

## Die vier Freunde (The Four Friends)

### 2. Animal characters

**Prior Knowledge:** It is helpful if the children can recall some animal words.

<p><b><u>Objectives</u></b></p> <p>Explore the patterns and sounds of language and link the spelling, sound and meaning of words.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Understand basic grammar appropriate to the language being studied, <b>such as (where relevant): feminine, masculine and neuter forms</b> and the conjugation of high-frequency verbs; <b>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.</b></p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p><b><u>Support</u></b></p> <p>Be aware that some children may need time and/or support to fully understand the concept of the game <i>Wiederholt, wenn es richtig ist</i>.</p> <p>Some children may prefer to use the animal name with the verb rather than the pronoun.</p> <p><b><u>Extension</u></b></p> <p>Combine the adverbs <i>schnell</i> (quickly), <i>langsam</i> (slowly) with classroom instructions to add enjoyment to the activity e.g. <i>Schafe, steht langsam auf!</i> (Sheep, stand up slowly!)</p> <p>Play Pelmanism with <i>written</i> animal and verb cards.</p> <p>Put animal and verb word cards in alphabetical order.</p>	<p><b><u>Main</u></b></p> <p>Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters, e.g. <i>Schafe, steht auf!</i> (Sheep, stand up!)</p> <p>Highlight verbs of movement in the story e.g. <i>das Pferd galoppiert</i> (the horse gallops) and ask children for an appropriate mime.</p> <p>Ask a child to volunteer to mime a verb. The others must guess which verb it is and give the answer in a short sentence using the pronoun <i>sie / es</i>, e.g. <i>es galoppiert</i> . Remind children of the use of the <i>er</i> and <i>sie</i> pronouns in Unit 4 (see Teaching Tips and Grammar for Teachers) and explain that <i>es</i> is another pronoun. The child who guesses correctly then does a mime for the class. You may like to introduce or revise other verbs here, such as <i>tanzen / spielen</i>.</p> <p>Read out the story again and ask children to put their fingers to their lips each time they hear the <i>Pf</i> sound (e.g. <i>Pferd</i> (horse), <i>pflücken</i> (to pick), <i>Klopf</i> (knock), <i>Kopf</i> (head), <i>Apfel</i> (apple), <i>hüpft</i> (hops)) or the <i>chen</i> sound (e.g. <i>Kaninchen</i> (rabbit)).</p> <p>Show the children a familiar word starting with <i>sch</i> such as <i>Schaf</i> or <i>schnell</i>. Ask them to work out how these words begin. Can they create a rule for the <i>sch</i> sound in German? They can discuss this with their partner.</p> <p>Create a page in the sound bank for any new sounds and add the new words, and any other words the children have encountered with these sounds.</p> <p>Introduce some written phrases using either the interactive whiteboard or some large text cards. Play <i>Wiederholt, wenn es richtig ist</i> again but, this time, children read aloud only if a phrase appears in the story, eg <i>das Pferd galoppiert</i>. If a phrase does not appear in the story, eg <i>Das Schaf galoppiert</i>, the children remain silent. Stress the phonic focus <i>Pf</i> (<i>Pferd, pflücken, Klopf, Kopf, Apfel, Mampf</i>).</p> <p>Children play Pelmanism, matching animal pictures and text verb cards.</p> <p>Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence e.g. <i>das Schaf rennt</i> (the sheep runs).</p>	
<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Pronouns – <i>er</i> replaces masculine</p>	<p><b>Grammar</b></p> <p><u>For children :</u></p> <p>Pronouns – <i>sie / es</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>au – <i>Maus</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>sch – <i>Schaf, schnell</i></p>

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<p>(<i>der</i>) nouns; <i>sie</i> replaces feminine (<i>die</i>) nouns; <i>das</i> replaces neuter (<i>das</i>) nouns.</p> <p>Nouns, singular and plural (NB: <i>die</i> is used as the definite article for all plural nouns – eg: <i>die Freunde, die Kaninchen</i>).</p> <p>Plurals are formed in different ways in German. In these examples, the noun adds <i>e</i> (<i>die Schafe, die Pferde</i>); the noun doesn't change its spelling (<i>die Kaninchen</i>); and the noun adds an umlaut and <i>e</i> (<i>die Mäuse</i>).</p> <p>Imperatives – classroom instructions <i>steht auf, setzt euch, wiederholt</i>.</p> <p>3<sup>rd</sup> person singular of following verbs – <i>geht, sieht, sagt, versucht, galoppiert, steigt, rennt, steht, hüpf, streckt ... aus, ruft, klettert, trippelt</i>.</p>	<p>Extension: Adverbs – <i>schnell, langsam</i></p>	<p>sch / sp / st – <b><i>schön, Schaf, schwarz, spazieren, schnell, steig</i></b></p>	<p>pf – <b><i>Pferd, Klop, Kopf, Apfel, Mampf</i></b> chen – <b><i>Kaninchen</i></b></p>
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<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• repeat words and phrases modelled by the teacher</li> <li>• begin to use pronouns <i>sie/es</i> in simple sentences</li> <li>• identify and read simple phrases</li> <li>• match words and pictures</li> </ul>		<p><b><u>New National Curriculum Links</u></b></p> <p><b>English</b></p> <p><u>Sentence structure</u> – Year 4</p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p><u>Terminology for pupils</u> – Year 4</p> <p>pronoun, possessive pronoun, adverbial</p>	
<p><b><u>Throughout the week:</u></b></p> <p>Try practising the verbs of movement and the adverbs as part of a PE warm-up.</p>		<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• The text of the story <i>Die vier Freunde</i></li> <li>• Picture flashcards, props or interactive whiteboard presentation for telling the story</li> <li>• SCH word cards</li> <li>• Picture flashcards and large text cards for the animals in the story</li> <li>• Text cards or IWB for verbs of movement in the story</li> <li>• Sets of small animal pictures and text verb cards</li> </ul>	
<p><b><u>Teaching Tips</u></b></p> <ul style="list-style-type: none"> <li>• Children learnt <i>Er/Sie</i> (He/She) in Unit 4, Section 5. The same words, along with <i>Es</i>, are used to mean 'it'.</li> <li>• Allow children to choose their own actions for the verbs and animals.</li> <li>• When showing the written form, encourage children to make comparisons with the word which may appear similar to English but be pronounced quite differently (e.g. <i>galoppiert</i> / gallops)</li> <li>• As a quick warm-up, ensure children are clear on verbs and nouns by calling out a word in German – either an animal or a verb – and children perform an appropriate action (e.g. hands on heads for a noun, run on the spot for a verb).</li> <li>• In activity 3 pupils may find it helpful if the nouns and corresponding pronouns are presented on colour-coded backgrounds (e.g. <i>die Maus</i> and <i>sie</i> together; <i>das Kaninchen</i> / <i>das Schaf</i> / <i>das Pferd</i> and <i>es</i> together)</li> </ul>			
<b><i>Wortschatz für Lehrer</i></b>	<b>Teacher Language</b>	<b><i>Wortschatz für Schüler</i></b>	<b>Children's Language</b>
<p><i>Ich werde euch in vier Gruppen teilen</i></p> <p><i>Steht auf !</i></p> <p><i>Setzt euch !</i></p> <p><i>Dreht euch um!</i></p> <p><i>Springt!</i></p>	<p>I'm going to split you into four groups</p> <p>Stand up!</p> <p>Sit down!</p> <p>Turn around!</p> <p>Jump!</p>	<p><i>Das Kaninchen / die Kaninchen</i></p> <p><i>Das Pferd / die Pferde</i></p> <p><i>Das Schaf / die Schafe</i></p> <p><i>Die Maus / die Mäuse</i></p>	<p>rabbit / rabbits</p> <p>horse / horses</p> <p>sheep / sheep</p> <p>mouse / mice</p>

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<p>Schreibt !</p> <p>Das Kaninchen / die Kaninchen  Das Pferd / die Pferde  Das Schaf / die Schafe  Die Maus / die Mäuse</p> <p>Wiederholt, wenn es richtig ist!  Das Kaninchen <b>hüpft</b>  Das Pferd <b>galoppiert</b>  Das Schaf <b>rennt</b>  Die Maus <b>trippelt</b></p>	<p>Write!</p> <p>rabbit(s)  horse(s)  sheep  mouse / mice</p> <p>Repeat if it's true!  The rabbit <b>hops</b>.  The horse <b>gallops</b>.  The sheep <b>runs</b>.  The mouse <b>scurries</b>.</p>	<p>Das Kaninchen <b>hüpft</b>  Das Pferd <b>galoppiert</b>  Das Schaf <b>rennt</b>  Die Maus <b>trippelt</b>  Sie / es ...</p>	<p>The rabbit <b>hops</b>.  The horse <b>gallops</b>.  The sheep <b>runs</b>.  The mouse <b>scurries</b>.  It ...</p>
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