

Arbeitsmaterialien für Lehrkräfte

Kreative Ideen und Konzepte inkl. fertig ausgearbeiteter Materialien und Kopiervorlagen für einen lehrplangemäßen und innovativen Unterricht

Thema: Sport

Titel: Going on a Summer Holiday - Movement (45 S.)

Produkthinweis zur »Kreativen Ideenbörse Grundschule«

Dieser Beitrag ist Teil einer Print-Ausgabe aus der »Kreativen Ideenbörse Grundschule« der Mediengruppe Oberfranken – Fachverlage GmbH & Co. KG*. Den Verweis auf die jeweilige Originalquelle finden Sie in der Fußzeile des Beitrags.

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8.3.4 Going on a Summer Holiday – Movement Activities and Language Learning

Sabine Karoß





Lernziele:



The students should

- listen to the repetitive phrase “I am packing my suitcase and I take ...”;
- try to understand the meaning of various words around the topic holiday by watching a movement and listening to the word at the same time,
- say the sentence “I am packing my suitcase and I take ...” and should be able to add the word for a particular item,
- understand and say numbers from 1 to (about) 30,
- manage a clapping game that requires a special rhythm,
- get to know the names of different beach activities and act them out creatively in a small group,
- understand the meaning of “hungry” and “thirsty”,
- learn the words for four different drinks and four different food items,
- coordinate jumping through hoops and saying the word for a special breakfast item at the same time,
- follow the steps and movements of a “Club Dance”.

Didaktisch-methodischer Ablauf	Kommentare und Materialien
<p>1. Hinführung</p>	<p>Before the teacher can start the lesson, he has to prepare the gym as it is shown on the gym plan (or in a similar way).</p> <p> Gym Plan (I) 8.3.4/M 1</p> <p>The following material and flash cards are needed for the preparation:</p> <ul style="list-style-type: none">  • mats as hotel rooms; according to availability, let the students share one mat and put two room numbers on each mat. • one hoop for each student, one for the teacher (put them in a line aside to be used later on) • one bench • one envelope (DIN A5) for each student <p> Suitcase 8.3.4/M 2</p> <p>The teacher should photocopy as many suitcases as there are students in the class. Each suitcase has to be cut out and stuck on an envelope. Then he labels each envelope with a student's name.</p>

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<p>PART 1: Packing my suitcase</p> <p>The teacher enters the gym wearing summer clothes, a sun hat and sun glasses. He carries a suitcase and walks around happily while whistling a summer song. After a while he turns to the students who are sitting on a bench and says:</p> <ul style="list-style-type: none"> • “<i>Oh, it’s a wonderful day today and I’m really happy! Do you know why? Look at my clothes, my hat and my sun glasses</i>” (the teacher points clearly to the things he is talking about). • “<i>Today we are going on a summer holiday together!</i>” • “<i>But before we go, we have to pack our suitcases!</i>” (the teacher points to the suitcase while he is saying the word). <p>The teacher opens his suitcase and takes out one item after the other. He repeats the same sentence over and over again and shows a matching movement for each item:</p> <ul style="list-style-type: none"> • “<i>I am packing our suitcase and I take my shoes.</i>” (The teacher pretends to put on shoes.) • “<i>I am packing our suitcase and I take my toothbrush.</i>” (The teacher pretends to brush his teeth.) • “<i>I am packing our suitcase and I take a camera.</i>” (The teacher pretends to take a picture.) 	<p> Room Numbers 8.3.4/M 3 The teacher should photocopy and number as many room number signs as there are students in the class.</p> <p> • Flash Cards “Shoe” and “Toothbrush” 8.3.4/M 4 • Flash Cards “Camera” and “Sun Hat” 8.3.4/M 5 • Flash Cards “Towel” and “Goggles” 8.3.4/M 6 • Flash Cards “Swimsuit”/“Swimming Trunks” and “T-Shirt” 8.3.4/M 7 • Flash Cards “Shorts” and “Sun Cream” 8.3.4/M 8 • Flash Card “Pyjamas” 8.3.4/M 9</p> <p>Photocopy and cut out all of the flash cards for each student.</p> <p> It is advisable to laminate the flash cards.</p> <p> for the teacher to wear:</p> <ul style="list-style-type: none"> • summer clothes • a sun hat • sun glasses • a suitcase <p>inside the suitcase:</p> <ul style="list-style-type: none"> • a pair of shoes • a toothbrush • a camera • a towel • a swimsuit/swimming trunks • a T-Shirt • shorts • sun cream • goggles • pyjamas <p>It is very important for the teacher to carry out the movements clearly. The students should be able to understand what was said without knowing all the vocabulary.</p>
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<p>The teacher carries on with the other seven items. He asks the students to repeat the name of each item and the shown movement every time. The other items are:</p> <ul style="list-style-type: none"> • a towel • a swimsuit/swimming trunks • a T-Shirt • shorts • sun cream • goggles • pyjamas 	
<p>2. Erarbeitung</p> <ul style="list-style-type: none"> • <i>“Now you have to pack your own suitcases! But, where is your suitcase? Can you find it?”</i> <p>All the students try to find their own “suitcase” (prepared envelope) in the gym. Then the whole class comes together in a circle.</p> <p> **The envelopes are spread out upside down in the centre circle of the gym.</p> <p>The teacher repeats the now familiar sentence again, showing one item at a time and adding the matching movement.</p> <p>Once he has finished the sentence, the students are supposed to find a flash card showing the requested item in the gym. Then they return to the circle.</p> <p> • **The teacher can set a time limit for the students to find the requested card by counting backwards from 10 to 0.</p> <ul style="list-style-type: none"> • The flash cards are laid out upside down (pictures are not visible). <p>They all repeat and act together:</p> <ul style="list-style-type: none"> • <i>“I am packing my suitcase and I take ...”</i> <p>After all items are found, the students put them in their “suitcases”.</p> <ul style="list-style-type: none"> • <i>“Now that all our suitcases are packed, we can start our journey to Spain. Let’s all get into our buses!”</i> <p>The teacher explains that all hoops with the same colour build one bus.</p> <p>Each student sits in one of the hoops that were laid out in a line at the sideline beforehand. The students, who sit in the front hoop of a bus, lead their group through the gym</p>	<p>The flash cards are spread all over the gym. The pictures on the cards are visible.</p> <p>The students are supposed to use all the space in the gym. Each “driver” can challenge his “passengers” through variations in speed or direction, through sudden stops, long curves and anything else that comes into his mind.</p> <p>The teacher assists the drivers by making suggestions.</p>

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(“driver”). While they are driving the leading position changes on a regular basis, so that each student gets a chance to be the “driver” of the bus.



If no coloured hoops are available the teacher lets the students build groups by the first letter of their names, by their T-Shirt colours etc.

- *“Oh, but there is one problem: How do you carry your suitcase now? Where do you put it during your bus ride? Do you have any ideas?”*

After a while the buses arrive in front of the “Hotel Sunshine”; the groups leave their buses and enter the lobby.

PART 2: In the hotel and at the beach

The receptionist of the hotel (teacher) welcomes the guests. He calls one student after the other and hands out room keys.

- *“Welcome, you have room number ...”*



**The keys are not numbered. The students have to remember the number the receptionist told them. This way, the activity is meant to make the students listen carefully to the different numbers and recognize the one they have been given.

The students try to find their “room” (small mat) in the gym, enter it and start to unpack their suitcases (they spread out all the pictures on their mat).

To get everyone back into the center circle, the teacher calls out four random numbers at a time. He continues until each student’s room number has been called and everyone has joined the circle.

The group starts to play a clapping game:

- First practise to clap the same rhythm.
- Then students say their own room numbers one by one while clapping the rhythm.
- Now students say their left (or right) neighbour’s room number while clapping the rhythm.
- Finally, students say anybody’s room number while clapping the rhythm.
- *“Now let’s go to the beach! But before we go, you need to get some things from your rooms.”*
- *“Please go to your room and get your hat!”* (The teacher carries out the movement for “hat”)



Keys 8.3.4/M 10

The teacher should photocopy and number one room key for each student.



Clapping Game 8.3.4/M 11

He repeats the same sentence and asks to get the following items:

- goggles,
- towel,
- swimsuit, and
- swimming trunks.

Then the teacher asks one student to get a camera and another student to get the sun screen.

Now the group is ready to go to the beach and the teacher and the students skip to reach their destination.

- *“Now we are at the beach. What can we see? Oh, I can see children playing beach volleyball!”* (The teacher makes a clear movement for “playing beach volleyball” while saying the words).

He creates the same sentence for the following four actions and adds clear and appropriate movements:

- playing Frisbee
- diving
- surfing
- building a sand castle



To divide the class into five groups, each student draws one flash card showing one of the actions mentioned above. Students with the same picture build one group.

- *“In your group please think about a short sketch that shows the action on your flash card. Show clear movements and include everybody in your group.”*

After a while one group after the other presents their sketch and the rest of the class is supposed to guess the correct action. They repeat together:

- *“We can see children ...”*
- *“Oh, that was a long day at the beach now. Let’s go back to the hotel.”*

The students walk back to their rooms and (pretend to) fall asleep ...

Time to prepare the gym as it is shown on the gym plan.

Each sentence and movement has to be repeated by the students!



- **Beach Activities (1) 8.3.4/M 12**
- **Beach Activities (2) 8.3.4/M 13**
- **Beach Activities (3) 8.3.4/M 14**

The needed number of flash cards depends on the number of students in class.

To make this task understandable, the teacher uses helpful gestures and movements.

Applause after each sketch is a matter of course!



At this point a break is needed to prepare some things for the following sequence. So maybe the teacher ends the first lesson here and the students try to think of what might happen when they wake up.



Gym Plan (II) 8.3.4/M 15

The following material and flash cards are needed for further preparation: