

Language

Core language

<i>laut</i>	loud(ly)
<i>leise</i>	soft(ly)
<i>schnell</i>	quick(ly)
<i>langsam</i>	slow(ly)
<i>Wie spät ist es?</i>	What time is it?
<i>ein Uhr, zwei Uhr, drei Uhr, vier Uhr, fünf Uhr, sechs Uhr, sieben Uhr, acht Uhr, neun Uhr, zehn Uhr, elf Uhr, zwölf Uhr</i>	one o'clock, etc.

Additional language for this unit

<i>das Tier</i>	the animal
<i>der Löwe</i>	the lion
<i>der Hahn</i>	the cock
<i>der Kuckuck</i>	the cuckoo
<i>der Elefant</i>	the elephant
<i>der Esel</i>	the donkey
<i>der Vogel</i>	the bird
<i>der Schwan</i>	the swan
<i>die Schildkröte</i>	the tortoise
<i>die Henne</i>	the hen
<i>das Känguru</i>	the kangaroo
<i>stark</i>	strong
<i>schüchtern</i>	timid
<i>wild</i>	fierce
<i>flach</i>	flat

Es ist Karnevalszeit! It's carnival time!

Wo lebst du? Where do you live?
Ich lebe in ... I live in ...

<i>die Savanne</i>	the savannah
<i>in der Savanne</i>	in the savannah
<i>der Wald</i>	the forest
<i>im Wald</i>	in the forest
<i>das Meer</i>	the sea
<i>im Meer</i>	in the sea
<i>der Bauernhof</i>	the farm
<i>auf dem Bauernhof</i>	on the farm

Additional language for teachers

<i>Welches Tier ist das?</i>	What animal is it?
<i>der Dirigent</i>	the orchestra conductor
<i>mehr</i>	more
<i>weniger</i>	less
<i>Maskulinum/Femininum/Neutrum</i>	masculine/feminine/neuter

Unit 11 Karneval der Tiere ('Carnival of the Animals')

About the unit

This unit is based on the 'Carnival of the Animals' by Saint-Saëns. Children learn to describe animals characterised by the music and to talk about their habitats. They also learn how to tell the time on the hour (analogue only).

Where the unit fits in

Children learn and use new vocabulary to talk about animals. They are already familiar with numbers to 12 and learn to use these to tell the time. Children continue to develop confidence in speaking and consolidate work from this and previous units by preparing a performance.

Prior learning

It is helpful if children already know:

- colours
- definite articles *die, das*
- numbers 1–12
- *groß, klein*
- the names of some animals
- *Herzlichen Glückwunsch zum Geburtstag.*

New language

- Giving a simple description (of animals and habitats)
- Telling the time on the hour
- Asking and answering simple questions
- Definite article for all three genders in the nominative case: *der, die, das*
- More adverbs
- Prepositions: using *im, in der* and *auf dem*
- Phonic focus: *w, a, ö, ü, z*

Resources

- Recording of the 'Carnival of the Animals' by Saint-Saëns
- Pictures of the animals in large format and as a class set of mini-flashcards
- Large ball
- Large clock
- Word cards for numbers 1–12
- Word cards for adjectives
- Large word cards for sentence building
- Images of animal habitats
- Word cards of animal habitats
- Sheets of A4 paper and coloured pens
- Lyrics for *Kuckuck* and *Alle Vögel*
- Blown-up copies of *Kuckuck* and highlighter pens

Links with other subjects

Primary framework for literacy: compose sentences using adjectives, verbs and nouns for precision, clarity and impact (year 3); develop a range of personal strategies for learning new and irregular words; comment constructively on plays and performances, discussing effects and how they are achieved

Science: know about the different plants and animals found in different habitats; know about how animals and plants in two different habitats are suited to their environment

Music: listen with attention to detail and internalise and recall sounds with increasing aural memory

PE: create and perform dances using a range of movement patterns, including those from different times, places and cultures; respond to a range of stimuli and accompaniment

Expectations

At the end of this unit

most children will:

ask and answer questions about animals; describe animals and begin to use correct definite articles according to gender; be able to use *im* and *auf dem*; understand time on the hour; devise and perform a short dialogue, using structures learnt in this and previous units

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

understand the names of animals with the support of visual or musical clues; respond with a single-word answer to questions about the time

some children will have progressed further and will:

give extended descriptions in accurate German, showing some attention to definite articles for gender; show creativity and imagination in using known language in a new context

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. Meet the animals

- to listen for specific words and phrases (O4.2)
 - to listen for sounds, rhyme and rhythm (O4.3)
 - to use mental associations to remember words (LLS)
 - to sort words into categories (LLS)
 - to apply phonic knowledge of the language to support reading and writing (KAL)
- Ask children which names of animals they know in German.
 - Explain about the 'Carnival of the Animals' and that they are going to learn the names in German of the animals it characterises.
 - Introduce the names of the animals with pictures or actions by using the following teaching sequence: *der Löwe, der Hahn, das Känguru, der Kuckuck, der Elefant, der Esel, der Vogel, die Schildkröte, die Henne*.
 - Give children a set of mini-picture flashcards of the animals. Display large flashcards on the board one by one, as you say the word. Children listen and point to their corresponding mini-flashcard.
 - Show a large picture flashcard of an animal and say the word. Children repeat the word and hold up the correct mini-flashcard.
 - Play *Wiederholt wenn es richtig ist* (Repeat if it's True). Say the word and hold up a picture flashcard. If the two match, children repeat. If they don't, they remain silent.
 - Show the flashcard and children say the word.
 - Play an extract from the 'Carnival of the Animals'. Play it again and ask children to discuss with a partner which animal they think it is. Encourage them to say the words in German. Some children might need prompts on the board for support. Others may be prompted to disagree with each other, eg *Das ist der Fisch. Nein, das ist falsch, das ist der Hahn!*
 - Present the vocabulary on the interactive whiteboard. Play the relevant extract from the suite to accompany each picture. Children could do a mime while listening.
 - Play Name that Tune. Divide the class into two teams and play the first bars of each musical extract. Ask *Welches Tier ist das?* (What animal is it?) Children respond by saying which animal they have heard.
 - Some children may not yet be ready to give a verbal response. Allow them to give an action or show a flashcard instead of the word.
 - Extension: Encourage children to give a reason for their choice of animal, eg *Die Musik ist langsam* (slow), *schnell* (quick), *Das Tier ist groß* (big) / *stark* (strong).
 - Write the words *Känguru, Henne, Kuckuck, Elefant* on the board and say them to reinforce pronunciation.
 - Sing the song *Kuckuck Kuckuck ruft's aus dem Wald* (see 'Points to note') or play a recording. Children do an action when they hear the *w* sound or the *ä* sound. Sing the song again and encourage them to join in.
 - Extension: Children make a word bank for different animals. Give pairs of children blown-up copies of the *Kuckuck* song. In a timed challenge, each pair must highlight as many of the graphemes *w* and *ä* as they can.
 - Extension: Children collect words containing the *w* sound.
 - Play Human Phonemes to help the children build phonetically regular words. Give out large phoneme cards such as *w, au, m, a, f, il, al, d, s, sch*, say a word and ask the children to arrange themselves to form that word. Possible words to try include *Wald, Schaf, Maus, wild*.

- name some animals
- give a physical response to something they hear

- Some animal names were covered in Units 2 and 5 and may be incorporated into activities in this unit.
- Nouns from all three genders are used in this unit for the first time with a definite article (*der, die, das*).
- The composer of *Le Carnaval des Animaux*, Camille Saint-Saëns, was born in Paris in 1835. He died in 1921. The work comprises a set of short orchestral pieces, which represent a particular animal by mimicking its sounds or characterising the way it moves. More information on Saint-Saëns can be obtained on the internet.
- As an alternative to using mini-picture flashcards, animal mimes can be used.
- When working on a phonic focus such as *w* or *ö*, demonstrate the shape that the mouth makes when making the sound. Get children to practise in front of a mirror.
- The children can sing the following traditional song:

*Kuckuck, Kuckuck, ruft's aus dem Wald.
Lasset uns singen, tanzen und springen.
Frühling, Frühling wird es nun bald.*

*Kuckuck, Kuckuck, läßt nicht sein Schrei'n:
Kommt in die Felder, Wiesen und Wälder!
Frühling, Frühling stelle dich ein!*

*Kuckuck, Kuckuck, trefflicher Held,
Was du gesungen ist dir gelungen.
Winter, Winter räumt das Feld.*

(Cuckoo, cuckoo, calls from the forest,
Let us sing, dance and jump,
Springtime, springtime will be here soon.

Cuckoo, cuckoo, doesn't stop calling
Come into the fields, meadows and forests,
Springtime, springtime come along!

Cuckoo, cuckoo, splendid hero,
What you have sung has now happened,
Winter, winter, leave the field!

- Follow-up: Throughout the week, practise animal names by playing games such as Charades.
- Follow-up: Use the music as a stimulus for writing poetry or for descriptive writing in literacy. Children write non-fiction reports on the animals.
- Follow-up: Research the instruments used in the Saint-Saëns piece.
- Present the song on the interactive whiteboard with, if possible, an attached recording of the words and music. Children can circle words with the *w* sound. Add more slides to add words collected by the children, and add the child's name to the word.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. Animal sounds

- to listen for specific words and phrases (O4.2)
- to listen for sounds, rhyme and rhythm (O4.3)
- to use mental associations to remember words (LLS)
- to sort words into categories (LLS)
- to apply phonic knowledge of the language to support reading and writing (KAL)

- Revise animal vocabulary from the previous session by playing Pictionary. Draw pictures on the board, asking after each stroke *Welches Tier ist das?* Children guess the animal and say the word in German.
- Extension: Children play Pictionary in pairs with mini-whiteboards.
- Children have a selection of coloured pens or pencils. Give an instruction to draw, for example, *eine grüne Schildkröte*. They draw this on paper or a mini-whiteboard.
- Make an animal sound in the way that would be familiar to a young German child (see 'Points to note'). Ask *Welches Tier ist das?* Children guess.
- Compare German animal sounds with English ones and display in a table on the board.
- Discuss the job of the orchestra conductor. Teach the adverbs *laut* (loudly), *leise* (softly), *schnell* (quickly) and *langsam* (slowly) with hand signals, as a conductor might.
- 'Conduct' the class as they make one of the German animal sounds. Give them instructions using the German adverbs and hand signals. Children could then play in pairs or groups.
- Extension: Add *er* to the adverbs, for example *schneller*.
- Create a soundscape. Divide the class into groups. Give each group a different animal sound to make. Give them a few minutes to come up with a rhythm for their sound. Conduct the class, using instructions, eg *schnell*, to create a soundscape. Individual children can then take the role of conductor.

- name some animals
- recognise some words to describe the music

- Animal sounds in German:

roarr! (lion)
kikeriki! (cock)
tröröö! (elephant)
kuckuck! (cuckoo)
iaah! (donkey)
piep piep! (bird)
gack! (hen)
miau! (cat)
määhhh! (sheep)
wau wau! (dog)
muh! (cow)

- Follow-up: Record soundscapes conducted by children and play them back to the class.
- Follow-up: Throughout the week, practise animal words and sounds through games. For example, children find the animal card that corresponds to a given sound.
- Follow-up: Experiment with instruments to create different animal sounds.

Section 3. What's the time?

- to listen for specific words and phrases (O4.2)
- to listen for sounds, rhyme and rhythm (O4.3)
- to write simple words and phrases using a model (L4.4)
- to practise new language with a friend and outside the classroom (LLS)

- Ask children to move around the room in the style of a particular animal. Use commands such as *schnell* and *langsam* to vary the movements.
- Children stand in a circle to play *Gib den Ball weiter* (Pass the Ball) to revise numbers 1–12. Say *eins* and pass the ball to a child, who says *zwei* and passes the ball to someone else, and so on.
- Use a large clock as you say times on the hour, eg *ein Uhr*, *zwei Uhr*, etc. Children listen and repeat.
- Practise saying *Wie spät ist es?* Children chorus the question and you respond with a time in German, eg *sechs Uhr*. Children stamp their feet or clap their hands six times in response.
- Play a variation of What's the Time Mr Wolf? Change the name of the animal so that children move in the appropriate style, eg *Wie spät ist es Herr Elefant?* Stand at one end of the room and call out a time, eg *drei Uhr*. Children take three steps forward in the style of the chosen animal. If you call *Lecker!* children must run back to the start, in the style of that animal. The first child to reach you or to be caught when they run back becomes the animal in the next round.
- Children who become the animal can choose a partner to come with them if they are not yet confident with the language.
- Show children word cards of the numbers 1–12. Ask children to copy-write them, making large letters in the air with their writing hand. Children could then repeat this activity in pairs.
- Extension: Children copy the numbers in the air using other parts of their body, eg *der Kopf*.

- understand the time
- give a physical response to something they hear

- This session is best taught in a hall or large space.
- Children will need to understand and use *ein* and *eins* correctly, eg one is *eins*, but one o'clock is *ein Uhr*.
- Follow-up: Encourage children to play What's the Time Mr Wolf? in German at play time.
- Follow-up: Throughout the week, ask children the time on the hour.
- Some interactive whiteboards provide clock faces with little and big hands. There are also interactive clocks whose hands move when clicked. These offer an engaging way of presenting the time.
- Follow-up: Select extracts from the 'Carnival of the Animals'. Children move around the room in the style of the animals portrayed by the music. They work in groups to create a dance to perform to the rest of the class.
- Follow-up: Children create their own animal music and prepare a dance to go with it.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 4. Animal descriptions

- to memorise and present a short spoken text (O4.1)
 - to read and understand a range of familiar written phrases (L4.1)
 - to recognise and apply simple agreements, singular and plural (KAL)
 - to apply phonic knowledge of language to support reading and writing (KAL)
 - to sort words into categories (LLS)
 - to use mental associations to remember words (LLS)
- Display pictures of the animals. Show children a selection of adjectives on word cards, eg *stark*, *langsam*, *schnell*, *gross*, *klein*.
 - Ask children what they think these mean. Give clues with actions. Ask children to come out and stick the adjectives next to the animal they think they describe.
 - Introduce some new adjectives in the same way, eg *schüchtern* (shy) and *wild* (fierce). Ask children to mime these.
 - Divide the board in three and ask children to suggest animals. As children suggest them, write the name in blue in one column if they are masculine, in red in the next column if they are feminine and in green in the third column if they are neuter. Alternatively, draw three rectangles on the interactive whiteboard, one in each colour. As children suggest animals, type them in black. Change the colour of the definite or indefinite article to white (or the colour of the background outside the coloured rectangles) so that it is invisible until moved into the coloured rectangle.
 - Ask children if they can guess why the names have been written up in three groups. Explain that some are masculine and some are feminine and some are neuter nouns. Use the German terms *Maskulinum/Femininum/Neutrum*.
 - Refer back to *groß* and *klein*. Display these on word cards written in black.
 - Describe the animals in a sentence, beginning with masculine ones, eg *Der Elefant ist groß. Der Fisch ist klein. Die Schildkröte ist langsam. Das Känguruh ist schnell.*
 - Sing the song *Alle Vögel sind schon da* (see 'Points to note') or play a recording of it. Children do an action when they hear the *w* sound or the *ö* sound. Sing the song again and encourage them to join in.
 - Extension: Children write new sentences using other known adjectives, eg colours.

- understand and say a number of adjectives
- understand the three definite articles

- Introduce new adjectives with a picture or action and always check that all children understand the meaning.
- Link with literacy work: These activities link to work on adjectives in year 3 literacy.
- Follow-up: Create an interactive display. Each day, a pair of children builds a new sentence with the word cards and animal pictures.
- Ensure that you stick to the colour code you have established for masculine, feminine and neuter.
- Link with literacy work: Children will have had experience of composing sentences in literacy using nouns, adjectives and verbs for precision, clarity and impact from year 3 onwards.
- Text of the song *Alle Vögel sind schon da*:

*Alle Vögel sind schon da, alle Vögel, alle!
Welch ein Singen, Musizieren, Pfeifen, Zwitschern, Tirilieren!
Frühling will nun einmarschieren, Kommt mit Sang und Schalle.*

(All birds are there already, all birds, all!
What singing, music making, whistling, twittering, trilling!
Spring wants to march in now,
Comes with song and sound.)

This is a traditional song, which is useful for the phonic sounds *v*, *w* *ü* and *ö* and also offers many verbs for making music.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Animal habitats

- to memorise and present a short spoken text (O4.1)
- to read and understand a range of familiar written phrases (L4.1)
- to reinforce and extend recognition of word classes and understand their function (KAL)
- to use question forms (KAL)
- to apply phonic knowledge of the language to support reading and writing (KAL)
- to use mental associations to help remember words (LLS)
- to read and memorise words (LLS)

- Revise gender of nouns by drawing a picture of a large or small elephant. Ask *Welches Tier ist das?* Children answer. Ask *Ist der Elefant groß oder klein?* Children answer. Repeat with *eine Schildkröte*.
- Repeat with other animals and adjectives, eg *langsam, stark, schnell*.
- Display a picture of an animal habitat, eg *die Savanne* (savannah). Show word cards with the adjectives *groß, klein* and a new one, *flach* (flat).
- As a class, build sentences with word cards on the board, eg *Die Savanne ist groß und flach. Das Meer ist groß*. Highlight the gender.
- Show images of four habitats where animals from the 'Carnival of the Animals' live, eg *in der Savanne, im Wald* (forest), *im Meer* (sea), *auf dem Bauernhof* (farm).
- Emphasise the difference between *die Savanne* and *in der Savanne*. Ask the children why they think this has changed.
- Extend to *im Meer* and *auf dem Bauernhof*, asking the children for meaning.
- Hold up word cards with the phrases for the habitats in German, eg *im Meer*. Children discuss in pairs which pictures and phrases match. Ask individual children to come out to match them.
- Use the images to practise saying the phrases for the habitats.
- Write each phrase (*in der Savanne, im Meer, im Wald, auf dem Bauernhof*) on a separate sheet of A4 paper, using different coloured pens. Add a picture to each.
- Show, for example, the 'orange' phrase, eg *auf dem Bauernhof*. Ask children to remember the orange phrase. Stick this sheet somewhere in the classroom. Do the same with the other three phrases, using different colours.
- Ask children to look at the four phrases displayed around the room and remember them. Ask them to watch you as you turn each sheet to face the wall.
- Ask children to discuss in pairs which phrase was where. They feed back.
- Show animal pictures from previous sessions. Ask children to discuss in pairs where they live. Individual children come out to stick the animals on the appropriate habitat picture.
- Using animal pictures or puppets, model the question and answer *Wo lebst du? Ich lebe in ...*. Ask children to guess what you are saying.
- Hold up animal pictures and ask the question again. Model the answer. Children listen and repeat. Practise with the other pictures.
- Children work in pairs to ask the question and to take on the animal roles to give the answer.
- Extension: Play Blockbusters. Prepare a grid with a range of phonemes such as *au, ä, ie, ei, ch, sch, ö, ü, pf, w, ig, z, j* and *v*. Prepare a range of questions to elicit answers relating to the letter sounds, eg *Ich bin ein Tier. Ich galoppiere. Ich bin braun oder weiß. Was bin ich?* Answer: *ein Pferd*. Split children into two teams. They take turns to choose a phoneme, answer the associated question and try to get a straight line across the grid.

- say the names of some habitats
- say where some animals live
- understand that German definite articles change after the prepositions *in* and *auf*

- If your interactive whiteboard has the function, make a slide for each habitat, import a picture of the habitat and make it a background. Children can then drag pictures of animals, sit them on top of the background and add text, either from a writing frame or from memory.
- Note that the verb *leben* is used to refer to wild animals, but *wohnen* is used to refer to people living in flats or houses. To ask a person 'Where do you live?' you would say *Wo wohnst du?*

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 6. Carnival time

- to memorise and present a short spoken text (O4.1)
- to ask and answer questions on several topics (O4.4)
- to learn about festivals and celebrations in different cultures (IU4.1)
- to use question forms (KAL)
- to plan and prepare for a language activity (LLS)

- Revise time by playing What's the Time Mr Wolf?
- Introduce the phrase *Es ist Karnevalszeit!* (It's carnival time!) Practise saying this in chorus.
- Use this session as preparation for an end-of-unit performance based on the 'Carnival of the Animals'. This can involve music, dance, dialogue and soundscapes.
- Children work in groups or pairs. They take on animal roles and work out dialogues using questions and answers, for example:

A) *Hallo!*

B) *Hallo!*

A) *Wie heißt du?*

B) *Ich heiße Löwe. Wie heißt du?*

A) *Ich heiße Vogel. Wie alt bist du?*

B) *Ich bin acht Jahre alt.*

A) *Ich lebe im Wald.*

B) *Ich lebe in der Savanne.*

A) *Wie spät ist es?*

B) *Fünf Uhr.*

(Together) *Es ist Karnevalszeit!*

- Some children will need word and statement banks to assist with the above task.
- Extension: Introduce *Ich bin* to enable children to say, for example, *Ich bin wild!*
- Some children may prefer to perform a shorter dialogue or do a dance with some dialogue interspersed.
- More confident children will be able to prepare an extended dialogue.

- understand simple role-plays
- ask and answer questions on different topics
- perform in front of an audience

- Link with literacy work: This work links to literacy work on performing scenes and commenting constructively on performances (year 4).
- What's the Time Mr Wolf? can be played in the classroom with children standing behind their chairs and pacing out steps on the spot. They sit down when they hear *lecker!* The last one to sit down becomes the animal in the next round.
- Encourage children to use language from previous units, in addition to this one, in their role-plays.
- Suggest to children that the animals could be celebrating a birthday and remind them of the phrase *Herzlichen Glückwunsch zum Geburtstag!*
- Follow-up: Throughout the week, practise the dialogues.
- Link with literacy work: The final activity links to developing sustained conversations in literacy (from year 2 onwards).
- Follow-up: Practise dance scenes and prepare masks, scenery or other props.
- Follow-up: Explore how *Karneval/Fasching/Fasnacht* is celebrated in Germany in February. Use the internet to find images and information.

End-of-unit activities

- to apply the knowledge, skills and understanding in this unit

- Children perform their pieces to the class.
- The class evaluate the performances. They discuss effects and how they were achieved.

- take part in a performance in front of an audience

- Follow-up: Performances are repeated in a show for year 3 children.
- Children record their performances on handheld devices and play them back on the interactive whiteboard to evaluate them. They could store them on their personal space on a learning platform as evidence of achievement.