

Die vier Freunde (The Four Friends)

3. Animal colours

Prior Knowledge: It is helpful if children can recall some animals and the corresponding verbs.

Objectives

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

Read carefully and demonstrate understanding of words and phrases.

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

Give individuals and pairs colour coded word lists e.g. blue for verbs, red for nouns, with picture prompts as necessary.

For some children writing one sentence may be a sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books.

Extension

Children write from memory familiar *pf* words on mini-

Main

Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word.

ICT Opportunities: Use a multimedia presentation to revise animal words.

Revisit the phoneme *pf* in *Pferd, pflücken, Kopf, Klopf, Mampf, hüpf, Apfel* (see Session 2). Show the grapheme. Trace it in the air, pronouncing it at the same time. Ask children to watch the shape of your mouth carefully as you model the sound. Encourage them to imitate the sound and add a whole-body mime to illustrate it (such as gently lifting their heads and opening their hands). Revisit the words on the *pf* page of the sound bank.

Introduce the colour *grau* (grey). Re-read an extract of the story and ask children to respond (e.g. raise their hand or pass on a multilink cube) each time they hear *grau*.

Show pictures of each animal and describe the colour e.g. *Das Pferd ist schwarz* (The horse is black). Show a text card for each colour and invite children to place them next to the correct animal picture. Keep these labelled pictures displayed for the children to use as an aide-mémoire (*eine Gedächtnisstütze*) later in the session.

Display text cards for the four verbs of movement e.g. *galoppiert* (gallops), *rennt* (runs), *hüpft* (hops), *trippelt* (scurries) and read them aloud with actions. Ask children to match the verbs with the correct animal e.g. *Was macht das Schaf?* (What does the sheep do?) to elicit *Das Schaf rennt* (The sheep runs). Revise *sie/es* and discuss with the children that it is more natural to reply using *sie/es* rather than repeat *das Schaf* in the answer. Ask the question again encouraging the children to reply using *sie/es*. Some children may only be ready to give a one word answer e.g. *rennt*

ICT Opportunities: Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.

Die vier Freunde (The Four Friends)

3. Animal colours

	<p>whiteboards.</p> <p>Children write sentences about more than one animal.</p>	<p>Organise the children into small groups. Give each group a text card for all of the verbs describing animal movement e.g. <i>Das Kaninchen hüpf</i>t or <i>Es hüpf</i>t. Ask the question <i>Was macht das Kaninchen?</i> (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals.</p> <p>Give children one of the animals to draw. They select the correct animal name and verb from lists on the board or worksheet to make a simple sentence e.g. <i>Das Pferd galoppiert</i> (The horse gallops). Children then write <i>Sie/Es ist</i> (It is) and choose the correct colour from the board or worksheet. They read their sentence to their partner.</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p>Question forms – <i>was macht die Maus / das Pferd?</i></p> <p>Definite article (das Schaf / das Pferd / das Kaninchen / die Maus)</p> <p>Verbs – the third person singular form of verbs ends in <i>t</i> (<i>hüpf</i>t, <i>trippelt</i>, <i>galoppiert</i>, <i>rennt</i>).</p> <p>Children learned <i>Er / sie / es ist...</i> (He / she / it is...) in Unit 4, Session 5. Here <i>es</i> and <i>sie</i> are used to mean 'it'. Use <i>es</i> to describe <i>das</i> animals (eg <i>das Pferd – es ist</i>) and <i>sie</i> to describe <i>die</i> animals (eg <i>die Maus – sie ist</i>).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Question forms – <i>was macht die Maus / das Pferd?</i></p> <p>Definite article (das Schaf / das Pferd / das Kaninchen / die Maus)</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>pf – Pferd, Klopf, Kopf, Apfel, Mampf</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>pf – Pferd, Klopf, Kopf, Apfel, Mampf, hüpf</p>

Die vier Freunde (The Four Friends)

3. Animal colours

<p><u>Learning Outcomes</u></p> <p>Children can</p> <ul style="list-style-type: none"> • write familiar words and sentences using a model • understand words displayed in the classroom • listen with care to identify specific information • speak clearly and confidently when presenting their work 		<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Sentence structure</u> – Year 4</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p><u>Terminology for pupils</u> – Year 4</p> <p>pronoun, possessive pronoun, adverbial</p>	
<p><u>Throughout the week:</u></p> <p>Children answer the register by giving an animal word and if possible the corresponding verb.</p> <p>They read their mini descriptions to the class.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> • Animal text cards • Multimedia presentation for revising animals • Animal flashcards • The text of the story <i>Die vier Freunde</i> • Multi-link cubes • Colour text cards • Worksheet listing key vocabulary 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Make colour-coded word lists of the key nouns, verbs and adjectives from the story. 			
<p><i>Wortschatz für Lehrer</i></p>	<p>Teacher Language</p>	<p><i>Wortschatz für Schüler</i></p>	<p>Children's Language</p>
<p><i>Macht so, wenn ihr diese Wörter hört 'Schaf, schwarz, Hurra'.</i></p> <p><i>Das Kaninchen hüpft</i> <i>Das Pferd galoppiert</i> <i>Das Schaf rennt</i> <i>Die Maus trippelt</i></p> <p><i>Wie geht das Kaninchen / Pferd/ Schaf?</i> <i>Es hüpft.</i> <i>Es galoppiert.</i> <i>Es rennt.</i> <i>Wie geht die Maus?</i> <i>Sie trippelt.</i></p> <p><i>Hört / hör die Geschichte an</i></p>	<p>Do that when you hear 'Schaf, Schwarz, hurra'.</p> <p>The rabbit hops. The horse gallops. The sheep runs. The mouse scurries.</p> <p>How does the rabbit move? It hops. It gallops. It runs. How does the mouse move? It scurries.</p> <p>Listen (plural/singular) to the story</p>	<p><i>Das Kaninchen hüpft</i> <i>Das Pferd galoppiert</i> <i>Das Schaf rennt</i> <i>Die Maus trippelt</i></p> <p><i>Es hüpft.</i> <i>Es galoppiert.</i> <i>Es rennt.</i> <i>Sie trippelt (for die Maus).</i></p> <p><i>Sie/Es ist schwarz.</i> <i>Sie/Es ist weiß.</i> <i>Sie/Es ist grau.</i> <i>Sie/Es ist braun.</i></p>	<p>The rabbit hops. The horse gallops. The sheep runs. The mouse scurries.</p> <p>It hops. It gallops. It runs. It scurries.</p> <p>It's black It's white It's grey It's brown</p>

Die vier Freunde (The Four Friends)

3. Animal colours

<i>Findet / finde die richtige Karte</i>	Find (plural/singular) the right card		
--	---------------------------------------	--	--