

Schulbeginn (Back to School)

6. Play scripts.

Prior Knowledge: It is helpful if children can recall how to set out a play script			
Objectives <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>	Support <p>Some children may find it easier to read from a paper script in front of them rather than from the board.</p> <p>For the final activity some groups may simply be asked to substitute the classroom items.</p> Extension <p>Some children may be able to write sentences for the script from memory. They may be able to use additional language that they have heard the teacher use in the classroom.</p>	Main <p>Revise the question and vocabulary from last session by playing <i>Polizisten</i>. (see Teaching Tips). If the children ask <u>you</u> if you have the item, remind them to use <i>Haben Sie...?</i></p> <p>Write on the board <i>Ich habe ein Problem, ich brauche einen Bleistift</i>. Start by looking at the word <i>brauche</i>. How should it be pronounced? How did children work it out? Remind them of the words put into the <i>au</i> and the <i>ch</i> page of the word bank.</p> <p>Can the children work out what the sentence might mean? Remind them of the game <i>Was brauche ich?</i> (What do I need?) from session 4. Give the children some thinking time in pairs and then ask them if they can read the whole sentence. Chorus it as a class using appropriate intonation. Ask individual children to substitute the classroom item and say the new sentence aloud. Remember to change the <i>einen</i> to <i>eine</i> for a feminine item, and to <i>ein</i> for a neuter item.</p> <p>Display the play script (see Resources). Read it to the children with appropriate voices and intonation.</p> <p><u>ICT Opportunities:</u> Use a multimedia presentation to read the script.</p> <p>Read the script again and encourage the children to join in with any of the repeated phrases. Listen carefully for pronunciation especially of the <i>au</i> phoneme.</p> <p>Read the script a third time. This time, tell the children that each time you stop reading, they must continue to the end of that line. Start reading the script and encourage the children to continue reading some of the lines without you.</p> <p>Tell the children that they are going to spend the rest of the lesson creating a similar script in groups and then they will practise reading it aloud in preparation for showing it to another group.</p> <p>Distribute paper copies of the script that you have prepared for the children. Some groups may simply be asked to substitute the classroom items. Others may be asked to select missing sentences from a prompt sheet and others may be asked to write some sentences from memory.</p> <p>Groups practise reading and acting out their scripts.</p> <p><u>ICT Opportunities:</u> Take digital photos of children freeze framing the play. Use photos to create a photo story.</p>	
Grammar focus <u>For teachers:</u> <p>Register – the dialogue introduces another way of saying ‘you’. Use the <i>ihr</i> form if you are speaking to a group of children – <i>habt ihr ...?</i></p>	Grammar focus <u>For children:</u> <p>No specific focus</p>	Phonics focus <u>For teachers:</u> <p>No specific focus</p>	Phonics focus <u>For children:</u> <p><i>au</i> – <i>brauche</i> <i>ch</i> - <i>brauche</i></p>

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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> communicate with others using phrases and short sentences recognise and understand familiar words and phrases in written form write some words from memory use correct pronunciation and intonation in spoken work 	<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> - Years 3 - 5</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>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> <ul style="list-style-type: none"> Ensure that all children have the chance to show their role-play and receive feedback from the class. Encourage children to begin to use the language from the unit during their lessons to ask for what they need. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Picture flashcards or realia for <i>Polizisten</i>. Display copy and paper copies of the play script: <p><i>Lehrer(in): Guten Tag, Klasse</i> <i>Kinder: Guten Tag, Herr / Frau</i> <i>Lehrer: Setzt euch bitte!</i> <i>Markus: Ach nein! Ich habe ein Problem. Ich brauche einen Bleistift. Herr Smith, haben Sie einen Bleistift, bitte?</i> <i>Lehrer: Leider nicht, ich habe keinen.</i> <i>Markus: Ach nein! Pst! Dieter, hast du einen Bleistift, bitte?</i> <i>Dieter : Bitte.</i> <i>Markus: Danke!</i> <i>Julia : Ach nein! Ich habe ein Problem. Ich brauche einen Radiergummi. Herr Smith, haben Sie einen Radiergummi, bitte?</i> <i>Lehrer: Leider nicht, ich habe keinen.</i> <i>Julia: Ach nein! Pst! Karin, hast du einen Radiergummi, bitte?</i> <i>Karin: Bitte.</i> <i>Julia: Danke!</i> <i>Uwe: Ach nein ! Ich habe ein Problem. Ich brauche einen Spitzer. Herr Smith, haben Sie einen Spitzer, bitte ?</i> <i>Lehrer: Leider nicht, ich habe keinen.</i> <i>Uwe : Ach nein ! Pst! Tanja, hast du einen Spitzer bitte?</i> <i>Tanja : Bitte.</i> <i>Uwe: Danke !</i> <i>Lehrer: Ruhe, bitte. Wer ist hier ? Ich schreibe ... Ach nein! Ich habe ein Problem. Ich brauche einen Kuli. Kinder, habt ihr einen Kuli bitte?</i> <i>Kinder: Leider nicht ! Ich habe keinen !</i> <i>Lehrer: Ach nein!</i></p>
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> To play <i>Polizisten</i>. Agree as a class which classroom item the <i>Polizisten</i> are going to be looking for and practise asking for it e.g. <i>Hast du einen Radiergummi, bitte?</i> Select two children to be the <i>Polizisten</i> and ask them to leave the room. As a class decide who will hide the item to be found. The <i>Polizisten</i> come back into the room and wander among the children asking for the item. Each child responds <i>Leider nicht, ich habe keinen</i> unless they are the one who has hidden the item in which instance they respond <i>Bitte!</i> Once the item is found, select a new item and two new <i>Polizisten</i>. 	

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Wortschatz für Lehrer		Teacher Language	Wortschatz für Schüler	Children's Language
Wir spielen Polizisten		We are going to play 'Policemen'	Polizisten	Policemen
Ich habe ein Problem, ich brauche einen Bleistift		I've got a problem, I need a pencil	Ich habe ein Problem, ich brauche einen Bleistift	I've got a problem, I need a pencil
Wie sagt man das auf Deutsch?		How do you say that in German?	Herr / Frau Smith, haben Sie einen Bleistift, bitte?	Mr /Mrs Smith, have you got a pencil, please? (formal)
Lest das Manuskript		Read the playscript	Hast du ...?	Have you got ...? (informal)
Mit mir		With me	Leider nicht	Unfortunately not
Alle zusammen		All together	Ich habe keinen / keine / keins	I haven't got one (masculine/feminine/neuter)
Lest weiter, bis zum Ende des Satzes		Carry on reading to the end of the sentence	Bitte	Please; here you are; don't mention it
Schreibt ein Manuskript!		Write a playscript	Danke	Thank you
Lehrer / Lehrerin		teacher (masculine/feminine)		
Kinder		children		
Setzt euch bitte!		Sit down, please		
Herr / Frau Smith, haben Sie einen Bleistift, bitte?		Mr/Mrs Smith, have you got a pencil, please? (formal)		
Hast du ...?		Have you got ...? (informal)		
Leider nicht		Unfortunately not		
Ich habe keinen / keine / keins		I haven't got one (masculine/feminine/neuter)		
Bitte		Please; here you are; don't mention it		
Danke		Thank you		
Wer ist hier?		Who is here? (taking the register)		
Ich schreibe ...		I'm writing ...		
Habt ihr ...?		Have you got ...? (informal, plural)		
End of Unit Activities				
Objectives	Teaching Activities	Learning Outcomes	Points to note	
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	Children perform their play to another group which comments on what they have seen especially on expression and intonation.	<ul style="list-style-type: none"> perform in front of a friendly audience 	<p>The performance could be recorded and watched by children on the interactive whiteboard for self-assessment. They could then pick out two positive points and discuss how the performance could be improved next time (two stars and a wish).</p> <p>Children can begin to use the language in this unit</p>	

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			during lessons to ask for what they need or to indicate if they have a problem with their work.
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