

Sport macht Spaß! (Our Sporting Lives)

5. Comparing activities with a friend

Prior Knowledge: It is helpful if children already know how to perform a role-play with a partner

Objectives

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

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Support

During the speaking activity, children may use single words to ask the question, for example, *Montags?* and give single word answers if they are not yet confident with the phrase, for example, *basket*.

Extension

Children make up their own role play grids to practise with a partner.

If the necessary equipment is available, children can play *Handball*.

Main

Start the session with the spelling game from session 4. This time, give each pair of children a mini white board and let them work in pairs to complete the sentence. Ask children to show their mini whiteboards to another pair and check their answers. Encourage them to use the question *Wie schreibt man das?* from the previous session.

Revise the days of the week by playing ping-pong, eg you say *Montag* and children say *Dienstag* etc.

Play *Lippen, Lesen* (Read my lips). You mouth a day of the week or a sports sentence and children must guess what you are saying.

ICT Opportunities: Video children's faces close up saying the days of the week. This can then be played with the sound on or off. You could also use facial morphing animation software to animate pictures of children's faces (cf Crazy Talk).

Display the diary from the previous session. Introduce the question *Was machst du gern montags ?* Ask children to guess what this means. Model the answer, with actions, eg *Montags spiele ich gern Fußball*.

Practise as a whole class, chanting the question and answers together.

Invite individual children to ask and answer the question. The class comment constructively on children's use of language and give feedback.

Display the question *Was machst du gern?* on the board. Read the question aloud a few times, then ask pupils to think about which letter makes the 'v' sound in '**Was**'. Ask them to discuss in pairs and then invite suggestions. Establish that the letter 'w' makes the v sound in German. Ask children if they can think of any other words they have come across with this sound? Display a number of words (e.g. *wie, was, welche, Mittwoch, wächst, wer*) and ask children to read them with you.

Children work in pairs using role play grids. Partner A asks for example, *Was machst du gern dienstags?* Partner B answers, for example, *Dienstags tanze ich gern*. Children may use actions to accompany their answer.

Children write a sentence for every day of the week using their memories and also role play grids and a word bank for support, eg *Montags fahre ich gern Rad*. If children need help with spelling, encourage them to use the question *Wie schreibt man das?*

ICT Opportunities: This can be done electronically, combining text and graphics. 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 sentences by themselves.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Asking and answering questions – this question uses the question word <i>Was...?</i> which means ‘What?’ Note that the verb follows the question word – <i>Was machst du gern?</i></p> <p>Word order – remind children that if the sentence starts with the day of the week (<i>Mittwochs</i>) they put the verb second eg: <i>Mittwochs spiele ich gern Tennis.</i></p> <p>Capitalisation – remember that days of the week usually take a capital letter but if used to mean ‘on (Thursdays)’ they are used without the capital – <i>donnerstags, freitags</i> etc (unless they are placed at the beginning of the sentence).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Questions – question word <i>Was?</i> followed by the verb.</p> <p>Verbs – first and second person singular of verbs (<i>ich spiele, du spielst</i>).</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>w – <i>was, wie, welcher, Mittwoch, wächst, wer</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>w – <i>was, wie, welcher, Mittwoch, wächst, wer</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • answer when asked which sports they take part in • say on which day of the week they like to do a sport • write a simple sentence using a model for support 	<p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Handwriting</u> - Years 3-4</p> <p>Pupils should be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>		

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<p><u>Throughout the week:</u></p> <p>Compare popular sports in Britain and German eg. <i>Fußball, Tennis etc.</i> Are there any sports that are particular to Germany or other German-speaking countries, eg : <i>Handball</i>? Find out about the men and women who excel at these sports in Germany. Children will need this information for the next session. Children may also like to find out about a popular school game, <i>Völkerball</i>.</p> <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> It is worth pointing out to children that the <i>w</i> sound often occurs at the beginning of question words, e.g. Wie alt bist du? Was? Wer? Wann? 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Images of sports Mini white boards Agenda template Speaking grids A and B Word bank (either individual or on board) Facial morphing animation software Interactive whiteboard or multimedia presentation software Drag and drop function on the interactive whiteboard
<ul style="list-style-type: none"> Role play grids are a useful way of stimulating conversation between children in pairs. Each child has a different set of information and keeps their sheet secret from their partner. This offers the opportunity for genuine dialogue and this type of activity is sometimes called an 'information gap'. In this session, the two partners will each have a copy of the diary template but with different pictures or symbols to denote their activities. 	<ul style="list-style-type: none"> Rules for <i>Völkerball</i>: Equipment: Soft ball 2 adjoining squares separated by a centre line Game: Children play in two teams. They face each other in their own square. Each team has one member placed at the other end of the field (like a goalkeeper). The game starts when the referee throws the ball high into the air and whichever team catches the ball may starts the game. The aim is to make prisoners of members of the opposite team by throwing the ball and hitting an individual. (If the ball is caught it doesn't count). If a child is made a prisoner, he/she go to the opposite team's square, but must wait outside it. They can still participate in the game by catching and throwing the ball for their own team, and if they succeed in hitting a member of an opposing team, they re-join the game. When a team has only one player left inside their square, the 'goalkeeper' from the other end of the field may join him/her, and has two lives before he becomes a prisoner. The game finishes when all players are out.

Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
Was machst du gern ...?	What do you like doing on	Was machst du gern ...?	What do you like doing on

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<i>montags</i> <i>dienstags</i> <i>mittwochs</i> <i>donnerstags</i> <i>freitags</i> <i>samstags</i> <i>sonntags</i>	Mondays Tuesdays Wednesdays Thursdays Fridays Saturdays Sundays?	<i>montags</i> <i>dienstags</i> <i>mittwochs</i> <i>donnerstags</i> <i>freitags</i> <i>samstags</i> <i>sonntags</i>	Mondays Tuesdays Wednesdays Thursdays Fridays Saturdays Sundays?
<i>Montags spiele ich gern Fußball / Cricket</i> <i>Dienstags fahre ich gern Rad</i>	On Mondays I like playing football / cricket On Tuesdays I like cycling	<i>Montags spiele ich gern Fußball / Cricket</i> <i>Dienstags fahre ich gern Rad</i>	On Mondays I like playing football / cricket On Tuesdays I like cycling
<i>Wie schreibt man das ?</i> <i>Was fehlt ?</i> <i>Ihr müsst den Satz ergänzen</i> <i>Schreibt die Wörter auf eure Minifeln</i> <i>Spielen wir Ping-pong mit den Tagen der Woche</i>	How do you spell that? (lit. How does one write it?) What's missing? You have to complete the sentence. Write the words on your mini whiteboards. Let's play ping pong with the days of the week.	<i>Wie schreibt man das ?</i>	How do you spell that?