

Karneval der Tiere (Carnival of the Animals)

6. Guess the animal

Prior Knowledge: It is helpful if children already know the names of some animals and how to describe them

Objectives

Read carefully and show understanding of words, phrases and simple writing

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Describe people, places, things and actions orally and in writing.

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.

Support

Some children may benefit from a writing frame, or could select from a choice of printed words on word cards to construct sentences.

Extension

Encourage children to recycle a greater range of vocabulary from previous units. Adjectives could be linked using *und* (and).

Main

Briefly revise questions and answers about animals by playing Secret Signal e.g.

Welches Tier ist das?

Es ist der Löwe.

Wie ist der Löwe?

Der Löwe ist wild !

Wo lebt der Löwe?

Der Löwe lebt in der Savanne.

Wie ist es in der Savanne ?

Es ist groß.

Remind children of the game Guess Who from Unit 4 session 5. You say *Ratet mal ! Welches Tier ist das? Das Tier ist braun. Es ist wild. Es lebt in der Savanne. Welches Tier ist das?* Children discuss quickly with a partner then respond *der Löwe*. Play again with *der Elefant*.

Repeat the game with *die Schildkröte* and *das Känguru*.

Ask a confident child to lead the game. Children work in pairs to play the game taking it in turns to give clues and to guess.

On the board display the following clues. Read them aloud to the children. *Das Tier ist schwarz. Es ist klein. Es hat vier Beine. Es galoppiert. Es lebt auf dem Bauernhof. Welches Tier ist das?* Ask the children to respond and then ask what helped them to guess. Draw attention to *es hat vier Beine* and to the verb. Encourage the children to recall other verbs from Unit 5 (*hüpft, rennt, trippelt*) and ask them to help spell these as you write them on the board.

Ask children to use knowledge from previous sessions and suggest the spelling of *Tier*. Discuss responses and establish that the *e* sound is made by *ie*.

As a class, construct written clues for *die Henne*. *Sie ist braun / weiß. Sie ist klein. Sie hat zwei Füße. Sie rennt. Sie lebt auf dem Bauernhof.* Repeat with *der Elefant*. (*Er ist grau. Er ist groß. Er hat vier Beine. Er geht langsam. Er lebt in der Savanne.* Encourage children to articulate what needs to change to make the clues appropriate for each animal – ie: *sie* is used for *die Henne*, *er* is used for *der Elefant*. (see Grammar for Teachers)

Children construct their own written clues for one of the animals.

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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Subject pronouns – when referring to a neuter word such as <i>das Tier</i> or <i>das Känguru</i>, the correct subject pronoun is <i>es</i>.</p> <p>If referring to a masculine noun such as <i>der Löwe</i>, use <i>er</i>; if referring to a feminine noun such as <i>die Henne</i>, use <i>sie</i>.</p> <p>If pupils find this difficult, present each example as a guessing game, and refer to <i>das Tier</i>, using <i>es</i> as the pronoun.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>Subject pronouns – <i>er / sie / es</i>. Remind children that these words do not just refer to people, they can also refer to things (and animals!). <i>Er</i> is used for masculine nouns, <i>sie</i> is used for feminine nouns, and <i>es</i> is used for neuter nouns.</p> <p>Verbs – third person singular – <i>er/sie/es ist / lebt / rennt / hüpf / galoppiert / trippelt / hat</i></p> <p>Asking questions – <i>Welches Tier ist das? Wie ist der Löwe? Wo lebt der Löwe? Wie ist es in der Savanne?</i></p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>w – wo, wie, welches, Löwe, Wald, wild</p> <p>ie – Tier</p>
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • understand simple role plays • ask and answer questions on different topics • perform in front of an audience 	<p><u>New National Curriculum Links</u></p> <p>ENGLISH</p> <p><u>Writing</u> - Years 3-4</p> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • organising paragraphs around a theme. 		

<p><u>Throughout the week:</u></p> <p>Play <i>Ratet mal! Welches Tier ist das?</i>.</p> <p>Create neat copies of the clues with images in a lift-the-flap type presentation and use these for an</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Language imported from previously saved presentations
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interactive class display.	or interactive whiteboard files
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Play a simple game of <i>Frage oder Antwort</i>? Call out a series of questions or answers and ask pupils to respond by drawing a question mark in the air if they think it is a question, or by folding their arms if they think it is an answer. When they are confident, ask them to do this with their eyes shut. Discuss what clues help them work out it was a question (eg: question word, rising intonation). • Pupils could also be provided with a set of question cards and a set of answer cards which they have to match up, as a prelude to supplying their own information. • Remind pupils of question words encountered so far and add <i>Welches</i>? 	

Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<i>See language from previous sessions.</i> <i>Ratet mal ! Welches Tier ist das?</i> <i>Frage oder Antwort?</i>	Guess! Which animal is it? Question or answer?	<i>und</i> <i>See language from previous sessions.</i>	and

End of Unit Activities			
<ul style="list-style-type: none"> • to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> • Children perform their pieces to the class. • Class evaluate the performances. They discuss effects and how they were achieved. 	<ul style="list-style-type: none"> • take part in a performance in front of an audience 	<ul style="list-style-type: none"> • Follow up: Performances are repeated in a show for Year 3 children.