

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

4. The Wind and the Sun.

Prior Knowledge: It is helpful if children already know some temperature and weather phrases

<p><u>Objectives</u></p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p><u>Support</u></p> <p>Allow children to play some of the games in pairs as appropriate.</p> <p>Ensure children who are not confident in speaking can still participate in games by using a physical response.</p> <p><u>Extension</u></p> <p>Children include some dialogue as they act out the story.</p>	<p><u>Main</u></p> <p>Revise the temperature and weather sentences from the Session 3.</p> <p>Explain to children that they are going to hear Aesop's fable called <i>Der Wind und die Sonne</i> (The Wind and the Sun). Ask them to guess what the title might be in English and what they think the story might be about.</p> <p><u>ICT Opportunities:</u> Copy the story into an electronic presentation or the interactive whiteboard to make an electronic big book. If possible, add a recording of the text so that children can hear the story as they read it.</p> <p>Read the story. Ask children to join in with an action when they recognise the words <i>der Wind</i> and <i>die Sonne</i>.</p> <p>Read the story again and ask children to join in with <i>Ich bin stärker als du</i> (I am stronger than you).</p> <p>Focus on the sound z, using the word <i>ziehe</i>. Model the sound and get the children to repeat it. Read out a list of words from the story, including those containing the z sound, eg <i>zur, ziehe, zieht</i>. When they hear these sounds, they give a physical response.</p> <p><u>ICT Opportunities:</u> Show a selection of pictures of objects on the interactive whiteboard, some of which contain phoneme z. Embed sound files of words into each picture. Children sort the objects depending on whether or not they contain the z sound.</p> <p>Distribute to pairs of children, phrases or sentences from the story cut into strips. Re-read the story and when children hear their phrase or sentence, they wave it in the air.</p> <p>Narrate the story and children act it out.</p>
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<p>Grammar</p> <p><u>For teachers:</u></p> <p>Verbs – third person singular of the following verbs: <i>sagt, schaut an, pustet, zieht, scheint, knöpft auf, zieht aus, ist</i>.</p> <p>Verbs – note that some of the verbs used in the story are separable verbs, and the prefix moves to the end of the sentence – eg: <i>der Mann zieht seinen Mantel aus</i>.</p>	<p>Grammar</p> <p><u>For children:</u></p> <p>No specific focus</p>	<p>Phonics focus</p> <p><u>For teachers:</u></p> <p>ie – <i>zieht, ziehe, siehst</i></p> <p>h – silent when placed in the middle of the word – <i>ziehe, zieht, sehr, siehst</i></p> <p>w – <i>Wind</i></p> <p>s (pronounced as z at the start of the word) – <i>Sonne, sagt, sehe,</i></p>	<p>Phonics focus</p> <p><u>For children:</u></p> <p>z – <i>ziehe, zur, zieht</i></p>
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<p>Comparative adjectives – <i>stärker</i>. In English we sometimes add 'er' to the end of an adjective to make a comparison (eg: 'cheaper', 'stronger'); with longer adjectives we usually add 'more' in front of the word ('more interesting', 'more expensive'). The German follows the first of these patterns, adding <i>er</i> to the adjective (eg: <i>lauter</i>, <i>schneller</i>, <i>langsamer</i>). Additionally, <i>most</i> German adjectives of one-syllable which have the vowel <i>a</i>, <i>o</i> or <i>u</i> also add an umlaut to this letter, eg: <i>ich bin stärker als du</i>.</p> <p>Imperatives – there are commands included in the story: <i>pass auf</i>, <i>schaut an</i>. These are used in the <i>du</i> form.</p> <p>Saying you are hot or cold – rather than saying 'I am' with a temperature, in German you say 'it is cold / hot to me' (<i>mir ist heiß / kalt</i>).</p>		<p><i>sehr</i>, <i>seinen</i>, <i>siehst</i></p> <p>au – <i>auf</i>, <i>aus</i>, <i>schaut</i></p> <p>s (before <i>t</i> pronounced as <i>sch</i>) <i>stärker</i></p> <p>ä – <i>stärker</i></p> <p>ö – <i>knöpft</i>, <i>böse</i></p> <p>pf - <i>knöpft</i></p>	
<p><u>Learning Outcomes</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • repeat words and phrases spoken by someone • use mime and gesture to express what they mean • use physical response to show they understand 	<p><u>New National Curriculum Links</u></p> <p><u>Reading</u> – Years 3 – 4</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 		
<p><u>Throughout the week:</u></p> <p>Re-read the story. Display words containing the <i>z</i> sound and practise reading them with correct pronunciation.</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • Sentence strips from story. • Copy of <i>Der Wind und die Sonne</i> (see Session 6 language) • An electronic big book of the story • A recording of the text • Pictures of objects on the interactive whiteboard containing the phoneme <i>z</i> with sound files embedded 		
<p><u>Teaching Tips</u></p> <ul style="list-style-type: none"> • Props would be very useful for the children when acting out the story. • Add an action for key words and phrases to help children memorise the new language 			

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Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<i>der Wind</i> <i>die Sonne</i> <i>der/sein Mantel</i> <i>ausziehen</i> <i>Ich bin stärker als du</i> (see also story text at end of unit) Other words with z sound: <i>zwanzig</i> <i>Zug</i> <i>Zeit</i> <i>zwölf</i> <i>zu</i>	the wind the sun the / his coat to take off I am stronger than you. twenty train time twelve to	Recognition of the z sound. <i>Ich bin stärker als du</i>	I am stronger than you.