

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

6. Weather reports

Prior Knowledge: It is helpful if children already know some dates, weather phrases and items of clothing

<p><u>Objectives</u></p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p><u>Support</u></p> <p>Ensure children who are not confident in speaking can still participate in a role play by saying individual words or saying words in chorus.</p> <p><u>Extension</u></p> <p>Some children will be able to give additional appropriate types of weather, linking these using <i>und</i> or <i>aber</i> (eg: <i>es ist kalt aber es ist sonnig</i>).</p> <p>Children extend the weather report by saying the temperature.</p> <p>Children use a map of Germany and the rhyming language from Session 1 in their reports, eg <i>Es blitzt in Chemnitz</i>.</p>	<p><u>Main</u></p> <p>Divide the class into two teams. Give each team the same selection of number cards and word cards for days, months and <i>der</i>. Call out a date, eg <i>Montag der fünfte Juni</i>. Each team assembles the date as quickly as possible. The class read aloud the date. (See Grammar for Teachers & Teaching Tips)</p> <p>Organise the class into groups. Give each group a selection of cards as above, weather symbols and items or pictures of clothing. Read out a weather report, e.g. <i>Guten Tag, ich heiße Herr Braun. Heute ist Dienstag, der sechste März. Hier ist die Wettervorhersage. Heute regnet es. Wenn es regnet, brauchst du einen Regenschirm.</i></p> <p>Children assemble the correct date, weather symbol and clothing. They feed back their answers in German. Repeat with a different weather report.</p> <p>Children help to make a new weather report. They suggest the date, day, month, weather and clothing.</p> <p>In pairs or groups, children prepare their own reports. Each group produces a report appropriate to their level of confidence. Children who are not confident in speaking can participate by saying single words or by chorusing.</p> <p><u>ICT Opportunities:</u> Children work in groups or pairs to create a weather report for one of the German-speaking countries introduced in Unit 7. These are filmed and played to the class, who comment constructively on performances. Children who participate in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement.</p> <p>For weather reports, use the interactive whiteboard as a backdrop and bring up map of Germany for children to refer to when doing their report.</p>	
<p><u>Grammar</u></p> <p><u>For teachers:</u></p> <p>Saying the date – the number always precedes the month in German (e.g.: <i>der 3. Mai</i>).</p> <p>Remember that days and months need capital letters.</p>	<p><u>Grammar</u></p> <p><u>For children:</u></p> <p>Saying the date – the number always precedes the month in German (e.g.: <i>der 3. Mai</i>).</p> <p>Remember that days and months need capital letters.</p>	<p><u>Phonics focus</u></p> <p><u>For teachers:</u></p> <p>eu – <i>neun, heute</i></p>	<p><u>Phonics focus</u></p> <p><u>For children:</u></p> <p>eu – <i>neun, heute</i></p>

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<p>Dates will be given as ordinal numbers (<i>der dritte September</i> – ‘the 3rd of September’). To form the ordinal number, add <i>-te</i> to numbers up to and including nineteen: Eg: <i>zweite, vierte, fünfte, sechste, neunte, zehnte</i> etc Note the exceptions: 1st – <i>erste</i>; 3rd – <i>dritte</i>; 7th – <i>siebte</i>, 8th – <i>achte</i> Add <i>-ste</i> to numbers twenty and above: Eg: <i>zwanzigste, einundzwanzigste</i></p> <p>Word order – if the sentence begins with <i>Heute / Hier</i> remember the verb must be the second idea in the sentence: <i>Heute ist es sonnig.</i> Remember that after <i>Wenn</i> the verb goes to the end of the clause – <i>Wenn es heiß ist.</i></p>			
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Learning Outcomes

Children can:

- understand the main points of a report
- give a weather report describing the day, date, weather and appropriate clothing

New National Curriculum Links

Geography – Key Stage 1

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil,

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	valley, vegetation, and weather
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Throughout the week:

Each morning a pair or group of children give a weather report in German.

Teaching Tips

- All phrases taught here are in the present tense, so “reports” rather than “forecasts” is the appropriate term.
- For the first activity, start with dates where only *-te* is added to form the ordinal number, eg. *zweite, vierte, fünfte, sechste, achte*, etc. Ask children if they have noticed how the number has changed and whether they can say why. Then introduce ordinal numbers with *-ste*, eg. *zwanzigste*, and finally those where there is a greater change, eg. *erste, dritte, siebte*.

Resources

- Date sentence cards
- Flashcards, clothes and props
- Mini-flashcards for each group for listening activity.
- Backgrounds and maps from the gallery or resource bank on the interactive whiteboard

Wortschatz für Lehrer	Teacher Language	Wortschatz für Schüler	Children's Language
<i>Guten Tag, ich heiße Herr Braun. Heute ist Dienstag, der dritte April. Hier ist die Wettervorhersage. Heute regnet es. Du brauchst einen Regenschirm.</i>	Hello, my name is Mr. Brown, it's Tuesday 3rd April. Here is the weather. Today it is raining. You need an umbrella.	<i>Montag</i>	Monday
<i>Montag</i>	Monday	<i>Dienstag</i>	Tuesday
<i>Dienstag</i>	Tuesday	<i>Mittwoch</i>	Wednesday
<i>Mittwoch</i>	Wednesday	<i>Donnerstag</i>	Thursday
<i>Donnerstag</i>	Thursday	<i>Freitag</i>	Friday
<i>Freitag</i>	Friday	<i>Samstag/Sonnabend</i>	Saturday
<i>Samstag/Sonnabend</i>	Saturday	<i>Sonntag</i>	Sunday
<i>Sonntag</i>	Sunday	<i>Januar</i>	January
		<i>Februar</i>	February
		<i>März</i>	March

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<i>Januar</i> <i>Februar</i> <i>März</i> <i>April</i> <i>Mai</i> <i>Juni</i> <i>Juli</i> <i>August</i> <i>September</i> <i>Oktober</i> <i>November</i> <i>Dezember</i> Weather phrases from Session 1 <i>Du brauchst</i> + clothing phrases from Session 5	January February March April May June July August September October November December	<i>April</i> <i>Mai</i> <i>Juni</i> <i>Juli</i> <i>August</i> <i>September</i> <i>Oktober</i> <i>November</i> <i>Dezember</i> Weather phrases from Session 1 <i>Du brauchst</i> + clothing phrases from Session 5	April May June July August September October November December
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End of Unit Activities

Objectives	Activities	Outcomes	Points to note
<ul style="list-style-type: none"> to apply the knowledge, skills and understanding in this unit 	<ul style="list-style-type: none"> Children work in groups or pairs to create a weather report for one of the German-speaking countries met in Unit 7. These are filmed and played to the class who comment constructively on performances. Children who have participated in this activity could save the clip onto their personal space on a learning platform to record and celebrate their achievement. 	<ul style="list-style-type: none"> give a weather report describing the day, date, weather and appropriate clothing 	<ul style="list-style-type: none"> Follow up: If the school has a German-speaking partner school, daily weather reports can be exchanged through e-mail or video conferencing.

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Die Sonne und der Wind

Eines Tages sagt der Wind zur Sonne: „Ich bin stärker als du.“
„Nein,“ sagt die Sonne, „ich bin stärker.“
„Pass auf!“ sagt der Wind. „Schau den Mann dort an!“
Die Sonne schaut ihn an.
„Ja, ich sehe den Mann,“ sagt die Sonne.
„Ich ziehe ihm den Mantel aus,“ sagt der Wind.
„Nein,“ sagt die Sonne. „Ich ziehe ihm den Mantel aus.“
„Pass auf!“ sagt der Wind. Der Wind pustet und pustet.
„Brrr... mir ist sehr kalt,“ sagt der Mann. Er zieht den Mantel fester um sich.
Der Wind pustet und pustet.
„Mir ist sehr, sehr kalt,“ sagt der Mann. Er zieht den Mantel noch fester um sich.
Die Sonne scheint und scheint.
„Mir ist sehr heiß,“ sagt der Mann. Er knöpft seinen Mantel auf.
Die Sonne scheint und scheint.
„Mir ist sehr, sehr heiß,“ sagt der Mann. Und er zieht seinen Mantel aus!
„Siehst du!“ sagt die Sonne. „Ich bin stärker!“
Der Wind ist sehr, sehr böse.

The Wind and the Sun

One day the wind says to the sun, "I am stronger than you."
"No," says the sun, "I am stronger than you."
"We will see," says the wind. "Look at that man down there!"
The sun looks down.
"Yes, I can see the man," says the sun,
"I am going to make him take off his coat." says the wind
"No," says the sun. "I am going to make him take off his coat."
"We will see," says the wind. The wind blows and blows and blows.
"Brrr ... it's cold," says the man. He pulls his coat tight. But he keeps it on.
The wind blows and blows.
"The wind is very strong," says the man. He pulls his coat tight. But he keeps it on.
The sun shines and shines.
"The sun is very strong," says the man. He unbuttons his coat.
The sun shines and shines.
"The sun is very, very strong," says the man. "I'm hot!" And – he takes off his coat!
"You see!" says the sun. "I am the strongest!"
The wind is very, very cross.