

Five Minutes to Go: Part 2



Workshop built by:
• Isabelle Giroux
Tanja Vaillancourt
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- Please don't look through the documents now!

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To help you out during the workshop

- You will experiment this activity



- Found in the handout



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Who's My Partner?

- Take the last 5 minutes of the class to make up teams for your next class.

– E.g.

- I was going to...[1-I Was Going to.doc](#)
- Finding my soul mate...[2-Finding Soul Mate.doc](#)
- Picture/word... Match the word with the picture



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I Prefer...

- Have students describe their preferences and explain them.

– E.g.

- Getting dressed before or after breakfast.
- Arriving late or leaving early on a ped day.
- [3-I Prefer.doc](#)



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What is your schedule like?

- With a partner, students must complete each others' schedule.

- [4-What is Your Schedule Like.doc](#)




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Phone Conversation

- Students receive an envelope with a phone conversation that has been cut up into strips of paper. Students must put it back in order and read it out loud.
- [5-Phone Conversations.doc](#)



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★ Story Ball

- Tell students they will create a story in five minutes. Provide the opening sentence of the story. Toss a ball to a student. That student must say the next sentence. Then the student tosses the ball to a classmate. Continue until time is up.
- [6-Story Ball.doc](#)
- The worst day of my life was when...

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★ Finding the 7 errors

- 1st possibility:
 - students discuss both images together
- 2nd possibility:
 - Each player gets one picture and does not see the picture of the other player. Both players describe their picture and try to find the 7 errors.
- [7-Finding the 7 errors.doc](#)

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Mission Possible

- Quiz to be prepared in advance and placed on each students' desk before they arrive in class.
- Staple the sheet so they don't peek.
- When you play the music "mission impossible" students open their sheet and answer the questions. It's a game...not a test! Any questions could do.
- [8-Mission possible.doc](#)

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Guess the Gadget

- Organize students into small groups. Provide each group with a piece of paper that has written on it the name of a common gadget or utensil found in the home. (Examples: blender, CD player, electric can opener.) Give each group five minutes to write clear directions on how to use the item without mentioning what that item is. When time is up, call on one person in the group to read the directions. Can the other groups guess the gadget from the directions?
- [9-Guess the Gadget.doc](#)

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★ Antonyms

- Separate the class in two. The first two students come up to the front of the class and teacher says a word e.g. beautiful. Then the fastest student of the 2 must give the antonym of the word. e.g. ugly. The fastest wins and the loser sits down.
- [10-Antonyms.doc](#)

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What's My Line?

- Give each student or group an index card with the name of a common object written on it. (Examples: helicopter, toilet paper, sweater, fishing pole.) Challenge the students to create a slogan for the object on the card. Students can vote for their favorite slogans.
- [11-What's My Line.doc](#)



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THE FINGERPHONE

Phonefingers work perfectly well with iPhone's touch screen and prevent fingerprints and smudges.



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I remember

- Students look at 20 known objects (on overhead). They have 60 seconds to look and remember what they saw. They then write down as many things as they recall. (in English of course!)
- [12-I Remember.doc](#)

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MYSTERY PROVINCE/TERRITORY CLUES

- Students must guess which province or territory is being described. The clues are ranked from the hardest to the easiest. There are 5 clues for each province. 5 points being given if students find the province/territory after the 1st clue. 4 points after the 2nd clue, etc.
- [13-Mystery Province.doc](#)

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Noun-Mania

- Start students with a noun. Example: *house* They write that word at the top of a sheet of paper. Say "Go!" and students will extend their list by writing a noun that begins with the last letter of the noun before it. The activity continues.
- The person with the longest list of nouns at the end of three minutes is the winner. (Example: house, elephant, toe, egg, gerbil, ladder, etc.) Verify that all words are nouns. Could be done as Verb-Mania / Adjective-Mania, or simply any words would do.

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Pix Puzzle

- Challenge students to study the puzzles to see if the words -- and the way they are written -- give them clues to the common expressions the puzzles illustrate.
- [14-Pix Puzzles.doc](#)
 - E.g. **PERSONALITY** **BOjackX**
 - Split personality Jack in the box

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★ The Don't Say "Uh" Game

- Have students talk about a subject without saying the word "uh".
- The winner is the speaker who speaks the longest without saying "uh".
- [15- The Don't Say Uh-Game.doc](#)
 - E.g.
 - What is your favourite song and why?
 - What is the best birthday present you ever received?

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Name Game

- Have students create an acrostic using the letters of their own names. Each line should identify one of their most important qualities or characteristics that begins with the letters of their name.
 - T: Terrific
 - A: Adorable
 - N: Nice
 - J: Joyful
 - A: Art lover
- Another version: Have the students write things-people (not qualities) that relate to them.
 - I: Israël
 - S: Spain
 - A: Airplane
 - B: Beetle
 - E: Espresso
 - L: Laurence
 - L: Louis
 - E: Egypt

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★ Got a Minute?

- How long is a minute? Talk with students about how long a minute is (60 seconds, 1/60th of an hour). Do they think they are good judges of how long a minute is? Tell them that you are going to say "Go." At that time, you will use a watch with a second hand to measure one minute. Before you begin, direct students to raise their hands when they *think* a minute has passed. Which student comes closest to raising her/his hand at the 60-second mark? Try again -- see if practice helps students get better at judging the length of a minute. You might let the student who comes closest to a minute be in charge of calling "Go" and measuring the next minute.

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I spy...

- Teacher identifies something in class and students have to guess what it is.
 - E.g.
 - Teacher: "I spy with my little eye something that is orange."
 - Student: "Is it _____?"
- Could be done in small groups between students.

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Teacher Wins

- Explain that all the students are on one team and the teacher is the only member of the second team. Announce to students that you plan to win this activity! Tell them that you are about to read a passage from a book. When you finish reading, you will ask questions about the passage. The students win a point for every question they answer correctly. The teacher earns a point each time the students are wrong or has a point if they don't raise their hand to answer.
- [16-Teacher Wins.doc](#)

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Spelling eeb

- Have students create a list of any 5 words. They pair up and take turns asking their partner to spell their word backwards.

- hypochondriac
- philosophy

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Spell-a-roni

- For this lesson you will need a box of macaroni in the shape of alphabet letters. You might simply drop a handful on every student's desk, or you might prepare individual plastic bags of the pasta. On your signal, students will dump out the pasta on their desks and start spelling. Who can come up with the most words? Who can spell the longest word?

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Connection Challenge

- Start by calling out a word -- any word. The next person has 3 seconds to call out a new word that *relates personally in some way* to the word you called out. And the activity keeps going. Could be done in teams of 2 or as a large group.

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When someone...

- Teachers hands out one card per student.
- On this card is an instruction. Every card is connected to another one in a chain reaction.
- [17-When Someone.doc](#)



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The Price Is Right

- Bring in from home a bag of grocery items of varying types and prices. Hold up an item and allow students to estimate the price you paid for it. Go right around the room and ask students to make their guesses. To each guess, respond by saying if the price given was too high or too low. Students can use scrap paper to keep track of responses. The student who guesses the exact price might lead the next round of the game.



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Spelling is a Hit

- Have 2 flyswatters. Write different words on the board. Bring two students up and give them a flyswatter. Read a definition and the first to find the answer hits the word on the board.
- [18-Spelling is a Hit.doc](#)



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Words

- Grain
- Apple
- Funnel
- Dance
- Cat
- Gallop
- Flour
- Dolce Vita
- Dance
- Corset
- Daily
- Dog
- Flower
- Apron
- Goblin

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Fact or Fib

- A classic: Students write 2 facts and one lie. Other students must discover which one is not true.
 - 1-I have no high school diploma but am a university graduate.
 - 2-I went to English school illegally.
 - 3-I have a doctorate in literature.
- Other version: have the students write 3 facts and 3 lies about themselves. After pairing up and switching cards, each tries to find which items are true and which are fibs.

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Hot Seat

- A great closing activity. Each team sits in a circle. One person is "it". Everyone gets one minute to say acknowledgments to the person in the hot seat. The listener has to remain silent or say only, "Thank you". Rotate the next person into the hot seat.

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Brain Transplants

- One index cards or Post-It notes, ask participants to write a talent, experience, or belief about themselves. For example, a person might write "surfing" on one piece and "traveled to Africa" on another.
- Have participants attach them to their clothing (up high) and let people mingle for a few minutes. Participants make at least one trade with another person and can make up to three trades. Afterwards, let people share what trades they made and why they made them.

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Holding the Bag

- This is the same concept as musical chairs except you don't use chairs. To start the game, you ask everyone to stand up and walk around the room giving positive affirmations to other participants, while playing fun, loud music. Give a bean bag to someone who passes it to another and says, "You're now holding the bag, but you're a genius." The receiver has to say, "I know I'm a genius, but I'm now stuck holding the bag." When the music stops, the one holding the bag (or ball or whatever!) shares with the group one thing they learned from the day's lessons.

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Today I...

- Perfect for reviewing today's class.
- 1- Have students pick from a prompt from an envelope. S/he reflects on what was learned in class.
 - ex. *What surprised me is...* [19-Today](#)
- [1.doc](#)
- 2- Have students fill in the Alpha-box with words, expressions that relate to what was learned in class. [20-Alpha-box.doc](#)
- 3- Students might keep a "What I Learned Today" journal. At the end of the school year, they will have a keepsake record of what they learned.

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Questions and comments

- girouxi@csrdn.qc.ca
- tanja.vaillancourt@cssh.qc.ca

Some ideas were taken from:

- Source: Trainer's Bonanza by Eric Jensen,
- www.educationworld.com

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