

# More ESL Teaching Ideas

**Grades 1-8**

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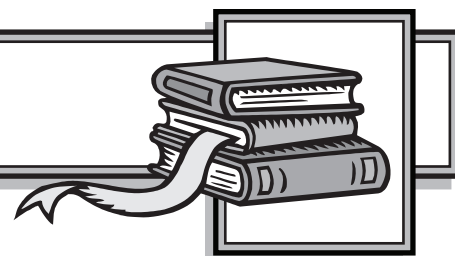
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# Introduction to Verbs

**Verb Visual Cards:** (pages 31 – 32)

Introduce these 16 verbs common to students orally and concretely by demonstrating each action and asking students to perform them. Games such as Simon Says can be played to reinforce the meaning of each word. The pages can be duplicated, cut, and used as flashcards and for card games such as Go Fish and Concentration. To improve a student’s word recognition and reading skills, labels can be removed and a new set of cards created with labels only. These can then be used to extend games.

**Matching:** (pages 33 – 34)

Students complete a cut and paste activity requiring them to read simple sentences and select the picture that matches the given sentence. Teachers should review each sentence with students prior to the activity. These pages combine both nouns and plurals (introduced earlier in this book) with the new vocabulary. Ensure that students pronounce the words correctly and that the correct emphasis is used.

**Is/Are:** (page 35)

This introduces the use of “is” and “are” and the verb ending “ing”. Provide students with many oral examples before beginning this activity. Observe and describe activities undertaken by classmates in the classroom, gym, or on the playground using simple sentences, (e.g., “The girl is jumping”). Question students (e.g., “What are the boys doing?”) and encourage students to answer using complete sentences (e.g., “The boys are reading”). With teacher assistance, students draw a line from the sentence to the matching picture.

**Sentence Writing:** (pages 36 – 37)

This requires students to write simple sentences to describe actions pictured and answer patterned, simple questions.

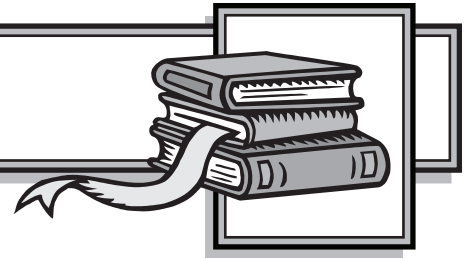
**What Do You See?:** (page 38)

This depicts children playing in a playground and requires students to generate simple sentences to describe activities and the actions of the children pictured. Students can draw additional activities to make the scene more personal. Completion of this activity should follow an oral discussion describing the scene and the actions depicted.

**Word Search:** (page 39)

This requires students to find the 16 verbs and write the words on the lines provided.

# Introduction to Food



## **Visual Cards:** (pages 41 - 42)

Sixteen common foods are introduced. Introduce foods orally and allow students to color each one. These pages can be duplicated on tagboard to play card games such as Go Fish and Concentration. Send a set of cards home with the student to play games with parents and siblings for additional practice. To improve a student's word recognition and reading skills, labels on the food cards can be removed and a new set of cards created with labels only. These can then be used for card games.

## **Tic/Tac/Toe:** (page 43) **and BINGO:** (page 44 – 47)

Use the visual cards with these games to provide additional practice of food vocabulary.

## **What Is It?:** (page 48)

This can be used to assess students' ability to identify food items and to begin writing simple sentences. Students may use the Visual Aid cards to assist them with correct spelling as they write their sentences.

## **Foods I Like, Foods I Do Not Like:** (page 49)

This is used to discuss food preferences and practice classification skills. Encourage students to draw additional food items on the lists, that can then be labeled by the teacher. This activity can be extended by having students question classmates to discover their likes and dislikes. The results can then be graphed.

## **Riddles:** (page 50 – 51)

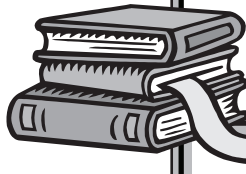
This introduces additional related vocabulary: eat, drink, use, glass, fingers, and hands. The riddles are patterned to encourage independent reading, following introduction by the teacher. Students can then create similar riddles for classmates and teachers to solve.

## **Following Directions and Matching:** (pages 52 – 53)

These worksheets provide students with activities to further reinforce food vocabulary, develop word recognition skills, and review plurals.

## **Vegetables and Fruits:** (pages 54 – 55)

Provide visual support for identifying individual fruits and vegetables with these visuals. These cards can be added to the other food cards for more challenging games and for further classification practice.



# Introduction to Prepositions

Always begin with oral and concrete activities to introduce the target words. Refer to the suggestions on page 7.

For beginning ESL students, it is a good idea to tell them that these new words tell “where” someone or something is. Each preposition should be demonstrated in a range of situations (in a backpack, in a box, in the desk). Following oral directions or “Simon Says” or “I Spy” games are fun ways to reinforce the meaning of these challenging words. In “Simon Says”, verbal instructions are given, and the student acts them out. An example is “Simon Says put your hands behind your back.” If the instruction does not begin with “Simon Says” the student does not follow the command. If he does, he is “out” and becomes the leader. For I Spy, “I spy something that you can read on top of the shelf. What is it?” The student follows the cue and looks for the item. Drawing activities can be incorporated as well.

## **Visual Cards:** (pages 56 – 57)

These cards introduce the key 16 prepositions. Each picture is labeled with a phrase to demonstrate the word in context. Introduce a few at a time. Most of the prepositions have been paired with an opposite. Spend as much time as needed to ensure the student comprehends the meaning of each preposition. Refer to the suggested games on page 9.

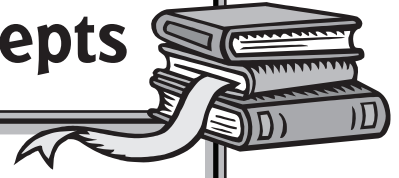
## **Where Is It?:** (pages 58 – 59)

This page reinforces the key prepositions. Depending on the reading level of the student, the sentences can be read aloud by the teacher. Discuss the picture orally first by asking key questions such as, “Point to the first picture. What do you see?” The second **Where Is It?** is a more challenging activity requiring the student to write the missing preposition. This activity page can be used to informally assess the student’s comprehension level. An additional challenge is for the student to draw pictures and ask a friend to describe where the object or person is.

## **Fun at the Park:** (pages 60 – 62)

The image on page 60 is used with pages 61 and 62. For **Fun at the Park – Follow the Directions**, the student is required to read and follow directions. This is a cut, paste, and color activity and can be easily modified for non-readers. This activity is a great assessment tool to measure comprehension of the prepositions. Ask oral questions about the location of key objects and persons in the scene. **Fun at the Park Story Writing** has students describe the park scene. The student can draw additional pictures to make the scene more personal. The student is expected to generate at least five sentences. A word box is included to assist students requiring additional help.

# Introduction to Calendar Concepts



Calendar concepts are important functional skills to teach all students. The days of the week and months are used frequently in various contexts. The abstract terms *yesterday*, *tomorrow*, *in a few days*, *the day before*, *the next month* need to be directly taught in different contexts. It is important to engage students in meaningful activities in order for them to learn the calendar concepts.

## **Days of the Week:** (page 63)

Here, we introduce the days of the week. Practice reciting the days in order until the students are able to articulate them clearly. The abbreviated forms are not introduced but can easily be linked. The words are copied in the space provided. The directions at the bottom may have to be read aloud for non-readers.

## **Today, Tomorrow, Yesterday:** (page 64)

Here we introduce the terms *today*, *tomorrow*, and *yesterday*. These are commonly used in casual conversations both at school and with friends. These terms should be practiced orally on a daily basis until the student demonstrates mastery.

## **Before, Next Day, Day After:** (page 65)

Here we introduce the abstract phrases, *day before*, *next day*, and *day after*. These terms are used frequently to describe when an event is going to occur. Practice these terms orally before completing the worksheet. Students can challenge each other with their own questions using these terms.

## **Follow the Directions:** (page 66)

This is a more challenging activity that reinforces the time concepts *day before*, *next day*, and *day after*. It involves reading, and a cut and paste activity.

## **Months of the Year:** (page 67)

Here we introduce the months of the year. Practice reciting the months to develop clear articulation. Various games and activities can be included to engage the students. One student can state a month, and the next must state the following month or continue around the group.

## **Find the Months of the Year:** (page 68)

Students practice word recognition with this word search for the twelve months. Abbreviations are not included.

## **Month Challenge:** (page 69)

This is a more challenging activity that involves the concepts *before*, *next*, *between*, and *after* in a range of questions about the months. Oral activities are recommended first before the written activity. These are terms that are commonly used.

## **Calendar Challenge and Calendar Challenge - Follow the Directions:** (pages 70 - 71)

This is a following directions activity. The student reads the six questions and cuts and pastes the corresponding pictures on the blank month on page 70.