

My Favorite Activity Mystery Box

Suggested Time: 15-25 mins

Grouping: Can be done as whole class activity or adjusted for small groups with more items and boxes.

Description: Teacher describes one of his or her favorite activities. Before the game begins the teacher places an object related to that activity in a box. Students will take turns asking questions trying to guess what object(s) related to the activity are in the box.

Once students become stronger at building questions have students take turns leading this activity. Students may bring items from home and describe their own personal favorite activities and items.

Suggestions for items: animal fur, hand games stick, moccasins, fur mittens, boots, jacket, hide, drum, fish net, rabbit snare wire, hockey stick, snow shoe, soccer ball, basketball or volleyball.

Suggested questions:

Is the object large?

Is the object small?

Does it have fur on it?

Is it hot or cold?

Do you use it outside?

Do you use it for hunting?

Do you use it to play a game?

What color is the object?

Teacher may need to write suggested questions and sentences on the board prior to playing the game. Students and teacher should review questions and sentences each day to help build vocabulary skills.

Suggested vocabulary building sentences:

Face the class and say: *My name is ____ . I like ____ (name of activity).*

I like ____ (name of activity) because it's ____ (reason).

I play ____ (name of activity) ____ days a week. OR I ____ (activity) ____ days a week.

I play ____ (name of activity) when ____ it's (type of weather). OR I ____ (activity) when ____ (weather).

When I play ____ (name of activity) OR When I ____ (activity), I'm ____ (emotion).

My favourite activity is ____ (name of activity).

Teacher or student may describe the activity without giving away the object. Students and teacher (or lead student) can take turns between asking questions and describing the activity until someone guesses the item correctly.

Who Is This?

Write the names of the students on separate strips of paper. Fold the strips in two and place them in a bag (or basket). Using a random selection process, ask a student to pick a name from the bag (or basket). The student describes the person whose name has been taken from the bag (or basket), using language that has been acquired (*She has two older sisters. She likes to play basketball*). The other students try to guess the name of the person.

Variation 1

(*This variation can be played with different sets of cards, for example, the food cards, the emotion cards, etc.*).

Shuffle the set of clothing cards. Ask a student to pick a name from the bag (or basket). The student then picks an illustration card at random. The student then asks the student whose name has been picked: *Are you wearing...* (item[s] illustrated on the card, for example a blue and green shirt)? The second student answers: *No, I'm not wearing a ...blue and green shirt. I'm wearing a black shirt.* The second student then picks another student's name and chooses an illustration card, and so on, until the whole class has had a turn.

Variation 2

Shuffle the set of clothing cards. Ask a student (**A**) to pick a name (**B**) from the bag (or basket). The student then picks an illustration card at random as well the name of a third student (**C**). **A** then asks **C**: *Is B wearing ...* (item[s] illustrated on the card, for example a blue and green shirt)? **C** answers: *No, B is not wearing a ...blue and green shirt. He' wearing a black shirt.* The second student then picks another student's name and chooses an illustration card, and so on, until the whole class has had a turn.