

Sport macht Spaß! (Our Sporting Lives)

4. Diary of activities

Prior Knowledge: it is helpful if children already know some sports and how to say whether they like doing them

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.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Support

Some children may only be able to produce actions for days of the week

Extension

Ask the question *Was machst du gern montags?* (What do you like to do on Mondays?) to elicit responses about their diary.

Main

Sing *Treibst du gern Sport?* from the previous session (see session 3).

Play *le Tic-Tac-Toe* (Noughts and Crosses) again (see session 2) but this time use phrases that start *ich fahre / tanze / gehe / schwimme gern/nicht gern...* as well as ones that start *ich spiele gern/nicht gern...*

Select one of the pictures that uses *spiele* and display it on the board. Write the sport at the far end followed by a full stop then draw a line to represent each of the other words as if you were underlining them. Ask children what the missing sentence is.

As a class try to fill in the blanks from memory. Give children thinking time in pairs to discuss the spelling of any of the words in the sentence. Invite children to the board to complete the sentence. Ask, for example, *'gern', wie schreibt man das?* How did they remember the spelling of the words?

Teach the question *Wie schreibt man das?* Begin by modelling it yourself with a familiar word, e.g. *Tennis, wie schreibt man das?* and by spelling it out in German as you write it on the board. Then ask children to listen and repeat as you say the question. Repeat a number of times as you clap the syllables. Ask children when they might use this question and encourage them to use it frequently. Add it to the classroom language poster / wall.

Repeat the activity with a sentence that uses *fahre / tanze / schwimme / gehe*.

Display on the interactive whiteboard or flip chart, a page from a week's diary: *Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag (Sonabend), Sonntag*.

Teach the days of the week by putting these to a simple tune that children can echo and then sing with you.

Ask the children to listen carefully to the days and decide which is the odd one out and why. Which sound can they hear at the end of each word but not in *Mittwoch?* (-tag). What do they think this might mean? It means 'day'. Can they remember *Guten Tag?* What do they think *Mittwoch* might mean? (It means mid-week).

Add pictures of the sports to the diary, saying *Montags spiele ich gern Fußball. Dienstags fahre ich gern rad, etc..*

ICT Opportunities: Create a podcast of sports you like to do every day of the week, with appropriate sound effects.

Say the days of the week in order. Children do the action for the sport and say the appropriate sentence. Repeat, with the days in random order.

Ask children to make a similar diary page or give them a template. Read aloud another 'diary' and children sketch the activity against the appropriate day. They compare their diary pages in pairs and feed back.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>After beginning with a time phrase in German, such as a day, the verb and subject change places, eg <i>Montags spiele ich gern Tennis</i>. Children will need to have this inversion made explicit.</p> <p>There are two ways of saying 'Saturday' In German – <i>Samstag</i> and <i>Sonnabend</i>, which is used in some regions.</p> <p>Days of the week start with capital letters. However, when you add the s to translate 'On Mondays' the day will only have a capital if it is at the start of the sentence:</p> <p><i>Montags spiele ich gern Rugby</i> <i>Was machst du gern montags?</i></p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Note that when saying 'on Mondays', the 'on' is not translated. Simply add –s to the day.</p> <p>'On Tuesdays I like playing tennis' = <i>Dienstags spiele ich gern Tennis</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>ie – <i>Dienstag, wie</i> ch – <i>Mittwoch</i> ei – <i>Freitag, schreibt</i></p> <p>s (pronounced as z at the start of a word) – <i>Samstag, Sonnabend</i> d (pronounced as t at the end of a word) - <i>Sonnabend</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>tag (g here is more of a k sound) – <i>Montag etc</i></p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> say the days of the week understand the layout of a German diary listen to and understand the content of a diary when read aloud 	<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>		
<p><u>Throughout the week:</u></p> <p>Sing the days of the week to the 'Pink Panther' theme tune.</p> <p>Play <i>Tic-Tac-Toe</i> (Noughts and Crosses)</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> Song <i>Treibst du gern Sport?</i> from Session 3 		

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<p>Teaching Tips</p> <ul style="list-style-type: none"> Remind children that days of the week start with capital letters in German, as in English. The days of the week fit well to the tune of 'Pink Panther': <i>Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag, So-nnn-tag!</i> Play 'Where am I?' Call 7 children out to the front of the class and give them a day of the week card to show to the rest of the class. Read these out with the class, then stop on a particular child and see if the other children can read the day of the week aloud. These cards can then be jumbled and children can pick out a card at random and see if they can re-order themselves into the correct sequence for the days of the week. Children have not yet learned the alphabet in German (see Unit 15) so you may need to revert to English letter names when spelling a word in response to the question <i>Wie schreibt man das?</i> However, they can begin to familiarise themselves with the German letter names if you give the spelling first in German and then in English. 	<ul style="list-style-type: none"> <i>Tic-Tac-Toe</i> grid Template on board of a German diary (<i>Mein Tagebuch</i> template)
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<i>Wortschatz für Lehrer</i>	Teacher Language	<i>Wortschatz für Schüler</i>	Children's Language
<i>Hört zu und wiederholt</i> <i>Wie schreibt man das?</i> <i>Montag</i> <i>Dienstag</i> <i>Mittwoch</i> <i>Donnerstag</i> <i>Freitag</i> <i>Samstag/Sonabend</i> <i>Sonntag</i> <i>Mein Tagebuch</i> <i>Welcher Tag ist es ?</i> <i>Montags spiele ich gern Fußball</i>	Listen and repeat How do you spell that? (Lit. How does one write that?) Monday Tuesday Wednesday Thursday Friday Saturday Sunday my diary Which day is it? On Mondays I like playing football	<i>Wie schreibt man das?</i> <i>Montag</i> <i>Dienstag</i> <i>Mittwoch</i> <i>Donnerstag</i> <i>Freitag</i> <i>Samstag/Sonabend</i> <i>Sonntag</i> <i>Montags spiele ich gern Fußball</i> See sports vocabulary from Session 1.	How do you spell that? Monday Tuesday Wednesday Thursday Friday Saturday Sunday On Mondays I like playing football

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See sports vocabulary from Session 1.			
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