question like: what color am I? Or where am I used? The other student answers back and then the student asking the question makes a guess and if he or she gets it wrong, he moves on to another student in the room.

Other option

This activity can be adapted for other lexicon groups.

Make it more difficult

This game can be harder or easier depending on the level of the class to make it easier make premade questions for them to ask and give them a worksheet, to make it harder, have the class come up with their own questions.

Keyboard	Computer	Stop Light	Light Bulb
Wheel	Mouse	Doorbell	Telephone
Blender	Television	Ramp	Hammer
Car	Clock	Pencil	Sewing Machine

30. Eat healthy

2nd cycle|advanced speaking & writing

Materials

– Blank piece of paper
– Colored pencils

Procedure

– Divide the students into pairs or groups of three.
– They are restaurant owners and their job is to create the daily menu. Their menu must contain two different options of a first course, second course, dessert and drink.
– The rules are that the students must balance the meals and make them healthy and nutritional using foods from all of the food groups.
– After they have created their menus, they now wait on another group of three students by doing a role play.
**To make this activity easier, provide them with a list of foods to choose from and a food group chart.

31. Respiratory and digestive system

2nd cycle | advanced listening & writing

Materials

– Labeling sheet
– Projector or television to show a video in front of the class
– Post-it notes (optional)

Procedure

– Show a video of the respiratory or digestive system and hand out a worksheet that contains the system that they are reviewing.
– Have the students label the chart as the video plays. Under each label, have the students write the function of each part.
– After the video, separate the students into groups where they will compare labels and functions of the system.

Respiratory System

https://www.youtube.com/watch?v=n3BMe7MvLZM
https://www.youtube.com/watch?v=TK-b-Ri7IsY
https://www.youtube.com/watch?v=hc1YtXc_84A

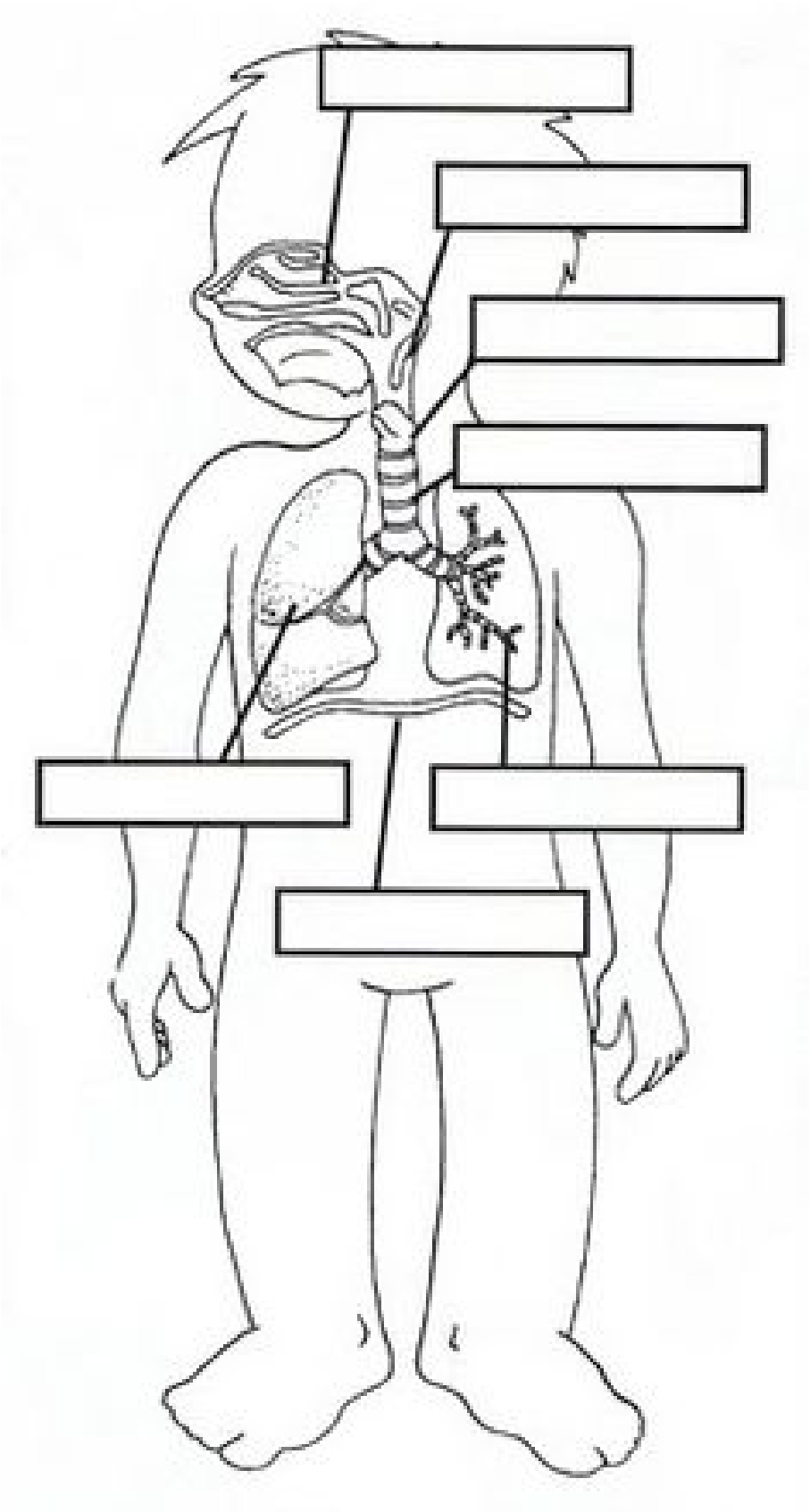
Digestive System

https://www.youtube.com/watch?v=JnzwbipJuAA
https://www.youtube.com/watch?v=bFczvJp0bpU
https://www.youtube.com/watch?v=0eAI7kmiryQ

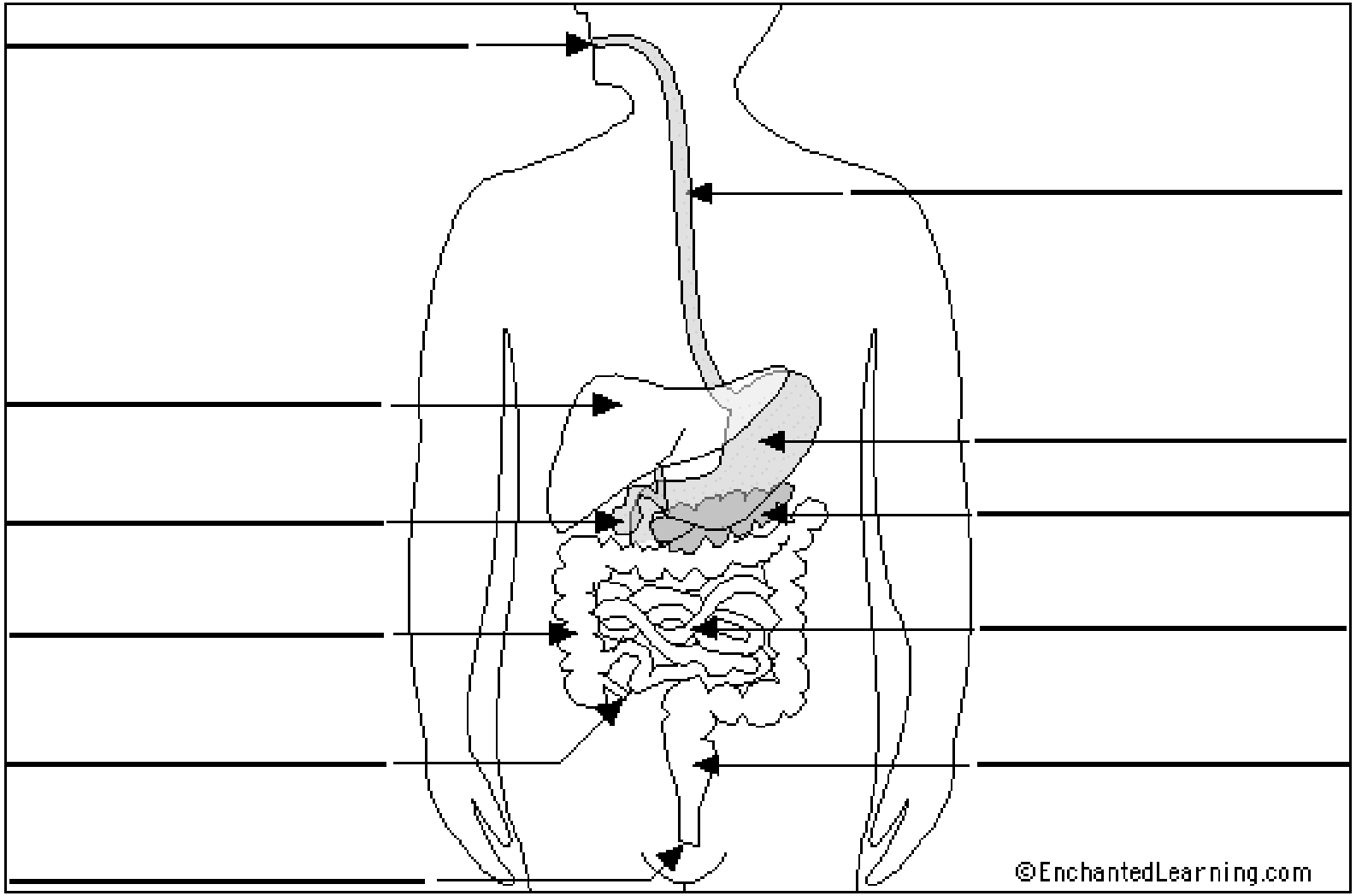
Other option

When going over the respiratory system, in the groups the students take the post-it notes and label the respiratory system of one of the other students in the group by writing on the post-it notes and placing them in the correct spot on one of the students.

Respiratory System



Digestive System



32. Review all

2nd cycle | advanced speaking

Materials

– Printed board game
– Glue
– Something to be used as player pieces
– Dice

Procedure

– Separate the students into groups of four or five and give each group a game board, something to be used as player pieces and one dice.
– The students take turns rolling the dice. When they land on a square they either name three things that fall into that category, or follow the instructions on the space.
– Each student only has 30 seconds to answer the question and if they don't get it, they must return to the previous square where they started their turn.

Each page of the board has a number on it and should be constructed as follows:

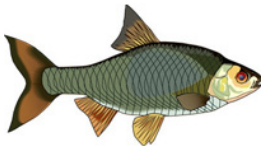
1	2
3	4

**More great board games (easier, harder and for different cycles) can be found at *http://bogglesworldesl.com/esl_games.htm*

1

Children's Games

Go Ahead 2



Fish

Days of the Week

Desserts

Planets

Metals

Opposites

Birds

Miss A Turn

Farm Animals

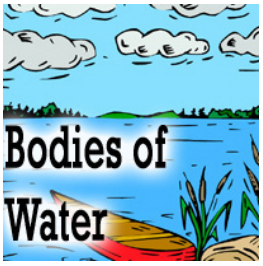
Trade Places

Rhyming Words

Landforms

Free Candy

Sickness



Bodies of Water

Roll Again

2

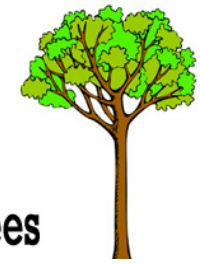
	Family Members	Roll Again	Feelings and Emotions	Tools
	Free Candy			Jewelry
Rooms in a House	Short Cut	Go Back 3	Chores	Musical Instruments
				Facial Features
				Parts of the Body
	Trade Places	Continents	Toys	Insects
	Ghosts and Monsters			

3

Mammals

Countries

Beverages



Trees

Short Cut

Clothes

Jobs

Reptiles

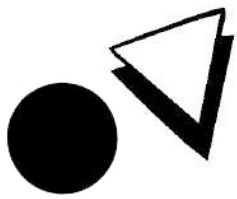
Pets

Fruit

Times of the Day

School Supplies

Transportation



Shapes

Colors

Holidays

Start

Categories Board Game

4

Months

Vegetables

Sports

Weather

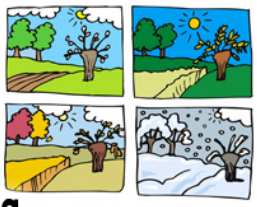
Flowers

Capital Cities

Nuts

Fall in a Hole
(follow the arrow)

Free Candy



Seasons

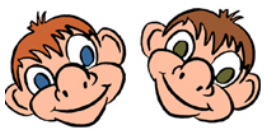
Go Ahead 2

Furniture

School Subjects

Lost
follow the arrows

Miss A Turn



Synonyms

Places in a City

Lost
follow the arrows

Go Back 3

Finish

Rules:

A player roles the dice and advances that number of spaces.

If there is a picture on the square the student says 3 examples of that category.

If the student can't name 3 examples (after a fixed amount of time) the student must go back to the square they were at at the beginning of their turn.

33. Taking and recording data

2nd cycle|intermediate/advanced speaking

Materials:

– "How many students..." sheet.

Procedure:

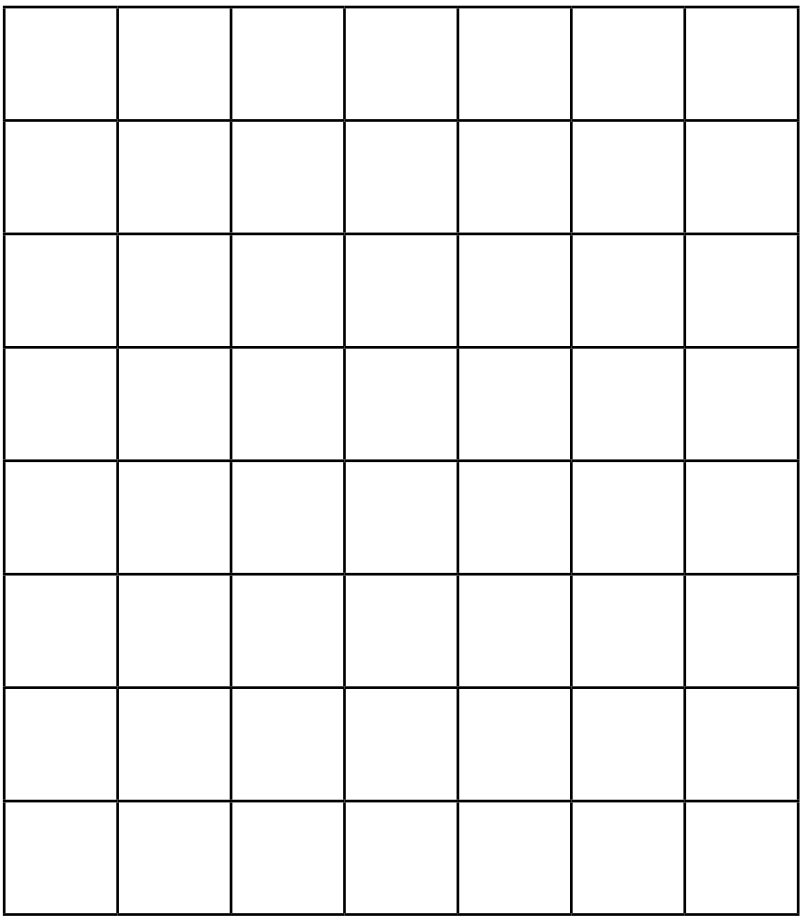
– Have the students walk around for 10-15 minutes and ask each other about the following things (The following list can be modified based on the level of the class).
  1. Have a pet.
  2. Have three or more children in their family.
  3. Have been on an airplane.
  4. Have a birthday this month.
  5. Can touch their tongue to their nose.
  6. Can raise one eyebrow.
  7. Can wiggle their ears.
– Then the students mark down how many students they talked to that have or can do these things.
– Then have the students label and fill in a bar graph from the data they just gathered.

Make it more difficult

Have the class create their own data that they would like to take about each other and have them write down those questions, take data on them and graph them.

How many students…

1. Have a pet.
2. Have three or more children in their family.
3. Have been on an airplane.
4. Have a birthday this month.
5. Can touch their tongue to their nose.
6. Can raise one eyebrow.
7. Can wiggle their ears.



34. Inferring. Learning cause and effect

2nd cycle|advanced
speaking, reading & writing

Materials

– Worksheet

Procedure

– Divide the students into pairs. Give each pair a "Cause and Effect" worksheet.
– Have the students read the sentences in their pairs and then create and write down what the cause was for the effect.
– After each pair is done, or almost done, ask the class to share some of the ones that they created.

ake it more difficult

Have the students do this activity individually and then share at the end.

Cause and Effect

Effect: Patty started crying uncontrollably.

CAUSE:

Effect: All of the lights in the house went out.

CAUSE:

Effect: The tree in my back yard suddenly fell.

CAUSE:

Effect: There was no pie left in the refrigerator.

CAUSE:

Effect: John received the first prize ribbon.

CAUSE:

35. Consumers, producers, decomposers

3rd cycle | easy
reading, writing

Materials

– Print outs

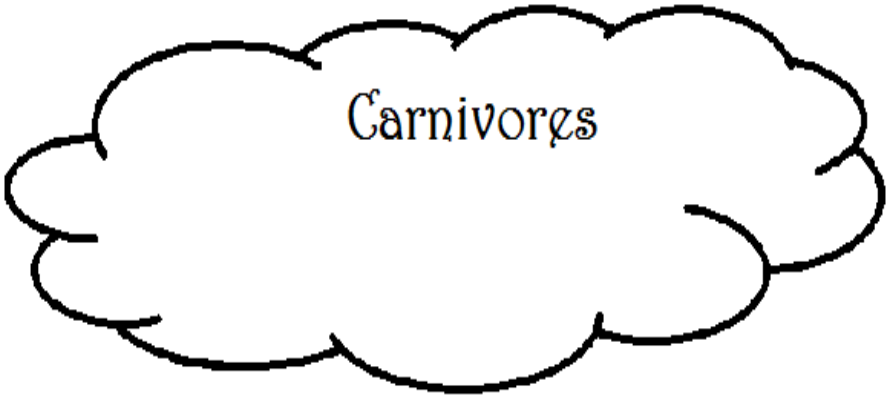
Procedure

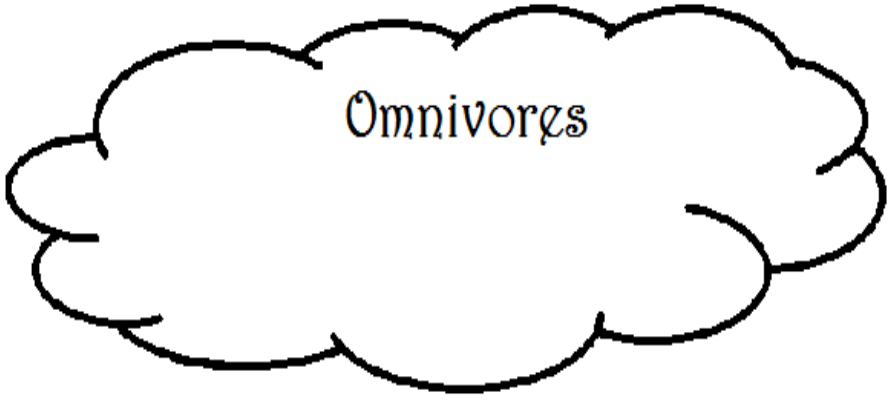
– Give each student 2 hand outs and a sheet with all of the producers, consumers and decomposers written on them.
– Students look at the word bank of animals and write them in the correct categories.

Make it more difficult

Don't provide the names of the producers, consumers and decomposers, put the students into pairs and have them think of their own examples and have them write the names in the correct section.

TYPES OF CONSUMERS





Producer, consumer or decomposer?

Producer

Plants are producers because they make their own food.

Consumer

Animals that cannot make their own food, they must eat other plants or animals.

Decomposer

Eat and decompose decaying matter.

Word bank

Types of consumers

Horse	Lion	Tiger	Bear	People
Dog	Cow	Rat	Alligator	Deer
Mouse	Wolf	Panda	Owl	Shark
Pig	Goat	Goose	Cat	Raccoon

Consumer, producer or decomposer

Fungi	Goat	Tulip	Ladybug	Shark
Dog	Grass	Mushroom	Bacteria	People
Bird	Worms	Tree	Lion	Daisy
Corn	Onion	Horse	Beetle	Weeds

36. Planets and other heavenly objects

3rd cycle | easy reading

Materials

– Crossword puzzle with instructions
– Colored pencils

Procedure

– Pass out a crossword sheet with instructions to each student
– The students then find the words in the crossword puzzle by following the instructions.

Other option

More word searches for other subjects can be made here: *http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp*

Planetary Madness

1. Circle the inner, solid planets in red.
2. Circle the outer, gas planets in blue.
3. Circle the sun in yellow.
4. Circle everything else in green.
5. Color in the circle with the farthest planet from the sun in pink.
6. Color in the circle with the closest planet to the sun in pink.
7. Color in the circle with your home planet in green.
8. Write your favorite planet at the bottom of the page using your favorite color.

S N T T L I R X W U H N T S T I Q H W A
P T S B N C E F R R T N Y W A Q A I E S
Y X A L A G T L L A R S T B M T K W R Y
Q D Q R B B I U Y N A G U J O D U A U V
G A L B X C P C S U E U M N F B M R A X
E I D Y E F U Y U S L E J Z E X W A N I
H V I C T D J O N I T T O C E V U S E U
C Y K O M U B L P E M D Y D W Y Q L Y Y
A S T R O I D K O Q N Y J K P P T E X K
Q S S V X Q E R C Y K F X Z X N R S V T
J W B O Z N E T O S R Y U T T L X A I Q
P E E J U B B X L J V U Z H U T T Q U X
W N S T E S R E V I N U C Q R R C O D V
C L P A R F C B V H L O A R Q V J S L Y
U E V Q I Y Q S W K G Y Y Z E M O O N B
N X F X J D L Y O A P D H E I M P B R P
O X Y N U M Q N B H T S Z F H Q D G S Z
M O D V R T J C F H K B H L E I E D K X
V H Y R S H C Y X W K M I X O L L X Q X
Z M N P C Z R M R Q Y H V U W O W J G M

Asteroid	Earth	Galaxy	Jupiter
Mars	Mercury	Meteor	Moon
Neptune	Saturn	Star	Sun
Universe	Uranus	Venus	

My favorite planet.....

37. Rocks

3rd cycle | easy reading

Materials

– Print outs and instructions

Procedure

– Follow the instructions provided on the rock cycle game instruction sheet.

The Rock Cycle Game

For the teacher

Copy all pages once except the "Rock Cycle" sheet. This should be copied and given to every student. The cards can be copied on card stock and cut out along lines. They can even be laminated to increase durability.

Learning Objective

Students will be able to explain the rock cycle. Students will be able to distinguish the components and characteristics of the rock cycle for sedimentary, igneous, and metamorphic rocks. Students will be able to explain the rock cycle in terms of a non-circular cycle without a set pattern.

Rules of Play

Object of the game

To collect the most cards at the end of the game by building various rock cycles.

How to build a rock cycle

A rock cycle can start with any card. Refer to your "Rock Cycle" sheet to see what can come next. You win the cards in the rock cycle when you have all three rock types in the line (Igneous, Sedimentary, and Metamorphic). To build a line you must turn a card over and place it face up. The next player draws a card and looks at their "rock cycle" sheet to see if it can come next. If it can, the card is placed in line after the first card. If it doesn't, it starts a new line. There are many combinations in the rock cycle.

For example: "Sedimentary Rocks" could be drawn first. If the second card drawn is "Heat and Pressure" it could be laid down next. If the second card cannot come after "Sedimentary Rocks" then it starts another line and is laid face up in the playing area.

Set up

Shuffle all cards and place face down on the table. Fan the cards out. Draw any card from the fanned cards and place face up. This is the starting card.

Start the Rock Cycle

Any player can start first. He/she picks one card from the fanned cards and places it face up. Do any of the cards drawn after this card come after it in the rock cycle? If so, place it next to the starting card so they are touching. If you draw a card that does not come after any card on the table, lay it face up to start a new cycle. Play continues clockwise, with each player drawing one card from the fanned cards and placing it on a rock cycle under construction line or starting a new line if it doesn't come after any existing lines on the table.

For example: The starter card is "Sedimentary Rocks". The first player picks "Weathering and Erosion" so they place it next to the "Sedimentary Rocks" Card. The next player draws an "Igneous Rocks" card. Because this cannot come next, it is placed face up in a new location to start a new cycle.

Winning a Rock Cycle

If you are the player that adds the third rock type to any existing rock cycle lines, you win that rock cycle. All cycles must have all three rock types in the line somewhere to be won. When you win a cycle, you take all the cards in the cycle and place them in front of you.

Tip: You can build onto a rock cycle from either end.

Combining two rock cycles into one: If you draw a card that can join two shorter rock cycles together, you can use that card to combine them into a gigantic rock cycle. You can only do this with a newly drawn card. If the new longer rock cycle has all three rock types, you have won that rock cycle.

Ending the Game

Continue playing until all the cards that were fanned out are drawn. Leave any unfinished rock cycles on the table and count the cards that you have won. The player with the most cards wins!

Sedimentary Rock 	Sedimentary Rock 	Sedimentary Rock 
Sedimentary Rock 	Sedimentary Rock 	Sedimentary Rock 

Igneous Rock

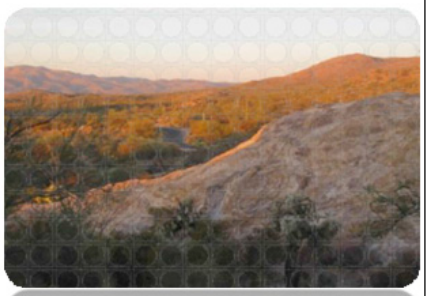
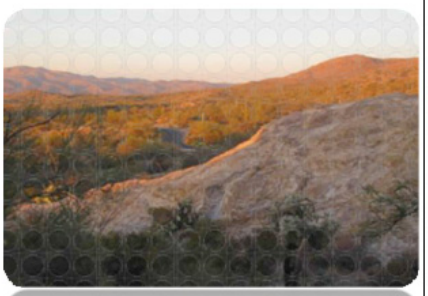
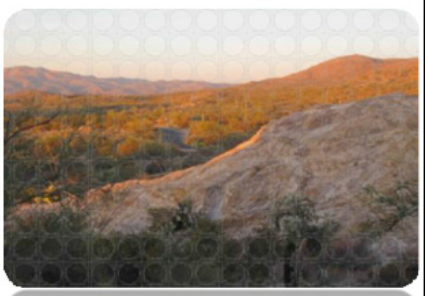
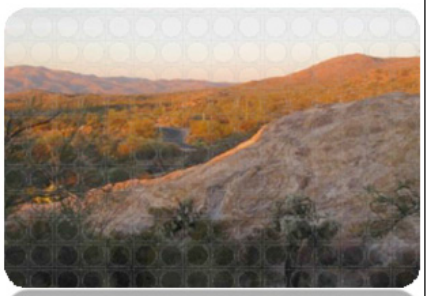
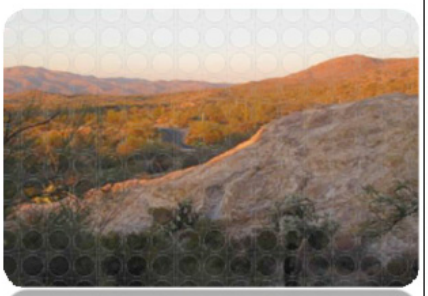
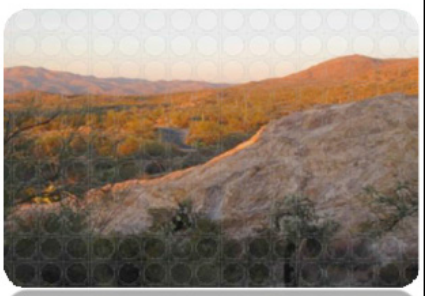
Igneous Rock

Igneous Rock

Igneous Rock

Igneous Rock

Igneous Rock

Metamorphic Rock 	Metamorphic Rock 	Metamorphic Rock 
Metamorphic Rock 	Metamorphic Rock 	Metamorphic Rock 

 Weathering & Erosion	 Weathering & Erosion	 Weathering & Erosion
 Weathering & Erosion	 Weathering & Erosion	 Weathering & Erosion

 Melting & Magma	 Melting & Magma	 Melting & Magma
 Melting & Magma	 Melting & Magma	 Melting & Magma

Heat & Pressure

Heat & Pressure

Heat & Pressure

Heat & Pressure

Heat & Pressure

Heat & Pressure

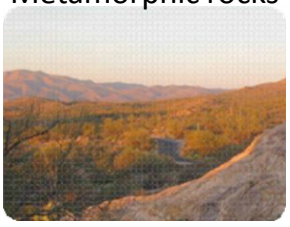
The Rocky Cycle

Sedimentary rocks

Weathering & Erosion

Heat & Pressure

Metamorphic rocks



Melting & Magma

Igneous rocks

38. Scientific method

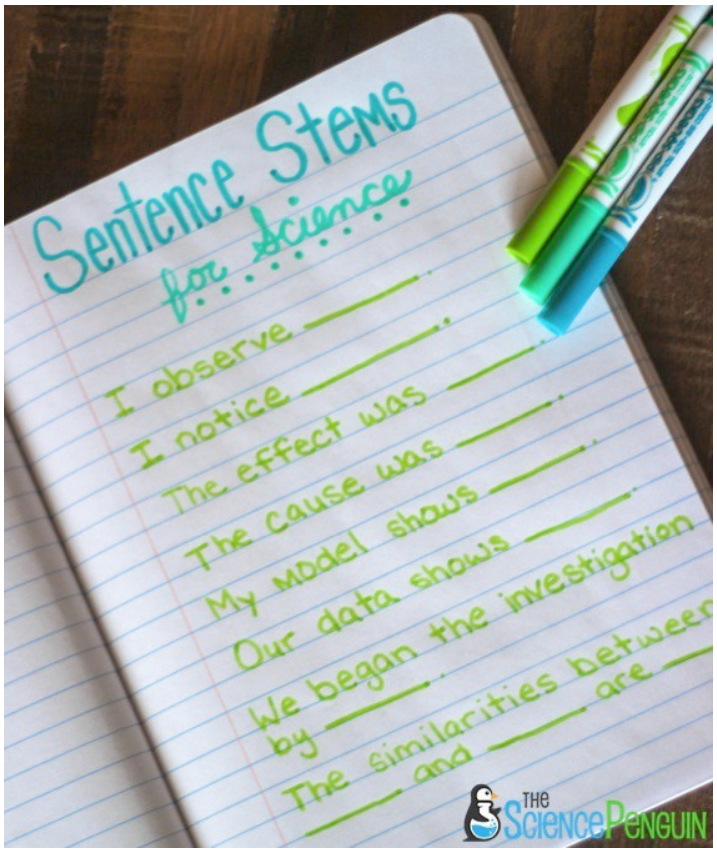
3rd cycle | intermediate
speaking & writing

Materials

– Teacher demonstration
– Science stems
– Each student with own paper

Procedure

– Just before the professor uses a science demonstration split the students into groups of three or four.
– Project or write on the board the stems of sentences for science observations and hypothesis.
– Have each student copy the stems down on his or her personal paper and then fill in the blank as the demonstration is performed.
– After the demonstration, have the groups talk to each other about their answers.



I observe _____.

I notice _____.

The effect was _____.

The cause was _____.

The model shows ____.

Our data shows _____.

We began the investigation by _____.

The similarities between _____ and _____ are _____.

39. Making observations

3rd cycle | intermediate
speaking & listening

Materials

– Blank paper
– Colored pencils
– Something to put as a divider between two students a folder, book, etc.

Procedure

– Separate the students into pairs a give each 2 blank pieces of paper and colored pencils to share.
– Go outside with the students and tell them to collect 2 different things that they find: a leaf, a rock, a flower petal, etc. without showing their partner.
– Return back inside and have each student sit in their partnerships with a divider between them so that the other cannot see their items.
– The students will take turns describing their 1st object to their partner: The color, the shape, the size, what features it has, etc. The other student uses this information to draw what their partner is describing with out actually seeing the object.
– They switch rolls and repeat. This is done until both objects have been described and drawn by both students.
– At the end, compare the drawings with the actual objects and see how close or far they were.

Other option

Can be done with classroom objects.

40. Experimenting

3rd cycle|intermediate
speaking & writing

Materials:

– Paper
– Colored pencils

Procedure:

– Put the students in pairs. Ask each pair to imagine a new invention or an experiment that they've always wanted to conduct. Encourage them to be creative and think outside of the box, it can be anything they would like.
– Have them write and draw the experiment or invention. Ask them what materials they need, what it is going to look like, how they will make it work, etc.
– If there is time, have the students share their experiments in small groups or in front of the class.

Other option

Can be done as an individual activity.

41. Recording and graphing data

3rd cycle|intermediate
speaking & writing

Materials

– Time sheet
– Group data sheet

Procedure

– Hand out time sheets and for one week, have the students record what they do with their time.
– After that week, separate the students into groups of four to combine and graph data. To do so, they add up all of the hours that they each did a certain activity and record them in a bar graph. Each question corresponds to a place in the graph. There are six questions but eight spots.
– Have each group pick two more things that they did during the week to put in those two empty spots and graph. Have the students talk about the types of activities that the group spent the majority of the time doing. Have them share what they like to do with their time in order to get everything done and use their time wise.

Time Sheet 

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Group Data

How many hours total did we...

1. Sleep?
2. Attend School?
3. Eat?
4. Play sports or be active?
5. Play video games or watch TV?
6. Do homework?
7.
8.

Number of hours

Activity

– What 3 things did we spend most time doing?
– What can I do to use my time better?
– What new activities am I going to try this week?

42. Cell parts and functions

3rd cycle|advanced speaking

Materials

– Small pieces of paper all cut to the same size
– Colored pencils
– Cell sheet: you can print out the sheet and pass it to the students so they can copy the cells when they draw them.

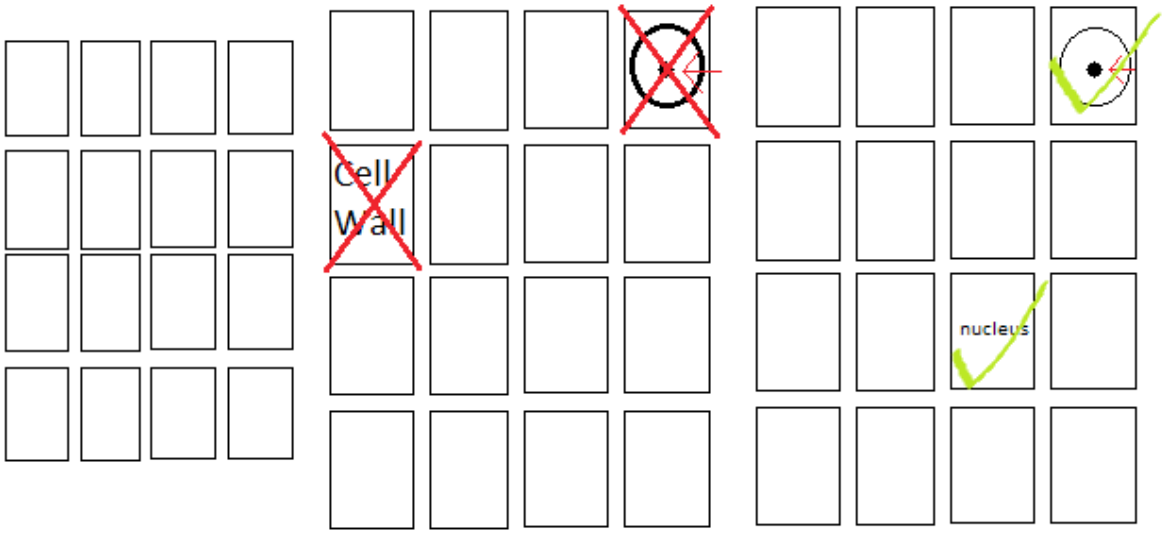
Procedure

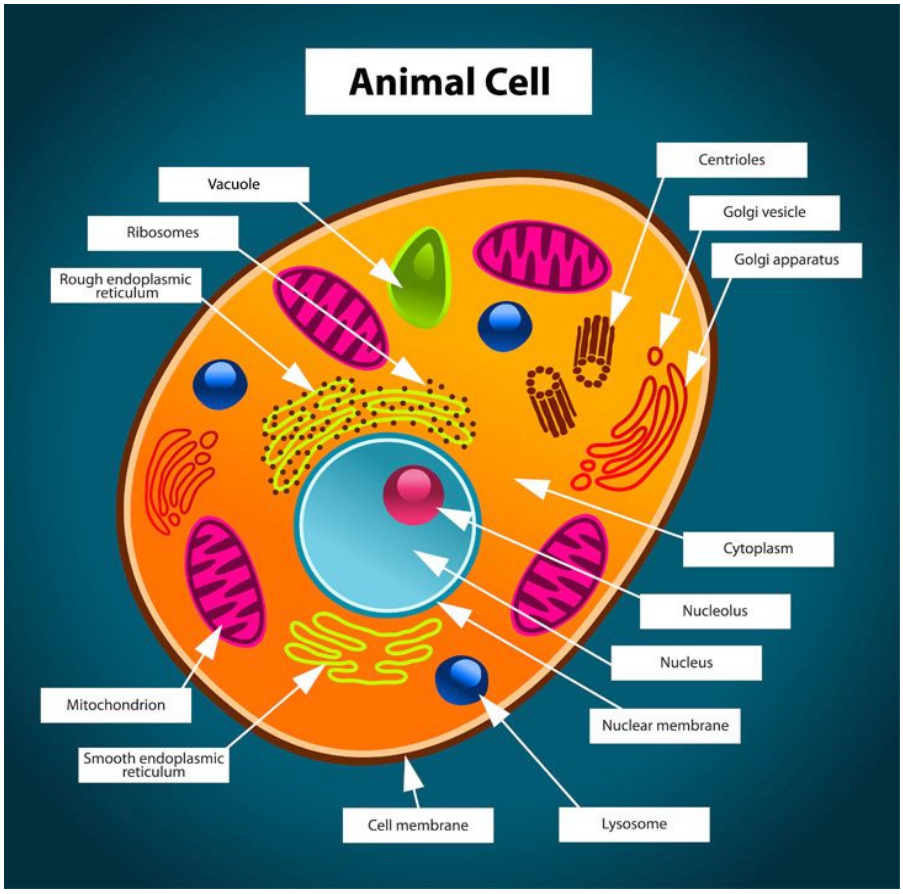
– Separate the students into groups of 4 or 5.
– Assign each student 2 different parts of a cell and hand them 4 pieces of paper cut to the same size. Make sure that each student has a different part of the cell and that all of the parts they are learning are present.
– On one of the pieces of paper, the student will write the name of the part of the cell, on the other paper; he/she will draw that part of the cell. Now the students will play memory.
– The students will then mix their cards together and put them face down in a grid. Take turns flipping 2 cards over and trying to find a match. When a student finds a match, he/she has to tell the group the name and function of that part of the cell in order to gain a point.
– The activity continues until all matches have been made and the student with the most points wins.

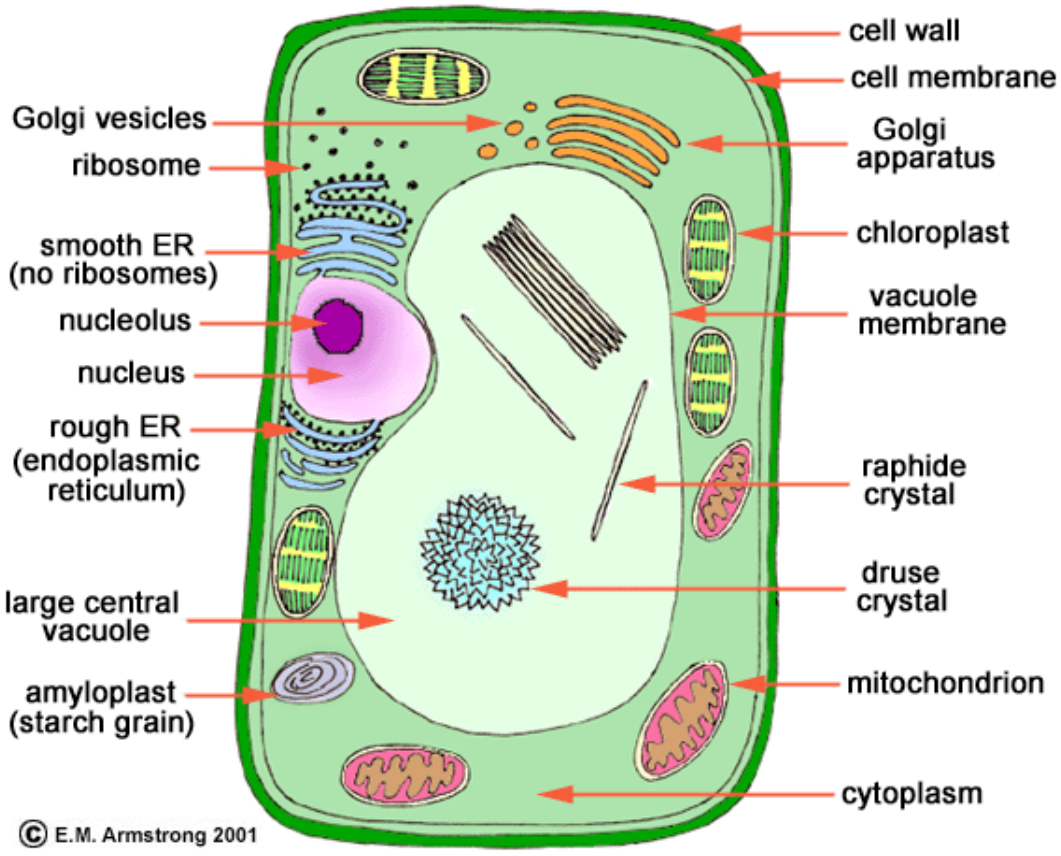
Other option

This can be done with plant or animal cells.
**The way to make this activity easier is use less parts of the cell.

Example




Animal Cell
Vacuole
Ribosomes
Rough endoplasmic reticulum
Centrioles
Golgi vesicle
Golgi apparatus
Cytoplasm
Nucleolus
Nucleus
Nuclear membrane
Mitochondrion
Smooth endoplasmic reticulum
Cell membrane
Lysosome


cell wall
cell membrane
Golgi vesicles
Golgi apparatus
ribosome
chloroplast
smooth ER (no ribosomes)
vacuole membrane
nucleolus
nucleus
rough ER (endoplasmic reticulum)
raphide crystal
druse crystal
large central vacuole
mitochondrion
amyloplast (starch grain)
cytoplasm
© E.M. Armstrong 2001

43. Circuits

3rd cycle | advanced speaking

Materials

– Answer sheet
– Question sheet
– Circuit sheets
– Blank paper for each team

Procedure

This activity is taken from a popular game show called jeopardy.

– Start by writing on the board the five categories and points in a grid like this:

Missing Parts	Turn on the Light	Signs & Symbols	Draw the Circuit	Safety 1st
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

– Split the class into 3 teams. Choose one student from each team to start. Choose one of those students to pick a category and the point amount. For example the student can say, "Safety 1st for 100".
– The assistant then asks the question that pertains to that point amount and category. Although that student picked the category and question, the question is open to each of the 3 students whose turn it is and who ever raises their hand first to answer the question gets the first chance to answer.
– Some answers are verbal and some must be drawn, give each team paper at the beginning of the game to draw those answers. For the answers that are to be drawn, the student must draw first and then raise their hand.

– After the question is done, the next student steps up, this will ensure that each student receives a turn. The team who got the question right gets to pick the next question.
– The game goes on until all of the categories and points have been picked. The assistant will keep track of points on the board for each team.

Rules

1. If the student gets the question right, they receive the points, if they get it wrong they lose that amount of points.
2. If the student who raises their hand first doesn't have an answer immediately, then their team loses the amount of points from the question.
3. If all three students are stuck or unsure, they may consult with their team to get an answer.

CATEGORIES

– **Missing Parts:** Print out each circuit, in each circuit there is a missing part or action that has to be taken in order to close the circuit and make it work. Show the picture of the circuit to the students and they must draw the symbol of what is missing or the action that needs to be done to close the circuit.
– **Turn the Light On:** The students are shown a drawing of a circuit and must decide which light bulb will turn on in the given circuit. They answer by saying the letter to the corresponding bulb that is lit.
– **Signs & Symbols:** A symbol is shown that is used in a circuit diagram and the students have to say what the symbol represents.
– **Draw the Circuit:** The students are given a list of items and must draw a circuit that has all of the items and meets the requirements in the instructions.
– **Safety 1st:** This is a fill in the blank. A sentence will be read and then the students have to decide what word is missing in the rule.

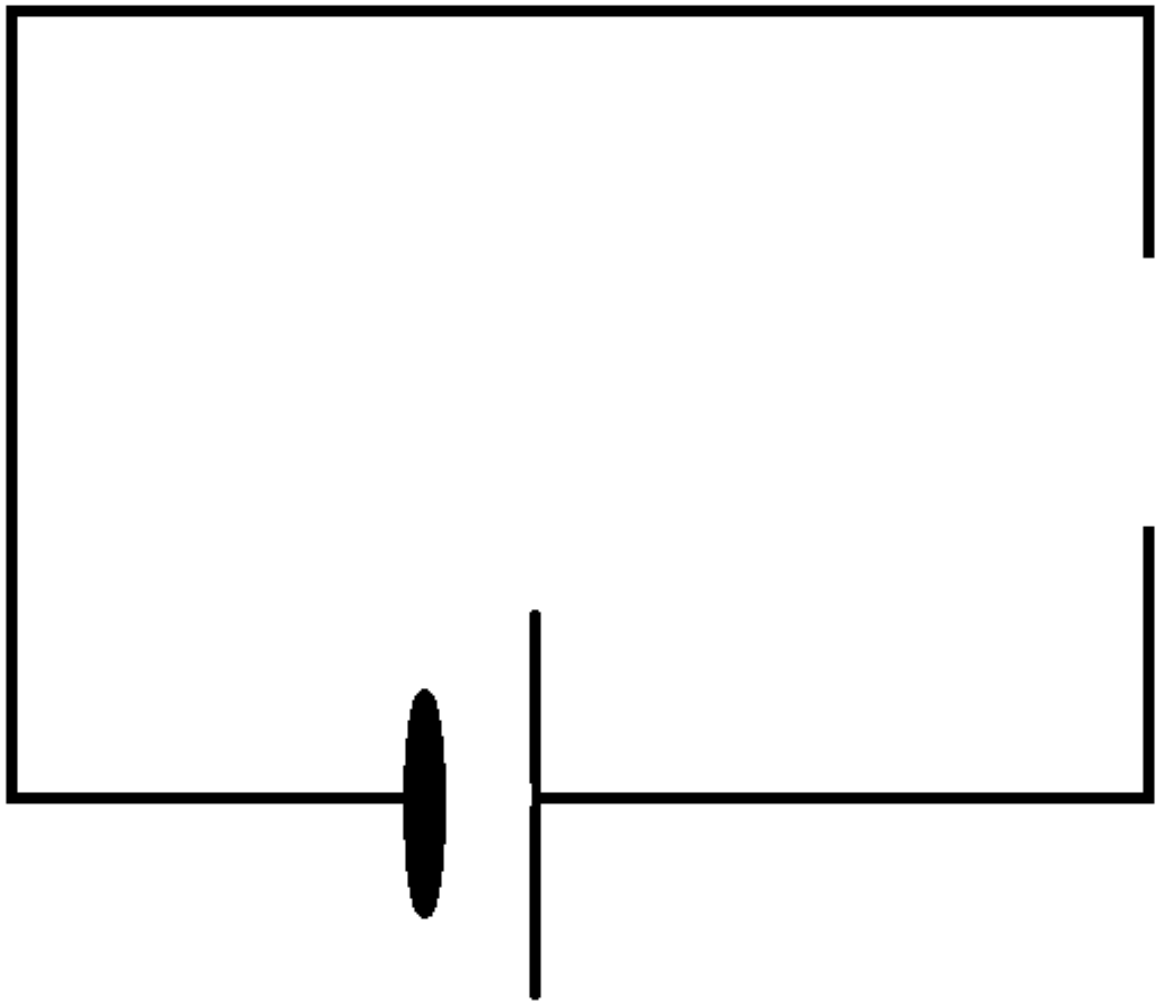
Draw the circuit requirements

– 100: 2 cells, 1 motor.
– 200: 1 cell, 1 closed switch, 1 bulb.
– 300: 2 cells, 1 closed switch, 1 bulb, and 1 motor.
– 400: 2 cells, 2 closed switches, 1 open switch, 1 bulb, 1 motor, motor and light bulb do NOT turn on.
– 500: 1 cell, 1 open switch, 1 closed switch, 2 bulbs, 1 lights up and the other does not.

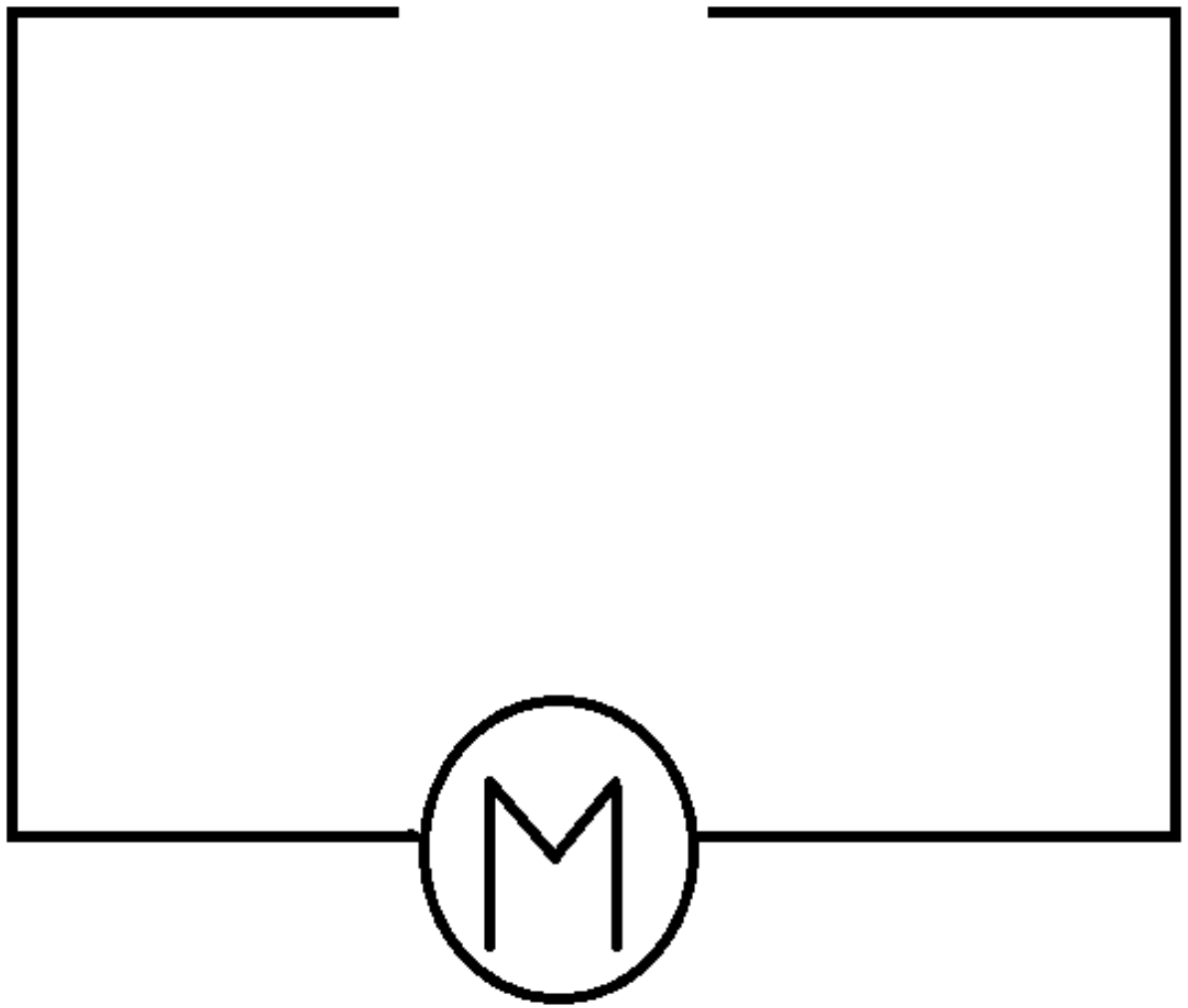
"Safety 1st" questions and answers

– 100 Q: Never use electrical appliances near_____. A: Water
– 200 Q: Which is okay to put in an outlet? A: Finger. B: Metal. C: A pen. D: A plug. A: D
– 300 Q: Don't pull the plug by its_____. A: Cord
– 400 Q: Before unplugging, you need to _____ the appliance. A: Turn off
– 500 Q: If you add too many batteries to the circuit, a light bulb will _____. A: Blow/Break

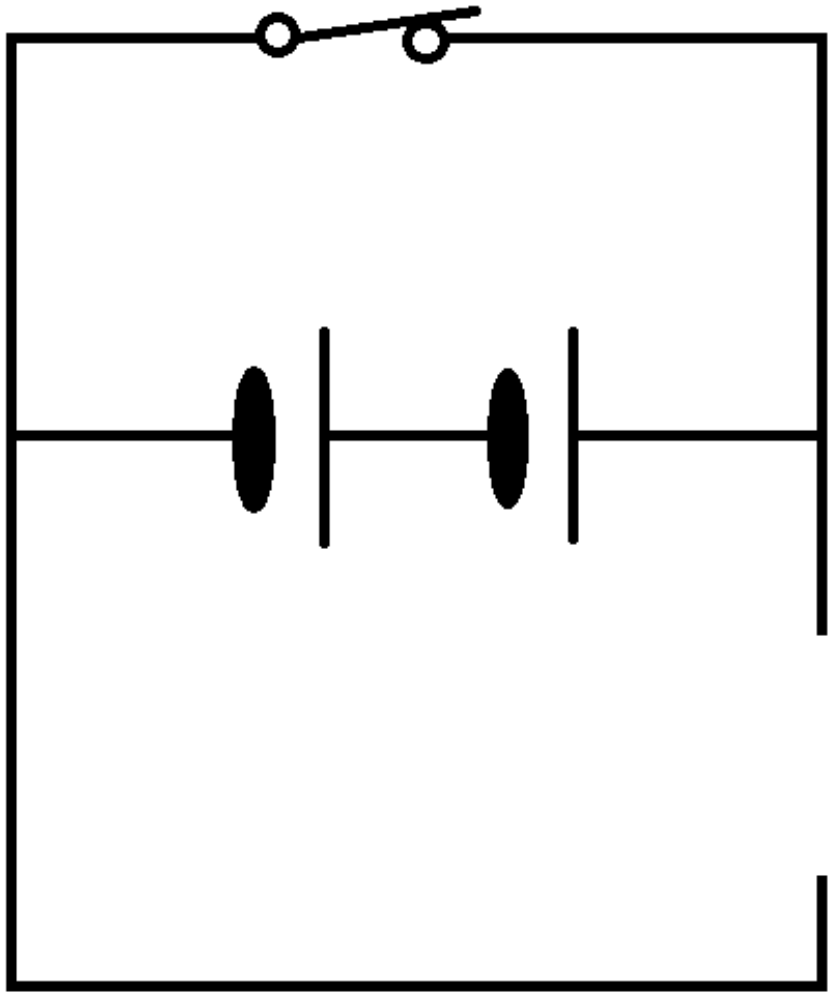
Missing parts 100



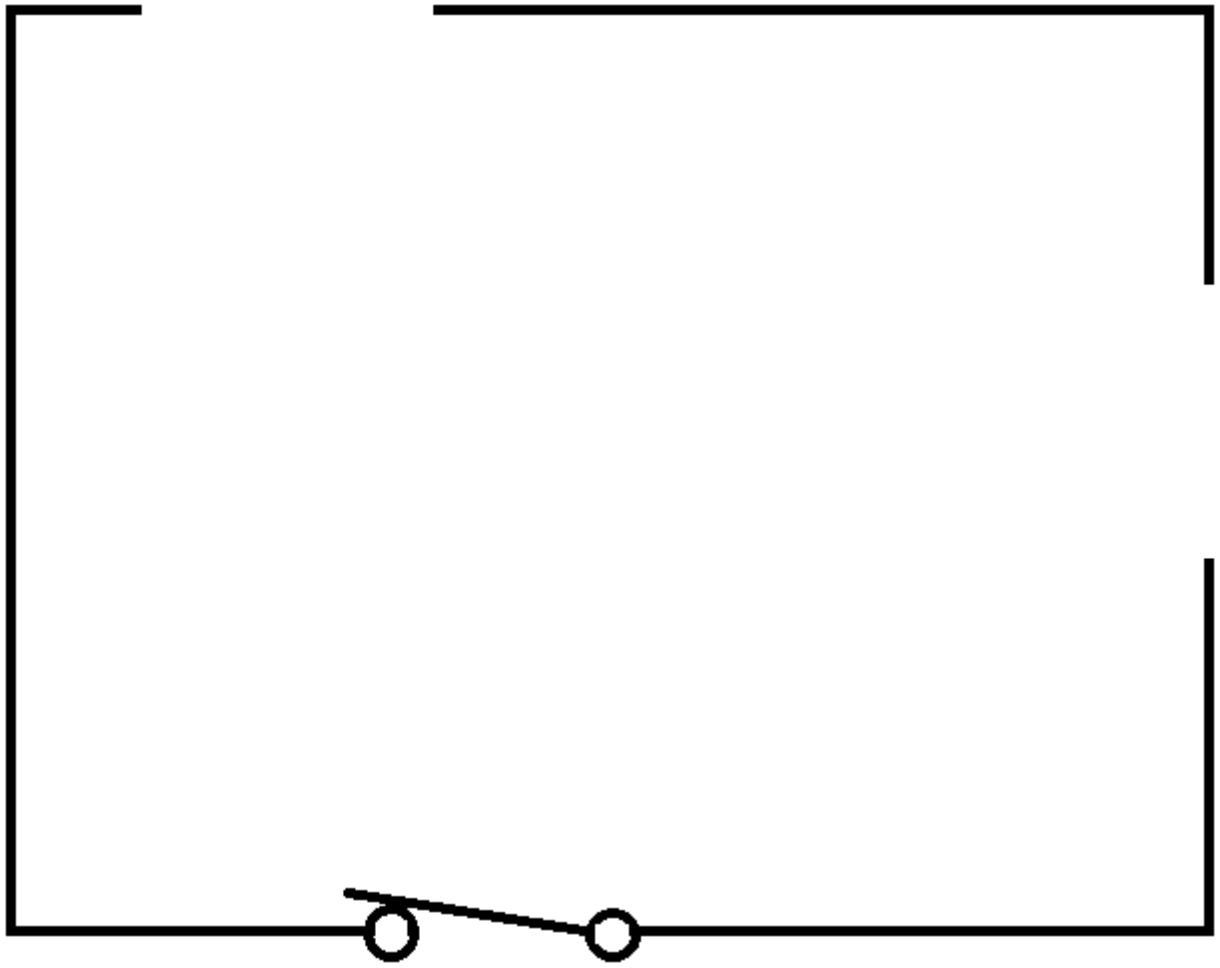
Missing parts 200



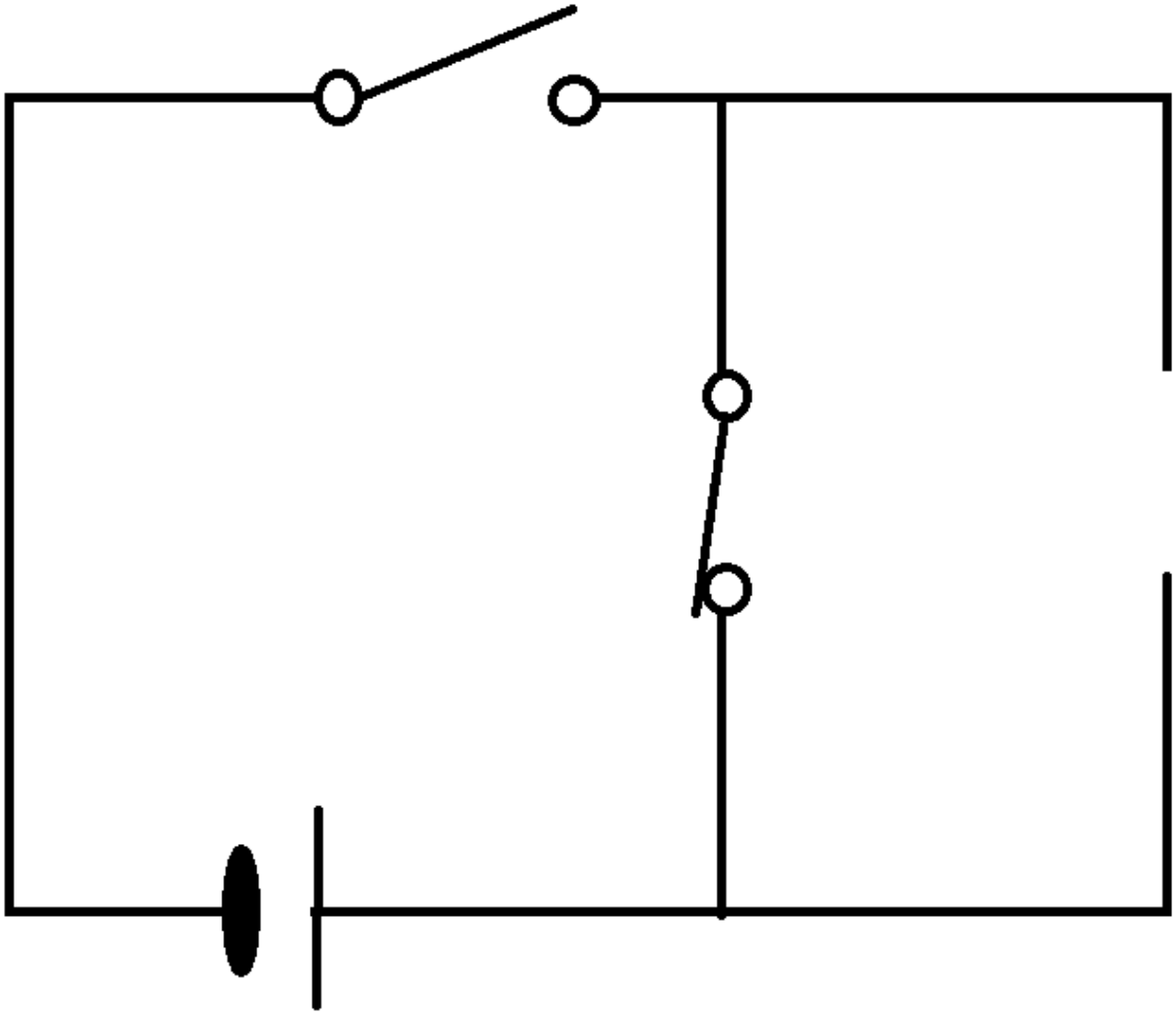
Missing parts 300



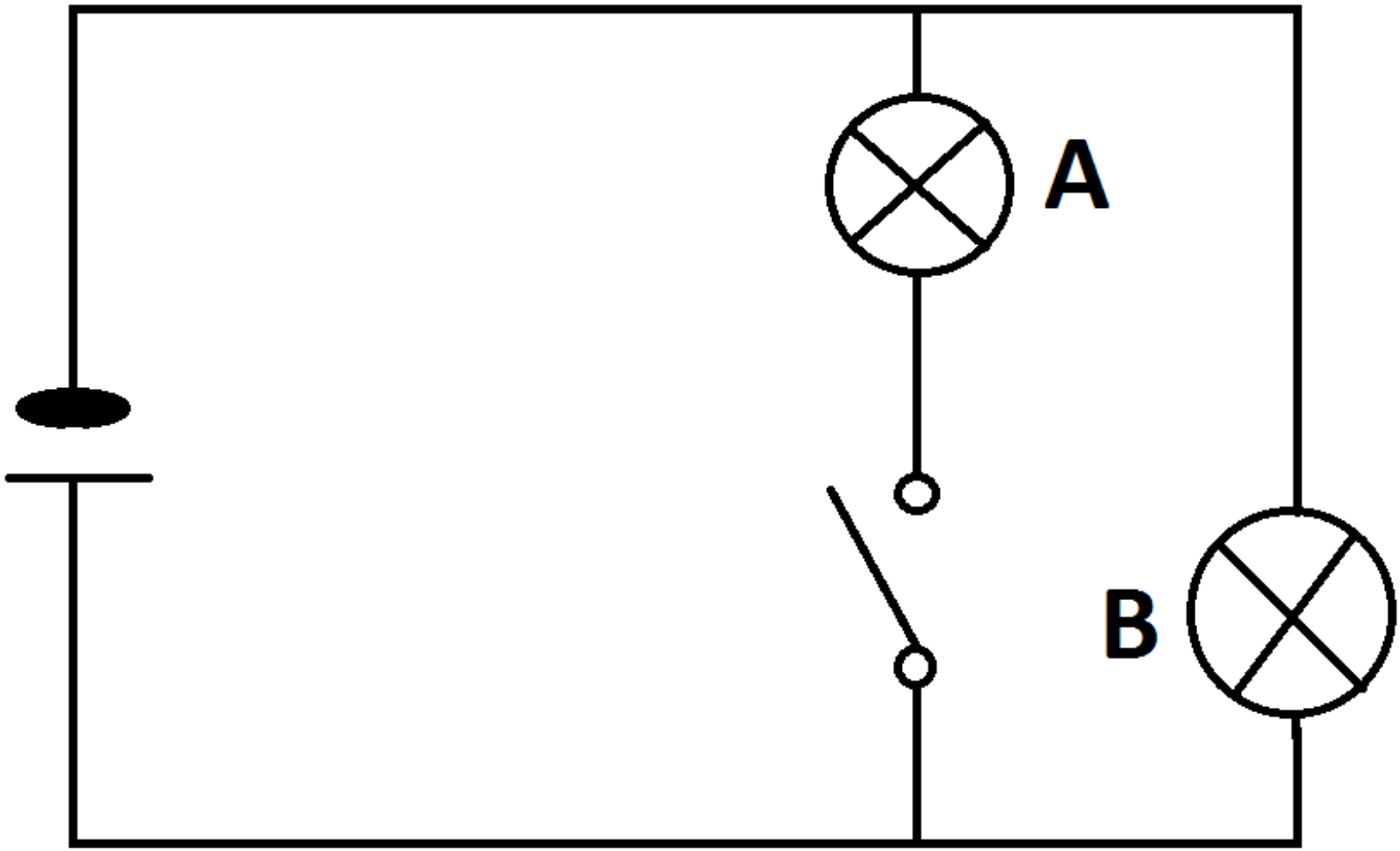
Missing parts 400



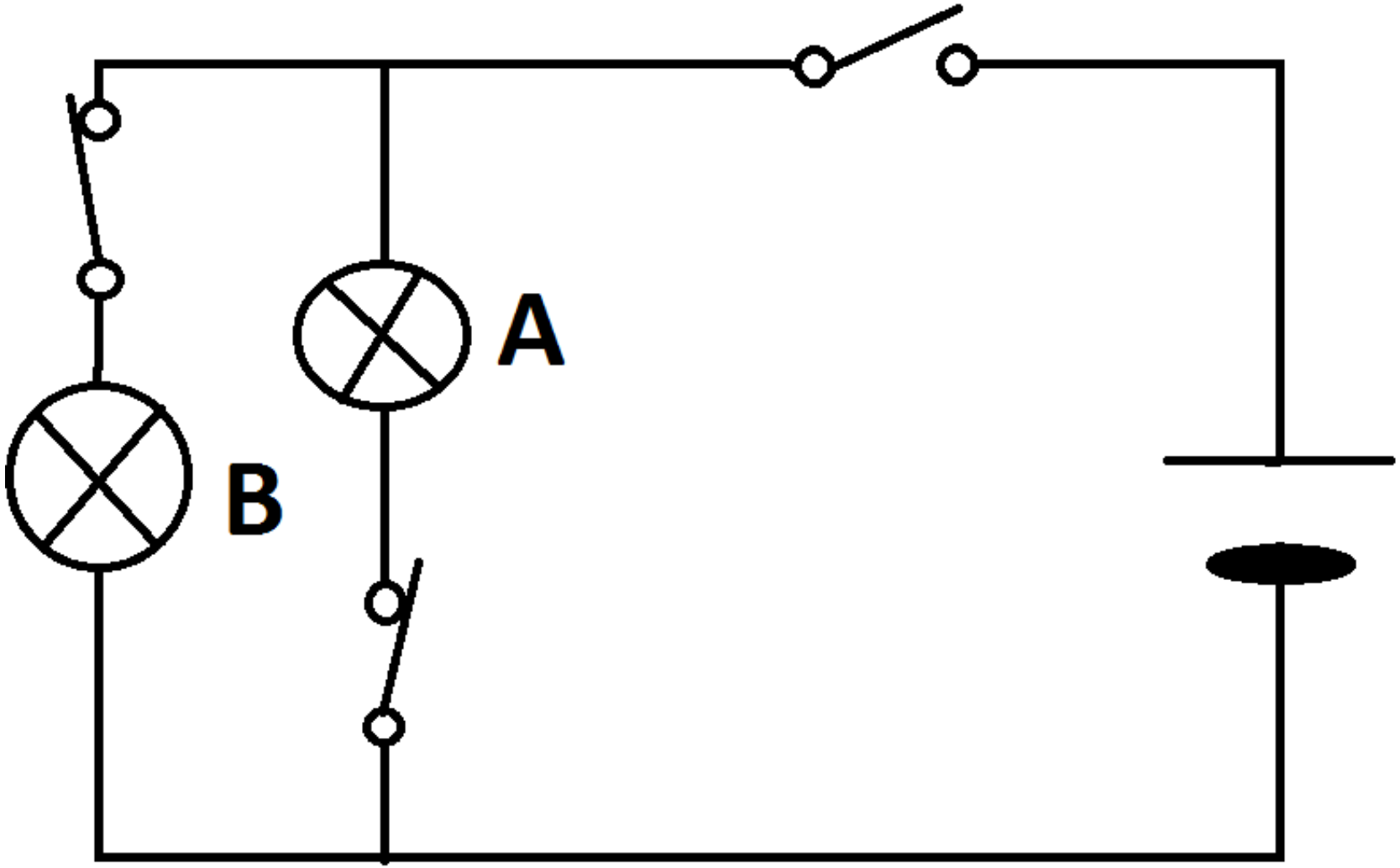
Missing parts 500



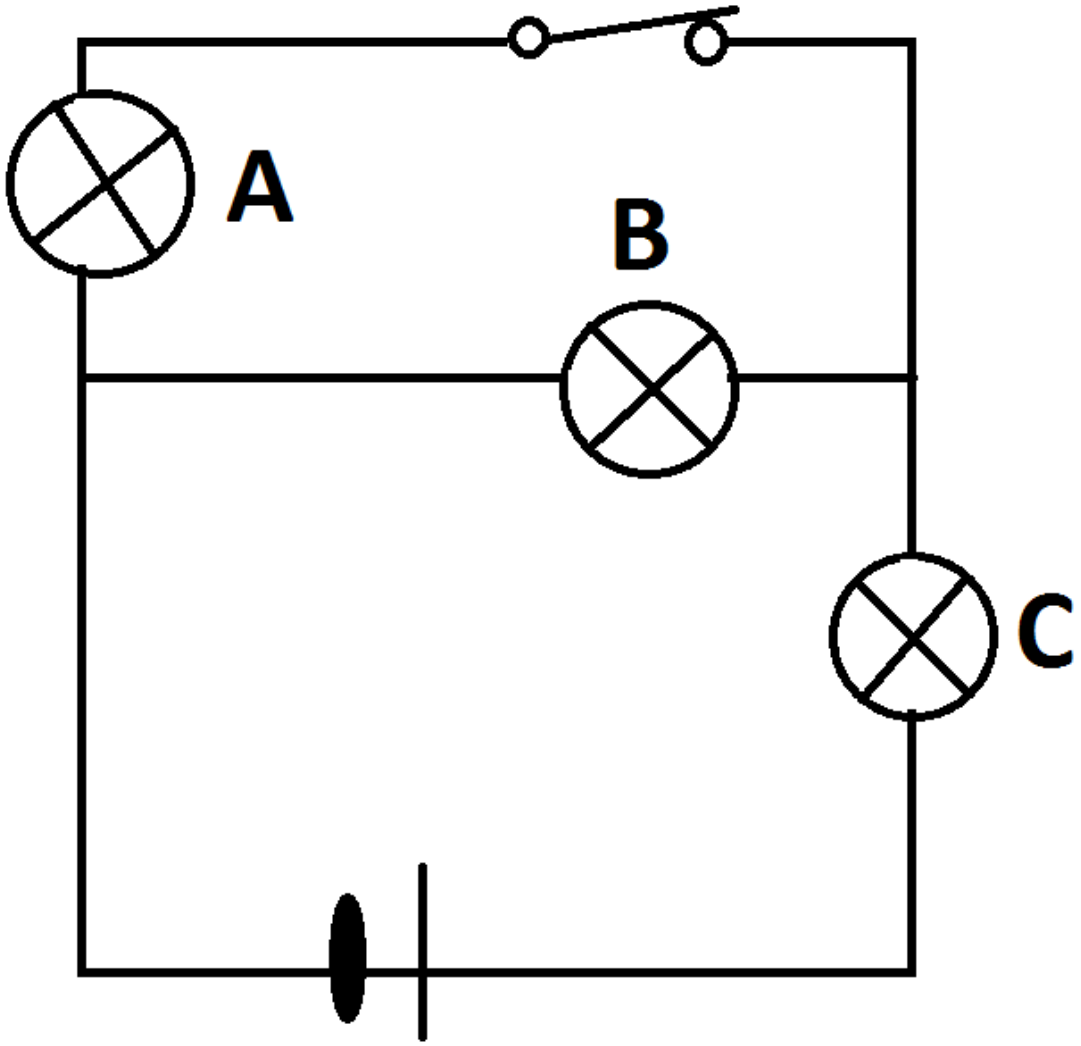
Turn on the light 100



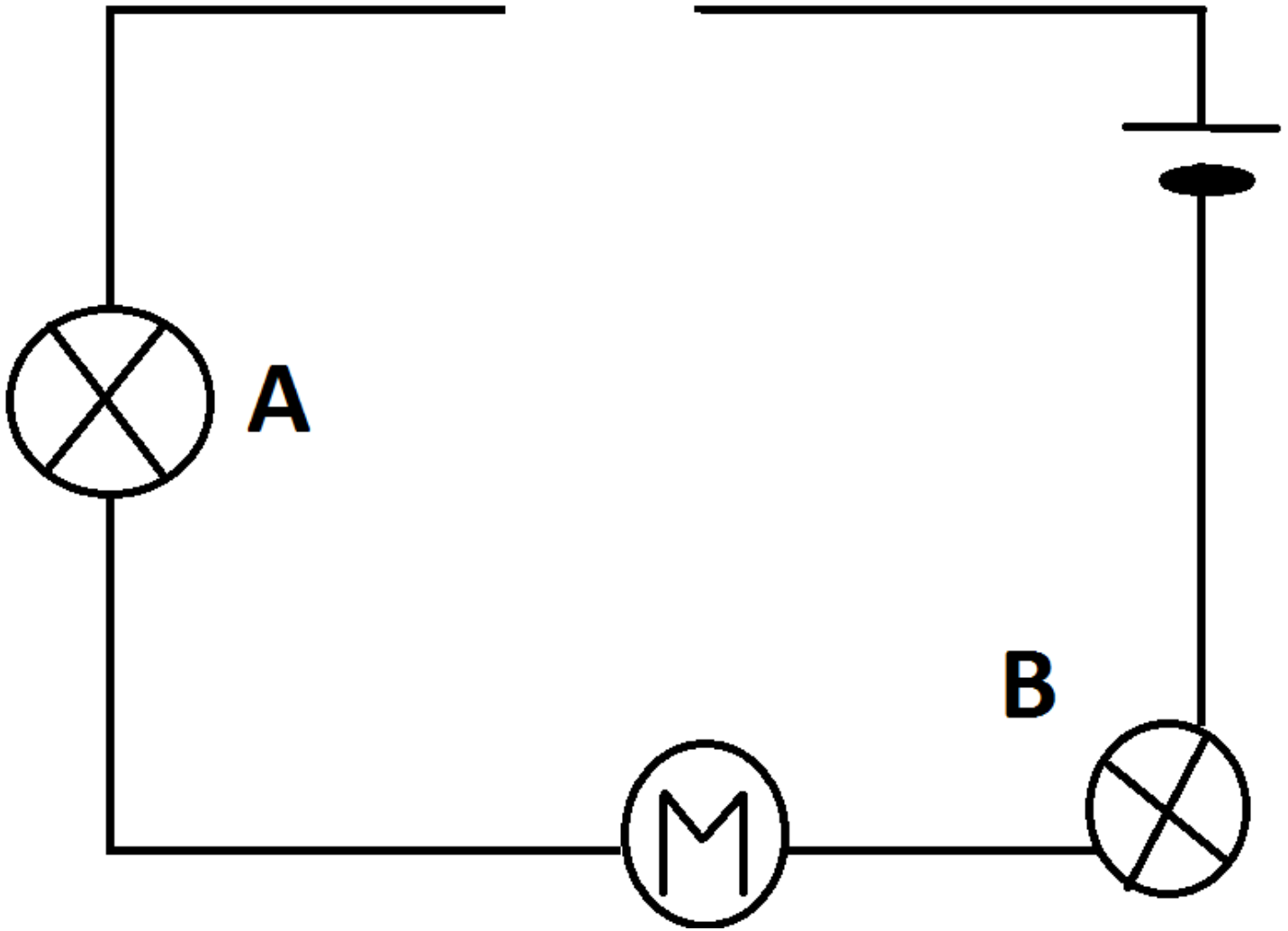
Turn on the light 200



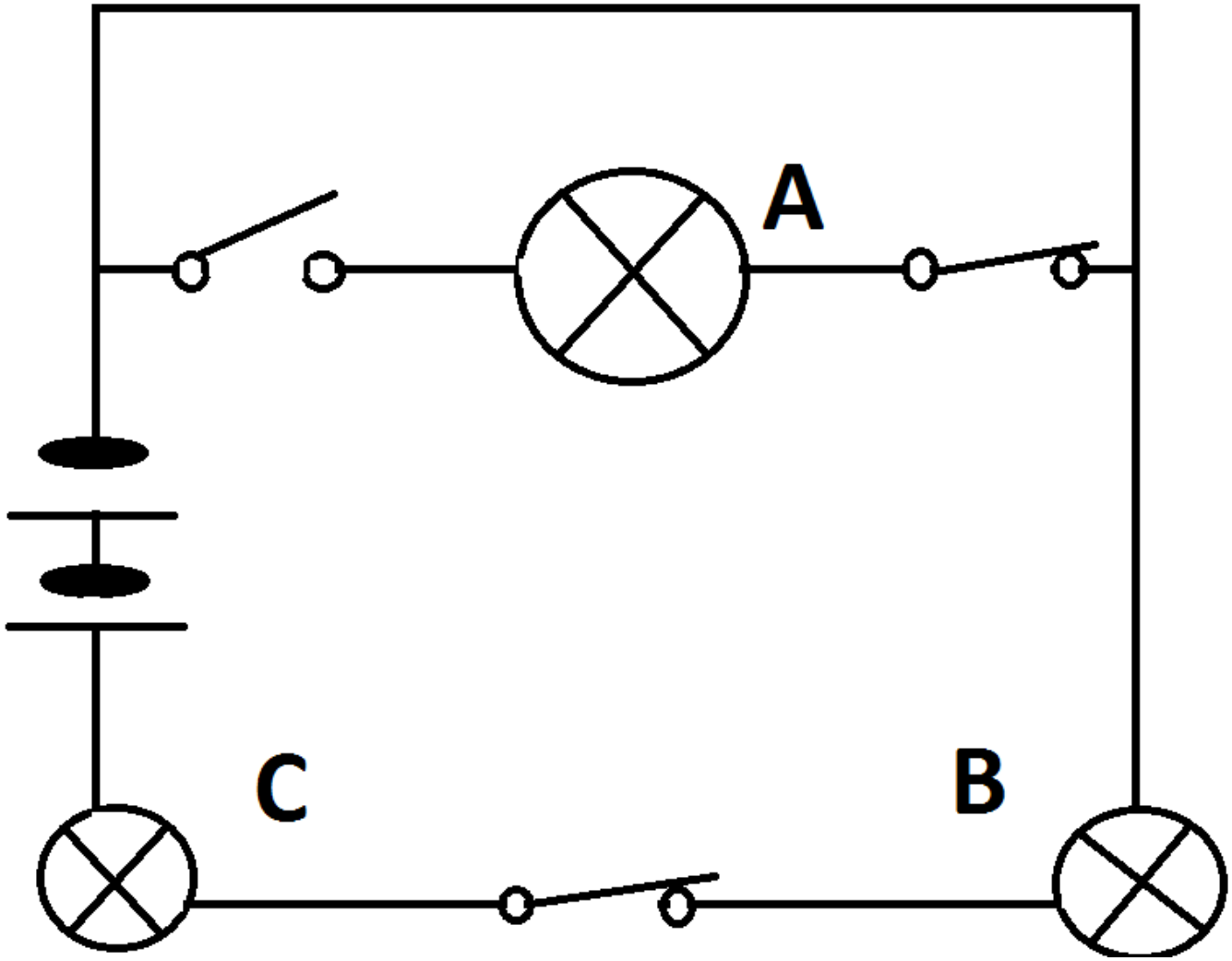
Turn on the light 300



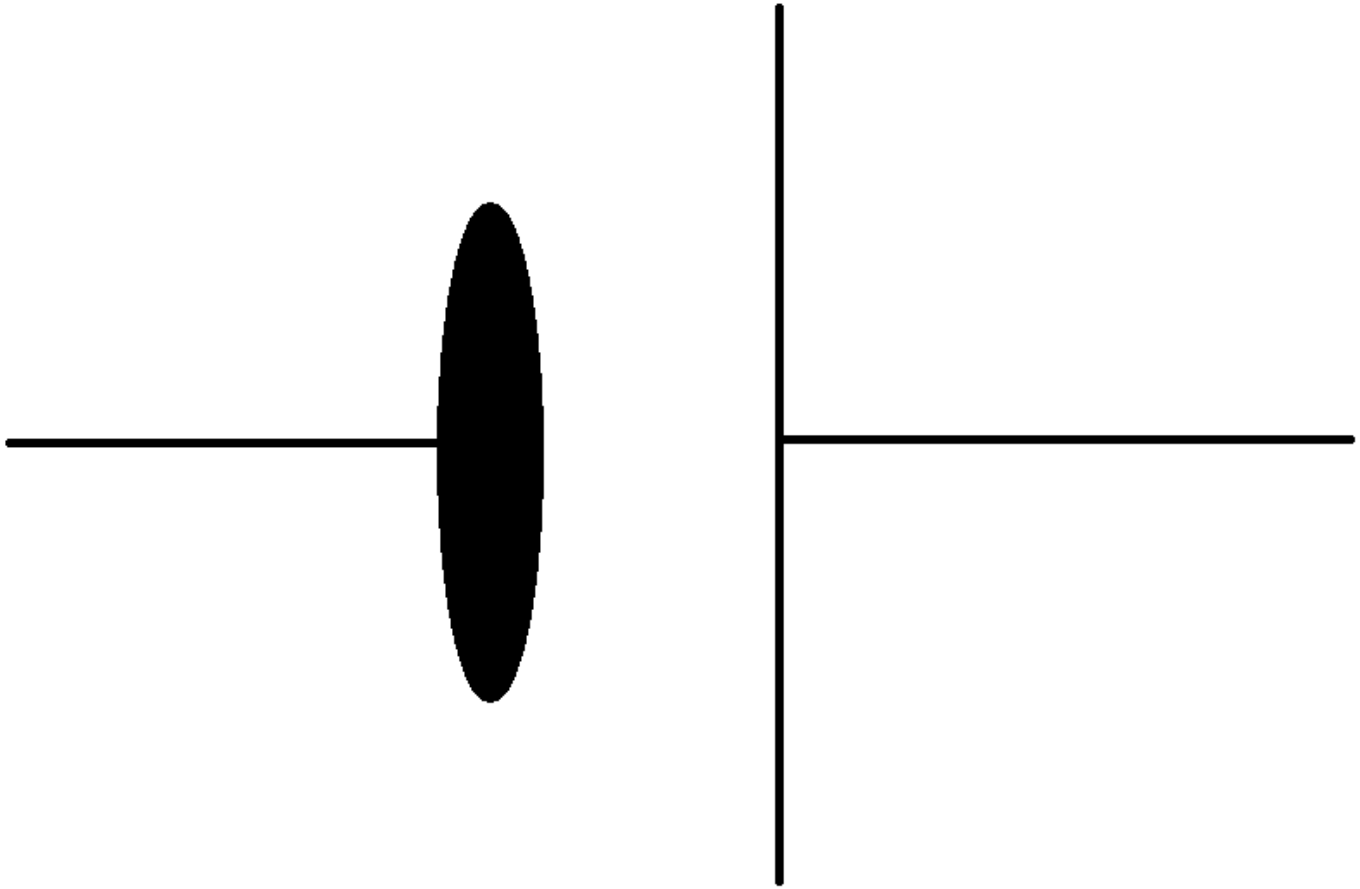
Turn on the light 400



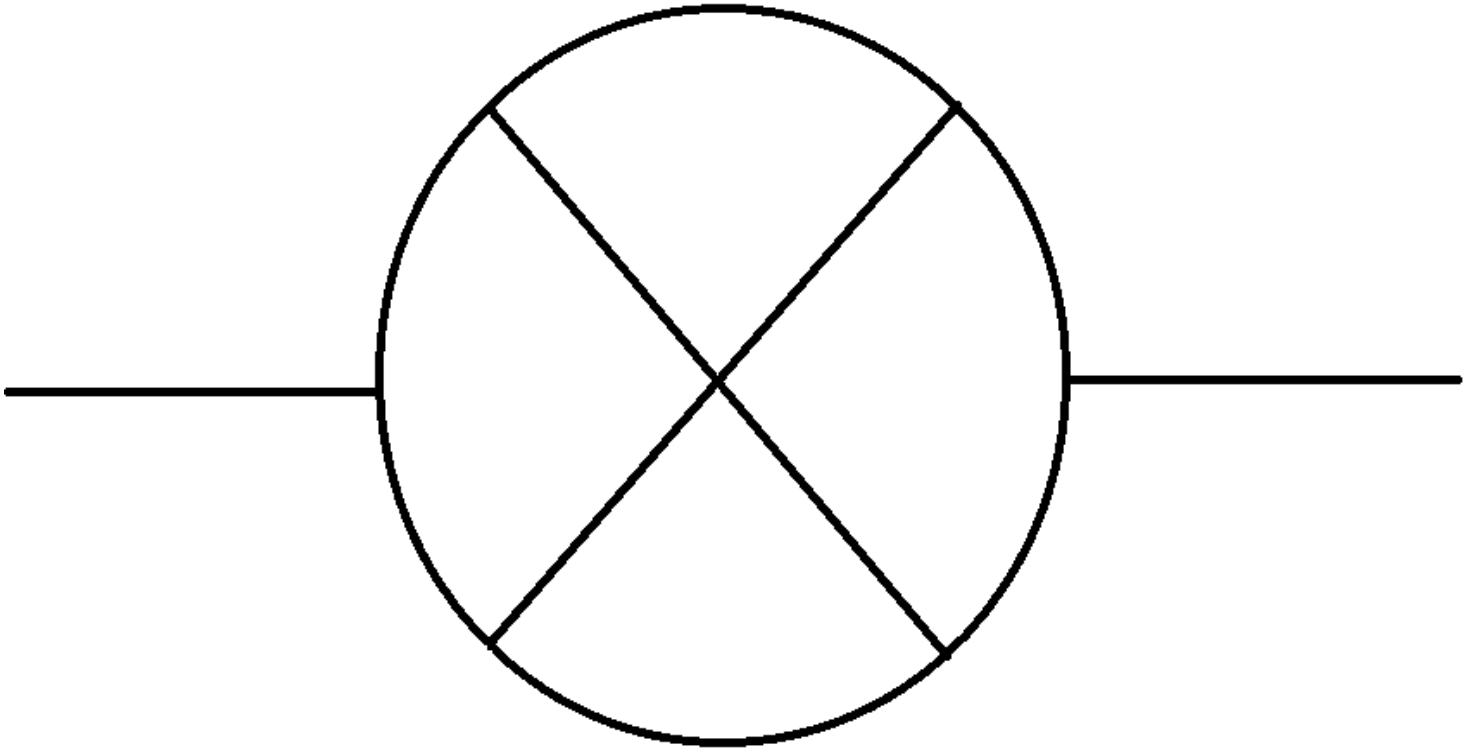
Turn on the light 500



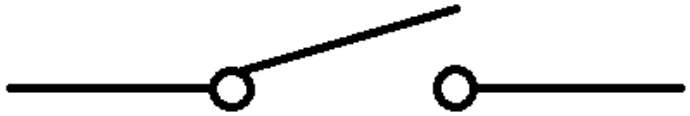
Signs & Symbols 100



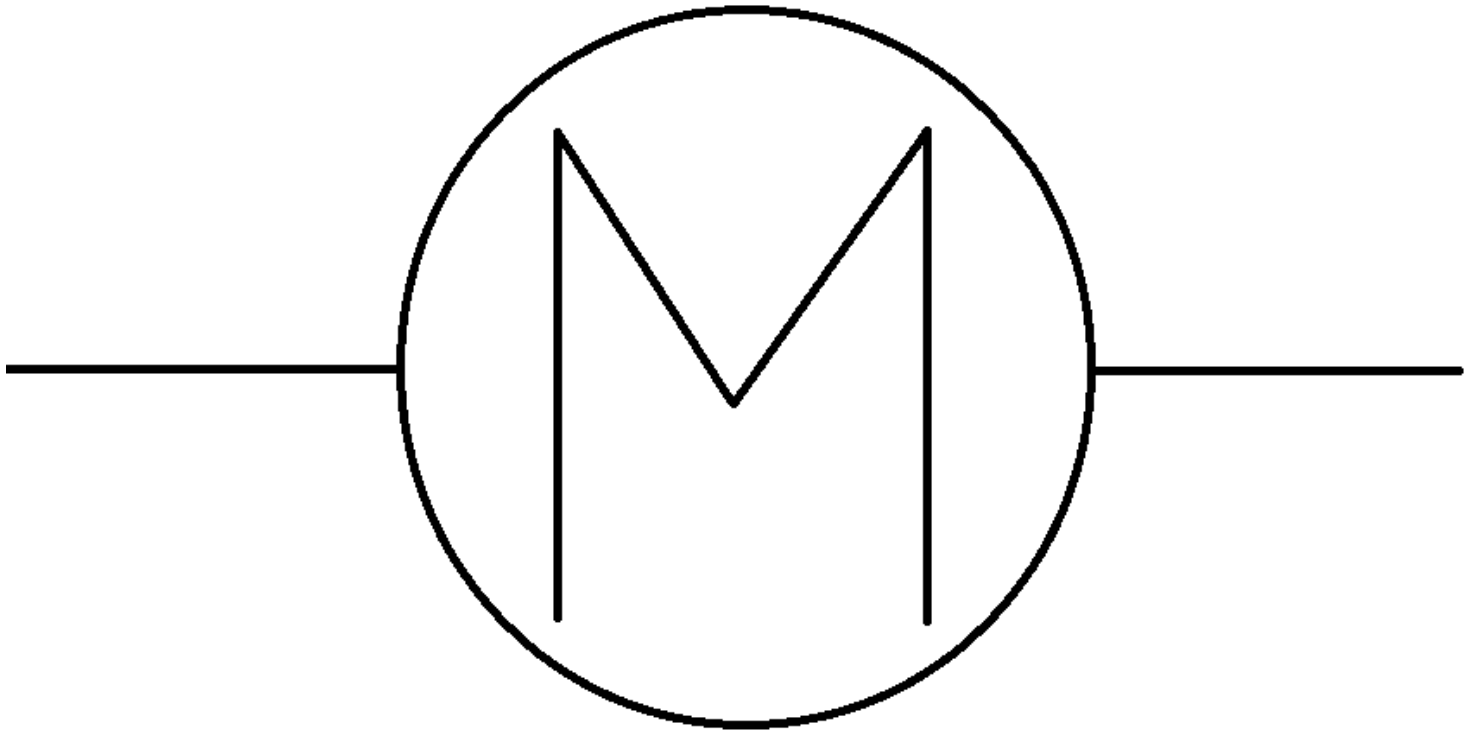
Signs & Symbols 200



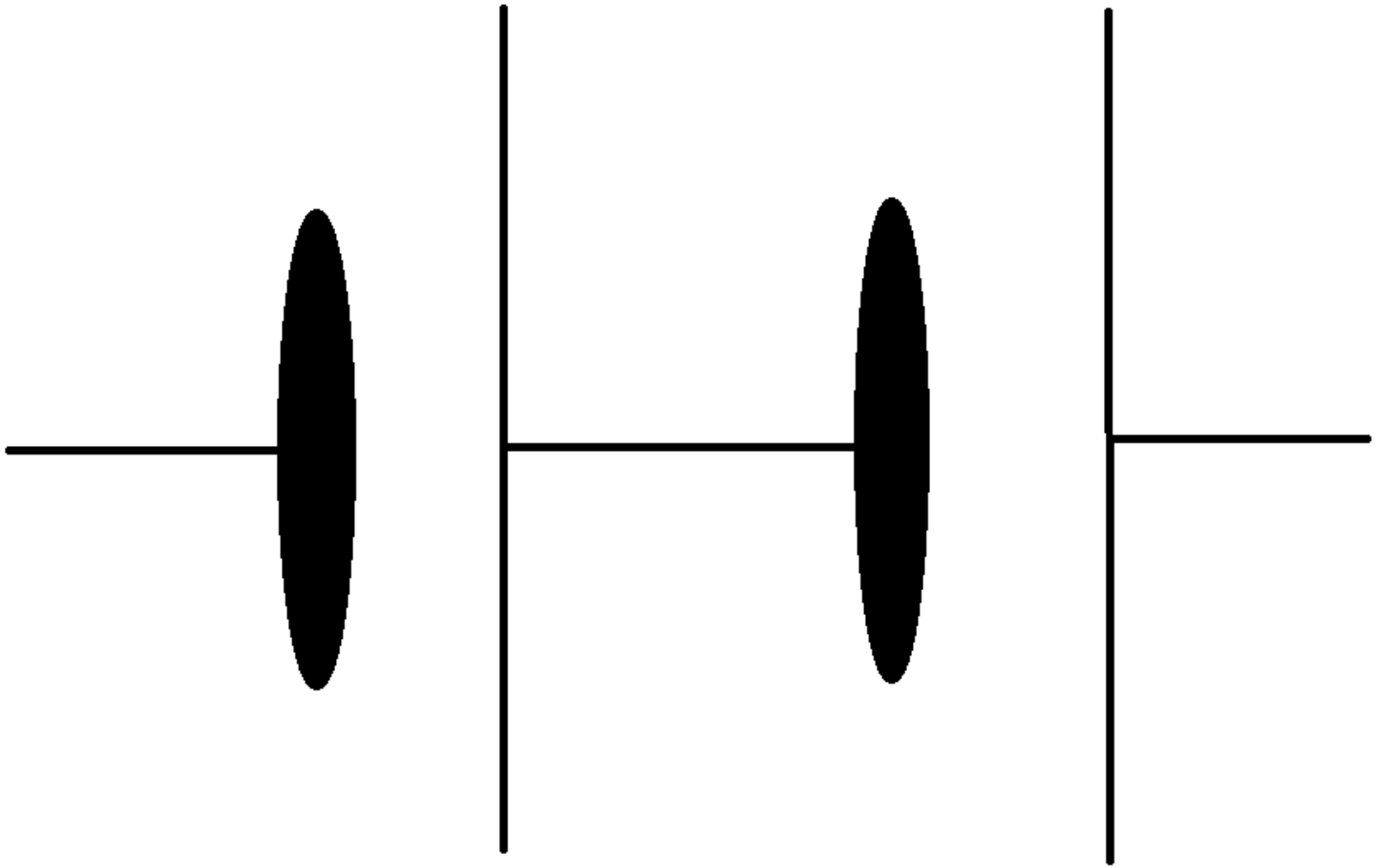
Signs & Symbols 300



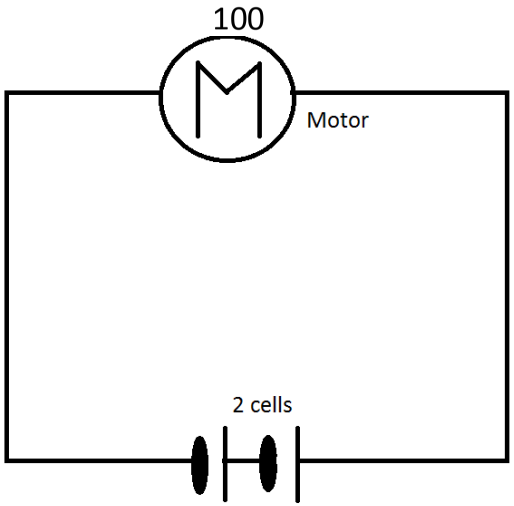
Signs & Symbols 400

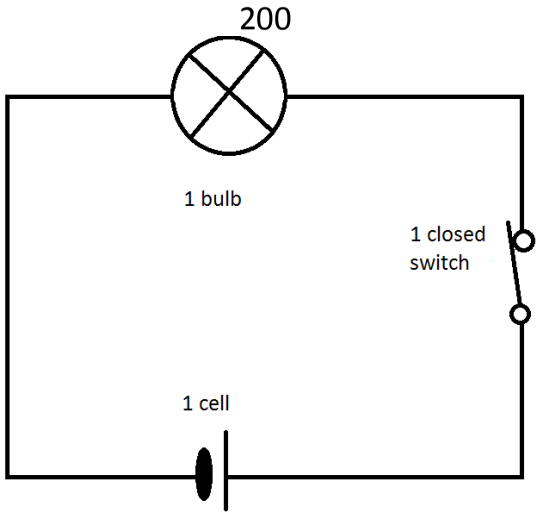


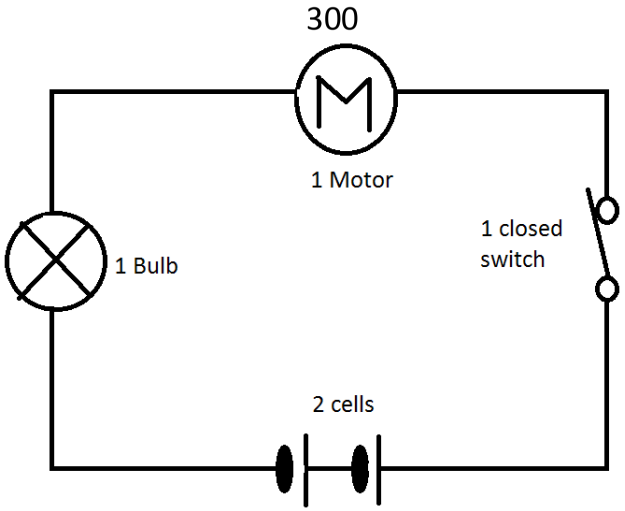
Signs & Symbols 500

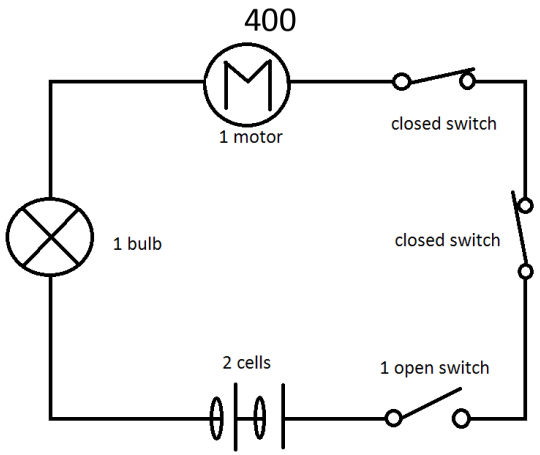


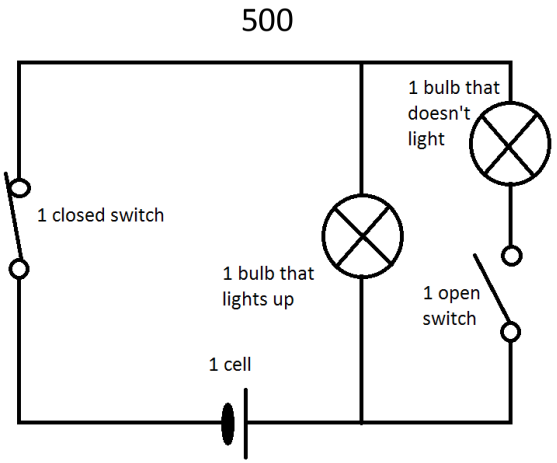
Draw the Circuit answer sheet. (Just make sure that the right answer has the components and meets the requirements, their answers don't have to look exactly like these)











44. Body parts and systems

all cycles | all levels
writing

Materials

– Post-it notes

Procedure

This game can be played in any grade because in science, concepts add on to each other.
– This activity is to help learn the body parts that have been learned up until the point of doing the activity.
– Divide the class into teams of five and give each team a stack of post-it notes. Ask each team to label the body parts or parts of the systems that they have learned as fast as they can by choosing one student and writing on the post-it notes and sticking them on that body part (where it is appropriate).
– Encourage them to talk to each other and work as a team. At the end, each team has to read off what they have labeled on the body.
** To make the game easier, give them a word bank or even have the post it notes already labeled.

Make it more difficult

To make it harder have the students do multiple rounds where first they have a word bank, and then the next round they don't.

45. Vocabulary and terms

all cycles|all levels
speaking

Materials

– Marker
– Lots of popsicle sticks
– Cups for the popsicle sticks in each group

Procedure

This can be done with lexicon groups or vocab up until this point of the class and can be played in many different ways.

– Take the popsicle sticks and write words or phrases from the material that you have learned on each one, then put the popsicle sticks into the cup. On six or seven popsicle sticks write out the word "KABOOM".
– Separate the class into small groups of 3-5 and give each group a cup with popsicle sticks in them with the phrases or vocab words and the "KABOOM" sticks.
– This is where you are free to choose how you want them to play, you can put words on the sticks that they just have to pronounce correctly or a word that they have to say and then define or they choose a word and they have to give an example of what it is.
– You can make this game harder or easier. If the student gets the word or definition right, they get to keep the popsicle stick, if they get it wrong, they put it back, but if they draw a "KABOOM" stick, then they have to put all of their popsicle sticks back into the cup. This activity can be as long or as short as you'd like.

46. Healthy habits

all cycles | all levels
speaking & reading

Materials

– Flash cards

Procedure

Up to this point, your class has learned healthy lifestyle habits; you will use what they have learned to fill in the flash cards.

– On each flash card, there is an action or a time. Split the students into groups of 3 or 4 and have them take turns being the card reader.
– The card reader takes the first card off of the top of the flash card pile and read it. The other 3 students think of the answer and the first one to put their thumb up may provide an answer.
– If the student gets it wrong, the card goes back into the pile and the next student becomes the card reader.

Example

Right before dinner	Wash your hands
After you wake up	Brush your teeth
When you sneeze	Cover your mouth

47. Lexicon groups

all cycles | all levels
speaking

Materials

– Optional: question sheet

Procedure

This is a game of 20 questions.
– Split the class into groups of three. Tell the first student to think of a food, animal, activity, etc. The other two students ask yes or no questions to try to guess what the student is thinking about.
– Questions such as: are you thinking of a protein? Are you green? If the students can't guess the food in 20 questions, then the student who chose the object/activity gets a point, if the other two students do guess it, then they get points, go on for as many rounds as you want.
**To make this easier, provide a sheet with premade questions for the students to ask.

48. Healthy habits, infer

all cycles|all levels
speaking

Materials

– Cards with sicknesses written on them

Procedure

– Divide the students into groups of five or six. Give each student a card with a sickness on it. (Depending on the level of the class, the sicknesses can be harder or easier).
– Each student will take a turn being the patient while the other students are the doctors. The students who are the doctor have to ask the patient questions about the infirmity and the patient answers without saying what the infirmity is.
– When the doctors discover the illness they must discuss what is necessary to prevent acquiring that illness. The activity continues until each student has been a patient.

For example, one of the cards says Lung Cancer. The doctors ask things like "where does it hurt?", "what symptoms do you have?" etc. Using the answers to the questions, they will deduct that it is lung cancer and then tell the patient how to prevent getting this disease, for example, "don't smoke and exercise more".

49. Current science events

all cycles | all levels
speaking & reading

Materials

– A current scientific event or discovery
– Speakers to play an article on a current scientific event or discovery

Procedure

– Play an article about a current scientific event or discovery.
– Have the students listen and write down key words or phrases that they here in the article. At the end of the article, separate the students into groups and have them try to use the key points they wrote down to recreate the article.

Other option

Have the students find an interesting science current event and bring it to class to read then summarize to the rest of the class so that they can all learn about the current scientific discoveries happening today.

50. Vocabulary, lexicon groups

all cycles | all levels
speaking

Materials

– Blow up beach ball
– Marker

Procedure

– On a blow up beach ball, write the science vocabulary words that the class has learned up to this point.
– Have the class stand in a circle. You start. Toss the ball to a student and have them catch it. On the word that is located where their right thumb lands, they must use that word in a sentence.
– They then pass the ball to someone else. The game continues until all of the students have gone at least once.

51. Vocabulary and terms

all cycles | all levels
speaking & listening

Materials

– List of vocab words

Procedure

– Split the class into two teams. Read the definition of a vocabulary word to the student on team A who's turn it is. That student has 10 seconds to reply with the vocabulary word that matches the definition. If they don't know the word they can say, "pass the word" which the student from team B who is up will have to try to answer in 10 seconds. If they both get it wrong, neither gets a point and you say the answer.
– Then read a different definition to the same student on team B and repeat the process. Once both students have received a word, it is the turn of the next two students. The game goes on until you have run out of vocabulary words.

Make it more difficult

Provide the words and require that the students provide the definition.

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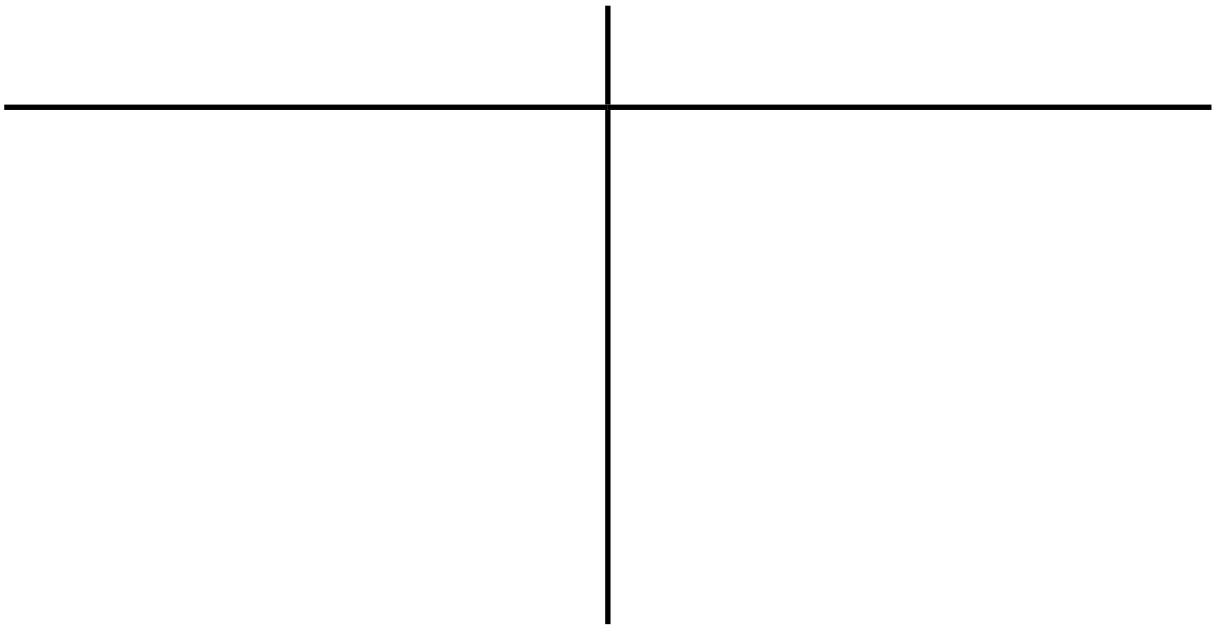

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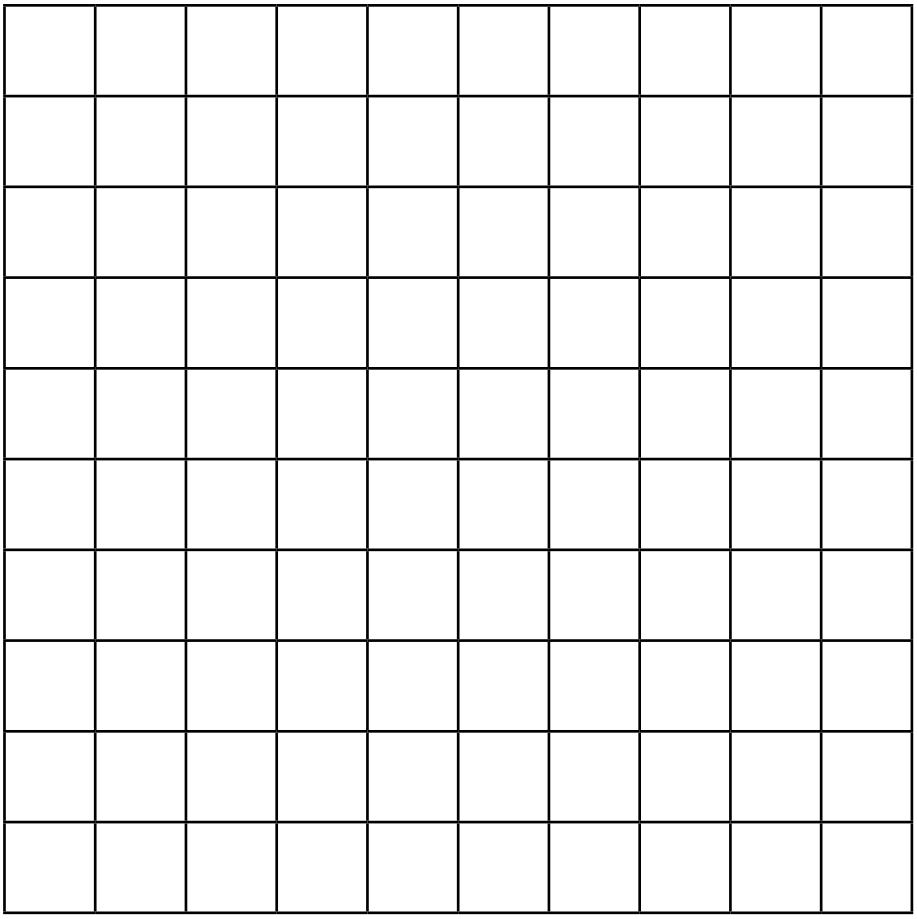

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