

Schulbeginn (Back to School)

3. Making sentences

Prior Knowledge: It is helpful if children already know how to form the negative.

<p><u>Objectives</u></p> <p>Explore the patterns and sounds of language through songs and rhymes 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, 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.</p>	<p><u>Support</u></p> <p>Some children will require a vocabulary sheet/gap fill to support their writing.</p> <p><u>Extension</u></p> <p>Some children could use a dictionary to find other verbs to complete their sentences.</p>	<p><u>Main</u></p> <p>Revise the verbs in the first person singular (<i>ich schreibe, ich zeichne etc</i>) from session 2 using the same sequence of gestures and spoken words.</p> <p>Display the poem from session 2 and read it as a class. Encourage the children to use appropriate intonation.</p> <p>Highlight the sentences <i>Ich schreibe nicht so gern</i> and <i>Ich habe einen Bleistift</i>. Read the sentences aloud and ask the children how many times they heard the sound <i>ei</i>. Ask them to find the words in which this sound appears (<i>schreibe, einen, Bleistift, ein, mein, nein, zeichne</i>).<i>Add these words to the page in the word bank.</i></p> <p>Underline the first syllable in <i>Schulbeginn</i> and ask the children if they can remember what sound the <i>u</i> makes. Using the copies of the poem annotated in session 2, children work in pairs to find and mark other instances of this sound (<i>juhu, Kuli, super</i>). Compare answers as a class by asking children to highlight the sound in the poem on the board.</p> <p>Select a group of children and give each one a word card from the text <i>Schulbeginn – ach nein! Ich schreibe nicht (so) gern</i>. Tell the children to get into the right order to make the Human Text. Ask the rest of the class if they agree with the final order. Encourage them to make any necessary changes then ask them to chorus the text.</p> <p>Ask the child holding the <i>nicht</i> card to turn it around so the word is not visible. Ask the class to read the text again including the missing word. Continue asking one child at a time to turn their card away until the class can ‘read’ the whole text without any words showing.</p> <p>Show the whole text again. Hold up the word card for <i>zeichne</i>. Ask the children what type of word it is. If we wanted to make a new text with this word in, where would it go? Which word would we exchange it for? Give the word card to a child and ask them to stand in the correct place in the Human Text. Chant the new text as a class using appropriate intonation. Repeat with a different verb from activity 1.</p> <p><u>ICT Opportunities:</u> Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.</p> <p>Give children thinking time in pairs to make a new text orally using a verb from the first activity. Ask pairs to say their text to another pair who comment on intonation / pronunciation. Invite some to say their texts to the class.</p> <p>Select one of the new texts and write it on the board. Ask the children: if you wanted to make a text that meant the opposite of this, which word(s) would you change or remove? (<i>Ach nein!</i> and <i>nicht</i>). Give the children thinking time in pairs to work out the spelling of <i>Juhu!</i> on mini whiteboards then ask for suggestions. Encourage the children to write <i>juhu</i> in the air whilst chanting <i>juhu, J, U, H, U</i>.</p> <p>Ask the children if they can spell <i>gern</i> from memory. Encourage the children to write <i>gern</i> in the air whilst chanting <i>gern, G, E, R, N</i>.</p> <p>Children use mini whiteboards to write at least one sentence with <i>gern</i> and at least one with <i>nicht gern</i> and then transfer one of each of these to their mini books from session 1.</p>	
Grammar focus	Grammar focus	Phonics focus	Phonics focus

Schulbeginn (Back to School)

3. Making sentences

<u>For teachers:</u> Negatives – remember the order of the words in the sentence <i>Ich + verb gern</i> (I like ...ing) <i>Ich + verb nicht gern</i> (I don't like ...ing)	<u>For children:</u> Remind children of the final e on these verbs when used with <i>ich</i> – <i>ich schreibe, ich zeichne, ich messe etc.</i>	<u>For teachers:</u> No specific focus	<u>For children:</u> ei – <i>schreibe, einen, ein, Bleistift, nein, mein, zeichne</i> u – <i>Schulbeginn, juhu, Kuli, super</i>
---	---	---	---

Schulbeginn (Back to School)

3. Making sentences

<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">• create simple sentences using a model• identify individual phonemes in words and phrases• remember a sequence of spoken words		<u>New National Curriculum Links</u> English Reading - Years 3 - 4 Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	
<u>Throughout the week:</u> Finish the mini books and illustrate them. Children swap books and read them aloud, missing out the person's name, for the class to guess Who's Who?		<u>Resources</u> <ul style="list-style-type: none">• Flash cards of the verbs from session 2• Poem from session 2• Children annotated copies of the poem from session 2• Text cards for building Human Text <i>Schulbeginn, ach nein! Ich schreibe nicht (so) gern</i>• Text cards for verbs and <i>juhu</i>• Mini whiteboards• Children mini books from session 1	
<u>Teaching Tips</u> <ul style="list-style-type: none">• By Year 4, children will be used to giving constructive feedback to classmates• As the <i>so</i> in <i>nicht so gern</i> is optional, it may be best to present the sentence building exercise without this word			
Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<i>der Schulbeginn</i> <i>juhu</i> <i>Hier ist</i> <i>ich habe</i> <i>einen Kuli</i> <i>ein Lineal</i> <i>einen Bleistift</i> <i>ach nein!</i> <i>Ich schreibe / messe / zeichne</i> <i>singe / male aus / lese</i> <i>Ich schreibe / messe / zeichne / singe / lese gern</i> <i>Ich male gern aus</i>	the beginning of the school year yippee Here is I have ... un pen a ruler a pencil oh no ! I write / measure / draw / sing / colour in / read I like writing / measuring / drawing / singing / reading I like colouring in	<i>Ich schreibe / messe / zeichne</i> <i>singe / male aus / lese</i> <i>Ich schreibe / messe / zeichne / singe / lese gern</i> <i>Ich male gern aus</i> <i>Ich schreibe nicht (so) gern etc</i>	I write / measure / draw / sing / colour in / read I like writing / measuring / drawing / singing / reading I like colouring in I don't (really) like writing etc

Schulbeginn (Back to School)

3. Making sentences

<i>Ich schreibe nicht (so) gern etc</i> <i>prima / toll / super</i> <i>wunderbar</i> <i>Lest das Gedicht</i> <i>Macht einen Satz</i> <i>Stellt euch in die richtige Reihenfolge</i> <i>Ist das richtig?</i> <i>Schreibt!</i>	I don't (really) like writing etc great / great / super wonderful Read the poem Make a sentence Get yourselves into the right order Is that right? write		
---	---	--	--