

Presentation Order

Intro

- Liar → Laura (school supplies and history questions)
- Reverse Charades → Kristen (body parts, animals, furniture)
- All Prepositions song → Laura
- Row Write → Kristen (verbs, another grammar twist)
- Gefängnis → Laura (Verkehrsmittel)
- Femininendungen Song → Kristen
- Kannst du mir ____ zeigen? → Laura (2 examples, one high and one low)
- Spin & Spell → Kristen (family, seasons/months)
- A New Twist on Musical Chairs → Laura (time)
- Numbers 0-20 Song → Kristen
- *****"sein" chant → Laura
- *****Card Collect → Kristen

***** = if time

Just as a handout:

- Trashketball
- Vocab. Checkers
- Catchphrase

Items to bring:

- blank paper
- markers
- vocab. cards for different units
- Transparencies?

Low to No Prep Review Activities and Games



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Presented by Kristen Dawn - Ben Davis H.S. &
Laura King - Carmel H.S. Ideas created,
borrowed, adapted and/or adopted from World
Language teachers everywhere.

Lüger/Lügerin

Divide the class into 2 equal teams. Pose a question to Team 1. Without talking, students from Team 1, who believe they know the answer to the question, are to stand up. After a few seconds, the teacher will ask Team 2 to select a student from Team 1 who is standing to answer the question. If the student selected answers the question correctly, Team 1 receives as many points as there are students standing (8 students standing = 8 points, 3 students standing = 3 points, etc.). If the student answers incorrectly the team will lose as many points as there are students standing (yes, a team can go into negative points). Play continues back and forth until the allotted time has expired

Reverse Charades

Divide the class into two (or more) teams. One representative from each team comes to the front of the room and stands with his/her back to a projection screen. The teacher then projects vocabulary terms and/or sentences onto the screen with an overhead projector or Dukane. The teacher could also merely hold up a large vocab. card or write something on the chalkboard behind the students as well. When the teacher says go, all the students who CAN see the screen/card/board start acting out the term or sentence. The students with their backs to the term must then call out or write down what they think is being acted out. The first one with a correct answer scores a point for his/her side.

To keep the game going, I usually have a bunch of terms to reveal and show them one at a time with a timer going. There's a two minute time limit, and then it's time to change the player who is doing the guessing at the front of the room. That person picks his/her replacement or a volunteer may go. As an alternative, I sometimes only have one team acting out and guessing at a time. At the end of the two minutes, then it's the other team's turn to go. All the normal rules of charades apply to this game.

Song - Präpositionen

Once students have been introduced to the dative, accusative and 2-way prepositions, I have them memorize this song to help them remember which prepositions go in what case.

To the tune of "If You're Happy and You Know it Clap Your Hands"

The dative preps are *aus, bei, mit, nach, seit, (von, zu)*. The accusative preps are *durch, ohne, gegen, für, um, (bis, entlang)*. *An, auf, über, unter, hinter, neben, vor, zwischen, in...* take the dative when they tell when or where it's at.

Row Write

The students are seated in rows, and every student has a white board and marker (or paper and marker) to write with. Each person's team is comprised of the people that are sitting in the same horizontal row as that person. The teacher asks a question of some kind (could be verb conjugation, three principal parts of a given verb, capital of Germany, etc. - whatever you can come up with).

Everyone writes down the answer. Then the teacher checks one vertical row of students (so that

only person per team is being checked). If that person has the answer correct, then the whole team scores a point. If not, the team gets no points. I allow team members to consult with one another before announcing which vertical row I will check. There is no talking after that. No one knows who will be called on, so all have to be responsible for trying to get the correct answer. This is a good review before a test or quiz or also a good way to gauge how much students may recall from a given lesson or from earlier on in the semester.

Gefängnis

Materials:

One set of flashcards (vocab. words, states/capitals, pictures of famous people/places or anything else that students could quickly see/read and give a one to three word response)

A large open space

Divide the class into 2 even groups and have each group make a straight line facing the teacher. The teacher will show one flash card to the first 2 people in the line. The first person who gives the correct answer goes to the back of his/her line. The teacher points to the other student and says "Gefängnis" and that student goes to his/her team's jail (an area designated prior to the start of the game, away from the 2 lines). The next 2 people quickly step forward and repeat the process, attempting to give the correct answer before their opponent does in order to avoid being sent to jail.

As students are sent to jail, they are to stand in the order of arriving. The first person being sent to jail stands in the front and the last person at the end. Students stand in order because if a student on their team wins against his/her opponent, the winning student can take the FIRST student placed in jail out. Then both students (the winning student and the student taken out of jail) go immediate to the back of their line.

The object of the game is to put your opponent's entire team in jail, before they place your whole team in jail.

NOTE: When playing this game for the first time, go slow. Be sure to tell students when to go to the back of the line and when (as well as who) to take a student out of jail. After you've done this for the first 5 - 8 pairs, then SPEED IT UP. This is a fast action game and students need to be paying attention at all times in order to avoid being sent to jail.

Song → Femininendungen (original source: Judy Eaton, as far as I know)

To help students with mastering genders, I often have them memorize this song. When the endings in this song appear on a word, then that word is feminine.

To the tune of the 9th Symphony (Beethoven) Chorale (Ode to Joy):

heit, keit, schaft, tion, tät, ie, ei, ik, in, ur, enz, ung, manchmal „e"

heit, keit, schaft, tion, tät, ie, ei, ik, in, ur, enz, ung, manchmal „e"

Feminin-,Feminin-, Femininendungen

heit, keit, schaft, tion, tät, ie, ei, ik, in, ur, enz, ung, manchmal „e“

Kannst du mir (etwas) zeigen?

Materials:

Set of questions

Enough dry erase boards and markers OR pen and papers for each student in the class

A list of materials/items that students will have to show

Each student needs a dry erase board and marker OR a paper and pen prior to starting the game. Then the teacher will pose a question to the entire class. Every student in the room will write down their answer. After about 5 - 15 sec. (depending on the question) the teacher will say „1, 2, 3“ and on 3 all students will have to show their answer. The teacher will then reveal the correct answer. IF a student has the correct answer he/she will stand up. Only those students standing up will have the *opportunity* to receive a point. Then the teacher will say „ Show me a _____“. If the student can produce the item (no he/she may not borrow, steal or take it from anyone else in the room) then he/she receives a point. If the student cannot, then no points are awarded to the individual. Students keep track of their points on their dry erase board or paper and the student with the most points after the allotted time wins. Common items I ask for include a German workbook, shoe laces, a notebook, a pencil, something blue, a calculator, a cell phone, a MP3 player, a student ID, a specific homework assignment, a belt, an agenda book or anything else that students often carry or should be bringing to the German classroom.

Spin & Spell

This can be done on a chalkboard, white board or on large sheets of paper attached to a wall. Two students stand with one arm linked together (usually the left), one student facing the board (or other writing surface) and the other student facing away from it. In each of their right hands is a piece of chalk (or other writing utensil, as appropriate for the writing surface). Another pair of students is set up the same way on another board or area of the same board. The teacher gives a word to be translated into German or says a sentence with a blank or otherwise provides some question that can be answered with a single word (or word and article). When the pair knows the answer, each student writes one letter of the answer at a time and then spins around so the partner can write the next letter and so on until the answer is complete. Then the pair sits on the floor or squats down to indicate they're done. Whichever pair finishes the answer correctly (and legibly!) first, gets the point for their team. First team to ten or most points in a given time limit wins the game. For lefties, another left-handed student or student willing to try writing with the left hand is needed. Or the left-handed student can try to write with the right hand. Warning!! This game needs to have an area free of clutter to be played in.

New twist on musical chairs

Materials:

Exact number of one sided paired flash cards as students in the room

Desks/chairs paired up side by side that equal exactly 2 less than students in the room

Prior to beginning this game the teacher has to create one sided flash cards, as one would for memory (flash card number 1. das Buch 2. the book 3. der Bleistift 4. the pencil 5. die Schultasche

6. the schoolbag, etc.). Therefore, if a teacher has 26 students, he/she would have to make 26 flash cards OR come up with 13 pairs. Every flash card **MUST** have a partner. If you have an odd number of students, round up 1 and the teacher will also have to participate in the game.

The teacher and the students will then move **ALL** the unoccupied desks out of the center of the room. Next, the teacher and student will place desks in pairs of 2 back to back. After that, **ONE** extra set of desks is also taken away from the center of the room (so there are 2 less desks than individuals playing). The teacher will then hand out 1 flash card to each student. The students have to find the individual that matches their flashcard as quickly as possible and sit in a pair of desks together. The last group to pair up will not have a place to sit and will therefore be out. Play continues after 2 more desks and flash cards (that match of course) have been removed.

****Note:** It is often a good idea to check all the matches **PRIOR** to dismissing the players who are out. Sometimes you will find a group or 2, who has sat down, but don't match. In that case, I allow the group still standing to remain in the game and the group(s) that was incorrect would then be out.

Song → Die Zahlen 1-20

To the tune of 10 Little Indians:

*eins, zwei, drei, vier, fünf, sechs, sieben, acht
eins, zwei, drei, vier, fünf, sechs, sieben, acht
eins, zwei, drei, vier, fünf, sechs, sieben, acht
neun, zehn, elf, zwölf, dreizehn*

*vierzehn, fünfzehn, sechzehn, siebzehn
vierzehn, fünfzehn, sechzehn, siebzehn
vierzehn, fünfzehn, sechzehn, siebzehn
achtzehn, neunzehn, zwanzig*

„sein“ chant

Keeping in 4/4 time chant the verb „to be“...as one would do if he/she was a cheerleader

*ich bin
du bist
er, sie, es ist (NOTE: the er and sie are said in one count)
(1 count break)*

*wir sind
ihr seid
sie/Sie sind*

Card Collect

Students are seated in rows. Each row is a team. The teacher shows a flashcard to the students seated in the front of each row. (Large flashcards 4x6 or bigger are helpful.) Whoever raises his/her hand first (teacher's decision), gets first crack at answering. If the answer is correct, the team gets the card (all cards won, stay on the front desk of each row). If the answer is wrong, the teacher takes that team's accumulated cards back - all of them. Those cards are then added back into teacher's deck. The greater the number of cards on the team's front desk, the greater the risk the team takes by continuing to answer. This has to be balanced with wanting to have the most cards at the end of the game. Teammates can help the person in front, but only before that person raises his/her hand. The person in front is the only one allowed to give an answer. Additionally, if a student raises his/her hand to answer and is called on, then he/she must give an answer even if he/she suddenly changes his/her mind about wanting to answer. Students have a maximum of five seconds to start answering after being called on. Students who take too long can also lose their cards. This encourages students to only raise their hands to answer when they really do know and not just raise their hands as fast they can and then think forever after being called on. It is also important to rotate who is in the front seat. I do this as follows: after getting an answer right, the student in front moves to the back of the row and everyone else moves up a seat. If a student sits in the front seat three times in a row and still hasn't answered or gotten a card right, then he/she moves to the end of the row anyway, so that someone else may have a turn. The winner is determined after all the cards in the teacher's deck have been claimed by correct answers OR after a given amount of time. Whichever team has the most cards, wins.

Trashketball

Materials:

- Classroom garbage can
- Chalkboard eraser
- Masking Tape
- Review questions

This is a great review game to play before a quiz/test or even better utilized when one needs a quick 10 min. activity because of under planning/unexpected quick learning by the students.

Set up an empty trash can in the front of the room. Then make a line about 2 feet away from the trash can with masking tape (Bozo bucket range). This will be the 1 point line (yes, 1 point, NOT 2). Then make a line about 10-15 feet away. This will be the 3 point line.

Next, divide the class into 2 teams. Ask the 1st person on Team 1 a review question, which he/she must answer without any help from his/her teammates. If the student answers incorrectly, then the teacher will pose the same question to an individual on the other team. If the student answers the question correctly, he/she will be allowed to take a shot from the 1 point or 3 point line. If the student makes the shot, then the team gets the points added to their score and then next question is given to the opposing team. If the shot is not made, then no points are added to the team's score and the next question is given to the opposing team. The teacher continues going back and forth from one team to the other until the allotted time is up.

Vocabulary Checkers

Materials:

Checker board with vocabulary words on it (file is located on the IFLTA website OR email Laura King at lking@ccs.k12.in.us)

24 checker pieces of 2 different colors for each pair (Construction paper cut into squares works great!!!)

Students place their game pieces on the board just as they would begin any normal checker game. Students play checkers as normal, except in order to move to a new spot on the board the student must say the word first in the target language and then in English. All the normal rules of checkers apply to this game.

Catchphrase

This is another game that requires a teacher set of flashcards. The students sit in a circle, alternating gender (boy-girl) as much as possible. (This is helpful for the awarding of points.) The teacher needs a timer and something to keep score on. The first student to the teacher's right is given the deck of flashcards and must **describe** the word on top to the members of his/her team who attempt to guess what the word is. The description cannot be a translation, use a part of the word in question, or have other obvious clues like sounds like..., rhymes with..., starts with..., ends with.... etc. provided. An example is the word *der Apfel*. A student trying to describe that term might say things like "It's round. It's red. It grows on a tree." If the student describing the word is a boy, then only the boys in the room should guess at the word. If it is a girl, then vice-versa. Once the team guesses correctly, the student puts that card at the back of the deck and passes it to the person to his right, who does the same thing with the next card in the deck after describing it and having it guessed, and so on. Each time a card is guessed correctly, the team earns a point. The teacher keeps track of the points. Meanwhile a timer is going. It's set to random amounts of time each round, sometimes as little as a minute, sometimes as long as three minutes. When the timer goes off, whichever team is holding the cards loses its points for that round. The team with the most points after a certain number of rounds or certain amount of time wins. I always write the definition of each term on the back of each card, so that if a student encounters a term he/she doesn't know, a quick peek at that back is all that's necessary. If a student can't think of how to describe a card, each team is allowed one pass per round. For example, if I'm on the girl's team, and another girl has already passed in the current round, then I can't pass again that round, but the boys still could. A point is also deducted for a pass. The teacher, if he/she doesn't have to play to keep the teams balanced, can go around behind students and assist them with describing as necessary. If the teacher does play, he/she should only describe, not guess at the words him/herself. No gestures are allowed. This is strictly about circumlocution. The game can be played in English with novices or in German for advanced students. Or a mixture for those levels in between. If it isn't possible or practical to divide the team in two by gender, then some other identifying mark should go in front of each person for the teacher to differentiate who is on which team. Red and blue plastic cups work well.