

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

### 3. What's the temperature?

**Prior Knowledge:** It is helpful if children already know numbers 0-100

<p><b><u>Objectives</u></b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><b><u>Support</u></b></p> <p>Ensure children who are not confident in speaking can still participate in games by using a physical response.</p> <p><b><u>Extension</u></b></p> <p>Some children will be able to lead the activity of reading out a temperature and inviting another child to point to a matching picture.</p>	<p><b><u>Main</u></b></p> <p>Place pictures of hot and cold places labelled with a temperature (some with negative numbers) around the room.</p> <p><b><u>ICT Opportunities:</u></b> Use a photo sharing application or photo search engine to find pictures of hot and cold places. (cf. <i>Flickr.com</i>)</p> <p>Use a couple of activities from the Session 2 to revise numbers 0-100.</p> <p>Model how to say <i>Grad</i> (degrees). Ask children to listen for the <i>t</i> sound at the end of the word.</p> <p>Point to a picture of a hot place. Use a thermometer or number line to count e.g. from 0 to 30 degrees with children. Say <i>dreißig Grad</i> and mime 'very hot'. Repeat for some other hot places.</p> <p><b><u>ICT Opportunities:</u></b> Use a large thermometer on the interactive whiteboard if applicable. Use an interactive teaching program of a thermometer.</p> <p>Point to a picture of a cold place. Count down with the thermometer or number line. Stress <i>minus</i> before each number and stop at -10 degrees. Say for example, <i>minus fünf</i> and mime 'very cold'.</p> <p>Practise saying the temperatures of the hot and cold places displayed around the room.</p> <p>Read out a temperature and children point to the matching picture. Invite a child to come and stand next to each one as you say it.</p> <p>Practise reading temperatures on a thermometer. Include some negative numbers.</p> <p>Label one of the hot or cold images with the name of one of the German/Austrian/Swiss towns from the weather rhyme. Ask the children, <i>Wie ist das Wetter in (Leipzig)</i>? Children chorus <i>Es ist kalt (in Leipzig)</i>. Now ask <i>Wie viel Grad ist es?</i> Children chorus the response – eg: <i>zehn Grad</i>. Make a more complicated sentence by starting the sentence with the town name and reminding children to put the verb next – <i>In Leipzig ist es kalt</i>. Ask children to repeat the whole sentence. Repeat by labelling the other images with other town names from the rhyme.</p>
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Grammar	Grammar	Phonics focus	Phonics focus
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<u>For teachers:</u>  Word order – remember that if the sentence starts with the name of the town or country, the verb must come next – <i>In Leipzig <b>schneit</b> es, In der Schweiz <b>ist</b> es sonnig.</i>	<u>For children:</u>  Asking questions – remind pupils of the rising intonation in the questions <i>Wie ist das Wetter?</i> and <i>Wie viel Grad ist es?</i>	<u>For teachers:</u>  w – <b>Wie, Wetter</b> i – <i>minus, in, im, Klassenzimmer</i> sch – <b>Schulhof</b> ie – <b>wie, viel</b> v - <b>viel</b>	<u>For children:</u>  d (pronounced as <i>t</i> at the end of the word) - <b>Grad</b>
<u>Learning Outcomes</u>  Children can: <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>		<u>New National Curriculum Links</u>  <b>Mathematics</b> <u>Number, place value and rounding</u> – Year 4  Count backwards through zero to include negative numbers  <b>Science</b> <u>Working scientifically</u> – Years 3 – 4  Making accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers	
<u>Throughout the week:</u>  Children measure the temperature in the classroom ( <i>Im Klassenzimmer</i> ) and playground ( <i>auf dem Schulhof</i> ) and, if possible, the partner country/town every day. They record this in a chart showing the days of the week. They make line graphs of temperature data collected during the week.		<u>Resources</u> <ul style="list-style-type: none"><li>• Pictures of hot and cold places</li><li>• Thermometer or number line</li><li>• Photo sharing application or photo search engine</li><li>• Interactive teaching program of a thermometer</li></ul>	
<u>Teaching Tips</u> <ul style="list-style-type: none"><li>• If the school has a partner in a German-speaking country, children find out the temperatures there and compare with those in their own school.</li><li>• Children may benefit from being able to make a human sentence to help them understand that the verb has to be the second idea in a sentence (not necessarily the second idea) – eg: <i>in Schleswig <b>ist</b> es kalt.</i></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>
<p><i>See weather language from Session 1.</i></p> <p><i>Wie viel Grad ist es?</i></p> <p><i>zwanzig Grad</i></p> <p><i>minus</i></p> <p> <i>Numbers 1-30 (see Session 2)</i></p> <p> <i>im Klassensimmer</i></p> <p><i>auf dem Schulhof</i></p>	<p>What temperature is it?</p> <p>twenty degrees</p> <p>minus</p> <p> in the classroom</p> <p>in the playground</p>	<p><i>See weather language from Session 1.</i></p> <p><i>Grad</i></p> <p><i>minus</i></p>	<p>degrees</p> <p>minus</p>