

Die vier Freunde (The Four friends)

1. The Four Friends

Prior Knowledge: It is helpful if children are familiar with using gestures to help them recall new words.

Objectives

Listen attentively to simple spoken language and show understanding by joining in and responding.

Understand basic grammar appropriate to the language being studied, **such as (where relevant): feminine, masculine and neuter forms** and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Support

Encourage children to look at mouth shapes when practising new vocabulary.

On a second or third retelling of the story, you can use the children's mimes to prompt recall of the animal names.

Extension

More confident children can be asked to lead the mimes.

Main

Use flashcards and props to tell the story *Die vier Freunde*. Ask children to join in with *Klopf, Klopf, Klopf!* as they become familiar with the story.

ICT Opportunities: Use a multimedia presentation to introduce the story. Investigate where animal sounds can be found on the internet. Add sound files to the presentation.

Work on some mimes, to secure understanding and pronunciation of the animal words e.g. *das Pferd* (the horse), *das Schaf* (the sheep), *das Kaninchen* (the rabbit), *die Maus* (the mouse):

- give an animal word and children mime as a class
- ask individual children to mime and you respond with an animal word
- mime and the class chorus an animal word
- ask individual children to give an animal word and you respond with a mime.

Read the story again and this time, children join in with *Klopf, Klopf, Klopf!* and animal mimes.

Revise the concept of masculine and feminine nouns and how it affects the definite article. Can they remember or guess which animal words use *le* and those that use *la*? Give children two minutes to think about their answers with a partner. Invite several pairs to feedback. Ask children how they arrived at their answers. Reinforce the correct definite article by showing flashcards of the animals and repeating the words.

Play *Daumenhoch!* (Heads down, Thumbs up). See Teaching Tips.

Grammar

For teachers:

No specific focus

Grammar

For children:

When playing *Daumen hoch!* reinforce the appropriate intonation of the question *Ist es das Kaninchen?*

Phonics focus

For teachers:

ch – *Kaninchen, möchte*

au – *Maus*

sch / sp / st – *schön, Schaf, schwarz, spazieren, schnell, steig*

pf – *Pferd, Klopf, Kopf, Apfel, Mampf, pflücken, hüpf*

Phonics focus

For children:

sch – *Schaf*

pf – *Pferd, Klopf, Kopf, Apfel, Mampf, hüpf*

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• listen with care• join in with storytelling• recall vocabulary• use mime to convey meaning and show understanding	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Years 3 – 4</p> <p>Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>
<p><u>Throughout the week:</u></p> <p>Children respond to the register with an animal word.</p> <p>Re-read the story. Children join in with chorus phrase and do some animal mimes.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none">• The text of the story <i>Die vier Freunde</i>• Picture flashcards, props, multimedia or interactive whiteboard presentation for telling the story
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none">• Encourage children to look at mouth shapes when practising new vocabulary.• On the second retelling of the story, you can use the children's mimes to prompt recall of the animal names.• Encourage children to make comparisons between the onomatopoeia in French in the story and the English equivalents (e.g. <i>Klopf</i>, <i>Hurra</i>, <i>Mampf</i>).• To play <i>Daumenhoch</i>:<ol style="list-style-type: none">1. Choose four children to be animal characters from the story and give them a flashcard to show this.2. The rest of the class put their head down on one arm, close their eyes and put a thumb in the air.3. The chosen four walk around the room and gently squeeze one thumb each.4. The class sit up and those with squeezed thumbs stand up. They have one guess as to which animal touched them.5. If they guess correctly, they swap places with that animal.	

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Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<p><i>Die vier Freunde</i> <i>Hört die Geschichte an</i></p> <p><i>das Kaninchen</i> <i>das Pferd</i> <i>das Schaf</i> <i>die Maus</i> <i>ein Apfel(m)</i> <i>Klopf! Klopf!</i> <i>Wer ist da?</i></p> <p><i>Wenn ihr das Tier hört, macht die Geste.</i></p> <p><i>Wir spielen Daumen hoch.</i></p> <p>See also the German and English texts for <i>Die vier Freunde</i> at the end of the unit.</p>	<p>The Four Friends Listen to the story</p> <p>rabbit horse sheep mouse an apple Knock knock! Who is it?</p> <p>When you hear the animal, do the action. We are going to play 'Heads down, thumbs up.'</p>	<p><i>das Kaninchen</i> <i>das Pferd</i> <i>das Schaf</i> <i>die Maus</i></p> <p><i>ein Apfel(m)</i> <i>Klopf! Klopf!</i> <i>Wer ist da?</i></p> <p><i>Ist es das Kaninchen ?</i></p>	<p>rabbit horse sheep mouse</p> <p>an apple Knock knock! Who is it?</p> <p>Is it e.g. the rabbit?</p>
Die vier Freunde			
<p>Das Wetter ist schön und sonnig. Das kleine, schwarze Pferd geht spazieren. Es sieht einen schönen Apfelbaum mit einem schönen, roten Apfel. „Oh!“ sagt das kleine, schwarze Pferd, „das ist ein schöner, roter Apfel. Ich möchte ihn essen.“</p> <p>Das kleine, schwarze Pferd versucht, den Apfel zu pflücken, aber der Apfel ist zu hoch! „Hmmm,“ sagt das kleine, schwarze Pferd. „Ich hole meinen Freund, das Schaf.“ Das Pferd galoppiert, das Pferd galoppiert zum Schaf.</p> <p>Klopf! Klopf! Klopf!</p>	<p>„Schnell, schnell!“ sagt das kleine, schwarze Pferd. „Steig auf meinen Rücken.“ Das Schaf steigt auf seinen Rücken. Es versucht, den Apfel zu pflücken, aber der Apfel ist zu hoch!</p> <p>„Hmmm,“ sagt das kleine, weiße Schaf, „ich hole meinen Freund, das Kaninchen.“ Das Schaf rennt, das Schaf rennt zum Kaninchen.</p> <p>Klopf! Klopf! Klopf!</p> <p>„Wer ist da?“ sagt das kleine, graue Kaninchen.</p> <p>„Ich bin es, das kleine, weiße Schaf. Komm bitte und hilf mir.“</p>	<p>„Hmmm,“ sagt das kleine graue Kaninchen, „ich hole meine Freundin, die Maus.“</p> <p>Das Kaninchen hüpf, das Kaninchen hüpf zur Maus.</p> <p>Klopf! Klopf! Klopf!</p> <p>„Wer ist da?“ sagt die kleine, braune Maus.</p> <p>„Ich bin es, das kleine, graue Kaninchen. Komm bitte und hilf mir.“</p> <p>„Ja, ich komme sofort.“</p> <p>Die zwei Freunde rennen zum Apfelbaum zurück. Die Maus sieht den schönen, roten Apfel.</p> <p>„Oh,“ sagt die kleine, braune Maus,</p>	<p>„Hurra!“ ruft die kleine, braune Maus und klettert runter.</p> <p>„Hurra!“ ruft das kleine, graue Kaninchen und klettert runter.</p> <p>„Hurra!“ ruft das kleine, weiße Schaf und klettert runter.</p> <p>„Hurra!“ ruft das kleine, schwarze Pferd.</p> <p>Mampf! Mampf! Mampf! Die vier Freunde essen den schönen, roten Apfel. Lecker, lecker, lecker!</p> <p>Dann galoppiert das kleine, schwarze Pferd nach Hause. Auf Wiedersehen! Das kleine, weiße Schaf rennt nach Hause. Auf Wiedersehen!</p>

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<p>„Wer ist da?“ sagt das kleine, weiße Schaf. „Ich bin es, das kleine, schwarze Pferd. Komm bitte und hilf mir.“ „Ja, ich komme sofort.“</p> <p>Die zwei Freunde rennen zum Apfelbaum zurück. Das Schaf sieht den schönen, roten Apfel. „Oh,“ sagt das kleine, weiße Schaf, „das ist ein schöner, roter Apfel. Ich möchte ihn essen.“</p>	<p>„Ja, ich komme sofort.“</p> <p>Die zwei Freunde rennen zum Apfelbaum zurück. Das Kaninchen sieht den schönen, roten Apfel.</p> <p>„Oh,“ sagt das kleine, graue Kaninchen, „das ist ein schöner, roter Apfel. Ich möchte ihn essen.“ „Schnell, schnell!“ sagt das kleine, weiße Schaf. „Steig auf meinen Kopf.“ Das Kaninchen steigt auf seinen Kopf. Das Kaninchen steht auf dem Schaf, und das Schaf steht auf dem Pferd. Das Kaninchen versucht, den Apfel zu pflücken, aber der Apfel ist zu hoch!</p>	<p>„das ist ein schöner, roter Apfel. Ich möchte ihn essen.“</p> <p>„Schnell, schnell!“ sagt das kleine, graue Kaninchen. „Steig auf meine Nase.“</p> <p>Die Maus steigt auf seine Nase. Das Schaf steht auf dem Pferd, das Kaninchen steht auf dem Schaf und die Maus steht auf dem Kaninchen! Die Maus streckt die Hand aus und... sie pflückt den schönen, roten Apfel!</p>	<p>Das kleine, graue Kaninchen hüpfte nach Hause. Auf Wiedersehen! Und die kleine, braune Maus trippelt nach Hause. Auf Wiedersehen!</p>
The Four Friends			
<p>It is a beautiful day. The sun is shining. Little black horse is walking in the fields. He sees a big red apple in a beautiful apple tree. 'Oh', says little black horse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'</p> <p>So little black horse tries to take the apple but it is impossible! 'Hmmm', says little black horse, 'I am going to look for my friend the sheep.'</p> <p>The horse gallops, gallops to the little white sheep's house. Knock, knock, knock! 'Who is it?' says little white sheep. 'It's me, little black horse. Please come and help me.' 'Yes I'll come now.'</p> <p>So the two friends return to the apple tree. The sheep sees the beautiful red apple. Oh', says little white sheep, 'what a beautiful red apple. I would really like to eat the beautiful red apple.'</p>	<p>'Quick, quick, says little black horse, 'climb on my back.' So the sheep climbs on the horse's back. He tries to take the apple but it is impossible! 'Hmmm', says little white sheep, 'I am going to look for my friend the rabbit.' The sheep runs, runs to the little grey rabbit's house. Knock, knock, knock! 'Who is it?' says little grey rabbit. 'It's me, little white sheep. Please come and help me.' 'Yes I'll come now.'</p> <p>So the two friends return to the apple tree. The rabbit sees the beautiful red apple. Oh', says little grey rabbit, 'what a beautiful red apple. I would really like to eat the beautiful red apple.' 'Quick, quick, says little white horse, 'climb on my head.' So the sheep climbs on the horse's back and the rabbit climbs on the sheep's head. He tries to take the apple but it is impossible!</p>	<p>'Hmmm', says little grey rabbit, 'I am going to look for my friend the mouse.' The rabbit hops, hops to the little brown mouse's house. Knock, knock, knock! 'Who is it?' says little brown mouse. 'It's me, little grey rabbit. Please come and help me.' 'Yes I'll come now.'</p> <p>So the two friends return to the apple tree. The mouse sees the beautiful red apple. Oh', says little brown mouse, 'what a beautiful red apple. I would really like to eat the beautiful red apple.' 'Quick, quick, says little grey rabbit, 'climb on my nose.' So the sheep climbs on the horse's back and the rabbit climbs on the sheep's head and the mouse climbs on the rabbit's nose. She reaches out her hand and...takes the beautiful red apple.</p>	<p>'Hoorah!' cries little brown mouse and she gets down. 'Hoorah!' cries little grey rabbit and he gets down. 'Hoorah!' cries little white sheep and he gets down. 'Hoorah!' cries little black horse.</p> <p>Crunch, crunch, crunch. The four friends eat the beautiful red apple. Yum!</p> <p>Then the little black horse gallops home. Goodbye! Then the little white sheep runs home. Goodbye! Then the little grey rabbit hops home. Goodbye! Then the little brown mouse scurries home. Goodbye!</p>