

Die vier Freunde (The Four Friends)

4. Animal magic

Prior Knowledge: It is helpful if the children already know how to play 'pass the parcel'

Objectives

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

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

Ensure key vocabulary is clearly displayed for children to refer to.

Accept *ja/nein* or thumbs up/down when asking questions involving use of the negative.

Help children remember the *nicht* by incorporating a gesture for this word.

Encourage them to use actions for the animal and verb, as well.

Extension

Explore musical excerpts to represent animals and verbs.

Some children could write down one of the negative sentences.

Some children may be able to use a pronoun rather than repeating the name of the animal – *Rennt das Pferd?*
Nein, es rennt nicht.

Main

Display nine pictures (animals, verbs, and colours from the story) and divide the class into two teams. Children score a point by selecting a picture and saying the correct word.

With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence e.g. *das Kaninchen galoppiert*. Invite volunteers to show their mime and the class guess the sentence.

Play 'Pass the parcel' by placing toy animals or pictures in a bag and text cards for the four verbs (*galoppiert, trippelt, hüpf, rennt*) in a pile. Play some music. When the music stops, ask the child holding the bag to take out an animal. The child to their left picks a text card. They hold them up for the class to see. Ask the class e.g. *Hüpft das Pferd?* and introduce the negative *Nein, das Pferd hüpf nicht*. Contrast this with the affirmative response to *Galoppiert das Pferd? Ja, das Pferd galoppiert*. Accept *ja/nein* but encourage answers in sentences if appropriate.

Make a 'human sentence' to show how the negative is formed with *nicht* at the end.

ICT Opportunities: Display sentences on a whiteboard and show how *nicht* is added to the end by using a separate word card for *nicht* or a different colour/text box on an interactive whiteboard.

Grammar

For teachers:

Question forms: using the verb and rising intonation – *Galoppiert das Pferd?*

Negatives – a negative sentence is

Grammar

For children

How to use the negative e.g. *das Pferd hüpf nicht*.

Questions and answers – note the rising intonation in the question.

Phonics focus

For teachers:

No specific focus

Phonics focus

For children:

No specific focus

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<p>formed by placing <i>nicht</i> after the verb e.g. <i>das Pferd hüpf</i>nicht.</p> <p>Pronouns – use <i>es</i> for neuter words (<i>das Kaninchen, das Pferd, das Schaf</i>); use <i>sie</i> for feminine words (<i>die Maus</i>).</p> <p>Verbs – the third person singular of these verbs ends in <i>-t</i> (eg: <i>hüpf</i>, <i>rennt, trippelt, gaoppiert</i>).</p>			
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> remember a sequence of spoken words answer questions with an awareness of the negative recall, retain and use vocabulary 		<p><u>New National Curriculum Links</u></p> <p>No specific links</p>	
<p><u>Throughout the week:</u></p> <p>Play games to reinforce the verbs.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> 9 pictures from the story, either on flashcards or the IWB Picture flashcards or toys for the animals in the story Bag for 'Pass the parcel' Music for 'Pass the Parcel' Text cards for verbs Text cards for 'human sentence' to show how the negative is formed Interactive whiteboard presentation software 	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Accept <i>ja/nein</i> or thumbs up/down when asking questions involving use of the negative. Explore music and ideas for animal <i>hashtas</i> (traditional Indian hand gestures closely linked to traditional story telling). 			
<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>Schaut die Karten an!</i> <i>Macht / mach einen Satz, zum Beispiel...</i></p> <p><i>das Kaninchen rennt</i> <i>ja / nein</i> <i>das Kaninchen</i> <i>das Pferd</i> <i>das Schaf</i> <i>die Maus</i> <i>rennt</i> <i>galoppiert</i> <i>trippelt</i> <i>hüpft</i></p> <p><i>Wiederholt, wenn es richtig ist eg</i> <i>das Pferd galoppiert</i> <i>das Schaf tanzt</i> <i>das Schaf trippelt</i></p>	<p>Look at the cards Make a sentence, for example,</p> <p>the rabbit runs yes / no rabbit horse sheep mouse runs gallops scurries hops</p> <p>Repeat if it's true e.g. the horse gallops the sheep dances the sheep scurries</p>	<p><i>Ja / nein</i></p> <p><i>das Kaninchen</i> <i>das Pferd</i> <i>das Schaf</i> <i>die Maus</i></p> <p><i>rennt</i> <i>galoppiert</i> <i>trippelt</i> <i>hüpft</i></p> <p><i>das Pferd galoppiert</i> <i>das Schaf trippelt</i> <i>das Kaninchen rennt</i></p> <p><i>Nein, das Kaninchen / es galoppiert nicht</i></p>	<p>yes / no</p> <p>rabbit horse sheep mouse</p> <p>runs gallops scurries hops</p> <p>the horse gallops the sheep scurries the rabbit runs</p> <p>No, the rabbit / it does not gallop.</p>

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<i>das Kaninchen galoppiert</i> <i>die Maus rennt</i> <i>das Kaninchen rennt</i> <i>Rennt das Kaninchen?</i> <i>Nein, das Kaninchen rennt nicht / es rennt nicht</i> <i>Hüpft das Pferd?</i> <i>Nein, das Pferd hüpft nicht / es hüpft nicht etc</i> <i>Hört die Musik an!</i> <i>Das Geschenk geht um.</i> <i>Nimmt eine Karte / ein Tier</i>	the rabbit gallops the mouse runs the rabbit hops Does the rabbit run? No, the rabbit does not run / it does not run Does the horse hop? No, the horse does not hop / it does not hop etc. Listen to the music. Pass the parcel (present). Pull out a card / an animal.	<i>Nein, das Pferd / es hüpft nicht</i> <i>Nein, die Maus / sie rennt nicht etc</i>	No, the horse / it does not hop. No, the mouse / it does not scurry. etc.
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