Macintosh HD:Users:aeiuo:Desktop:Screen Shot 2014-06-30 at 9.28.40 AM.png Amy Griffin: agriffin@uoregon.edu

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Off the Wall Activities

**Activity 1: Paragraphs on the Wall**

Description: This is a pre-reading, skimming and scanning, reading comprehension activity. The students work in pairs. Each pair is given a question, and they must skim and scan the paragraphs to find the answer together and write it down. Once they believe they have the correct answer, they show the teacher, who says if it's correct or not. If correct, they get a new question, if not they must search again.

Teacher preparation:

* Type and print paragraphs of selected text – one paragraph per page – large font
* Create main idea/comprehension questions – one for each paragraph
* Print, copy, and cut questions into strips (each set of questions is a different color)
* Organize the set of questions so that each pair of students is starting with a different question than the other pairs

In class:

* Tape the paragraphs randomly around the room.
* Assign students to pairs and give each pair one question to start with (different for each pair)
* Pairs walk around the room looking for the answer together and write it on the strip
* Check answer with teacher
* If they are correct, give them a new question, if they aren't, they keep searching
* Continue until each pair has answered all the questions or time is up

**Activity 2: Definitions on the Wall**

Description of activity: This is a vocabulary practice/reinforcement activity. The students work in pairs. They have a numbered answer sheet. Pairs walk around the room looking at definitions of vocabulary words that are printed out and taped to the wall. Every definition has a number. The students must write the correct vocabulary word next to the corresponding number on their answer sheet. When students are finished, check answers.

Teacher preparation:

* Type and print the definitions – one numbered definition per page – large font
* Student answer sheet

In class:

* Tape definitions randomly around the room (with definitions hidden from students)
* Whole class: ask students to tell you the vocabulary words that you are practicing
* Teacher writes the vocabulary words on the board as students say them
* Assign students to pairs and give each pair one answer sheet
* Pairs walk around reading the definitions and filling in the answer sheet together
* When finished, students read words aloud to teacher to check answers

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**Activity 3: Words on the Wall**

Description: This is a vocabulary practice/reinforcement activity. The students work in pairs. Each pair has a set of colored definition cards. Envelopes (with a vocabulary word) are taped to the wall. Students walk around the room looking at the posted words trying to match the definition to the word. The students put the correct definition into the envelope. To check for correctness, individual students or pairs check each envelope to identify if all the definitions in the envelope are the same and correct. After checking, students report the “color” of the incorrect placement.

Teacher preparation:

* Type and print large vocabulary words
* Attach the large vocabulary words to the envelopes
* Type definitions of vocabulary words into a grid on one document
* Print on different colors of paper (one color for each pair of students) and cut into cards

In class:

* Tape the envelopes to the walls around the room
* Assign students to pairs and give each pair a set of definitions
* Pairs work together to place correct definitions in correct envelopes
* When all pairs are finished, pairs check envelopes for accuracy and report to class

**Activity 4: Run to the Wall**

Description: This is a pre-reading, skimming and scanning, reading comprehension activity. Students work in pairs. With one half of a reading passage taped to one wall, and the other half taped to another wall, students work with a partner to read and answer comprehension questions. Pairs are divided into Student A and Student B. Students A and B will each find the answers to half of the questions (Student A answers 1-5, Student B answers 6-10). Student A will find their answers on one wall, and Student B will find their answers on a different wall. Student A reads the first question to Student B. Student B then runs to the designated wall to skim and scan for the answer, find it, and run back to tell the partner. The partner then writes the answer to the question. Students repeat the process until all the questions have been answered. Then the students switch roles and repeat the process with the second half of the questions.

Teacher preparation:

* Type and print paragraphs of selected text – one paragraph per page – large font
* Create comprehension questions – one for each paragraph
* Print one set of comprehension questions for each pair of students

In class:

* Tape one half of the reading on one wall and the other half on an opposing wall
* Assign students to pairs and give each pair a set of questions
* Explain to students where to find the answers to their questions, (i.e., student A will find the answers to 1-5 at the front of the room, Student B will find the answers to questions 6-10 at the back of the room)
* Students begin: the As ask their first question to their partner, the B partner runs to the wall to find the answers, runs back to the partner, reports the answer, and the partner writes down the answer, then they change roles, B asks and A runs