

Die vier Freunde (The Four Friends)

5. Animal chorus

Prior Knowledge: It is helpful if the children are familiar with some key story phrases.

Objectives

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

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

Support

Ensure that each group includes several confident children who can lead the choral speaking.

Add appropriate mimes and gestures to aid memorisation.

Extension

Confident children could lead small group practice in choral speaking.

Confident children could be given their own line in the story.

Main

Re-read the story, with children doing actions and mimes to aid understanding.

ICT Opportunities: Use a multimedia presentation to re-tell the story.

In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases. For example:

Oh! Das ist ein schöner roter Apfel. Ich möchte ihn essen.

Ich hole meinen Freund...

Klopf! Klopf! Klopf!

Wer ist da?

Komm bitte und hilf mir.

... der Apfel ist zu hoch!

Mampf, mampf, mampf!

Play *Geheimsignal* 'Secret Signal'. Two children leave the room while the rest of the class choose a signal e.g. a wink or scratch of nose and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeat the first extract continuously until the signal is given, at which point the class switch to repeating the second extract. The two children try to spot who is making the signal.

Divide the class into four and give each group one extract to practise. They will recite this in a class performance.

Grammar

For teachers:

Adjectival agreement – note that the spelling of *schön* and *rot* change as they add an ending when they precede the noun - *ein schöner roter Apfel*. This is a complicated area in German but encourage children to compare adjectives with their own language.

Asking questions – *wer ist das?*

Grammar

For children:

Asking questions – *wer ist das?*

Phonics focus

For teachers:

Onomatopoeia – *Klopf, Klopf, Mampf, Mampf, Mampf*

Phonics focus

For children:

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • join in with storytelling • remember a sequence of chosen words • speak clearly and confidently 	<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 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>		
<p><u>Throughout the week:</u></p> <p>Take every opportunity to rehearse the choral speaking.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • The text of the story <i>Die vier Freunde</i> • Picture flashcards or props for telling the story • (Teaching tips) Microphone • (Teaching Tips) Key phrase cards, cut into individual words 		
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • It may be helpful to use a mime or gesture for key story phrases to support children with their choral repetition • Children could record each other saying key story phrases then play them back to evaluate pronunciation and expression • Some children may benefit from having the words to the key phrase cut up and having the opportunity to re-order them to help fix them in their memory 			
<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>Hört zu und wiederholt!</i></p> <p><i>Wir spielen Geheimsignal.</i></p> <p><i>Was ist das Signal?</i> <i>Wer gibt das Signal?</i> <i>Wer ist es?</i></p> <p><i>Los</i> <i>Stop</i></p> <p><i>Lauter</i></p>	<p>Listen and repeat</p> <p>We are going to play 'Secret Signal'.</p> <p>What is the signal? Who will do the signal? Who is it?</p> <p>Start Stop</p> <p>Louder</p>	<p><i>See phrases in main teaching activities</i></p> <p><i>Oh! Das ist ein schöner roter Apfel. Ich möchte ihn essen.</i> <i>Ich suche meinen Freund / meine Freundin.</i> <i>Klopf klopf! Wer ist da?</i> <i>Bitte hilf mir!</i> <i>Der Apfel ist zu hoch!</i> <i>Mampf, mampf, mampf.</i></p>	<p>See phrases in main teaching activities</p> <p>Oh, that's a nice red apple. I would like to eat it. I'm going to look for my friend (male/female). Knock, knock. Who's there? Please help me. The apple is too high. Crunch, crunch, crunch.</p>

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<i>Leiser</i> <i>Ruhiger</i>	Softer More quietly		
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