

## Wie ist das Wetter? (What's the weather like?)

### 1. What's the weather like?

**Prior Knowledge:** It is helpful if children already know the numbers 1-10; the months of the year; negative numbers; how to read simple scales and thermometers

#### Objectives

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

Appreciate stories, songs, poems and rhymes in the language.

#### Support

Allow children to play some of the games in pairs as appropriate.

Ensure children who are not confident in speaking can still participate in games by using a physical response.

#### Extension

Children make up a rap or song using the place names and weather phrases.

#### Main

Introduce the question *Wie ist das Wetter?* and the weather phrases with pictures, flashcards and actions. Say a phrase and children do the action; you show a flashcard and children say the phrase and do the action.

Ask the children to listen carefully to the weather phrases and see if they can hear two that have an *ei* sound (*schneit* and *heiß*).

Show children a map of Germany, Austria and Switzerland on which you have marked the following places. These have been chosen because they rhyme with or have similar sounds to the weather phrases: Remscheid (*schneit*); Mittenwald (*kalt*); Köln (*schön*); Schleswig (*windig*); Leipzig (*sonnig*); Regensburg (*regnet*); Frankfurt (*friert*); Schweiz (*heiß*).

ICT Opportunities: Maps can be found in the resource bank of the interactive whiteboard.

In pairs or small groups, give children a few minutes to see if they can work out what the weather is like in each place. Explain that the weather phrase rhymes with the name of the town, region or country.

Do a clapping rhyme to practise asking and answering for example: *Wie ist das Wetter in Köln? In Köln ist es schön* and so on. Use a large map of Germany with key towns marked. Invite children to place appropriate weather symbols on the map.

ICT Opportunities: Use the drag and drop facility on the interactive whiteboard to encourage children to place appropriate weather symbols on the map.

Play *Zeigt mir*. Each child makes or is given a set of cards with weather symbols. On the instruction *Zeigt mir – es ist schön* for example, they find the correct card and hold it up.

Play *Findet das Bild*. Invite two children to the front. Attach weather pictures or flashcards to the board within easy reach. Call out a weather phrase and children race to see who can touch the correct picture first. The winner stays at the board to have another turn.

Display all the words with the *ei* sound on the board and ask children to tell you what they have in common. Give children a few moments to discuss in pairs and then invite children to highlight the *ei* sound in the different words, e.g. *schneit, heiß, Leipzig, Schweiz, Remscheid*. What do children notice about the spelling of this sound? Add these words to the *ei* page in the class sound bank. Repeat with *ö* (*schön, Köln*), *ig* (*sonnig, windig*), *ie* (*friert*)

Play 'Pass the Phrase'. Organise children into teams of about six. Teams stand in lines. Whisper a different weather phrase to player 1 in each team. On the signal *eins, zwei, drei* player 1 traces the appropriate weather symbol on the back of player 2. The phrase is passed from back to back along the line. When the last player receives the phrase, the team sits down. When all teams are sitting down ask player 6 from each team to say their phrase aloud.

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<p><b>Grammar</b></p> <p><u>For teachers:</u></p> <p>Weather expressions – this lesson presents two ways of saying what the weather is like. The first uses the verb ('it's snowing / raining / freezing' – <i>es schneit / regnet / friert</i>) as in English.</p> <p>The second uses <i>is</i> as in English - 'It is + adjective' ('It is cold / hot / fine / windy / sunny'). The structure uses <i>Es ist</i> + adjective (<i>Es ist sonnig</i>).</p> <p>Prepositions – <i>in</i> is used with a town name to translate 'in' (<i>in Köln</i>). With the country 'Switzerland' <i>in der</i> is used (<i>in der Schweiz</i>).</p> <p>Word order – if the name of the town or country is placed at the beginning of the sentence, the verb must come next: <i>In Regensburg regnet es; in der Schweiz ist es heiß</i>.</p>	<p><b>Grammar</b></p> <p><u>For children:</u></p> <p>Asking questions – remind pupils of the rising intonation in the question <i>Wie ist das Wetter?</i></p>	<p><b>Phonics focus</b></p> <p><u>For teachers:</u></p> <p>w – <i>wie, Wetter, windig, Schweiz, Mittenwald, Schleswig</i></p> <p>sch – <i>schneit, Schweiz, Remscheid, Schleswig</i></p> <p>s (pronounced as z at the start of the word) – <i>sonnig</i></p> <p>z – <i>blitzt, Schweiz, Leipzig</i></p>	<p><b>Phonics focus</b></p> <p><u>For children:</u></p> <p>ö – <i>schön, Köln</i></p> <p>ei – <i>heiß, Schweiz, schneit, Remscheid, Leipzig</i></p> <p>ie – <i>friert, wie</i></p> <p>ig – <i>windig, sonnig, Schleswig, Leipzig</i></p>
<p><b><u>Learning Outcomes</u></b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• repeat words and phrases spoken by someone</li> <li>• use mime and gesture to express what they mean</li> <li>• use physical response to show they understand</li> </ul>	<p><b><u>New National Curriculum Links</u></b></p> <p><b>Geography</b> – Years 3 – 4</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		
<p><b><u>Throughout the week:</u></b></p> <p>Every day, ask <i>Wie ist das Wetter?</i> when you take the register and encourage children to respond using a variety of appropriate phrases. Ensure that this activity becomes part of the class daily routine.</p> <p>Phonic focus. Practise phonemes z and w. Split the class into two teams. They then stand in two rows facing each other. Give a different number to each pair of children on opposite sides. Down the centre, place picture cards of words with</p>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Flashcards, clothes and props, mini-flashcards for each child for the <i>Zeigt mir</i> activity.</li> <li>• Outline map of Germany, Austria and Switzerland with labels for <i>Remscheid, Mittenwald, Cologne (Köln), Schleswig, Leipzig, Regensburg, Frankfurt</i> and <i>Schweiz</i>.</li> <li>• Song (to the tune of 'We're all going to the zoo tomorrow'):</li> </ul>		

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the phonemes z and w, eg *das Wetter, zwölf, wer, zwei, der Winter*.... Call out the German for one of the cards and then a number. The two children with that number rush to grab the corresponding picture card. At the end of the game, once all the cards have been collected, the teams can sit in their group and try to sound out the words and record the spellings on mini-whiteboards. This game is best played in a hall or outside.

*Wie ist das Wetter in Deutschland?* (x3)

*Ich fahre morgen hin.*

*Es schneit in Remscheid.*

*Es ist kalt in Mittenwald.*

*Es ist schön in Köln.*

*Es ist windig in Schleswig.*

*Es ist sonnig in Leipzig.*

*Es regnet in Regensburg.*

Add in:

*Es friert in Frankfurt.*

*Es ist heiß in der Schweiz.*

What's the weather like in Germany?

I'm going there tomorrow.

It's snowing in Remscheid.

It's cold in Mittenwald.

It's fine in Cologne.

It's windy in Schleswig.

It's sunny in Leipzig.

It's raining in Regensburg.

It's freezing in Frankfurt.

It's hot in Switzerland.

- Sets of mini weather symbol cards
- Text for weather rhyme *Wie ist das Wetter in Deutschland?*

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<p><b>Teaching Tips</b></p> <ul style="list-style-type: none"> <li>Revise key phonemes (a, ie, ei, ig, ö) and allow children to practise identifying individual sounds. Give the children some counters, say a word and ask them to place a counter in front of them for every phoneme they hear. (Some children will need reminding that a phoneme is a single sound, made up of one or more letters). Ask them <i>Wie viele Phoneme?</i> (How many phonemes?) Compare with <i>Wie viele Silben?</i> and <i>Wie viele Buchstaben?</i> Words could include <i>Schaf</i> (3 phonemes), <i>Hut</i> (3) and <i>Maus</i> (3).</li> <li>Although children will need to be confident with the pronunciation, it can be helpful for them to see the written form of the question <i>Wie ist das Wetter?</i> as they often make a connection between the German word <i>Wetter</i> and the English word 'weather'.</li> </ul>	<ul style="list-style-type: none"> <li>Maps from the picture gallery/image resource bank available with some interactive whiteboards</li> </ul>
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<b>Wortschatz für Lehrer</b>	<b>Teacher Language</b>	<b>Wortschatz für Schüler</b>	<b>Children's Language</b>
Hört zu	Listen	<i>es ist schön</i>	it's fine
Wiederholt	Repeat	<i>es ist heiß</i>	it's hot
Wie ist das Wetter?	What's the weather like?	<i>es ist kalt</i>	it's cold
Macht eine Geste	Do an action	<i>es friert</i>	it's freezing
Zeigt mir	Show me	<i>es regnet</i>	it's raining
Findet das Bild	Find the image	<i>es schneit</i>	it's snowing
Reicht den Satz	Pass the sentence	<i>es ist windig</i>	it's windy
<i>es ist schön</i>	it's fine	<i>es ist sonnig</i>	it's sunny

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<i>es ist heiß</i> <i>es ist kalt</i> <i>es friert</i> <i>es regnet</i> <i>es schneit</i> <i>es ist windig</i> <i>es ist sonnig</i> <i>es blitzt</i>  <i>Köln</i> <i>Remscheid, Mittenwald, Schleswig</i> <i>Leipzig, Regensburg, Frankfurt</i> <i>Wie ist das Wetter in Regensburg ?</i> <i>Wie ist das Wetter in der Schweiz?</i>  <i>Wie viele Phoneme?</i> <i>Wie viele Silben?</i> <i>Wie viele Buchstaben?</i>	it's hot it's cold it's freezing it's raining it's snowing it's windy it's sunny there's lightning  Cologne  What's the weather like in Regensburg? What's the weather like in Switzerland?  How many phonemes? How many syllables? How many letters?	<i>es blitzt</i>	there's lightning
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