

## Schulbeginn (Back to School)

### 4. Pass me a pen!

**Prior Knowledge:** It is helpful if children already know numbers to 12

#### Objectives

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

Engage in conversations; **ask and answer questions**; express opinions and respond to those of others; seek clarification and help

#### Support

Some children may respond with a gesture or word rather than a full sentence. You may wish to limit the number of mini flashcards for some children.

#### Extension

Some children may be able to use a dictionary to find the names of additional classroom items and could start creating labels for use in the classroom.

#### Main

Read the poem as a class concentrating on intonation and pronunciation.

Play *Was brauche ich?* (What do I need?) Collect 12 or more classroom items to match the verbs learned in session 2, e.g. pen, pencil, book, CD etc. Display images of the items on the board and number each one. Invite 2 children to the front. Call out a sentence using one of the verbs e.g. *Um zu schreiben, brauche ich....* Children select appropriate items and show the class. Ask the class *Welche Nummer ist das?*

Pick out the images of the pen, pencil and ruler. Ask the children if they can find the words for these items from the poem. Practise saying the words as a class with actions.

Tell the children that they are going to learn the names of a few of the other items. Introduce the words *ein Heft* (exercise book), *ein Buch* (book), *einen Filzstift* (felt-tip), *einen Radiergummi* (rubber), *einen Spitzer* (pencil sharpener) using flashcards. Hold up a flashcard and ask e.g. *Habe ich ein Buch / Habe ich einen Radiergummi?* Children respond with *ja* or *nein*. Repeat with the other flashcards. Now hold up a flashcard and ask e.g. *Habe ich ein Heft oder einen Spitzer?* Children respond with the correct article and name. Repeat with the other flashcards. Finally hold up a flashcard and ask *Was habe ich?*

Give each child a set of mini flashcards of the classroom items from the last activity. Ask one child eg *Hast du ein Buch, bitte?* (Do you have a book, please?) The child passes you the correct card and you respond with *Danke!* Repeat until the children are familiar with the question.

Write the question *Hast du einen Kuli, bitte?* on the board. Explain to the children that this is the question they use when asking their friends or that the teacher uses when asking one of them. Some children may be able to use a full sentence in their answer *Ich habe einen / ein ...*

Ask the children what word they could use when they give something to someone else. Remind them of *Bitte* from Unit 6. Ask a few confident children to ask their partner for an item. Encourage the partner to respond with *Bitte*.

In pairs children take it in turns asking for and handing over the images. The game finishes when both children have successfully asked for and obtained all their partner's cards.

Display word cards on the board for each of the images. Play *Findet das richtige Wort*. Divide the class into two teams. One child from each team comes to the board. Call out one of the items e.g. *Filzstift*. The first child to touch the correct word card wins a team point. Choose two new children for the next round.

Finish the lesson with a game of *Galgenraten* (Hangman) using the classroom items and the verbs from session 3.

#### **Grammar focus**

##### For teachers:

Indefinite article – after *haben* (to have) or *brauchen* (to need), the indefinite article 'a' is as follows:

#### **Grammar focus**

##### For children:

Nouns – ask children what they notice about the nouns when they are in the written form to see if they remember that all nouns have a

#### **Phonics focus**

##### For teachers:

s - before 'p' produces 'sh' sound *Spitzer*

#### **Phonics focus**

##### For children:

u – *Radiergummi, Buch*  
e – at the end of the word is pronounced *danke, bitte*

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<ul style="list-style-type: none"><li>- for masculine nouns, use <i>einen</i></li><li>- for feminine nouns, use <i>eine</i></li><li>- for neuter nouns, use <i>ein</i></li></ul> <p><i>Um ... zu</i> + verb means 'in order to do something' – <i>um zu zeichnen</i> (in order to draw). With the separable verb <i>ausmalen</i> (to colour in), the <i>zu</i> goes in the middle of the verb: <i>um auszumalen</i>.</p>	<p>capital letter in German.</p> <p><i>Bitte</i> means 'please', but it also means 'don't mention it' or can be said when something is handed over.</p>		
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<b><u>Learning Outcomes</u></b> Children can: <ul style="list-style-type: none"> <li>recall vocabulary</li> <li>match words and pictures</li> <li>repeat words and phrases modelled by the teacher</li> </ul>		<b><u>New National Curriculum Links</u></b> No specific links	
<b><u>Throughout the week:</u></b> Play <i>Galgenraten</i> (Hangman) using the classroom items and the verbs from session 3. Encourage children to use the question during lessons to ask for what they need.		<b><u>Resources</u></b> <ul style="list-style-type: none"> <li>The poem from session 2</li> <li>12 or more classroom items to match the verbs learned in session 2</li> <li>Large flashcard images of the above items</li> <li>Sets of mini flashcards of the classroom items, one set per child</li> <li>Large word cards for the classroom items</li> </ul>	
<b><u>Teaching Tips</u></b> <ul style="list-style-type: none"> <li>It is useful if the individual sets of mini flash cards are on different coloured paper so that the children can see easily which remain in their own set and which they have successfully 'collected' from their partner.</li> <li>It is possible to place <i>bitte</i> in the middle of the sentence as well as at the end – <i>haben Sie bitte einen Kuli?</i></li> </ul>			
<b><i>Wortschatz für Lehrer</i></b>	<b>Teacher Language</b>	<b><i>Wortschatz für Schüler</i></b>	<b>Children's Language</b>
<i>Lest das Gedicht</i> <i>Wiederholt !</i>  <i>Was brauche ich ?</i> <i>Um zu schreiben, brauche ich ...</i> <i>Um zu lesen / singen / messen / zeichnen</i> <i>Um auszumalen, brauche ich ...</i> <i>Ich brauche</i> <i>Ich habe</i> <i>einen Bleistift / Kuli / Filzstift /</i> <i>Radiergummi / Spitzer</i> <i>ein Lineal / Heft / Buch</i>  <i>Habe ich ...?</i> <i>ja</i> <i>nein</i>	Read the poem Repeat  What do I need? To write, I need ... To read / sing / measure / draw ...  To colour in, I need ... I need I have a pencil / pen / felt-tip / rubber / pencil sharpener a ruler / exercise book / book  Do I have ...? yes no	<i>Ich habe</i> <i>einen Bleistift / Kuli / Filzstift /</i> <i>Radiergummi / Spitzer</i> <i>ein Lineal / Heft / Buch</i>  <i>ja</i> <i>nein</i>  <i>Hast du einen / ein ...?</i> <i>Danke</i> <i>Bitte</i>	I have a pencil / pen / felt-tip / rubber / pencil sharpener a ruler / exercise book / book  yes no  Have you got a ...? Thank you Here you are; don't mention it

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<i>Habe ich (ein Heft) oder (einen Kuli)?</i> <i>Was habe ich?</i> <i>Hast du ...?</i> <i>Danke</i> <i>Bitte</i>  <i>Findet das richtige Wort</i> <i>Wir spielen ‚Galgenraten‘</i>	Do I have (an exercise book) or (a pen)? What have I got / do I have? Have you got ...? Thank you Please; here you are / don't mention it  Find the correct word We're going to play 'Hangman'		
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