

## Spiele und Lieder (Games and Songs)

### 1. 'Old Macdonald'

**Prior Knowledge:** It is helpful if children already know the song and actions for the English song *Old Macdonald had a farm* (or an alternative song)

#### Objectives

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

Appreciate stories, songs, poems and rhymes in the language

#### Support

Accept a physical response from children who are not ready to respond verbally.

#### Extension

Draw pictures of characters with labels for a class display.

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

#### Main

Play or sing *Onkel Tom*. Do children recognise the song and what it is about? Invite them to listen again and find the equivalent to e-i-e-i-o in German.

ICT opportunities: There are different versions of this song in German. You can find these by entering the German title into an internet search engine. You can also download pictures to illustrate the song and incorporate them into an interactive whiteboard presentation. A foreign language assistant or native speaker could record the song into the presentation. Later, use the presentation to show that some animal sounds in German are different from the English ones.

Show a flashcard or prop as you say the word for each of the animals. Remind children that if they want you to repeat a word or phrase, they can also use the phrase *Wiederholen Sie bitte*. Repeat, with children saying the words after you. Reinforce by playing games such as *Findet das Bild*. Place picture flashcards of the animals on the board.

Divide the class into two teams. One child from each team comes to the board. Call out some of the animals from the song eg *Schweine*.. The first child to find the correct picture wins a team point. Choose two new children for the next round.

Focus on the sound *au* (*laufen, Bauernhof, wau wau*) to support pronunciation.

Talk about the differences between the German and English versions of the song (see Teaching Tips).

Sing the song with actions. Children make a circle. A child is chosen to be *Onkel Tom* and stands in the middle of the circle. *Onkel Tom* then points to a few children before each new verse, to ask them to be the various animals and do the actions while singing the song. Other actions may be made up to show 'here, there, everywhere', etc.

#### **Grammar**

For teachers:

Plurals – the animals in this German version of the song are presented in the plural form (*Hund – Hunde, Schaf – Schafe, Schwein – Schweine, Tier – Tiere*).

Commands – if children ask the teacher to repeat, the command, or imperative, is different from the forms used by the teacher when speaking to an individual pupil or to

#### **Grammar**

For pupils:

No specific focus

#### **Phonics focus**

For teachers :

sch – **Schweine, Schafe**

ei – **einen**

ie – **viele, Tier(e), hier, Wiederholen, Sie**

u – **Hunde, rum, und, grunz**

ü – **überall, für**

ä – **mäh**

w – **Schweine**

#### **Phonics focus**

For children :

au – **laufen, Bauernhof, wau**

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<p>the whole class. The verb is used in the <i>Sie</i> form, which is the same as the infinitive, with the verb written in full – <i>wiederholen Sie</i>. Unlike the other two forms of command, the pronoun is also used, following the verb.</p> <p>Nouns – notice that all the nouns in the song are written with capital letters.</p>		<p>v – <i>viele</i></p> <p>h – <i>Hunde</i> (when 'h' precedes a vowel it is pronounced</p> <p>'d' as a final consonant is pronounced as a 't' – <i>Hund, und</i></p> <p>Notice the difference in pronunciation in the singular <i>Hund</i>, when the <i>d</i> is pronounced as a 't' and in the plural <i>Hunde</i>, when it retains the 'd' sound.</p>	
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"><li>• listen with care</li><li>• identify specific words</li><li>• identify sounds which are the same as or different from English</li><li>• understand a well-known children's game from a country where the language is spoken</li></ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></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><b>Music</b> – Key Stage 2</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>
<p><b><u>Throughout the week:</u></b></p> <ul style="list-style-type: none"><li>• Listen to the song and join in. Act out the song.</li></ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• Flashcards or props to represent animals in the song</li><li>• Internet</li><li>• Computer</li><li>• Song / words for <i>Onkel Tom</i>. One version of the song is:</li></ul> <p><i>Onkel Tom hat einen Bauernhof – hia hia hoh!</i> <i>Da laufen viele Hunde rum – hia hia hoh!</i> <i>Es macht wau wau hier und wau wau da</i></p>

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<b>Teaching Tips</b> <ul style="list-style-type: none"> <li>Children can use a feather duster or fly swatter to touch the correct picture on the board</li> <li>Differences to highlight in the song might be: <i>Da laufen viele Schweine rum – hia hia hoh!</i> (Lots of pigs are running around – e-i-e-i-o!)</li> </ul>		<p><i>Wau wau hier und wau wau da</i> <i>Wau wau überall.</i></p> <p><i>Da laufen viele Schweine rum – hia hia hoh!</i> <i>Es macht grunz grunz hier und grunz grunz da usw.</i></p> <p><i>Da laufen viele Schafe rum – hia hia hoh!</i> <i>Es macht mäh mäh hier und mäh mäh da usw.</i></p> <p><i>Da laufen viele Tiere rum – hia hia hoh!</i> <i>Es macht wau wau hier und grunz grunz da usw.</i></p> <p>(Old Macdonald had a farm – e-i-e-i-o! And on that farm there were some dogs – e-i-e-i-o! With a woof woof here and a woof woof there Here a woof, there a woof, everywhere a woof woof. ... some pigs ... some sheep ... some animals)</p>	
<b>Wortschatz für Lehrer</b>	<b>Teacher Language</b>	<b>Wortschatz für Schüler</b>	<b>Children's Language</b>
<p><i>Hört zu !</i> <i>Wiederholt bitte</i> <i>Macht eine Bewegung für (eg) ein Schwein!</i> <i>Schaut auf die Bilder !</i> <i>Findet das Bild !</i></p> <p><i>die Tiere</i> <i>Hier ist:</i> <i>Onkel Tom hat einen Bauernhof</i></p> <p><i>einen Hund (m)</i> <i>viele Hunde</i> <i>ein Schwein (n)</i> <i>viele Schweine</i> <i>ein Schaf (n)</i> <i>viele Schafe</i></p>	<p>Listen Repeat please Do an action for e.g. a pig Look at the pictures Find the picture</p> <p>the animals: Here is: Old Macdonald had a farm (literally: has a farm)</p> <p>a dog lots of dogs a pig lots of pigs a sheep lots of sheep</p>	<p><i>Da laufen viele Hunde rum</i> <i>hia hia hoh!</i></p> <p><i>Schweine</i> <i>Schafe</i> <i>Tiere</i></p> <p><i>Es macht</i> <i>hier</i> <i>da</i></p>	<p>Lots of dogs are running around e-i e-i-o!</p> <p>pigs sheep animals</p> <p>It makes (the sound) here there</p>

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<i>ein Tier (n)</i> <i>viele Tiere</i>	an animal lots of animals		
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