

Activity Types by Skill

Activity Type	Description	R	W	L	S
Graphic Organizer	<p>Activities range from using one created by the teacher to creating one as a student.</p> <p>For reading, can occur:</p> <ul style="list-style-type: none"> ▪ Before—to build background knowledge for the text ▪ During—to help focus and make connections ▪ After—to record and organize personal understanding <p>Can be used before writing to organize ideas as well.</p> <p>Appeals to range of learners, from non-fluent to fluent. Non-fluent learners benefit from having one given to them and fluent learners can create their own after an activity.</p>	√	√		
Journals	<p>Students write about personal experiences in a subject area on a regular basis. Mathematics, language arts, and science are great areas to practice vocabulary with this activity. Grading can be as simple as a check, check plus, check minus system, based on completeness, not grammar or spelling.</p> <p>To learn more, visit http://www.inspiringteachers.com/tips/journaling/index.html.</p>		√		
Speech	<p>Oral or written.</p> <p>Students can work alone or together on speeches, producing a written document (outline, essay, etc) and then speaking on it. Pairing writing with speaking addresses multiple skills as well.</p> <p>Students in need of enrichment could research on their own and present to the class, addressing all four skill areas.</p>		√		√
Presentation	<p>Students prepare using multimedia, such as MS Powerpoint, poster boards, or large sheets of paper for presentation material. They work together to create a report on a story, math concept, or science topic, and then present. Using broad topics, such as ‘Triangle’ provides students with an opportunity to gain background knowledge before you introduce more difficult materials. Students in need of enrichment may perform the research for this themselves, or be provided with more challenging aspect of the topic.</p>	√	√		√
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Group Work	Students work together on a problem or task, such as writing, and create one document as a group. Most important with group work is that each student participates in some way in creating the document. The roles within the group should be developed by the teacher , as should the groups themselves. In this way, non-fluent and fluent students can work together. Follow up with a journal entry.		√	√	√
Debate	Students research a topic or discuss a topic learned in class. Groups prepare the materials and then the teacher facilitates a debate between groups. Preparing written materials in advance of the debate addresses multiple skills.		√	√	√
Oral Report	Summarize content learned in class or an experience outside of class (such as a vacation, a weekend trip, a book read outside school, a movie recently seen, etc) and present. Ask for a written report to accompany the oral report to cover 2 language skills. Be prepared to allow non-fluent students to speak in a way that is appropriate for their needs. Some reports may need to be done privately instead of in front of a large group.		√		√
Written Report	See Oral Report . Be prepared to allow non-fluent students to write in a way that is appropriate for their needs . Some students may need to create pictures to express their words.		√		
Collaborative Problem Solving	See Group Work . The focus here is on steps of problems solving , which you will need to emphasize in class. Students can then report on how they applied each step in a unique way and share with the class. Provide non- and limited-fluent students with modified forms of the problem, and they will make connections more rapidly to what the fluent learners are doing.	√	√	√	√
Meaningful Activities	Using Journals and reports , all four skill areas can easily be practiced in one activity. Some examples of meaningful activities are: <ul style="list-style-type: none"> • Surveys • Letter Writing • Video Journals and reports • Portfolios • Simulations • Construction • Data collection from outside world 				
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Roleplaying	<p>Students act-out an experience or a role in pairs or groups. Other students may play a role or ask questions of the person roleplaying. The role could be a person in history, a person from a story, or job oriented, such as a zoologist. Can easily be followed up with a journal activity or report from the group members, which addresses writing skills as well.</p>			√	√
Self-Directed Learning	<p>Requires strong teacher support and guidance without interfering. Students commonly follow up with a writing prompt about their personal learning. Journals and written/oral reports are often good activities to follow up with. A great way to enrich a lesson for fluent learners while you focus on non- and limited-fluent students.</p>	√	√		√
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