

Open-ended Activities for Newcomers

Preproduction students are learning at the word level and need a lot of vocabulary to eventually be able to communicate. They also need many opportunities to use the same words many ways. You can have your newcomers work in pairs to learn words that are from a topic being learned by the class. Later, they can create sentences or stories that are suggested in the pictures. Even newcomers need meaningful reasons to write.

Target Audience: early beginner English language learners in the primary grades

Purpose: vocabulary building – multi purpose activities that work into learning sentence frames and build into journal writing.

Requirements: a picture dictionary, pictures of common vocabulary words. Categories could include but not be limited to: abc words, food, clothing, body parts, colors, animals, furniture, the family, transportation. Student can cut out pictures from magazines or catalogues or draw their own. Be creative e.g. photos of students in the playground can be used to demonstrate verbs.

Process:

1. Begin with the picture dictionary put together by the student.
2. Work into the sentence strips activity which can be enlarged to fit a pocket chart.
3. Students can chose to write their favourite sentences in their journals following the sentence pattern.
4. As they are learned these sentence frames can be used by students in their journal writing. A helpful idea is to shrink the sample of sentence frames and paste it into the student's journal

Extensions: word sorting activities, pattern books using sentence frames

This is _____. She has _____. She likes _____.

These materials that can be used in many ways and for more than one activity. I hope you find them as useful as I have.

Submitted by: Karen Beatty – with thanks to Elaine Scovell

kbeatty@sd35.bc.ca

© Ideas for Sentence Frames

Use *is* when using singular (one)

Use *are* when using plural (more than one)

I like the <u>(cat)</u> .	I like <u>(cats)</u> .
Here is the <u>(cat)</u> .	Here are the <u>(cats)</u> .
This is the <u>(cat)</u> .	These are <u>(cats)</u> .
That is a <u>(cat)</u> .	Those are <u>(cats)</u> .
The <u>(cat)</u> is here .	The <u>(cats)</u> are here .
I see the <u>(cat)</u> .	I see <u>(cats)</u> .
A <u>(cat)</u> is here .	I can see <u>(cats)</u> .
My <u>(cat)</u> is here .	My <u>(cats)</u> are here .
I have a <u>(cat)</u> .	I have <u>(cats)</u> .
The _____ has _____ .	The _____ have _____ .
He is _____ .	You are _____ .
She is _____ .	They are _____ .
I am _____ .	We are _____ .
He does _____ .	You do _____ .
She does _____ .	They do _____ .
I do _____ .	We do _____ .
I do like _____ .	
I don't like _____ .	

This can be shrunk and pasted directly into the student's journal.

Go to the ESL PSA web page if you would like to download sentence strips for your pocket chart:

<http://bctf.ca/eslpsa/documents/Sentencestrips.pdf>

My Theme
Dictionary

By _____

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