






ACTIVITIES

KEY

- | | |
|--|--|
|  listening | A level of 4-6 th graders (pg 7) |
|  speaking | B level of 1 st – 3 rd graders (pg 7) |
|  moving, large motor skills | C level of 1-5 year olds (pg 7) |
|  quiet time, thinking | |
|  writing, fine motor skills | |



MEMORY

PREP: Cards. 2 of each (The cards can be of anything: animals, numbers, colors, whatever you are studying at that time.)

RULES: Place all the cards, face down, onto the table. The first student turns over one card. As a group everyone says the name. (If it is a picture of a cat then the students say, “cat.”) The student must then try to find the other cat. The same student turns over one more card. If the student makes a pair (if it is the same card) then they keep the cards and get one more turn. If not then, it is the next student’s turn. This continues until there are no cards left. The student with the most pairs is the champion. Reward accordingly.

- A** Students have to match picture with word.
- B** Students can match mother(animal) and baby(animal) opposites, big and small
- C** Students match picture with picture.
Categories: sports, food, animals



GO FISH

PREP: cards. 4 of each (If you are practicing numbers you can use a deck of cards(jack = 11, queen = 12, king = 13), but you can make cards using anything.) 52 cards is a good number, less is ok if there are fewer students, and more can take too long.

RULES: Shuffle the cards. Deal 5 cards to each student. The object is to get all four of the same card. The game continues until someone runs out of cards. One student begins by asking another student, “Do you have a ~?” If the other student does then they say, “Yes,” and gives the card(s). If no then they say, “Go Fish!” And the person who asked has to take a card from the center pile. (Vary dialogue according to students’ level.)

- A** Keiko, do you have a ~?
No, I don’t. Go Fish! / Yes, I do. Here you are.

B Keiko, do you have a ~?
No! Go Fish! / Yes.

C Keiko! ~?
No! Go Fish! / Yes.



ROLL THE DICE

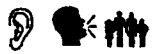
PREP: two large, soft, fuzzy dice (available at 100yen stores)
covers for the dice (if needed)

RULES: Each dice is different, one colors and one numbers. The students roll the die. If one dice lands on “red” and the other on “6” then the students have to find “6 red” objects in the room. You can prepare the room by sticking pictures on the walls. The students can help, the have fun hiding the pictures. This game is wonderful and can be used in many ways. Make sure that they students say the words that were rolled; they can sometimes get too excited about finding the pictures and forget to.

A Match words. Adjectives and nouns, the students roll the die then have to find a picture of a blue shirt.
Subject and verb. Boy and ran, the students then have to say a sentence, The boy ran.

B Match pictures. Colors and shapes. Animals and numbers.

C Practice actions. Number and action. 6 and jump, the students must jump 6 times.



HOT POTATO

PREP: music
ball
chairs

RULES: Students sit or stand in a circle. When the music starts the students pass the ball around the circle. When the music stops the person with the ball is out. Instead of the person being out you can have them stand up and speak. (If students can't move use an imaginary ball. Students move the ball by saying the student's name they want to throw it to.)

A Show them a picture. The student has to say, “It's a ~.” Can be used to practice any grammar point.

B Students have to say, “My name is ~.”

C Play as is.



BODY TRACE

PREP: marker
huge sheet of paper

RULES: Have one student lay on the piece of paper. Let the other students trace the outline of the body. Then, let the students fill in the body parts, eyes, nose, mouth, ears and clothes. After they finish use this poster for any variety of games(karuta, pin the ~ on the body, darts!).



DOCTOR, DOCTOR!

PREP: toilet paper

RULES: This game works best if the students have learned body parts. The teacher sits at the front of the room and yells, "ouch!" The students say, "What hurts?" or "Where?." The teacher by replies naming the body part that is in pain. The student(s) then wrap that body part in toilet paper. You can allow the students to be the 'hurt' person. Works best if the roll of toilet paper is passed around and only one student 'fixes' at a time.



CLOTHES RELAY

PREP: clothes. 2 pieces of each

RULES: Students make two lines. Give the first person in each line a piece of clothing and say its name, "shirt." The student then puts on the shirt and takes it off, the entire time saying, "shirt. shirt. shirt." Then they hand the shirt to the next person who repeats. This continues until everyone has put on every piece of clothing. The first line to finish are the champions. Reward accordingly.



WIN, LOSE, OR DRAW

PREP: picture cards (words the students have learned)

RULES: Divide the students into teams, two works best. One student comes to the blackboard and picks a piece of paper. Then, they draw the picture on the blackboard. The first team to guess what the picture is gets a point.



BLACKBOARD RELAY (Karuta)

PREP: pictures of vocabulary

RULES: Divide the students into teams. Place pictures on the blackboard. Stand at the front and say a word. The first person in each team races to the front and circles/ hits the picture. The fastest team wins.

A Write the words on the board. Show the students the picture, then, the students must race to the front and circle the word. Or, show the picture and the students race to write the word on the board.

B Write the alphabet/numbers on the board. Say the letter/number.

C Put pictures on the board and say the word.



TWISTER

PREP: twister board

die or spinner with colors and body parts.

RULES: If you have the game then play as is. Variation: Place squares of colors around the room. Let the students take turns rolling the dice. If they roll red and foot then all the students have to find a red square and put their foot on it. Sometimes the twister board is too small or the students don't like touching each other.



RUBBINGS

PREP: lots of white, thin paper
crayons or chalk

RULES: Students walk around the school (outside if weather is good) and find objects with texture. They lay the piece of paper on top of the object (leaf, pavement) and rub with the chalk. This can be great fun.

A Practice "What's this?", "It's ~."

B Find and rub numbers 0-10. (car license plates)

C Enjoy the changing seasons.



MUSICAL CHAIRS

PREP: chairs
music

RULES: Arrange the chairs in a circle. Have students stand and walk/dance around in a circle while the music is playing. While the students are standing remove one chair. When the music stops all the students must sit down. The person left standing will be out. (Before the student goes out they have to say something.)



NO PEEKING FACE DRAWING

PREP: paper
writing utensil

RULES: Have students make pairs. Tell them to draw the other persons face, BUT they can't look at the paper while they are drawing. This game is great fun.

- A** Ask the students to label the body parts
- B** Say a body part and have the students point to it.
- C** Hang on the wall and admire the beautiful portraits.



NEWSPAPER SEARCH

PREP: newspaper
pencil/marker

RULES: Give each student a newspaper, one or two pages will be enough. Ask the students to find and circle words or letters.

A Ask students to find and circle all capitol letters(uppercase). Use this to teach capitalization at the beginning of sentences and proper nouns.

B Ask students to find and circle the letter A.

C It may be helpful to enlarge the newspaper so that it will be easier for the students to see the letters.



TAPE RECORDER

PREP: tape
tape recorder

RULES: Let the students' record themselves speaking. After everyone has finished listen to the tape. Use any words, conversations, introductions. The students will enjoy hearing themselves speaking.



WRITING PRACTICE

When learning a new skill children can often times be hesitant because they don't want to make mistakes. One way to avoid this is to practice writing in a manner so that they students won't feel stress if they make a mistake. Also try to begin practice using large motor skills and gradually work towards fine motor skills.

1. play dough
2. dirt and stick
3. paper and pencil (large or small)
4. chopsticks
5. shaving cream
6. laminated paper and dry erase marker
7. water, paint brush, pavement
8. chalkboard
9. tracing



FOLDER GAMES

PREP: Copy activity and glue into a folder. If it is laminated it will last longer and the students can use dry erase markers to complete the activity. Almost any activity will work (puzzles, word-picture match, mazes, writing practice).

RULES: If a student finishes an activity early they can choose a folder and do the activity. You can also use these as stations that the students rotate around to.



PUZZLES

PREP: popsicle sticks
pictures

How to make: Copy a picture. Place popsicle sticks side by side and glue the picture onto the sticks. On the reverse side you can glue the word, if you want. Once dry use an exacto blade to cut between the sticks. Each stick will have one piece of the puzzle on it. You can also use pictures from a magazine and not put the word on the back.

RULES: Students put the picture together.



HEADS UP 7UP

PREP: none

RULES: Choose a few students to come to the front of the class. (I have 8 students total and I choose 3 students.) Have the rest of the students put their heads down, close their eyes, and stick one thumb up. It is important that they don't peek. The chosen students then walk around and touch one student each. If you are touched you put your thumb down. When all students have touched someone the teacher says, "Heads up!" The students who were chosen try to guess who touched them. If they guess correctly they switch places and go to the front. If they are wrong then they remain in their seats.

Key phrases: "Heads down!"

"Heads up!"





ALPHABETICAL ORDER

PREP: none

RULES: First review the alphabet. It may be helpful to write it on the board. Have students make a circle. Have each student say their name one time. Go around the circle once more but this time have the students say the first letter of their name and then their name. ("s." "Stephanie.") (Depending on the level of your students you may have to repeat this a few times) Next have the students make a circle, but this time in

alphabetical order. (specify first or last name) To make the game a bit more interesting you can time the students. It also helps to have a well defined starting point.


  **BIRTHDAY MONTHS**

This game is similar to ALPHABETICAL ORDER except have the students make a circle in order of their birthdays. After the students are in order you can practice the names of the months.

  **HULA HOOP**

PREP: hula hoop

RULES: Students make a circle and hold hands. Give the hula hoop to a student. While holding hands, the students climb through the hoop, completing the circle. You want all the students to pass through the hoop while holding hands. When one student is 'passing through' the hoop the other students chant his/her name.

 **SURPRISE BAG**

PREP: a bag or box
objects (that students know)

RULES: Have students make a circle and sit down. Place an object (pencil, apple) into the bag. As the students listen to music they pass the bag around the circle. When the music stops the student with the bag opens it. Then they say the name of the object. For more advanced students you can place more than one object into the bag. This is great for a Christmas activity. You can also put a box inside of a box inside of a box... so it takes longer to get to the object.

A Adjective practice. Put one object into the bag. When the student opens it they have to say one word that describes the object. (red, soft, big)

B Practice, "What's that?" and "It's a ~" phrases.

C Play as is.

 **TIC TAC TOE**

PREP: tic tac toe board (best to prepare with pictures before)

RULES: Students make pairs and janken to see who goes first. The object is to get three Xs or three Os in a row. Before you can put an X or O on the board you have to say the target grammar point. For example if the board has pictures of animals you will have to say "dog" before you can write an X or O. This works great for any grammar point, just change the board accordingly. (see activities)



SPELLING –LETTER MATCH

PREP: pictures

word cards (corresponding to pictures)

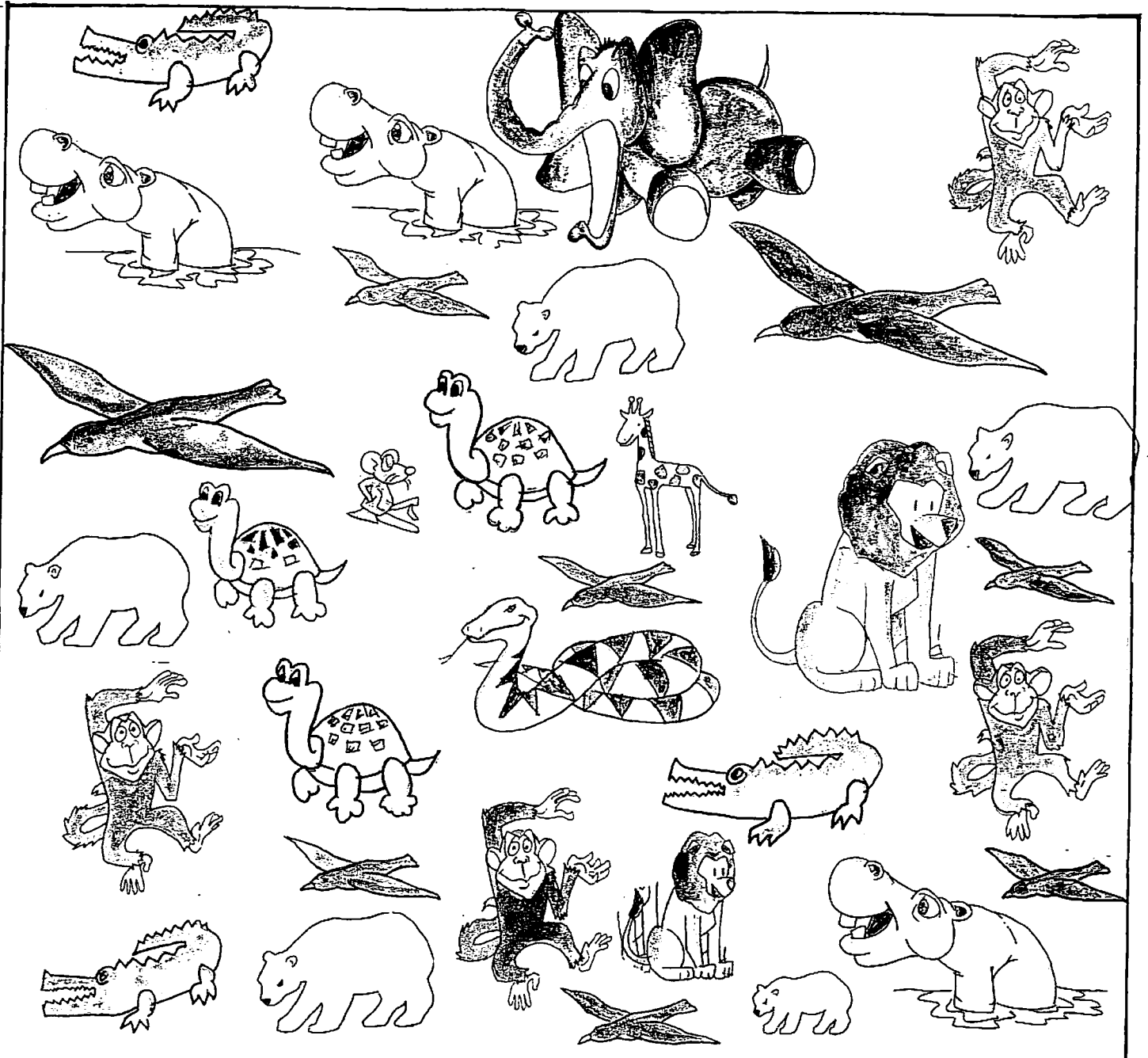
letter cards (corresponding to words)

RULES: Give each student 3-4 letters. Stand at the front of the class and hold up a picture (cat). Have the students say the name, “cat.” Then place the word card, cat, on the board. If they have either a “c”, “a”, or “t” then they race to the blackboard (with one letter) and stick the letter under the word card. Make sure that the students put the letters in the correct order. Together say, “cat.” Then read out the letters, “c-a-t.” Repeat this a few times then move on to the next picture. After a lot of repetition you can leave off the word card until the students have posted their letters. (I still show the word card for the slower students.)

I found this activity very successful. For a warm-up we did a phonics game to practice initial sounds (c,d,p). The words I used were cat, dog, pig, cow, panda. The students were very familiar with these words. After the activity the students completed a word-picture matching worksheet so I could evaluate how successful the activity was. My autistic student excelled at this learning technique. The other students did well, only switching two words. My C level students did not excel at this activity but they did enjoy racing to put the letters on the board. I've only had time to do this once but I feel that over time it could be more successful.

Name _____

Class _____

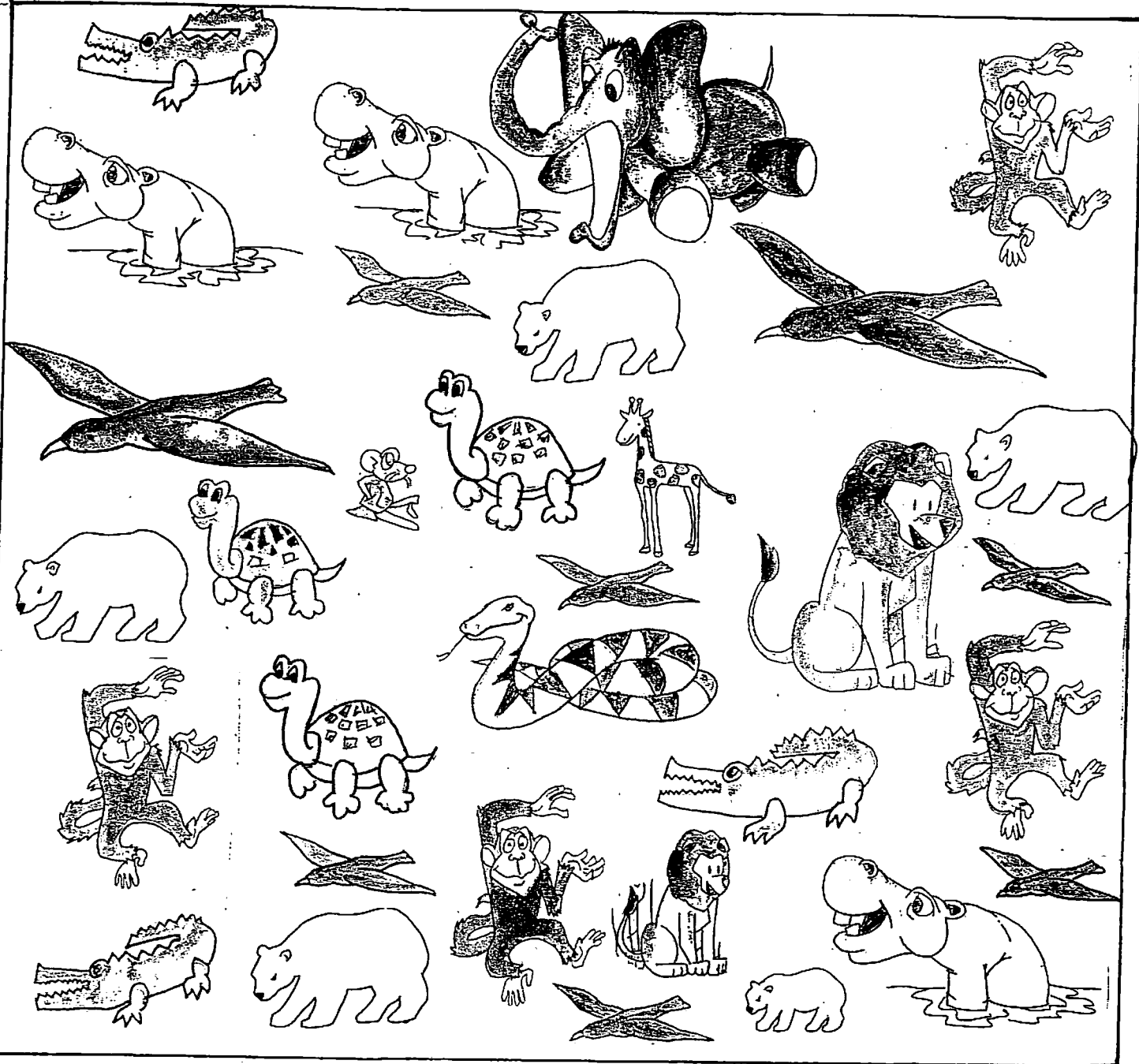


How many?

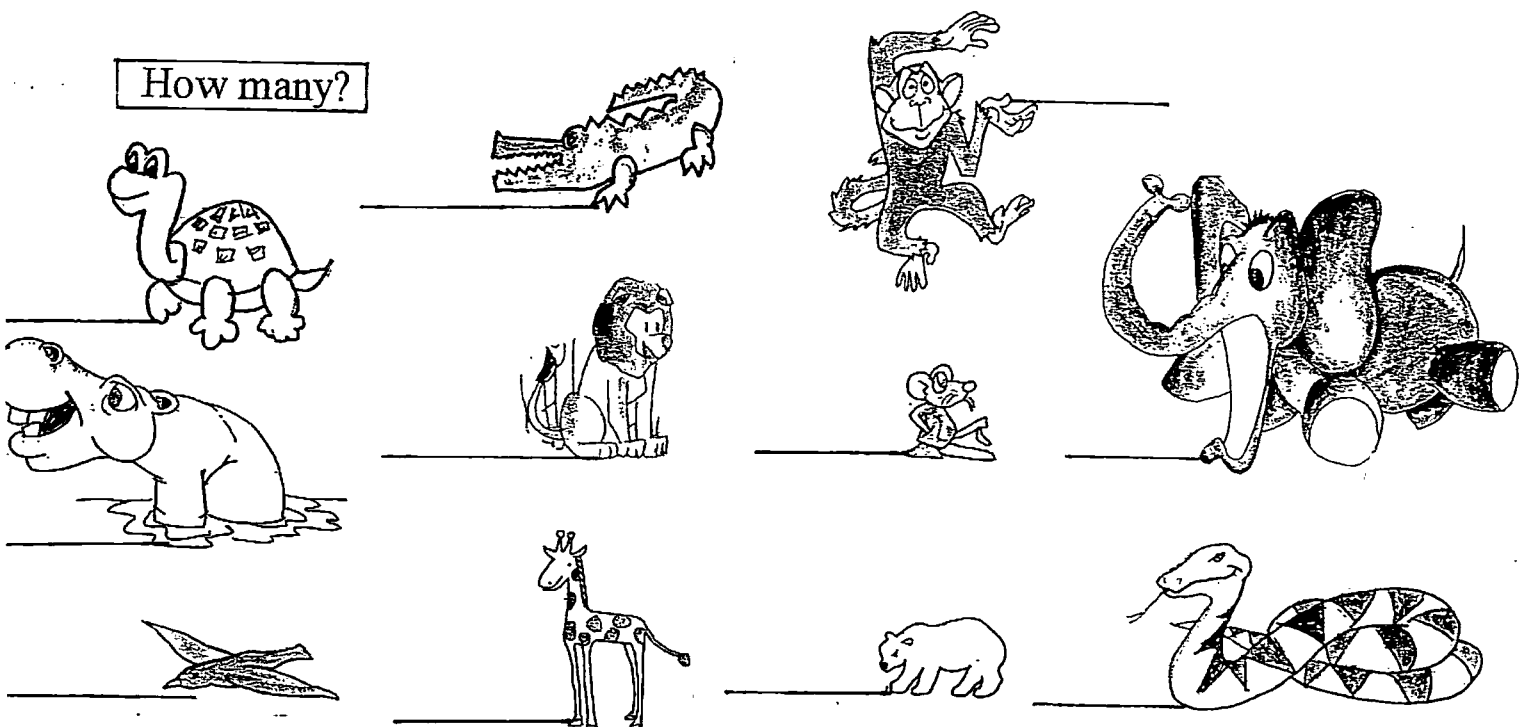
1. _____ elephant__
2. _____ hippo__
3. _____ snake__
4. _____ lion__
5. _____ monkey__
6. _____ turtle__
7. _____ alligator__
8. _____ bird__
9. _____ giraffe__
10. _____ bear__

Name _____

Class _____



How many?



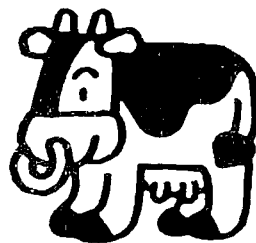
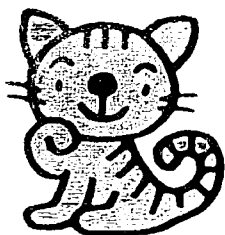
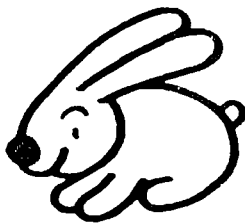
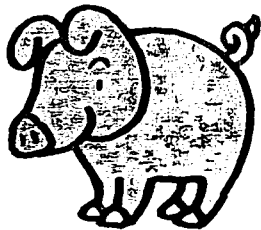
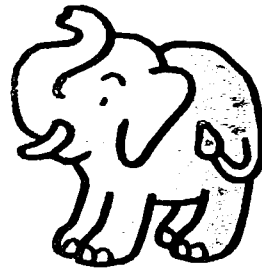
Name _____

X	O	O
O	X	O
O	O	X

tic tac toe

O	O	O
X	X	O
X	O	O

It's a dog.

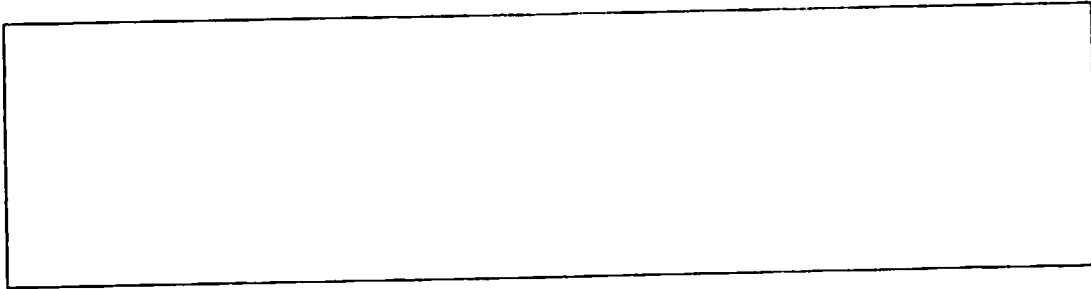


Name _____

X	O	O
O	X	O
O	O	X

tic tac toe

O	O	O
X	X	O
X	O	O



Name _____

cat



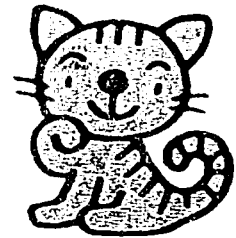
dog



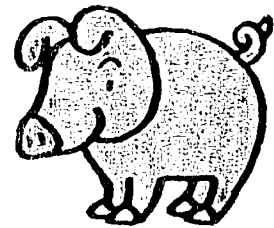
pig



cow



panda

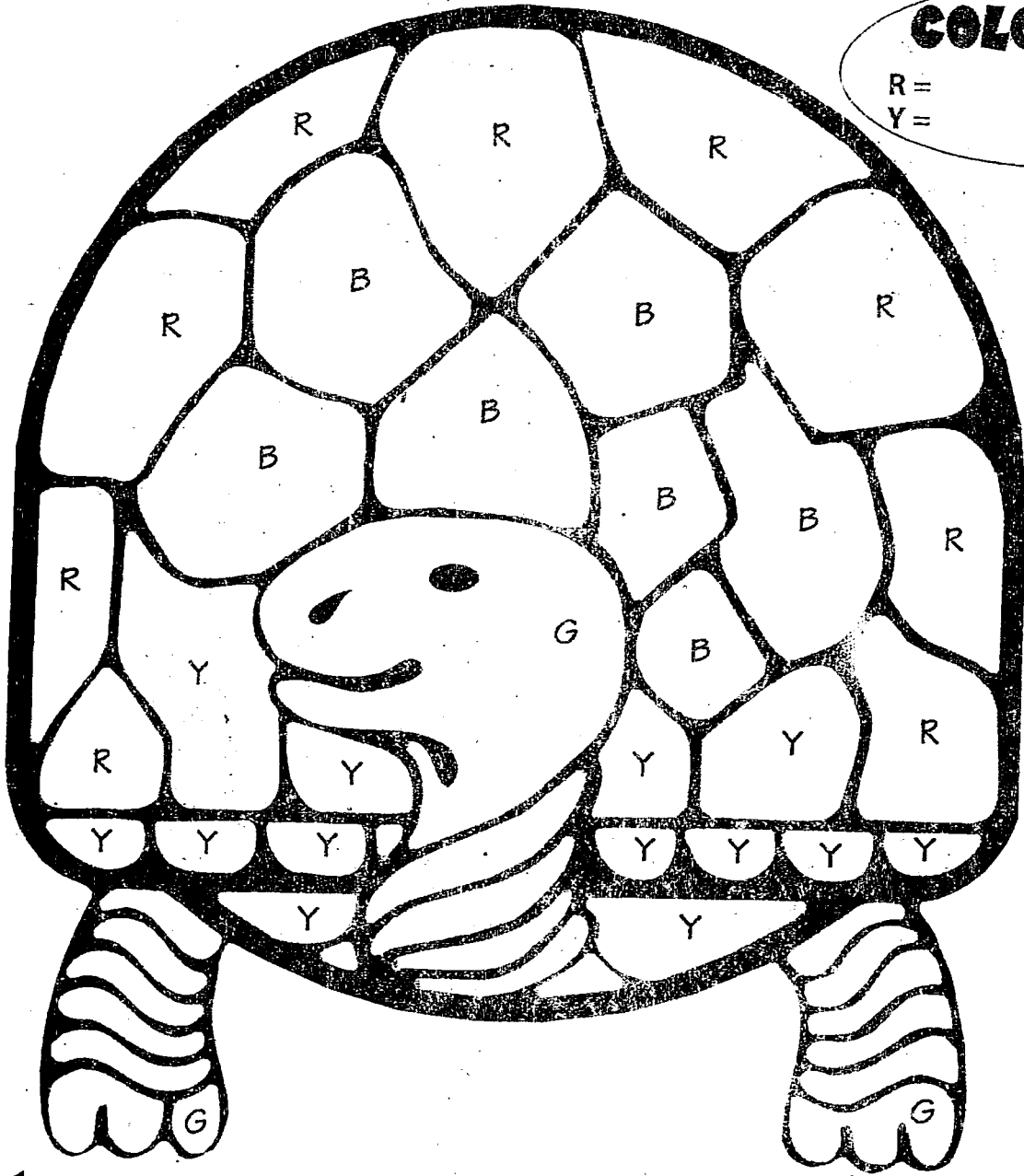


turtle

COLOR KEY

R =
Y =

B =
G =

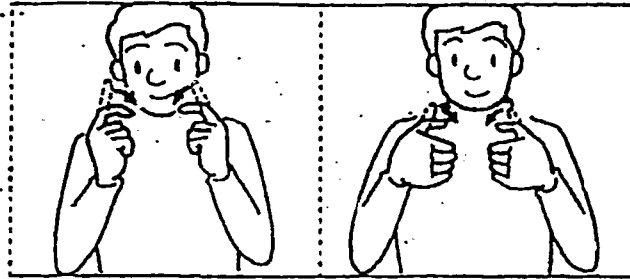


t t u u u r r r r t t t l l l l e e e

t u r t l e

Japanese Sign Language

あいさつ(人さし指) あいさつ(親指)



Aisatsu (Greetings)

おはよう こんにちは こんばんは

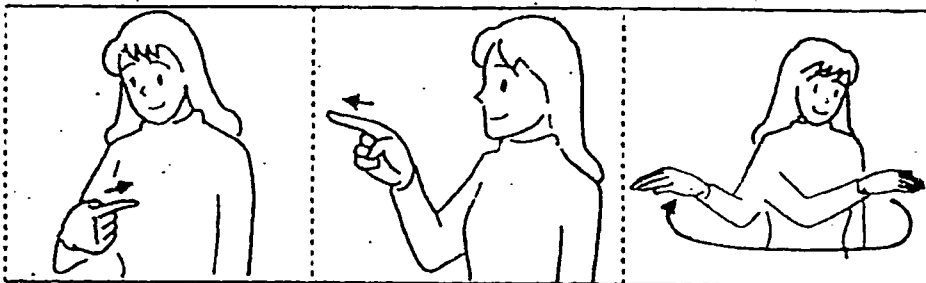


Ohaiyo (Good morning)

Konnichiwa
(Good afternoon)

Konbanwa
(Good evening)

わたし あなた みんな

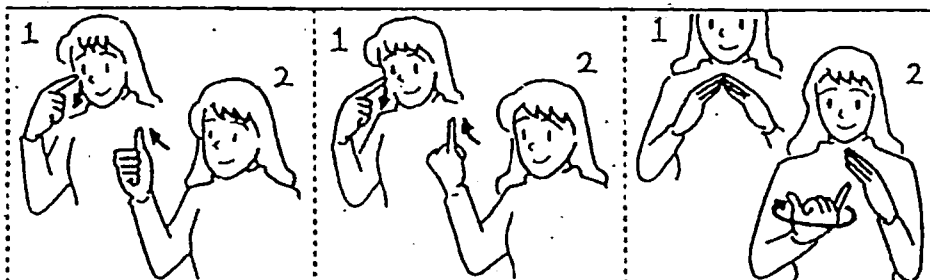


Watashi (I)

Anata (You)

Minna (Everyone)

父 母 家族



Chichi (Dad)

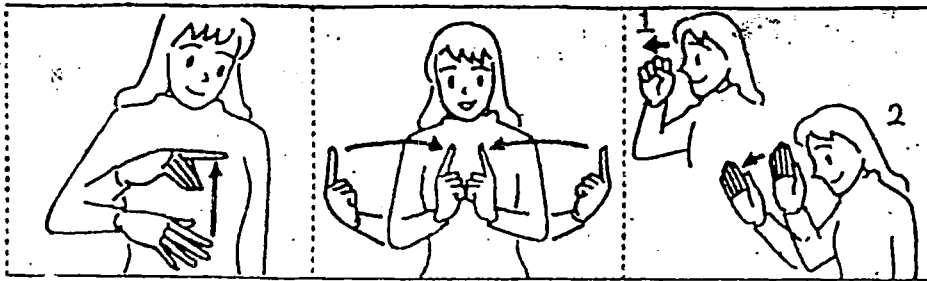
Haha (Mom)

Kazoku (Family)

はじめて

会う

よろしくお願いします



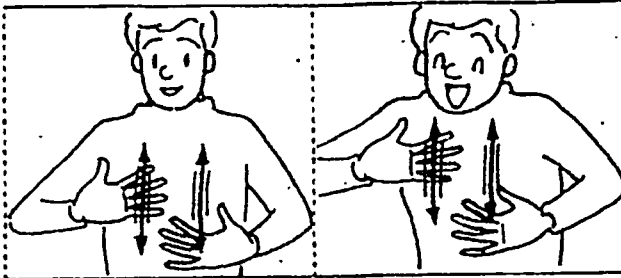
Hajimete (first time)

Au (to meet)

1Yoroshiku onegaishimasu
(Nice to meet you!)

うれしい

とってもうれしい



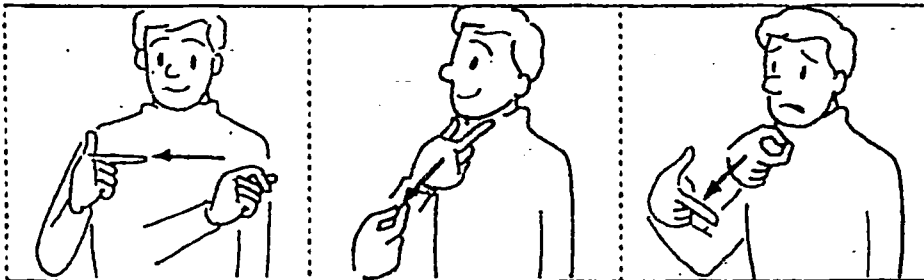
Ureshii (happy)

Totemo ureshii (very happy)

とても (大変)

好き

嫌い



Totemo (very)

Suki (like)

kirai (hate)

楽しい

きれい

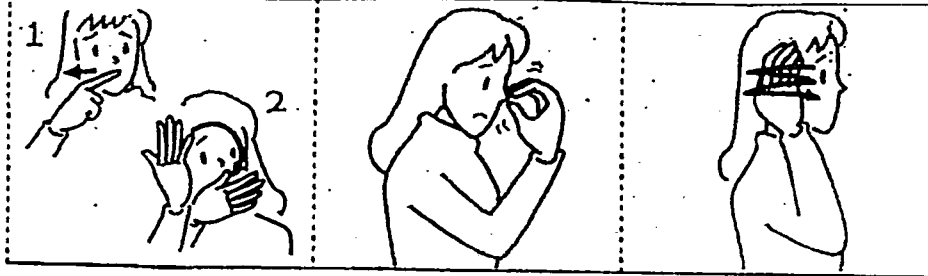
悲しい



tanoshii (fun)

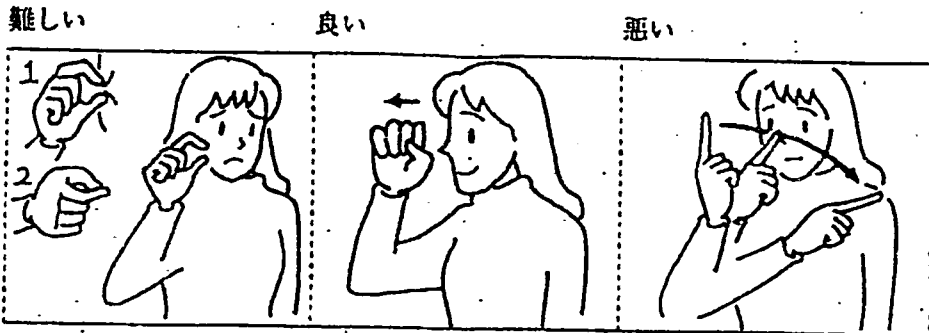
kirei (beautiful)

kanashi (sad)



hazukashii (shy/embarrassed)

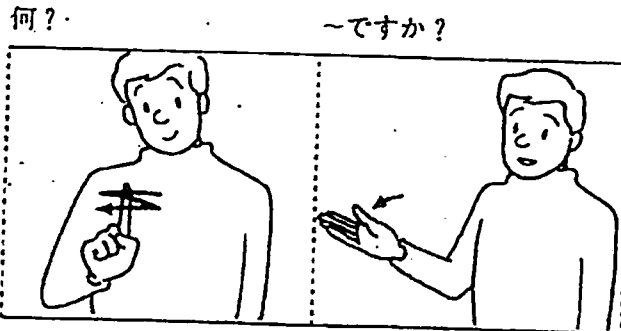
komaru (difficult)



muzukashii (difficult)

yoi (good)

warui (bad)



nani? (What?)

nani desu ka?
(What is this?)



itsu? (When?)

dare? (Who?)

doko? (Where?)



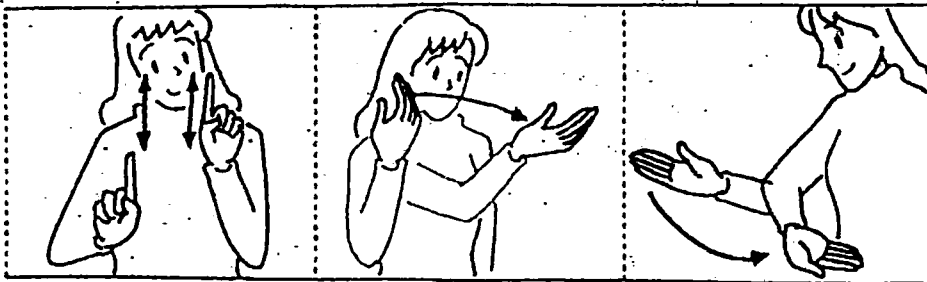
naze? (Why?)

douyatte? (How? to do something)

どちら? (選択)

質問(する)

質問(される)

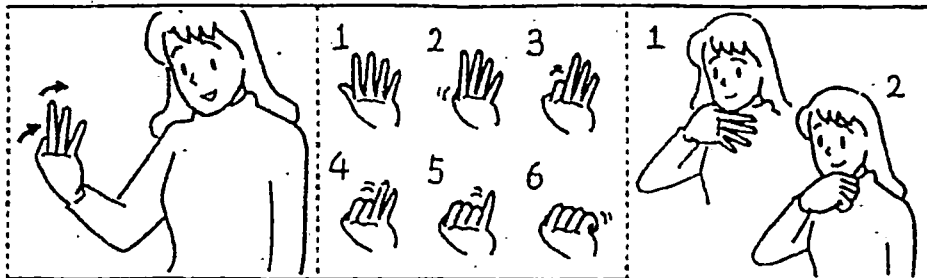


dochi? (Which?) *2shitsumon* (Question) *sareru*
(to receive a question)

いくつ? (数)

*指の動きの詳細図

いくつ? (年齢)



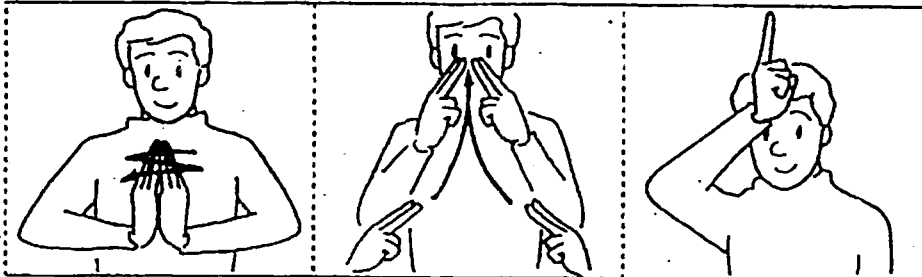
ikutsu?
(How many? things)

ikutsu? (How old?)

タイ

パリ

ドイツ



Tai (Thailand)

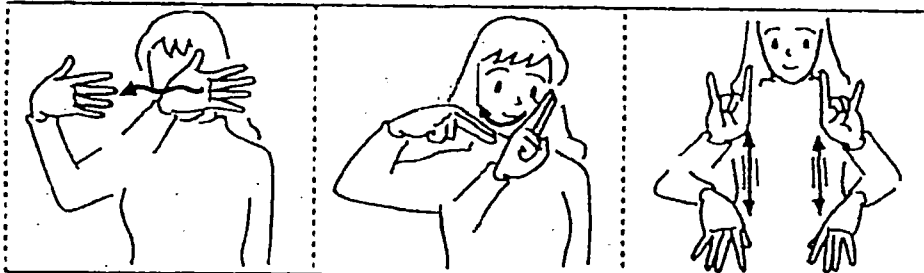
Pari (Paris)

Doitsu (German)

アメリカ

イギリス

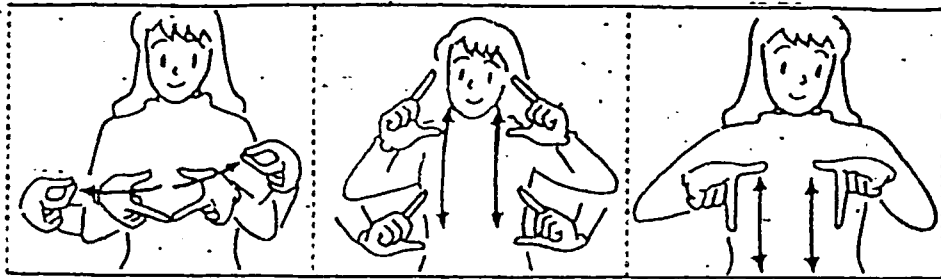
オーストラリア



Amerika (USA)

Igirisu (England)

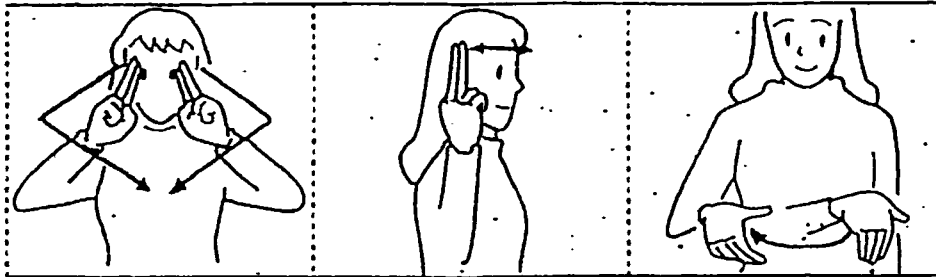
Osutorariya (Australia)



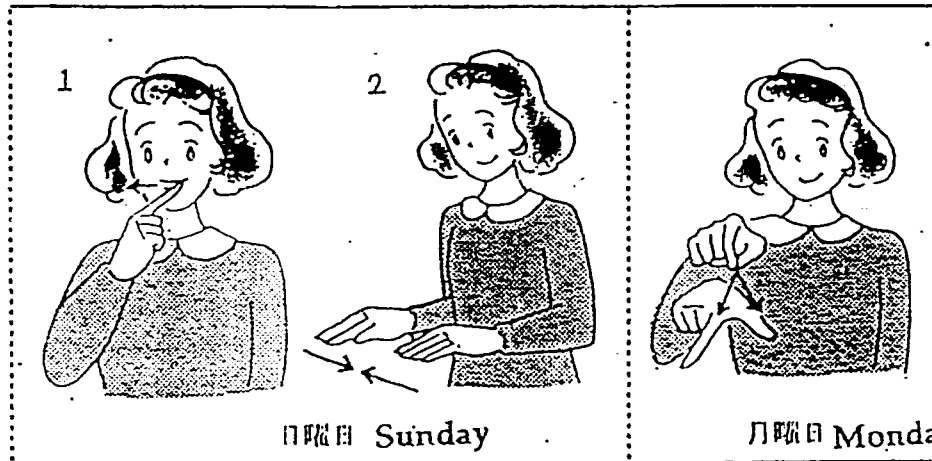
北海道 Hokkaido

大阪 Osaka

福岡 Fukuoka

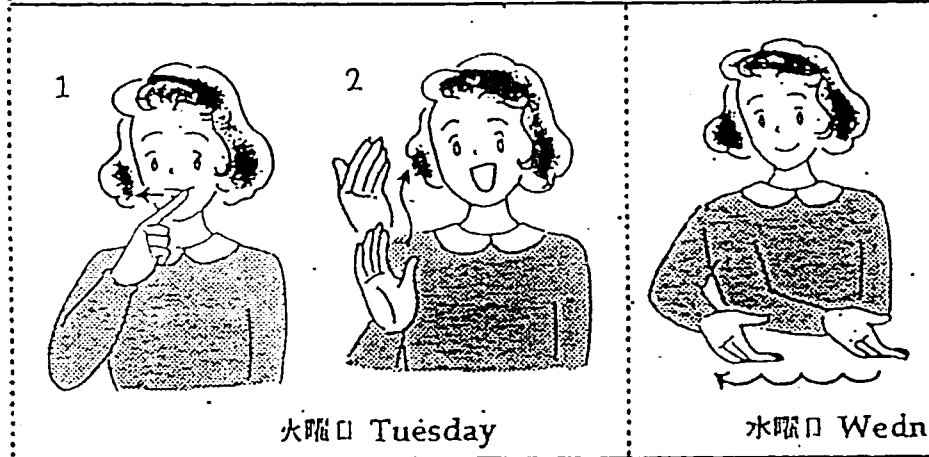


Days of the Week



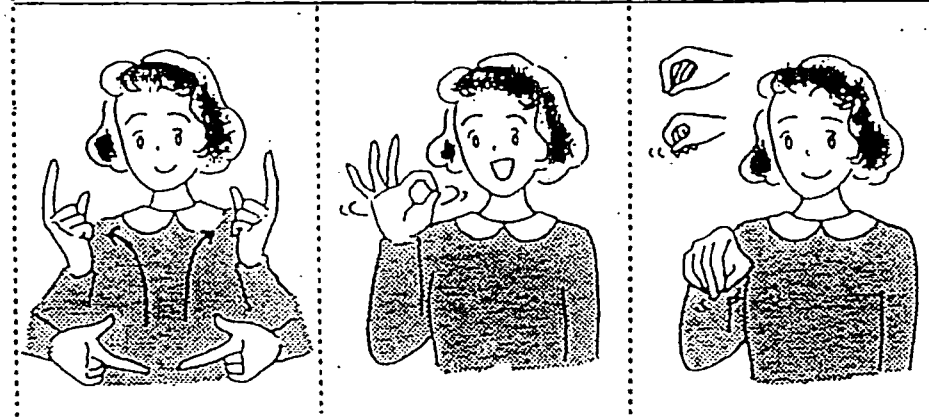
日曜日 Sunday

月曜日 Monday

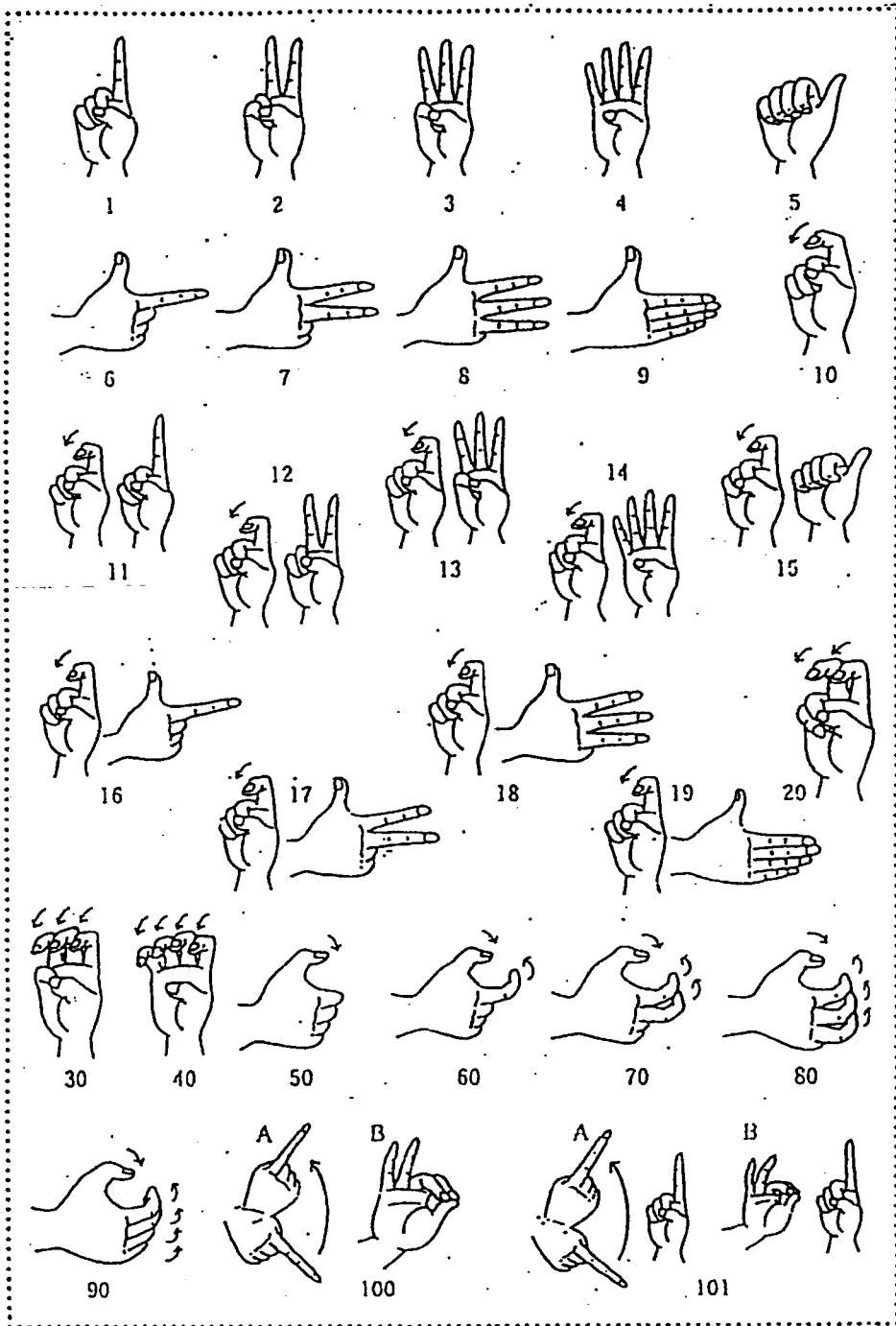


火曜日 Tuesday

水曜日 Wednesday



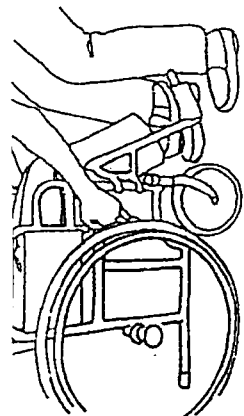
Numbers



Japanese Hiragana Sounds

は ha アルファベットのH, 	ひ hi 手組のHIN'1, 	ふ fu カタカナのフ, 	へ he カタカナのヘ, 	ほ ho カタカナのホ,
ま ma アルファベットのM, 	み mi 手組のHIN'3, 	む mu 手組のHIN'0, 	め me カタカナのメ, 	も mo 手組のMO,
や ya アルファベットのY, 	ゆ yu 手組のYU, 	よ yo 手組のYO, 		
ら ra アルファベットのR, 	り ri カタカナのリ, 	る ru カタカナのル, 	れ re カタカナのレ, 	ろ ro カタカナのロ,
わ wa アルファベットのW, 		を wo アルファベットのO, 		ん n カタカナのン,

あ a アルファベットのA, 	い i アルファベットのI, 	う u アルファベットのU, 	え e アルファベットのE, 	お o アルファベットのO,
か ka アルファベットのK, 	き ki 手組のKIN'0, 	く ku 手組のKIN'0, 	け ke アルファベットのE, 	こ ko カタカナのコのーW,
さ sa アルファベットのS, 	し shi 手組のSHIN'7, 	す su カタカナのス, 	せ se 手組のSE, 	そ so 手組のSO,
た ta 手組のTAN'0, 	ち tchi カタカナのチ, 	つ tsu カタカナのツ, 	て te 手組のTE, 	と to 手組のTO,
な na アルファベットのN, 	に ni カタカナのニ, 	ぬ nu 手組のNU, 	ね ne 手組のNE, 	の no カタカナのノ,



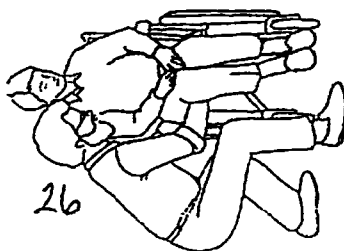
DO lock the wheelchair brakes whenever moving the child in or out of the wheelchair.

DO tell the child what you are going to do.

DO wear non-skid, low-heeled footwear (both helper and child).

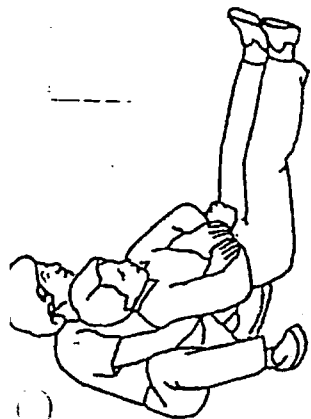
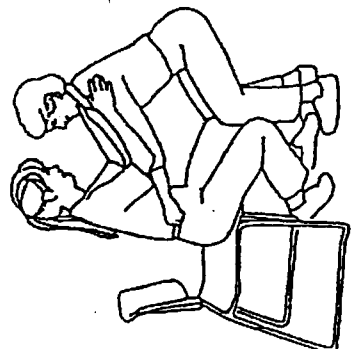
DO keep feet apart for a wide base of support.

DO remember to unfasten all seat belts and harnesses.

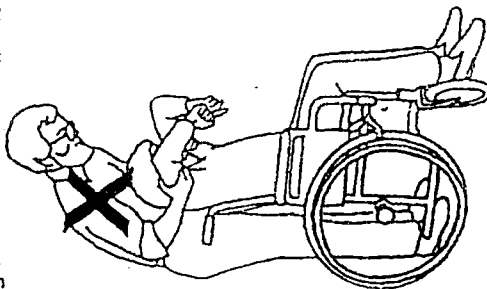


26

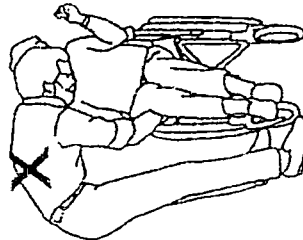
DO bend at the hips and knees.



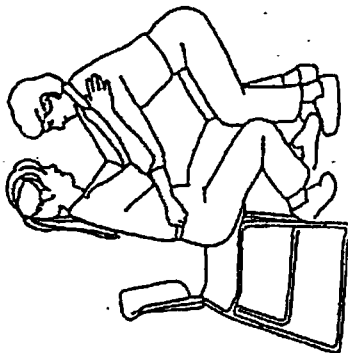
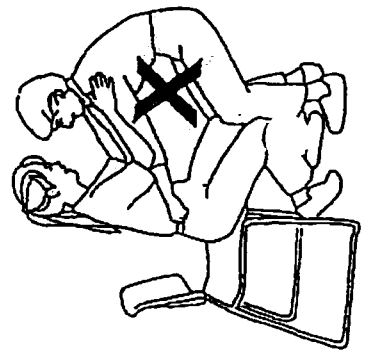
DO lift by holding the child at the waist or by holding the child's crossed arms.



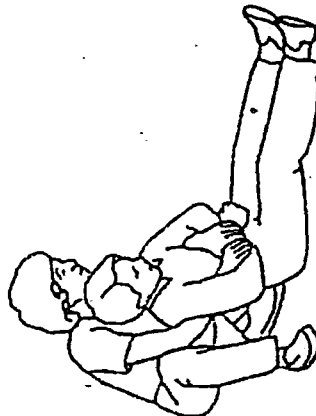
DO NOT lift with the child's arms.



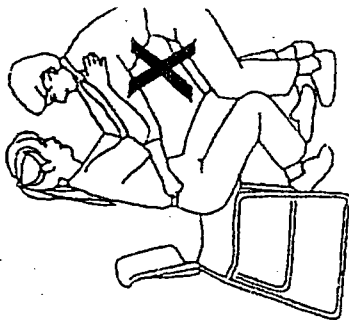
DO NOT bend forward at the hips while standing with the knees straight.



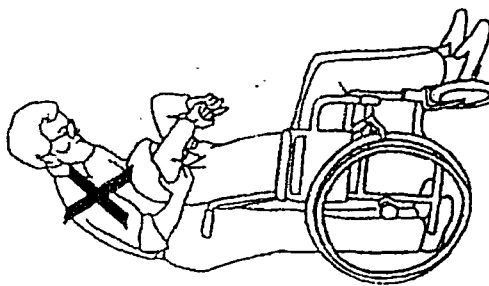
DO keep your back straight.



DO lift by holding the child at the waist or by holding the child's crossed arms.



DO NOT relax your back and let it





DO NOT lift with the child's arms.


STUDENT EVALUATION SHEET

Name _____

Birthday _____ Age _____

Likes  _____

Hates  _____


Moods  _____


<input checked="" type="checkbox"/> Strengths	<input checked="" type="checkbox"/> Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____


Goals _____

Name _____

Birthday _____ Age _____

Likes  _____

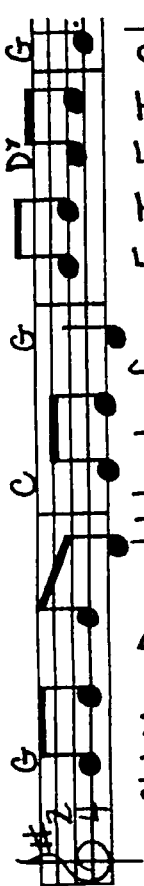
Hates  _____

Moods  _____

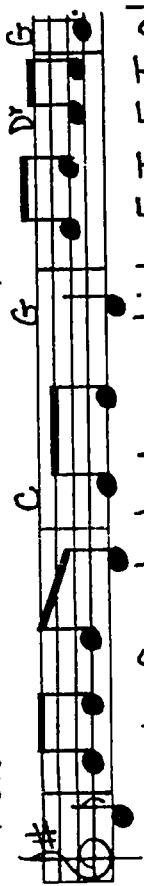
<input checked="" type="checkbox"/> Strengths	<input checked="" type="checkbox"/> Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____

Goals _____

OLD MACDONALD HAD A FARM



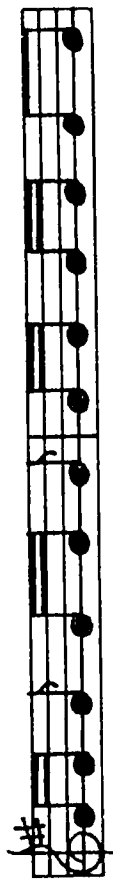
1. Old Mac-Don-ald had a farm, E-I-E-I-O!



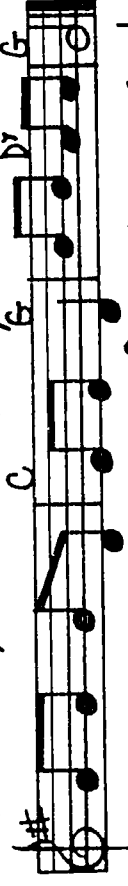
And on his farm he had some chicks, E-I-E-I-O!



With a chick, chick here, and a chick, chick there,



Here a chick, there a chick, Ev'ry-where a chick, chick,



Old Mac-Don-ald had a farm, E-I-E-I-O!

2. And on his farm he had some ducks, E-I-E-I-O.

With a quack, quack here and a quack, quack there.

Here a quack, there a quack, ev'rywhere a quack, quack,

Chick, chick here, and a chick, chick there,

Here a chick, there a chick, ev'rywhere a chick, chick,

Old MacDonald had a farm, E-I-E-I-O.

3. cow - moo, moo (Repeat duck, chick sounds.)

4. turkey - gobble, gobble (Repeat cow, duck, chick sounds.)

5. pig - oink, oink (Repeat turkey, cow, etc.)

6. donkey - hee haw (Repeat pig, etc.)

Actions:

a) bob head b) flap elbows c) milk cow d) make turkey tail by hooking thumbs and spreading fingers e) push up tip of nose f) hands up to make ears

Suggestion: Old MacDonald Had a Band - Use instrument names, make their sounds and pretend to play.

BINGO



1. There was a farmer had a dog and Bingo was his



name-o. B-I-N-G-O, B-I-N-G-O,

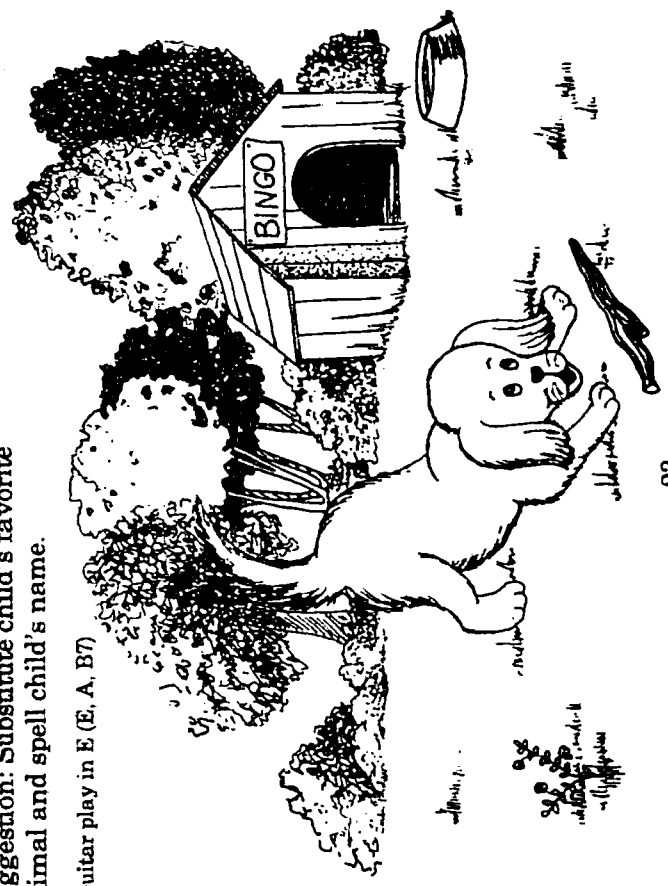
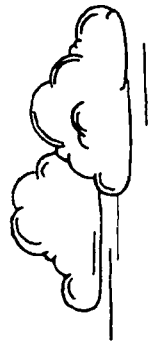


B-I-N-G-O, and Bingo was his name-o.

2. ... (Clap)-I-N-G-O...
3. ... (X)(X)-N-G-O...
4. ... (X)(X)(X)-G-O...
5. ... (X)(X)(X)(X)-O...
6. ... (X)(X)(X)(X)(X)...

Suggestion: Substitute child's favorite animal and spell child's name.

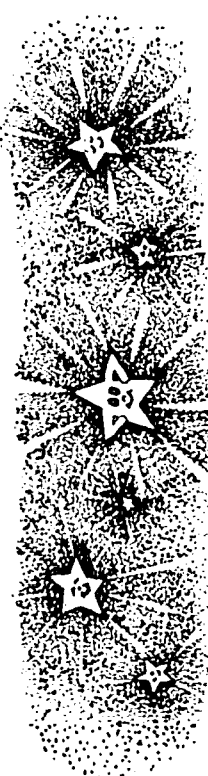
* Guitar play in E (E, A, B7)



TWINKLE, TWINKLE, LITTLE STAR

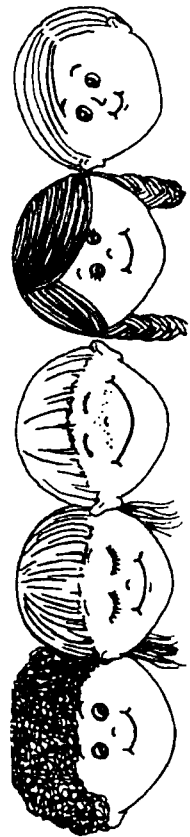
Jane Taylor 1806

Twin-^Ckle, twin-^Fkle, lit-^Ctle star, how I won-^{G7}der
 what you are. Up a-^Cbove the world so high,
 like a dia-^{G7}mond in the sky, Twin-^Ckle, twin-^{G7}kle,
 lit-^Ftle star, how I won-^Cder what you are.



GOOD MORNING

Good morn-^C-ing, good morn-^F-ing, and how do you do?
 Good morn-^{G7}-ing, good morn-^C-ing, I'm fine, how are you?



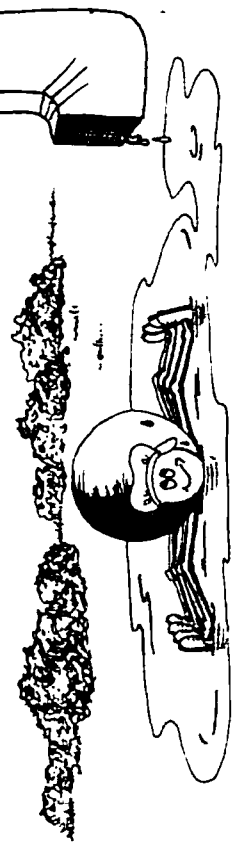
IF YOU'RE HAPPY

1. If you're hap-^{C7}-py and you know it, clap your
 hands. (clap, clap) If you're hap-^F-py and you know it,
 clap your hands. (clap, clap) If you're hap-^{B7}-py and you
 know it, then your face will sure-^F-ly show it. If you're
 hap-^{C7}-py and you know it, clap your hands. (clap, clap)

- 2. . . . stomp your feet (stomp, stomp) . . .
 - 3. . . . shout hurray (Hurrray!) . . .
 - 4. . . . do all three (clap, clap, stomp, stomp, hurrray!) . . .
- * Guitar play in E (E, A, B7)



"Wee Sing: Children's Songs and Fingerplays."
 Pamela Conn Bell and Susan Haagen Nipp



1 2 3 4 5 6 7 8 9 10

TEN LITTLE FINGERS

(Tune: Ten Little Indians)

1. One lit-tle, two lit-tle, three lit-tle fin-gers, Four lit-tle, five lit-tle, six lit-tle fin-gers, Seven lit-tle, eight lit-tle, nine lit-tle fin-gers, Ten fin-gers on my hands.

2. Ten little, nine little, eight little fingers,
Seven little, six little, five little fingers,
Four little, three little, two little fingers,
One finger on my hand.

Suggestion: Count other things such as toes, rocks, flowers, etc.

EENTSY WEENTSY SPIDER

The een-tsy, ween-tsy spi-der went up the wa-ter spout. Down came the rain and washed the spi-der out; Out came the sun and dried up all the rain; And the een-tsy, ween-tsy spi-der went up the spout a-gain.

Actions:

- make circles out of thumbs and forefingers, put tips together, twist upward
- wiggle fingers while moving downward
- push outward
- make big circle with arms over head
- hands in front, palms up, move up in rhythm

"All the other children at my school are stupid. Except I'm not meant to call them stupid, even though this is what they are. I'm meant to say that they have learning difficulties or that they have special needs. But this is stupid because everyone has learning difficulties because learning to speak French or understanding Relativity is difficult, and also everyone has special needs, like Father who has to carry a little packet of artificial sweetening tablets around with him to put in his coffee to stop him getting fat, or Mrs Peters who wears a beige-coloured hearing aid, or Siobhan who has glasses so thick that they give you a headache if you borrow them, and none of these people are Special Needs, even if they have special needs."

Copied from pg 56 of The Curious Incident of the Dog in the Night-Time. Mark Haddon.