

LEARNING LANGUAGE QUICK AS A WINK

English Oral-Language Activities

Lessons 76-80

Activity	Lesson 76	Lesson 77	Lesson 78	Lesson 79	Lesson 80
<p>Classification/ Categories (Lessons 1-80)</p> <p>What the teacher says always follows the first dot, and the students' response follows the second dot.</p> <p>Review only when directed.</p>	<p>•(teacher) cockatoo, parrot, peacock, swan, kiwi, penguin, lark, ostrich, eagle...</p> <p>•(students) birds</p> <p>Review Name things that go around.</p>	<p>•kangaroo, cricket, grasshopper, rabbit, frog...</p> <p>•things that jump</p> <p>Review Name some different types of birds.</p>	<p>•things that have to be squeezed out</p> <p>•toothpaste, glue, ketchup, mustard...</p> <p>Review Name things that hop.</p>	<p>•appliances</p> <p>•stove, freezer, refrigerator, washing machine, dryer, microwave, dishwasher...</p>	<p>•seasons</p> <p>•winter, fall, spring, summer</p>
<p>Synonyms (Lessons 1-170)</p> <p>Tell me another word that means the same as...</p> <p>Directions</p> <p>1. Students are not expected to learn all of the synonyms listed.</p>	<p>Trouble: jam, mischief, mess, dilemma</p> <p>Review yummy (delicious, tasty, scrumptious) cranky (crabby, grouchy, bad tempered) late (tardy)</p>	<p>No: nay, nah, never, nope, no way Yes: yah, aye, righto, yes sirree bob!</p> <p>Review trouble (impolite, bad mannered, brash)</p>	<p>Talk: speak, rap, chat, gab, yak, pipe up, chitchat</p> <p>Review trouble no yes eat (dine, gobble, wolf, nibble, munch, gulp, devour, scarf down)</p>	<p>Pain: hurt, ache</p> <p>Review yah nope talk trouble store (shop, market) donkey (mule, burro)</p>	<p>True: yes, correct, right, accurate False: no, not correct (incorrect), wrong, not true (untrue)</p> <p>Review no, yes pain trouble talk</p>
	When there are multiple listings, initially mention all of the synonyms, but then focus only on the ones you	want your students to learn. 2. Teach young children one or possibly two synonyms per	lesson, depending on the words. 3. Teach advanced-younger and older students two or three	synonyms per lesson, depending on the words. 4. The words are usually listed from easiest to most difficult.	5. If the synonym in review is not the one you chose, substitute the synonym you selected.
<p>Different & Alike (Lessons 41-80)</p>	ketchup/ tomato soup	zipper/button	clock/watch	ostrich/penguin	pizza/coin
<p>Homophones (Lessons 41-170)</p> <p>Words that sound the same but have different meanings</p> <p>SEE PAGE 64 FOR COMPLETE DIRECTIONS.</p>	<p>Yak</p> <p>1. I had no idea that a yak had such long curved horns.</p> <p>2. Annika's favorite thing to do is yak on the phone – yak, yak, yak!</p>	<p>Jam</p> <p>1. I got myself into a jam; I have no one else to blame.</p> <p>2. My son's favorite jam is blueberry.</p>	<p>Horse/Hoarse</p> <p>1. Randy had a horse when he was a young boy.</p> <p>2. I was so hoarse, no one could understand me when I talked.</p>	<p>I/Eye/Aye</p> <p>1. LaToya and I walked to the store.</p> <p>2. Shelby hurt her left eye.</p> <p>3. The sailor replied to the captain, aye, sir!</p>	<p>Pain/Pane</p> <p>1. The pain was in my left hand.</p> <p>2. The pane broke when the baseball went smashing through it.</p>
<p>*Patience, please! (Lessons 1-130)</p> <p>Directions</p> <p>Pp</p> <p>1. Read one clue at a time, pausing briefly to let students make a guess.</p> <p>2. However, students get only one guess per lesson.</p>	<p>1. This begins with the letter Pp.</p> <p>2. This animal lives in China and Tibet.</p> <p>3. It is black and white.</p> <p>4. It eats mostly bamboo shoots.</p> <p>5. It looks just like a bear.</p> <p>panda</p>	<p>1. This starts with the letter Pp.</p> <p>2. This is a celebration.</p> <p>3. This is a celebration by a group of friends.</p> <p>4. Usually you get invited to this celebration.</p> <p>5. This can be held to celebrate someone's birthday.</p> <p>party</p>	<p>1. This starts with the letter Pp.</p> <p>2. This is black.</p> <p>3. It is almost always found in the kitchen.</p> <p>4. It is put on food.</p> <p>5. This is a spice that can make you sneeze!</p> <p>pepper</p>	<p>1. This starts with the letter Pp.</p> <p>2. This has many keys.</p> <p>3. The keys are only black or white.</p> <p>4. This is a large musical instrument.</p> <p>5. The keys have to be pressed to make the music.</p> <p>piano</p>	<p>1. This begins with the letter Pp.</p> <p>2. This is an animal.</p> <p>3. This is a bird.</p> <p>4. This is a colorful male bird.</p> <p>5. This bird can open its tail like a fan.</p> <p>peacock</p>

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More activities on the next page.

QAAW Lessons 76-80 continued

Activity	Lesson 76	Lesson 77	Lesson 78	Lesson 79	Lesson 80
<p>Tongue Twister Teasers! (Lessons 76-80, 91-95, 136-140)</p> <p>NEW</p> <p>Tongue twisters contain words that are purposely put together to make it difficult to say. The tongue gets twisted. Most or all of the words in a tongue twister start with the same sound.</p> <p>Call on several students to try each tongue twister.</p>	<p>1. Giggling girls galloped. Afterward ask: Is a gallop faster or slower than just walking?</p> <p>2. Jane joked with Jed.</p> <p>Need more-difficult tongue twisters? 1. Donald Duck dunks doughnuts. Ask: What else can be dunked?</p> <p>2. Bob baked brown bread.</p>	<p>1. Alligators ate applesauce. Ask: Do you think alligators really eat applesauce?</p> <p>2. Jessica jumped joyously. Was Jessica happy or sad?</p> <p>Need more-difficult tongue twisters? 1. Darby dug deep for a dime. Ask: Where is Darby digging?</p> <p>2. Tom taught Tammy to tie.</p>	<p>1. Liam laughed loudly.</p> <p>2. Pamela pets piglets. Ask: Have any of you pet a piglet?</p> <p>Need more-difficult tongue twisters? 1. Kangaroos kick cranky cats. Would a cranky cat be playful?</p> <p>2. Baby baboons bite bald bears. How much hair does a bald bear have?</p>	<p>1. Nancy knows nothing.</p> <p>2. White whales whisper.</p> <p>Need more-difficult tongue twisters? 1. Harry hummed a hymn to himself. What's a hymn?</p> <p>2. Sally skated slowly to school.</p>	<p>1. Clyde catches caterpillars. Would Clyde have to be very quick to catch a caterpillar?</p> <p>2. Larry loves licorice. What is licorice?</p> <p>Need more-difficult tongue twisters? 1. Penny peeled a pile of pears. How do you peel a pear?</p> <p>2. Harold honked a hundred horns.</p>
<p>Fun with Figurative Language (Lessons 1-170) Teach at least three of the five figurative-language examples to younger students and all five to advanced-younger and older students.</p> <p>Directions:</p> <p>1. Set the stage by discussing the literal meaning of some of the words.</p> <p>2. What it means will continue to have an explanation of what the saying means, or you can use your own wording.</p> <p>3. Make up a sentence of your own, or use the one that is provided</p> <p>4. Leave out some of the main words in the sentence for students to supply.</p> <p>5. Help students repeat the sentence with you.</p>	<p>There's no place like home.</p> <p>1. Set the stage: <i>We don't think too much about our homes – they're just our homes. But homes keep people warm when it's cold out, and they keep people safe. Today's saying has the word home in it.</i></p> <p>2. What it means: <u>There's no place like home</u> means the good feeling you get when you're in your own home.</p> <p>3. Make up a sentence: <i>It was fun visiting my grandparents, but when I got back to my own bedroom, I knew there's no place like home.</i></p> <p>4. Say the words I leave out: (You decide which words to leave out.)</p> <p>5. Say the whole sentence with me...</p>	<p>chatters like a monkey</p> <p>1. Set the stage: Discuss the sound a monkey makes. It is often referred to as a chattering sound.</p> <p>2. What it means: <i>If a person talks a lot and isn't making a lot of sense, you could say that person <u>chatters like a monkey</u>.</i></p> <p>3. Make up a sentence: <i>Kiko said his little sister <u>chatters like a monkey</u>.</i></p> <p>4. Say the words I leave out: (You decide which words to leave out.)</p> <p>5. Say the whole...</p>	<p>in hot water</p> <p>1. Set the stage: <i>How comfortable would you be in a bathtub of very hot water?</i></p> <p>2. What it means: <i>If someone is <u>in hot water</u> he or she is in trouble!</i></p> <p>3. Make up a sentence: <i>Lillian is always in <u>hot water</u>; trouble is her middle name!</i></p> <p>4. Say the words I leave out: (You decide which words to leave out.)</p> <p>5. Say the whole...</p>	<p>in a pickle</p> <p>1. Set the stage: <i>What is a pickle? Could you actually get in a pickle? How silly!</i></p> <p>2. What it means: <i>When you hear someone say you're <u>in a pickle</u>, it means you're in trouble!</i></p> <p>3. Make up a sentence: <i>Arla was <u>in a pickle</u> when she broke her dad's hammer.</i></p> <p>4. Say the words I leave out: (You decide which words to leave out.)</p> <p>5. Say the whole...</p>	<p>as mad as a wet hen</p> <p>1. Set the stage: <i>Let's name things that can make us mad. How can you tell if a dog is mad? a horse? a cat? Has anyone seen a mad hen? I don't know this for sure, but I don't think chickens like to get soaking wet. Do you think a hen would like to be soaking wet?</i></p> <p>2. What it means: <i>There's a saying about a wet hen: <u>as mad as a wet hen</u>.</i></p> <p>3. Make up a sentence: <i>Listen to this sentence: Manny was <u>as mad as a wet hen</u> when he found out he couldn't go to the party.</i></p> <p>4. Say the words I leave out: (You decide which words to leave out.)</p> <p>5. Say the whole...</p>

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<p>Analogies (Lessons 71-170)</p> <p>Discuss</p> <ol style="list-style-type: none"> How are the first two words related? That relationship has to be the same for the second set of words. It might be easier to do the review from the previous lesson and then present the new analogy. 	<p>How to do the review and this lesson:</p> <ol style="list-style-type: none"> Using the words from the previous lesson, determine which word you want the children to supply. Lesson 75 (page 66) review: pretended is to make-believe as mad is to (angry or furious or cross or fuming). Continue on with the analogy for this lesson: How are these two words related: coffee/drink (people drink coffee). Now, finish this: coffee is to drink as hamburger is to (eat). <p>New coffee is to drink as hamburger is to (eat)</p>	<p>Review hamburger is to eat as coffee is to (drink)</p> <p>New chair is to bear as cat is to (any rhyming word to cat)</p>	<p>Review cat is to brat as bear is to (any rhyming word to bear)</p> <p>New glove is to hand as boot is to (foot)</p>	<p>Review foot is to boot as hand is to (glove or mitten)</p> <p>New expensive is to cheap as deep is to (shallow)</p>	<p>Review shallow is to deep as cheap is to (expensive)</p> <p>New hurry is to rush as late is to (tardy)</p> <p>Want to try another one? Make up extra analogies by using words that the students need reinforced. Perhaps: no is to yes as nay is to (aye).</p>

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