

Free Activities from *New Ways in Teaching Young Children*

The [New Ways series](#) is a collection of activities and exercises for classroom practice. Here are several great activities for teaching vocabulary from [New Ways in Teaching Young Children](#).

Classroom Store

Levels Any	Aims Build conversational skills in a simulated real-life situation Reinforce vocabulary in a specific area of study Reinforce math skills (counting money, figuring change)
Class Time 15–30 minutes	Resources Play money Items related to a category (e.g., food, school supplies, clothing) Price list or signs

Procedure

1. Set up a store on a table or desktop. Arrange the items and price them.
2. Pass out equal amounts of play money to the children.
3. Have the children take turns visiting the store to request items, pay for them, and count their change.
4. Continue until all the money is spent.
5. Discuss the purchases of each customer, comparing what each one bought with the same amount of money.

Caveats and Options

1. Have the students take turns managing the store and making change.
2. Reinforce good manners and courtesy.
3. This activity is well suited to holiday times. For example, instead of having a Valentine's Day party, put Valentine treats such as stickers, candy, small cards, or cups of juice in the store for the children to purchase.

Contributor

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The Superlative Adjective Adventure

Levels Beginning– Intermediate	Aims Develop communicative ability in both speaking and listening Practice reading and writing skills Review vocabulary for parts of the body Review superlative adjectives Practice using mathematical concepts
Class Time 1–1 1/2 hours	Resources Chalkboard or overhead projector Meter sticks or yardsticks 12-in. or 30-cm rulers Paper Pens or pencils

Procedure

1. Introduce the topic of superlative adjectives by writing the words *Adjective Adventure* on the board. Then give an example, such as *longest hair*.
2. Brainstorm other examples for the adventure, such as *widest palms*, *smallest feet*, *funniest person*, and *tallest person*. Write 10 examples on the board. Be careful to avoid potentially offensive or embarrassing examples such as *fattest*, *thinnest*, *smartest*, and so on.
3. Divide the class into groups of four or five. Give each group a ruler and a meter stick or yardstick.
4. Have the groups determine which member represents each category and write their findings (e.g., Lucia has the smallest feet).
5. Let the groups compare their results.
6. Ask a “reporter” to give the figures for each group. From the information displayed on the board, have the students compile written reports about the facts they learned while on their Adjective Adventure.

Caveats and Options

Have the students who are not yet readers or writers in the L2 draw pictures as you introduce each concept to help them understand the vocabulary used in this exercise.

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Name That Object

Levels Beginning	Aims Gain self-confidence in speaking English Practice vocabulary related to a theme
Class Time 10–15 minutes	Resources Paper bag or box Objects related to a topic or skills being taught (e.g., fruits, shapes, toys, colors)

Procedure

1. Seat the children in a circle. Give the bag or box of objects to the first child.
2. Tell the child to select one object from the bag and give its name both in English and in his or her native language.
3. If the child answers correctly, place the object in the middle of the circle. If not, replace the object in the bag.
4. Continue until all objects are in the middle of the circle.

Caveats and Options

1. This activity is excellent for prereaders and beginning English speakers. It offers a nonthreatening way for children to build self-esteem and make concrete connections between English and their native language.
2. Reinforce the oral language further by having all the children repeat the words at the end of the exercise.
3. Use this game regularly and thematically (e.g., a week with fruits, the next with vegetables, the next with shapes) to help the children become very comfortable and familiar with it.
4. If you like, allow the children to help classmates who are having problems with a particular object.
5. This activity is also helpful for monolingual English speakers, as they will hear objects named in another language. It can help build self-esteem for both monolingual English speakers and non-English speakers in a bilingual classroom.

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