## 4. Animal descriptions

**Prior Knowledge:** It is helpful if children already know the function of adjectives

| Objectives | Support | Main |
| --- | --- | --- |
| Describe people, places, things and actions orally and in writing.<br><br>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. | Accompany each new adjective with a picture/ illustration and ensure the meaning of the words is understood.<br><br>Some children might only work with masculine animals to start with.<br><br>**Extension**<br><br>Children write new sentences using other known adjectives, e.g. colours. | Display pictures of animals. Show children a selection of adjectives on word cards, e.g. *stark, langsam, schnell, groß, klein.*<br><br>Ask children what they think these words mean.  (Remind them of adjectives from Unit 9). Give clues with actions. Ask children to come out and stick the adjectives next to the animal they think they describe.<br><br>Introduce some new adjectives in the same way, e.g. *schüchtern* (shy)*, wild* (fierce)*.* Ask children to mime these.<br><br>Divide the interactive whiteboard board in three. As children suggest nouns, write the name in blue in one column if they are masculine, in red in the next column if they are feminine and in green in the third column if they are neuter. Ask children if they can guess why the names have been written up in three groups. Explain that some are masculine, some are feminine and some are neuter nouns.  If appropriate to the group, use the German terms *Maskulinum / Femininum / Neutrum.*<br><br>Refer back to *groß* and *klein.* Display these on word cards written in black. Ask the question *Wie ist der Elefant?* Describe the animals in a sentence *Der Elefant ist groß.* Repeat for another masculine animal e.g.  *Der Fisch ist klein.* Make a point of moving across to the middle of the board to focus on the feminine word. Ask the question *Wie ist die Schildkröte*? Give a description, e.g. *Die Schildkröte ist langsam.* Encourage the children to listen for the clues that it's a feminine word e.g. *die.* Repeat with the neuter word, asking the question *Wie ist das Känguru? Das Känguru ist schnell.*<br><br>ICT Opportunities:  Alternatively, draw three rectangles on the interactive whiteboard, one in each colour. As children suggest animals, type them in black. Change the colour of the definite or indefinite article to white (or the colour of the background outside the coloured rectangles) so that it is invisible until moved into the coloured rectangle.<br><br>As a whole class, practise building sentences on the board with a large set of word cards.<br><br>ICT Opportunities:  Make a grid on the interactive whiteboard and model sentences by dragging elements into the right cell of the grid. |

| Grammar | Grammar | Phonics focus | Phonics focus |
| --- | --- | --- | --- |

## *Karneval der Tiere* (Carnival of the Animals)

### 4. Animal descriptions

| For teachers: | For children: | For teachers: | For children: |
|---|---|---|---|
| (See Grammar for children) | Definite article – children should be familiar with *der* (masculine), *die* (feminine) and *das* (neuter), all meaning 'the'.<br><br>Asking questions – *Wie ist der Elefant ?* Remind children of the rising intonation which indicates the question. | d – pronounced a *t* at the end of the word - *wil**d*** | sch – ***sch**üchtern*<br><br>st (sounds like 'scht'- ***st**ark* |

| **Learning Outcomes** | **New National Curriculum Links** |
|---|---|
| Children can:<br><br><ul><li>understand and say a number of adjectives</li><li>understand that German has masculine, feminine and neuter nouns and use language such as *der/die/das* to tell the difference</li><li>understand how to build a simple sentence</li></ul> | **ENGLISH**<br><br>Writing - Years 3-4<br><br>Pupils should be taught to draft and write by:<ul><li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li></ul> |

| **Throughout the week:** | **Resources** |
|---|---|
| Sing *Onkel Tom hat einen Bauernhof* (see Unit 2). | <ul><li>Pictures of the animals</li><li>Word cards for the adjectives</li><li>Music by Camille Saint-Saëns: *Carnival of the Animals*</li></ul> |

# *Karneval der Tiere* (Carnival of the Animals)

## 4. Animal descriptions

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**Teaching Tips**

- Introduce new adjectives with a picture or action and always check that all children understand the meaning.

- Ensure that you stick to the colour code you have established for masculine, feminine and neuter.

- Build up a bank of question words which the children have now encountered and refer to these regularly – *wer, wie, welches, was.*

- The song *Alle Vögel sind schon da* is a traditional song, which is useful for the phonic sounds *v, w, ü* and *ö* and also offers many verbs for making music.

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- Words to the song  *Alle Vögel sind schon da*:

*Alle Vögel sind schon da, alle Vögel, alle!*
*Welch ein Singen, Musiziern, Pfeifen, Zwitschern, Tiriliern!*
*Frühling will nun einmarschiern,*
*Kommt mit Sang und Schalle.*

(All birds are there already, all birds, all!
What singing, music making, whistling, twittering, trilling!
Spring wants to march in now,
Comes with song and sound.)

- Drag and drop function on the interactive whiteboard

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| *Wortschatz für Lehrer* | Teacher Language | *Wortschatz für Schüler* | Children's Language |
|---|---|---|---|
| *Wie ist der Elefant / die Schildkröte / das Känguru?* | What is the elephant / the tortoise / the kangaroo like? | *Der Elefant ist ...* | The elephant is… |
| *groß* | big | *Die Schildröte ist ...* | The tortoise is … |
| *klein* | small | *Das Känguru ist ...* | The kangaroo is … |
| *wild* | fierce | *groß* | big |
| *schüchtern* | shy | *klein* | small |
| *langsam* | slow | *wild* | fierce |
| *schnell* | fast | *schüchtern* | shy |
| *stark* | strong | *langsam* | slow |
| *See animal vocabulary from Session 1.* | | *schnell* | fast |
| | | *stark* | strong |
| | | *See animal vocabulary from Session 1.* | |