

Spiele und Lieder (Games and songs)

3. Clapping games

Prior Knowledge: It is helpful if children already know numbers 1-10 in German and some playground clapping games

Objectives

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

Explore the patterns and sounds of language and make links between sounds and spelling

Support

Ensure that the children work in mixed ability pairs. Some children may find it easier to use numbers 1-6 only in their counting out rhyme.

Extension

Children create their own counting out rhyme.

Some children may be able to combine questions and answers from the previous unit with numbers in their clapping games / rhymes.

Main

Revise numbers 1-10 using games, songs and activities from previous sessions.

Ask children to talk about counting out rhymes that they know and use in the playground. Invite a group of children to the front of the class and say the following rhyme (about goats) as you count around the group (see Resources). Say *Raus!* and ask children to repeat. What do they think this means? Continue counting out with the rhyme, inviting children to join in with you, until you are left with one child.

Practise the rhyme as a class and in groups. Revisit the sound *ei*. Ask the children if they remember any numbers containing that sound (*eins, zwei, drei*). Remind children of the way of remembering it – point to an eye. Repeat the counting rhyme and ask them to point to their eye every time they hear the *ei* sound.

Repeat the number rhyme, this time focusing on the *ie* sound. Remind the children that, in German, *ie* sounds like *ee* in English. Repeat the counting rhyme adding a suitable action of any words containing the *ie* sound.

Practise the sounds *z, ie, ei, ü*. Children can use a mirror to look at the shape of their mouth when they say the sounds. What does the shape remind them of? Ask the children if they know a number containing these sounds (*zwei, zehn, eins, drei, fünf*,). Emphasise the difference in sound between the *ei* and *ie* (eg *drei, vier*). Ask the children if they can hear the difference. Say the words in a sequence, eg *neun, neun, neun, nein, neun*. Use your fingers to illustrate this and then get the children to show you, using their fingers, which one was the odd one out.

ICT Opportunities: Make a digital picture bank of objects which contain the same sound. Embed sound, e.g. 'ei' or 'ie' in each object and underneath have the whole word, also with sound file. This supports children and also less confident teachers.

Ask children to demonstrate clapping games they have played in the playground.

Show a simple clapping game with numbers to 10 in German and teach it to the class. In pairs, children create their own clapping games and perform them to the class.

ICT Opportunities: Demonstrations of clapping games can be recorded using hand-held video cameras. Ask children to evaluate the performances.

Grammar

For teachers :

No specific focus

Grammar

For children:

No specific focus

Phonics focus

For teachers:

au – *raus, auf, Bauernhof*

d as final consonant – *sind, und*

ch – *machen*

Phonics focus

For children:

ei – *eins, zwei, drei, nein*

ie – *die Ziegen, vier, sieben*

ü – *fünf*

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		g as final consonant (sounds like a k sound) – weg s – s ind, s echs, s ieben (at the start of a word, s sounds like z).	z – z wei, z ehn
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • say numbers 1-10 with good pronunciation • use newly learned vocabulary to create a playground game • perform their game with confidence 	<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:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <p><u>Writing</u> – Years 3 – 4</p> <p>Draft and write by:</p> <p>in non-narrative material, using simple organisational devices such as headings and sub-headings</p>
<p><u>Throughout the week:</u></p> <ul style="list-style-type: none"> • Children teach their clapping game to the class. • If the school has a German-speaking partner school, exchange counting out rhymes. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Words for counting out rhymes: <p><i>Eins, zwei, drei, vier, fünf, sechs, sieben, Auf dem Bauernhof sind Ziegen. Die Ziegen machen meck, meck, meck, Und du bist weg!</i></p> <p><i>One, two, three, four, five, six, seven On the farm are goats The goats make the noise baa, baa, baa And you are out!</i></p> <p><i>Alternative:</i></p> <p><i>Eene, mene, miste, Es rappelt in der Kiste, Eene, mene, meck, Und du bist weg!</i> (a nonsense rhyme. <i>Es rappelt in der Kiste</i> – it rattles in the crate. <i>Und du bist weg!</i> - And you are out!)</p> <ul style="list-style-type: none"> • Mirrors • Computer • Interactive whiteboard
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • When children play their own clapping games, ensure that they say the numbers out loud in German. • Give children plenty of opportunities to practise the new sound, experimenting in different voices, rhythmically and at different speeds. • The opportunity to create a clapping game gives children a chance to be creative at an early stage in their language learning. • It may be useful for the children to recognise that the sound reflects the second letter of the pairing, so <i>ei</i> is pronounced <i>i</i> and <i>ie</i> is pronounced <i>e</i>. 	

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<i>Wortschatz für Lehrer</i>	Teacher Language	<i>Wortschatz für Schüler</i>	Children's Language
<p><i>Wir wiederholen die Zahlen 1–10</i></p> <p>Die Zahlen 1–10</p> <p>1 <i>eins</i> 2 <i>zwei</i> 3 <i>drei</i> 4 <i>vier</i> 5 <i>fünf</i> 6 <i>sechs</i> 7 <i>sieben</i> 8 <i>acht</i> 9 <i>neun</i> 10 <i>zehn</i></p> <p><i>eine Ziege (f)</i> <i>Ziegen</i></p> <p>Schulhofspiele <i>Seilspringen</i> <i>Ballspiel</i> <i>Erfindet ein neues Spiel</i> <i>Raus!</i></p>	<p>We are going to revise numbers 1–10</p> <p>Numbers 1–10</p> <p>1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten</p> <p>a goat goats</p> <p>Playground games skipping ball game Make up a new game Out!</p>	<p>1 <i>eins</i> 2 <i>zwei</i> 3 <i>drei</i> 4 <i>vier</i> 5 <i>fünf</i> 6 <i>sechs</i> 7 <i>sieben</i> 8 <i>acht</i> 9 <i>neun</i> 10 <i>zehn</i></p> <p><i>Raus!</i></p>	<p>1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten</p> <p>Out!</p>