



Out of the Hat Activities for 10 Minutes or a Class Period

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This is a collection of classroom activities that require minimal or no preparation and will keep your students engaged in learning your target language.

Categories:

Materials:

- Whiteboards
- Markers
- Erasers, socks or such

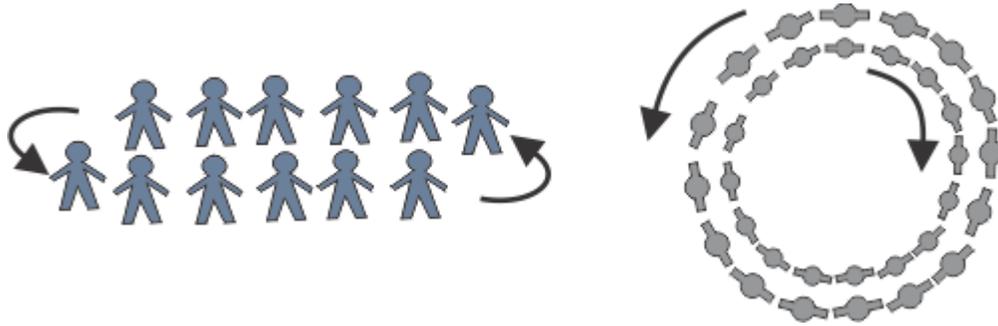
Students work in small groups. They are given a white board, a marker (if you can, give a different color to each team), and something to erase. The teacher tells them a category and students and teacher must write as many words as they can within that category. After time is up (I usually give 1 minute), they pass their board to the group on the right. The teacher starts to read his/her words and students get one point for every word they have in common with the teacher.

Category ideas:

- Sea life
- Things that fly
- Dangerous professions
- Things that fit in a pocket
- Things you see in a park
- Means of transportation
- Foods you eat without silverware



Category Conversations



Materials

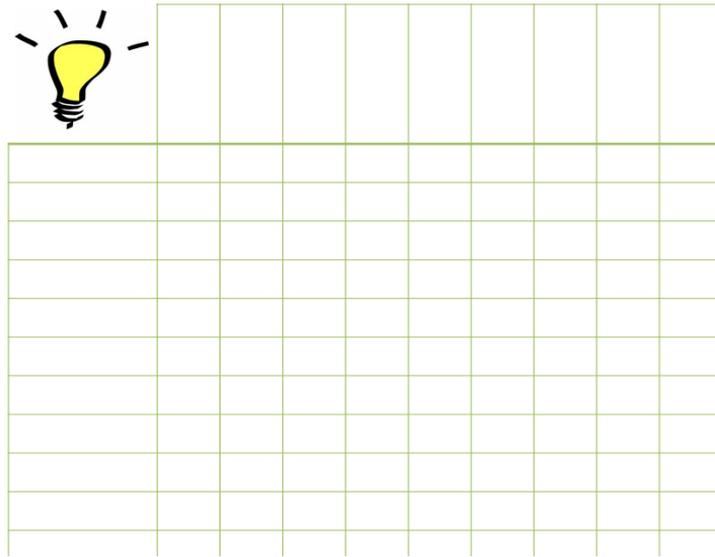
- None

The teacher tells the students to stand in two rows back to back. At the signal they start to move to their right rotating within the two rows. The teacher tells them a topic and they start to recall vocabulary related to the topic and think of questions and information they could share. On a second signal they must turn and strike a conversation with the person they have in front of them. For larger groups, it works better with internal, external circles.

Topic ideas:

- My Family
- My pet
- My favorite pastime
- This morning
- My favorite outfit
- My best friend
- A movie I like

Grid Games



Materials:

- Poster size grid with chips covering each square
- Markers, boards and erasers (only if you want them writing)

The grid offers many possibilities for repetitive activities. The teacher fills left column and top row and students use them to give coordinates to reveal point value. The best part is that students are so eager to get points that they don't realize how much they practice. These are some of the activities I practice with this grid:

- Telling dates: months, numbers
- Numbers and addition: students add numbers from horizontal and vertical lines
- Telling time: hours ▼, minutes ►
- Tense practices: verbs ▼, pronouns ►
- Gender and number: Objects ▼, adjectives ►
- Objects and prices: example – the apple costs \$6.20



Point Grid

4	2	0	3	1	1	2	0	2	4
1	1	2	1	2	0	-1	1	3	0
3	2	1	1	0	2	4	1	1	2
1	0	-1	0	2	1	1	0	2	1
1	4	1	1	-1	0	1	1	1	1
0	1	1	2	1	2	0	1	1	-1
3	-1	0	2	1	0	4	-1	1	2
1	1	1	-1	4	1	0	1	1	1

Materials:

- Grid
- Sticky objects (they are sold at dollar stores)

I use this grid to practice about anything, from simple translation of words or expressions to creating complex sentences using multiple tenses. The teacher places the grid in the middle of the floor and if the students accomplish the task, they get a chance to through their piece to see how many points they get.



Go fish

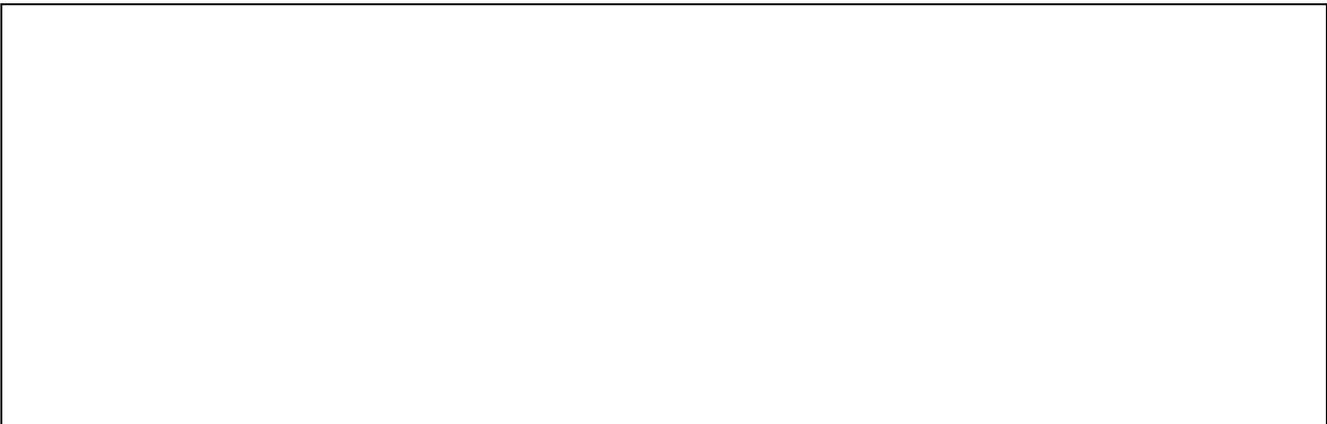


Materials:

- 2 sets of flash cards

The teacher shuffles two sets of the same flash cards and deals them to students. With smaller groups, each student gets about 7 cards and they sit in a circle. With larger groups, they get 7 cards per couple. The teacher starts the game by asking somebody if s/he has the word s/he (the teacher) looking for by using the word in a sentence such as Diana, do you like to sing?' If Diana has the card, she says 'yes, I like to sing' and surrenders her card, if she does not have it, she says 'no, I don't like to sing' and the teacher must take a new card. The winner is the student with the most pairs and /or the least amount of cards.

This activity is also useful for learning Direct objects and all tenses.



Who has it right?

Materials:

- Dice
- Boards
- Markers
- Erasers

Divide your classes into groups of six; then they must number themselves. The teacher tells them to accomplish a task (translate a word, write a sentence using the word ____, conjugate a verb, etc). They can work together, but everyone must record an answer. I roll a dice and the person whose number shows is the answer that represents the group. If the number of students does not work for this activity, you could have them rotate the 6th place amongst them or have them represent two numbers instead of one.

This is my body

Materials:

- None

Students stand in a circle. The teacher starts by telling one student in TL “This is my ...” And a part of the body by touching a different one; example: This is my nose, while touching her knee, the student then turns to another student and touches his nose while saying “this is my ...(and a different part of the body)

Inverted Pictionary

Materials:

- One board
- marker

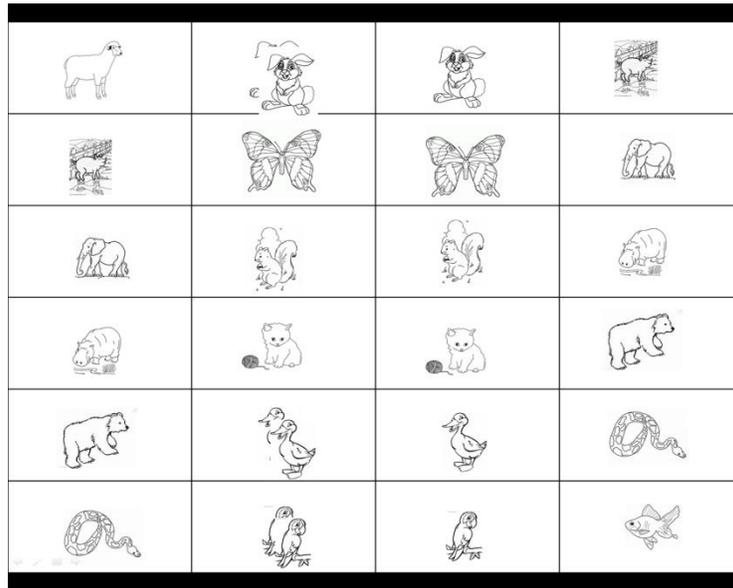
For this activity, one student sits on a chair in front of the classroom. The teacher writes on a white board a category that everyone sees except the student on the chair. The students will start to give examples of words in this category until the student figures out the category.

Category ideas

- Classroom objects
- Colors
- Types of housing
- Famous monuments
- Flying animals
- Adjectives that describe food
- Odd numbers



Efecto Domino



Materials:

- Set of domino vocabulary cards

The teacher hands one or two cards to each student. They must know the meaning of the words they are given and practice the structures for the game (statement and question. Example: I have a fish. Who has a cow?) The teacher starts by asking who has the picture on the right of her card, the student who has that word (or picture) on the left of his/her paper replies by saying I have the ___ who has the _____. After the round goes back to the teacher, students stand up and trade cards multiple times to play a new round.

This is a good game to practice repetitive structures and vocabulary. In Spanish the expressions for age and telling your name are usually confusing for students. By writing just names or number in those cards, students get to hear and say the expression enough times to internalize them.

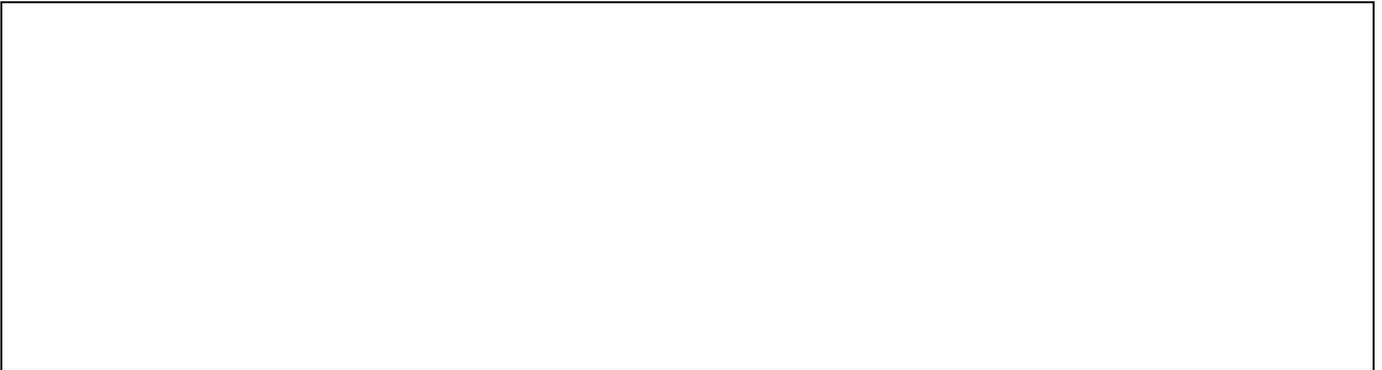


Dictated Drawing

Materials:

- None

The teacher gets a picture or a drawing (I draw stick figures for this activity) and starts describing it to the students who must draw it. They can ask questions about the picture, but only in TL. At the end the teacher shows her/his picture and students compare. For lower levels I write the words left, right, top, bottom and center on the board and point to them or signal them as needed.



Living Bingo

Materials:

- 2 sets of cards, one with pictures and the other one with words in the TL

Hand out the TL words to the students and divide the class into groups of 4 or more. I usually divide my class into 4 groups and have each group stand in a corner with their cards. Then call the English word or show the picture. The person with the TL card gets to sit down. The first team with all its members sitting wins.

