

Arbeitsmaterialien für Lehrkräfte

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

Thema: Sport

Titel: Two dogs, one chair and nothing around but sand (23 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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8.3.3 Two dogs, one chair and nothing around but sand – Just imagine what you can do!

Sabine Karoß





Lernziele:

The students should

- listen to the beginning of a children's book story about a chair,
- act out movement ideas with a "big" and a "small" chair,
- carry on telling the story by finding further movement ideas with the chair,
- getting to know the meaning of prepositions,
- work with a partner,
- craft a small chair.

Didaktisch-methodischer Ablauf	Kommentare und Materialien
<p>1. Hinführung</p> <p>CHAPTER 1: Introducing the Dogs</p> <p>The teacher introduces the story by showing a picture of the main characters and the surroundings and asks questions to help the students grasping the details.</p> <p>Describing the main characters: two dogs.</p> <p><i>"What animals do you see in the picture?"</i></p> <p><i>"What colour is this dog? Yes, brown. And what colour is this dog? Right, black."</i></p> <p>Further comparisons of the two dogs are possible:</p> <ul style="list-style-type: none"> • long – short • small – big (or: thin – thick) 	<p>The idea to this lesson is based on a children's book:</p> <p>Claude Boujon (1999): <i>Der blaue Stuhl</i>, Hamburg, Inhauser Verlag.</p> <p>The original version "La chaise bleue" was published in 1996 by l'école des loisirs in Paris. To my knowledge no English version has been published up to now.</p> <p>Hence, I will translate excerpts of the German version simplifying the language, and use some of the illustrations with permission of the company holding the German publishing rights (Carlsen Verlag, Hamburg).</p> <p> Dogs Walking in the Dessert 8.3.3/M 1 It is advisable to laminate the pictures.</p> <p>Prerequisite: the students already know the body parts.</p>

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<p> Selected body parts can also be compared, e.g:</p> <p><i>“The black dog has long legs. The brown dog has short legs.”</i></p> <p> The students choose a partner and compare different body parts, e.g:</p> <p><i>“Thomas has long legs. I have short legs.”</i></p> <p>Finding a name for the dogs</p> <p><i>“What do you think is the name of the brown dog? And what is the name of the black dog?”</i></p> <p>Describing the surroundings: the dessert</p> <p><i>“Where are the dogs? (Are they in school?)”</i></p> <p><i>“There is something blue at the top of the picture. What do you think it is? Yes, it’s the sky.”</i></p> <p><i>“Can you reach the sky with your fingers?”</i></p> <p><i>“And what do you think is this around the dogs? It’s sand.”</i></p> <p><i>“Can you think of a place where you find a lot of sand?” “Yes, in the desert. Right, the Sahara in Africa is a huge desert.”</i></p> <p><i>“What is a desert like? First, there is a lot of sand. Then the sun is very, very hot. There is almost no water.”</i></p>	<p>Either the teacher has invented names for the two dogs in advance or the students can invent their names.</p> <p>The teacher can bring sand (e.g. bird sand) or a picture to explain a desert.</p> <p>Additionally, the teacher can use flash cards.</p> <p> Flash Cards “Dessert” 8.3.3/M 2</p>
<p>2. Erarbeitung</p> <p>I’m walking ...</p> <p><i>“What are the dogs doing in the desert? They are walking.”</i></p> <p><i>“Can you walk, too?”</i></p> <p>Probably, the students will run and not walk. The teacher (or a student) explains and demonstrates the difference.</p> <p>The students should not bump into each other while they are walking: respect each other’s personal space:</p> <p><i>“A desert is very, very wide (large). So, you can walk all over the gym. Even though: Watch out and make sure you don’t bump into another student.”</i></p>	<p> The students walk</p> <ul style="list-style-type: none"> • slow or fast • forward, backward or sideways • quietly or loud • on curved or straight pathways • etc.

“Imagine: when you walk in the desert, with a very hot sun in the sky and no water around – how would you walk?”

We are walking ...

“Look! One dog is walking behind the other. Can you do that, too?”



The students pair up and walk in a line behind each other.



The teacher can use the above mentioned variations and also the following

- leadership is changing (half turn) when the teacher claps his hands,
- the pairs are only allowed to walk on the different court lines of the gym,
- the pairs build a dance using the movement skills walking and turning.

CHAPTER 2: Introducing the Chair

The teacher shows the next picture and asks the students to describe what they see.

“What is the black dog doing?”

“Can you imagine what this blue thing might be?”

The students might want to try an interesting experiment.

“Can you see what I show you?”

The experiment can be conducted in the classroom, in the gym, or in the schoolyard.



The students group in teams of four. Each student draws one flash card. Nobody is allowed to see the picture on it!

Now the group members spread out. Student A points at another student (B) in his group:

“Please show me your card.”

Student B holds up his card and student A tries to identify the object on the card:

“It’s a table.”

The walking style will change in order to express exhaustion, thirst etc.: The students might

- shuffle
- stagger and totter
- fall
- crawl
- sway.

Later on the student in front just turns around and the student behind has to react accordingly.



Build a Dance 8.3.3/M 3



Dogs Pointing at Something 8.3.3/M 4





For this experiment the students use flash cards they regularly use during their English lessons.



numerous flash cards (at least two per student) depicting:

- different objects
- numbers
- letters
- animals
- etc.

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<p>The answer is correct: Student A takes another turn. But before doing that he is running around student B taking a close look at the picture and returns to his position.</p> <p>The answer is incorrect: It is student B's turn.</p> <p> The students vary the distances between them.</p> <p>Disclosing the secret: the chair</p> <p><i>“What do the dogs find?”</i></p> <p>CHAPTER 3: What you can do with a chair – Part I</p> <p><i>“What do you think are the dogs going to do with the chair?”</i></p> <p>The students imagine what the dogs might do with the chair they found.</p> <p>Then the teacher shows the next pictures.</p> <p><i>“Let's see what the dogs do.”</i></p> <p><i>“What does the brown dog do? It sits UNDER the chair. Why do you think it is sitting there?”</i></p> <p><i>“Look at that! The blue chair lies on its back. And what do the dogs do?”</i></p> <p><i>“Let's craft a chair. So each one of you will have his own 'little' chair.”</i></p> <p>While the glue is drying, the students try out different ideas with “big” chairs in the gym.</p> <p>What can you do with a chair?</p>	<p> Dogs Find a Blue Chair 8.3.3/M 5</p> <p> Dogs Playing with the Chair 8.3.3/M 6 und M 7</p> <p>It is advisable, that the teacher shows picture M 7 not until after having practised the prepositions, because this picture offers another direction of imagination (the chair transforms into ...).</p> <p> Crafting a Chair 8.3.3/M 8</p> <ul style="list-style-type: none"> • styrofoam • square or round timber • stiff white paper • saw • scissors • special styrofoam glue • blue paint • brush • counter (“Figurenkegel”) <p>These counters come in different sizes and are made out of wood (www.labbe.de). The students can paint their counter and also draw a face and add hair. Instead of a counter you could use little plastic dogs.</p>
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