

# GAMES

## FROSCH IM TEICH

### RESOURCES:

props or pictures of vocabulary to be practised

### GROUP:

large group or class

### HOW TO PLAY:

Students sit in a circle with pictures or props placed in the centre, representing the pond. Two students are chosen to be frogs who move around in the pond. The class chants:

- *"Frosch im Teich, spring herum, zeig mir . . . ."*

The item to be claimed may be nominated by the teacher or a student. The winner is the first frog to claim the correct prop/picture.

## KIM'S GAME

### RESOURCES:

props or pictures of vocabulary to be practised (5-20 items according to students' age and ability)

### GROUP:

pairs, groups, class

### HOW TO PLAY:

Props or pictures are placed where all students can see them. Teacher chooses a student who closes his/her eyes while another student removes one or more of the props/pictures from sight. The first student is asked:

- *"Was fehlt hier?"*

### VARIATIONS:

1. All students close their eyes.
2. All items are removed and students are required to list as many items as they can remember.

## KOFFERPACKEN

### RESOURCES:

props or pictures of vocabulary to be practised, if required

### GROUP:

large group or class

### HOW TO PLAY:

Student 1 begins:

- *"In meinen Koffer packe ich **ein Hemd.**"*

Student 2 continues:

- *"In meinen Koffer packe ich **ein Hemd und einen Mantel.**"*

The game proceeds around the class with each student adding a new item.

### VARIATIONS:

1. Younger learners may choose and keep a prop.
2. Items could be placed in a suitcase as they are chosen.
3. This game is easily adapted to other situations:
  - *"Wenn ich zum Markt gehe, kaufe ich **Brot.** . . ."*
  - *"Zu Hause müssen wir **aufräumen.** . . . ."*
  - *"Ich war **in der Bäckerei,** . . . . ."*

## LOTTO

### RESOURCES:

- blank 3 x 3 grids for each student
- counters (9 for each student)

### GROUP:

class, large or small group

### HOW TO PLAY:

Students choose 9 vocabulary items from the nominated topic eg. "Berufe" and write these on their grid. As the teacher randomly calls out an occupation, students place counters on the appropriate square. The first student to have 9 squares covered is the winner and must then read out the occupations on his/her grid.

### VARIATIONS:

1. Students illustrate the vocabulary items or use magazine or teacher prepared pictures on their grids.
2. Prepared master picture or word cards can be used.
3. Students cross out the items called.
4. The teacher prepares grids for students as well as a set of matching master cards. The first student to say,  
- *"Ich habe das."*  
is given the card to place on his/her grid. No two grids may be identical.
5. Possible Lotto themes could be places of work, shops, products, tools.
6. Students write their items in one language and the teacher calls out the item in another language.
7. As an extension activity students are required to establish a link between the item on the grid and the shown/read item:  
- *"Brot"* and *"Bäcker"*  
- *"Ich gehe zum Bäcker"* and *"Ich kaufe Brot."*

Further themes could be:

- occupations and places of work
- shops and products
- problems/situations and occupations
- occupation and tools

## MEMORY

### RESOURCES:

a set of matching picture and word cards

### GROUP:

partners or small groups

### HOW TO PLAY:

The cards are mixed and placed face down between the players. One player turns over two cards. If the player has turned over a picture and a matching word card he/she has a pair to keep; this player may then turn over two new cards. If these cards are not a pair they are turned face down again and another player chooses two cards. The game ends when all pairs have been found. The winner is the player with the most pairs.

### VARIATIONS:

1. Memory sets can be made by using pairs of identical words or identical pictures.
2. Students verbalize what is on cards.
3. As an extension activity students are required to establish a link between pairs:  
- *"Bäcker"* and *"Bäckerin"*
4. Further Memory themes could be:
  - occupations and places of work
  - shops and products
  - problems/situations and occupations
  - occupations and tools

## QUARTETT

### RESOURCES:

- 4 sets of 4 picture or word cards which are related in some manner
- an accompanying list showing the cards in each set

### GROUP:

4 players

### HOW TO PLAY:

The cards are shuffled and four dealt to each player. Each player attempts to make a quartett or set of four cards by asking another player for a missing card:

- "*Hast du.....?*"

This player continues asking for cards until the response is negative, in which case the next player asks for the missing card. The winner is the first player who has at least one quartett and no remaining cards. This player says:

- "*Ich habe gewonnen.*"

### VARIATIONS:

1. The number of sets could be increased.
2. The player who answers 'no' is allowed to ask next.
3. Possible Quartett themes could be:
  - one occupation and three related tools
  - one raw material and three related end products
  - one occupation and three related problems/situations

## WAS BIN ICH?

### RESOURCES:

none

### GROUP:

class

### HOW TO PLAY:

One student chooses an occupation. The class attempts to guess this occupation by asking a maximum of twenty questions :

- "*Arbeitest du draußen?*"
- "*Trägst du eine Uniform?*"
- "*Bist du Gärtner?*"

### VARIATIONS:

1. An obvious or obscure associated hand movement can be shown as a clue.
2. The hangman and gallows can be used to score the negative responses.
3. This game is easily adapted to other situations:
  - a tool
  - a supermarket item

# MAKING MATERIALS

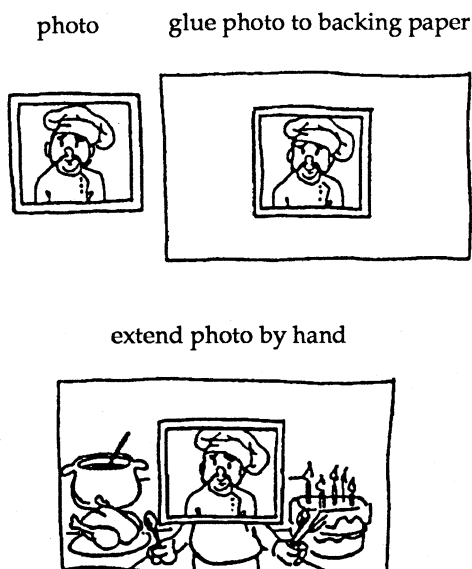
## MAKING BOOKS

As well as encouraging creativity student-made class or individual books on a topic provide students with a purpose for writing. They use the concepts, vocabulary and structures taught. Books can be made in a variety of sizes for individual or class reading. To prolong the life of these books use stiff card for covers and laminate them. Bind the books securely after first reinforcing the page edges to be bound. Skirt coathangers hung on a rod provide good storage for large books as do cup hooks. To make a secure point for hanging the books, insert a 10mm sailmaker eyelet in the top left hand corner.

The following and many other ideas for making books are described in detail in the Ministry of Education (Schools Division) Victoria publication Bookworks by Sue Davis and Tasoula McDougall.

## Using Photos

Students extend photos of themselves or others from a class activity eg. an excursion to the market/shopping-centre. Other photos from magazines/newspapers eg. a tool or piece of equipment associated with an occupation may also be used. Speech bubbles or descriptive language may be added.



## Shape books

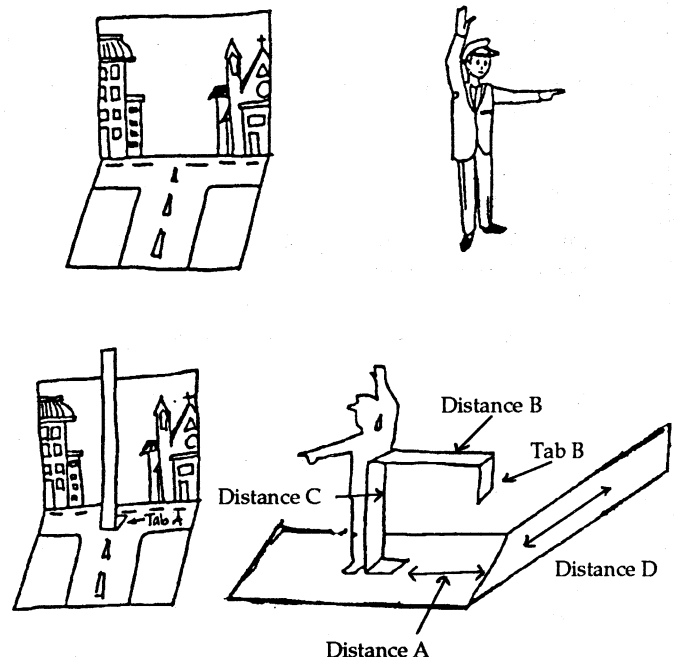
Use occupation-related shapes to reinforce concepts about the subject matter.



## Pop-up books

Use heavy paper or card. For each page of the book:

1. Fold sheet in half and illustrate background scene leaving floor blank.
2. Illustrate the pop-up section on separate paper and cut-out.
3. Mark the place where pop-up section will stand, somewhere between fold and centre of floor.
4. Cut a strip of paper measuring twice Distance A plus 4cm to form 2cm tabs at each end.
5. Glue pop-up section in place, ensuring that Distances B, C and D are equal to Distance A



## Feely and Touchy books/Texture Experience books

Feely and touchy books are used to feature the main character or object of interest. A book about sheep could have sheep covered in fleece. A texture experience book using materials of different textures makes reading a sensory experience.

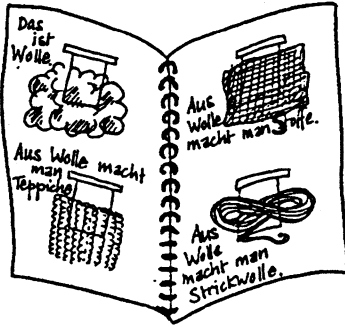


Photo albums or loosely bound blank books with card-board pages are suitable.

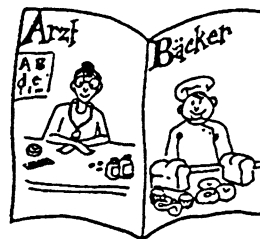
When using photo albums cut out part of the plastic to make a flap so students can feel the texture.

## Alphabet books

Students can make an alphabet book on any topic of interest either as a class or individually.

More advanced students may describe each picture using the corresponding letter whenever possible:

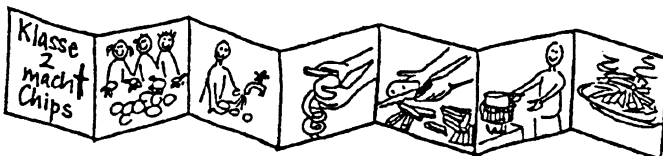
- A *Der Arzt arbeitet den ganzen Abend.*
- B *Der Bäcker bäckt braune Brötchen.*



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## Fold-up books

Students sequence a series of photos or illustrations with or without text to make a fold-up book eg. Klasse 2 macht Chips.



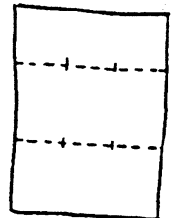
## Pull-outs

Students draw a background on the pocket and write descriptions of what is inside eg. an occupation, tool, place of work. The answer is written on a tab and placed in the pocket.

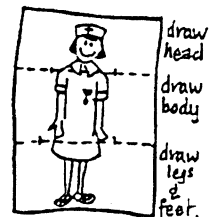


## Flip books

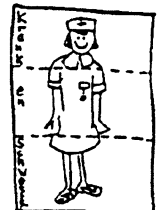
1. Students receive a piece of paper clearly marked where cuts are to be made and where the pictures are to be positioned.



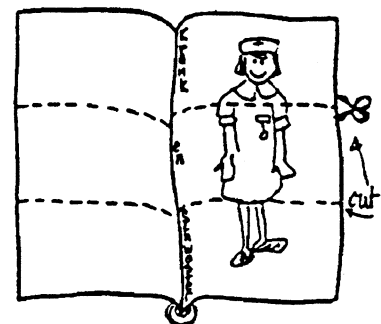
2. Ensure that students know each section contains a different part of the figure or subject to be drawn.



3. Students may name their picture by breaking their respective words into syllables and writing these onto each section.

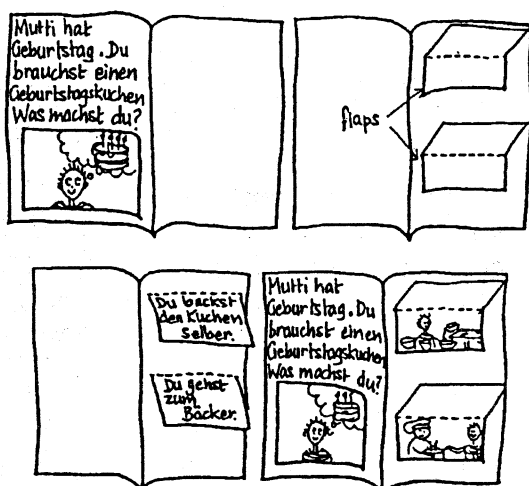


4. Bind pages together and cut along the dotted lines.



## Choose your own consequence books

1. Students are given a piece of paper and fold it in half. On the left hand side students illustrate and describe a problem followed by a question.
2. Students then receive two smaller pieces of paper which when folded fit onto the right half of the original piece of paper.
3. On the front of these flaps two alternative courses of action are written.
4. Inside the flaps outcomes of the two alternative courses of action may be illustrated or described. Students paste flaps onto the right hand side of the piece of paper.



### Lift-up books

Make a flap on the side, bottom or top of each page to conceal the answer to a question or puzzle. The question or puzzle is written on the uncovered section of the page. Alternatively, cut a small flap in the middle of the page to conceal a key word pasted underneath.



## LAMINATING

As well as prolonging the life of books, posters, charts and games, laminating gives a professional, glossy finish to teacher and student-made materials, allowing them to be used over a number of years.

Students are particularly proud of their own efforts and appreciative of others' if they know their work is valued and will be presented to other classes.

Most School Support Centres provide laminating facilities at a reasonable cost.

## AUDIO MATERIALS

Taped books made by teacher reinforce the link between the spoken and written word. Listening posts which consist of head phones connected to a central cassette recorder, allow small groups of students to simultaneously participate in a listening and reading activity.

Students individually or in groups may tape their own texts or published materials. Students should be encouraged to make an accompanying text.

Swapping tapes with other classes provides students with an audience and exposes them to a variety of recordings.