

- Board game with questions - Karen made the board and instructions.

- Draw a hand - use it to practice the five common questions asked of all those who take Best Plus. Sarah created an instruction sheet.

- Pictures

- One student could show a picture to another student, and say:

"Tell me about this picture". The other student could name things in the picture and maybe write what s/he sees. Students would then switch roles. The teacher could roam around, and, if appropriate, say to the student "Tell me more". Not sure if we want writing here - this is not part of Best Plus, but might be good practice for the students.

- This would probably work better than having the teacher ask each student. Students will get more practice.

- The two possible questions could be written on the board for students to see. In addition, if writing is to be part of the exercise,

- The exercise would be modeled by the teacher and a student to start things off. This would include having the teacher model writing what is seen, if writing is to be part of this station.

- Preference station

- The pairs of pictures selected by Sarah and Ray would be spread on the table. Pairs of students could move around the tables and work with one pair of pictures. The first student would ask the second student:

"Which do you like better, this or that?" (e. g. cat or dog)

The second student would answer by saying (for instance) "cat", or maybe "I like the cat". The first student (or maybe the teacher (roaming around) could ask "Why do you like the cat?".

Note: I am not sure, but doesn't the Best Test have question like:

"Which do you like better, cats or dogs?" where the two items are explicitly named? If so, maybe we should make the questions explicit.

This would be good practice for the first student to be able to name what s/he sees in the pictures.

- TPR station

- We talked about having instructions for the students to follow. Some ideas:

- make a cube from paper.

- make a paper airplane.

- make a paper snowflake (fold paper in 4ths or 8ths and cut along edges).

- arrange letters (or words) in alphabetical order)

- with a stack of cards (maybe with numbers or letters on them):

- for example:

- put the number 3 under the number 9.

- put the letter G on top of the letter X

- put the number 7 between the letter Q and the number 12.

Students could speak the steps they are doing as they do the exercise.