WARM-UP ACTIVITY BANK

Throughout the *Connectivity* Teacher's Edition and Lesson Planner, the teacher's notes provide focused warm-up activities for each unit. As a supplement to those suggestions, the list below provides you with some quick, general, game-like activities that can be used at the beginning of class. These activities:

- help students transition from their first-language environment to an English-speaking one.
- accommodate latecomers to class (and motivate students to be on time).
- add some fun to the start of class.

Warm-ups recycle language studied in one or more previous units. They don't require any extra materials or special equipment.

Warm-ups should take only 2–3 minutes of class time. You may want to use an egg timer or the timer on your phone, or ask a learner to be the timekeeper.

Levels 4–5

CATEGORIES

Write five categories on the board (for example: *animals, foods, countries, furniture, sports*). In pairs, have students list the categories on a piece of paper. Choose a letter (A–Z) at random, and write it on the board. When you say go, pairs write down a word for each category beginning with the letter on the board. For example, if the letter is *C*, example answers are *cat, cake, Cambodia, chair, cricket*. The first pair with five correct answers wins.

SHAPE SHARE

In pairs, have students take out a piece of paper and a pencil. Ask students to face away from the board. Draw a large vertical rectangle on the board. In the rectangle, draw 3–4 random shapes (for example: lines, circles, triangles, squares). Then, tell Student A to face front while Student B stays facing away. When you say go, Student A has one minute to give Student B instructions on how to replicate the drawing on the board. For example, *In the top left corner, there is a large circle. In the middle, draw a short horizontal line*. Remind students they can use only words, no gestures. After one minute, call time. Have students turn around and compare their drawing with the drawing on the board.

STORY CIRCLE

Write a sentence on the board to start a story. For example, Yesterday, *I bought two chocolate cakes*. In small groups, have students take turns adding one sentence to the story. For example, *Student 1: I walked home carefully carrying one cake in each hand. Student 2: I rang the doorbell for someone to open the door, but nobody answered. Student 3: Then out of nowhere, my dog jumped up and opened the door!* After two minutes, call time.

INFO QUESTIONS

In pairs, have students take turns sharing something they believe to be true and asking each other questions beginning with *Who, What, Where, When, Why, and How.* For example, *A: Too many people can't access clean water. B: Where is water polluted? What makes water dirty? Why is this problem so serious? How can we solve this problem?* If they can, students should answer. If not, suggest they say, *Good question. I don't know.*

TABOO

Arrange students in pairs. Student A sits facing the board, and Student B sits facing away. Write a word or phrase on the board (for example: *graphic design*). When you say *go*, Student A has one minute to get Student B to guess the word or phrase using associated words as clues but not any part of the word or phrase itself. For example, Student A could say *job, visual, logo,* and *colors* as clues, but not *graphic* or *design*. After one minute, call time. Have students switch roles.

WHAT'S DIFFERENT?

Have a volunteer stand in front of the class for fifteen seconds while the other students notice what the person is wearing. Then, take the volunteer outside of the room, and change one thing about what he or she is wearing (for example: move a hair clip, roll up a sleeve). Bring the volunteer back to the front, and elicit from the class declarative statements about what's different. Each student gets only one chance to guess. For example, *Your hair clip is now on the left. Your right sleeve is rolled up.* The volunteer responds with *yes* or *no*. The student who guesses correctly wins.

SYNONYMS, ANTONYMS

Arrange students in groups of three. Have them individually draw three columns on a piece of paper. Give students thirty seconds to list three adjectives in the first column (for example: *happy, tall, difficult*). After thirty seconds, ask students to pass their papers to the left. Have them write synonyms for their partner's adjectives in the second column (for example: *glad, high, hard*). After thirty seconds, ask students to pass their papers to the left. Have them write down three antonyms to complete the table (for example: *sad, short, easy*).

TONGUE TWISTER

Arrange students in pairs. Give each pair one or two sounds (for example: /p/ and /b/). Have students create a tongue twister—a sentence with 8–10 words, five of which must begin with the sounds given (for example: *Peter Piper picked a peck of pickled peppers*).

TELEPHONE

Ask students to stand side by side in a straight line. Whisper an expression (for example: *Take it easy!*) or a sentence (for example: *I love to go hiking with friends.*) so only the first student in the line can hear you. This student then whispers the same expression or sentence to the next student. Students repeat until the message reaches the last player in line. This student says the expression or sentence aloud so the class can hear how much it has changed.

COMPARISONS

Arrange students in small groups. Write a category on the board (for example: *cities, animals*). Say aloud a comparison of two objects from this category (for example: *Monkeys are louder than snakes*). One student from each group then makes a new comparison starting with the second noun, snakes (for example: *Snakes are scarier than bunnies*). Students continue to take turns making comparisons in this manner for two minutes.