

Stage 3 – Day and night

Language aims

To talk about daily routines

To learn or revise o'clock times

Vocabulary: bat, owl, fox, sun, moon, daily routines, e.g. I get up, I go to school

Performance aims

Improvisation

Expressive movement

Conveying meaning through mime

Singing

Creating mood and atmosphere

Group enactment of sequence of events

Materials

Cardboard sun, moon, bat, owl and fox shapes

Find templates on colouring sites on the web, for example, type in 'sun colouring page' on a search engine

Print then let the children colour and glue onto card

Note about timing

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15-20 minutes on each activity. With young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 3, performances should last from 15-30 minutes.

Teaching or revising o'clock times

If the children already know the numbers 1-12, use a card clock with moveable hands to teach o'clock times. Say 'What's the time? It's one o'clock'. Then ask the question and let them answer. Then let them take turns in asking each other.

Game: Human clocks



'It's three o'clock'

The children stand and move their arms as you call out the times.

(*'It's one o'clock, it's five o'clock', etc.*)

The children can also take turns at calling out times.

Stage 3 – Day and night (continued)

Teaching daily routines

Using a board magnet or tape, stick the sun on the board and put the clock next to it.

Turn the hands to seven o'clock.

Mime waking up. Say *'I get up at seven o'clock'*.

Then turn the hands to eight o'clock.

Mime putting on a school bag and walking to school. Say *'I go to school at eight o'clock'*.

Turn the hands to one o'clock.

See if the children come up with ideas for what they do at one o'clock, for example having lunch or reading or playing.

Once you have presented the language in this way, let the children say and act out what they do at different times of the day.

Now put the moon on the board and turn the hands to ten o'clock.

Let the children think of what they do at this time.

Now hold up the bat, the owl and the fox.

Ask the children when these creatures are awake; in the day or the night?

What do they do in the day? *'They sleep.'*

What do they do at night? *'They eat, they fly, they run, they hunt for food.'*

As the children call out suggestions, encourage them to act out the actions.

'Bats fly at night.'

Game: Photographs

Call out an activity, for example *'I walk to school'*. The children act it out. Now pretend to take a photo of them with a toy camera. Call out *'Photo!'* as you do so and the children freeze on the spot. Then they carry on walking again until you call out another activity.

You could, of course, take real photos and use them as part of a project.

Sound

What noises do we make when we go to school?

e.g. footsteps, talking to friends

What other noises do we hear?

e.g. cars, birds, dogs

Choose other day and night actions and make the noises for them.

Game: Sound effects

One group of children make a noise, for example of cars being driven.

The other group act out the scene.

Characters

Ask the children to tell you words which make them think of the sun, for example, yellow, hot.

If the sun were a character, what would he or she be like?

e.g. funny, warm, friendly.

Do the same for the moon, the bat, the owl and the fox.

What about the clock?

What sort of personality might a clock have?

Stage 3 – Day and night (continued)

Song

With the children, you can write the words to a song, or use an appropriate existing song which you all know and like. This can be sung at any time during the performance.

For example:

In the day, in the day
We go to school,
We see our friends and play
At night, at night
We turn off the light
We go to bed. Goodnight!

Or:

This is the way we clean our teeth,
Clean our teeth, clean our teeth.
This is the way we clean our teeth,
At seven o'clock in the morning.

Performance

Choose (or let the children choose) people to be:

- ▶ The sun
- ▶ The moon
- ▶ A bat
- ▶ An owl
- ▶ A fox
- ▶ The clock
- ▶ Children

You can write a short script for this performance (or continue to improvise)

For example:

The Sun: I'm the sun. Good morning!

Clock: It's seven o'clock.

Children: We wake up. We have breakfast.

Clock: It's eight o'clock.

Children: We go to school.

etc...

Moon: I'm the moon. Good evening!

Clock: It's nine o'clock.

Children: We go to bed.

Bat: I wake up!

Owl: I fly.

Fox: I hunt for food.

Classroom activity plans and project ideas

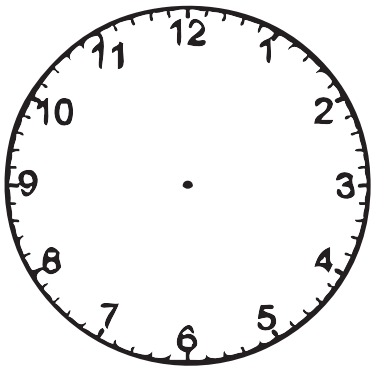
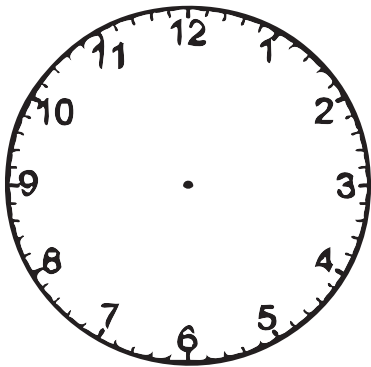
Stage 3 – Day and night (continued)

Project

1) Make and illustrate charts of day and night activities.

Day	Night
I wake up	I watch TV
I get up	I read books
I get dressed	I have dinner
I have breakfast	I go to bed
I go to school	I sleep
I play with friends	I dream
I ride my bike	Bats and owls fly
I have lunch	Foxes hunt for food

2) Draw clocks and write or draw what you do at day and night.



Stage 3 – Magic carpet

Language aims

Talking about places using 'I can see...', 'There is/there are...'

Performance aims

Improvisation

Creating mood and atmosphere through movement, mime and sound

Materials

A rug or a tablecloth

You could have several so that all the children can do this activity at once

Note about timing

With any improvisation activities, it is hard to be exact about timing as the children may get very involved and want to continue for longer, or may not respond as you expected. However as a rough guideline, you could spend approximately 15-20 minutes on each activity. With young learners it is better to do a little and often.

When rehearsing for a performance, spend at least one lesson making sure everyone knows where to move and when.

For Trinity Stars Stage 3, performances should last from 15-30 minutes.

Revising or teaching places

Use flashcards, pictures or posters to revise or teach the places you have chosen for this lesson. For example you could do different places around the town or countryside, different countries, capital cities or even different eras from the past.

For this lesson we will focus on a farm, a rainforest, a city and our own school.

Show the picture of a farm and ask the children what they think they might see there. Which animals do they know?

Now do the same for the other places. What might they see and hear? What about smell?

Mime and sound

With the children, think about how the animals they might see move and what noises they make. Do they move quickly, slowly, are they heavy animals or light?

What will they see in a city? Do cars always move fast in a city? What about when they are in a traffic jam?

Game: Where are we?

Choose two children to go out of the room. With the other children, decide on one of the places.

Ask the two children to come back in. Now mime the activities you have decided you will see and make the appropriate noises. Can they guess where you are?

Magic carpet

Put the rug or the cloth on the floor and say '*This is my magic carpet!*'

Sit on it and say a 'magic word', for example '*Abracadabra. Go, carpet, go!*'

Move as if the carpet is taking off and flying with you on it. Look surprised and happy.

Peer down as if you are looking to scenes below.

Now wave to the children and ask them if they want to come with you.

Say '*Down carpet*' and move as if the carpet is landing again.

Now let the children climb aboard and sit with you.

Classroom activity plans and project ideas

Stage 3 – Magic carpet (continued)

Using imagination

Ask the children where they would like to go on the magic carpet.

Choose one of the places and say the magic word you have chosen with the children. Urge the children to hold on tight as the carpet 'wobbles and flies'.

Now help the children to imagine they are viewing scenes from above. What can they see?

If, for example the children have chosen to fly to a farm, call out:

'Look! There are lots of horses. I can see a cow! There's a donkey!' and so on. As you give them ideas, they will follow suit and come up with their own.

Creating atmosphere

Is it cold in the sky? Is it windy? Create imaginary weather conditions and mime shivering or enjoying the breeze. The more you feed the children's imaginations, the better they will respond and, eventually, they will be totally in charge of the activity.

Tableau

Ask the children to pretend they are on a farm. Encourage them to move and make noises like farm animals. Now say *'Freeze!'*. They should freeze 'in character'.

Game: Photographs

The children move around in character. Using either a toy or a cardboard camera, call out *'Photo!'*. The children freeze for the photo then continue to move.

Stage 3 – Magic carpet (continued)

Performance

You could use this short script as it is or as a basis for your own ideas.

Divide the class into two groups. Those who will be on the magic carpet (Group 1) and those who will be 'on the ground' (Group 2)

Child 1: I've got a carpet. It's a magic carpet!

Group 1: No!

Child 1: Yes! Look!

Child sits on magic carpet and says 'magic word'

He or she then acts as if the carpet is moving and starting to fly.

Group 1: Wow! We want to come with you!

Child 1: OK! 'Magic Carpet, down!'

Child acts as if magic carpet is 'landing'. The other children sit on the carpet.

Group 1: Magic Carpet, Magic Carpet, fly!

They act as if they are flying on the carpet.

All sing:

We're flying, we're flying

We're flying very high

On a magic carpet

Up in the sky

Child 2: Where shall we go?

Child 3: Let's go to a farm!

Group 1: Magic Carpet, Magic Carpet, fly to a farm!

Child 4: Look! I can see a farm!

Child 5: There are cows and horses.

Child 6: There's a donkey!

Group 2 now act out a farm scene, moving and making noises like farm animals.

Group 1: PHOTO!

They pretend to take photos and Group 2 freeze in a farm tableau.

Child 1: Where shall we go now?

Child 2: Let's go to a rainforest!

Group 1: Magic Carpet, Magic Carpet, fly!

They act as if they are flying on the carpet.

All sing:

We're flying, we're flying

We're flying very high

On a magic carpet

Up in the sky

Child 3: There are lots of trees.

Child 4: There are monkeys and beautiful birds.

Child 5: There's a big river.

Group 2 act as if they are creatures in a rainforest.

Group 1: PHOTO!

They pretend to take photos and Group 2 freeze in a rainforest tableau.

Child 1: Where shall we go now?

Child 2: Let's go to London!

Child 3: There are lots of shops and houses.

Child 4: There are lots of cars!

Child 5: There are lots of people too.

Group 2 act as if they are in a busy city. They can move like cars and people.

Classroom activity plans and project ideas

Stage 3 – Magic carpet (continued)

Group 1: PHOTO!

They pretend to take photos and Group 2 freeze in a city tableau.

Child 1: Where shall we go now?

Child 2: Let's go home!

Group 1: Magic Carpet, Magic Carpet, fly!

They act as if they are flying on the carpet.

All sing:

We're flying, we're flying

We're flying very high

On a magic carpet

Up in the sky

Child 3: Look! I can see our school!

Group 1: Hello! Hello, everyone!

Group 2: Hello!

Group 1 act as if they are landing on the ground again. Group 2 gather around them.

Child 1: Look at our photos!

Group 1: A farm!

All the children (in both groups) pose as if they are in a farm photo, in character as animals.

Group 1: A rainforest!

All the children pose as if they are in a rainforest photo, in character as monkeys, birds and so on.

Group 1: And school!

All the children join hands, pose and smile then take a bow.

Project ideas

Give the children small rectangular pieces of paper for them to decorate as if it is a magic carpet.

Now let them choose from magazines or travel brochures, places which they think are beautiful.

Help them to write on their collages; 'This is my magic carpet. I'm going to [a beach/a forest]'.

Give them copies of a map of the world. Help them to find their own country and mark it. Now let each child choose where in the world they would like to go. Where do they think looks interesting on the map? They draw a line or a line of arrows and label the picture: 'I'm going from [Madrid] to [Hawaii] on my magic carpet'.