HAND in HAND

Teacher's Manual

3

Teacher Resource CD

e-future

HAND in HAND 3

Teacher's Manual

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Ⓚ This book has been printed with non-toxic materials.

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3

e future

Contents

Lesson Plans

Tests

Characters

Matt Lewis

Jumbo

Mila Lopez

Jade Chen

Joey Jones

Sunny

Fluffy

Ditto

About Hand in Hand

Course Approach

Every student deserves a dynamic education that prepares them for life in the 21st century. *Hand in Hand* is skillfully designed to deliver exactly the education that students need to succeed in today's world. At the heart of *Hand in Hand* is the recognition that global awareness, content and language integrated learning (CLIL), and 21st century skills are necessary components for success, both in classrooms and the outside world. *Hand in Hand* is a comprehensive seven-level course designed to transform students into confident English speakers and capable global citizens.

Course Features

Hand in Hand takes English learning to a whole new level. The series incorporates proven English language learning techniques with an innovative twist: 21st century design. Each unit is infused with exercises and activities that encourage communication, collaboration, critical thinking, and creativity. Additionally, *Hand in Hand* recognizes the growing importance of a globalized curriculum and the practicality of content and language integrated learning (CLIL). It includes a glimpse into a different world via a specialized section, *The World around Us*, which showcases assorted countries, experiences, and students from other cultures. *School Link* segments blend academic content (such as social studies, science, art, and math) and language-learning together to make for a dynamic curriculum.

Course Philosophy

• Learn English together - Inspire communication and cooperation with one another.
• Share cultures together - Help create a global community built on mutual understanding and respect.
• Grow and develop together - Cultivate necessary skills to become successful global citizens.
• Go beyond boundaries - Challenge students to explore new ideas and ways of thinking.

Course Level Guide

Hand in Hand is uniquely designed for students studying at an elementary school level. The first book in the series, *Hand in Hand Starter*, is intended for students at the very beginning of their English education. The remaining six course books progress consistently so that students are able to master communicative interactions and self-expression in various contexts.

Hand in Hand combines steady vocabulary and grammar progression with the functional objectives of the Common European Framework of Reference for Languages (CEFR) and Young Learners English (YLE) Tests, and features language that students can use in their daily lives. The following charts illustrate where the *Hand in Hand* series stands in comparison to the CEFR and YLE.

· Hand in Hand and CEFR/YLE level correlation

Hand in Hand \ CEFR/YLE	A1 Starters		A1 Movers		A2 Flyers	
Starter	■					
Book 1	■					
Book 2	■	■				
Book 3		■	■			
Book 4			■	■		
Book 5				■	■	
Book 6					■	■

Components

Student Book
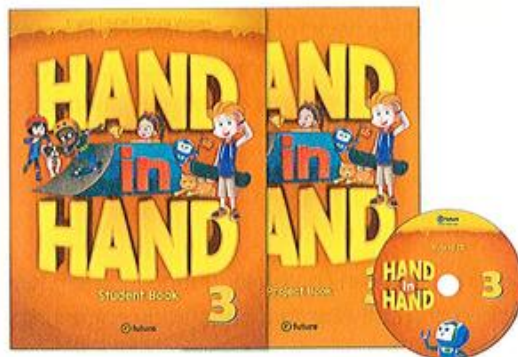
- Twelve units with three lessons per unit
- Six incorporated CLIL lessons
- Colorful illustrations and photos
- Catchy songs and chants
- Entertaining comics and games
- Cumulative reviews
- Hybrid CD: audio tracks and animated content (conversations, songs, chants, and word games)

Workbook
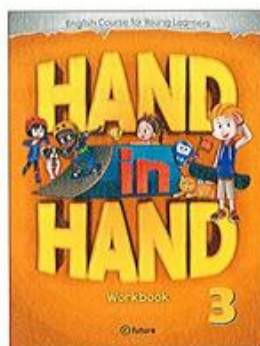
- Reading and writing reinforcement activities
- Designed to be used in class or as homework
- Page numbers aligned with Student Book page numbers
- Colorful illustrations and photos
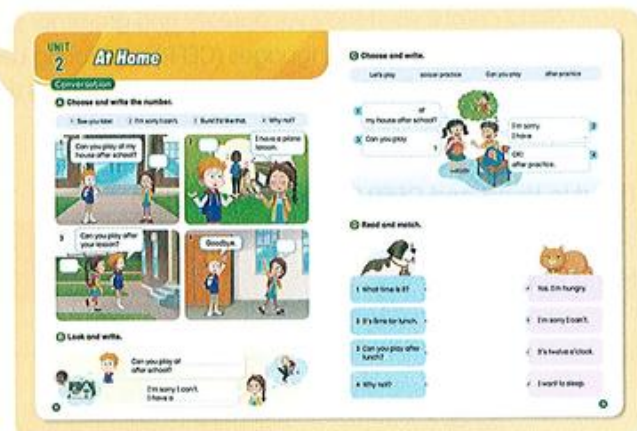
- Annotated lesson plans
- Detailed descriptions of assorted games and activities
- Photocopiable worksheets for every lesson
  (21st Century Skills, Words and Grammar, Show and Tell, and CLIL Activity)
- Photocopiable placement test, unit tests, midterm test, and final test
- Teacher Resource CD containing printable YLE Prep Tests, classroom flashcards, worksheets, tests, editable rubrics, and interactive e-book

Hand in Hand Online

- LCMS (Learning Content Management System)
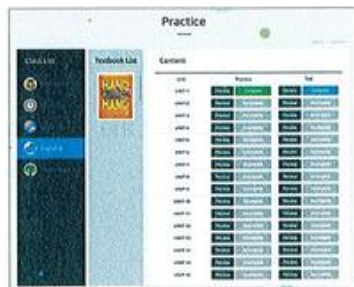
- Interactive e-book for classroom use

- Printable Classroom Flashcards

- Worksheets and tests

Scope and Sequence

	Conversation	Words and Grammar	The World around Us	English Sounds
Unit 1 In the Morning	Wake up, Matt. What time is it? It's seven o'clock. OK. I'm coming. Have a nice day, Matt. Thanks, Mom.	get up, wash his face, get dressed, eat breakfast, brush her teeth, go to school What does he do in the morning? He goes to school.	A Morning on a Farm (Spain)	**a** and **a_e**
Unit 2 At Home	Can you play after school? I'm sorry I can't. I have a piano lesson. Can you play after your lesson? Sure! I'd like that.	do homework, have a snack, eat dinner, watch TV, read a book, go to bed Do they do homework before dinner? Yes, they do. No, they don't.	Band Practice (Canada)	**i** and **i_e**
School Link 1	Math: Telling time, numbers 1–100 Project: Create a schedule of your day.			
Unit 3 Favorite Clothes	May I try on this jacket? Yes, of course. How do I look? You look great! It's 40 dollars.	a dress, jeans, shorts, sneakers, a sweatshirt, a T-shirt What's he wearing? He's wearing shorts. Is she wearing sneakers? Yes, she is. No, she isn't.	Colorful and Stylish (Scotland)	**o** and **o_e**
Unit 4 Fun Activities	Let's go to the park. That sounds like a great idea. Look over there! They're flying kites. Can you fly a kite? No, I can't. Don't worry. I'll show you.	drawing pictures, in-line skating, listening to music, playing badminton, riding a bike, taking pictures What does he like doing? He likes riding a bike. Does she like in-line skating? Yes, she does. No, she doesn't.	Fun Family Activities (Portugal)	**u** and **u_e**
School Link 2	Physical Education: Different exercises Project: Create a daily exercise chart.			
Unit 5 Going Places	Where are you going? I'm going home. How about you? I'm going to the playground. Can I come with you? Sure. Let's go!	bank, hospital, library, post office, restaurant, shopping mall Where is he going? He's going to the hospital. Are they going to the library? Yes, they are. No, they aren't.	The Library on the Truck (Netherlands)	**j** and **y**
Unit 6 Going Shopping	I want some ice cream. There's an ice cream shop. What flavor do you like? I like chocolate. Can I help you? Yes. Two chocolate ice cream cones, please.	in front of, behind, next to, across from, between, bakery, bookstore, clothing store, pet store, shoe store, parking lot Where is the bakery? It's next to the bookstore.	Mr. Robot Ice Cream Shop (Japan)	**bl** and **br**
School Link 3	Social Studies: Different places in a city Project: Create a map of your neighborhood.			

	Conversation	Words and Grammar	The World around Us	English Sounds
Unit 7 School Subjects	What day is it today? It's Tuesday. There's a math test tomorrow. I know. I like math. Are you ready for the test? Yes, I am.	days of the week, art, English, math, music, science, social studies, PE What classes does he have on Monday? He has English and art.	Home Schooling (USA)	**pl** and **pr**
Unit 8 On the Weekend	What are you doing tomorrow? I'm going shopping with my mom. How about you? I'm playing tennis with my dad. Have a great weekend. Thanks. You too.	always, usually, sometimes, never, go shopping, go swimming, go to the movies, practice the piano, take a nap, take a walk, walk the dog, write stories What do they do on the weekend? They usually go shopping.	City Camping (South Korea)	**cl** and **cr**
School Link 4	Math: Pictograph charts Project: Create a class pictograph chart on favorite weekend activities.			
Unit 9 My House	What's for dinner, Mom? We're having a barbecue. Where's your sister? She's in her room. Go get your sister. Dinner's ready. Oh, good. I'm hungry.	bathroom, bedroom, kitchen, dining room, living room, backyard, a bathtub, a dining table, a dresser, a mirror, a refrigerator, a sink, a stove, a toilet What's in the bathroom? There's a sink and a toilet.	Old and New (Germany)	**gl** and **gr**
Unit 10 Doing Things	What are you doing? I'm having a snack. Are you ready for the test? No, I'm not. Do you want to study together? That sounds good. Can you come over? OK. See you soon.	making dinner, feeding the dog, cleaning the desk, talking on the phone, taking a bath, working on the computer Where is she? She's in the backyard. What's she doing? She's feeding the dog.	Time to Clean (Mexico)	**fl** and **fr**
School Link 5	Social Studies: Homes around the world Project: Find an interesting house on the internet and create a poster.			
Unit 11 At Different Places	It's great to see you. It's good to see you too. Where's Mom? She's at the shoe store. Why is she at the shoe store? Because your sister needs new shoes.	at home, at work, at school, airport, amusement park, beach, movie theater, museum, zoo Where were they yesterday? They were at the museum.	Safari World (Thailand)	**sm** and **sn**
Unit 12 Different Weather	How's the weather today? It's sunny. Let's go bike riding. Put on your helmets. Are we ready to go? Yes, we are.	sunny, cloudy, rainy, snowy, windy, foggy How was the weather yesterday? It was foggy. Was it snowy on Wednesday? Yes, it was. No, it wasn't.	Swimming or Skiing (Morocco)	**dr** and **tr**
School Link 6	Science: Weather reports Project: Create a weekly weather chart.			

Course Outline

I. Regular Unit

Conversation

Each regular unit begins with an engaging conversation. The characters' dialog has been modeled after natural language, containing common vocabulary and useful expressions for everyday English.

Unit 3
Favorite Clothes

Conversation

A Listen and repeat. Then act out with friends.

May I try on this jacket?
Yes, of course.

How do I look?

You look great!

We'd like this jacket, please. How much is it?

Here you are.

It's 40 dollars.

Thank you.

B Look at A. Practice the dialog with the new words.

1 sweater / 25
2 shirt / 30
3 T-shirt / 15

C Listen and sing.

May I Try It On?

May I try on this jacket? May I try it on?
Yes, of course.

Well, how do I look? How do I look?
Wow! You look great.

I'd like this jacket. I'd like this jacket.
How much is it, please?
It's forty dollars. It's forty dollars.
Here you are.
Thank you.

D Listen and write the number. Then act out.

1 You look great. 2 Have a nice day. 3 It's nine o'clock. 4 May I try on your hat?

You look great.
How do I look?
Yes, of course.
What time is it?
It's time for school. Bye!

A Students are introduced to the unit's overarching theme in a fun context through an informative conversation. Bright visuals, animated voice acting, and carefully planned sentence structures are in place to help students acquire the language through listening and replicating.

B Students perform the dialog using interchangeable words to gain a deeper understanding of how the sentence structures can be used.

C Altering the pace and input method, this exercise explores the target language in a fresh, dynamic way. Students are reintroduced to the language through a fun song. This exercise encourages students to sing and dance, increasing receptivity and natural language acquisition.

D Linking the conversational language of the current unit with previously acquired language, students are able to enjoy, review, and learn at the same time. The combination of learned language structures used in a new context is optimal for constructing and reinforcing meaning.

Hand in Hand delivers the education that students need to succeed in the 21st century. Uniting EFL education with a comprehensive and globalized curriculum, this seven-level series helps students grow into capable and globalized learners. Thorough instruction, engaging content, and integrated learning have been systematically woven into each course book. *Hand in Hand* is designed to transform students into confident English speakers and competent global citizens.
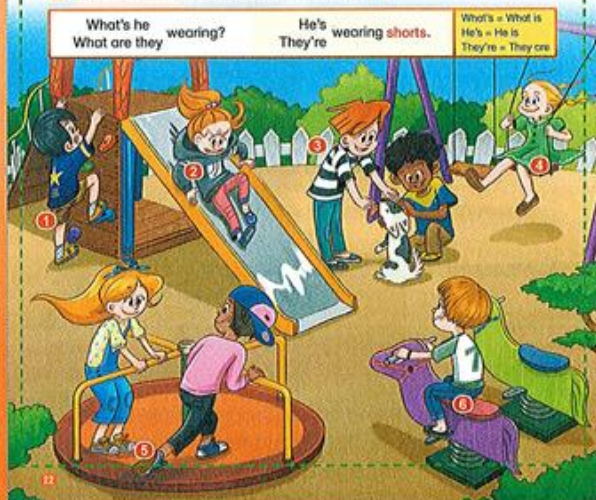
Words and Grammar

This section presents the words and grammar central to the target language. Learner-centered activities are provided to encourage student participation and active learning.

Words and Grammar
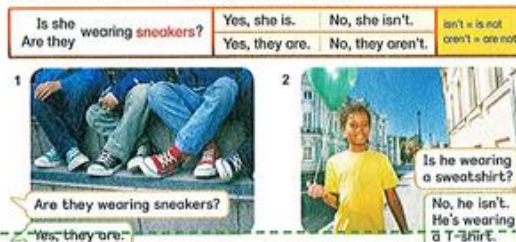
A Listen and repeat. Then point and say. 23

1 a dress 2 jeans 3 shorts 4 sneakers 5 a sweatshirt 6 a T-shirt

B Listen and repeat. Then ask and answer. 24

What's he / What are they wearing? He's / They're wearing shorts.
What's = What is He's = He is They're = They are

C Listen and repeat. Then ask and answer. 25

| Is she / Are they wearing sneakers? | Yes, she is. | No, she isn't. | isn't = is not |
| | Yes, they are. | No, they aren't. | aren't = are not |

1 Are they wearing sneakers? Yes, they are.

2 Is he wearing a sweatshirt? No, he isn't. He's wearing a T-shirt.

D Listen and circle Yes or No. 26

1 Yes / No
2 Yes / No
3 Yes / No
4 Yes / No
5 Yes / No
6 You Yes / No

E Look at D. Ask and answer.

Is she wearing shorts? No, she isn't. She's wearing a dress.

A New words are clearly presented with bright illustrations and rich audio. Students are able to clearly identify and classify new vocabulary.

B The grammar focus is introduced concisely, giving context to the learned vocabulary. Students are able to see how grammar structures and vocabulary function together.

C Students observe the target language being used in an authentic setting. By listening and repeating, students become familiar with the structures before they are asked to use them independently.

D **E** Students take part in interactive activities that boost their understanding and familiarity of the language. Using the language practically and purposefully increases genuine acquisition and builds fluency.

The World around Us

The World around Us promotes global awareness by spotlighting a different country, custom, or culture for students to learn about. The subject matter is correlated with the main theme of the unit and offers students an opportunity to see the target language structures in use.

A
Students encounter a different culture from around the world. New content words are introduced with interesting and educational pictures. After listening, there is an exercise to help students focus on the content words in the text.

B
This exercise promotes critical thinking. It provides students with a chance to assess their understanding of the text and its themes.

Unit Link

Unit Link functions as a collective and constant review. The review is cumulative so that students are able to link current language targets with material they have learned in past lessons.

A
The pictures and corresponding audio allow students to look, listen, and review their cumulative language skills. The exercise is clearly structured so that students have an example for correctly using the language.

B
Open-ended and student-based, this exercise lets students adapt the language and collaborate with their peers. In this section, students are asked to expand their communication ability by using any and all of their available language skills.

School Link

School Link skillfully integrates global curriculum and language education into the same fulfilling learning experience. Students explore interesting topics shaped by different academic subjects such as science, math, social studies, and physical education. While students are immersed in a topic, they are concurrently practicing and acquiring the target language.

School Link 2 Physical Education

Let's Exercise

Exercise means playing and being active. Children play and exercise all the time. They like running around, playing soccer, or riding bikes. Exercise is good for everyone. It helps us to be strong and healthy.

Think and Say

1. Do you exercise every day?
2. Do you like playing and being active?
3. What kinds of exercises do you like?

Key Words

active	push-up
healthy	sit-up
strong	jumping jack

A
Students are introduced to an interesting topic through appealing visuals, clear audio, and comprehensible text. The content is related to the prior lessons so that students are at ease with the level.

B
Critical thinking and creativity come together so that students can assess their understanding and express what they have learned. Key Words reiterate the new content vocabulary in the text.

Can you do the following exercises?
How many sit-ups can you do?
How many push-ups?
How many jumping jacks?
How many times can you jump rope?

Sit-ups

Push-ups Jumping jacks Jump rope

Project

1. Exercise and write the numbers.
2. Share the chart with the class.

I can do 18 sit-ups now.

Daily Exercise Chart

	Sit-ups	Push-ups	Jumping jacks	Jump rope
Day 1	10	5	15	25
Day 2	12	5	15	25
Day 3	12	6	20	30
Day 4	15	6	20	31
Day 5	18	7	25	40

Go to page 1 in your Project Book.

C
The project section supports creativity and communication within the classroom. Students are presented with an objective and the guidelines to accomplish it. Once guidelines are in place, students can work freely. When students meet their goals, they present their work to the class.

English Sounds

a	a_e
bat pan	rake skate

English Sounds helps students strengthen their foundational phonics skills.

Teaching Techniques

21st Century Skills: Communication, Collaboration, Critical Thinking, and Creativity

Students of the 21st century need an education that will help them succeed in today's world. *Hand in Hand* establishes and cultivates the 21st century skills necessary for success.

- **Communication:**
Students develop their interpersonal, intrapersonal, and presentational skills through communicative exercises, class activities, and independent presentations.

- **Collaboration:**
Students learn how to work together in order to achieve a common goal. Collaborative exercises appear throughout the student book, giving students the opportunity to enhance cooperation and collaboration skills.

- **Critical thinking:**
Students practice purposeful and goal-directed thinking. They analyze and solve problems, put together inferences, and make thoughtful decisions based on information.

- **Creativity:**
Students are encouraged to express their ideas. *Project Book* assignments take on more than one format to allow students to develop their resourcefulness and flexibility.

CLIL Segment

Content and Language Integrated Learning (CLIL) makes English teaching more interesting, more valuable, and more potent. When teachers integrate school subjects into their EFL classes, lessons become dual-focused; students are learning subject content while acquiring English.

The *School Link* section of *Hand in Hand* focuses on a subject, such as social studies, science, art, math, or PE, and combines it with previously learned grammar, structures, and vocabulary. Each course book contains six *School Link* sections so that teachers can include diversified instructional content to make language learning more interesting and inspiring.

Teaching Global Awareness

Because of the rapidly increasing interconnectedness in the world, teaching global awareness in the classroom is becoming progressively more necessary. In order to create global citizens, teachers must infuse their classrooms and their lessons with global awareness. Students need to develop the ability to understand global issues, learn from and work with people from other cultures, and understand the cultures of other nations.

The World around Us section of *Hand in Hand* provides students with the opportunity to learn about people from around the world. Teachers can supplement this section by showing videos, pictures, and related media. Students can take part in culture-specific discussions, readings, and writing activities. Consider setting up a pen pal program that would allow your students to communicate with other EFL students around the world.

Technology in the Classroom

Today's students must be technologically fluent in order to compete in the real world. There are two defining aspects of technological education:

- **Technology adoption:**
Students should be exposed to multiple modes of technology. It is important for students to feel comfortable using and learning new kinds of technology. If possible, teachers should show students how to best utilize computers, software and hardware, smart phones, and tablets by incorporating them into class instruction and curriculum.

- **Digital literacy:**
Students should be developing the ability to obtain, evaluate, and interpret digital information. If possible, teach students how to locate digital resources, assess sources, and construct new information from their findings.

Eliciting

Instead of giving your students information directly, try eliciting it! When you elicit ideas and language from your students, you are giving them a sense of ownership in your class. Elicitation empowers students, invests them in their own learning, and increases the motivation of the class as a whole. Teachers can find out what the students know and build on their prior collective knowledge by eliciting throughout the lesson. A few techniques: miming, modeling, gap-fills, drawing, lists, synonyms/antonyms, hints, and visuals.

Collaborative Pairs

Collaborative pairing or grouping is a way to engage student thinking and organize the class structure. Learning is a social activity and collaborative pairing capitalizes on student socialization. Pairing students to work together creates a social setting which limits opportunities to disengage. Students must produce results because of the intimate setting. Collaborative pairs increase student achievement, teaching collaboration, interpersonal communication, and energizes learning. When creating pairs of students, remember to group carefully by ability. The best groupings are high-middle, middle-middle, and middle-low.

Building Background

Before starting a new lesson, it is important to build up students' background knowledge in the lesson topic. By building background knowledge, students will be able to make connections to the material and activate their prior knowledge. Before teaching content, link the lesson's concepts to students' personal, cultural, or academic experience. They will be able to understand the lesson more clearly and naturally be more motivated during class.

Scaffolding

Teachers can help students grow into independent learners by using scaffolding techniques. Teachers can assist students when they are struggling with the degree of curriculum by providing successive levels of temporary support. Over time, teachers gradually remove this temporary support, leading their students to take on more responsibility.

- Verbal scaffolding:
  paraphrasing, repeating student response, and slowing speech/increasing pauses/speaking in phrases

- Procedural scaffolding:
  explicit teaching, modeling, small group instruction, and partnering

- Instructional scaffolding:
  graphic organizers and models of completed assignments

Rubrics

Rubrics can be very useful for both students and teachers. A rubric is a set of confirmed criteria, including descriptions of levels of accomplishment that can be used to assess performances. When shared with students at the beginning of an assignment, rubrics help students plan and monitor their own work. The expectations of the assignment are clearly defined so that over time rubrics help students build up the concept of what it means to perform a skill well. Rubrics help the teacher focus on developing students' learning of skills instead of mere task completion. The Hand in Hand Teacher's Manual provides teachers with a descriptive rubric.

Photocopiable rubric is located on page 189.

Printable and editable rubric is located in the Teacher Resource CD.

Games and Activities

All of your students learn differently! Some students learn best by reading. Some students are visual learners who like watching. Other students are physical learners who need to move around the classroom. Learning styles vary from student to student. Often students have a mixture of learning styles, some styles stronger than others. By incorporating games and activities into your curriculum, you are ensuring that your students will be able to develop their ideal learning styles and genuinely engage in the lessons.

Games and activities are an easy, fun way to spice up your class. They can be dynamic, funny, physical or mental, just as long as they are educational! Each and every activity that you include in your class should be used as a means to an end: language acquisition. There are many kinds of activities that can be used to assist language acquisition.

The following pages are divided into three sections: Games & Activities for Speaking, Games & Activities for Vocabulary, and Games & Activities for Vocabulary and Grammar. For further information on the targets of each activity, please refer to the key below:

Activity Targets

- Interpersonal Communication
- Presentational
- Building Background
- Reinforcing Language
- Physical Activity

Games and Activities for Speaking

Acting Contest

- Materials: a student book and a CD player
- Grouping: teams of 2–4 students

① Listen to the dialog from the CD and then model appropriate tones, speed, and action for the students.
② Separate the class into groups of 2–4, depending on the number of characters in the dialog.
③ Have students rehearse the dialog from the student book.
④ Circle around the room and check student progress. Encourage students to speak loudly, clearly, and with emotion.
⑤ Each group comes to the front of the class and performs the dialog.
⑥ Make sure the students in the audience are politely listening. Encourage them to clap at the end of each performance.
⑦ Have students vote on which group had the best acting.

Drawing Share

- Materials: drawing paper and crayons (pencils or markers)
- Grouping: as a class

① Write the drawing topic on the board.
② Give students an individual piece of paper and ask them to draw a picture related to the topic.
③ Walk around the class encouraging students to be creative.
④ Ask students what they have drawn.
⑤ Have students come to the front of the class to share their personal drawings.

Hint, Hint!

- Materials: N/A
- Grouping: as a class

① Write the target language on the board.
② Give students three hints in the form of words or phrases. For example, to get students to guess *I eat breakfast*, the teacher should say *Morning. Eggs. Toast.*
③ The student who thinks they know the answer should raise their hand and use the target language to answer.
④ Model a few more hints and then ask the students to come up with their own hints.

Mixer

- Materials: N/A
- Grouping: as a class

① Write the target language structures on the board.
② Have students stand up and walk around the classroom using the language with their peers.
③ Students should try to speak to as many peers as possible.
④ As the students mix, the teacher walks around the classroom to ensure students are using the language appropriately.

Show and Tell

- Materials: Show and Tell Worksheets (located in the Teacher's Manual or Teacher Resource CD)
- Grouping: as a class

① Prepare your own Show and Tell Worksheet and give a presentation, modeling correct tones, speed, and actions for the students.
② Write the sentence structures on the board and brainstorm possible answers with the class. Write student responses on the board.
③ Hand out the Worksheets and have students fill out the writing portion first. Circle around the room and help students with spelling and grammar.
④ When students finish the writing portion, have them begin the drawing portion.

⑤ Select a few students to come to the front of the class and present their Show and Tell Worksheets.

⑥ Make sure the students in the audience are politely listening. Encourage them to ask questions and clap at the end of each presentation.

Toss the Ball 🔵 ⚡

- Materials: a ball or a bean bag
- Grouping: as a class

① Have the class form a circle.

② Toss a ball or a bean bag to a student and use the target language to ask a question or say a sentence.

③ The student who catches the ball replies and tosses the ball to another student who also uses the target language.

④ Continue until all students have had a chance to participate.

Games and Activities for Vocabulary

Brainstorm 🌳

- Materials: whiteboard and a marker
- Grouping: as a class

① Write the chosen topic in a cloud outline on the board.

② Ask students what they know about the topic.

③ Write student responses on the board.

④ Elicit vocabulary from the upcoming lesson that students did not volunteer.

Bingo 🔵

- Materials: flashcards and nine-square grids
- Grouping: as a class

① Give each student a nine-square grid (3X3) and prepare nine or more flashcards.

② Select a student to be the announcer.

③ Remaining students choose nine target words or phrases from the flashcards to write randomly on the grid.

④ The announcer picks a flashcard and calls out the word or phrase that is on the card.

⑤ If students have that word or phrase on their grids, they mark it with a colored pencil.

⑥ The first student to mark three squares down, across, or diagonally wins the game.

Blinded 💬 🔵

- Materials: a blindfold, a bag, and actual vocabulary items
- Grouping: as a class

① Put vocabulary-related items in a bag. For example, a pencil, a marker, an eraser.

② Blindfold one student and have them select an item from the bag.

③ The blindfolded student guesses what the item is by asking an identifying question. For example, *Is it a pencil?*

④ Students reply *Yes, it is. / No, it isn't.*

⑤ If the blindfolded student does not recognize the item, have other students give hints.

⑥ Once the item has been correctly identified, blindfold another student and repeat the process.

Categorize 🌳 🔵

- Materials: whiteboard and markers
- Grouping: as a class

① Write 3–4 categories on the board. The categories are based on the lesson's topic. For example, a lesson based on colors could have the categories *Red / Blue / Green*

② Ask the students to come up with words or phrases that fit into the categories. Such as, *Red: apple, cherry, tomato,* etc.

③ Write their responses in the correct category.

④ When students are finished, discuss their answers.

Class Picture 🌳

- Materials: whiteboard and markers
- Grouping: as a class

① Tell students they are going to draw a picture together as a class.

② Write the topic of the picture on the board and start drawing.

③ Ask students what other related items could be drawn on the board.

④ Have students come up singularly or in teams and add to the picture with their own drawings.

⑤ When the class is finished, open up a discussion about the topic related items that they have drawn.

Mix It Up! 🔵 ⚡

- Materials: chairs
- Grouping: as a class

① Form a large circle of chairs with one chair per student and have them sit down.

② Write 3–6 vocabulary words on the board. Assign each student one vocabulary word. Each vocabulary word should be assigned to 2 or more students.

③ Stand in the middle of the circle of chairs and call out one vocabulary word.

④ The students who were assigned to that vocabulary word have to stand up and quickly find a new chair to sit on.

⑤ The person in the middle who called out the vocabulary word also needs to find a chair to sit on so there will be one less chair than the number of players.

⑥ The student who cannot find a chair to sit on will go to the middle of the circle and calls out a vocabulary word and the game repeats.

⑦ Instead of calling out a vocabulary word, the student in the middle can also shout out *Mix it up!* which means all students must get up and find a new chair to sit on.