

Porträts (Portraits)

2. Colours

Prior Knowledge: It is helpful if the children are familiar with the 'Show me' game from maths

<p><u>Objectives</u></p> <p>Listen attentively to simple spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.</p>	<p><u>Support</u></p> <p>Accept a physical response from those not ready to respond verbally.</p> <p>Ensure the children have the opportunity to listen to the colour sequence more than once. Some children might need a shorter sequence to order (perhaps just one or two colours).</p> <p><u>Extension</u></p> <p>Draw four or five colour sequences on the board and read out one of them. Children work out which is the one that you have said.</p> <p>Challenge children in pairs to produce their own sequences for the class to identify.</p> <p>Repeat the above activity, this time with written colours.</p>	<p><u>Main</u></p> <p>Teach names of primary colours and secondary colours (approximately six colours in all as a starting point). Try games such as <i>Zeigt mir!</i> where children show you the colour card that you have asked for and Colour Bingo.</p> <p><u>ICT Opportunities:</u> The spotlight tool could be used on interactive whiteboard to focus on specific colours. Use internet colouring sites to practise colours interactively.</p> <p>Encourage the children to listen carefully to the sound of the colour words and to use their whole body in a gesture that imitates that sound, such as a rounded gesture for <i>rot</i>, touching elbows for <i>gelb</i> and holding your leg as if in pain for <i>blau</i>.</p> <p>Sing <i>Ich kenne die Farben</i> (I know the colours) to the tune of 'I can sing a rainbow', using the key colour vocabulary.</p> <p>Show children the word <i>grün</i> (green). Ask them what the two dots over the <i>u</i> are called (<i>Umlaut</i>). The children work with their partner and discuss how the <i>Umlaut</i> affects the vowel (it flattens it). They feed back their ideas. Add <i>grün</i> to the <i>ü</i> page in the sound bank. Can the children think of another word containing this sound? (Humming the tune to Happy Birthday might help them remember <i>Glück</i>).</p> <p>Play a colour listening game. Children listen to a repeated sequence of colours e.g. <i>blau, rot, grün</i> and place multi-link cubes in the same sequence on their tables. Invite individual children to say the colour sequence aloud. Encourage children to respond to the question: <i>Welche Farben hast du?</i> with <i>Ich habe ...</i> and the names of the colours.</p> <p>Create a human 'colour line'. Give individual children coloured cards and ask them to form into a line according to your instructions.</p>	
<p>Grammar</p> <p><u>For teachers:</u></p> <p>'I know the colours' (<i>Ich kenne die Farben</i>) – there are two verbs in</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>r – <i>rot, rosa</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>ü – <i>grün, Glück</i></p>

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<p>German to translate 'to know', <i>kennen</i> and <i>wissen</i>. <i>Wissen</i> means to know a fact, or to know how to do something, whereas <i>kennen</i> implies to be acquainted with something or someone.</p> <p>Verbs – the first person singular and second person singular of the verb <i>haben</i> ('to have') are used in this session: <i>ich habe</i> and <i>du hast</i>.</p> <p>The German language often uses <i>haben</i> for describing colours, eg <i>Welche Farbe hat (der Hund)?</i> – What colour is the dog?</p>		<p>b at the end of the word (like the English 'p') – gelb</p> <p>i – <i>violett / lila, ich</i></p> <p>sch – schwarz, schau</p> <p>w – weiß, schwarz, Welche</p> <p>ei - weiß</p>	<p>au – blau, braun, schau</p> <p>z - schwarz</p>
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • join in with a song • repeat words modelled by the teacher • use newly learned vocabulary to join in a game 		<p><u>New National Curriculum Links</u></p> <p>No specific links</p>	
<p><u>Throughout the week:</u></p> <p>Add <i>weiß</i> to the <i>ei</i> page and also the <i>w</i> page of the word bank (Unit 1.2). Ask children where they could put <i>Schwarz</i> (<i>w / z</i>). Create a page for <i>au</i> and add <i>blau</i> and <i>braun</i>.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none"> • Large colour cards and children's individual colour cards • Multi-link cubes • Interactive whiteboard • Multimedia presentation • Internet colouring sites • A possible version of 'I can sing a rainbow' could be: <p><i>Rot und gelb, rosa und grün, Lila, orange und blau, Ich kenne die Farben, Die Farben, Ja schau doch mal!</i></p> <p>(Red and yellow and pink and green, Purple, orange and blue, I know the colours, The colours, Just you see!)</p>	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Be aware of children who may suffer from colour blindness and ensure that they are able to make use of alternative clues when joining in with the activities. • Ask the children to decide on an action for each colour. This can help the children to 'own' the action and it is more likely they will remember the new vocabulary. 			
Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<p><i>Hört/hör zu!</i> <i>Wiederholt/wiederhole!</i> <i>Zeigt/zeig mir !</i></p> <p>Die Farben : <i>Das ist:</i> <i>rot</i> <i>blau</i></p>	<p>Listen (plural/singular) Repeat (plural/singular) Show me (plural/singular)</p> <p>Colours It's: red blue</p>	<p>Die Farben <i>rot</i> <i>blau</i> <i>gelb</i> <i>grün</i> <i>violett/lila</i> <i>orange</i></p>	<p>Colours red blue yellow green violet orange</p>

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<i>gelb</i> <i>grün</i> <i>violett/lila</i> <i>orange</i> <i>rosa</i> <i>braun</i> <i>schwarz</i> <i>weiß</i> <i>Welche Farbe hat...?</i> <i>Ich kenne die Farben</i> <i>Welche Farbe(n) hast du?</i> <i>Stellt euch in der richtigen Reihenfolge auf!</i>	<i>yellow</i> <i>green</i> <i>violet</i> <i>orange</i> <i>pink</i> <i>brown</i> <i>black</i> <i>white</i> <i>Which colour is it?</i> <i>I know the colours</i> <i>Which colour(s) do you have?</i> <i>Put yourselves into the correct order</i>	<i>rosa</i> <i>braun</i> <i>schwarz</i> <i>weiß</i> <i>Das ist...</i> <i>Ich habe ...</i>	<i>pink</i> <i>brown</i> <i>black</i> <i>white</i> <i>It's...</i> <i>I have...</i>
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