

Porträts (Portraits)

1. Body parts

Prior Knowledge: It is helpful if children already know how to play the game 'Simon Says'

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.

Support

Accept a physical response from those not ready to respond verbally.

Extension

Some children may be ready to learn additional vocabulary for body parts (see Extension vocabulary).

Some children could assume the role of the caller in Simon Says.

Main

The children to listen to 'Heads, shoulders, knees and toes' song in German (*Kopf und Schulter, Knie und Zeh, Knie und Zeh*) Do they recognise the song? Throughout the session, encourage children to show they understand by using the question and response *Geht das? Ja, das geht.*

Sing or play the song again but this time adding the actions. Talk about the differences between the German and English versions (e.g. the singular form of the body parts in the first line of the song is used rather than the plural).

ICT Opportunities: Create an mp3 version of the song and also a 'karaoke' version with melody + backing track or ask your partner school or a native speaker to sing the song and record it for the class to listen to.

Teach vocabulary of body parts used in the song by using visuals. Children use gestures to show they understand. Encourage children to practise pronunciation by repeating after you. Use *langsamer / schneller / lauter / ruhiger* (Units 2 & 3) to practise the new language in a variety of ways.

ICT Opportunities: Pictures could be shown on flashcards or using images on the IWB.

Children listen to the song again, filling in gaps left by pointing to the appropriate body part.

They listen to the song once more and, this time, supply the German words for the missing body parts.

Play games such as Simon Says (*Simon sagt*) to reinforce key vocabulary; take turns to be the caller.

Grammar

For teachers:

Singular and plural – the singular form of some of the body parts is used: *Kopf, Schulter, Knie, Zeh, Nase, Mund* whereas 'shoulders', 'knees' and 'toes' are used in the plural in the English version of the song. *Augen* and

Grammar

For children:

Singular and plural nouns
Understand that there are different words for 'the' in German

Phonics focus

For teachers:

au – **Augen**
silent *h* in the middle of a word – **Ohren**
sch – **Schulter**

Phonics focus

For children:

Remind pupils of the *d* which, when placed at the end of a word, sounds like *t* (**und, Mund**)
z - **Zeh**

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Ohren ('eyes' and 'ears') are used in the plural in both versions.

When introducing the body parts vocabulary it is helpful to teach the new words with their gender, by using the definite article, to help the children associate the words with their gender. In German there are three genders – masculine (indicated by *der*), feminine (*die*) and neuter (*das*). In the plural form, the definite article is always *die*.

Examples:

der Fuß (masculine, singular) –

die Füße (plural)

die Schulter (feminine, singular) – die Schultern (plural)

das Knie (neuter, singular) –

die Knie (plural)

<p><i>Ohren</i> ('eyes' and 'ears') are used in the plural in both versions.</p> <p>When introducing the body parts vocabulary it is helpful to teach the new words with their gender, by using the definite article, to help the children associate the words with their gender. In German there are three genders – masculine (indicated by <i>der</i>), feminine (<i>die</i>) and neuter (<i>das</i>). In the plural form, the definite article is always <i>die</i>.</p> <p>Examples:</p> <p>der Fuß (masculine, singular) – die Füße (plural) die Schulter (feminine, singular) – die Schultern (plural) das Knie (neuter, singular) – die Knie (plural)</p>			
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<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • listen with care • identify specific words • respond to instructions and indicate understanding 	<p><u>New National Curriculum Links</u></p> <p>Music – Key Stage 2 Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</p>
<p><u>Throughout the week:</u></p> <p>Sing the song and play <i>Simon sagt</i> to reinforce key vocabulary.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Song 'Heads, shoulders, knees and toes' in German This is the German version of the song (the tune and actions are the same): <i>Kopf und Schulter, Knie und Zeh, Knie und Zeh, Kopf und Schulter, Knie und Zeh, Knie und Zeh, Und Augen, Ohren, Nase und Mund, Kopf und Schulter, Knie und Zeh, Knie und Zeh</i> • Picture flashcards or interactive whiteboard images to show body parts
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • In the song, the body parts are used in the singular form since they fit the tune more effectively than the plural. Body parts vocabulary introduces some plural nouns (<i>Augen, Ohren</i>). This is a difficult aspect of German. You can simply teach these as vocabulary items here, but it is an opportunity to ask children to compare with English. • Some other plural nouns were introduced in Unit 2: <i>Hunde, Schafe, Schweine</i> and <i>Ziegen</i>. You can start to build up a word bank of different plural nouns. • Give children plenty of opportunities to imitate the new vocabulary, by using different voices, saying the word to the ceiling, to the floor, to a partner etc. • When children are confident with the new body parts vocabulary, play 'catch them out' by pointing to a part of the body and saying the right or wrong word – children should only repeat if it is the correct word. • Compare the pronunciation of the German word <i>Knie</i> (where the <i>K</i> is pronounced) with the English 'knee' where the 'k' is silent. • Children might note that words beginning with <i>Z</i> in German frequently begin with <i>t</i> in English: eg, <i>Zeh</i> toe, <i>zehn</i> ten, <i>zwölf</i> twelve. • If pupils take the role of the teacher in <i>Simon sagt</i>, they may find it easier just to call out a part of the body (or <i>Simon sagt</i> + body part) if they find the instruction for 'touch ...' complicated. 	

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Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<p>Hört euch das Lied an! Singt! Ist es... oder...? Was ist es/das?</p> <p>Die Körperteile der Kopf die Schulter (n) das Knie die Zeh(e) die Augen die Ohren der Mund die Nase</p> <p>Wiederholt Noch mal, bitte langsamer / schneller lauter / ruhiger or leiser Simon Sagt Berührt euren Kopf / eure Schultern etc Geht das ? Das geht</p> <p>Extension : der Arm/das Bein/die Hand die Finger/die Zehen/das Haar</p>	<p>Listen (to the song) Sing Is it ... or ...? What is it?</p> <p>parts of the body head shoulder(s) knee toe(s) eyes ears mouth nose</p> <p>Repeat again, please more slowly / more quickly more loudly / more quietly Simon says Touch your head / your shoulders etc. All right? All right</p> <p>Extension: (the) arm/leg/hand (the) fingers/toes/ toes/hair</p>	<p>der Kopf die Schulter (n) das Knie die Zeh(e) die Augen die Ohren der Mund die Nase Simon sagt</p> <p>Extension : der Arm das Bein die Hand die Finger die Zehen das Haar</p> <p>das geht</p>	<p>head shoulder(s) knee toe(s) eyes ears mouth nose Simon says</p> <p>Extension: (the) arm leg hand fingers toes hair</p> <p>All right</p>