

Porträts (Portraits)

6. My Portrait

Prior Knowledge: It is helpful if children already know how to play the game 'Chinese Whispers'.

<p><u>Objectives</u></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Describe people, places, things and actions orally and in writing</p>	<p><u>Support</u></p> <p>Ensure that you have mixed ability teams for Chinese whispers.</p> <p>Less confident children can be placed at the front of the team, with a partner, to select the appropriate pictures.</p> <p>Some children may benefit from a personal vocabulary bank to cut up and stick onto their portrait.</p> <p><u>Extension</u></p> <p>Some children can experiment with writing vocabulary for facial features from memory.</p>	<p><u>Main</u></p> <p>Play 'Chinese Whispers' to build a portrait. Organise children into lines, in teams of about six. Give the last child in each team the first sentence of a written description of a facial feature, face down e.g. <i>Er hat braune Haare</i> (He has brown hair). On a given signal, the children turn over their phrase and whisper it to the next child in line. The phrase is passed along the team to the child at the front who selects the correct picture and sticks it on an outline of a face or just on a board. The game continues until the portrait is complete.</p> <p>Introduce yourself saying e.g. <i>Guten Tag, ich heiße ... Ich habe braune Haare</i>. Ask children what you said. Repeat the phrase and ask children how you said 'I have'. Hold up a picture of a character and ask what they would say, e.g. <i>Ich habe blonde Haare, meine Augen sind blau</i>. Ask children to tell their partners what colour hair and eyes they have. Choose some volunteers to share their descriptions with the class.</p> <p>Ask the children to suggest a new hair colour. Turn to a black and white copy of your digital portrait and using the interactive whiteboard or felt tips, colour the hair and write the appropriate sentence. The children continue to suggest alternative colours for eyes and mouth (<i>Mein Mund ist ...</i>).</p> <p><u>ICT Opportunities</u></p> <p>Use the interactive whiteboard to create strips for different sections of the face. Create a face by selecting from different strips available.</p> <p>Children use the model to create colourful self-portraits using black and white A4 copies of their digital portraits. Using a phrase bank, children write simple descriptions of themselves.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>First person singular of the verb <i>haben</i> (to have) – <i>ich habe</i> (I have).</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Possessive adjectives – <i>mein(e)</i> (my).</p> <p>Remind pupils of the subject pronouns – <i>er</i> (he) and <i>sie</i> (she) –</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>t – at the end of the word pronounced as 't' – <i>sind, Mund</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>e – at the end of the word is pronounced <i>heiße, habe, blonde, braune, Haare, meine</i></p>
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<p>Possessive adjectives – <i>mein</i> (my). <i>Mein</i> is used before <i>Mund</i> in the masculine singular form, but changes to <i>meine</i> in the plural (<i>meine Augen</i>). If it precedes a feminine singular noun (<i>die Nase</i>), it is <i>meine</i> (<i>meine Nase</i>).</p> <p>Verbs – the verb ‘to be’ (<i>sein</i>) is again used here in the plural and the singular: <i>sind</i> – are <i>ist</i> – is</p> <p>It is also used in the first person singular <i>ich bin</i> (I am).</p> <p>Adjectival agreement – remember that adjectives only agree if they precede the noun. So it is <i>braune Haare</i>, but <i>meine Augen sind blau</i>.</p>	<p>which they encountered in Session 5.</p> <p>Remind pupils that all nouns have a capital letter in German.</p>		
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none">• recall and pronounce accurately up to six colours• understand and pronounce accurately vocabulary for parts of the face and head• label accurately parts of the face and head		<p><u>New National Curriculum Links</u></p> <p>English</p> <p><u>Handwriting</u> – Years 3 – 4</p> <p>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>Art – Key Stage 2</p> <p>Pupils should be taught about the greatest artists, architects and designers in history.</p>	
<p><u>Throughout the week:</u></p> <p>Build a display of children’s colourful portraits. The display can then be used for a Guess Who Game.</p>		<p><u>Resources</u></p> <ul style="list-style-type: none">• Digital portraits of teacher and children copied onto A4 sheets• Written descriptions of facial features cut up into sentences• Picture flashcards of facial features• Phrase bank(s) for simple portrait descriptions	
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none">• Make a school display in German with pictures of the staff and each member of staff describing themselves.• Whispering phrases can be less daunting for some pupils than speaking aloud in front of the whole class.			
<p><i>Wortschatz für Lehrer</i></p>	<p>Teacher Language</p>	<p><i>Wortschatz für Schüler</i></p>	<p>Children’s Language</p>
<p><i>Wir spielen ‘Stille Post’</i></p> <p><i>Er hat blonde/braune Haare</i> <i>Sie hat orange Haare</i> <i>Er ist groß/klein</i> <i>Sie ist groß/klein</i></p> <p>Mein Porträt <i>Guten Tag! Ich heiße...</i> <i>Ich bin... Jahre alt</i> <i>Ich habe schwarze/grüne/blaue/</i></p>	<p>We’re going to play ‘Chinese Whispers’.</p> <p>He has blond / brown hair She has orange hair He is tall / small She is tall / small</p> <p>My portrait Hello! My name is ... I am ... years old. I have black / green / blue /</p>	<p><i>Er/Sie hat ...</i> <i>Ich habe ...</i></p> <p><i>blonde/braune Haare</i> <i>blaue/grüne Augen</i></p> <p><i>meine Augen sind blau/grün</i> <i>mein Mund ist rot</i> <i>meine Nase ist groß/klein</i></p> <p><i>Ich heiße...</i> <i>Ich bin... Jahre alt</i></p>	<p>He / she has ... I have ...</p> <p>blond/brown hair blue/green eyes</p> <p>my eyes are blue/green my mouth is red my nose is big/small</p> <p>my name is ... I am ... years old</p>

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<i>braune/gelbe/rote Augen</i> <i>Or:</i> <i>Meine Augen sind</i> <i>schwarz/grün/blau/braun/gelb/rot</i> <i>Ich habe schwarze/grüne/blaue/</i> <i>braune/gelbe/rote Haare</i> <i>Mein Mund ist rot/grün/blau/schwarz etc</i> <i>Meine Nase ist</i> <i>grün/gelb/schwarz/rot/blau/violett etc</i> <i>Welche Farbe für:</i> <i>meine Augen?</i> <i>meine Haare?</i> <i>meine Ohren?</i> <i>meine Nase?</i> <i>meinen Mund?</i>	brown / yellow / red etc. eyes Or: My eyes are black / green / blue / brown / yellow / red I have black / green / blue / brown / yellow / red etc. hair My mouth is red / green / blue / black etc. I have a green / yellow / black / red / blue / purple etc. nose What colour for... my eyes ? my hair ? my ears? my nose? my mouth?		
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 	Children present their portraits and descriptions. Build a display of children's colourful portraits. The display can then be used for a 'Guess Who?' game.	<ul style="list-style-type: none"> have fun using German for real purposes 	Children can use ICT to record, display and, if appropriate, send information.