

Language

Core language

<i>Es schneit</i>	It's snowing
<i>Es gefriert</i>	It's freezing

<i>Null Grad</i>	Zero degrees
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<i>minus</i>	minus
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<i>wenn</i>	when(ever)
<i>du brauchst</i>	you need

<i>Montag, der fünfte Juni usw.</i>	Monday the fifth of June, etc.
<i>der fünfte Juni usw.</i>	the fifth of June, etc.

Additional language for this unit

<i>stark</i>	strong
<i>Ich bin stärker als du</i>	I am stronger than you

<i>der Mantel</i>	coat
<i>der Hut</i>	hat
<i>der Regenschirm</i>	umbrella
<i>der Schal</i>	scarf
<i>Handschuhe</i>	gloves
<i>Stiefel</i>	boots
<i>eine Sonnenbrille</i>	sunglasses

Additional language for teachers

<i>Wie ist das Wetter heute?</i>	What is the weather like today?
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<i>Was brauchst du?</i>	What do you need?
<i>Was ziehst du an?</i>	What do you put on?

<i>Wie viel Grad hat es?</i>	What temperature is it?
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<i>Der Wievielte ist heute?</i>	What's the date today?
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<i>Hier ist die Wettervorhersage</i>	Here is the weather forecast
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<i>heute</i>	today
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Unit 12 Wie ist das Wetter? (What's the weather like?)

About the unit

In this unit children learn more phrases about the weather and how to say the temperature (including with negative numbers). Aesop's fable *Die Sonne und der Wind* (The Sun and the Wind) is used and the text can be found at the end of the unit. Children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.

Where the unit fits in

This unit consolidates and extends work on the weather covered in Unit 7. Children are already familiar with numbers, the days of the week and months of the year. They use this knowledge to create their own weather reports.

Prior learning

It is helpful if children already know:

- some weather phrases
- *Wie ist das Wetter in ...?*
- numbers 1–40
- days of the week
- months of the year
- accusative case: *einen, eine, ein*.

New language

- Describing the weather
- Revision of numbers up to 40
- Saying the temperature (plus and minus)
- Saying the date

- Word order in complex sentences beginning with a *wenn* clause
- Phonic focus: z, w

Resources

- Picture flashcards of weather
- Mini-picture cards with weather symbols
- Large outline map of Germany with weather symbols
- Counting stick or number line
- Large ball
- Numbered tiles, balls or flashcards up to 40

- Pictures of hot and cold places labelled with the symbol of a thermometer
- Thermometer on interactive whiteboard
- The text of Aesop's fable *Die Sonne und der Wind*
- Phrases or sentences from *Die Sonne und der Wind* cut into strips
- Clothing and props to match weather phrases
- Jumbled sentences on card or strips of paper
- Word cards for days of the week, months and *der*

Links with other subjects

Primary framework for literacy: use knowledge of phonics, morphology and etymology to spell new and unfamiliar words; distinguish the spelling and meaning of common homophones

Primary framework for mathematics: know and use multiples of numbers to 10; interpret intervals and divisions on partially numbered scales and record readings accurately

Geography: use atlases, globes, maps and plans at a range of scales; identify and describe what places are like (for example, in terms of weather); use appropriate geographical vocabulary (for example, temperature)

Expectations

At the end of this unit

most children will:

understand and say weather phrases; say which clothes they might wear in different conditions; respond appropriately when asked the date; use the new language in a short presentation

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

understand and say numbers, the days of the week and weather phrases when prompted; understand names of clothes; need prompting to recall vocabulary and structures

some children will have progressed further and will:

initiate conversations when working in pairs or groups; cope with retrieving information from extended descriptions; take part in a presentation using mainly memorised language

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. What's the weather like?

- to listen for sounds, rhyme and rhythm (O4.3)
- to use gesture and mime to show they understand (LLS)
- to use action and rhymes to aid memorisation (LLS)
- to access information sources (LLS)

- Revise known weather phrases and introduce *es schneit, es gefriert* if they have not already been taught (see Unit 7, Section 3 for ideas).
- Play *Zeigt mir!* Each child makes or is given a set of cards with weather symbols. On the instruction *Zeigt mir: Es regnet*, for example, they find the correct card and hold it in the air.
- Play *Klopf, klopf*. Invite two children to the front. Attach weather pictures or flashcards to the board within easy reach. Call out a weather phrase and children race to see who can touch the correct picture first. The winner stays at the board to have another turn.
- Play *Was brauchst du?* (What Do You Need?) Put together a selection of clothing and props to match weather phrases, eg gloves, sunglasses, umbrella, etc. Invite children to come to the front. Call out a weather phrase. Children select an appropriate prop or item of clothing.
- Play Pass the Phrase. Organise children into teams of about six. Teams stand in lines. Whisper a different weather phrase to player one in each team. On the signal *eins, zwei, drei*, player one traces the appropriate weather symbol on the back of player two. The phrase is passed from back to back all the way along the line. When the last player receives the phrase, the team sits down. When all teams are sitting down, ask player six from each team to say their phrase out loud.
- Where appropriate, allow some children to play these games in pairs for extra support.
- Remind children of the question *Wie ist das Wetter in ...?* by doing the clapping rhyme / singing the song introduced in Unit 7, Section 3, using towns which rhyme with the various weather phrases (see 'Points to note'). Introduce *Es gefriert in Frankfurt* and *Es ist heiß in der Schweiz*.
- Practise phonemes *z* and *w*. Split the class into two teams. They then stand in two rows facing each other. Give a number to each pair of children on opposite sides. Down the centre, place picture cards of words with the phonemes *z* and *w*, eg *das Wetter, zwölf, wer, zwei, der Winter ...* Call out the German for one of the cards and then a number. The two children with that number rush to grab the corresponding picture card. At the end of the game, once all the cards have been collected, the teams can sit in their group and try to sound out the words and record the spellings on mini-whiteboards. This game is best played in a hall or outside.
- Extension: Children make up a rap or song using the place names and weather phrases.

- repeat words and phrases spoken by someone
- use mime and gesture to express what they mean
- use physical response to show they understand

- Ensure that children who are not confident in speaking can participate in games by using a physical response.
- Follow-up: Throughout the week, revisit the map of Germany to practise weather phrases and place names.
- Follow-up: Every day when you take the register ask *Wie ist das Wetter heute?* and encourage children to respond using a variety of appropriate phrases.
- Follow-up: Children use the internet or a television weather forecast to investigate weather around the world.
- Song: To the tune of 'We're all Going to the Zoo Tomorrow':

Wie ist das Wetter in Deutschland? (x3)

Ich fahre morgen hin.

Es schneit in Remscheid.

Es ist kalt in Mittenwald.

Es ist schön in Köln.

Es ist windig in Schleswig.

Es ist sonnig in Leipzig.

Es regnet in Regensburg.

Add in:

Es gefriert in Frankfurt.

Es ist heiß in der Schweiz.

(What's the weather like in Germany?)

I'm going there tomorrow.

It's snowing in Remscheid.

It's cold in Mittenwald.

It's fine in Cologne.

It's windy in Schleswig.

It's sunny in Leipzig.

It's raining in Regensburg.

It's freezing in Frankfurt.

It's hot in Switzerland.)

- Phonic focus: Practise the key phonemes (*a, ie, ei, ig, ö*) by playing Phoneme Salad. The children sit in a circle and each has a picture card showing a type of weather or an object. When you call out a sound, all the children with an item containing that sound swap places. As an extension, one child could be in the middle, trying to find a place. He/she chooses a sound to call out.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 2. More practice of numbers to 40

- to memorise and recite a short spoken text (O4.1)
 - to listen for specific words and phrases (O4.2)
 - to answer in their heads questions asked to other people (LLS)
- Revise multiples of five up to 40 using a counting stick or number line.
 - Play *Gib den Ball weiter!* (Pass the Ball!) with multiples of five. Pass a large ball to a child and say *null*. The child who receives the ball says *fünf* and passes it on. The sequence continues up to 40.
 - Revise *einundzwanzig* and *einunddreißig*, etc. using a counting stick or number line.
 - Play *Sucht die Nummer* (Find the Number). Place numbered tiles, balls or number flashcards up to 40 on the floor. Invite two children to stand next to them. Call out a number and children race to find it. The winner stays to have another turn.
 - Play Fizz Buzz with animal sounds from Unit 11. Children count around the class from zero to 40. They replace each multiple of five with a sound, eg *eins, zwei, drei, vier, muh*. When children are confident, add another animal sound for multiples of 10.
 - Allow some children to play in pairs.
 - Extension: Play Fizz Buzz to 40 using multiples of two.
 - Choose one or two counting rhymes to teach children. Demonstrate how these can be used in the playground to decide who is 'it' in a game. In order to help children memorise the rhymes, pictures can be used to support understanding.
 - Extension: Practise higher numbers by changing those in the counting rhymes (see 'Points to note' for examples), eg *Dreiundzwanzig, siebzehn, fünf, Der Storch hat rote Strümpf usw.*
 - Set up an interactive whiteboard file to present the rhymes.

- recognise numbers to 40 when someone says them aloud
- pronounce numbers to 40 with reasonable accuracy
- memorise a rhyme

- If you have used the interactive whiteboard activity suggested in Units 8 and 9, the children will be able to see the sequence and pattern of multiples in the grid.
- If you have not covered Unit 11, replace the animal sounds in the Fizz Buzz game with words such as *lecker!* or *igitt!*
- Follow-up: Throughout the week, play *Gib den Ball weiter!* and Fizz Buzz to practise numbers.
- Allow more thinking time for games that rely on speed, for example in *Sucht die Nummer* count slowly to 10 before allowing children to find the number.
- Counting rhymes:

*Eins, zwei, drei, vier, fünf,
Der Storch hat rote Strümpf.
Der Frosch, der hat kein Haus,
Und du bist 'raus.*

*Eins, zwei, Polizei
Drei, vier, Offizier.
Fünf, sechs, alte Hex'
Sieben, acht, gute Nacht!
Neun, zehn
Auf Wiedersehen!
(Alternative: Neun, zehn, Schlafen gehen!)*

NB Children might have come across the second rhyme in Unit 2, Section 2.

The rhymes can be translated as follows:

1, 2, 3, 4, 5
The stork has red socks,
The frog has no house,
And you are out.

1, 2, police,
3, 4, officer,
5, 6, old witch,
7, 8, goodnight!
9, 10, goodbye!
(Alternative: 9, 10, go to sleep!)

- Follow-up: Throughout the week, encourage children to use the German rhymes in the playground.
- Follow-up: Throughout the week, practise different sequences of numbers in German as a warm-up to the daily mathematics lesson.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. What temperature is it?

- to listen for specific words and phrases (O4.2)
- to recognise that texts in different languages will often have the same conventions of style and layout (KAL)

- Revise weather phrases using one of the activities from Section 1.
- Place pictures of hot and cold places labelled with a temperature (some with negative numbers) around the room.
- Use an activity from the previous session to revise numbers zero to 40.
- Model how to say *Grad* (degrees).
- Point to a picture of a hot place. Use a thermometer or number line to count, for example, from zero to 30 degrees with children. Say *dreißig Grad* and mime 'very hot'.
- Repeat for some other hot places.
- Point to a picture of a cold place. Count down with the thermometer or number line. Stress *minus* before each number and stop at -10 degrees. Say, for example, *minus fünf* and mime 'very cold'.
- Practise saying the temperatures of the hot and cold places displayed around the room.
- Read out a temperature and children point to the matching picture. Invite a child to come out and stand next to each one as you say it.
- Practise reading temperatures on a thermometer. Include some negative numbers.

- repeat words and phrases spoken by someone
- use mime and gesture to express what they mean
- use physical response to show they understand

- Follow-up: Throughout the week, children measure the temperature in the classroom (*das Klassenzimmer*) and playground (*der Spielhof*) 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. If the school has a partner in a German-speaking country, children find out the temperatures there and compare the two.
- Use a website with weather data from German towns and cities to talk about the current temperatures in various locations in Germany or other German-speaking countries.
- You may be able to import an interactive thermometer into the interactive whiteboard and easily move the 'mercury' to show the temperature of the day, copy the screen for each subsequent day, add the day of the week and change the temperature accordingly. If desired, add a caption, for example, *Heute ist Dienstag. Es hat zwanzig Grad.*

Section 4. The Sun and the Wind

- to listen for specific words and phrases (O4.2)
- to follow a short familiar text, listening and reading at the same time (L4.2)
- to apply phonic knowledge to support reading and writing (KAL)
- to use gesture and mime to show they understand (LLS)
- to use action and rhymes to aid memorisation (LLS)

- Revise the temperature and weather phrases from previous sessions. Check the day's temperature and weather in Berlin on the internet and encourage a discussion in German about it, eg *Ist es kalt in Berlin? Nein, es ist nicht kalt aber es regnet usw.*
- Explain to children that they are going to hear Aesop's fable *Die Sonne und der Wind* (The Sun and the Wind). Ask them to guess what the title might be in English and what they think the story might be about. 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. Get children to illustrate sections of the story, scan the illustrations and incorporate them into the presentation.
- Read the story. Ask children to join in with an action when they recognise the words *die Sonne* and *der Wind*.
- Read the story again and ask children to join in with *Ich bin stärker als du* (I am stronger than you).
- Focus on the sound *z*, using the word *ziehe*. Model the sound and children repeat. Read out a list of words from the story including those containing the *z* sound, eg *zur, ziehe, zieht*. When they hear these sounds, they give a physical response. If using an electronic version of the story, let children come to the board and highlight the grapheme representing the sound you are practising.
- 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 their strip in the air.
- Narrate the story and children act it out. Children could work in groups and have a copy of the story to assist them when planning how they are going to act it out.
- Extension: Children include some dialogue as they act out the story.

- repeat words and phrases spoken by someone
- use mime and gesture to express what they mean
- use physical response to show they understand

- Follow-up: Throughout the week, re-read the story. Display words containing the *z* and *w* sounds and practise reading them with correct pronunciation.
- Follow-up: Children read and discuss other fables in English. They write an English version of *Die Sonne und der Wind*.
- Link with literacy work: Children will have investigated fables in year 4 and written their own fables in literacy.
- Link with literacy work: The seventh activity links to drama work in year 1 and year 2 where children act out well-known stories.
- Link with literacy work: The extension activity links to year 3 drama work, where children present events and characters through dialogue to engage the interest of the audience.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 5. Dressing for the weather

- to ask and answer questions on several topics (O4.4)
- to read and understand a range of familiar written phrases (L4.1)
- to read some familiar words and phrases aloud and pronounce them accurately (L4.3)
- to apply phonic knowledge of the language to support reading and writing (KAL)
- to apply knowledge about letters and simple grammatical knowledge to experiment with writing (LLS)

- Revise weather phrases using an activity from Section 1.
- Introduce items of clothing: *ein Mantel* (coat), *ein Hut* (hat), *ein Regenschirm* (umbrella), *ein Schal* (scarf), *eine Sonnenbrille* (sunglasses), *Handschuhe* (gloves) and *Stiefel* (boots). Show props or draw pictures on the board as you say the words and children repeat.
- Show or point to an item and say a word. Children say *ja* or *nein* if they are correct or incorrect.
- Show or point to an item offering alternative answers, eg *Ist das ein Hut oder ein Regenschirm?* Children say the correct word. Then just show or point to an item and encourage children to name it without support.
- Play Pictionary to practise the new vocabulary.
- Link weather phrases and items of clothing by modelling, for example, *Wenn es regnet, brauchst du einen Regenschirm* (When it rains you need an umbrella). Children chorus and mime the sentence. Highlight the fact that when we say 'you need + object', some of the words change from being *ein* to *einen* (*Regenschirm, Hut, Schal, Mantel*).
- Say some similar sentences and children repeat if correct or say *Nein!* with thumbs down if incorrect, eg *Wenn es regnet, brauchst du eine Sonnenbrille – Nein!*
- Make two grids on the interactive whiteboard, one containing six pictures of weather and one containing six items of clothing. Number each item from one to six. Load two electronic dice into the file. Teams click on the first die and select the corresponding weather, then click on the second die and select the corresponding clothing. They have to make a sentence as suggested in the previous activity, followed by repetition if correct or *Nein!* with thumbs down if incorrect.
- Write some similar sentences on the board. Children read, chorus and mime.
- Give children in pairs some jumbled sentences on card or strips of paper to reorder. Some children will need picture clues to support their reading.
- Extension: Children write their own sentences on mini-whiteboards.
- Extension: Children say the sentences in a different order, eg *Du brauchst einen Regenschirm, wenn es regnet.*
- Extension: Read and practise the poem *Es regnet*:

*Es regnet, es regnet,
Es regnet seinen Lauf.
Und wenn's genug geregnet hat,
Dann hört's auch wieder auf.*

(See 'Points to note' for translation.)

- read and understand a range of familiar written phrases
- use their knowledge of grammar to build sentences

- See Unit 11, Section 2 for instructions on how to play Pictionary.
- Follow-up: Throughout the week, recite the poem *Es regnet*.
- Follow-up: Hold up items of clothing and children say an appropriate sentence, for example *Das ist ein Mantel, das ist eine Sonnenbrille usw.*
- Follow-up: Children create weather pictures and write matching sentences. Some will do this from memory.
- Some interactive whiteboards have interactive dice in different colours that speak the numbers in German.
- Modelling sentences on the interactive whiteboard enables the teacher to include the full ability range by adding more support when necessary and withdrawing support when appropriate. In the second extension activity, the teacher can show children how reordering sentences does not necessarily change their sense.
- Write some words on the board and omit a phoneme. Say the word and ask the children to supply the missing letters. Some children might benefit from phoneme cards. Possible words include: *M__tel* (*Mantel*), *schn__t* (*schneit*), *Regen__irm* (*Regenschirm*) and *H__t* (*Hut*).
- English translation of *Es regnet* (see third extension activity):

It rains, it rains
It rains its course.
And when it has rained enough
Then it stops again.

Section 6. Weather reports

- to memorise and present a short spoken text (O4.1)
- to listen with care for specific words and phrases (O4.2)
- to plan and prepare for a language activity (LLS)
- to use a dictionary to look up spellings (LLS)

- Divide the class into two teams. Give each team the same selection of number cards and word cards for days, months and *der*. Call out a date, eg *Montag, der fünfte Juni*. Each team assembles the date as quickly as possible. The class read the date aloud.
- 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, eg *Guten Tag, ich heiße Herr Brown. Heute ist Dienstag, der sechste März. Hier ist die Wettervorhersage. Heute regnet es. Wenn es regnet, brauchst du einen Regenschirm*. Children assemble the correct date, weather symbol and clothing. They feed back their answers in German. Repeat with a different weather report.
- Children help to make a new weather report. They suggest the date, day, month, weather and clothing.
- In pairs or groups, children prepare their own reports. Each group will produce a report appropriate to their level of confidence. Children who are not confident in speaking can participate by saying single words or saying words in chorus. Some children will find it helpful to refer to word banks.
- Extension: Children extend the weather report by saying the temperature.
- Extension: Children use a map of Germany and the rhyming language from Section 1 in their reports, eg *Es ist kalt in Mittenwald*.

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

- Weather forecasts are given in the future tense. All phrases taught here are in the present tense, so 'reports' rather than 'forecasts' is the appropriate term.
- Follow-up: Each morning a pair or group of children give a weather report in German.
- 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: *erste, dritte, siebte*.
- Link with literacy work: These activities build on year 3 work on presenting spoken information and using specific vocabulary in different contexts.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

End-of-unit activity

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

- Children work in groups or pairs to create a weather report for one of the German-speaking countries introduced in Unit 7. These are video-recorded 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.

- give a weather report describing the day, date, weather and appropriate clothing

- Follow-up: If the school has a German-speaking partner school, daily weather reports can be exchanged through email or video conferencing.

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 Sun and the Wind

One day the wind says to the sun, 'I am stronger than you.'

'No,' says the sun, 'I am stronger.'

'Watch,' says the wind.

'Look at the man down there!'

The sun looks at him.

'Yes, I see the man,' says the sun.

'I am going to take his coat off,' says the wind.

'No,' says the sun. 'I am going to take his coat off.'

'Watch,' says the wind. The wind blows and blows.

'Brrr ... I'm very cold,' says the man.

He pulls his coat more tightly around himself.

The wind blows and blows.

'I'm very, very cold,' says the man.

He pulls his coat even more tightly around himself.

The sun shines and shines.

'I'm very hot,' says the man. He unbuttons his coat.

The sun shines and shines.

'I'm very, very hot,' says the man. And he takes his coat off!

'You see!' says the sun, 'I am stronger!'

The wind is very, very cross.