

ETAS SIG DAY September 20th, 2008

Drama workshop

by Nicole Küpfer & Tania Erzinger

Suggested Story: Irma hat so grosse Füße von Ingrid und Dieter Schubert

Translation: Irma has such Big Feet

Materials:

Book: **Irma hat so grosse Füße von Ingrid und Dieter Schubert**

Translation: Irma has such Big Feet,

Flashcards (photocopies of pictures from book), sentence strips, props for dramatization of story i.e. witch's hat, big ears, shoes etc., a pair of old shoes to decorate or construct, paper, pre-cut shoes to decorate, glue with paint and other craft materials.

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Suggested Story: The Little Witch taken from The Fun-tastic English Club Modules

Objective:	Introduction & repetition of language through use of story-telling & drama. Language focus: clothes vocabulary.
AGE Group:	Pre-kindergarten , Kindergarten and 1st grade* *Can be differentiated according to language level.
Procedure: DAY 1	<p>Lead in 1: Show pictures of articles of clothing: dress, shirt, boots & shoes, coat, jacket. Teacher points to pictures and says, students chant words.</p> <p>Teacher teaches simple song to V.Y.L: ie, „Tania’s wearing a red dress, a red dress a red dress, Tania’s wearing a red dress all day long“. For Y.L. Essential English CD: Getting Dressed Blues. 5 minutes</p> <p>Task 1: Present clothes flashcards ONLY from the story. Chant with student 2 x’s. Play musical chairs or 4 corners using these flashcards. When students land on or run to item of clothing they say, „ I have a purple coat.“ 10 minutes</p> <p>Feedback: Teacher prompts students, „Show me the black boots“. Students point to boots. 5 minutes</p> <p>Craft: Create a witch paper doll, colouring in her articles of clothing. 15-20 minutes.</p>

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<p>Procedure: DAY 2</p>	<p>Warm-up: Play Kim's game. Place flash cards from The Little Witch story on a tray or on the floor, chant with students. After that cover flashcards with cloth and have students tell from memory what cards are under the cloth. 5-7 minutes</p> <p>Task 2: Dramatization of story. Depending on the size of the class, assign story boards and the role of the witch. While students tell what's happening on the story board, the student assigned to the role of witch acts out her activities. Every student should be involved in this dramatization. 10-15 minutes</p> <p>Craft: Colouring, gluing and pasting Little Witch flashcards in order on a piece of large construct paper. Pictures should be pre-cut for the younger students. Teacher will be constantly reinforcing the language and guiding the students during this craft. 20-25 minutes</p>
<p>Materials:</p>	<p>*Little Witch story board cards, regular clothes flashcards (can be found on internet or home-made), *Little Witch clothes flashcards, *Little Witch paper doll craft template and *Little Witch picture cards (to be pre-cut)</p> <p><i>*See attached materials.</i></p>

The witches laugh at Irma.

Lore meets the witch.

The witch says: „Hi, my name is Irma.“

The witch flies around the bathroom on Lore's toothbrush.

Lore discovers Irma's big feet.

Irma doesn't like her big feet.

Irma tries to make her feet smaller, but they get bigger.

Lore shows her big ears.

Lore says: „Let’s decorate your big shoes!“

Lore brushes her teeth.

Irma learns to brush her teeth.

Lore wants to be a draggon.

The real dragon comes.

The dragon asks: „What happened to your shoes?“

The dragon takes Irma home.

Lore moves her ears.

Lore starts to fly!

Her parents see her flying.

An owl brings a letter.

This is the letter from Irma.