

## Language

## Core language

<i>die Erde</i>	the Earth
<i>der Mond</i>	the moon
<i>die Sonne</i>	the sun
<i>nahe an der Sonne</i>	near (to) the sun
<i>weit von der Sonne entfernt</i>	far from the sun
<i>das Substantiv(e)</i>	the noun(s)
<i>der Eigenname(n)</i>	the proper noun(s)
<i>das Adjektiv(e)</i>	the adjective(s)
<i>weil</i>	because
<i>ziemlich</i>	quite

## Additional language for this unit

<i>(der) Merkur</i>	Mercury
<i>(die) Venus</i>	Venus
<i>(der) Mars</i>	Mars
<i>(der) Jupiter</i>	Jupiter
<i>(der) Saturn</i>	Saturn
<i>(der) Uranus</i>	Uranus
<i>(der) Neptun</i>	Neptune
<i>(der) Pluto</i>	Pluto
<i>Ich denke</i>	I think

## Additional language for teachers

<i>Welcher Tag passt zu welchem Planeten?</i>	Which day matches which planet?
<i>Unterstreicht/Unterstreich</i>	Underline (plural/singular)
<i>Beschreibt/Beschreib</i>	Describe (plural/singular)
<i>der Schachtelteufel</i>	jack-in-the-box
<i>Woran denke ich?</i>	What am I thinking of?
<i>Welcher Planet ist das?</i>	Which planet is it?
<i>Warum?</i>	Why?
<i>Was ist der nächste Planet?</i>	What is the next planet?

## Unit 18 Die Planeten (The planets)

## About the unit

In this unit children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. At the end of the unit, children present their knowledge using ICT or by making a booklet.

## Where the unit fits in

Children have already been introduced to the use of adjectives (see Units 4, 9, 11, 14 and 16). In this unit they have opportunities to use their knowledge in a different context. Confidence in speaking and presenting their work in written form should be improving at this stage. Children should enjoy using the language creatively to make an oral or written presentation about the planets.

## Prior learning

It is helpful if children already know:

- the planets and their order in English
- days of the week
- colours
- use of adjectives for descriptive sentences with *sein* (see Unit 9)
- *die Sonne*
- *warm/kalt, schnell/langsam*
- what a subordinate clause is
- how to create a presentation using software.

## New language

- Giving a description (of a planet)
- Making statements (about the position of a planet)
- Classifying nouns, adjectives and verbs
- Adjectives: masculine ending after indefinite article (*ein*), eg *ein warmer Planet*
- Qualifier: *ziemlich*
- Compound sentences with *weil*
- Phonic focus: revision of common phonemes; hearing individual phonemes in words and using this to aid writing

## Resources

- Picture flashcards or images of the nine planets (see Section 1, 'Points to note'), the moon and the sun
- Ball
- Word cards of the planet names
- Bag
- Word and text cards for making sentences
- Dice
- Cards for a Pelmanism game to match planets with their descriptions
- Word and phrase bank

## Links with other subjects

Primary framework for literacy: compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); write information leaflets (year 3); use knowledge of phonics, morphology and etymology to spell new and unfamiliar words (year 4)

ICT: share and exchange information in a variety of forms, including email; be sensitive to the needs of the audience and think carefully about content and quality when communicating information

## Expectations

## At the end of this unit

*most children will:*

describe the position of the planets and some of their characteristics; use masculine agreements of adjectives; write short sentences in a presentation or booklet

*some children will not have made so much progress and will:*

understand the names of the planets; say single words or need prompting to recall vocabulary and structures; copy short phrases

*some children will have progressed further and will:*

retrieve information from extended descriptions about the planets; write in accurate German, showing attention to adjectival agreement; demonstrate creativity and imagination in their use of language



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Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
<p><b>Section 1. Introducing the planets</b></p> <ul style="list-style-type: none"> <li>to develop accuracy in pronunciation and intonation (KAL)</li> <li>to look and listen for visual and aural clues (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Use picture flashcards or images on the interactive whiteboard to introduce the nine planets (see 'Points to note') and to practise pronunciation. Say the first syllable or sound of a planet's name and children complete the word, eg <i>Mer-<u>kur</u></i>. Children could clap the names using a pattern of beats (see Unit 14).</li> <li>Highlight the gender of the planets, eg <i>der Merkur (maskulin)</i> and <i>die Erde (feminin)</i>, and also that <i>Planet</i> is masculine: <i>der Planet</i>. This is important, because children will later be looking at adjectival endings for masculine words and at pronouns.</li> <li>Invite children to recall the names of the planets in the correct order.</li> <li>Before showing the written words, challenge children to write out the planets using their knowledge of phoneme-grapheme correspondence. They could then spell the names out to you. Most children should be able to make a good attempt at all the planets' names, as their spellings are very similar to the English. The pronunciation, however, needs more focus.</li> <li>Show the written word for each planet and practise pronunciation.</li> <li>Display pictures of the planets on the board and invite two children to play <i>Findet das Bild</i> (Find the Picture). Call out the name of a planet, and the first child to touch the correct picture gains a point. To keep the rest of the class involved, secretly show them the written word before it is called out.</li> <li>Extension: Invite individual children to use the pictures in leading a teaching sequence to consolidate the planet names.</li> <li>Play Planet Snap. Make two sets of planet name cards, with one set in English and the other in German, including the definite articles in German. Ask children to close their eyes. Place the cards face down on a table. Choose a child to come to the front and turn over two cards, saying the English and German name each time. The aim is for the child to find a matching pair.</li> <li>Remind children of <i>die Sonne</i> and introduce <i>der Mond</i> (the moon). Ask children to look at flashcards or images with the words and relate these words to days of the week, eg <i>Sonntag/Montag</i>. Investigate the other days of the week in the two languages and see if there are any other links between the English and German days.</li> <li>Play Ping-Pong, where you 'bat' a planet, the moon or the sun and children 'bat' back a day of the week.</li> </ul>	<ul style="list-style-type: none"> <li>say new words with accurate pronunciation and intonation</li> <li>use clues to help them understand and remember new words</li> </ul>	<ul style="list-style-type: none"> <li>The nine planets are: (<i>der</i>) <i>Merkur</i>, (<i>die</i>) <i>Venus</i>, (<i>die</i>) <i>Erde</i>, (<i>der</i>) <i>Mars</i>, (<i>der</i>) <i>Jupiter</i>, (<i>der</i>) <i>Saturn</i>, (<i>der</i>) <i>Uranus</i>, (<i>der</i>) <i>Neptun</i>, (<i>der</i>) <i>Pluto</i>.</li> <li>There are many beautiful images of planets on the internet, eg on the NASA website (<a href="http://www.nasa.gov">www.nasa.gov</a>). You can also find animations that show the planets revolving. You could make a model of the solar system on an interactive whiteboard screen.</li> <li>Note that Pluto is now classified as a 'dwarf planet', <i>ein Zwergplanet</i>.</li> <li>Ensure that the planets are introduced in the correct order, so that children get used to this.</li> <li>The game <i>Findet das Bild</i> can be adapted for any theme.</li> <li>Follow-up: Children create solar system mobiles and label them in German.</li> <li>Phoneme revision: Brainstorm common phonemes with the class and draw up a tally chart. Read out the names of the planets. In pairs, children tally the number of times they hear each phoneme. Which is the most common?</li> </ul>
<p><b>Section 2. Describing the planets</b></p> <ul style="list-style-type: none"> <li>to make simple sentences and short texts (L5,2)</li> <li>to recognise the typical conventions of word order in the foreign language (KAL)</li> <li>to apply grammatical knowledge to make sentences (LLS)</li> </ul>	<ul style="list-style-type: none"> <li>Use picture flashcards or images to recap the names of the nine planets.</li> <li>Play <i>Der Ball geht um</i> (The Ball Goes Round), where a ball is passed around the class. As the ball passes from one child to another, they name the next planet. Perform a Mexican wave to further consolidate the vocabulary (see Unit 3, Section 5).</li> <li>Show images of Mercury, Earth, Mars, Jupiter, Neptune and Pluto. Make statements about the planets, eg <i>Mars ist ein roter Planet</i>, and ask children to show you with thumbs up / thumbs down, or on mini-whiteboards, whether they think this is <i>richtig oder falsch</i> (true or false).</li> <li>Ask some differentiated questions, eg: <i>Mars ist ein blauer Planet. Ja oder nein?</i> <i>Ist Mars ein roter oder ein blauer Planet?</i> <i>Welche Farbe hat Mars? (Answer: Mars ist ein roter Planet.)</i></li> <li>Select the planets Mars, Jupiter and Mercury and invite children to give a simple sentence to describe each one, eg <i>Mars ist ein roter Planet. Jupiter ist ein großer Planet. Merkur ist ein schneller Planet</i>. Write the sentences on the board, leaving space for an English translation later.</li> <li>Invite children to come up to the board and ask them to underline, in different colours, <i>die Substantive</i> (nouns), <i>die Eigennamen</i> (proper nouns) and <i>die Adjektive</i> (adjectives). Ask the class to read these aloud in chorus, in pairs and individually.</li> <li>Ask children to give the English translations and write these under the German sentences. Repeat the underlining activity for the English sentences. Discuss similarities and differences in words and sentence structure.</li> <li>Children work in pairs to think of a rule to help them build descriptive sentences. They write their suggestions on mini-whiteboards and feed back to the class. Some children may prefer to work in pairs to 'collect' the adjectives on their mini-whiteboards. Some children will notice the changes to the adjectives as a result of using the indefinite pronouns, eg <i>Mars ist ein roter Planet</i>.</li> <li>Extension: Children create a quiz in which they ask and answer each other's questions about the planets.</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer questions about the planets</li> </ul>	<ul style="list-style-type: none"> <li>The warm-up could be done on the interactive whiteboard, using the appear/disappear, spotlight or slow reveal functions.</li> <li>Differentiated questions can elicit a simple yes/no response, can give children a choice of answer or can be open-ended. Encourage children to answer in a full sentence when appropriate.</li> <li>Follow-up: Throughout the week, play <i>Der Ball geht um</i> and practise questions and answers about the planets.</li> <li>Grammar point: The correct German for 'What colour is (something)?' is <i>Welche Farbe hat ...?</i> When answering this question, however, the verb changes from <i>haben</i> to <i>sein</i>, eg <i>Mars ist rot</i>.</li> <li>Follow-up: Create a class poster of language rules, which can be added to throughout the year.</li> <li>Link with literacy work: The fourth activity links to year 5 work on identifying different question types.</li> <li>For the penultimate activity, if using the interactive whiteboard, draw together and save children's suggestions and conclusions on the board, to summarise and synthesise their learning and understanding.</li> </ul>

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 3. Writing about a planet

- to write words, phrases and short sentences, using a reference (L5.3)
  - to recognise the typical conventions of word order in the foreign language (KAL)
  - to apply grammatical knowledge to make sentences (LLS)
- Play *Der Sack geht um* (Pass the Parcel). Place word cards of the planets in a bag and pass it around to music. When the music stops, the child with the bag pulls out a card, shows it to the class and they read it aloud. The child places the card on the board in the correct order of the planets.
  - Give one group of children a word each from one of the sentences used in the previous section. They hold these up randomly at the front of the class in a human sentence. Ask the class to order the sentence by telling children where to stand, using the instructions *nach links / nach rechts* (to the left / to the right). Repeat so that all children have a word card.
  - Still holding their cards, children sit down to play *Der Schachtelteufel* (Jack-in-the-Box). Call out a word class (see Section 2), eg *ein Substantiv*, and any child holding that card jumps up like a jack-in-the-box.
  - Give word cards to children in small groups, so that they can order their own sentences. Invite each group to place these on the board and ask them to read their sentence aloud. Ask each group to change the adjective in their sentence and read it out again.
  - Extension: Give different word cards to groups and ask them to put these in order, to form sentences on other subjects, eg *Ronaldo ist ein guter Fußballspieler*. Discuss with children how they identified the word classes and used their knowledge of the planet sentences to help them order the new sentences.
  - Choose six planets and display images on the board. Number each one. In pairs, children throw a die and write a picture caption about the corresponding planet. Support can be displayed on the board, if needed.
  - Extension: Children extend the quiz from the last section into an interactive class display, by making a 'lift-the-flap' presentation about a planet of their choice. They write one of the questions on the front and give the answer under the flap.

- identify word classes
- write a picture caption to describe a planet

- Display a selection of known adjectives on the board as a support for children when they make their own sentences.

## Section 4. Distances from the sun

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to manipulate language by changing an element in a sentence (KAL)
  - to look and listen for visual and aural clues (LLS)
- Display the planet names on the board and practise their pronunciation. Invite children to come out to the front to arrange them in the correct order against the clock.
  - Draw a line on the board and mark the sun at one end. Ask which planet is next, eg *Hier ist die Sonne. Wie heißt der nächste Planet?* (Here is the sun. What is the next planet called?) Elicit the answer *Merkur*. Use a gesture to illustrate the meaning as you tell children *Merkur ist nahe an der Sonne* (Mercury is near the sun). Place the corresponding planet label on the line. Point to the sun and tell children *Sie ist warm, sehr warm!* Point to Mercury and say *Merkur ist nahe an der Sonne. Merkur ist warm*. Ask children how you would use the adjective *warm* in a sentence beginning *Merkur ist ein ...* Can they apply their knowledge of the sentences from the previous sessions to this sentence? Elicit *Merkur ist ein warmer Planet*.
  - Go to the other end of the line and ask *Und hier, welcher Planet ist das?* (And here, which planet is this?) Ask a child to select the corresponding planet label and place it on the line. Use gesture to illustrate the meaning as you say *Pluto ist weit von der Sonne entfernt* (Pluto is far from the sun) and write it on the board. Ask *Ist Pluto ein warmer oder ein kalter Planet?* (Is Pluto a hot or cold planet?) Write the answer in a sentence (*Pluto ist ein kalter Planet*), pointing out again the *-er* ending on *kalt*.
  - Use some objects in the classroom, eg *die Tür, die Tafel*, to illustrate the concept of *nahe an* and *weit von ... entfernt*.
  - Invite three children to the front to take on the roles of the sun, Mercury and Pluto. They greet the class and introduce themselves as the planets, eg *Guten Tag, ich bin die Sonne. Guten Tag, ich bin Merkur*.
  - Invite the three children to stand in the appropriate position to show their distance from the sun. Ask the class differentiated questions, eg *Ist Merkur nahe an der Sonne? Ja oder nein? Ist Pluto ein warmer oder ein kalter Planet? Beschreibe Merkur* (Describe Mercury). Give children time to whisper the answer to their partner before putting up their hands. Children portraying the planets can use gesture and drama to support meaning.
  - Invite seven other children to be planets and to stand in their appropriate places in the line. Present the planets using the qualifiers *ziemlich* and *sehr* (quite and very), eg *Uranus ist ein kalter Planet. Saturn ist ein ziemlich kalter Planet. Neptun ist ein sehr kalter Planet*. Ask children to discuss the meanings in pairs.
  - Give a simple description of a planet, eg *Er ist ein ziemlich kalter Planet. Welcher Planet ist das?* Children suggest a planet. Encourage them to use full sentences in their replies, eg *Ich denke der Planet ist ...* (I think the planet is ...)
  - Extension: Children describe the planets for the class to guess.

- understand the main points from speech that contains unfamiliar language
- ask and answer questions on a given topic

- Grammar point: When using *nahe an* or *weit von* to describe distance from a planet, the noun that follows takes the dative case, eg *der* (masculine) changes to *dem*, *die* (feminine) changes to *der*, *das* (neuter) changes to *dem*, and *die* (plural) changes to *den*. Hence *nahe an der Sonne, weit von der Sonne entfernt*.
- Grammar point: With masculine nouns, adjectives following the indefinite article (*ein*) take an *-er* ending, eg *Pluto ist ein kalter Planet*.
- Follow-up: Throughout the week, practise using qualifiers in a different context, eg *Heute ist es sehr warm*.
- Follow-up: As a PE warm-up, stand at one end of the hall as 'the sun' and call out a planet. If the planet is close to the sun, children run to stand near you. Alternatively, call out eg *sehr kalt*, and children run to an appropriate distance. Alternatively, designate corners or areas of the room as specific planets. When you shout out the name of a particular planet, children run to that part of the room.

## Learning objectives

## Possible teaching activities

## Learning outcomes

## Points to note

## Children should learn

## Children

## Section 5. Making compound sentences

- to listen attentively and understand more complex phrases and sentences (O5.3)
  - to make simple sentences and short texts (L5.2)
  - to manipulate language by changing an element in a sentence (KAL)
- Display the questions from the last section on the board and quickly revise them.
  - Play *Schnick, Schnack, Schnuck* (Scissors, Paper, Stone). As a class, children chant *Stein, Schere, Papier, schnick, schnack, schnuck!* On 'schnuck', everyone makes one of the hand shapes. The winner in each pair is determined by the following: *Stein* wins against *Schere*, *Schere* wins against *Papier*, *Papier* wins against *Stein*. The winner of each round can ask their partner one of the questions about planets. Children can then play in pairs.
  - On the board, revise a selection of sentences from the previous section, eg *Die Erde ist ein warmer Planet. Die Erde ist ziemlich nahe an der Sonne*. Ask children how they can join these two sentences together using the connective *weil*. Elicit *Die Erde ist ein warmer Planet, weil die Erde ziemlich nahe an der Sonne ist*. Repeat for other planets.
  - Give groups of children word cards, so that they can make two sentences about the planets and join them with *weil*. Highlight the position of the verb after *weil* and remind children to focus on this when they are joining their sentences. Children read their sentences aloud to the rest of the class.
  - Extension: Provide children with written statements and questions, such as *Venus ist ein sehr warmer Planet. Warum?* These questions can be answered orally or in writing.
  - Put an example on the board of an English compound sentence, eg 'Mercury is a very hot planet because Mercury is very close to the sun'. Invite comments on how this could be improved. Highlight the use of pronouns and show how Mercury can be replaced with 'it' in the second part of the sentence. Model a comparable sentence in German, using *er*, eg *Merkur ist ein sehr warmer Planet, weil er sehr nahe an der Sonne ist. Pluto ist ein sehr kalter Planet, weil er weit von der Sonne entfernt ist*. Practise as a class with a selection of sentences. Invite volunteers to come to the front and make some human sentences with word cards. Some children may not be ready to use pronouns.
  - Explain to children that in the next section they will be designing a presentation or booklet about either a real or imaginary planet.

- understand the main points from speech that includes unfamiliar language
- make a sentence using word cards and read it aloud
- make a compound sentence

- The interactive whiteboard is ideal for showing children how to build and extend compound sentences by moving words apart and inserting other words, such as adjectives and qualifiers. If the board has a screen-recording function, plug a microphone into the computer and let individual children drag words into a sentence, speaking the words as they do so. Play the sequence back for the class to evaluate and discuss. This method encourages children to listen carefully to, and learn from, one another.
- Grammar point: After the word for 'because' in German (*weil*), the verb goes to the end of the clause, eg *Pluto ist ein kalter Planet, weil Pluto weit von der Sonne entfernt ist*.
- Throughout the week: Children practise joining sentences using *weil*. Stress the position of the verb.
- Grammar point: The pronoun *er* is used for masculine nouns, eg *der Pluto = er*, while the pronoun *sie* is used for feminine nouns, eg *die Erde = sie*.
- Follow-up: Children research images for their presentations or booklets.
- Links with literacy work: The sixth activity links to work on composing compound sentences from year 2 onwards. The last activity links to information writing in year 3.
- Demonstrate compound sentences with presentation or word-processing software. If using presentation software, make a hyperlink over each noun that may be replaced by a pronoun. When you move the mouse over the noun, children will see the correct pronoun. If using word-processing software, make a bookmark, eg *sie*. Make a hyperlink from a feminine noun to the bookmark, which will be revealed when you move the mouse over the noun. Children can then delete the noun and replace it with the pronoun that appears in the bookmark.

## Section 6. Preparing a presentation

- to prepare a short presentation on a familiar topic (O5.4)
  - to write words, phrases and short sentences using a reference (L5.3)
- Ask children to work in pairs to play Pelmanism. Give each pair a set of cards containing names of each of the planets and short descriptions. They place the cards face down and take it in turns to turn over two cards. If they turn over a description that matches the planet, they keep the cards. If not, they turn the cards back over, keeping them in the same place. The winner is the player with the most matching pairs at the end. Differentiate this game by allowing some children to match names of planets to pictures.
  - Show an example of a presentation or booklet about a real or imagined planet created with presentation/publishing software and discuss this with the class. Display a word and phrase bank to support children as they prepare their own presentations or booklets about a real or imaginary planet.
  - Extension: Children make a mini-encyclopaedia about the planets using their work from the previous activity.

- remember, retain and recall words, phrases and sentences
- choose words, phrases and sentences and write them as picture captions
- use a reference source to check the spellings of familiar words

- Follow-up: Throughout the week, play Pelmanism.
- Follow-up: Children complete their presentations or booklets.
- Links with literacy work: The presentation links to year 5 work on using ICT programs to present texts. The extension activity links to work on creating information texts with a variety of elements, eg labelled explanatory diagram, reporting chart (year 5).

## End-of-unit activity

- to apply the knowledge, skills and understanding in this unit
- Children share their presentations with the class or display their booklets for other children to read.

- present their work with confidence and clarity
- produce a booklet for others to read
- listen to and read the work of others

- Follow-up: If the school is linked with a German-speaking school, presentations can be emailed. Children can explore and compare the science curriculum in the two schools.