



teacher plus foundation

Activity Guide

Line Challenge: Identify

TR0010

V1.0E



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Icons



Important! Be Careful!



A good idea, but optional



Poison! Don't do this!



Model



Monitor



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Line Challenge: Identify

by Ian Smith

with Jon Rosander and Keskanok Sassadee

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Activity Guide

Line Challenge: Identify

Introduction

Line Challenge is a very good activity for learning vocabulary, short phrases, or **phonics**. It is not really a communication activity, because students do not need to speak and listen to each other – they only identify what is on a **flash-card**.

Line Challenge can be used to practice either reading vocabulary, or simply saying it, by identifying pictures. If you want the students to practice reading, show them the word side of the flash-card; otherwise show them the picture side.

Today, Khru Phan will only get his students to identify the pictures. His students are P3, so they are at a level that they could read many of the words, but he decides to focus only on meaning for this introductory lesson.

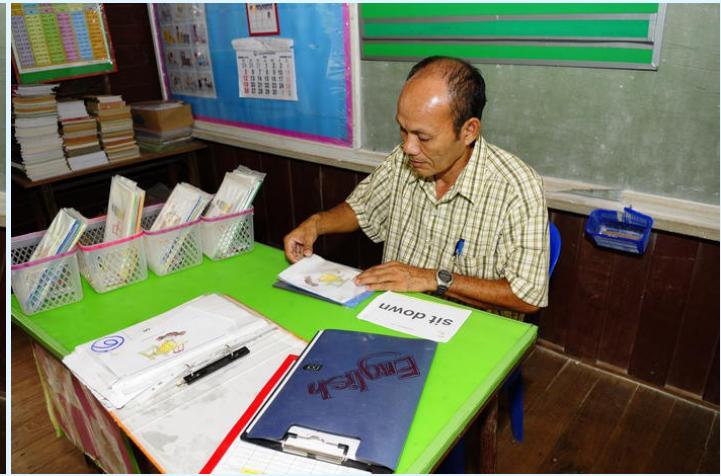
Line Challenge is always run at the same time as **Team Coaching**, and the main purpose of the **Line Challenge** is to motivate the students to stay on task in **Team Coaching**. See the **Team Coaching Activity Guide** for details.

If possible, **Line Challenge** should be run for at least two rounds in a lesson, so that, when a team has finished the **Line Challenge**, they continue to work hard in **Team Coaching**. Khru Phan gives teams a bonus if they improve their scores from previous rounds.

Before Class

Prepare your Materials

- ① Khru Phan looks through the “Actions” set of vocabulary, and chooses appropriate items for his P3 class. He removes the sheets from the files and puts them in **flash-card holders**. In total, he make up 5 sets – one large set for himself, and four small sets for **Team Coaching**. See the **Materials Preparation** Activity Guide for more information.





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Before Class

Prepare your Materials

- ② He checks the rest of the **Team Learning** materials, such as uniforms and Team Formation sheets, and puts them in the team baskets.



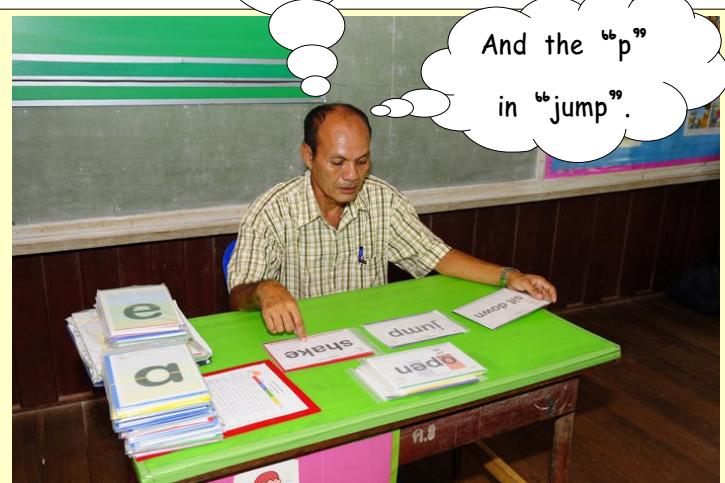
- ③ Finally, he puts all materials for the lesson together in his **Team Learning** basket.

I must make sure the
students pronounce
the "n" in "down".

Before Class

Prepare Yourself

- ① Khru Phan looks through the vocabulary for potential problems. He chooses three items for special attention - "sit down", "jump" and "shake".





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Before Class

Prepare Yourself

The "sh" in "shake" is like the sound of a mother getting her baby to urinate.

In Class

Prepare your Students

- Khru Phan's students quickly and quietly move the chairs and desks to the side of the classroom to prepare for a **Team Learning** lesson.



Put on your uniforms and sit for listening to the teacher.

- Khru Phan tells the students to put on their **Team Learning** uniforms and sit in formation.





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In Class

Prepare your Students

- ③ The students compete to be ready first. To get the points, they must put up their hands, together as a team, and call out “finished” very clearly.



- ④ Khru Phan gives points in order that the teams finished.



Today, we will learn some vocabulary about actions. Later, we will do a Line Challenge activity, so pay attention, so you can get a lot of points.

- ⑤ Khru Phan tells the students about his plan for this lesson, and motivates them to pay attention during the vocabulary drilling stage.



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In Class

Prepare your Students

- ⑥ He introduces the new vocabulary, using **Vocabulary Drilling** techniques to practice identifying, reading and pronouncing the words. (See the **Vocabulary Drilling Activity Guide** for details.)



- ⑦ When he has finished, Khru Phan tells the students to start Team Coaching. He spends 5-10 minutes monitoring, helping the coaches, and making sure they are coaching properly before he starts the **Line Challenge** activity. (See the **Team Coaching Activity Guide** for details.)





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In Class

Setup the Activity

- ① Once the coaches are coaching well by themselves, Khru Phan tells the students that the **Line Challenge** will start soon.

To save time, he reminds them that, when they come up for the activity, they should prepare their cards so that none are upside down.



- ② He looks at the scoreboard and sets the order that he will challenge the teams. Teams with the higher scores are challenged first to give weaker teams more time to practice.

Lets see ... **Blue Team** is leading with 14 points so they should start first.

In Class

Run the Activity

- ① Blue Team presents their cards. They are neat, and all the same way up, so they get 5 bonus points.





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In Class**Run the Activity**

open ... correct!

- ② He stands Blue Team in a line, shuffles the flash-cards to make sure they are random, then shows the first card to Blue #1.

She correctly identifies the picture, and Khru Phan tells her she is correct.

- ③ Because Blue #1 was correct, Khru Phan gives her the **flash-card**, and tells her to sit down.

Later, when he calculates the points, he can easily check which students answered correctly because they will be holding **flash-cards**.

He makes students sit down after they have answered to prevent them from whispering answers to the other students in their team.



- ④ Khru Phan continues with each of the students in Blue Team.

Each time, he gives them the card if they are correct, and makes them sit down.





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In Class

Run the Activity



- 5 Blue #4 cannot remember the word, but she still gets 1 point for saying “I don't know”.

- 6 Red Team and Yellow Team have six members each, so, for fairness, Khru Phan gives an extra turn to Blue #5. He gets both correct!

close

jump



- 7 At the end of the round, Khru Phan gets Blue Team to hold up their cards, while he calculates the score.

- 5 bonus points because the cards were neat and the same way up.
- The team captain gets 2 points for a correct answer.
- Every other student that gave the correct answer scores their **Team Learning** number (the number on their uniform).
- Blue #4 gets 1 point for “I don't know”
- Blue #5 gets 5 points for his first turn and 6 points for his second turn.





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In Class**Run the Activity**

- ⑧ Blue Team scores a total of 19 points for this round!

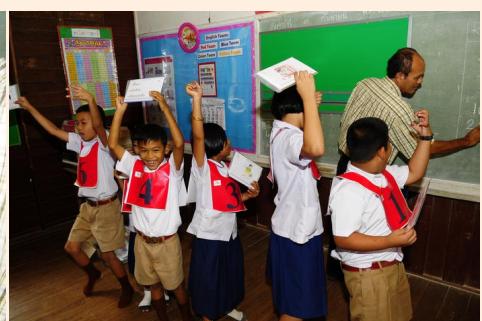
Khru Phan writes the score on the scoreboard, and announces it to the other teams, challenging them to get a higher score than Blue Team.

He tells Blue Team that if they get more than 19 points next round, they will get a special bonus.

- ⑨ Blue Team goes back to continue **Team Coaching**, while Khru Phan calls Green Team to the front of the class to be challenged.



- ⑩ Khru Phan repeats steps ① to ⑨ with each of the other teams.





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In Class**Run the Activity**

- ⑪ After a complete round (challenging every team), Khru Phan checks the time to see if there is time for a second round.

There is about 25 minutes left for this period, so he calls each team back for a second round.

- ⑫ For the second round, if a team scores more than their first round, Khru Phan gives them a bonus of 10 points.

The purpose of this technique is to motivate students to stay on task during Team Coaching after the first round.

**In Class****Feedback and Scoring**

- ⑬ At the end of the second round, Khru Phan checks the time again. There is not enough time for a third round, so he tells the students to pack up.





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In Class

Feedback and Scoring



- 2 He reminds teams to count their flash-cards to make sure they are complete. They will lose points if anything is missing!

Teamwork for Red Team was
very good today – especially
for team coaching.

- 3 After inspecting the uniforms and materials, Khru Phan gives each team 5 points, because everything is complete and well ordered.

Then, he gives teamwork points out of 10. Every team worked well today, so he gives 6 points each to Blue, Green and Yellow Teams.

Red Team made a very big improvement from the first round to the second round, so he gives them 7 points.



- 4 Finally, Khru Phan adds up the scores.



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In Class**Feedback and Scoring**

- 5 Red Team wins and Khru Phan encourages them to celebrate, while the other teams congratulate them.

He tells the other teams that they should also feel good as everyone has worked well today.

**After Class****Reflection**

- 1 Khru Phan sits down and briefly reviews the lesson. Today was a successful lesson, so he reviews what went well.

He also thinks about some problems he noticed. For example, today Blue Team started very well today, but after the first round, their score went down. Why was that?

- 2 He writes his thoughts in a **Reflection Diary** and posts it on the Teacher Plus Foundation website. Maybe one of the other teachers in the network will have some suggestions for him.