

1. Writing Race - Once the students are familiar with the spelling of the words, have them close their books. Divide the class into teams. Say the new words and have a member from each team race to the whiteboard. The first team to write the correct spelling on the board gets a point.

2. Alphabet Shout Out - Once the students are familiar with the spelling of the words, have them close their books. The teacher should shout out the letters of one of the words. Stop after each letter, and give the students time to guess:

T: Guess the word! P....I....N....K...What is it?

S: It's pink.

The students should reply with the correct word. Repeat the spelling if students give the wrong answer

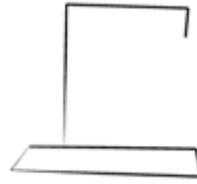
3. Draw It - Once the students are familiar with the spelling of the words, have them close their books. Have the students work in small groups. Students pick a word and draw a picture to explain it. The other members of their group must guess what the word is.

4. What Am I Drawing? - Very slowly, start drawing part of a picture of one of the words on the board. Try to make it a little different than the photos in the book. Have the students shout out what they think it is in English. The first student to shout out the correct answer gets to come to the front and draw the next one!

5. Swat the Word! - Before class, write out the words for review on strips of paper. Make sure the writing is BIG! Tape the words to the whiteboard. Divide the class into four teams, have them line up so that they face the board. Give one member of each team a fly swatter (or rolled up newspaper). Tell them "*I will say one word. Find the word on the board. Swat the word!*" The first student to hit the correct word wins one point for their team.

6. What Am I Doing? (Good for verbs and prepositions) - Demonstrate the first word by acting it out for the students. The students should guess the word you are miming. Divide the class into 2 teams, calling up one student from each team to the front of the class. Show the two students a word then have them act it out. The first group to guess the word wins a point. Repeat with additional word.

7. Hangman (good for reviewing spelling) - Think of a word students learned in the previous lesson e.g. mountain. Draw dashes on the board – one for each letter of the word- and a frame for the 'hangman.'



One at a time students guess which letters are be in the word. If they are correct the letter is added to the word:

'N' = _ _ _ n _ _ _ n

If they guess incorrectly, the teacher draws one part of the 'hangman,' e.g. head, body, leg etc. Students can guess the whole word at any time. But the teacher wins if the whole hangman is drawn before the word is guessed.

8. First Letter, Last Letter - The object of this game is for one team to say a word and for the other team to say a word that begins with the last letter of the previous word.

Ex.

T: dinner

S1: ruler

S2: rope

S3: elephant

S4:....

Keep playing until the next student cannot think of a word. Play again with a student choosing the starting word this time.

9. Grab the Word - List all the words for review and cut them into cards or strips and stick them to the board. Divide the class into teams. Read the definition of a word. One student from each team should run to the board. The first student to find the correct word grabs it and takes it back to their team. Then the next two students repeat the activity followed by the next word, and so on. The team with the most words at the end of the game wins.

10. What's the Word? - Play with the whole class together, or divide the class into groups. Read out a definition of a word. Students shout out the correct word. If you play in groups, have one student read out a definition, and other students guess the correct word.