

## PLANNING QUESTIONS FOR: CORNERS

**1. What is the theme for the Corners activity?**

**2. How will the Corners activity move students towards the lesson objective? (Check as many as apply)**

It will...

- a. establish prior knowledge       c. preview lesson vocabulary  
 b. build class community       d. review grammar structures  
 other: \_\_\_\_\_

**3. What will be on the Corners signs?**

**4. Once students are in their corners what will you have them do?**

- introduce themselves  
 find out other commonalities within the group beyond choice of same corner  
 brainstorm vocabulary associated with their corner topic  
 ask and answer a question related to the corner topic  
 take turns drawing a picture related to the corner topic  
 survey each other about the corner topic  
 chart information about each person in the corner  
 other \_\_\_\_\_

\*\*\*\*\*

Corners signs can be as simple as large print on notebook paper. To be comprehensible to all levels, it's best to include a visual with the text on the sign. Duplicate one set of signs.

**Here's an example using images from the Internet.**

<b>Dawn</b> 	<b>Morning</b> 	<b>Afternoon</b> 
<b>Twilight</b> 	<b>Evening</b> 	<b>Late at night</b> 

## STEPS FOR CONDUCTING A CORNERS ACTIVITY

1. Set up the purpose of the survey (see Planning Question #2 on p. 9).
2. As you post the signs or place items in each corner or area, define the criteria for each corner or area for the class.
3. Model the activity with a few students.
4. Direct students to mentally select one of the corners or areas. Set a short time limit (e.g., 30 seconds) for students to get up and go to their selected areas.
5. Call time and give students 3 minutes to introduce themselves to 3 different classmates.\*
6. Call time and model the activity you would like learners to do in their corners. (See Planning Question #4 on p. 9 for suggested activities.)
7. Set a new time limit and have learners complete the activity.
8. Call time and have learners thank each other.
9. Summarize what students did in their corners and relate it to the next stage of the lesson.

### **Notes and Variations:**

- Corners is a great way to get learners into mixed-level groups because learners are grouping themselves by interest rather than language ability.
- You can create a variation on Corners in order to form same-level groups. Give learners colored cards as they come into class. The colors represent the different level groups (A, B, C). Put the same color cards around the room and when you're ready to form same-level groups, direct learners to go to the sign(s) in the room that match their color cards. Once learners are there they can do a task that's appropriate to their level. (e.g. 'A's brainstorm words, 'B's brainstorm sentences, 'C's create a paragraph about the same theme.)