

Karneval der Tiere (Carnival of the Animals)

1. Meeting the animals

Prior Knowledge: It is helpful if children already know the names of some animals

Objectives

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

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Support

Some children may not yet be ready to give a verbal response. Allow them to give the action instead of the word.

Extension

Encourage children to give a reason for their choice of animal, e.g. *Es geht langsam* (slow), *schnell* (quick), *es ist groß* (big), *klein* (small) *stark* (strong).

Children make a word bank for different animals.

Main

Ask children which names of animals they know in German. Play an extract from the Carnival of the Animals and ask children to discuss in pairs which animal they think it is. Play it again and ask children to give reasons for their answers. Explain about this piece of music and that they are going to learn the names in German of animals it characterises.

ICT Opportunities: Create a flipchart or notebook page on the interactive whiteboard with embedded sound files of animals and music clips by Saint Saëns.

Introduce the names of the animals with pictures or actions by using the teaching sequence below: *der Löwe, der Hahn, der Fisch, der Kuckuck, der Elefant, der Esel, der Vogel, der Schwan, die Schildkröte, die Henne, das Känguru*.

Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, as you say the word. Children listen and point to their corresponding mini-flashcard.

Show a large flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard.

ICT Opportunities: Play 'Guess the animal' with hidden pictures using the jigsaw / eraser tool / spotlight tool.

Play *Wiederholt, wenn es richtig ist*. Say the word and hold up a flashcard. If the two match, children repeat. If not, they remain silent.

Play 'Name that Tune'. Divide the class into two teams and play the first bars of each musical extract. Ask *Welches Tier ist das?* (Which animal is it?) Children respond by saying which animal they have heard.

ICT Opportunities: Set up to play Name that Tune as a podcast – play music, then ask *Welches Tier ist das?*, leave a pause and then give correct answer – did you get it right?

Write the words *Känguru, Schildkröte* and *Löwe* on the board and say them to reinforce correct pronunciation. Write up *Fisch, Schildkröte* and *Schwan* and use these to practise the *sch* sound.

ICT Opportunities: Create a flipchart or notebook page with pictures of *ä* and *ö* words, with sound files of words embedded into pictures. Children sort into *ä* and *ö* categories on board and can listen to words if they are unsure.

Sing the song *Kuckuck, Kuckuck, ruft's aus dem Wald* (Cuckoo, cuckoo calls from the forest) or play a recording. Children do an action when they hear the *w* sound or the *ä* sound. Sing the song again and encourage them to join in.

Play 'Human Phonemes' to help the children build phonetically regular words. Give out large phoneme cards such as *w, au, m, a, f, il, d* and *sch*, say a word and ask the children to arrange themselves to form that word. Possible words to include are: *Wald, Schaf, Maus* and *wild*.

Karneval der Tiere (Carnival of the Animals)

1. Meeting the animals

Grammar <u>For teachers:</u> See Grammar for children	Grammar <u>For children:</u> Answering questions – <i>Welches Tier ist das ?</i> (Extension) – adjectives – <i>es ist langsam, schnell, stark, groß, klein</i> Genders – examples of masculine nouns (<i>der</i>), feminine (<i>die</i>) and neuter (<i>das</i>)	Phonics focus <u>For teachers:</u> h – silent h in the middle of the word, but pronounced at the start - <i>Hahn</i> v – <i>Vogel</i> d – pronounced as <i>t</i> at the end of a word – <i>Wald, bald, Held</i>	Phonics focus <u>For children:</u> ä – <i>Känguru, Wälder</i> ö – <i>Löwe, Schildkröte</i> w – <i>Löwe, Schwan, Wald</i> sch – <i>Fisch, Schildkröte, Schwan</i>
<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none"> name some animals give a physical response to something they hear 		<u>New National Curriculum Links</u> Music – Key Stage 2 Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers	
<u>Throughout the week:</u> Practise animal names through games such as charades.		<u>Resources</u> <ul style="list-style-type: none"> Extracts from <i>Carnival of the Animals</i> Mini picture flashcards of animals for children Large picture flashcards of animals The words of the song <i>Kuckuck, Kuckuck, ruft's aus dem Wald</i>: <i>Kuckuck, Kuckuck, ruft's aus dem Wald. Lasset uns singen, tanzen und springen. Frühling, Frühling wird es nun bald.</i> <i>Kuckuck, Kuckuck, läßt nicht sein Schrei'n: Kommt in die Felder, Wiesen und Wälder! Frühling, Frühling stelle dich ein!</i> <i>Kuckuck, Kuckuck, trefflicher Held, Was du gesungen ist dir gelungen. Winter, Winter räumt das Feld.</i> (Cuckoo, cuckoo, calls from the forest,	

Karneval der Tiere (Carnival of the Animals)

1. Meeting the animals

Let us sing, dance and jump,
Springtime, springtime will be here soon.

Cuckoo, cuckoo, doesn't stop calling
Come into the fields, meadows and forests,
Springtime, springtime come along!

Cuckoo, cuckoo, splendid hero,
What you have sung has now happened,
Winter, winter, is leaving the field.)

Teaching Tips

- Some animal names were covered in Units 2 & 5 and can be incorporated into activities in this unit.
- The composer of *Carnival of the Animals*, *Camille Saint-Saëns* was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces which represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saens can be obtained by using an internet search engine.
- Children may find it helpful to be introduced to all the masculine (*der*) nouns first, then the feminine (*die*) and neuter (*das*). It may also be helpful if the genders are colour-coded – ie: all masculine nouns presented on the same coloured background, for example.
- As an alternative to using mini-picture flashcards, animal mimes can be used.
- When working on a phonic focus such as *w* or *ö*, demonstrate the shape that the mouth makes when making the sound. Get children to practise in front of a mirror.

- Mirrors
- Flipchart or notebook page with embedded sound files of animals and music clips by Saint Saëns
- Jigsaw / eraser / spotlight tools on the interactive whiteboard
- Flipchart or notebook page with pictures of *ä* and *ö* words, with sound files of words embedded into pictures
- Recording of the song *Kuckuck, Kuckuck, ruft's aus dem Wald*

Karneval der Tiere (Carnival of the Animals)

1. Meeting the animals

<i>Wortschatz für Lehrer</i>	Teacher Language	<i>Wortschatz für Schüler</i>	Children's Language
<i>Hört gut zu</i>	Listen carefully	<i>der Löwe</i>	the lion
<i>Welches Tier ist das ?</i>	Which animal is it?	<i>der Hahn</i>	the cock
<i>Es geht langsam/schnell</i>	It goes slowly/fast	<i>der Elefant</i>	the elephant
<i>Es ist groß/klein</i>	it's big/small	<i>das Känguru</i>	the kangaroo
<i>Es ist stark</i>	it's strong	<i>der Fisch</i>	the fish
<i>der Löwe</i>	the lion	<i>der Kuckuck</i>	the cuckoo
<i>der Hahn</i>	the cock	<i>der Esel</i>	the donkey
<i>der Elefant</i>	the elephant	<i>der Vogel</i>	the bird
<i>das Känguru</i>	the kangaroo	<i>die Schildkröte</i>	the tortoise
<i>der Fisch</i>	the fish	<i>die Henne</i>	the hen
<i>der Kuckuck</i>	the cuckoo	<i>der Schwan</i>	the swan
<i>der Esel</i>	the donkey		
<i>der Vogel</i>	the bird		
<i>die Schildkröte</i>	the tortoise		
<i>die Henne</i>	the hen		
<i>der Schwan</i>	the swan		