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| Han. JiHye (Jade)Teacher Ben81th TC WK28 October 2012 | Icebreaker Activity #2-Freer |

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| Theme : Shapes and Colors |
| Title of activity : shapes in colors  |
| Age group : 7~9 year olds | Number of Students : 10 | Duration : 15min |
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| Before  | Color papers with the names and shapes are attached at the back.Names of colors and shapes (laminated)–separated piece |
| In class(2min) | Guiding questions * How are you?
* How was your night yesterday? Comfortable because you have finished your icebreakers and midterm exam?
* What is your favorite color?
 | Lead in |
| Set up(4min)**Eliciting****CCQ’s****ICQ’s** | 1. Introduce (words – shapes and colors)What is the one word for saying circle, square…. What is the one word for saying red, blue…. Is yellow a shape? Is circle a shape? Is Red a color? Is black a color or shape?What color is this?  What shape is this? What is this?2. Tell the students that they are going to get a piece paper with different shapes in different colors. 3. Tell the children to go outside and find the words and put it on the papers they have and tell everyone what you haveI want everyone to come here and stand around this tableI will give you each a piece of paper. What is difference between these two papers? (with words, without words)Everyone will get a different paper. I want you to go outside and findone word for color, one word for shape to tell everyone what youhave. And put them on your paper to show everyone.**“I have a yellow circle”**I don’t want you to go until I pass all the shapes to you.What are you going to do? Are you working individually? How many minutes do you have? 5minutes | \*Visuals\*CCQ’s (Yes.No)\*ICQ’s\*Explicit ICQ’s\*Demonstration\*Modeling\*Timing\*Time management\*Monitoring\*Teaching Pace\*Speaking Pace\*Clarity (Voice)\*STT\*Group work\*Pair work\*Creative grouping technique\*Kinesthetic\*Meaningful\*Engaging\*Boardmanagement\*Closeerror correction\* Teacher’s presence.\*Confidence\*Wall ChartInstruction\*Intonation |
| Run (5min) | 1. Have students to listen to the description and draw on the papers in pairs.You have only 1 minute.I want you to listen to my description and draw on your paper.What are you going to do?How many minutes do you have?Can you draw without my listening carefully to my reading?Do not speak until we finish all this activity because your voice might disrupt you and your friends.1minute30seconds10secondsTimes up2. When they are finished and then have them to put the papers on the board to show everyone.Everyone, please come to the board and stick the paper on the board to show everyone what you have drawn.Let’s see who got right.3. Have the students regroup in 5 which in 2 groups to draw one more time together and match it with what they have drawn individually.This time, I will regroup you into 2 groups of 5 students.“shape”“color”Raise your hand if you are shapes. Come and sit on this side.Raise your hand if you are colors, come to this side.I am going to give you another 4minutes to draw the same thing but this time you can talk with your friends and discuss about it.What are you going to do?How many minutes do you have?Are you working individually?Can you start when you get a paper?You can not talk with your friends right?1minute30seconds10secondsTimes upListen and drawFirst, draw one big circle in the middle of your paper.Inside of the circle, draw a big triangle pointing upwards.So that each corner touches the edge of the circle.Now, Draw a smaller circle on top of the big circle.Inside of the smaller, draw a star.At the bottom two corner of the triangle, outside of the big circle,Draw two more smaller circles.Inside of the circle at the bottom left, draw a square with the corners touching the edge of the circle. |
| Close(2min) | Times up (2 minutes, 1 minutes, 30 seconds, 10 seconds, Times up)Students will present the workOne of the student of the group will present what you have drawn.Show them the answer |
| Post Activity(1min) | Good job everyone. I didn’t hear any mistakes.Let’s unscramble this word “oorlc”“esahp” |