

Juegos y canciones (Games and songs)

4. Making a game of Conkers

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

<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>Some children may prefer to omit the word <i>Hable</i> and just say <i>más despacio, por favor</i></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>Hable</i>) <i>más despacio, por favor</i>. Practise the phrase as a whole class. Then start reading the instructions very quickly, eliciting the request (<i>Hable</i>) <i>más despacio, por favor</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>Simón dice</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>Read the whole set of instructions (full sentences) and ask the children to stand up and sit down every time they hear the sound <i>ed</i> or <i>ad</i>. Can they remember any of the instruction words from Unit 1 (eg <i>Tocad</i>)? What do they notice about the final sound?</p> <p>Show the children the grapheme <i>d</i> and pronounce it. Explain that it is like the sound made by <i>th</i> in the English word 'that'. Create a page for this in the class sound bank.</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>Write the word <i>castaña</i> on the board. Remind the children about the letter <i>ñ</i> and the sound it makes (like the 'ni' in onion). Ask them if they can remember any other Spanish words with that sound (<i>señor, señora, señorita, enseñadme</i>). Add <i>castaña</i> to the <i>ñ</i> page of the class sound bank.</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 links</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p><i>d - taladrad, enhebrad, buscad, golpead, haced, coged</i></p> <p><i>ñ - castaña</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p><i>d – taladrad, enhebrad, buscad, golpead, haced, coged</i></p> <p><i>ñ – castaña</i></p>

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <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		<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Years 3 – 4</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <p><u>Writing</u> – Years 3 – 4</p> <p>Draft and write by:</p> <p>in non-narrative material, using simple organisational devices such as headings and sub-headings</p>	
<p><u>Throughout the week:</u></p> <ul style="list-style-type: none">• Play <i>Simón dice</i> to practise instructions.		<p><u>Resources</u></p> <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	
<p><u>Teaching Tips</u></p> <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.			
<p><i>El lenguaje del professor / de la profesora</i></p>	<p>Teacher Language</p>	<p><i>El lenguaje de los niños</i></p>	<p>Children’s Language</p>
<p><i>Escuchad/Escucha</i></p> <p><i>Seguid/ Sigue las instrucciones</i></p> <p><i>Imitad/Imita</i></p> <p><i>un juego</i></p> <p><i>Hable más despacio, por favor</i></p> <p><i>Necesitáis/Necesitas:</i></p>	<p>Listen (plural/singular)</p> <p>Follow the instructions (plural/singular)</p> <p>Mime (plural/singular)</p> <p>a game</p> <p>Speak more slowly please.</p> <p>You need (plural/singular)</p>	<p><i>coged</i></p> <p><i>taladrad</i></p> <p><i>enhebrad</i></p> <p><i>buscad</i></p> <p><i>golpead</i></p>	<p>take</p> <p>drill (a hole in)</p> <p>thread</p> <p>find</p> <p>hit</p>

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<p><i>una castaña</i> <i>la cuerda</i> <i>una, taladradora</i></p> <ul style="list-style-type: none"> • <i>Coged/Coge una castaña</i> • <i>Taladrad/Taladra la castaña</i> • <i>Enhebrad/Enhebra la cuerda.</i> • <i>Buscad/Busca una pareja (un niño/una niña).</i> • <i>Con vuestra/tu castaña, golpead/golpea la castaña de vuestra/tu pareja.</i> <p><u>los verbos</u> <i>coged/Coge</i> <i>taladrad/Taladra</i> <i>enhebrad/enhebra</i> <i>buscad/busca</i> <i>golpead/golpea</i></p> <p><i>Simón dice</i></p>	<p>a conker string a drill</p> <ul style="list-style-type: none"> • Take (plural/singular) a conker • Drill (plural/singular) a hole in the conker • Thread (plural/singular) the string (through the hole) • Find (plural/singular) a partner (boy/girl) • 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>¡Yo gané!</i> <i>¡He terminado!</i></p>	<p>I've won! I've finished</p>
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