

## Sube Activities

### Where Is It?

*Skills: Vocabulary development, visual discrimination, verbal communication, listening comprehension, pronunciation, descriptive vocabulary*

*Students will acquire vocabulary and active listening skills from reacting to and retelling information. They will learn to form complete sentences, ask questions and grasp contextual meanings.*

### Preparation

Bring out the Flashcards and the **Yeehaw! Bingo** book for the relevant theme or topic.

### Version #1: Comprehending the word

This version focuses on developing visual discrimination skills as students search for the correct image, and comprehension skills as they listen and begin to learn the vocabulary word.

1. Have students sit in a circle on the ground.
2. Play **Show and Tell** (Activities p. Act-23) to introduce vocabulary, placing all cards face up in rows. Ask the students, "Where is . . . (the cow)?"
3. Students take turns coming into the center of the circle to find the correct vocabulary word.
4. Give hints in English if they are taking too long, e.g., "This animal gives milk." Use descriptions from the **Yeehaw! Bingo** book and dramatize the actions so students guess quickly. You can give hints about location, e.g., "It's next to the . . ." "It's between the . . . and the . . ."
5. Once the student finds the correct card, say, "Can you say it for me?" He/she must repeat the word (you can model correct pronunciation) and return to his/her seat with the card.

### Version #2: Saying the vocabulary word

This version develops oral interpretation skills, as students must say the word in English; it also develops comprehension skills, because they must understand complete sentences that describe the vocabulary word.

Once students are able to quickly retrieve the correct card from simply calling out the name, play this version. Give a dramatized description of one of the words on the cards before you, e.g., "This animal has feathers and a beak. It lays eggs." Students must call out the name in English and find the correct card in order to return to their seats with the card.

### Version #3: Understanding full sentences

This Sube scaffolding strategy tests whether the student is comprehending the sentences while developing comprehension skill. Play this game until all students are able to understand the sentences.

As students become able to quickly retrieve the correct card from a dramatized description, remove the drama and simply read or say the description.

### Version #4: Speaking in sentences

This strategy allows students to build confidence as they develop the skills needed to form sentences on their own. A great tool for introducing interrogatives, it creates a contextual framework that gives meaning to the vocabulary words.

Students should now be able to quickly retrieve cards when given a description in fluent English.

In this version, once again call out one of the words from the Flashcards laid out in front of you.

Have a student retrieve the correct card, then ask: “What can you tell me about this animal/object?” The student must answer in full sentences, using the learned vocabulary. You can use a Sube scaffolding strategy to help students if at first they seem overwhelmed. Ask specific questions: “Does the chicken have feathers or hair?” Have the student respond in full sentences: “Yes, the chicken has feathers.”

### **Version #5: Personalizing language**

These questions require students to assimilate what they have learned and to form new sentences to describe what they think or feel.

Once students are able to say the name and successfully describe the vocabulary words in English you can try this version. Instead of asking them to describe the word, ask more complex questions that require critical thinking, such as, “Is there a tiger in your house?” For the Places theme, “Have you been to a fire station?”

### **Version #6: Independent development**

This Sube scaffolding strategy removes the teacher from the leadership position and empowers students to practice and develop language skills on their own.

Have students play any of the above versions in groups as you observe and assist. Track student progress using the Sube Level A Benchmark Evaluation Chart (Evaluations p. Eval-3).

### **Suggestions**

This game can be played in conjunction with specific content areas where new vocabulary is integrated into the game. For example, if habitats are being studied in Science one month, you can use the Animal Flashcards. Instead of using general descriptions, ask specific questions about the animal habitats.

Body vocabulary can be integrated into Health units that deal with caring for one’s body. “How do we take care of our face?” “We wash our face,” “Very good,” “How do we take care of our legs?” “We run and exercise our legs,” “Very good.”

### **Count It!**

*Skills: Rote counting, number recognition, fine motor, using manipulatives*

*Students will learn numbers and counting in English and enhance descriptive skills.*

This activity can be played with any theme to review the numbers.

### **Preparation**

Gather ten objects relating to the theme, e.g., toy animals, plastic food items, shapes, etc. If that is not possible, use little cars or different color blocks.

### **Instructions**

1. Have students sit in a circle on the ground.
2. Line up all ten objects and count them aloud with the students.

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3. Ask each student, "How many . . . (cars) are here?" The student points to the object as she/he counts aloud in English.
4. Change the number of objects for each student, allowing them to count by themselves.
5. Have the student go to the board and write the number after others call it out. Or, designate a student to write the numbers up.

### Count It! with Spatial References

*Skills: Counting, using prepositions and adverbs to describe location, number recognition, fine motor, using manipulatives*

*Students will identify key words and their relationships by counting in English.*

#### Preparation

1. Gather ten objects relating to the theme, e.g., toy animals, plastic food items, shapes, etc. If that is not possible, use little cars or different color blocks.
2. Bring wooden blocks and small containers.

#### Instructions

1. Place objects at different distances and ask, "How many . . . (horses) are here/there?"
2. Place some objects inside a box and some outside and ask, "How many . . . (oranges) are inside/outside the box?" "How many cars are on the right of the block?" etc.

### Tell Me the Colors!

*Skills: Color recognition, using adjectives to describe, questioning and answering, expressing likes and dislikes*

*Students will learn to distinguish and express personal feelings with confidence in English, along with increasing descriptive vocabulary acquisition.*

#### Preparation

Gather ten little cars (or other objects, such as shapes) in all the colors. To introduce or reinforce Transportation vocabulary you can use different vehicles (bus, car, firetruck, etc.).

#### Version #1

1. Have students sit in a circle on the floor.
2. Line up all ten objects. Point to each object and name its color.
3. Then ask each student, "Where is the . . . (red car)?" The student points to the object of that color and says, "Here is the red car." Say, "Very good."
4. Encourage varied responses, such as, "I like the red car because red is my favorite color."

#### Version #2

Line up the objects and ask, "What is the color of this . . . (bus)?" as you point to an object. Continue asking the same question for each object. The student must be able to say the color in English. This works on developing oral interpretation skills.