6 Lineup

Lineups are an engaging way to have learners practice oral language (Levine & McCloskey, 2013). As students mingle and move around, they ask and answer questions and compare their responses about a topic. Eventually, they find their position according to some criterion that can be ordered. The line-up can be used as a quick warm up, a review of a topic, for dividing students into pair or groups by matching those standing next to each other or those standing at the end of the line etc.

**Target Learning Strategies:** cooperative learning, comprehension, fluency, critical thinking

**Lesson Stages:** Into, Through, Beyond **Language Levels:** All

**Procedure:**

1. Ask a question that results in answers that can be ordered, for example, *What time do you get to school in the morning? How far do you travel to school? What is the month and day of your birthday? What is your favorite number?*
2. Model asking and answering the question so that everyone has the language they need.
3. Ask students to interact with one another, sharing information about the question in order to identify their place in line, for example, the earliest to the latest morning risers.
4. Students line up in the correct order.
5. Ask students to share their responses with the whole class (for example, *I got up at 6:25 this morning*) to check if they have positioned themselves correctly in the line.
6. Conclude the activity, or...
7. “Fold” the line in half to create partners for the next activity.

***Example:***

A variation of the activity can be used when teaching the poem, “Fears and Loves” by Sharon Creech (*American Themes*, pp. 141-143). Students write down their own fears and loves and/or fears and loves from the poem. Each fear/love is put on a card. Pass out the cards (do fears and loves separately), and ask students to try to line up from smallest fear to greatest fear. This should lead to discussion about how a fear/love may be greater for one person than another.