

Spiele und Lieder (Games and songs)

2. Up to 10!

Prior Knowledge: It is helpful if the children are confident with the numbers 1-10 in English

Objectives

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

Explore the patterns and sounds of language through songs and rhyme and link the spelling, sound and meaning of words.

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.

Support

Ensure children are in mixed ability groups.

Extension

Give children the opportunity to practise numbers up to 10 using mental arithmetic activities from maths sessions.

Confident children could assume the role of the teacher in the *Findet das Bild* game.

Some children will be able to use a full sentence in their response *Es gibt (drei Hunde)*.

Main

Revise pronunciation and aural recognition of numbers 1-8. Introduce *neun* and *zehn* and practise numbers up to 10 through games, songs and activities.

ICT opportunities: Create a multimedia presentation to practise numbers

Call out a number and ask children to make their whole body into the shape of the number.

Teach children the number rhyme *Eins, zwei, Polizei* (One, two, police) (see Resources). Focus on the *ei* sound. Ask children if the sound reminds them of a word in English. Suggest an eye. Read the number rhyme clearly to the class and ask them to point to their eye every time they hear the *ei* sound. Discuss the meaning of the rhyme.

Repeat the number rhyme, this time focusing on the *ie* sound. Tell the children that, in German, *ie* sounds like *ee* in English. Ask children if they can think of any numbers which have this sound (*vier, sieben*). Encourage the class to think of a suitable mime that will help them remember the phoneme.

Recap the animal words (eg *Schweine*) from the previous session. Play *Findet das Bild* (see Session 1) using flashcards of the animals.

Revisit the sounds *ie* and *ei* from the number rhyme. Show children how the words *Schweine* and *Tiere* from Session 1 are written. Highlight the *ei* and the *ie*. Compare these to the written forms of key words from the number rhyme (*eins, zwei, Polizei, drei* and *vier, Offizier*). Create a new page in the 'sound bank' for *ei* and *ie* (see Unit 1, session 6).

Teach *Wie viele...?* (How many?) and combine numbers with animals, eg *Es gibt zwei Schweine*. Demonstrate asking and answering the question yourself before asking children a number of *Wie viele...?* questions. Encourage them to answer in a full sentence with *Es gibt....*. Highlight the pronunciation of plural words and compare with English.

Play hopscotch with digit cards. Children say the numbers on which they land in German. In small groups, children arrange digit cards (1-9) in a 3 by 3 grid on the floor, with number 10 on top of the grid. The first child jumps to a number and calls it out (then moves away). The second child jumps onto the first number and calls it out, then jumps to another number and calls it out. The game continues with other children in the group following the sequence and adding their own number.

Grammar

For teachers:

Plurals - in simple plurals an *e* is added

Grammar

For children:

Nouns – when showing the written form of the nouns, ask children what they notice

Phonics focus

For teachers:

sch – **Schweine, Schafe**

Phonics focus

For children:

ei – **eins, zwei, Polizei, drei, Schweine**

Spiele und Lieder (Games and songs)

2. Up to 10!

| | | | |
|---|--|--|--|
| <p>(Hunde, Schweine, Schafe, Tiere).</p> <p>Asking questions – note the rising intonation in the question <i>Wie viele (Schweine) gibt es?</i></p> | <p>about the way they are written – with a capital letter.</p> | <p>u – <i>Hunde</i> ü – <i>überall, fünf</i> ä – <i>mäh</i> w – <i>Schweine, Wiedersehen, zwei, wie</i> v – <i>viele, vier</i> z – <i>zwei, Polizei, Offizier, zehn</i> s – <i>sechs</i> ch – <i>acht, Nacht</i></p> | <p><i>ie – vier, Offizier, wie viele, Tiere, hier, sieben</i> au – Auf Wiedersehen</p> |
| <p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> pronounce numbers 1 – 10 accurately. use a number with a plural noun to say how many animals there are use their knowledge of numbers to 10 to play a game. | | <p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Reading</u> – Year 1</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> | |
| <p><u>Throughout the week:</u></p> <ul style="list-style-type: none"> Ask children to suggest playground games which involve using numbers and encourage them to play these in German. | | <p><u>Resources</u></p> <ul style="list-style-type: none"> Multimedia presentation for numbers Words for the number rhyme <p><i>Eins, zwei, Polizei</i> <i>Drei, vier, Offizier</i> <i>Fünf, sechs, alte Hex'</i> <i>Sieben, acht, Gute Nacht!</i> <i>Neun, zehn, Auf Wiedersehen!</i></p> <p>One, two, police Three, four, officer Five, six, old witch Seven, eight, goodnight! Nine, ten, goodbye!</p> <ul style="list-style-type: none"> Flashcards or props to represent animals in the <i>Onkel Tom</i> song | |
| <p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> Plural nouns are a difficult aspect of German, but here they are used only to practise numbers. There are many primary classroom resources which can be used to support activities e.g. number fans/multi-link cubes. Interactive whiteboard programmes also have resources which can be used in conjunction with the language activity. If space is limited, hopscotch can also be played in pairs seated at tables with children's fingers doing the 'hopping'. Repeated exposure to the new language through a variety of games and activities will help children remember | | | |

Spiele und Lieder (Games and songs)

2. Up to 10!

| | | <ul style="list-style-type: none"> • Written form of key words – <i>Schweine, Tiere, eins, zwei, drei, Polizei, Offizier, vier, sieben</i> • Digit cards • Computer | |
|--|---|---|---|
| Wortschatz für Lehrer | Teacher Language | Wortschatz für Schüler | Children's Language |
| <p><i>Hört zu!</i> <i>Wiederholt!</i> <i>Macht eine 3</i> <i>Findet das Bild</i></p> <p><i>Wie viele.... ?</i> <i>Wie viele Schafe gibt es?</i></p> <p><i>Sagt die Zahl / Nummer</i> <i>Springt! / Spring!</i></p> <p>Die Zahlen 1–10 <i>1 eins</i> <i>2 zwei</i> <i>3 drei</i> <i>4 vier</i> <i>5 fünf</i> <i>6 sechs</i> <i>7 sieben</i> <i>8 acht</i> <i>9 neun</i> <i>10 zehn</i></p> <p>Die Tiere <i>Es gibt:</i> <i>Hunde / drei Hunde</i> <i>Schweine / fünf Schweine</i> <i>Schafe / zwei Schafe</i> <i>Tiere</i></p> <p><i>Singular</i></p> | <p>Listen Repeat Make a e.g. three Find the picture</p> <p>How many? How many sheep are there?</p> <p>Say the number Jump / jump</p> <p>numbers 1-10 1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten</p> <p>The animals There are: dogs / three dogs pigs / five pigs sheep – two sheep animals</p> <p>singular / in the singular</p> | <p>Die Zahlen 1–10 <i>1 eins</i> <i>2 zwei</i> <i>3 drei</i> <i>4 vier</i> <i>5 fünf</i> <i>6 sechs</i> <i>7 sieben</i> <i>8 acht</i> <i>9 neun</i> <i>10 zehn</i></p> <p>Die Tiere <i>Es gibt:</i> <i>Hunde / drei Hunde</i> <i>Schweine / fünf Schweine</i> <i>Schafe / zwei Schafe</i> <i>Tiere</i></p> | <p>numbers 1-10 1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten</p> <p>The animals There are: dogs / three dogs pigs / five pigs sheep – two sheep animals</p> |

Spiele und Lieder (Games and songs)

2. Up to 10!

| | | | |
|-------------------------|------------------------|--|--|
| <i>Plural</i> | plural / in the plural | | |
| <i>Himmel und Hölle</i> | hopscotch | | |