

Sport macht Spaß! (Our Sporting Lives)

6. Making a poster

Prior Knowledge: It is helpful if children already know the names for some sports and some information about famous German sports stars.

Objectives

Describe people, places, things and actions orally and in **writing**.

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.

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

Some children could be given a word bank with images for support when they are designing their poster.

Extension

Some children can express opinions about food, drink and sporting activities. They can justify these.

Main

Sing the *Treibst du gern Sport?* song.

Remind children about *er/sie* and practise changing sentences from *ich spiele* to *er/sie spielt* as in Session 3.

Explain to the class that they will be using the language they have learned to create posters about famous German sports men and women to be displayed around the school.

As a class, discuss the different types of information you could present about your sports star e.g. What could go in a speech bubble? *Ich heiße... ich bin – Jahre alt, Ich spiele / fahre / gehe / tanze / schwimme gern ... Meine Augen sind... Meine Haare sind... Mein Geburtstag ist im...* What could I tell people about the sports star? *Hier ist Er / Sie ist _ Jahre alt, Er / Sie spielt / fährt / geht / tanzt / schwimmt gern...Seine / Ihre Augen / Haare sind...*

Children work in groups to design a poster about a German sports star using the language they have learned so far. Some children can contribute by labelling pictures with single words, while others will be able to write longer phrases.

ICT Opportunities: Use comic strip creation software to make a one page poster of their German sports star.

Grammar

For teachers:

Verbs – first person and third person singular.

Infinitive	First person	Third person
<i>heißen</i>	<i>ich heiße</i>	<i>er / sie heißt</i>
<i>sein</i>	<i>ich bin</i>	<i>er / sie ist</i>
<i>spielen</i>	<i>ich spiele</i>	<i>er / sie spielt</i>
<i>fahren</i>	<i>ich fahre</i>	<i>er / sie fährt</i>
<i>gehen</i>	<i>ich gehe</i>	<i>er / sie geht</i>
<i>tanzen</i>	<i>ich tanze</i>	<i>er / sie tanzt</i>
<i>schwimmen</i>	<i>ich schwimme</i>	<i>er / sie schwimmt</i>

Grammar

For children:

Verbs – first and third person singular of regular *er* verbs (see Grammar for Teachers)

Phonics focus

For teachers:

No specific focus

Phonics focus

For children:

No specific focus

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • write simple words and phrases using a model and some words from memory • design an effective information poster about a German sports star 	<p><u>New National Curriculum Links</u></p> <p>ENGLISH <u>Writing - Years 3-4</u> Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • and evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements.
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<p><u>Throughout the week:</u></p> <p>Children offer feedback on their finished posters and using the 'Two Stars and a Wish' format, evaluate two things that went well and an area to improve.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Materials for designing and making posters • Word banks • Comic strip creation software • Digital camera
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • It would be worth showing / drawing children's attention to examples of posters around the school and reminding them of what they may already know from Literacy lessons about the features of posters. • Agree success criteria with children before they create the poster and refer to these when giving 2 stars and a wish feedback. 	

<i>Wortschatz für Lehrer</i>	Teacher Language	<i>Wortschatz für Schüler</i>	Children's Language
<i>Ihr werdet ein Poster über einen deutschen Sportstar entwerfen</i>	You're going to design a poster about a German sports star.	See language from the rest of the unit.	
<i>Gebt mir den Namen eines deutschen</i>	Give me the name of a German sports		

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<p><i>Sportstars</i></p> <p><i>Welche Sätze könnt ihr vorschlagen (die wir benutzen könnten) ? Zum Beispiel, Ich heiße ...</i></p> <p><i>Wer kann mir einen Satz geben, der mit 'er' oder 'sie' beginnt ?</i></p> <p>See language from the rest of the unit.</p>	<p>star.</p> <p>What sentences can you suggest (that we might use)? For example, My name is...</p> <p>Who can give me a sentence that starts with he/she?</p>		
End of Unit Activities			
Learning Objectives	Teaching Activities	Learning Outcomes	Points to note
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> When the posters are finished, allow children to present them to the class before displaying them around the school. 	<ul style="list-style-type: none"> use prior learning and learning from this unit to design a poster about a sports star. 	<ul style="list-style-type: none"> This may be an electronic presentation so that children can practise presentation skills and use picture stimuli to produce full sentences. Follow up: The class create an assembly in German on sports and sports stars. The web-site <i>Schools Online</i> provides opportunities for finding partner schools abroad: http://schoolsonline.britishcouncil.org/