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Ausbildungslehrgang EN 12

Thema der Abschlussarbeit:



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1. About my work and principles

With this work, I would like to show how to create an effective learning environment by introducing a new topic.

Children at primary school age have a lot of qualities:

- Children have a lot of energy, joy, enthusiasm and curiosity for the new language, and I try to maintain or to stimulate this.
- Children learn through first hand experiences through the five senses, in a holistic and intuitive way.
- They learn naturally and without self limitation.
- They also have a quick memory.
- Most of them love chants, music, singing, being creative, copying the teacher and each other.
- They are natural communicators and also enjoy acting.
- They love competitions, games and activities.

So the focus is on involving children simultaneously in activities promoting their personal development and in helping them to learn the language.

“Graceful teaching, beautiful teaching,
consists of flowing with the energy of your learners.”

 *James Asher*

My principles of communicative language teaching:

- Teaching language learners to understand and use **real and useful communication**
- Teaching a **competent use of language** in response to a real need to understand and be understood, to know how and when to interrupt, and to be able to ask questions to help understanding
- Language learners need to be taught to **keep on talking or reading**, even if the words are not quite right or totally understood.
- To encourage language learners to communicate more easily and successfully the lessons can sometimes be **more learner-centred** with the learners practising what they have been taught.
- Using pair and group work is a useful technique for giving all learners **maximum opportunities for practice** .

 *BBC-World service*

“Tell me and I forget, teach me and I learn, involve me and I remember!”

Practical systems for remembering English:

- **Spend Time:** Spend time on remembering because time spent = amount learnt.
- **Teach little and often:** Learning small amounts, frequently, is more effective than learning a lot in one go.
- **Review frequently:** Particularly when a new item has just been met, review helps the item to transfer from short-term memory to long-term memory.
- **Encourage Processing:** set tasks require a degree of cognitive processing because engaging your cognitive abilities transforms “rote” learning into more useful and useable remembering.
- **Say it:** Hearing a new language helps it to enter the short-term memory quickly and strongly. Drilling can help remembering, but too much drilling is boring. Quiet repetition can be equally useful.
- **Use association and imagination:** The more associations an item has, the greater the number of memory links created and the more easily recall can take place.
- **VAK:** teaching through the main channels we may process language: Visual, Kinesthetic, Auditory
- **Total Physical Response:** a teaching method based on the coordination of speech and action, and on the creation of a low-stress learning environment
- **Multi sensory teaching**
- **Using the Multiple Intelligences:** working with all types of learners: linguistic, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal and intrapersonal learners.
- **Teaching to the whole brain of each student:** The left side of the brain is verbal and analytical. The right side is imagistic and impressionistic. Teach your students using the strengths of both sides of the brain.
- **Encourage attention:** Concentration is necessary. Remembering takes mental effort.
- **Minimise interference:** Interference (noise, or the end of the lesson bell, or the teacher giving more information too soon), or anything which divides attention while an item is in the short-term memory will drastically reduce remembering
- **Develop good learning habits:** Encourage the students to store words in a useful and organised way, and to remember actively – using frequent reviews and making their own associations. Develop simple mnemonic skills like finding similar sounding words.

*☞ Based on Steve Elsworth & Jim Rose: Use it or lose it
and Jim Wingate*

Reasons for Assessment:

- To identify a child's progress in learning English.
- To identify what children have learned, i.e. achievement over a semester or year.
- To check up pupil's use of a particular skill or language structure in a lesson or unit.
- To find out whether I have achieved my teaching objectives.
- To identify the skills, language, attitudes, pupils have developed already.
- To find out whether children like/dislike particular activities and why.
- To diagnose problems and/or strengths children have in a particular language area, e.g. writing, reading.

☞ *Based on Children English (Moon) Heinemann*

Moreover for an effective environment it is advantageous to prepare the classroom. The best thing would be to teach in a separate English-classroom or in the music class.

There should be

- enough space for moving around, circle time, working in groups, dances...
- a big board for pictures, posters, flashcards...
- an English corner with picture story books, CD-player or walkman with cassettes or Cds where the stories have been recorded, picture dictionaries, well known learning games (memory, bingo, different board games), a Computer with software (headphones!), learning material (like LÜK, Logico), laminated colourful worksheets with water-soluble pens and possibilities for self controlling
- a board for the weather, the date and a birthday calendar
- authentic English things, for example picture postcards, photos, maps, false money
- a shelf or a table for the topic
- a dressing up box with different hats, clothes, masks or simple animal ears, useful for role plays and sketches
- a music box with musical instruments (drums, claves, bells, triangles, "Klangbaukasten" or boom whackers...)
- black board, overhead projector, beamer or other instruments for presenting new topics or pictures
- laminated paper card and white board marker pens for each pupil for regular spelling training and assessment
- an English puppet, doll or soft toy
- different symbols for to sign something: the Britain flag, map of Britain, an English hat, a sound - instrument (triangle, rainmaker, wind spiel, glockenspiel, ...)

☞ *Based on Sally Kowanda*

2. Birthday

Children love their birthday, and so talking about birthday provides an excellent opportunity for introducing and revising themes such as colours, calendar, seasons, the date, numbers, presents, toys, party, food and drinks, ...

I can create a happy and relaxed atmosphere through the use of songs and rhymes, through the use of real birthday objects like candles, balloons, a cake, and present boxes and through fancy party games. Singing in groups gives even the shyest children the courage to take part and creates a feeling of togetherness. By singing and playing together children learn and revise the special Birthday - vocabulary.

The topic birthday is independently of other instruction topics and again and again repeatable and changeable. In the further process of the school year the birthdays of the pupils offer the opportunity to introduce new games, songs, handicrafts, stories or to repeat. The used words and sentence structures are taken up again and again, strengthened and extended thereby. As project the pupils with the collected materials could plan a class party.

Teaching aims

- ⊙ The pupils get a view of the birthday customs of English children and compare them with the own birthday customs.
- ⊙ The pupils can say, when their birthday is and how old they are
- ⊙ They can ask, when their schoolmates, friends or relatives have birthday
- ⊙ They can sing and speak rhymes and songs as far as possible phonetically correctly.
- ⊙ They can congratulate to someone to the birthday.
- ⊙ They can invite someone to a party and write a simple invitation card
- ⊙ They use hand-eye coordination to fold paper according to the teacher's instructions

Skills

- ⊙ Speaking, Communication
- ⊙ Intonation
- ⊙ Listening comprehension
- ⊙ Writing skills
- ⊙ Interactive social learning forms

Structures

- ⊙ My birthday is on ...
- ⊙ Whose birthday is today?
- ⊙ When is your birthday?
- ⊙ Happy Birthday!
- ⊙ I like ...
- ⊙ How old are you?
- ⊙ I am ... years old.
- ⊙ Please come!
- ⊙ Do you like...? Yes, I do. No, I don't.

Vocabulary

- ⊙ Months, seasons
- ⊙ Numbers
- ⊙ Colours
- ⊙ Presents, toys
- ⊙ Party: food, drinks, decoration, laying the table
- ⊙ Congratulations, invitations

👉 *Based on Ideenbörse Englisch*

3. Birthday – brainstorm



3.1 Birthday - Vocabulary - Games

☞ BBC-World service

☞ Ideenbörse Englisch Grundschule

The role of vocabulary teaching

In the context of learning English as a foreign language, a learner is forced to be autonomous and independent and make conscious effort to learn vocabulary outside the classroom simply because the exposure to the target language is limited in class. So teachers cannot rely on their Ss 'picking up' lexical items. This makes explicit vocabulary teaching necessary. However, vocabulary is notoriously difficult if not impossible to teach because of the complexity of its linguistic, semantic and psycho-cognitive aspects.

Teaching vocabulary to beginners undergoes disparate techniques...

- 1- Use of realia. It is done by bringing real objects to classroom
- 2- Pictures. This is very effective in the way that it facilitates the process of learning for kids.
- 3- Context. Though challenging sometimes, it is really a good technique especially when it comes to abstract words like happiness or lucky or to go on a trip.
- 4- Mime & pantomime. It is done through gestures and facial expressions and also via actions.

Warm-up: Whose birthday is today?

On a day, when there is nobody's birthday you come in your class with a little birthday cake, a present or a nice "Happy birthday" card which you can put on the board and you ask:

Whose birthday is today?

Then you can ask the pupils: Is it your birthday, Eva?

No, it isn't.

Is it your birthday, Tom?

No, it isn't.

...

But whose birthday is it?

It's Sally's birthday! (Name of the puppet)

Now everyone congratulate the puppet: Happy birthday, Sally! (Or sing the Birthday song!)

Let's decorate the table for...

The teacher shows the children a big basket filled with real objects: birthday cake, candles, birthday card, fancy hat, balloons, paper chain, presents, sweets, drinks, flowers, birthday tablecloth, cups/glasses, plates, serviettes, chocolate ...

Let's decorate the birthday table for Sally!

Look, I have got a birthday cake for her. Hmmm, how delicious.

What else do we need?

The pupils list different objects in German or English, and look for them in the basket. If they find it, they decorate the table with it.

In the next lessons you can repeat the vocabulary with other exercises:

- Everyone takes one object out of the basket.
Eva, what have you got? I've got a present.
Please put it on the table.
- Eva, bring me the candles please. The pupil looks for it in the basket.
- The basket is covered with a towel. The pupils touch an object with closed eyes and guess, what it can be.
- Working with word cards, flash cards, posters and pictures

Memory Circle

You all sit in a circle. You say a word on the topic with an action (and sound). Indicate your learners all to copy you. You give the learner A on your left another word on the topic. That learner says your first word and the action, and then your second word and does his action. Then learner B does your word and action, then A's word and action, then his own word and action, and so on round the circle. If all the words are new words, you need to give each learner each new word. If you are using the game to revise words, then each learner can choose their own word and action on the topic. You also can give around a basket and the pupils say what they will put in the basket (only mime or picture cards or real objects)

Spot the vocabulary

This is a visual activity which helps make the process of recalling vocabulary motivating and memorable. The students enjoy the 'suspense' aspect at the start, which really gets them involved.

You will need a picture that depicts 'things' on a particular theme which your students have recently learnt (ex: birthday, food). Prepare one copy per groups of two or more students.

I hold up the picture so that the students cannot see it, and start building up interest by saying, 'Hey, this picture is interesting, isn't it?', 'Can't you see it?'

I then ask students if they want to see the picture, turning it round for them to see just for a couple of seconds. I find my students are really eager to see more of it!

I then 'accept' to let them see it for a bit longer, walking round the class for each person to see the picture for a few seconds.

After this first 'suspense' stage, I hand out a copy of the picture to students in pairs/small groups. I tell them they have two minutes to identify and remember as many things as they can see from the picture, without writing anything down!

Once the time is up, I take back the pictures and ask students to say everything they can remember.

- The students call out the items and the teacher writes them up
- Each group contributes one item/ the item that forms the longest word on their list. They can come up to the board to write this
- The teacher and/or students pick out any items that they found difficult to remember/pronounce and try to improve their knowledge of these items.
- Following a focus on 'There is/ there are', for example, students can say sentences: There is or there are.

Object game (improvisation)

Enter the circle and take up a pose, saying what part of a given scene you are, e.g. Birthday party

A: I'm the birthday table

B: I'm the birthday cake on the table.

C: I'm the candle on the cake. ...

Hot seat

This is a good activity for getting your students going in the morning. It is also excellent for revising vocabulary.

First, split your class into different teams (two is best, but if you have a large class, any number could be used).

Sit the students facing the board.

Then take an empty chair - one for each team - and put it at the front of the class, facing the team members. These chairs are the 'hot seats'

Then get one member from each team to come up and sit in that chair, so they are facing their team-mates and have their back to the board.

As the teacher, have a list of vocabulary items that you want to use in this game.

Take the first word from that list and write it clearly on the board.

The aim of the game is for the students in the teams to show the word by miming, doing an action or making noises to their team mate who is in the hot seat - that person can't see the word!

The student in the hot seat listens and looks to their team mates and tries to guess the word.

The first hot seat student to say the word wins a point for their team.

Then change the students over, with a new member of each team taking their place in their team's hot seat.

Then write the next word...

'Wall dictionary'

This is a good way to help kids learn and review their vocabulary. It really helps them with the alphabet and spelling.

Procedure

Prepare a colourful piece of paper which can be used as a background for the wall dictionary.

Sew 26 pockets on it (or use glue/sticky tape) and label each pocket with a letter of the alphabet

Ask the children to prepare sets of letter cards by writing the 26 letters on some small pieces of paper.

They put their letters into the pockets as soon as they can.

We can use this wall dictionary at any time to practise spelling.

For example, divide the class into three or four groups. They listen to words and then choose letters from the pockets to spell the words.

Of course, you can make several wall dictionaries so that students can play at the same time without fighting.

Vocabulary box

A small box, such as a shoe box, is a very useful tool in the classroom - it can become a vocabulary box. You also need some small blank cards or pieces of paper.

At the end of each vocabulary lesson - for example 'Birthday'- either you or the students should write words from the lesson on different cards. So, you may end up with ten words on ten cards - bedroom, kitchen, roof, window...- and these cards are then placed in the vocabulary box. The students may paint a picture of the word on the reverse of each card.

This vocabulary box can then be used at any time to review the vocabulary studied over the weeks. You could simply pick words from the box at random, give the picture and ask for the word. This can be done as a simple team game.

Or you may try something more active. For example, when you've had this vocabulary box for a month or two months and there are quite a lot of cards in there, you might say to the students 'OK, collectively I want all these cards divided into nouns, adjectives and verbs ... Go! You have three minutes'. Or, you might say 'OK I want all these cards divided into lexical sets ... Go!'. Or, you might say 'Each corner of the room is a different lexical set - that one's clothes, that one's birthday, that one is food and that one is sport. Put the cards in the right corner, you have one minute to do this...Go!'. Then they're all running around trying to get their words in the right corner. This could also be done in teams, giving each team a handful of words to sort.

This box just becomes so flexible in how you can use it. It could be at the end of the lesson. For example 'You can't leave the classroom until you've defined two words that are in the box'. Vocabulary boxes are fantastic and they take so little time but provide so many activities.

The fly swatter game

Here is a lively and distinctive activity to practise vocabulary.

When we have a new list of 15 or 20 words from a chapter, I play the fly swatter game. I write the words (without the article for nouns) in large print in rows across the board. Then I divide the class into two teams. The first time around with the fly swatters, I explain how the game works. After that, it's not necessary.

(A fly swatter is an instrument used to kill flies. It consists of a small square piece of material or mesh which is on the end of a short flexible stick. It makes a great thwacking noise when hit onto a wall or similar surface)

For those not familiar with the fly swatter game, one student from each team comes to the front of the room facing the class, with their back to the board. Each has a fly swatter. When I say a word, they have

to turn around, look over the words on the board and touch the word I've said with the fly swatter. The first one to touch the word gets a point for their team.

There are some other basic rules:

- 1) You may not hit another student with the fly swatter.
- 2) You may not throw the fly swatter at anyone.
- 3) You may not "block" another player with your arm or your body to prevent them from getting at a word.

For the first round, I tell the class we're going to start with something easy. I say the word in English and the two at the front have to find it. The one who touches it first with the fly swatter gets the point. I do this until every person on each team has been at the board once.

Then we do round two, with the same words on the board. I pair the students up differently so that they are competing against a different person from the opposite team. This time I say the word in the students native language and they have to find the English. (Obviously, this round is for monolingual classes)

For the third round, I give clues such as:

Find something you can sit on (chair, couch, bed, carpet when we did items in a room, for instance). If they touch a word that's plausible, they get the point.

Find something that you can wear on your feet (when we did clothing)

Find a male family member (when we did family words)

Find something you usually do indoors (when we had activity verbs - play cards, go hiking, play the piano, go horse riding).





















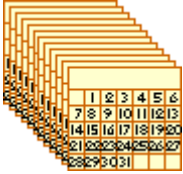
For each round, I make sure every student has a chance at the board. I find this repetition helps, plus we have lots of laughs as we do it and I think that aids retention, too.

Happy swatting!

 ***Birthday - Memory-cards: Ideenbörse Grundschule, Heft 2***

Birthday-Related Words

 *Enchanted learning*

 <p>balloons</p>	 <p>birthday</p>	 <p>birthday cake</p>	 <p>cake</p>	 <p>candle</p>
 <p>candy</p>	 <p>children</p>	 <p>chocolate</p>	 <p>clown</p>	 <p>cupcake</p>
 <p>gift</p>	 <p>ice cream</p>	 <p>juice</p>	 <p>lollipop</p>	 <p>paper plate</p>
 <p>pizza</p>	 <p>popsicle</p>	 <p>present</p>	 <p>ribbon</p>	 <p>toys</p>
 <p>year</p>				

Balloons are rubber sacks that are filled with air or other gases.	You have a birthday every year.	Birthday cakes are sweet and delicious!	Cake is a sweet dessert.	A candle is a stick of wax with a wick that can burn.
Candy is very sweet.	Children are young people.	Chocolate is a tasty treat made from cocoa beans and sugar.	Clowns are people who dress up in funny clothes and try to make you laugh.	A cupcake is a tiny cake.
It's nice to give gifts. It's nice to get them too.	Ice cream is cold, creamy, and sweet treat.	Juice is pressed from fruit or vegetables.	A lollipop is candy on a stick.	A paper plate is a disposable plate that is made out of paper. People use paper plates at picnics and some parties.
Pizza is made of dough that is covered with tomato sauce and cheese; it is baked in an oven.	A popsicles is a sweet, frozen treat on a stick.	A present is a gift, something you give to someone.	You can tie a bow in a ribbon to decorate something.	We play with toys.
A year consists of 12 months, 52 weeks, or 365 days.				

3.2 Calendar

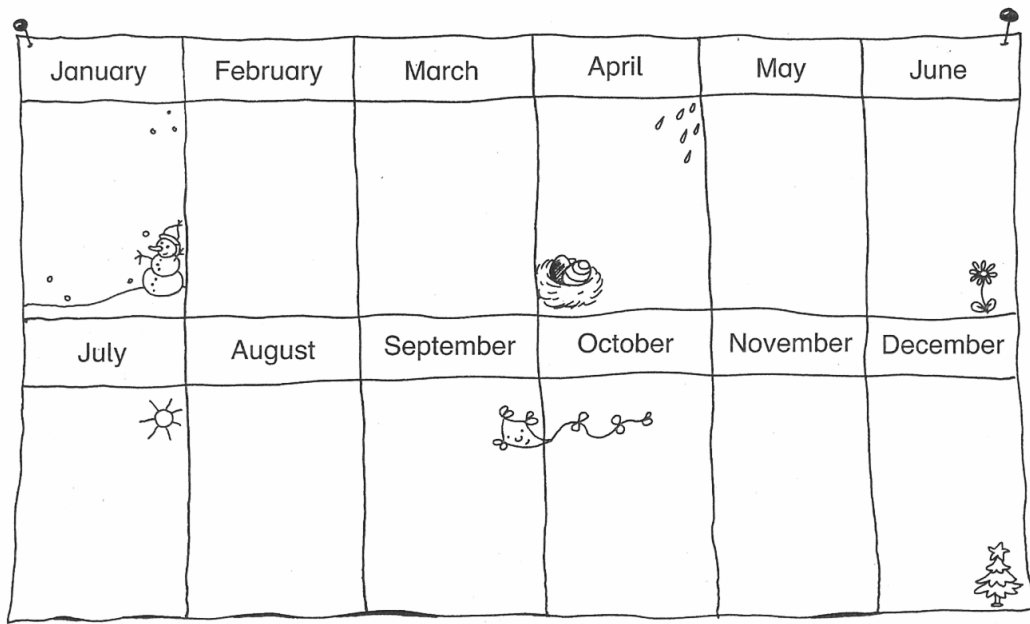
When is your birthday?

My birthday is on _____.

My father's birthday is on _____.

My mother's birthday is on _____.

Write down the birthdays of the pupils in your class!



Ask some members of your family, some friends and your teacher and fill in!

Name	When is your birthday?

Birthday Wheel



Make a Birthday Wheel, a handy birthday reminder. This device is made from stiff paper. Twirl it around to see whose birthday is coming up!

Supplies needed:

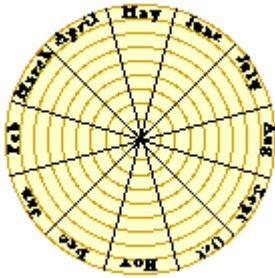
- Stiff paper
- A printer (or a compass to draw circles)
- Scissors
- A brass paper fastener
- A pen or pencil
- Crayons or markers to decorate it



<p>Top</p>	<p>Copy the 2 circles (top and bottom) from stiff paper.</p> <p>If you don't print the circles, cut out 2 large circles that are the same size as each other. On one, draw a wedge that is 1/12 th the circle. On the other circle, divide the circle into 12 wedges, then draw a series of concentric circles.</p>	<p>Bottom</p>
<p>Top</p>	<p>Cut out the 2 large circles.</p>	<p>Bottom</p>



Cut out the wedge shape from the top circle.



Write the names of the months along the top of the lined wheel: January, February, March, April, May, June, July, August, September, October, November, December.



Put the top and bottom together using a brass paper fastener.



Write the birthdays of your family and friends in your amazing birthday wheel! Decorate the cover.

 Enchanted learning

 **More ideas/ worksheets:**

Jump 1/ Me- Book, p.32: Our Birthday Calendar

SingSongDingadong/Veritas, p. 37: When is Your Birthday?

Ensslin-Bingo logo-Englischtraining 5, p.49: Make a Birthday book.

3.3 Regional studies

Most classes already developed special rituals for their class celebrations in the course of the first school years. Now they can extend these by typical customs, songs, birthday cards from the other countries. At the same time there is made a contribution for intercultural learning.

© **Candles:** There's one extra candle for luck on the cake for the new year of life.



April

How old is Eric?



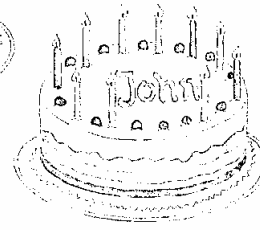
August

How old is Emily?



January

Kim?



October


John?

Eric is _____.

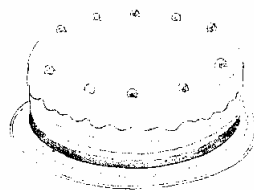
_____.


_____.

_____.

 3. How old are you?

I'm _____.



 4. When's your birthday?

My birthday is in _____.

- © **Icing on the cake:** A typical birthday cake is nicely decorated with icing/frosting (Puderzuckerguss), sometimes in different colours. (chapter 3.6) Really nice pictures of Icing you'll find in the book "Spot bakes a cake".
- © **Fancy hats:** At birthday parties the children usually wear fancy hats which they receive at the party or find in crackers.

 Ideenbörse Englisch

Big Hat Craft

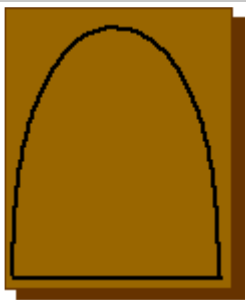
 Enchanted Learning



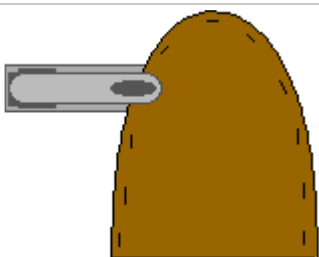
Make an incredibly huge hat from a large brown paper grocery bag. This is a nice, simple craft that works well at children's parties.

Supplies needed:

- A large paper grocery bag
- Scissors
- A stapler
- Crayons and/or markers
- Glue
- Bits of cut paper, ribbon, sequins, yarn, feathers, buttons, glitter, etc.



Draw a hat shape on a large, paper grocery bag. Cut out 2 of these shapes.



Staple the edges of the hat together. Adjust (using staples) to make sure that the hat fits the child.



Decorate both sides of the hat using crayons and/or markers. Glue on bits of cut paper, ribbon, sequins, yarn, feathers, buttons, glitter, etc.

© **The Bumps:** Pupils might like to give the person whose birthday is “the bumps”. This is a tradition in Britain, especially among children. The Person, whose birthday is, lies on the floor. Six (or more) children and adults stand around him/her and take hold of his/her legs, arms, body etc. Then the person is swung (but not thrown!) up into the air and back down to the ground, once for each year of her/his age and once for luck! Each time the person goes up all the “lifters” call out the number. On the last lift they call out: “And one for luck!”

© **Traditional birthday games:**

▪ **Squeak, Piggy, Squeak:**

This is a game where one player is blindfolded and armed with a cushion. The remaining players sit round the room; and after the blindfolded player has been turned round three times he finds someone sitting down and placing his cushion on their lap, sits on it and says “Squeak, Piggy, Squeak”. The player must then give a squeak; and if asked to, must repeat it. The blindfolded player must then try to guess on whose lap he’s sitting and if he guesses correctly, they change places. If not he is turned round three times and sets off again to try to guess someone’s identity.

▪ **Sucking and Blowing:**

The players are formed into two teams and stand at one end of the room. At the other end are two empty milk bottles, a packet of straws beside each and a plate of dried peas. At the word “Go” the first player of each team runs forward and kneeling in front of the bottles takes a straw from the packet and by sucking the straw picks up a pea and blows it into the milk bottle and runs back to his team when the second player takes over.

▪ **Musical Hats:**

The teacher says:

Take a hat and put it on your head.

One girl or boy doesn’t get a hat.

Form a circle now.

When the music starts, pass the hats around.

As soon as the music stops try to get a hat on your head.

The person without a hat leaves the game.

Then one hat is taken away.

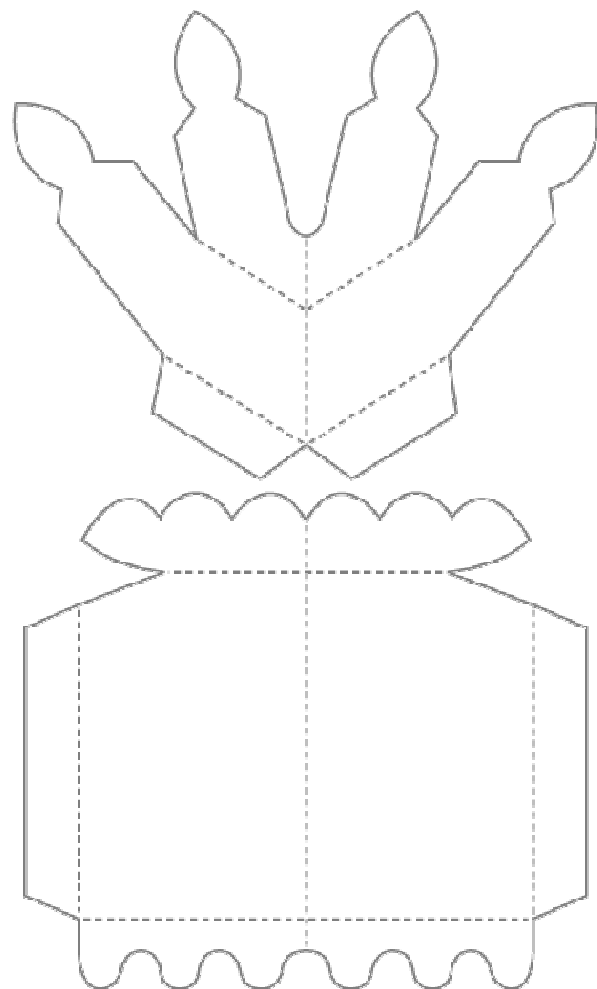
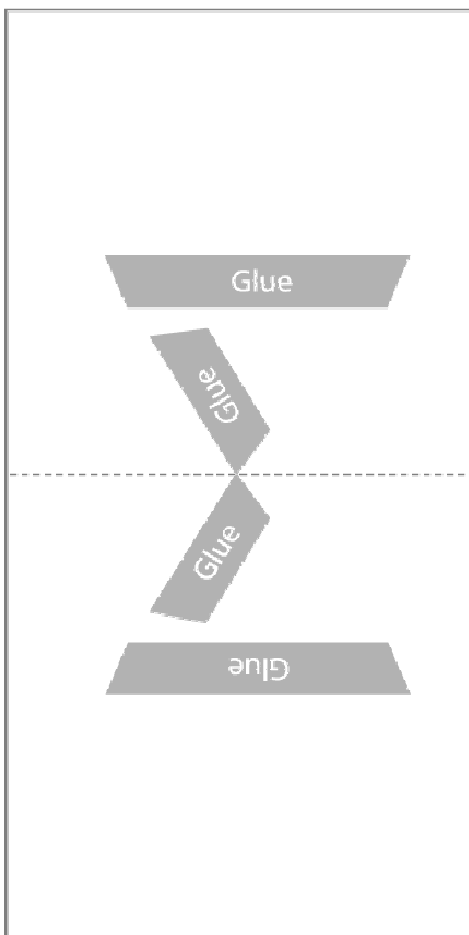
The person left with a hat when the numbers are down to two is the winner.

- © An original **pop - up card**: Together with the birthday present children receive a funny pop-up card:

Pop-up card: Birthday – Cake

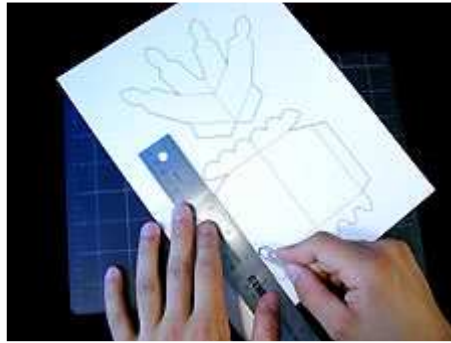
Step 1: Copy the cake's card on a heavy paper, like card stock or construction paper.

Step 2: Copy the pop-up pieces for the cake on the same heavy paper

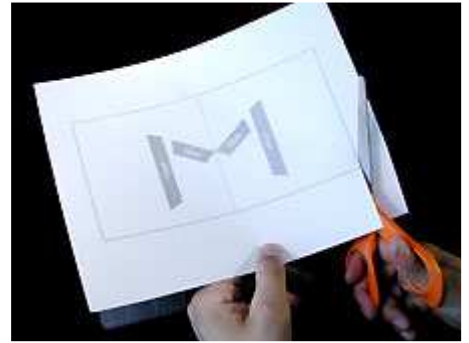




Step 3:
Using a ruler as a guide, take the rounded end of a paper clip (or a ballpoint pen that has run out of ink) and press along the dotted line on the center of the card. Go all the way from the top to the bottom of the card!



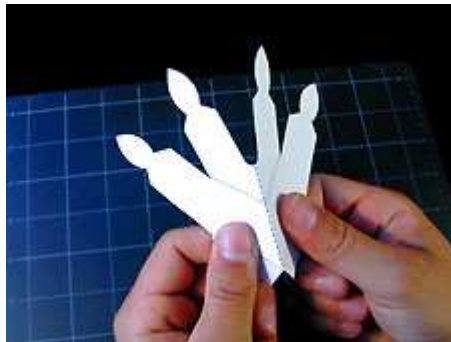
Step 4:
Using a ruler as a guide, take the rounded end of a paper clip (or a ballpoint pen that has run out of ink) and press along the dotted lines of all the pop-up pieces.



Step 5:
Carefully cut out the cake's card following the solid, black lines.



Step 6:
Carefully cut out the pop-up pieces for the cake following the solid, black lines.



Step 7:
Color in the candles (but DON'T color the cake yet!). Take hold of the candle piece and fold the two sides away from you along the center dotted line.



Step 8:
Lay the candles down flat and carefully fold the lower left tab up and crease. Return the tab to its original position.

👉 The next steps and much more Pup-Ups you'll find in www.robertsabuda.com

3.4 Songs

Songs are basic in my everyday teaching practice, partly because I love the tune, the rhythm and the melody myself and because children share this feeling and are extremely receptive and cooperative.

I find music very motivating.

I have found that music and song as an aid for "warm up" sessions is very useful. It gets the children active and shapes their frame of mind for the lesson. Anything that will get them "active" in the beginning is a great way to start a lesson.

There are many possibilities to combine music and movement, many possibilities for integration. Unity also means to realize ones' own inner rhythm.

The unity of speech, music and movement has to be seen as a human ability, an anthropological fact. Each one is rooted in rhythm. One's inner rhythm is the common root, a general aspect of life that is common to all mankind. We each have our individual rhythm. We express it in movement, in walking in our space, with the gestures we make, with our manner of speaking, with the rate space of our breathing and our heartbeat: We move when we speak, we move when we play an instrument, we move when we dance.

At the beginning of all musical exercises, both rhythmic and melodic, are speech exercises. Single words, word chains put together according to sound and sense calls, sayings are to be rhythmically set and retained in notation. With speech exercises down beat and up beat, changing meters will be understood without difficulty. Clapping and conducting exercises are closely related to speech exercises and make notation easier.

Ulrike E. Jungmair

Cut the cake



Clap your hands to - geth - er, give your - self a shake.



Make a hap - py cir - cle, and then you cut the cake.

Sally 3, Activity Book, p.20h

Rhyme:

Hey, Hey
When's your Birthday?

Clap your hands if it's in January.
Stamp your feet if it's in February.
Shrug your shoulders if it's in March.
If it's in April up you stand!
Born in May wave your hand!
June's the month to touch the sky.
Fly around if it's July!
If it's August blow your nose.
In September touch those toes.
If your day is in October start that day by rolling over.
In November bend your knees.
Here's December you must freeze!

Primary Rhymery, p.34

 **More songs / rhymes:**

- Whose Birthday is it? (Rap): Primary Rhymery, p.33
- Pat-a-cake + actions: Ideenbörse Englisch, Heft 2 or Super Songs
- The Muffin Man (+ games): Ideenbörse Englisch, Heft 2 or Super Songs
- Happy Birthday to You (+ invitationcards): Jump 1, Activity Book, p.36
- For He's / She's a Jolly Good Fellow (+ My Birthday Presents): Jump 2, Activity Book, p.34
- Birthday Blechdance: The Musical Bear, p.28/29
- Birthday Song – Hello everyone...(+ worksheet): Learn English – Just Sing!, p.52
- Fun, Fun, Fun: Sing Song Dingadong, p.37
- This is Our Birthday Song: Sing Song Dingadong, p.14

3.5 Story Telling

Useful hints for story telling:

- ❖ The ideal arrangement is a hug: everyone can see you well and is directly in your line of attention.
- ❖ Use warm-ups, true anecdotes, riddles and jokes for feeling them included.
- ❖ Beginnings and endings are most important – the audience needs to know when the story is over.
- ❖ Activities during the story:
 - participate with sound effects
 - mime the actions
 - point at pictures, number the pictures, hold up the relevant picture,
 - join in with crucial, repetitive sentences, musical instruments, songs and chants that go with the story

☞ based on *Sally Kowanda*

Sharon's Birthday

You need: various boxes filled with toys, a paper - cat

It's Sharon's birthday today.

Oh, how exciting!

She wishes for a cat.

She wishes for a real cat.

She wishes for a real furry cat.

A cat that says "meow".

A cat she can touch.

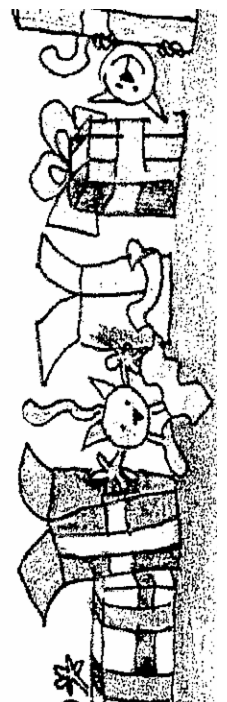
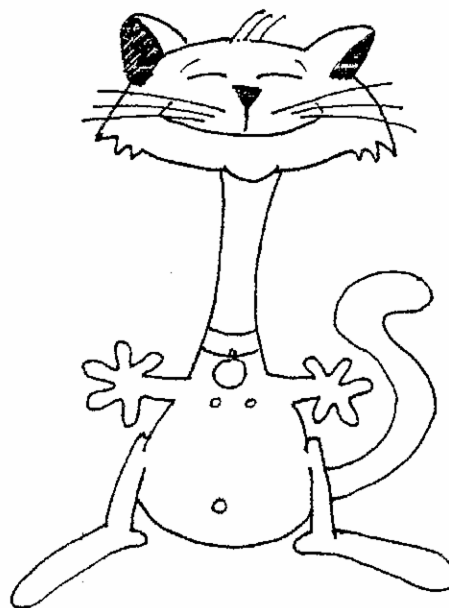
A cat she can pet.

Will she get the cat?

It's Sharon's birthday today.

Sharon will have a big birthday party.

Lots of children are coming.



... (a pupil's name) brings a big (small, blue, ...) box.

Oh, thank you, ... (name)!

Is that for me?

Maybe it's a cat?

Maybe it's a white cat.

Maybe it's a black cat.

Maybe it's a brown cat.

I do hope it's a cat.

Sharon opens the lid.

Look, what it is!

It's a ... (ball, train, bear, ...)!

It's not a cat.

... brings a small (red, green...) box.

Oh, thank you, ...!

...

☞ The rest of this story with pictures and worksheet you will find in "Cool stories 1".

☞ **More stories:**

Sally's birthday cake: Sally 3, Schülerbuch, p.20

The Hatty Birthday: A little more English, p.57

Sharon's Birthday: Cool Stories, p.30 + 45

The birthday party: Do & Understand, p.29 + 84, 85

Mein Geburtstagsgeschenk: Jet primary resources, MY 03

Spot's birthday: Eric Hill

Spot bakes a cake: Eric Hill

3.6 Cooking

Children love cooking and eating! Cooking with children is amazingly adaptable. It fits right into most areas of the curriculum. We may use children's love of cooking to teach important concepts such as math, social studies, language development and reading!

One difficulty parents and teachers face in teaching basic skill areas is making the learning real. While school is ideally a preparation for adult life, children soon begin to question the reasons for learning certain skills if they can see no relationship between those skills and their everyday lives. In many instances, learning a useful skill becomes, for the child, nothing more than practicing many similar exercises in a book or for homework. Therefore, the real applications of "school subjects" are very helpful in showing the child that there are reasons to learn many things in school, and that there are real uses for those skills.

Butter icing

Ingredients:

½ cup of butter

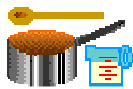
3 cups of confectioners' sugar

4 tablespoons cream

1 teaspoon vanilla

Cream butter. Add remaining ingredients and continue creaming until mixture is well blended and smooth.

 *Ideenbörse Englisch*



Chocolate Pudding Recipe

 *encharnted learning. com*

Ingredients:

2 ¾ cup of milk

¼ cup corn starch

⅔ cup sugar

⅔ cup (or more) cocoa powder or chocolate chips

1 teaspoon vanilla

Instructions: Use a whisk (instead of a spoon) for a really smooth pudding.

- In a medium-sized pot, mix 2 ¾ cup of milk, ¼ cup corn starch, ⅔ cup of cocoa, and ⅔ cup sugar.
- Over medium heat, bring the mixture to a rolling boil (stirring constantly).
- Let it boil for a minute (keep stirring it), then remove from the heat.

Stir in vanilla. Let cool.

Cup o' Worms



This party treat looks yucky but tastes great. Make an edible cup of worms in real-looking "soil." This is a great party treat you can make with your child.

You will need:

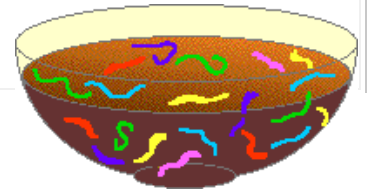
- Chocolate pudding
- Gummy worms
- Cocoa powder (or hot chocolate mix)
- Chocolate sprinkles (also called chocolate Jimmies) - optional.
- Clear plastic cups.



- Make chocolate pudding (recipe below) and cool it in the refrigerator for a few hours.
- Put individual portions into clear plastic cups. Let the top of the pudding remain rough looking.



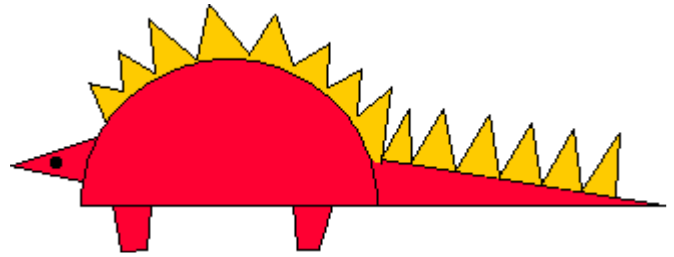
- Sieve (or sprinkle) some cocoa powder on the top of each cup. Also add some chocolate sprinkles if desired.
- Place a few gummy worms in each cup.
- Put them in the refrigerator until party time.
- Eat and enjoy!



Make an entire bowl of worms in "soil"!

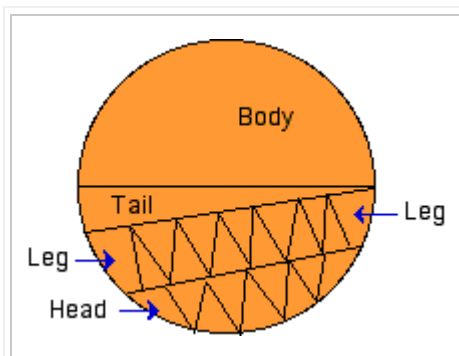
Stegosaurus Cake

Make a Stegosaurus cake from a round cake.



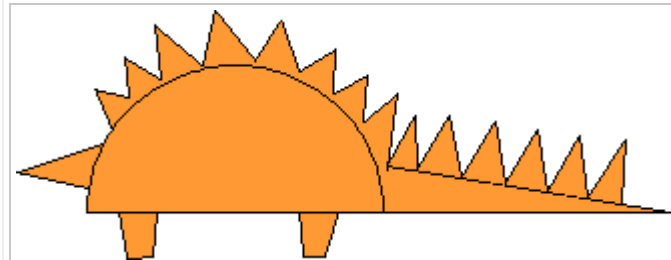
Supplies needed:

- A large round cake
- A sharp, serrated bread knife
- Brightly-colored frosting
- For the eye, use a chocolate chip, a jellybean, or a dark M&M

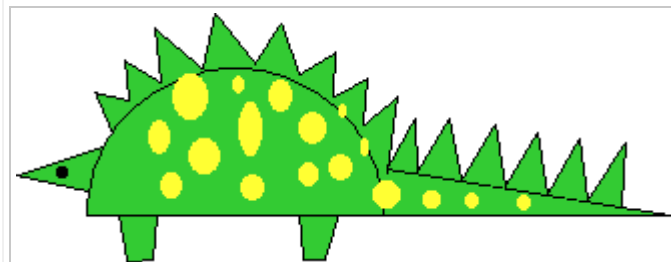


Make the cuts as shown to the left. Wait until the cake is cool - it cuts more easily when cool. Using a bread knife also makes the cuts neater.

The large semicircle is the body and the long triangle is the tail. Use the small triangles for the head and plates.



Assemble the pieces on a large platter (or a piece of cardboard covered with aluminum foil), sticking the pieces together with little bits of frosting.



Frost the entire cake, and add the eye and other decorations (like contrasting frosting and/or sprinkles).

 [enchanting learning. com](http://enchantinglearning.com)

More recipes:

Chocolate cake: Ideenbörse Englisch

Muffins: Ideenbörse Englisch

Cup o' Fish: enchanted learning

3.7 Handicrafts

Birthday present

- ❖ I recommend using unsharpened pencils for safety issues.
- ❖ Printing on cardstock and laminating the cards make them more durable, but it's not required.
- ❖ You can also print the cards in black and white onto coloured cardstock, which looks nice too!
- ❖ I recommend using unsharpened pencils for safety issues.
- ❖ Printing on cardstock and laminating the cards make them more durable, but it's not required.
- ❖ You can also print the cards in black and white onto coloured cardstock, which looks nice too!



👉 *Rachel Woods, lds.about.com*

Tissue Paper Flowers Craft

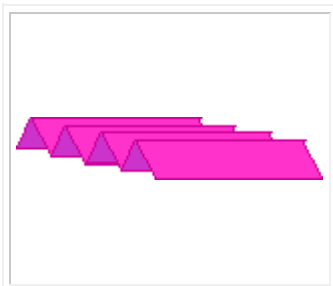

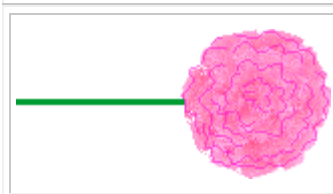


These flowers are made from folded tissue paper (crepe paper). You can make an entire bouquet of them for a great gift or decoration.

Supplies needed:

- Tissue paper (crepe paper)
- Green pipe cleaners (or twist ties)



	<p>Cut a few pieces (about 4-6) of tissue paper (crepe paper) about 8 x 10 inches (the exact size doesn't matter).</p> <p>Put the paper in a pile and fold it like an accordion.</p>
	<p>Tie the center of the folded paper with a green pipe cleaner (or twist tie).</p>
	<p>Gently pull each piece of paper towards the top center of the flower, separating each sheet of paper from the others (forming the petals of the flower).</p>

 "enchanted learning.com"

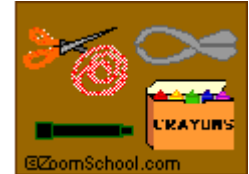
Brown Paper Bag Card encharnted learning.com


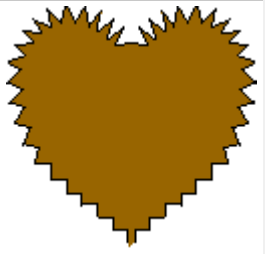
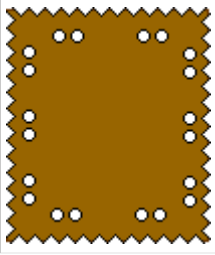
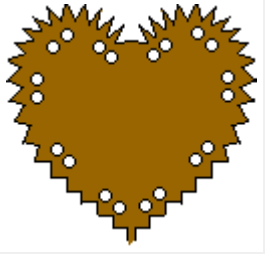






Make a beautiful card from a brown paper bag and some ribbon.

Supplies needed:

- Brown paper (from a grocery bag) or construction paper
- Pinking shears or Scissors
- A hole punch
- Ribbon (about 1/4 inch wide) or thick yarn
- Markers or crayons



	<p>Cut a card from brown paper using pinking shears. Any shape will do.</p>	
	<p>Using a hole punch, make a series of holes around the edges of the card. Make an even number of holes.</p>	
	<p>String ribbon or yarn through the holes. Tie the ends in a bow (this is the hardest part of this project). If the bow doesn't look good, you can glue the ends of the ribbon to the back of the card instead.</p>	
	<p>Write a message (or draw a picture) on your lovely card.</p>	

Hand-Made Envelope Craft

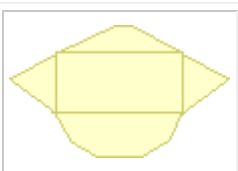
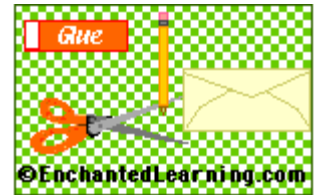
 "encharnted learning.com"



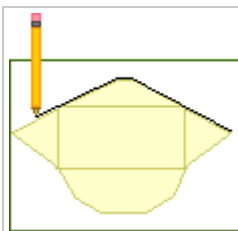
Make a special envelope out of gift wrapping paper, old maps, pretty wallpaper scraps, catalogs, brochures, newspaper, or magazines. You can even make a tiny envelope to match a gift exactly.

Supplies needed:

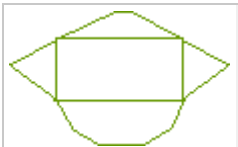
- An envelope (an old, used one is fine because it will just be your template)
- A large piece of paper (like gift wrap, wallpaper scraps, magazine pages, catalog pages, brochures, construction paper, newspaper, or old maps)
- A pencil
- Scissors or pinking shears
- Glue
- Optional: Stickers



Carefully open up the seams of a commercial envelope (where it is glued). If it tears a bit, it doesn't really matter - this will just be your template.



Lay the completely-opened envelope on top of a large piece of paper (with the good side of the paper facing down). Trace around the edges.



Carefully cut around the line you just drew (using pinking shears gives your envelope an unusual finish).

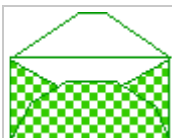


Fold the two side flaps over, and then fold up the bottom flap. Open up the bottom flap so you can glue it in place.



Put glue on the lower edges of the side flaps. Then fold the bottom flap up again to glue it to the side flaps where they overlap.

Then fold down the upper flap (forming a perfectly rectangular envelope), but do not glue this flap down.

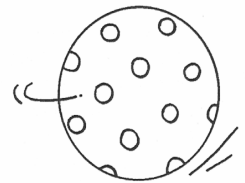


You now have a beautiful envelope. To seal it later, you can either glue the top flap down or use a pretty sticker.

Happy Birthday Bob

As the safety device and a check of the hearing understanding of the new words and structures the pupils should colour correctly, mark pictures and assign the correct age on the prepared handout. The teacher reads the following text to the pupils.

“Today is a very special day for Bob. It’s his Birthday. Bob is very excited. He’s got a lot of presents – big presents and small presents, presents in boxes, in red boxes, yellow and blue boxes. Let’s see what presents he’s got. First let’s have a look at the red box. What’s in it? Its round and you can roll it. Bob likes playing it in the playground. Right, it’s a ball. Oh, what’s in the big yellow box? A bike? A book? No, there’s a computer in it. And what’s there in the small blue box? Bob’s favourite book “Harry Potter” is in the box. And he also got a lot of birthday cards. The funny pop-up cards with the elephant he likes best. Bob has got a cake with ten candles. How old is Bob?”



After it the teacher places the following tasks of hearing to the pupils:

Bob is _____ years old.

“Listen and find out what colour the three boxes are. Colour them!

Listen again and find out what presents in the boxes are. Match the boxes and the presents!

Finally find out how old Bob is.”

Word guessing games

The following games can be played throughout the school year but are also very useful as a round up at the end of term. You can play them a few times. First play with the whole class and then try in groups (good for mixed ability groups).

Guess the word (can be used for abstract nouns)

Choose five words relating to recent conversational themes. Write sets of clues to help students guess the words. Play with whole class or teams. Use one word per lesson over five lessons or use all words in one session as a longer game.

Example clues:

I am a noun but I am very important.

I begin with the letter 'f'.

People in prison have lost it and want it back.

People demand it when it is taken away by dictators.

It is related to speech.

(Puzzle word = Freedom)

Snake-word

To check how rich my students' vocabulary is, I have them play the snake-word game.

Each row or team sends a representative to the blackboard. He/she chooses a coloured piece of chalk and they stand in a line. I write a letter and the first student must write a word beginning with that letter; the following student writes a word beginning with the last letter of the previous word:

For example: D Data Amount Tomato On Narrow What.....

They should write the words so that they make a snake...

Datamountomatonarrowwhat....

Time is limited, depending on the level of the class. After the time devoted has passed, and you haven't written a word, you pass your turn. If you pass your turn 3 times, you are replaced by another pupil in your row/team. Only two replacements are allowed. After that, the row/team is eliminated.

Five things

Divide the class in two teams. Give each team a set of slips with five (or three or two, depending on their level) things they have to name.

Examples:

Name five things that move

Name five drinks

Name five things you would be doing if you weren't here

Name five ways to get rich

Name five animals.

A member of the team reads the category of things they have to name and the whole team shouts the words.

While team A is doing this, team B have to remain in silence. Then it's team B's turn.

Time each team. The faster team is the winner.

Category game


This activity can be used as a review. Students usually get very excited.

The teacher chooses a category (animals, colours, school objects, kitchen gadgets...) and each student has to say a word that belongs to that category.

If a student doesn't know, he / she stands up. Then the teacher chooses another category, the following student starts again. In the following round, the student who's standing will have another chance. If he / she can say a word that belongs to the new category, he / she can sit down.

It's a great game for revision and to get students tuned into the lesson topic. It may also be used to elicit from the student what they already know about a certain topic.

 BBC

 Useful worksheets for the portfolio you can find in: www.topenglishteaching.co, unit Happy Birthday

3.9 Ideas for the English Corner

"Birthday"

- ⊙ Basket with birthday objects + word cards
- ⊙ Picture story books: Spot's birthday, Spot bakes a cake (+ cassette)
- ⊙ Birthday flashcards (ELI)
- ⊙ Laminated Party- Poster – with water soluble pens or vocabulary cards to stick on (ELI)
- ⊙ CD-player or walkman with Cds or cassettes where the stories have been recorded.
- ⊙ Computer, Software (headphones!): Mein erstes Bildwörterbuch Englisch
- ⊙ Memory, Bingo, Domino, Match Game, Jumble
- ⊙ Laminated worksheets with water soluble pens
- ⊙ Laminated crosswords, Word search, ...
- ⊙ Handicraft - material for birthday cards, fancy hats, paper chains...
- ⊙ Vocabulary Box

4. Literature reference

- Ideenbörse Englisch Grundschule, Heft 2, 03/2003
- Gerngross/Puchta: Do and Understand; ÖBV Pädagogischer Verlag
- Gray, Karen: Jet primary resources – myself Cornelsen Verlag 1997
- Schlener: A little more English, Veritas Verlag
- Lassert, Ursula: Englisch in der Grundschule, 3. Schuljahr; Bergedorfer Verlag
- Sally 3 – Activity book, Schülerbuch, Oldenbourg
- Chavanne, Verena: Cool stories 1-Witzige Geschichten zum Mitmachen; öbv&hpt Verlag
- Hill, Eric: Spot bakes a cake, Picture Puffin Books 1996
- Hill, Eric: Spot's birthday party, Picture Puffin Books 1996
- Bader/Kliegel...: Sing Song Dingadong, Veritas
- Langenscheidt: Jump1-2, Activitybook, Me-Book
- Westermann: The Musical bear
- Oxford University Press: Super Songs
- Ensslin-Bingo Logo-Englischtraining 5

Internet resources:

- Bbc.co.uk (For Teachers)
- Englishbox.de (tales, stories, songs, rhymes, thematic units)
- Activityvillage.co.uk (crafts, coloring pages, puzzles, educational activities)
- ad.adtegrity.uk (Pop-Ups)
- teachingenglish.org.uk
- topenglishteaching.com (vocabulary games, worksheets)
- robertsabuda.com (Pop-Ups)
- enchantedlearning.com (crafts, creativity, learning, enjoyment & imagination)
- lds.about.com (Rachel Woods, pencilcards)

Other resources from visited courses:

- Sally Kowanda
- Jim Wingate
- British Council Conference – Bologna: Steve Elsworth & Jim Rose: Use it or lose it
- Ferdinand Stefan
- Ulrike E. Jungmair