

Spiele und Lieder (Games and songs)

4. Making a game of Conkers

Prior Knowledge: It is helpful if children already know how to play 'Simon says' (*Simon sagt*)

<p><u>Objectives</u></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language and make links between spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p><u>Support</u></p> <p>Provide picture cards to support understanding of 'making a conker'.</p> <p>Performing an action for the key instructions may help some children to remember the new language</p> <p><u>Extension</u></p> <p>Children sequence a set of written instructions for making the game. Some children may require some pictorial support with the written word.</p>	<p><u>Main</u></p> <p>Invite children to listen as you give simple instructions for making a game of conkers, using real conkers or modelling clay. Tell children that if they would like you to slow down, they can say <i>Langsamer, bitte</i>. Practise the phrase as a whole class. Then start reading the instructions very quickly, eliciting the request <i>Langsamer, bitte</i>. from the children. Repeat a few times</p> <p>Mime the verbs: you say some verbs and the children mime them; then the children give a verb and you or a child mime it.</p> <p><u>ICT Opportunities:</u> Use images from resource library/gallery to create flipcharts/notebooks on interactive whiteboards, to sequence the instructions. To provide a good model of pronunciation, ask a native speaker to record the instructions and embed sound into flipchart/notebook.</p> <p>Play <i>Simon sagt</i> to practise instructions.</p> <p><u>ICT Opportunities:</u> Videoconferencing - children give instructions in their own language. Partner school mimes each instruction to show understanding.</p> <p>Revise the <i>ä</i> sound in <i>mäh</i>, which also comes up in <i>fädelt</i> in the instructions. Recap on mouth shape and practise saying the sound, using clapping to accompany and build up a rhythm. Write <i>mäh</i> on the board and ask children to write down on their mini-whiteboards which letter is making the <i>ä</i> sound. Repeat the activity with the word <i>fädelt</i>. Add <i>ä</i> and the word <i>fädelt</i> to the <i>ä</i> page of the sound bank.</p> <p>Read the whole set of instructions (full sentences) and ask the children to stand up and sit down every time they hear a verb. Can they remember any of the instructions from Unit 1 (eg <i>findet</i>)?</p> <p>Using real conkers or modelling clay, children follow your instructions and make a conker on a string.</p> <p><u>ICT Opportunities:</u> This process can be recorded using hand-held video cameras</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p>Imperatives or commands to be used with the whole class.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>ohr – <i>Bohrer</i></p> <p>ch – <i>mach, Loch</i></p> <p>sch – <i>schlag</i></p> <p>au – <i>brauchst, braucht</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>ä – <i>fädel(t)</i></p> <p>ie - <i>Spiel</i></p>

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<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">• use physical response, mime and gesture to show they understand a sequence of instructions• use context clues such as pictures and mime, to help them with meaning• begin to make links between phonemes and graphemes		<u>New National Curriculum Links</u> English <u>Reading</u> – Years 3 – 4 Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <u>Writing</u> – Years 3 – 4 Draft and write by: <ul style="list-style-type: none">• in non-narrative material, using simple organisational devices such as headings and sub-headings	
<u>Throughout the week:</u> <ul style="list-style-type: none">• Play <i>Simon sagt</i> to practise instructions.		<u>Resources</u> <ul style="list-style-type: none">• Mini white boards• Conkers, modelling clay, string, a tool to make a hole in the clay• Picture cards for instructions on making a conker game (for children needing extra support)• Computer• Interactive whiteboard• Multimedia presentation• Hand-held cameras	
<u>Teaching Tips</u> <ul style="list-style-type: none">• Children may prefer to make a conker with a partner.• You may prefer to make something else with the children instead of conkers e.g. a fortune teller.			
<i>Wortschatz für Lehrer</i>	Teacher Language	<i>Wortschatz für Schüler</i>	Children's Language
<i>Hört zu!</i> <i>Folgt den Anweisungen!</i> <i>Macht vor!</i> <i>Ein Spiel</i> <i>Langsamer, bitte</i> <i>Ihr braucht / Du brauchst eine Kastanie, einen Bindfaden, einen Bohrer</i> <i>Nehmt/Nimm eine Kastanie!</i>	Listen Follow the instructions Mime a game More slowly please. You need (plural/singular) ...a conker, some string, a drill <ul style="list-style-type: none">• Take (plural/singular) a conker	<i>eine Kastanie</i> <i>Bindfaden</i> <i>ein Bohrer</i> <i>nehmt/nimm!</i> <i>mach ein Loch!</i> <i>fädelt/fädel!</i> <i>findet/finde!</i> <i>schlägt/schlage!</i> <i>Ich habe gewonnen!</i>	a conker string a drill take pierce (make a hole) thread find hit I've won!

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<p><i>Macht/Mach ein Loch in die Kastanie!</i></p> <p><i>Fädelt/Fädel den Bindfaden durch die Kastanie!</i></p> <p>Findet/Finde einen Partner / eine Partnerin!</p> <p>Schlag die andere Kastanie mit deiner Kastanie!</p> <p>Verben <i>nehmt/nimm!</i> <i>bohrt/bohre!</i> <i>fädelt/fädel!</i> <i>findet/finde!</i> <i>schlagt zu! / schlag zu!</i></p> <p><i>Simon Sagt</i></p>	<ul style="list-style-type: none"> • Drill (plural/singular) a hole in the conker • Thread (plural/singular) the string (through the hole) • Find (plural/singular) a (boy/girl) partner • With your conker, hit (plural/singular) your partner's conker <p><u>Verbs</u> Take (plural/singular) Drill (plural/singular) Thread (plural/singular) Find (plural/singular) Hit (plural/singular)</p> <p>Simon says</p>	<p><i>Ich bin fertig!</i></p>	<p>Ready / finished!</p>
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