

## Trinity Stars Stage 3 – Activity plan – Day and night

### Stage: 3

#### Language aims:

- ▶ Talking about daily routines
- ▶ To learn or revise o'clock times
- ▶ Vocabulary: bat, owl, fox, sun, moon, daily routines (*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

#### A 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 minutes on each activity. With very 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.

#### Materials needed:

- ▶ Cardboard sun, moon, bat, owl and fox shapes

## Activity

### Teaching or revising o'clock times

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

### Game – Human clocks

1. The children stand and move their arms as you call out the times. Say 'It's one o'clock, it's five o'clock' etc.
2. The children can also take turns at calling out times.

### Teaching daily routines

1. 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.
2. Mime waking up. Say 'I get up at seven o'clock' then turn the hands to eight o'clock.
3. 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.
4. See if the children come up with ideas for what they do at one o'clock, for example having lunch or reading or playing.
5. 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.
6. 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.

Online resources: [Routines song](#)

## Game – Photographs

1. Call out an activity, for example '*I walk to school*'. The children act it out.
2. Now pretend to take a photo of them with a toy camera.
3. Call out '*Photo!*' as you do so and the children freeze on the spot.
4. Then they carry on walking again until you call out another activity.
5. You could, of course, take real photos and use them as part of a project.
6. 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.*'
7. As the children call out suggestions, encourage them to act out the actions.

## Using sound

1. What noises do we make when we go to school? For example footsteps, talking to friends. What other noises do we hear? For example cars, birds, dogs.
2. Choose other day and night actions and make the noises for them.

## Game – Sound effects

1. One group of children make a noise, for example of cars being driven.
2. The other group acts out the scene.

## Using characters

1. 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? Eg funny, warm, friendly.
2. Do the same for the moon, the bat, the owl and the fox.
3. What about the clock?
4. What sort of personality might a clock have?

Online resources: [Sun colouring page](#)

## Roles

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

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

## 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

1. Use this script as it is or as a basis for your own ideas.
2. Incorporate musical interludes if you would like to use music in your performance.
3. The script and directions can be found on the next page.

## Project ideas

Below are some ideas for projects that could be used with this activity plan:

- ▶ Make and illustrate charts of day and night activities, eg:

| 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 |

- ▶ Draw clocks and write or draw what you do at day and night.

## Day and night performance

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.*

etc...

The children join hands and take a bow.

