Input-driven Activities

**Picasso of Plates**

1. Describe a scene, character or detail from a story.
2. Students place the paper plate on their head and must draw what was described.
3. Students may not remove the paper plate from their head until the teacher indicates time is up.
4. Partner up and compare contrast your partner’s drawing with the paper plate.

**SUPPLIES:** Paper plate / pencil

**Activity Credit:** Cindy Hitz - Carrie Toth

**Re-reading**

Rereading consists of on-going and repeated encounters with a text, guided by a particular task so that segments of the text get revisited and rethought.

Rereading is the most effective type of reading because it offers learners the opportunity to re-think messages and see features they have not noticed in initial reading.

**Picasso of Plates VARIATION**

1. Write several different excerpts that describe a specific scene or character.
2. Randomly pass out a description to students.
3. Students have 2 minutes to draw their assigned scene.
4. Students pair up to discuss each other’s drawings in order to determine what scene or character their partner has drawn.

**Picasso of Plates**

1. Write several different excerpts that describe a specific scene or character.
2. Randomly pass out a description to students.
3. Students have 2 minutes to draw their assigned scene.
4. Students pair up to discuss each other’s drawings in order to determine what scene or character their partner has drawn.

**Review Charades**

1. Break the class into partners or small groups.
2. Select a few scenes from a story.
3. Randomly assign a scene to partnegrroups to act out. (Students must act silently like charades.)
4. The rest of the class watches the scene and then must pennte the text to find the exact location (page number and paragraph) of that scene.
5. The first group to find and read the scene wins.

**University Texas at Austin**

Rereading is the most effective type of reading, because it offers learners the opportunity to re-think messages and see features they have not noticed in initial reading.

**Foreign Language Teaching Methods Online Modules, University Texas at Austin**

Rereading is the most effective type of reading, because it offers learners the opportunity to re-think messages and see features they have not noticed in initial reading.
Write names of famous people or characters of books on small pieces of paper. Put them into a hat. Students draw one out of the hat and have 1 min. to invent a memoir that appropriately depicts that person.

Activity credit: Martina Bex

Write several six-word memoirs yourself. Put them in a hat. Pull one out of the hat and read it (or have a native speaker read it) to the students. Students must use background knowledge to determine who it is.

In the Galápagos, fresh water is an important resource.

Although we used dynamite every day, we never felt comfortable. It was hot in the rainforest and the humidity... well, we won't even mention that. During the day the temperature in Culebra could reach 38°C (100°F). This combination of extremely high temperature and the rainforest humidity caused problems with the glycerine in the dynamite, making it very unstable. This instability caused many dangerous explosions.

The cactus sees a couple kissing.
The cactus buys marshmallows.
The cactus goes to the office but no one likes him.
The cactus goes to the office and everyone likes him.
The cactus is in the elevator alone.

My father is in the basement. He only pretended to escape to France.

Brandon! Did you poop on the floor?

I just miss my sister... and my mom... and my horse, Bender.

My father is in the basement. He only pretended to escape to France.

Copyright © 2018 Fluency Matters

FluencyMatters.com
You guys aren't going to believe me but... the piñata is alive. It's a zombie.

Maybe Alex was right? Maybe I should find the coast on my own...

Describe Brandon Brown. Describe the dog. Can you figure out which is which?

He has 2 legs.
He has no collar.
He rides his bike.
He eats in the fort.
He eats in the closet.
He puts on his pajamas.

Activities in groups, each student has a number 1-4.
Ask a question. All students write answer.
Call a number. ONLY that number holds up board to win point for group.

Roles:
Runner ~ Writer ~ Listeners

Post phrases in hall or across room. Runner runs to memorize phrase (includes accurate spelling) and return with info.

Numbered Heads Together
Students in groups, each student has a number 1-4. Ask a question. All students write answer. Call a number. ONLY that number holds up board to win point for group.

Several phrases - finish by putting them in correct order!

Quiz-Quiz-Trade
Note cards that have question on one side and answer on the other side. Give each student a card.

Cut-up TG comprehension questions work perfectly! Use the answer key page!

Keep checking until it is perfect.

Activity credit: KaganOnline.com
Step 1. Have students stand-up, put their hands-up and then pair-up with someone else who has their hand up.

Step 2. Partner A quizzes.

Step 3. Partner B answers.

Step 4. Partner A coaches or praises.

Step 5. Switch roles.

Step 6. Partners trades cards and raise their hands to find new partners.

Step 7. Repeat steps 1-6 a number of times.

Step 8. Switch roles.

Steps 6. Partners trades cards and raise their hands to find new partners.

Step 7. Repeat steps 1-6 a number of times.

Thank you!
Hope to see you in St. Pete...

Carol@FluencyMatters.com
Carrie@FluencyMatters.com
Kristy@FluencyMatters.com

Activity credit: KaganOnline.com

iFLT 2019
The International Forum on Language Teaching
Step 1. Have students stand-up, put their hands-up and then pair-up with someone else who has their hand up.

Step 2. Partner A quizzes.

Step 3. Partner B answers.

Step 4. Partner A coaches or praises.

Step 5. Switch roles.

Step 6. Partners trades cards and raise their hands to find new partners.

Step 7. Repeat steps 1-6 a number of times.

Step 8. Switch roles.

Steps 6. Partners trades cards and raise their hands to find new partners.

Step 7. Repeat steps 1-6 a number of times.