

Using Authentic Literature to Build Language Skills Grammar Activities

Sculptures

(Adapted from Interchange 3rd ed.)

Review vocabulary & grammar in an active way.

This activity works well not only with action verbs. It works equally well with other words and phrases.

- Divide class in teams of 3.
- Whisper or give out a slip of paper with an activity (e.g. play soccer, or be embarrassed) on it to one team. The team has one minute to form a sculpture that illustrates the activity (e.g. S1 pretends to kick a ball, S2 pretends to be a goalkeeper).
- The other teams guess the activity.
- The first team to guess correctly gets a point.
- Ask Ss to use specific grammar structures when guessing the activity (e.g. present continuous, simple past).

Using Authentic Literature to Build Language Skills: Interactive and Kinesthetic Activities to Engage Your Students

Students can find reading exciting, relevant, and practical in their learning. This session will introduce ways that interactive and kinesthetic activities can be used in the classroom using literature as the content source. The presenters will use the classic book *The Pearl*, by American Nobel Laureate John Steinbeck, as the basis for classroom activities that are all interactive and/or kinesthetic. Vocabulary, grammar, writing, graphic organizers, acting, read-alouds, and listening activities will be highlighted. Emphasis will be placed on getting students mentally and physically involved in the activities based on the literature. Attendees will leave with a fresh perspective and new ideas for combining literature and kinesthetic activities in the classroom.

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Disappearing Words

(Adapted from Interchange 3rd ed.)

Give students confidence using new vocabulary and grammar.

- After students have read a certain section of the book, write a chosen section of the text on the board or on a transparency.
- Review it several times as a group, making sure they are comfortable with the content, vocabulary and grammar structures.
- Erase one word per line each time they practice it.
- Continue erasing words as students rehearse the text. They should be able to reproduce the correct vocabulary and grammar structures more easily each time they repeat it. Punctuation such as commas, capital letters, question marks, quotation marks can also be addressed in this manner.

Vocabulary Mingle

(Adapted from *Interchange 3rd ed.*)

Encourage students to find the meaning of unknown words.

- Students read a certain section of the text. As they read they underline or copy onto cards any words they are unfamiliar with.
- Then students take their books or cards and move around the room asking each other the meanings of the words.
- Model:
 - "What does *large* mean?"
 - "It means *big*."
 - "Thanks."
- Come back together and discuss the words they found and any remaining words they don't know.
- This can also be done in small groups: students sit in small groups and ask each other the meanings of new words.

Split Sentences

(Adapted from *Interchange 3rd ed.*)

Help students understand complex sentences.

Examples of split sentences:

If I found a wallet,	I would call the police.
If I were rich,	I would share my wealth.

- Divide class into two groups.
- Each group brainstorms to come up with several beginnings for some split sentences. Write these on strips of paper.

Ex:

If Kino had not found the pearl,	
If Coyotito had not been bitten by the scorpion,	
If no one knew about the pearl,	

- Groups trade strips with each other, then work on making up endings for the split sentences they received from the other group.

If Kino had not found the pearl,	Coyotito would have gotten better by himself and survived.
If Coyotito had not been bitten by the scorpion,	Kino would have acted more carefully.
If no one knew about the pearl,	there would be no danger.

- Finally, students come up to the board and write the completed sentences they've created.

Run For It!

(Adapted from Interchange 3rd ed.)

Help students practice any vocabulary or grammar point (prepositions, modals, auxiliaries, etc.)

Preparation: Prepare a list of sentences with missing prepositions. Write each missing preposition on a separate card and post the cards randomly around the classroom walls.

- Divide students into two teams. Assign each member of the teams a number.
- Read the first sentence without saying the preposition (or other word or phrase). Ex. "She held Coyotito (in) her arms and sang the song to him."
- Student #1 from each team runs to find the card containing the missing prepositions.
- The first student to reach the correct card gets a point for his or her team.

A Shout in the Circle

(Adapted from Grammar Games)

Gives students practice listening for and repeating certain words or structures (e.g. prepositions, articles, verbs, adjectives, etc.)

- Form the class into a standing circle.
- One student holds the book and reads a specified section of the text.
- Every time the speaker reads the targeted word or structure, the whole group must shout out the word or structure.

Instead of shouting, people can whisper, croak, or say the word(s) romantically, thoughtfully or sadly, etc.

True or False?

(Adapted from Interchange 3rd ed.)

Give students practice using grammar, speaking, and listening.

- Each student writes six statements about the story. Three statements are true and three are false.
- Students take turns reading their statements aloud to the class or in small groups. The other students guess which statements are true and which are false.
- If played in groups, give 1 point to the group for each correct guess.
- You may want to require that the sentences contain a specific verb tense, modal, or other practice point.

Stand Up, Sit Down

(Adapted from Interchange 3rd ed.)

Focus students' attention on listening for specific things: verb tenses, pronouns, types of words, etc.

- Read a section of the text aloud while students listen for the item you've indicated.
- Read the section a second time. Students stand up and sit down whenever they hear the item.

Variation: Divide the class into two groups. Each group listens for a different thing (Group A listens for simple past and Group B listens for past continuous).

Adverbs and prepositions of time, place, movement

The handout below is the first several pages of the book. The second handout contains the solutions. Students may also mark up their books instead of using the handout.

Preparation: Copy one handout for each student. Provide enough flipchart paper so that each team can have three sheets. Copy the solution for the instructor.

- Give one printout to each student.
- Put students into teams of two or three. Give each team three sheets of flipchart paper and have them write Time, at the top of one sheet, Place at the top of the second, and Movement at the top of the third. (Instructor can also do this in advance).
- Students comb through their handouts to find prepositional phrases and adverbs of *time, place, and motion*. Students should not include phrases of manner or mean.
- When one is found, the team underlines/highlights it on their handout, writes the phrase on an index card, and tapes it to the correct flipchart paper (*time, place, or motion*).
- At the end of 15-20 minutes, the groups show their flipchart papers to the entire class, with 1 point for each correct entry.

Alternative 1: in step four, have students write the phrase on the whiteboard or chalkboard, or on transparency for projection to the class, grouped by *time, place, or movement*.

Handout

KINO awakened in the near dark. The stars still shone and the day had drawn only a pale wash of light in the lower sky to the east. The roosters had been crowing for some time, and the early pigs were already beginning their ceaseless turning of twigs and bits of wood to see whether anything to eat had been overlooked. Outside the brush house in the tuna clump, a covey of little birds chattered and flurried with their wings.

Kino's eyes opened, and he looked first at the lightening square which was the door and then he looked at the hanging box where Coyotito slept. And last he turned his head to Juana, his wife, who lay beside him on the mat, her blue head shawl over her nose and over her breasts and around the small of her back. Juana's eyes were open too. Kino could never remember seeing them closed when he awakened. Her dark eyes made little reflected stars. She was looking at him as she was always looking at him when he awakened.

Kino heard the little splash of morning waves on the beach. It was very good-Kino closed his eyes again to listen to his music. Perhaps he alone did this and perhaps all of his people did it. His people had once been great makers of songs so that everything they saw or thought or did or heard became a song. That was very long ago. The songs remained; Kino knew them, but no new songs were added. That does not mean that there were no personal songs. In Kino's head there was a song now, clear and soft, and if he had been able to speak it, he would have called it the Song of the Family.

His blanket was over his nose to protect him from the dank air. His eyes flicked to a rustle beside him. It was Juana arising, almost soundlessly. On her hard bare feet she went to the hanging box where Coyotito slept, and she leaned over and said a little reassuring word. Coyotito looked up for a moment and closed his eyes and slept again.

Juana went to the fire pit and uncovered a coal and fanned it alive while she broke little pieces of brush over it.

Now Kino got up and wrapped his blanket about his head and nose and shoulders. He slipped his feet into his sandals and went outside to watch the dawn.

Outside the door he squatted down and gathered the blanket ends about his knees. He saw the specks of Gulf clouds flame high in the air. And a goat came near and sniffed at him and stared with its cold yellow eyes. Behind him Juana's fire leaped into flame and threw spears of light through the chinks of the brush-house wall and threw a wavering square of light out the door. A late moth blustered in to find the fire. The Song of the Family came now from behind Kino. And the rhythm of the family song was the grinding stone where Juana worked the corn for the morning cakes.

The dawn came quickly now, a wash, a glow, a lightness, and then an explosion of fire as the sun arose out of the Gulf. Kino looked down to cover his eyes from the glare. He could hear the pat of the corncakes in the house and the rich smell of them on the cooking plate. The ants were busy on the ground, big black ones with shiny bodies, and little dusty quick ants. Kino watched with the detachment of God while a dusty ant frantically tried to escape the sand trap an ant lion had dug for him. A thin, timid dog came close and, at a soft word from Kino, curled up, arranged its tail neatly over its feet, and laid its chin delicately on the pile. It was a black dog with yellow-gold spots where its eyebrows should have been. It was a morning like other mornings and yet perfect among mornings.

Solution

KINO awakened in the near dark. The stars still shone and the day had drawn only a pale wash of light in the lower sky to the east. The roosters had been crowing for some time, and the early pigs were already beginning their ceaseless turning of twigs and bits of wood to see whether anything to eat had been overlooked. Outside the brush house in the tuna clump, a covey of little birds chattered and flurried with their wings.

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Kino heard the little splash of morning waves on the beach. It was very good-Kino closed his eyes again to listen to his music. Perhaps he alone did this and perhaps all of his people did it. His people had once been great makers of songs so that everything they saw or thought or did or heard became a song. That was very long ago. The songs remained; Kino knew them, but no new songs were added. That does not mean that there were no personal songs. In Kino's head there was a song now, clear and soft, and if he had been able to speak it, he would have called it the Song of the Family.

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cooking plate. The ants were busy on the ground, big black ones with shiny bodies, and little dusty quick ants. Kino watched with the detachment of God while a dusty ant frantically tried to escape the sand trap an ant lion had dug for him. A thin, timid dog came close and, at a soft word from Kino, curled up, arranged its tail neatly over its feet, and laid its chin delicately on the pile. It was a black dog with yellow-gold spots where its eyebrows should have been. It was a morning like other mornings and yet perfect among mornings.

Verb search and rescue

Preparation: Copy one handout for each student, and copy one copy onto transparency. Copy the solution for the instructor.

- Give one handout to each student.
- Project the handout onto the wall or whiteboard.
- Put students into teams of two or three. Give students a few minutes to skim the handout, and then begin the game.
- Teams alternate coming to the projector and convert a verb to the past tense. If it is correct that team wins a point.
- If they are not correct, another team has a chance to correct it and win the point.
- The team with the most points at the end wins.

Handout

Kino's eyes **open**, and he **look** first at the lightening square which **is** the door and then he **look** at the hanging box where Coyotito **sleep**. And last he **turn** his head to Juana, his wife, who lay beside him on the mat, her blue head shawl over her nose and over her breasts and around the small of her back. Juana's eyes **are** open too. Kino could never remember seeing them **close** when he awakened. Her dark eyes **make** little reflected stars. She was looking at him as she was always looking at him when he awakened.

Kino **hear** the little splash of morning waves on the beach. It was very good-Kino closed his eyes again to listen to his music. Perhaps he alone **do** this and perhaps all of his people **do** it. His people had once been great makers of songs so that everything they **see** or **think** or **do** or **hear** became a song. That was very long ago. The songs **remain**; Kino **know** them, but no new songs were added. That does not mean that there were no personal songs. In Kino's head there was a song now, clear and soft, and if he had been able to speak it, he would have called it the Song of the Family.

His blanket was over his nose to protect him from the dank air. His eyes flicked to a rustle beside him. It was Juana arising, almost soundlessly. On her hard bare feet she **go** to the hanging box where Coyotito **sleep**, and she **lean** over and **say** a little reassuring word. Coyotito **look** up for a moment and **close** his eyes and **sleep** again.

Solution

Kino's eyes opened, and he looked first at the lightening square which was the door and then he looked at the hanging box where Coyotito slept. And last he turned his head to Juana, his wife, who lay beside him on the mat, her blue head shawl over her nose and over her breasts and around the small of her back. Juana's eyes were open too. Kino could never remember seeing them closed when he awakened. Her dark eyes made little reflected stars. She was looking at him as she was always looking at him when he awakened.

Kino heard the little splash of morning waves on the beach. It was very good-Kino closed his eyes again to listen to his music. Perhaps he alone did this and perhaps all of his people did it. His people had once been great makers of songs so that everything they saw or thought or did or heard became a song. That was very long ago. The songs remained; Kino knew them, but no new songs were added. That does not mean that there were no personal songs. In Kino's head there was a song now, clear and soft, and if he had been able to speak it, he would have called it the Song of the Family.

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Letter Tiles

Preparation: Copy the letter tiles onto cardstock and cut up.
Make enough so that each team can have a set.

1. Divide the students into teams of 2 or 3.
2. Give each team a set of letter tiles and ask them to rearrange them to make a sentence.

Solution

Kino held the great pearl in his hand, and it was warm and alive in his hand

The game was created with the Puzzlemaker at
<<http://puzzlemaker.school.discovery.com/>>

H A N	I S _	E _ I	_ W A
T _ P	D , _	H A N	A N D
L _ I	_ T H	D _ A	S _ W
D. _	E _ G	N _ H	E L D
A R M	K I N	N _ H	O _ H
_ A N	R E A	E A R	I S _
_ I T	L I V		