

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

2. More practice at numbers to 100

Prior Knowledge: It is helpful if children have already heard and seen numbers 0-100

<p><u>Objectives</u></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p><u>Support</u></p> <p>In games such as Fizz Buzz, allow children to play in pairs.</p> <p>Allow more thinking time for games which rely on speed (for example, when playing <i>Sucht die Nummer</i>, the teacher counts slowly to 10 before allowing children to look for the number).</p> <p><u>Extension</u></p> <p>Practise higher numbers by changing the numbers in the counting rhymes.</p>	<p><u>Main</u></p> <p>Revise weather phrases by saying the rhyme from Session 1.</p> <p>Play <i>Was brauchst du?</i> (What do you need?). Collect 12 or more items of clothing/props to match weather phrases, e.g. gloves, sunglasses, umbrella etc. Display images of the items on the board and number each one. Invite 2 children to the front. Call out a weather phrase. Children select appropriate items and show the class. Ask the class <i>Welche Nummer ist das?</i></p> <p>Revise multiples of 5 up to 100 using a counting stick or number line.</p> <p><u>ICT Opportunities:</u> Use multimedia presentation software to animate numbers and make them whiz across the screen. Children call out numbers as they see them.</p> <p>Play <i>Gib den Ball weiter</i> with multiples of 5. Pass a large ball to a child and say <i>null</i>. The child who receives the ball says <i>fünf</i> and passes it on. The sequence continues up to 50. Play again this time counting to 100.</p> <p>Revise <i>einundzwanzig, einunddreißig, einundvierzig</i> etc. using a counting stick or number line.</p> <p>Play <i>Sucht die Nummer</i>. Place numbered tiles, balls or number flashcards up to 100 on the floor. You could make this easier by using only eg. multiples of 5 and 11. Invite two children to stand next to them. Call out a number and children race to find it. The winner stays to have another turn.</p> <p>Play 'Fizz Buzz' with animal sounds from Unit 11. Count around the class from 0-100. Children replace multiples of 5 with a sound, eg <i>eins, zwei, drei, vier, muh!</i> When they are confident add another animal sound for multiples of 10 or 11.</p> <p>Choose one or two counting rhymes to teach the children (see Resources for examples). Demonstrate how these can be used in the playground to decide who is 'it' in a game. In order to help children memorise the rhymes, pictures can be used to support understanding.</p> <p><u>ICT Opportunities:</u> Set up an interactive whiteboard file to present the rhyme.</p>
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Grammar <u>For teachers:</u> See Grammar for children	Grammar <u>For children:</u> Asking questions – <i>welche Nummer ist das? Was brauchst du?</i> Numbers – remember that numbers in German fit the pattern ‘four and twenty’ rather than ‘twenty four’	Phonics focus <u>For teachers:</u> <i>au – brauchst, Haus, raus, auf</i>	Phonics focus <u>For children:</u> No specific focus
<u>Learning Outcomes</u> Children can: <ul style="list-style-type: none">• memorise a rhyme• recognise numbers to 100 when someone says them aloud• pronounce numbers to 100 with reasonable accuracy		<u>New National Curriculum Links</u> Mathematics <u>Multiplication and Division</u> – Year 4 Recall multiplication and division facts for multiplication tables up to 12 × 12	
<u>Throughout the week:</u> Play <i>Gib den Ball weiter</i> and ‘Fizz Buzz’ to practise numbers. Read out some German telephone numbers for children to write down and to read back to you. This activity could be done in pairs. Practise different sequences of numbers in German as a warm-up to the daily mathematics lesson.		<u>Resources</u> <ul style="list-style-type: none">• Weather song from Session 1• Items of clothing and images to match• Counting stick or number line• Ball• Number cards / tiles / balls• Words to German counting rhymes <div><div><i>Eins, zwei, drei, vier, fünf,</i> <i>Der Storch hat rote Strümpf.</i> <i>Der Frosch, der hat kein Haus,</i> <i>Und du bist ’raus.</i> 1, 2, 3, 4, 5 The stork has red socks,</div><div><i>Eins, zwei, Polizei</i> <i>Drei, vier, Offizier.</i> <i>Fünf, sechs, alte Hex’</i> <i>Sieben, acht, gute Nacht!</i> <i>Neun, zehn</i> <i>Auf Wiedersehen!</i> (Alternative: <i>Neun, zehn, Schlafen gehen!</i>)</div></div>	
<u>Teaching Tips</u> <ul style="list-style-type: none">• If you have used the interactive whiteboard activity suggested in Units 8 and 9, the children will be able to see the sequence and pattern of multiples in the grid.• If you have not covered Unit 11, replace the animal sounds in the ‘Fizz Buzz’ game with words such as <i>lecker!</i> or <i>igitt!</i>• Allow more thinking time for games which rely on speed, e.g. in <i>Sucht die Nummer</i> count slowly to 10 before allowing children to find the number.			

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	<p>The frog has no house, And you are out.</p> <p>1, 2, police, 3, 4, officer, 5, 6, old witch, 7, 8, goodnight! 9, 10, goodbye! (Alternative: 9, 10, go to sleep!)</p> <ul style="list-style-type: none"> Multimedia presentation software
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Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<p><i>Was brauchst du ?</i></p> <p><i>Gib den Ball weiter</i></p> <p><i>Sucht die Nummer</i></p> <p><i>1 eins</i></p> <p><i>2 zwei</i></p> <p><i>3 drei</i></p> <p><i>4 vier</i></p> <p><i>5 fünf</i></p> <p><i>6 sechs</i></p> <p><i>7 sieben</i></p> <p><i>8 acht</i></p> <p><i>9 neun</i></p> <p><i>10 zehn</i></p> <p><i>11 elf</i></p> <p><i>12 zwölf</i></p> <p><i>13 dreizehn</i></p>	<p>What do you need?</p> <p>Pass the ball</p> <p>Find the number</p> <p>one</p> <p>two</p> <p>three</p> <p>four</p> <p>five</p> <p>six</p> <p>seven</p> <p>eight</p> <p>nine</p> <p>ten</p> <p>eleven</p> <p>twelve</p> <p>thirteen</p>	<p><i>1 eins</i></p> <p><i>2 zwei</i></p> <p><i>3 drei</i></p> <p><i>4 vier</i></p> <p><i>5 fünf</i></p> <p><i>6 sechs</i></p> <p><i>7 sieben</i></p> <p><i>8 acht</i></p> <p><i>9 neun</i></p> <p><i>10 zehn</i></p> <p><i>11 elf</i></p> <p><i>12 zwölf</i></p> <p><i>13 dreizehn</i></p> <p><i>14 vierzehn</i></p> <p><i>15 fünfzehn</i></p> <p><i>16 sechzehn</i></p> <p><i>17 siebzehn</i></p>	<p>one</p> <p>two</p> <p>three</p> <p>four</p> <p>five</p> <p>six</p> <p>seven</p> <p>eight</p> <p>nine</p> <p>ten</p> <p>eleven</p> <p>twelve</p> <p>thirteen</p> <p>fourteen</p> <p>fifteen</p> <p>sixteen</p> <p>seventeen</p>

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14 vierzehn	fourteen	18 achtzehn	eighteen
15 fünfzehn	fifteen	19 neunzehn	nineteen
16 sechzehn	sixteen	20 zwanzig	twenty
17 siebzehn	seventeen	21 einundzwanzig	twenty-one
18 achtzehn	eighteen	22 zweiundzwanzig etc	twenty-two etc.
19 neunzehn	nineteen	30 dreißig	thirty
20 zwanzig	twenty	31 einunddreißig	thirty-one
21 einundzwanzig	twenty-one	40 vierzig	forty
22 zweiundzwanzig etc	twenty-two etc.	41 einundvierzig	forty-one
30 dreißig	thirty	50 fünfzig	fifty
31 einunddreißig	thirty-one	51 einundfünfzig	fifty-one
40 vierzig	forty	60 sechzig	sixty
41 einundvierzig	forty-one	61 einundsechzig	sixty-one
50 fünfzig	fifty	70 siebzig	seventy
51 einundfünfzig	fifty-one	70 einundsiebzig	seventy-one
60 sechzig	sixty	80 achtzig	eighty
61 einundsechzig	sixty-one	81 einundachtzig	eighty-one
70 siebzig	seventy	90 neunzig	ninety
70 einundsiebzig	seventy-one	91 einundneunzig	ninety-one
80 achtzig	eighty	100 hundert	one hundred
81 einundachtzig	eighty-one		
90 neunzig	ninety		
91 einundneunzig	ninety-one		
100 hundert	one hundred		