ACTIVITY 1: Linking Language Strategy

Level Intermediate-Advanced

Objective Accesses background knowledge and prior experience; pre-assess vocabulary

Materials images of key vocabulary, tape, blackboard, enough chalk for each

student

Steps

PRE-ACTIVITY

1. Choose three to five pictures that represent key words for the reading (use Google image, stock images, etc).

2. Tape the pictures on the blackboard creating “stations”. Number each station (numbering makes for easy referencing).

\*\*Google image posts the searched vocabulary word at the top of the printed picture. Be sure to cut this part out, or else the students will see the target vocabulary!!

IN-CLASS ACTIVITY

3. Assign groups of students to each station. Simply divide the class into the number of stations (i.e., 15 students/three stations= five students per station).

4. Instruct students to write the first few words or phrases that come to mind when looking at the picture. Each student should write at least one word or phrase. Allow one to two minutes for students to write.

\*\*Allow students to write in their native language if they cannot think of words, concepts, or phrases in English.

5. When students are finished writing, instruct them to move to the station to the right.

6. Repeat steps 4 and 5 until students have written words or phrases for all stations.

\*\* Encourage students not to look at the other words written down at each station. If students do in fact look (which some inevitably will), inform students that it is O.K. to have the same words or phrases repeated.

7. Instruct students to return to their original stations.

8. Ask students to

a) review all of the words and phrases written on the board for their picture.

b) circle common ideas or vocabulary

c) underline important concepts

9. After students are finished grouping similar vocabulary and concepts, have students share their information with the rest of the class.

10. Discuss the vocabulary and ideas as a class. Highlight any other important words or ideas.

11. It is important for the teacher to give emphasis to vocabulary that is part of the key words for the reading.

12. Identify the key words, and clearly label each pictures as such.

Variations

* Ask students to group similar vocabulary or ideas using different symbols (circle, underline, double underline, star, box, etc.).
* When reviewing the information, you can ask students to explain why the vocabulary and ideas are similar and have discussions about how they apply to the picture.
* You may even ask which student thought of a particularly interesting word or idea and how they came up with it.

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ACTIVITY 2: What Does It Mean To You?

Levels Intermediate - Advanced

Objective Access background knowledge;

Materials Key words from reading; writing journals or piece of paper

Steps

1. When the Linking Language Strategy activity is complete, instruct students to return to their seats and to take out their writing journals, or a piece of paper if they do not use writing journals.

2. While students are getting settled and prepared

a) first, erase the board

b) next, write the following prompt on the board

*“What do these words (list key words from each station) mean to you in your native culture?”*

3. When students are ready, direct them towards the prompt on the board by either reading the prompt, or asking a student to read the prompt.

4. Model the activity by sharing an example of what one of the words means to you based on your culture (i.e., freedom for Americans built our government; all people are free; individual choices, etc.).

5. Have students free write their response for 15-20 minutes.

\*\* Be sure to stress to your students that during a free write grammar and spelling are not graded, that they are to write without stopping, and that their goal is to get proper ideas out.

Variations

* If the classroom is culturally diverse, students can share what each word means to them in their native culture in small groups.
* Reverse survey - Quickly glance through their written responses and write categories on the board according to students’ connotations or sentiments. Then ask students to move to the parts of the board that represent the sentiment or connotation they chose for their original picture. Students can see results.