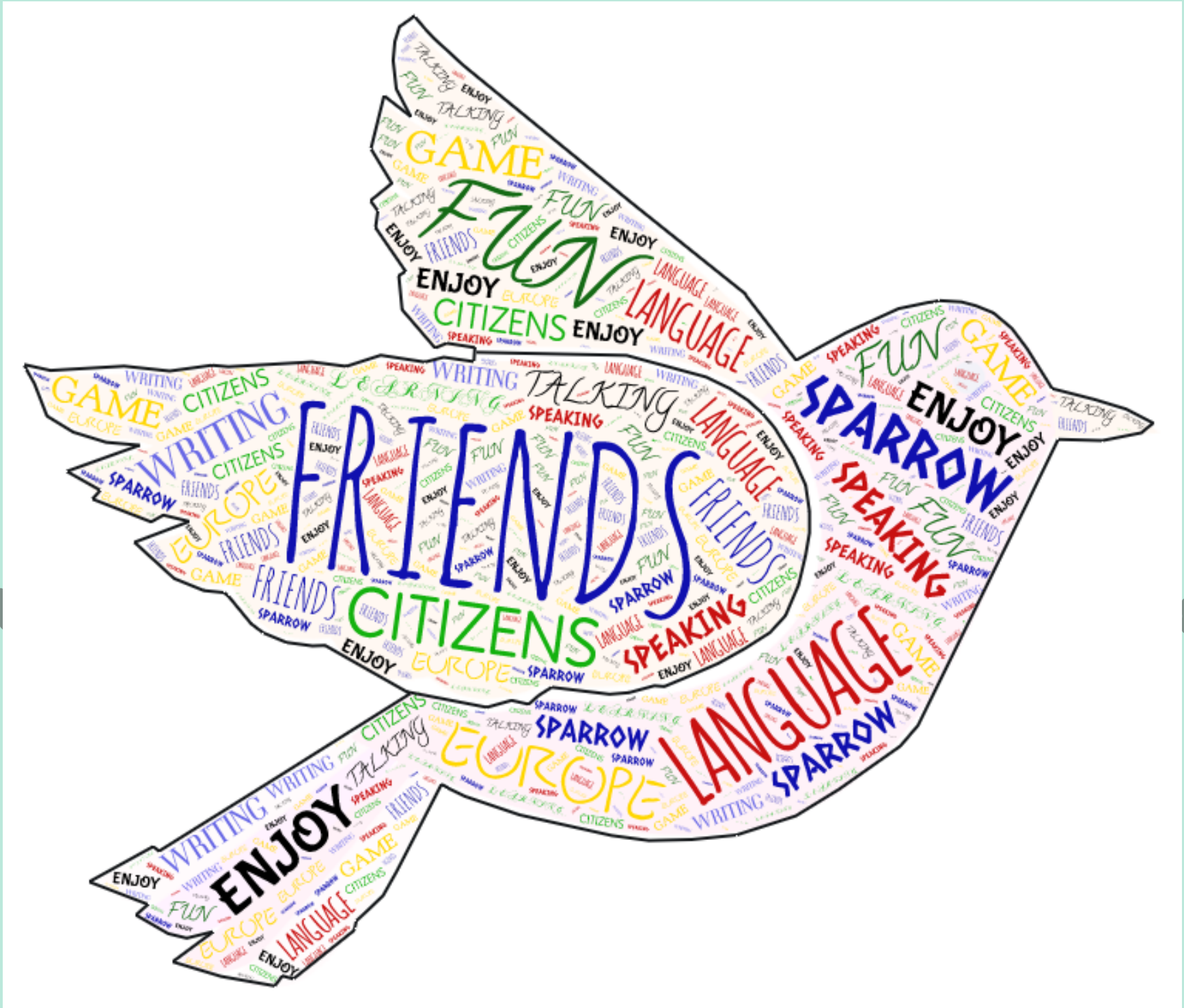
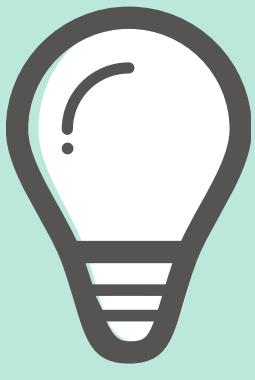
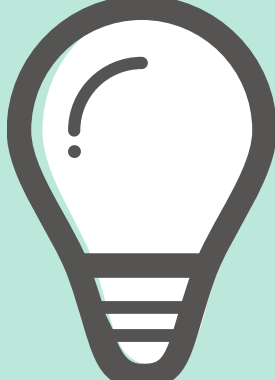
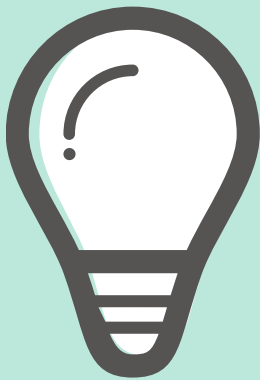
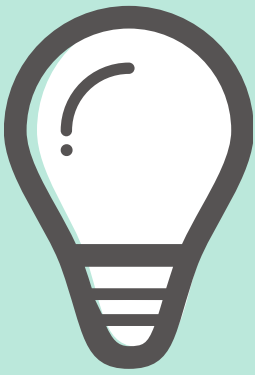
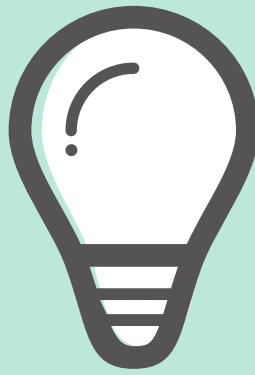
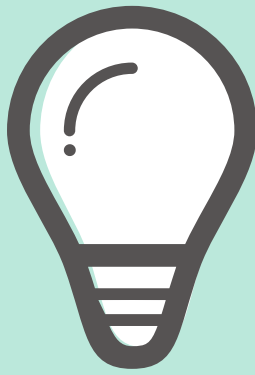
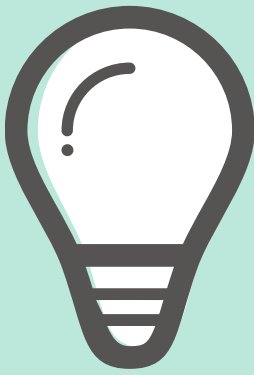
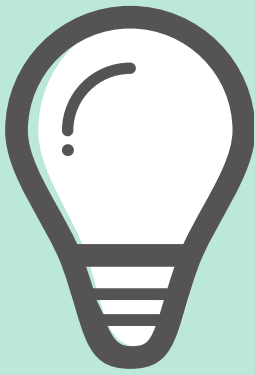


SPARROW BOOKLET



Erasmus +



CHILDREN ARE ONE THIRD OF OUR
POPULATION AND ALL OUR FUTURE

Education is one of the most powerful things in life. It allows us to find the meaning behind everything and helps improve lives in a massive way.

GERMANY, ICELAND, ITALY AND SPAIN.



Co-funded by the
Erasmus+ Programme
of the European Union

1. *Germany games*
2. *Iceland games*
3. *Italy games*
4. *Spain games*

2017-2020



Germany





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This project is funded by the European Union.



Working Stations



JUSTIFICATION

Correct spelling

DESCRIPTION

Materials	worksheets, pens, cards, dices
Age	six to twelve
Duration	various, 20 to 40 minutes
Room	classroom
Grouping	various, one to three students
Layout	working in different stations

AIMS

To learn the right spelling in a playful way.

DEVELOPMENT OF THE ACTIVITY

Each student gets the worksheet %What to do!+first. There the pupils can see the different stations. They can choose the chronology at different stations. The task is explained at the individual work station or on the respective worksheets.

Name: _____	Datum: _____	RS 3/BODY
-------------	--------------	-----------

Crypted Words!

Do you know these words? Write them down and correct yourself.

	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

Name: _____

Datum: _____

RS 3/BODY

Crypted Words!

Do you know these words? Write them down and correct yourself.

||||

head

|||||

shoulder

||||

nose

|||

ear

|||

eye

|||||

mouth

||||

knee

||||

hand

|||

arm

||||

face

|||

sad

|||||

finger

|||||

angry

|||||

shoulders

|||||

happy

||||

hair

|||||

tired

||||

foot

||||

feet

|||||

scared

Roll the dice ten times and write the sentences!

3/①



My eyes are blue.



My nose is small.



I like my brown hair.



I have got ten fingers.



Shake your arms, hands and fingers.



On my foot are five toes.

Roll the dice ten times and write the sentences!

3/①



My eyes are blue.



My nose is small.



I like my brown hair.



I have got ten fingers.



Shake your arms, hands and fingers.



On my foot are five toes.



Write the sentences. Do not use capital letters only! Control yourself!

TIN - DICTATION

3/①

I HAVE GOT TEN TOES!

BABIES HAVE GOT ONE TOOTH, I HAVE GOT 20 TEETH.

MY EYES ARE BLUE!

I CAN WALK WITH MY FEET.

THERE ARE TEN FINGERS AT MY TWO HANDS.

I HAVE GOT TWO EYES AND TWO EARS, BUT ONLY ONE NOSE.

Write the sentences. Do not use capital letters only! Control yourself!

Right
Answer

TIN DICTATION

3/①

I have got ten toes!

Babies have got one tooth, I have got 20 teeth.

My eyes are blue!

I can walk with my feet.

There are ten fingers at my two hands.

I have got two eyes and two ears, but only one nose.

Vocals and consonants!

3/BODY

Write the words and mark the vocals!

shoul der

face

knee

foot

leg

arm

finger

toe

hair

ear

eye

angry

tooth

happy

hand

nose

tired

scared

leg

mouth

sad

Vocals and consonants

3/BODY

Write the words and mark the vocals!

Right Answer!

shoul- der

face

knee

foot

leg

arm

fin - ger

toe

hair

ear

eye

ang - ry

tooth

hap - py

hand

nose

tired

scared

leg

mouth

sad

Write the words in the right order!

- | | | |
|---------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> head | <input type="checkbox"/> shoulder | <input type="checkbox"/> knee |
| <input type="checkbox"/> finger | <input type="checkbox"/> happy | <input type="checkbox"/> tired |
| <input type="checkbox"/> sad | <input type="checkbox"/> scared | <input type="checkbox"/> leg |
| <input type="checkbox"/> foot | <input type="checkbox"/> face | <input type="checkbox"/> hair |
| <input type="checkbox"/> tooth | <input type="checkbox"/> ear | <input type="checkbox"/> mouth |
| <input type="checkbox"/> nose | <input type="checkbox"/> hand | <input type="checkbox"/> arm |
| <input type="checkbox"/> teeth | <input type="checkbox"/> feet | <input type="checkbox"/> |

Right answer!

Write the words in the right order!

- | | | |
|---------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> head | <input type="checkbox"/> shoulder | <input type="checkbox"/> knee |
| <input type="checkbox"/> finger | <input type="checkbox"/> happy | <input type="checkbox"/> tired |
| <input type="checkbox"/> sad | <input type="checkbox"/> scared | <input type="checkbox"/> leg |
| <input type="checkbox"/> foot | <input type="checkbox"/> face | <input type="checkbox"/> hair |
| <input type="checkbox"/> tooth | <input type="checkbox"/> ear | <input type="checkbox"/> mouth |
| <input type="checkbox"/> nose | <input type="checkbox"/> hand | <input type="checkbox"/> arm |
| <input type="checkbox"/> teeth | <input type="checkbox"/> feet | <input type="checkbox"/> |

How do you feel, Jim?

I am sad, I broke my arm!

How do you feel, Annie?

I am angry, I can't watch TV.

How do you feel, Maggie?

I am tired, I want to go to bed.

How do you feel, Susan?

I am happy! It is my birthday!

How do you feel, Jim?

I am sad, I broke my arm!

How do you feel, Annie?

I am angry, I can't watch TV.

How do you feel, Maggie?

I am tired, I want to go to bed.

How do you feel, Susan?

I am happy! It is my birthday!

Name: _____

Date: _____

RS 3/BODY

Singular

Plural

head

shoulder

knee

toe

eye

ear

mouth

hand

arm

leg

finger

hair

face

tooth

foot

Name: _____	Datum: _____	RS 3/BODY
-------------	--------------	-----------

Right Answer!

	<u>Singular</u>	<u>Plural</u>
head	head	heads
shoulder	shoulder	shoulders
knee	knee	knees
toe	toe	toes
eye	eye	eyes
ear	ear	ears
mouth	mouth	mouths
hand	hand	hands
arm	arm	arms
leg	leg	legs
finger	finger	fingers
hair	hair	hair
face	face	faces
tooth	tooth	teeth
foot	foot	feet

3/①	HEAD	the head one head I have got one head. —
3/①	SHOULDER	the shoulder one shoulder two shoulders
3/①	KNEE	the knee one knee I have got two knees.
3/①	TOE	the toe one toe I have got ten toes.
3/①	EYE	the eye one eye My eyes are blue.

3/①	
EAR	the ear
	one ear
	two ears
3/①	
MOUTH	The mouth
	one mouth
	many mouths
3/①	
NOSE	the nose
	one nose
	many noses
3/①	
HAND	the hand
	one hands
	two hands
3/①	
ARM	the arm
	one arm
	two arms

3. Klasse/①

3/①	LEG	the leg one leg two legs
3/①	FOOT	the foot one foot two feet
3/①	FACE	the face one face two faces
3/①	HAIR	the hair one hair My hair is brown.
3①	TOOTH	the tooth one tooth two teeth

3. Klasse/①

3/①	FINGER	the finger one finger two fingers
3/①	HAPPY	I am happy! You are happy! He is happy! We are happy!
3/①	TIRED	I am tired! You are tired! She is tired! We are tired!
3/①	SAD	I am sad. You are sad. He is sad. We are sad.
3/①	SCARED	I am scared! You are scared! She is scared! We are scared!

head

shoulder

knee

toe

eye

ear

mouth

hand

arm

leg

finger

hair

face

angry

happy

tooth

foot

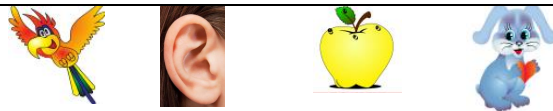
sad



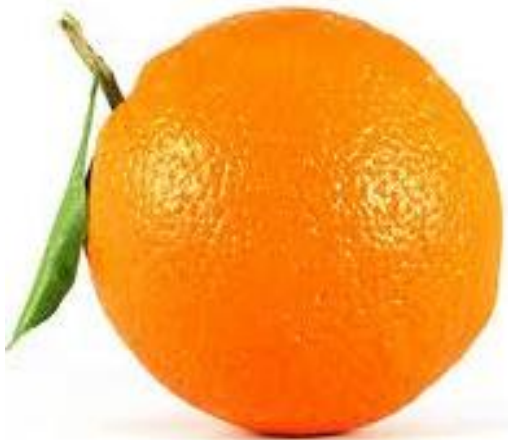
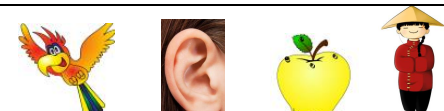
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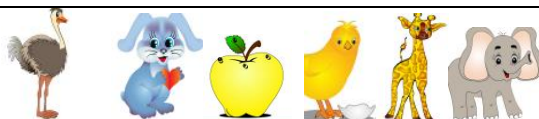
PEAR



PEACH



ORANGE

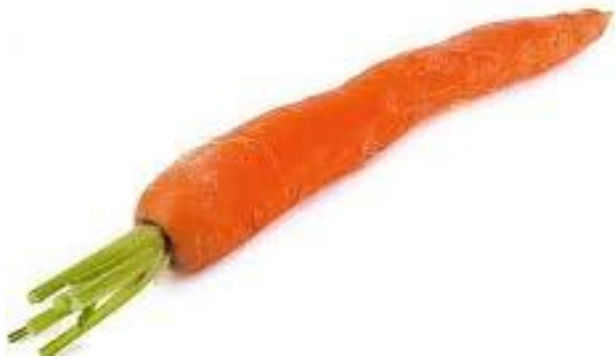


BANANA



PINEAPPLE

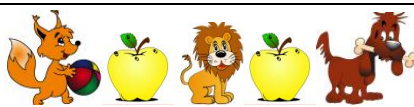




CARROT



SALAD



TOMATO



KOHLRABI



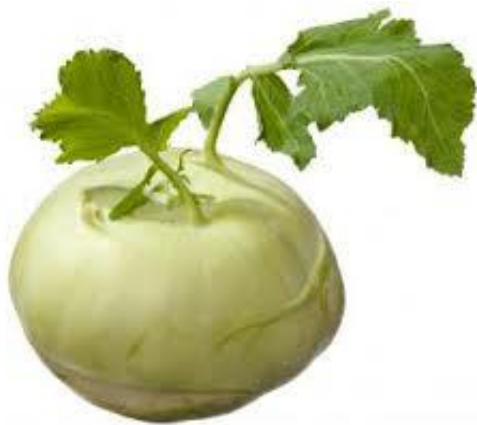
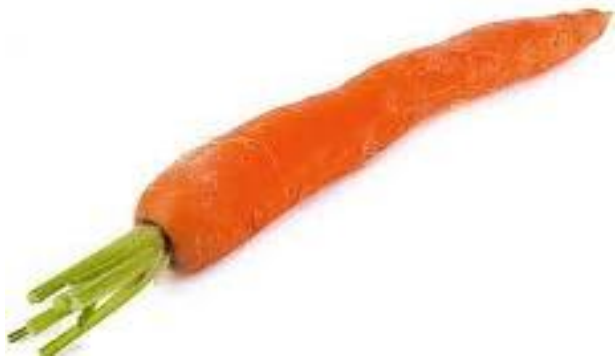
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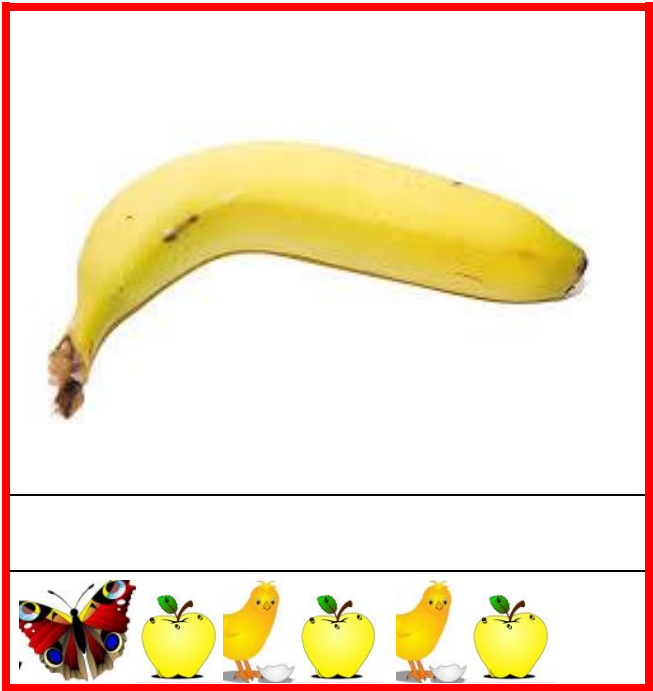
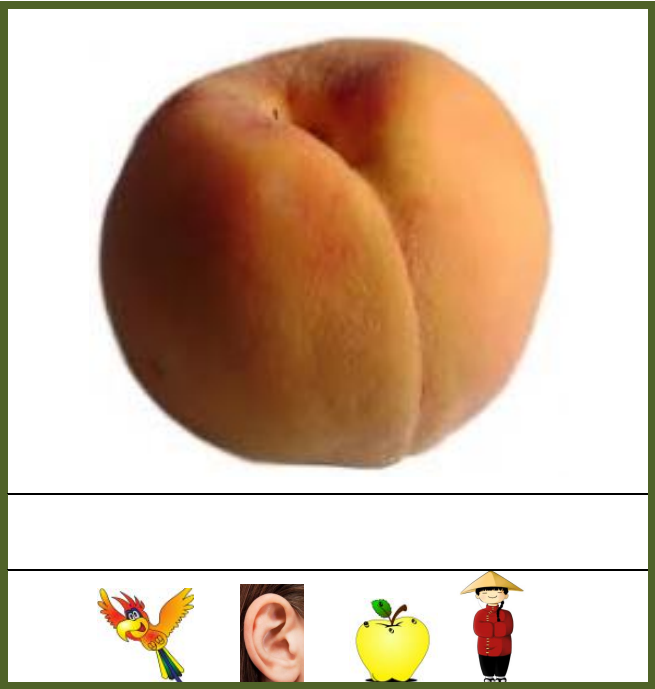


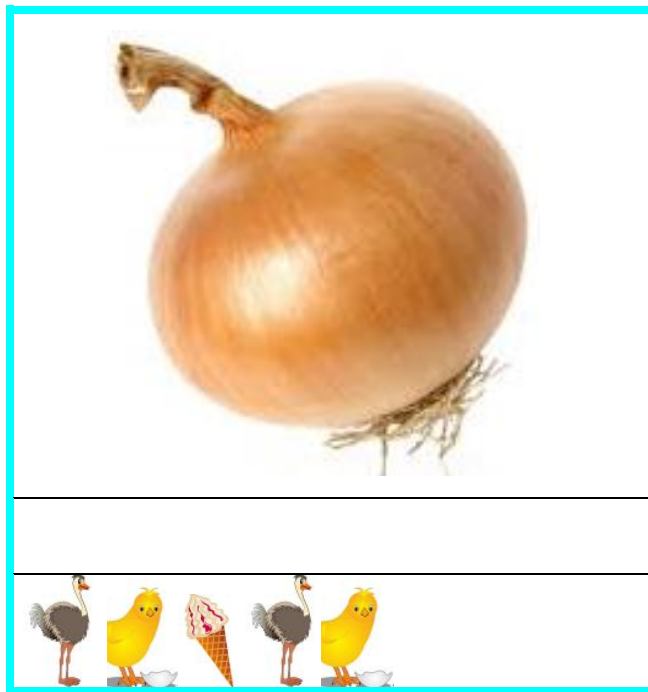
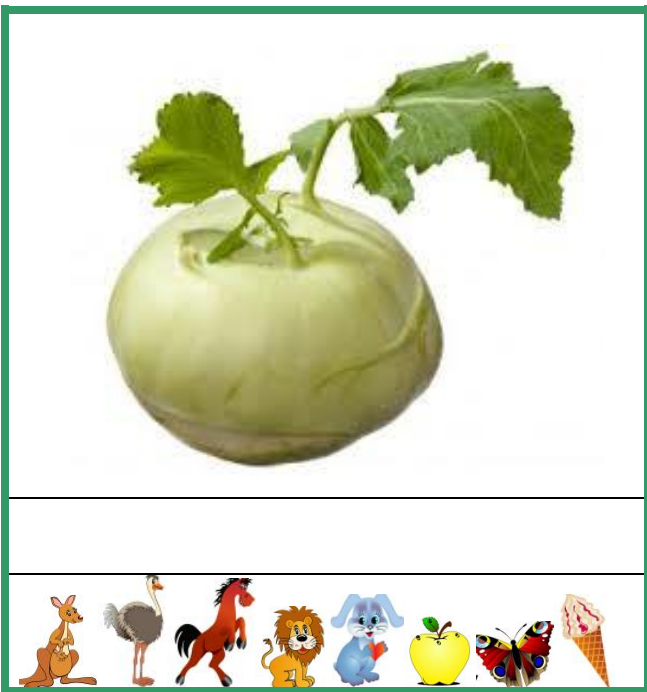
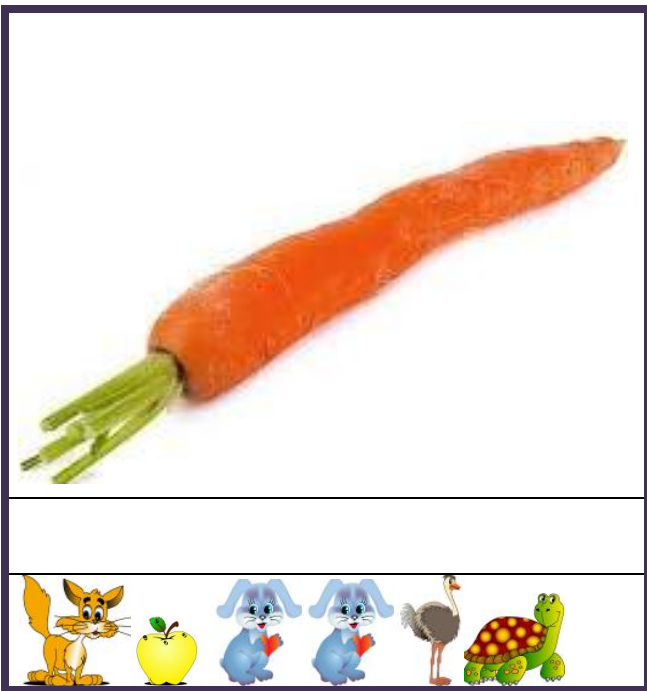
PAPRIKA











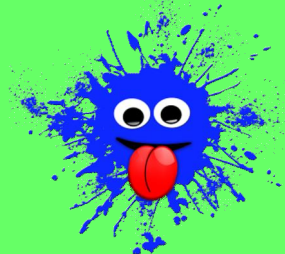


Erasmus+

This project is funded by the European Union.



Fruit and vegetables



JUSTIFICATION

Right writing and spelling

DESCRIPTION

Materials	Chart %Anluttabelle+with two added pictures Laminated cards of 6 fruits an 6 vegetables in three different ways (without letters and initial . sound- pictures/ only initial sound letters/ solution cards), removebale pen
Age	5-7 years old
Time	10 min
Room	classroom
Grouping	1-2 children
Layout	

AIM

- To get in touch with the Í AnluttabelleÎ
- Learning to write the words
- Learning the right spelling in a playful way.
-

DEVELOPMENT OF THE ACTIVITY:

At first the children get the cards with the fruits and vegetables without letters or other pictures. They name every fruit or vegetable.
Then everyone takes one card without looking. The pupils try to write the correct fruits or vegetables. If the word is right the pupil gets to keep the card. If it's wrong the letters have to be deleted the and the card goes back on the pile. The partner corrects it with the solution cards.
Winner is who has the most cards..



A

What ails Alex? asks Alice



B

Big Ben blew big blue bubbles



C

A cup of proper coffee in a copper coffee cup



G

Green glass globes glow greenly



H

Harry the hungry, hungry hippo is happily eating ham in his house



J

Jack the jailbird jacked a jeep



L

Larry sent the letter a little later



M

Mummy made me eat my M&M





P

A pack of pesky pixies



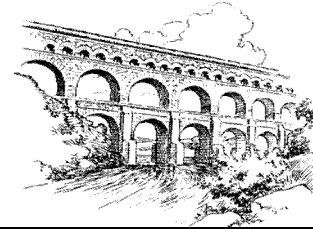
Q

The queen coined quick
clipped quips



R

Roberta ran rings around
the Roman ruins



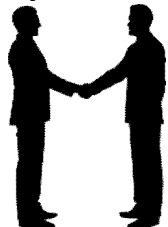
S

No shark shares swordfish
steak



T

Tommy Tucker tried to tie
Tammy's Turtle's tie



V

Vincent vowed vengeance
very vehemently



**GIVE UP
ONE'S
TURN**



**WILD
CARD**





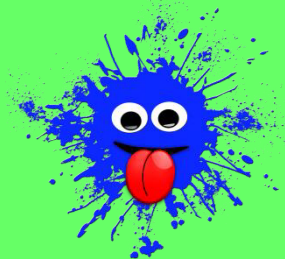
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Fruit and vegetables

Pin Game



JUSTIFICATION

Reading

DESCRIPTION

Materials	Laminated cards of fruits and vegetables Coloured clothespins
------------------	--

Age	5-7 years old
------------	---------------

Time	10 min
-------------	--------

Room	classroom
-------------	-----------

Grouping	1-2 children
-----------------	--------------

Layout	
---------------	--

AIM

Learning to read the words

Learning the right spelling in a playful way.

DEVELOPMENT OF THE ACTIVITY:

At first the children get the cards with the fruits and vegetables, each picture has one fruit or vegetable and three words of f+v. The pupils have to find the correct name of the item and mark it with a clothespin. After marking all the pictures, they can turn the sheet around and correct their picks themselves.



A

What ails Alex? asks Alice



B

Big Ben blew big blue bubbles



C

A cup of proper coffee in a copper coffee cup



G

Green glass globes glow greenly



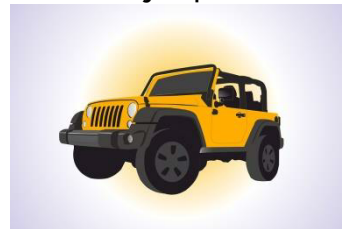
H

Harry the hungry, hungry hippo is happily eating ham in his house



J

Jack the jailbird jacked a jeep



L

Larry sent the letter a little later



M

Mummy made me eat my M&M





P

A pack of pesky pixies



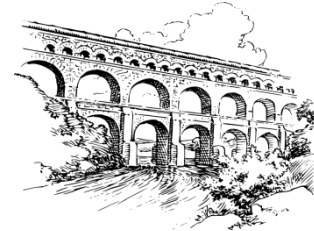
Q

The queen coined quick
clipped quips



R

Roberta ran rings around
the Roman ruins



S

No shark shares swordfish
steak



T

Tommy Tucker tried to tie
Tammy's Turtle's tie



V

Vincent vowed vengeance
very vehemently










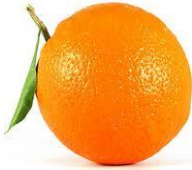
**GIVE UP
ONE'S
TURN**











**WILD
CARD**











FRUIT ①		
	plum	<input checked="" type="radio"/>
	apple	<input type="radio"/>
	lemon	<input type="radio"/>
	coconut	<input type="radio"/>
	mandarin	<input type="radio"/>
	pineapple	<input checked="" type="radio"/>
	apple	<input checked="" type="radio"/>
	pineapple	<input type="radio"/>
	orange	<input type="radio"/>
	strawberry	<input type="radio"/>
	banana	<input type="radio"/>
	pear	<input checked="" type="radio"/>





FRUIT			②
	plum		<input type="radio"/>
	apple		<input type="radio"/>
	grapes		<input checked="" type="radio"/>
	coconut		<input type="radio"/>
	mandarin		<input type="radio"/>
	peach		<input checked="" type="radio"/>
	strawberry		<input checked="" type="radio"/>
	pineapple		<input type="radio"/>
	orange		<input type="radio"/>
	strawberry		<input type="radio"/>
	orange		<input checked="" type="radio"/>
	pear		<input type="radio"/>

FRUIT ③		
	plum	<input type="radio"/>
	fig	<input checked="" type="radio"/>
	lemon	<input type="radio"/>
	coconut	<input type="radio"/>
	mandarin	<input type="radio"/>
	kiwi	<input checked="" type="radio"/>
	banana	<input checked="" type="radio"/>
	pineapple	<input type="radio"/>
	orange	<input type="radio"/>
	strawberry	<input type="radio"/>
	cherry	<input checked="" type="radio"/>
	pear	<input type="radio"/>

FRUIT ④		
	raspberries	<input type="radio"/>
	strawberries	<input checked="" type="radio"/>
	grapes	<input type="radio"/>
	gooseberries	<input checked="" type="radio"/>
	blackberries	<input type="radio"/>
	strawberries	<input type="radio"/>
	raspberries	<input type="radio"/>
	gooseberries	<input type="radio"/>
	blackberries	<input checked="" type="radio"/>
	strawberries	<input type="radio"/>
	raspberries	<input checked="" type="radio"/>
	gooseberries	<input type="radio"/>

<div> <div>NUTS</div> <div>5</div> </div>		
	raspberries	<input type="radio"/>
	walnuts	<input checked="" type="radio"/>
	coconuts	<input type="radio"/>
	almonds	<input checked="" type="radio"/>
	hazelnuts	<input type="radio"/>
	strawberries	<input type="radio"/>
	raspberries	<input type="radio"/>
	hazelnuts	<input checked="" type="radio"/>
	cherries	<input type="radio"/>
	almonds	<input type="radio"/>
	coconut	<input checked="" type="radio"/>
	kiwi	<input type="radio"/>

FRUIT			6
	grapefruit		<input checked="" type="radio"/>
	pear		<input type="radio"/>
	apple		<input type="radio"/>
	peach		<input type="radio"/>
	lemon		<input checked="" type="radio"/>
	orange		<input type="radio"/>
	mandarin		<input checked="" type="radio"/>
	gooseberries		<input type="radio"/>
	cherries		<input type="radio"/>
	apricot		<input type="radio"/>
	orange		<input checked="" type="radio"/>
	pineapple		<input type="radio"/>

FRUIT 7		
	raspberries	<input type="radio"/>
	mirabelle plums	<input checked="" type="radio"/>
	peaches	<input type="radio"/>
	gooseberries	<input type="radio"/>
	apricots	<input checked="" type="radio"/>
	grapes	<input type="radio"/>
	blueberries	<input checked="" type="radio"/>
	gooseberries	<input type="radio"/>
	blackberries	<input type="radio"/>
	strawberries	<input type="radio"/>
	raspberries	<input type="radio"/>
	currants	<input checked="" type="radio"/>

Iceland



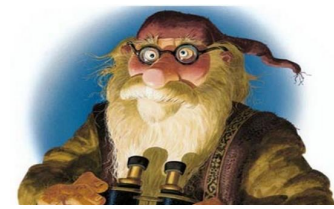


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This project is funded by the European Union.



Give it or take it



JUSTIFICATION

DESCRIPTION

Materials	Boards with 16 squares, 4 of them with pictures. A stack of 64 cards, 48 with descriptions and 16 with pictures.
Age	6-12 years old.
Duration	From 15-40 minutes, depending on the students age.
Room	Every classroom.
Grouping	2-4 players.

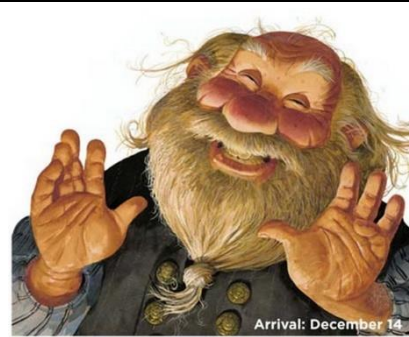
AIM

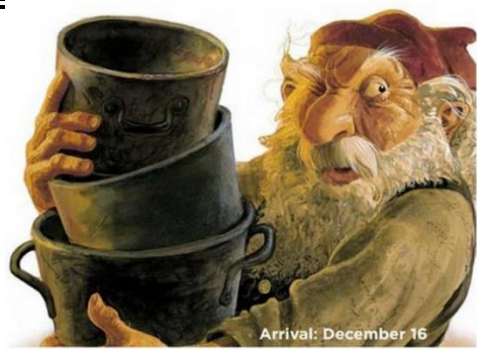
- To practice students reading comprehension and writing skills.
- They can also take a blank board and cards and make their own game which will further enhance their skills.

DEVELOPMENT OF THE ACTIVITY

Each one has a board. The purpose of the game is to fill up your board with cards. All the cards are on the table in two decks. The cards with the pictures are in one deck and the cards with the text are in one deck. First each player draws one card from the cards with a picture, one by one, until they have four picture cards each. Then each player draws a card from the deck with the text on. One by one. If a player draws a card that belongs to him (matches to his picture) then he puts the card in an empty box on his board. If the card belongs to another player, he puts it on his board. Each player must collect one picture card and three text cards. If a player has one picture card and two text card and he draws a text card that belongs to him, he puts it down and nobody can take it away from him. The line is stuck. But if a player has one picture card and two text card and another player draws a text card that belongs to him, the other player gets to either give it or take it back and put all the text cards in the deck again. When a line is completed the player reads the text from the cards to the other players. The player who fills his board first is the winner of the game.



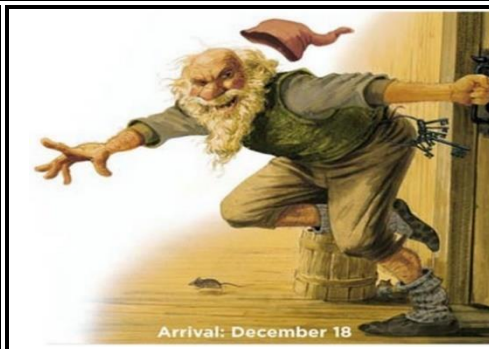




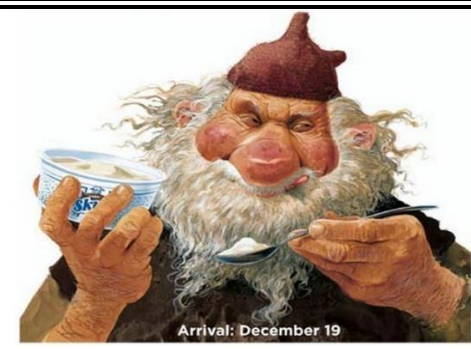
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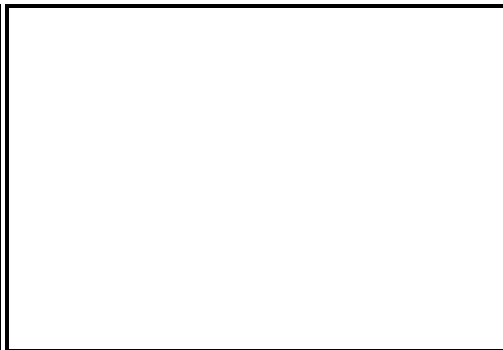
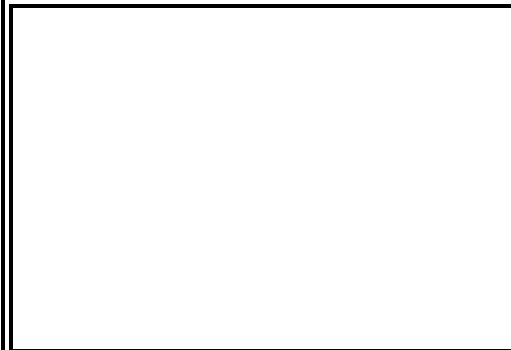
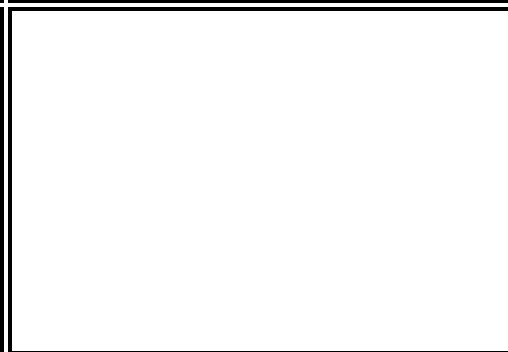
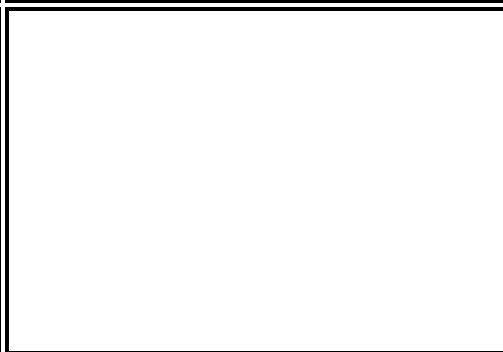
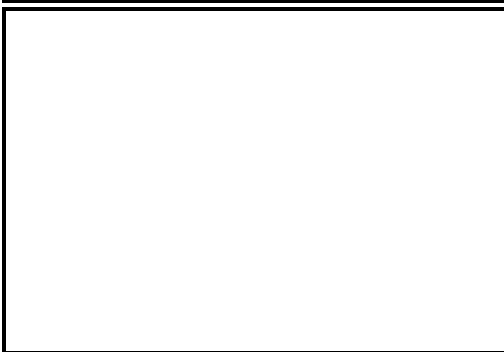
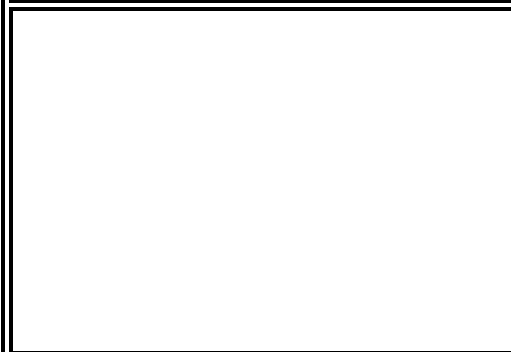
Arrival: December 17

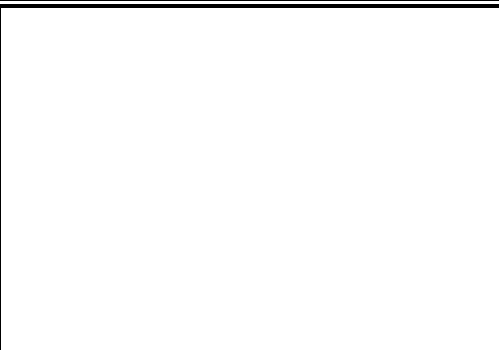
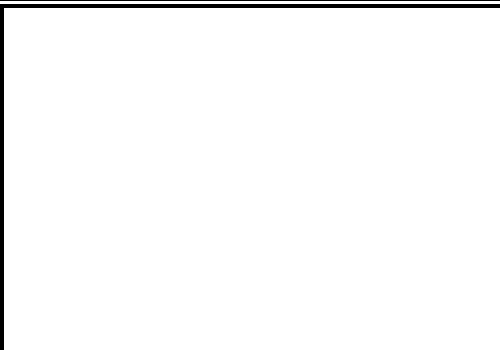
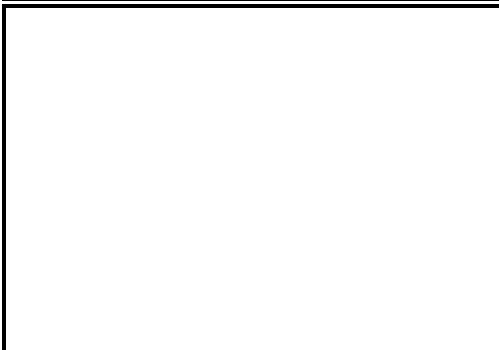
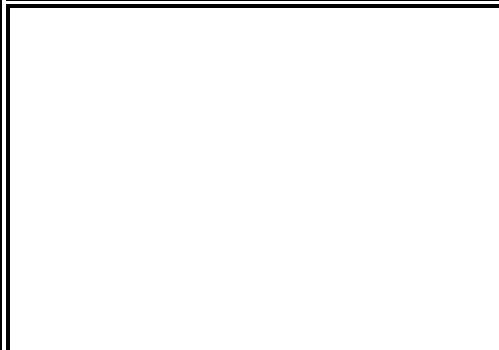
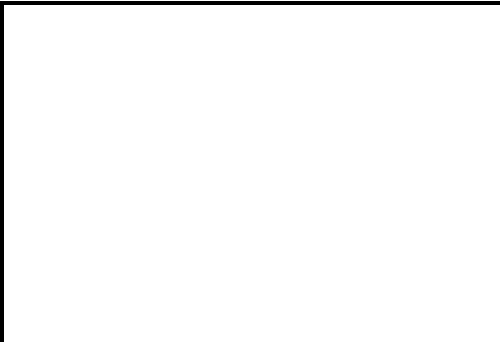
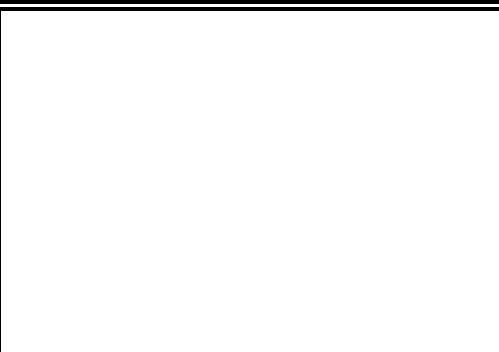
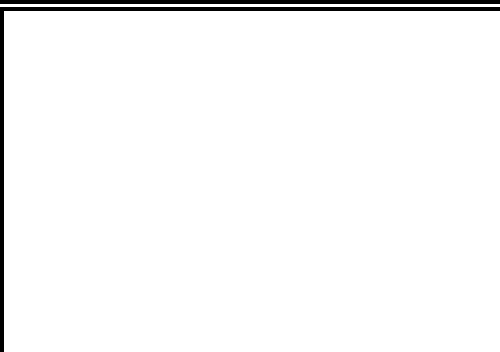
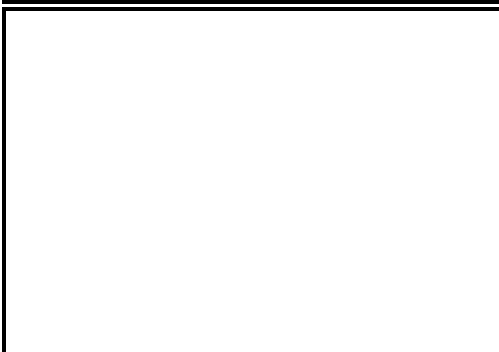
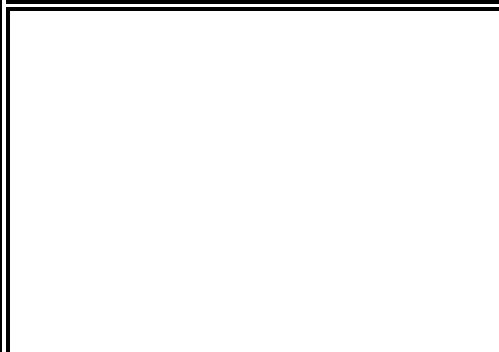
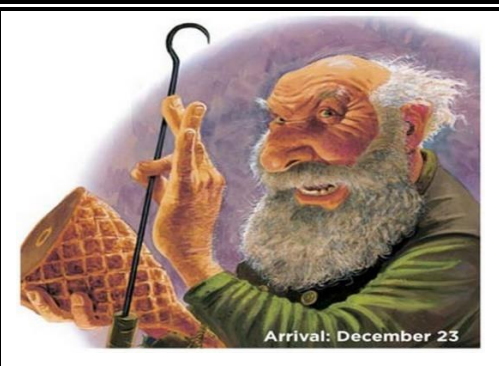
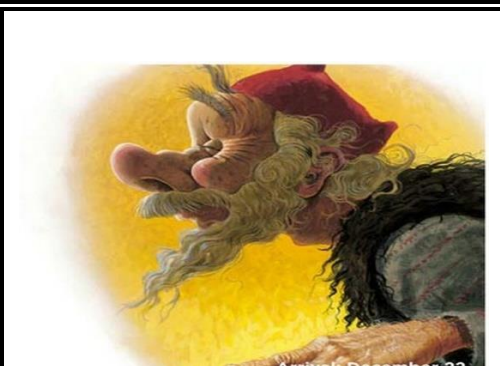


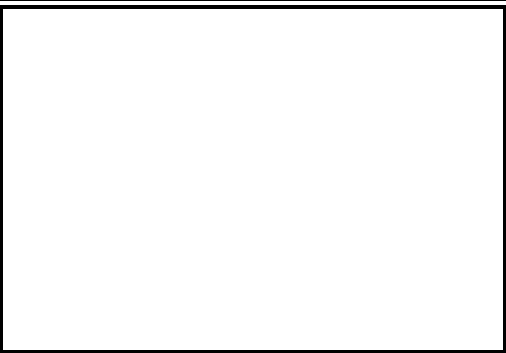
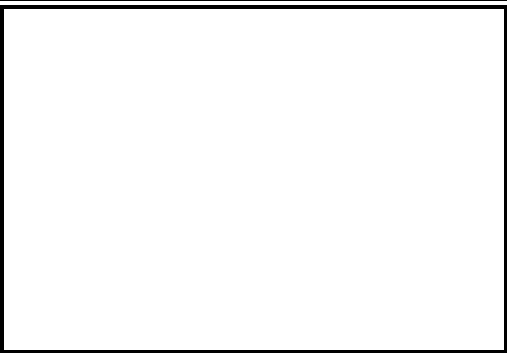
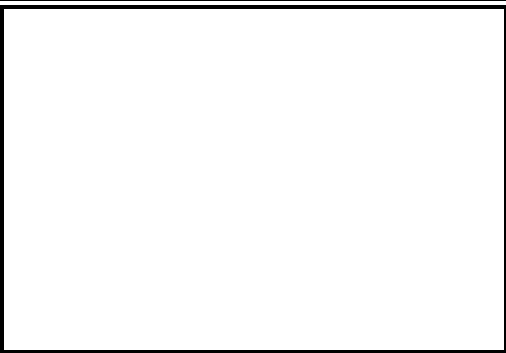
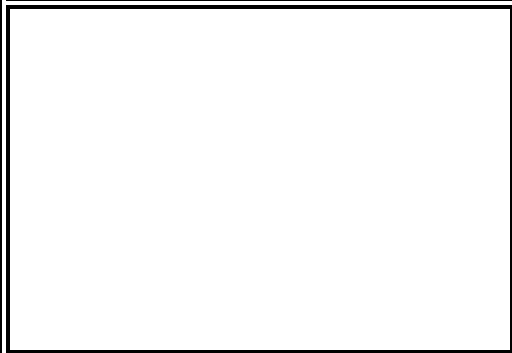
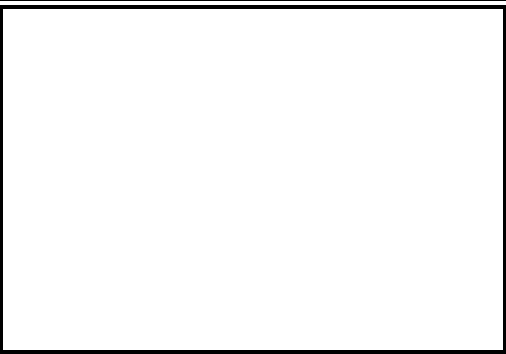
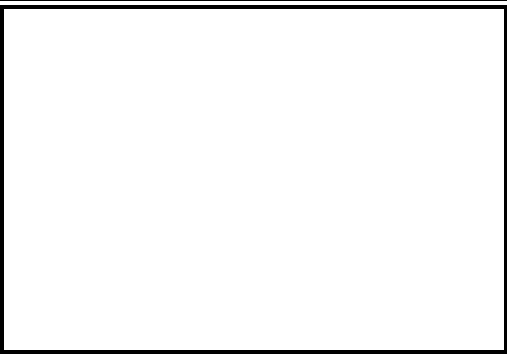
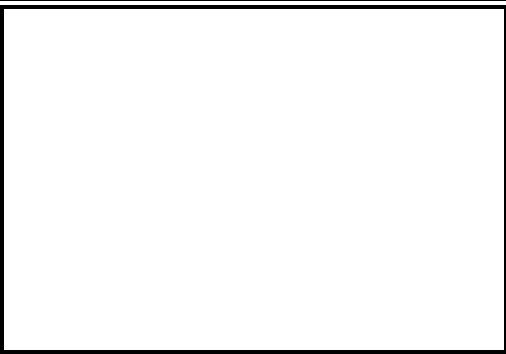
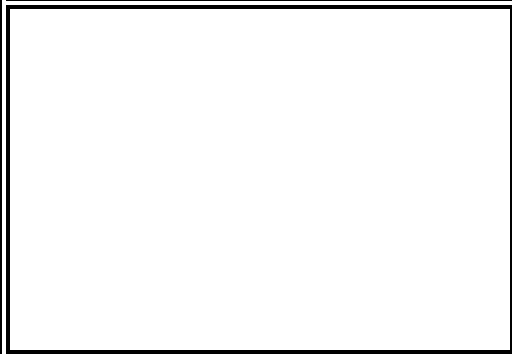
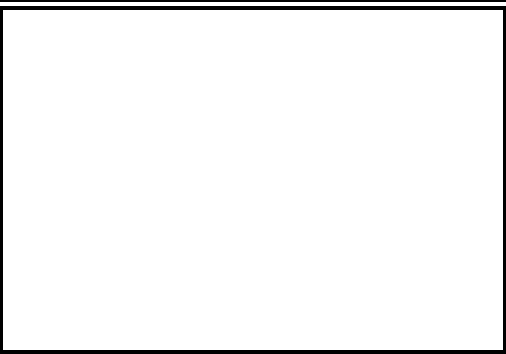
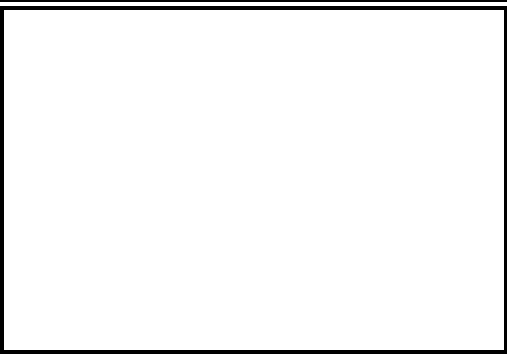
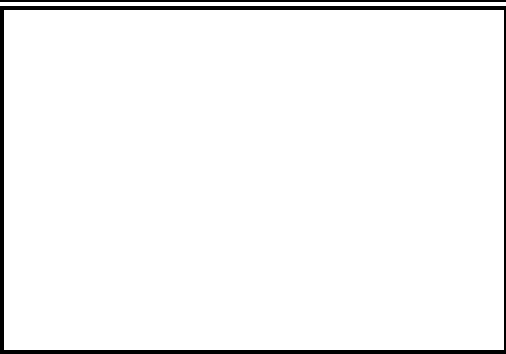
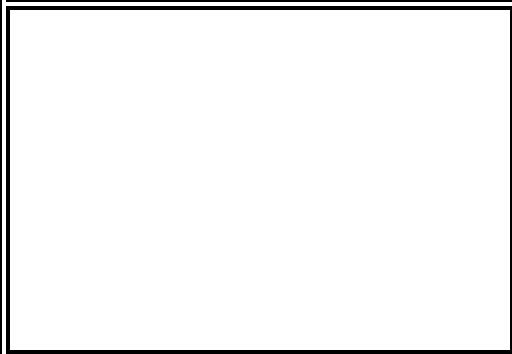
Arrival: December 18

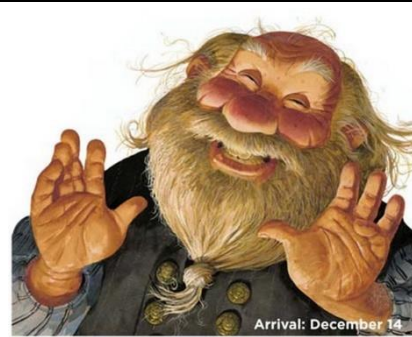


Arrival: December 19









Stekkjastaur

Sheep Coteclod

Giljagaur

Gully Gawk

Stúfur

Stubby

Þvörusleikir

Spoon Licker

Walks on his stiff
peg-legs.

He hides in
gullies.

He is very small.

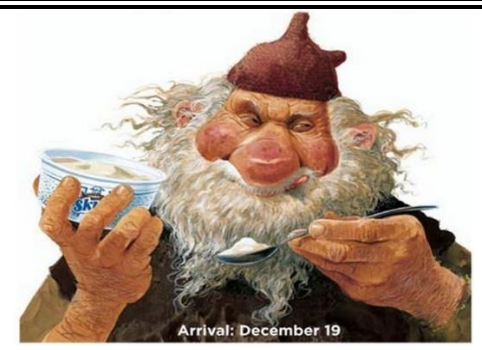
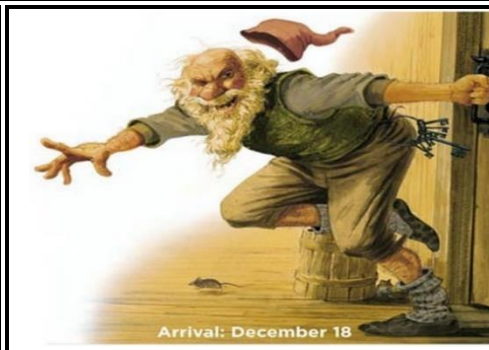
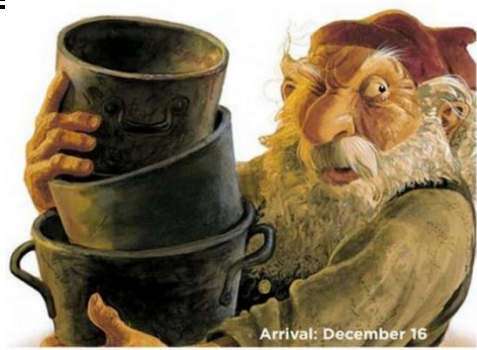
He licks wooden
spoons.

He is the first yule
lad.

He steals milk.

He likes to lick
pans.

He is very skinny.



Pottaskefill

Pot Scraper

Askasleikir

Bowl Licker

Hurðaskellir

Door Slammer

Skyrgámur

Skyr Gobbler

Steals leftovers
from pots.

He likes to lick
bowls with
leftovers.

He likes to slam
doors.


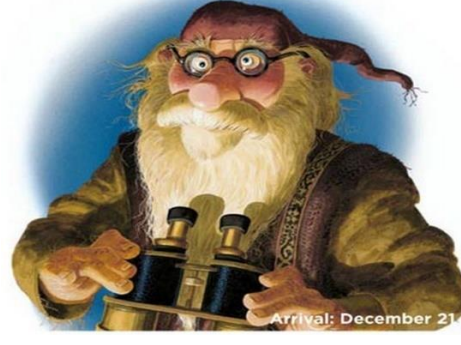


He steals skyr to
eat.

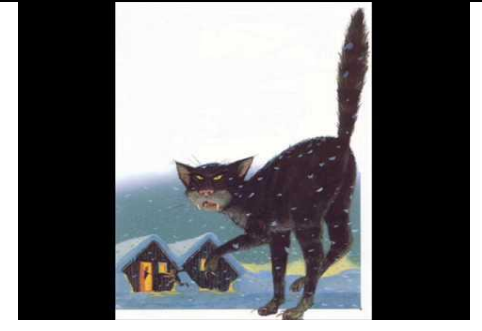
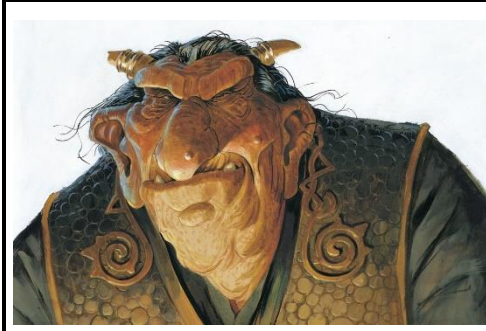
He knocks on
doors, then he
runs inside and
steals the pot
scrapings.

He hides under
beds

He disturbs people
when they are a
sleep.

A yule lad with an
affinity for skyr.

			
<p>Bjúgnakrækir</p> <p>Sausage Swiper</p>	<p>Gluggagægir</p> <p>Window Peeper</p>	<p>Gáttapefur</p> <p>Doorway Sniffer</p>	<p>Ketkrókur</p> <p>Meat Hook</p>
<p>He hides in the rafters to steal sausages.</p>	<p>He peeps through windows all the time.</p>	<p>He has a very big nose.</p>	<p>Uses a hook to steal meat.</p>
<p>He likes sausages.</p>	<p>Looks through windows to steal.</p>	<p>He can smell a sausage a mile away.</p>	<p>He really likes meat.</p>



Kertasníkir

Candle Snatcher

Gryla

Gryla
The child eater

Leppalúði

Leppaludi

Jólaköttur

The yuletide cat

He follows
children in order
to steal their
candles.

Mother of the yule
lads.

Father of the yule
lads.

He eats children
that don't get
new clothes at
Christmas.

He arrives last

An Icelandic troll.

Lazy father.

Gryla's pet cat

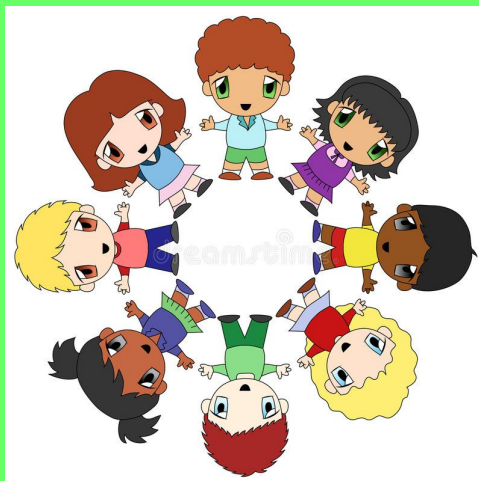
Italy





Erasmus+

This project is funded by the European Union.



The Game of Life

JUSTIFICATION

Topics about their life

DESCRIPTION

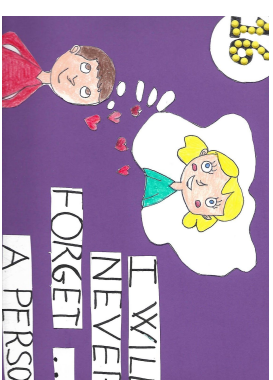
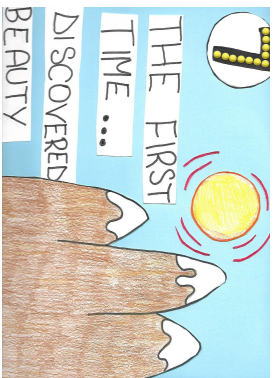
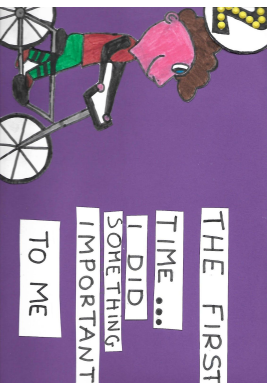
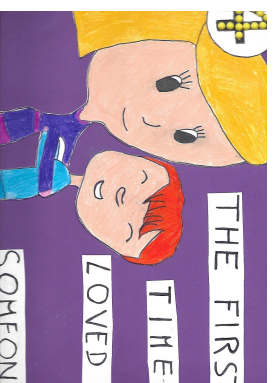
Materials	Tasks, counters, one dice.
Age	12/13 years old
Time	About 30 min.
Room	Classroom
Grouping	Max. 4/5
Layout	<ul style="list-style-type: none"> • Prepare 19 tasks (numbered from 1 to 19) relating to their life and one with the word FINISH. • This game is used after students have learned the Past Simple with regular and irregular verbs.

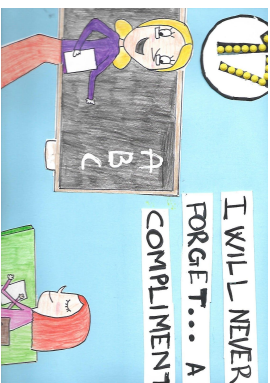
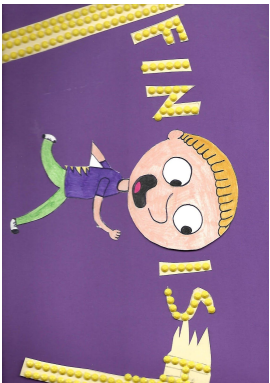
AIM

To be able to adequately express their emotions using appropriate vocabulary/language structures.

DEVELOPMENT OF THE ACTIVITY:

- Work in groups of 4/5 in circle time
- Each student rolls the dice and the highest number goes first.
- Roll the dice and move the correct number of square.
- The player must tell the others about their memory on the question prompts, if the player doesn't answer or has nothing to say, they skip their turn.
- The winner is the one that arrives first to the end.







Spain





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This project is funded by the European Union.



BEING A POET



JUSTIFICACIÓN

Con esta actividad pretendemos usar la lírica para fomentar la expresión oral y escrita del alumnado.

DESCRIPTION

Materials	A pencil and a piece of paper
Age	8 - 14 years old.
Time	15 minuts (aprox.).
Espacio	Classroom
Grouping	Couples.
Layout	Couples and later big group.

OBJETIVES

To improve oral skills through the use of poems.

DEVELOPMENT OF THE ACTIVITY:

To be a poet, you only need a little bit of imagination . Follow the steps.
First of all, you should try to read the words and think about the meaning of the words. We can help you with some pictures as examples.

DAMAGE
ADVANTAGE
MARRIAGE
LUGGAGE
MESSAGE
SAUSAGE
KNOWLEDGE
GARBAGE
MANAGE
CAGE
VISAGE

Inside
There is no,
neither
Only a little
That is not
or

Now, in couples, you can try to do your own poetry or as a suggestion, do it in your own language. After doing it, you can send it to be uploaded on the web of the project. Look at: erasmus-sparrow.eu Good job!



VISAGE



SAUSAGE



LUGGAGE



MARRIAGE



MESSAGE



GARBAGE



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QUIERO SER POETA



JUSTIFICACIÓN

Con esta actividad pretendemos usar la lírica para fomentar la expresión oral y escrita del alumnado.

DESCRIPCIÓN

Materiales	Un lápiz y un papel.
Edad	8 a 14 años.
Duración	15 minutos (aprox.).
Espacio	Aula.
Agrupamiento	Primera fase por parejas, después en gran grupo.
Disposición	Por parejas y después en círculo.

OBJETIVOS

Mejorar la expresión oral a través de juegos con poemas.

DESARROLLO

Por parejas, los alumnos y alumnas tendrán que afrontar el gran reto de convertirse en poetas. Para ello, podrán utilizar unas palabras seleccionadas, ayudándose de las imágenes para comprender su significado. Deben completar la estructura del poema con estas palabras, como en el ejemplo:

CEBOLLINO PINO OTORRINO MININO DIVINO MOLINO VECINO SOBRINO CAMPESINO SUBMARINO	Dentro del no hay tampoco Sólo un pobre que ni es ni es
--	--

Una vez que todas las parejas hayan hecho su poema, los leerán en voz alta y entre todos se elegirá la que más haya gustado. Después de hacerlo, podéis subir vuestros poemas a la web del proyecto, erasmus-sparrow.eu. ¡Buen trabajo!



MININO



PINO



SUBMARINO



VECINO



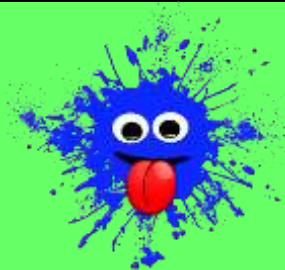
MOLINO



CAMPESINO



DON'T GET TONGUE- TIED



JUSTIFICATION

Through this game and by using tongue twisters we would like to improve our students' oral skills, as well as other abilities, such as memory and attention.

DESCRIPTION

Materials	16 cards. 14 cards containing the different tongue twisters (one tongue twister each), one card to give up one's turn and a wild card.
Age	6-12 years old
Time	About 20 minutes
Room	The classroom
Grouping	2 groups and a referee (a teacher can play this role)
Layout	One group opposite the other

AIM

To improve oral skills through the use of tongue twisters

DEVELOPMENT OF THE ACTIVITY:

17 cards will be distributed as follows:

14 x *Tongue twisters* (each tongue twister starts by a different letter)

1 x *Give up one's turn*

1 x *Wild card* The group that gets this card will be given two extra chances to pronounce the tongue twister correctly.

The two teams will take turns taking a card from the face down pile on the table. One member of the team will read the tongue twister out loud for another member of the team to repeat (they have two tries) unless they get one of the two previously mentioned cards. Once the tongue twister has been read the referee will decide if it has been read correctly or not. The members of the groups will take turns to be who reads the tongue twister or who pronounces it. In that way, all the members of the group will play the two different roles. The team that scores ten points first wins.

A

What ails Alex? asks Alice



B

Big Ben blew big blue bubbles



C

A cup of proper coffee in a copper coffee cup



G

Green glass globes glow greenly



H

Harry the hungry, hungry hippo is happily eating ham in his house



J

Jack the jailbird jacked a jeep



L

Larry sent the letter a little later



M

Mummy made me eat my M&M



P

A pack of pesky pixies



Q

The queen coined quick
clipped quips



R

Roberta ran rings around
the Roman ruins



S

No shark shares swordfish
steak



T

Tommy Tucker tried to tie
Tammy's Turtle's tie



V

Vincent vowed vengeance
very vehemently



**GIVE UP
ONE'S
TURN**

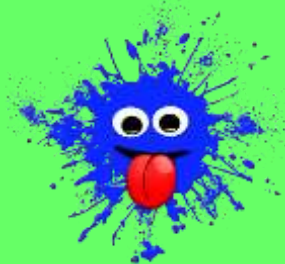


**WILD
CARD**





NO TE TRABES



JUSTIFICACIÓN

A través de este juego, mediante el uso de trabalenguas, queremos mejorar las habilidades de expresión oral de nuestro alumnado. De forma paralela, se desarrollarán otras capacidades como la memoria y la capacidad de atención.

DESCRIPCIÓN

Materiales	16 tarjetas. Catorce escritas con cada uno de los trabalenguas, una en la que ponga « <i>turno pasa</i> » y otra « <i>comodín</i> ».
Edad	6 a 10 años.
Duración	20 minutos (aprox.).
Espacio	Aula.
Agrupamiento	Dos equipos con X integrantes y un árbitro (puede ser el o la docente).
Disposición	Un equipo enfrente del otro.

OBJETIVOS

Mejorar la expresión oral a través de los trabalenguas

DESARROLLO

Son necesarias dieciséis tarjetas distribuidas de la siguiente manera:

14 x <i>Trabalenguas</i> (cada uno una letra)
1 x <i>Turno pasa</i>
1 x <i>Comodín</i> (dos oportunidades extra para decir el trabalenguas)

Se comienza la partida con todas las tarjetas encima de la mesa, bocabajo. Los dos equipos participarán en turnos alternos, tomando una tarjeta. Un miembro del equipo leerá el trabalenguas que le haya tocado con la finalidad de que lo repita otro miembro del equipo (para lo que tendrán dos intentos), salvo que cayeran en otra de las casillas descritas anteriormente. Una vez leído el trabalenguas, el árbitro decidirá si lo ha hecho bien o no, en caso afirmativo el equipo recibirá un punto. Dentro de cada equipo se mantendrá un turno alterno, en el que el que lea el trabalenguas no participará en el siguiente turno y el que lo haya repetido será el lector para que otro miembro que no haya participado sea quien lo repita. Ganará el equipo que primero llegue a diez puntos.

A

Adela adora adornar el árbol



B

**El bebé se bebe un biberón
con su babero blanco**



C

Chema come chocolate con leche a las ocho



G

Gané la guerra con mi guitarra



H

Hoy hay zanahorias en el hospital



J

Jaime parte jamón para Julia



L

**Lola le dice hola a Luis y
Luis no le dice hola a Lola**



M

Mamá me manda muchos mensajes



P

Puebla es un pueblo muy
poblado



Q

El ratón quiere comer quince
quesitos



R

Ramiro está triste porque
ronca cuando duerme



S

¡Qué suerte!
Susana siempre está sana



T

Me trajo Tajo tres trajes, tres
trajes me trajo Tajo



V

Un ave volaba, mientras la
sala se vaciaba



**TURNO
PASA**



COMODÍN





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ONCE UPON A TIME



JUSTIFICATION

This game tries to improve our students' writing skills .

DESCRIPCIÓN

Materials	Nine dices with images to tell stories (look pictures)
Age	6-12 years old.
Duration	Variable (depending on the difficulty).
Place	Classroom
Groups	Two teams or more of X students and a referee (who can be the teacher).
Placement	The two teams face to face.

AIMS

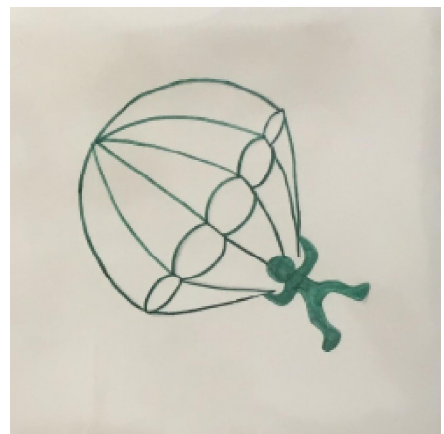
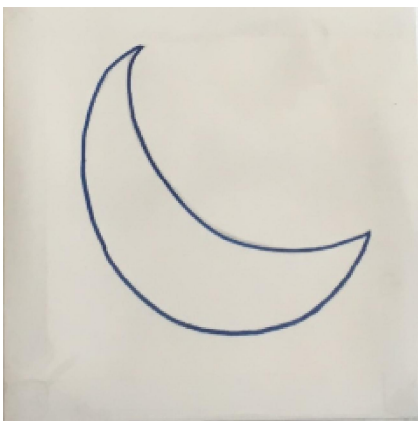
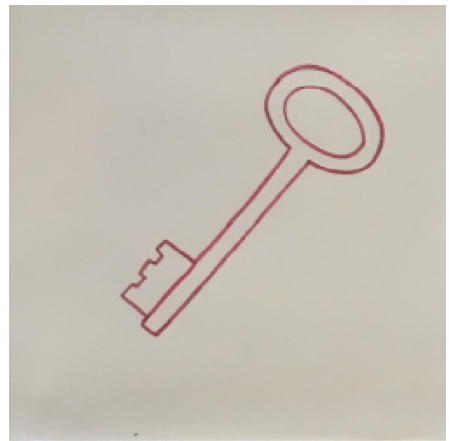
Writing skills' improvement.

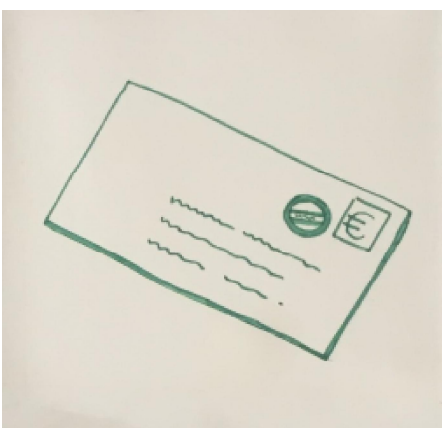
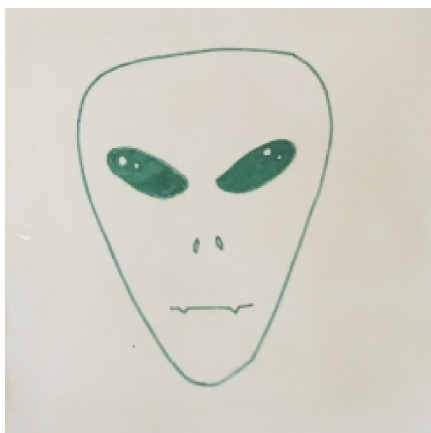
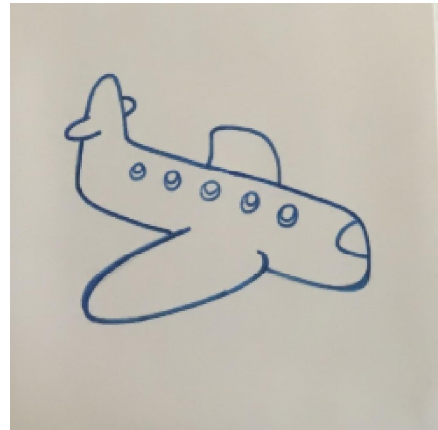
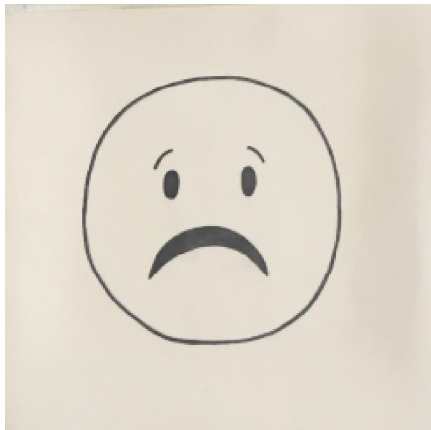
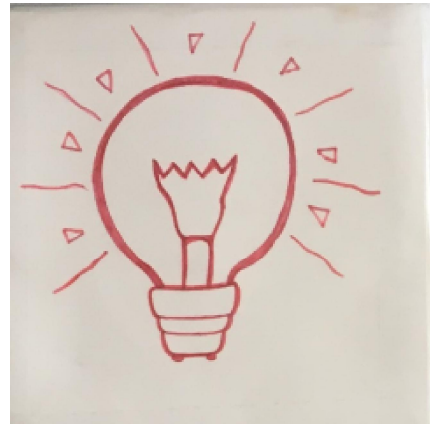
DEVELOPMENT

Nine dice with images are required. The two teams are playing in turns and are throwing the dice. There are several levels of difficulty which will be adapted by the teacher depending on students. Every level depends on the image (the easiest images will suggest more words). After throwing the dice, students have to:

- Level 1 (easy): writing words in relation with the images correctly
- Level 2 (intermediate): writing proper sentences in relation with the images correctly
- Level 3 (advanced): writing a proper story according to narrative texts' structure (introduction, climax and conclusion)

The winner will be the faster team which solves correctly the level required by the teacher.









Erasmus+

This project is funded by the European Union.



CUENTA UN CUENTO



JUSTIFICACIÓN

A través de este juego queremos mejorar las habilidades de expresión escrita de nuestro alumnado.

DESCRIPCIÓN

Materiales	Nueve dados con imágenes para contar las historias (ver fotos).
Edad	12 años.
Duración	Variable (dependiendo de la dificultad)
Espacio	Aula.
Agrupamiento	Dos equipos con X integrantes y un árbitro (que puede ser un el profesor)
Disposición	Un equipo en frente del otro.

OBJETIVOS

Mejorar la expresión escrita a través del juego.

DESARROLLO

Necesitamos nueve cubos con imágenes. Los dos equipos participaran en turnos alternos y tendrán que lanzar los cubos. En el juego existen varios niveles de dificultad que el profesor tendrá que adaptar dependiendo del alumnado participante. Todos los niveles parten de las imágenes, una vez lanzados los dados los alumnos tienen que:

- **Nivel inicial:** escribir de forma correcta las palabras relacionadas con las imágenes del cubo.
- **Nivel intermedio:** escribir de forma correcta y coherente una oración a partir de las imágenes.
- **Nivel avanzado:** escribir una historia coherente atendiendo a la naturaleza de los textos narrativos, es decir, presentación, nudo y desenlace.

Ganará el equipo que sea más rápido en finalizar, de forma correcta, el nivel decidido por el profesorado.

