

## Skimming and Scanning (teaching two important skills)

**Variation 1 (Searching for sounds)** - Choose a page of text. Photocopying it onto a single A4 page. This can be from any kind of book. Give a copy to every student. Make sure that each student has one copy. Students will also need colored pens or pencils.

- Give the children a time limit and ask them to find as many occurrences of a certain consonant blend (e.g. "ch") as possible. They should color each "ch" on the page in a certain color (e.g. red.) At the end of the time, ask them to count the number of "ch"s they have found.

- Now, ask them to find a different blend (e.g. "st"), making sure that they color these in using a different color.

**Variation 2 (Searching for words)** This is fun practice for identifying keywords.

-Choose a page from the students' textbook. Say a target word from the unit. Tell the students to find the word on the page. Give a short time limit.

-When the time is up, ask the students how many times they found the word on the page.

## Sequencing Activity

**Variation 1 (Letter level)** Write 5 or 6 key words from the unit on strips of paper. Cut up the words so that each letter is separate.

Ex.

s	h	o	w
---	---	---	---

l	i	s	t	e	n
---	---	---	---	---	---

-Divide the class into groups and give each group a set of letter. (They should be mixed up.)

- Call out a word and have the students make the word from the letter. Read the next word and again have the students make the word. Repeat until the students have used all the letters.

- Have students read out the words and check their spelling.

**Variation 2 (Word level)** Write sentences from the textbook on strips of paper. Cut up the sentences so that each word is separate.

Ex.

His	bear	is	thin	and	old.
-----	------	----	------	-----	------

-Divide the class into groups and give each group a set of words.

-Set a time limit and have the students put the words in the correct order to make a logical sentence.

-Repeat the activity with other sentences.

**Variation 3 (Sentence level)** After studying a passage or group of sentences in the student book, write the sentences on strips (one sentence per strip).

Ex.

Today, Bill, Sally, Mike, and Lucy have no school.
Bill can watch baseball on television in the living room.
Sally can listen to music.
Lucy can play soccer with Mike.
But she can't play inside the house.

- Divide the class into groups. Give each group a set of sentence strips.
- Have the students arrange the sentences in the same order as they appear in the student book. (They should not check in the book until they have finished.)

**Missing Vowels** -Write instructions on the board leaving out all the vowels, e.g. 'pn yr bks.'

-Have the students guess the words.

-Write a word from the textbook on the board. Have the students guess the missing vowels.

- Repeat with additional words: have student volunteers come to the board and write their own words with missing vowels on the board. Have the class guess the missing vowels.

This activity makes children read instructions carefully and reinforces knowledge of vowels and consonants.

## Dictionary Race

-Each student needs to have an English dictionary or can share with a partner.

-Read out a word and the children should race to find it in their dictionaries.

-The first child to find it reads out the definition. They then get to choose the next word to search for.

## Alphabetical order

-Read out a list of target words, one word at a time. Read each word two or three times.

-Have the students listen and write down each word. Give plenty of time for writing.

-Have the students work with a partner. With their partners, the students should write the words in a list in alphabetical order.

- Check by having student volunteers write one word each on the board, in the correct order.

- Make any necessary corrections on the board with the whole class.

## Reading Race

-Choose a reading passage from the student book (from the unit you are studying). Have the students work in groups.

-Have all the students stand up. Students take it in turns to read one sentence from the reading passage. The first group to finish reading all the sentences in the passage sits down when they finish. They are the winning team.

## Where are the words?

- Prepare and make copies of a passage of text (any text can be used: newspaper, page printed from the Internet, textbook). Check that the text contains some of the words you wish to use.

- Give the students - or simply write on the board - a list of 8 or so words. They scan the text for these words and circle them when they spot them.

## Word Aerobics

-Write a simple sentence on the board.

Ex. *Bob ran.*

-Ask the students to think of ways to make the sentence more interesting. Add their ideas to the board and rewrite the sentence to add each new idea.

Ex. *Bob ran.* ->

*Bob ran with his dog.* -> *Bob ran with his black dog.* -> *Bob ran with his small, black dog.* -> *Bob ran to school with his small, black dog.*

-If your students are confident, have them write some of the changes on the board.