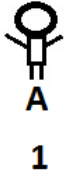
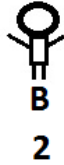


# For the Teacher: What am I doing? Activity

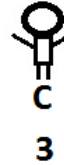
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<b>Objective</b>	Students will be able to name common actions.
<b>Functional Language</b> <i>Students will need</i>	<ul style="list-style-type: none"> <li>● Question: <i>"What am I doing?"</i></li> <li>● Response: <i>"Yes, you are correct"</i> or <i>"No. Try again."</i></li> </ul>
<b>Vocabulary</b> <i>Students will need</i>	<ul style="list-style-type: none"> <li>● vocabulary of common actions:  <i>running, walking, standing, jumping, stretching, dancing, singing, listening, writing, reading, drawing, washing hands/face, combing hair, brushing teeth, opening a door, closing a door, eating, drinking, cooking, sweeping, cleaning, crying, and laughing</i> </li> </ul>

<b>Grammar</b> <i>Students will need</i>	<ul style="list-style-type: none"> <li>● gerunds: verb + ing = action</li> </ul>
<b>Assessment</b> <i>Teachers can check for success by</i>	<ul style="list-style-type: none"> <li>● Listening to how quickly the class gives correct responses</li> <li>● Assigning students to small teams and giving each team a chance to respond first and listening for how quickly they are able to give a correct response</li> </ul>
<b>Instructions</b>	<p>Before class, tell students to download the 7<sup>th</sup> grade Usual Activities activity, “What am I doing?” Tell <math>\frac{1}{4}</math> of the class to download the A document. Tell <math>\frac{1}{4}</math> of the class to download the B document, <math>\frac{1}{4}</math> the C document, and <math>\frac{1}{4}</math> the D document. This activity is like the game called “charades.” To start the activity, have students bring up their documents on their phones. Explain that each student has six actions on their phone. They should make sure that they know what these six actions mean by asking other students. Once</p>

everyone knows what the actions are, all students face the front of the classroom. One student is chosen to go first. Tell the student to choose one action from their list to act out (For example, the student might choose the third activity in the list and act that out). The student says, "What am I doing?" and shows the action (for example, "walking"). Students call out the action they think it is. The student acting it out responds, "Yes, that is correct" or "No. Try again" with each response. When someone guesses the right name for the action, the student sits down and the teacher chooses the next student. This continues until all students have had a chance to act out their action. If there are more than 24 students, some actions will get repeated. That will reinforce the learning.

## **What am I doing? (A)**

Running

Stretching

Drawing

Combing hair

Opening a door

Crying

## **What am I doing? (B)**

Walking

Dancing

Reading

Brushing teeth

Closing a door

Laughing

## **What am I doing? (C)**

Standing

Writing

Washing hands

Eating

Cooking

Cleaning

## **What am I doing? (D)**

Jumping

Listening

Washing face

Drinking

Sweeping

Singing