

100 WAYS to Teach Language Online

Photocopiable Worksheets



Part XI: Templates/Activity Resource

This final section presents templates that should help you recognize the importance of engaging students through the use of graphic organizers.

Since you cannot hand out sheets of paper to students very easily in an online format, often you will have to create these types of organizers by sharing your screen with participants. You could also post or email a file and ask students to fill out a particular template or form.

When you want students to have physical copies of these organizers, you may need to give them some time to print out a particular template since some may not have access to a printer in their own homes.

For those of you who have the technological skills, you may wish to create templates that can be filled out electronically, such as PDF fillable worksheets or online worksheets.

Finally, for those of you that are teaching in a blended format, feel free to print as many copies of these worksheets as necessary.

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Activity 2: Cloze Passage

“Scarborough Fair”

(English Folk Song)

Directions: This song is a traditional love song often sung by a man asking a woman to do impossible things, followed by a woman asking a man to do impossible things. As you listen, please fill in the words from the blanks. When the song is over, talk to a partner and answer the following questions: Why would people who love each other ask for the impossible?

(Man)

Are you going to Scarborough (1) _____?

Parsley, sage, rosemary, and thyme.

Remember me to one who lives there.

She once was a true love of mine.

Tell her to make me a cambric (2) _____.

Parsley, sage, rosemary, and thyme.

Without no seam nor (3) _____.

Then she'll be a (4) _____ love of mine.

(Woman)

Tell him to find me an acre of (5) _____.

Parsley, sage, rosemary, and thyme.

Between the salt water and the sea (6) _____.

Then he'll be a true love of mine.

Are you going to Scarborough (1) _____?

Parsley, sage, rosemary, and thyme.

Remember me to one who lives there.

He once was a (4) _____ love of mine.

Vocabulary answers
1. Fair
2. shirt
3. needlework
4. true
5. land
6. Stand

Activities 23, 24, and 81: Value Lines

Directions: Your teacher will give some statements. Mark how much you agree with each statement by marking an x on the line, or circle the face if you **completely** disagree or agree.



Agree



Disagree



Agree



Disagree



Agree



Disagree



Agree



Disagree



Agree



Disagree



Agree



Disagree

Activity 55: Reader's Outline

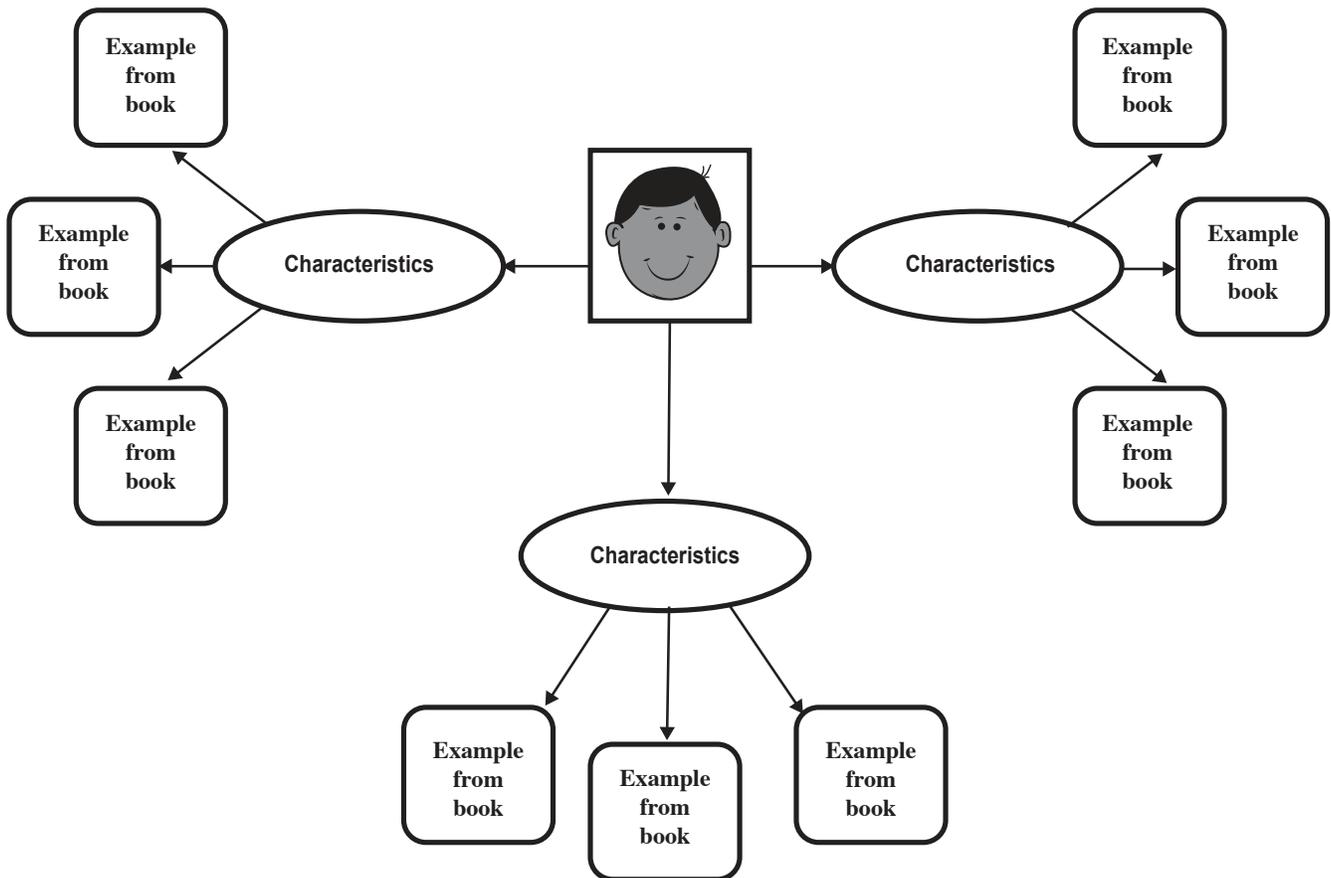
Directions: As you read, look for three or more main ideas. Under each main idea, what are the subtopics under each idea? And under the sub-topics, are there points and even more points the author makes? Use the following outline provided below to write an outline of the reading.

Heading:

1. Main Topic
 - a. Sub Topic
 - i. points under the subtopic
 - ii. more points
 - iii. even more points
 - b. Sub Topic 2
 - i. points under the subtopic
 - ii. more points
 - iii. even more points
2. Main Topic 2
 - a. Sub Topic
 - i. points under the subtopic
 - ii. more points
 - iii. even more points
 - b. Sub Topic 2
 - i. points under the subtopic
 - ii. more points
 - iii. even more points
3. Main Topic 3
 - a. Sub Topic
 - i. points under the subtopic
 - ii. more points
 - iii. even more points

Activity 56: Mapping

Directions: Choose a character. Find three characteristics that are worth exploring. Find examples to support each of the characteristics you have chosen.



Activity 59: Reading Mapp

Directions for a Reading: After reading a story, think of the main idea, supporting details, and purpose of the story. Then write your own personal reaction to the story. (Example based on the story, “No Speak English” from the *House on Mango Street*, by Sandra Cisneros.)

<p><i>To show the difficulties of a working immigrant’s wife and her barriers to learn English and fit in.</i></p> <p>Main Idea</p>	<ol style="list-style-type: none"> 1. <i>Doesn’t leave the house</i> 2. <i>Complains to husband</i> 3. <i>Sings songs from her country</i> 4. <i>Looks at pictures</i> 5. <i>Tries to stop boy from speaking English</i> <p>Analysis of Supporting Details</p>
<p>Purpose</p> <p><i>To inform us to understand a situation, to make us feel compassion for Mamacita</i></p>	<p>Personal Reaction</p> <p><i>I liked this story a lot. It made me want to visit Mamacita and give her some advice.</i></p>
<p>Main Idea</p>	<p>Analysis of Supporting Details</p>
<p>Purpose</p>	<p>Personal Reaction</p>

Activity 60: Rank Order Exercise

Directions: While you are reading, write down the ideas that seem most important to you. After you finish reading, decide which ideas are most important or most interesting. Put the most important or interesting point first, then the second, third, fourth, and so on. Be prepared to discuss why you put these ideas in this order.

Ideas	Ranking (order of importance or interest)
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Activity 98: Listening/Vocabulary Log for _____

(A record of the words and phrases learned while you watch movies and shows)

	Word/Idiom	Definition		Word/Idiom	Definition
1			26		
2			27		
3			28		
4			29		
5			30		
6			31		
7			32		
8			33		
9			34		
10			35		
11			36		
12			37		
13			38		
14			39		
15			40		
16			41		
17			42		
18			43		
19			44		
20			45		
21			46		
22			47		
23			48		
24			49		
25			50		

Activity 98: Reading Log for _____

	Date	# of Pages Read	Name of Book/Article	Words/Idioms Learned
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
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22				
23				
24				
25				
Total				