What I Do At School – Activities and Ideas to support the books

Materials:

* Items in your classroom including the bookcase, board, desk, table, clock, books etc.

Books:

* What I Do at School
* Things in the Classroom

**Activity 1: What do you see?**

* Remember the book with the Grandmother and the moon. In that book the children should have learned the phrase, what do you see? You can either reuse that book to remind them of the phrase or if they already know it, go on with the activity.
* Walk around the room and point to items in the classroom such as the desk and say, *I see the desk, what do you see?* Ask a child and they have to point to an item in the room and say, *I see a book* and then ask their friend, *what do you see?*
* Continue going around the room until the children have stated the things that they know. When they get stuck, you take a turn and say, *I see a ….*and point to the item they didn’t know and use the word such as, *I see a bookcase*. Then continue on.
* Remind children to ask the question, *how do you say \_\_\_\_\_.* If they want to say something that they don’t know the word for.
* Pair children up and they can walk around the room playing the game together.
* Extension: Play where they don’t point. The children can say, *I see a book.* And the other child has to know they are saying a book and go point to it. *Here is the book.* Then that child can say, *I see a clock* and the child who goes to it and says, *here is the clock* gets to go next.
* Movement is known to increase retention of what they learn. Ensure the children have an opportunity to walk around while playing this game.

**Activity 4: Verb Game - What are you doing?**

This game can be played in small groups of four or with a whole class. The whole class version of the game is played with two lines facing each other in single file near a white board. The first two people take turns asking each other “*What are you doing?”*

Students must correctly say the action they are doing and provide a physical action while saying the phrase. *I am …(action word).*

For example if a student says, *I am sleeping* they can put their hands together and rest their head on their hands. If a student says *I am eating* they can pretend to eat with their hands.

A student should continue do the action and then ask the next student what they are doing. When a student is unable to say a new phrase they move to the back of the line.

Example: Partner A: *What are you doing?* Partner B*: I am eating*. Partner B: *What are you doing*? Partner A: *I am playing.* Partner B: *I don’t know what to say* (in the language) so then Partner B has to go to the back of the line. Partners are switched out once someone is unable to think of a new action word.

Variations: Beginners to the game should be given multiple opportunities to play and do actions. As players become better you can keep score and make it a competition; each side getting points for correctly saying the phrase and making an action. Verbs should not be repeated so that students can develop their vocabulary once they move beyond the beginner level.

**Suggested Verb List**

I write, I read, I sing, I listen, I draw, I play

I am sleeping, I am eating, I am sitting, I am drinking, I am walkıng, I am crawling towards, I am cooking, I am dancing, I am hunting, I am pushing, I am running, I am cleaning, I am sweeping, I am packing, I am brushing (my hair), I am hugging

**Activity 3: Read the books**

* What I Do at School
* Things in the Classroom
* Select either book listed above to read with the students
* Follow the same process of engaging the learners – ask them questions about what they see in the book – use the verbs you’ve been practicing in the verb game and nouns for the classroom, desk, pencil, paper etc.
* You can read the English books to get a sense of what they were trying to teach but feel free to use the books to practice any of the vocabulary and phrases you’ve been working on
* Partner the children up and have them read the books to each other