

## 4. Self-portrait, profile

2<sup>nd</sup> – 9<sup>th</sup> grade

45 minutes



a) The teacher and students discuss what should be included in a portrait: Last name, first name, age, hobbies, favorite food or meal, favorite music, school subject, book and teacher, country of origin, address, etc.

b) Subsequently, students create their own self portrait on a piece of paper (A3 or A4, preferably thicker paper). This can also be decorated with a drawing, a photo, pictures and other objects.

c) Finally, the posters are presented to the class and students decide what turned out particularly well on which poster.

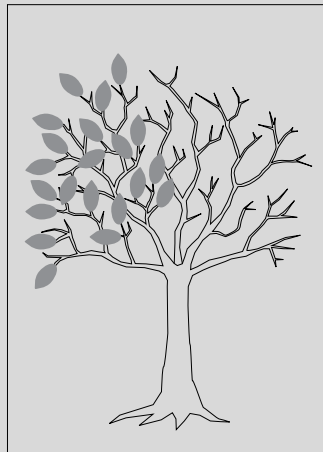
## 5. Working together: a story tree or tree of wishes

2<sup>nd</sup> – 9<sup>th</sup> grade

70 minutes



Materials:  
large paper A1,  
green papers A4.



a) On a large piece of paper (wrapping paper or 2 flipchart pages), students draw a large tree with lots of branches and twigs. There should be ample space left for leaves to be added.

b) Each student receives a green piece of paper and cuts out two leaves for the tree. Students write a short story or a wish on each leaf. (If it is a tree of wishes, write a wish for the new school year, for example).

c) The leaves are affixed to the tree and the students read them to one another.

# 7 Language riddles

## Goal

*Fostering the motivation to write by way of attractive writing assignments, which are used in subsequent classes as puzzles or riddles.*

## 1. Answer sentences

1<sup>st</sup> – 3<sup>rd</sup> grade

20 minutes



a) The teacher plays a word game with the class. A couple of examples are written on the board in which the solutions are hidden. Example: Helen operates under special engagement. The answer: "house". The students should understand the rule that the solution is found by picking the first letter of the words in the sentence and putting them together to spell the answer word).

b) Together the students come up with 1–2 sentences – then they work alone or in pairs. They receive strips of paper on which they write the riddle sentence on the front and the answer on the back side of the paper.

c) To finish, the strips of paper are swapped among the pairs and the students solve the riddles.

## 2. Description riddle

4<sup>th</sup> – 9<sup>th</sup> grade

40 minutes



Materials:  
magazines with pictures  
to cut out

a) Students bring objects to class (i. e. wool socks), then draw a picture of the object, or select a picture or photo from the magazines, provided by the students or the teacher. The object, the drawing, or the picture/photo is then glued to a piece of paper.

b) The students describe their object or picture in a few sentences, without actually naming the object or the subject of the picture or photo. Instead, they refer to it as "my item" or "my picture". (Example: "my thing is warm and made of wool. In winter it keeps your feet warm" (Solution: wool

sock). "My picture shows water that cascades down from a high mountain" (Answer: waterfall)

c) The pictures are hung on the left side of the classroom and the texts are posted on the right side. The teacher assigns a number to each picture and a letter to each text.

d) Task: read the texts, try to find the matching picture or object. Write down the solutions (e.g. 2 – D, 4 – B).

### 3. Creating crossword puzzles

5<sup>th</sup>–9<sup>th</sup> grade

60 minutes



Materials:  
crossword puzzles

a) The teacher and the students analyze crossword puzzles together, either in the first language or the second language, and discuss the procedures or "recipe" to create a crossword puzzle themselves.

b) Following this method, the students create their own crosswords and exchange them among each other to solve the puzzles.

Hint: crossword puzzles based on the Latin alphabet can be easily created, using suitable tools available on the internet. Example: see <http://www.xwords-generator.de> or: <http://www.armoredpenguin.com/crossword>

### 4. Stories or story telling with traps, "false tales"

2<sup>nd</sup>–9<sup>th</sup> grade

30 minutes



Materials:  
stories or other texts as templates

The basic pattern is as follows: a template (story or factual text , etc.) will be related to the class (first the correct version) and then again with some of the details changed. The task of the listeners or readers is to determine what changes were made.

Variants:

- Oral preliminary exercise: the teacher reads a story twice. The second time around, some of the details are changed. The students must listen closely to determine and write down the inconsistencies in the story.
- The students themselves write a re-narration of a well-known story as precisely as possible (or a text about a topic from the history and civilization of their country of origin, e.g. a personality, historical event, or a city). In this text, they purposely weave in 2–3 minor discrepancies. Finally, the texts are read out loud, and the other students must find the inconsistencies.
- For other variations, see #18.3.