

Children of the World

Life in polar regions

Animal pairs

Step	Description	What the children do
1	<p>A sense of place: The teacher draws a globe on the blackboard (or has prepared this beforehand). Then a rough outline of Europe is added, the position of Germany is marked and the shape of the continent of Africa and the Americas. As the learners call out the German terms, the teacher writes down the English equivalent. The teacher asks for the name of the most northern/southern point. These names are added to the sketch. There shouldn't be more than five or six geographical terms altogether.</p>	<p>The children use their prior knowledge and probably call out: "Die Erde", and other terms.</p> <p>The children repeat, first in chorus, then individually the words: earth, Europe, North Pole, South Pole, Africa, North America/South America</p>
2	<p>Transition: The teacher announces that the class will talk about animals of the earth today.</p>	
3	<p>Repeating and remembering familiar animal names: Before the lesson, the teacher has prepared enough cards for the class by copying and then cutting up the worksheet (Download Animals 1) and the sheet with the corresponding word cards (Download Animals 2). The word <i>crow</i> will probably not be known. After the pair work, the teacher establishes collective understanding. Then pronunciation is practised by chain-speaking (the same word is repeated quickly by 5-8 children) with exaggerated sound production. The teacher might also prepare enlarged animal pictures or the worksheet as a cut-up OHP transparency, for the phase of control of understanding</p>	<p>Pair work: The children match picture cards and word cards</p> <p>Then a child takes over the function of the teacher and either holds up an enlarged animal picture, or places one on the OHP, asking for the name:</p> <p>"What is this?", or: "What animal is this?"</p> <p>The children are in dialogue with each other and practise pronunciation.</p>

<p>4</p>	<p><i>Animals from the North pole region</i></p> <p>The teacher asks the pairs of children to put away their word cards and put their picture cards face down. She explains that the class is going to look at animals which live in a certain region of the globe and asks if they can find out which region that is. She hands a set of the polar animals picture cards (Download Animals 3) to every desk and asks the pairs to also place them face down, and then mix up all the cards on their desk.</p> <p>She asks, “All the animals on the new cards live in a one region of the world.</p> <p>Can you find out where?” Following the act of recognition, she tells them to try and ask each other a very simple question in English for each animal: “Is it from the North?” (The pictures are still in scrambled order.)</p> <p>Then she hands out the sets of word cards (Download Animals 4), and the pairs try and match these new words to the picture cards.</p>	<p>The children classify (known subject matter: the first set of animals) versus new subject matter. They practise asking basic questions. They draw upon their declarative knowledge (knowledge of the world).</p> <p>The children classify the animal pictures. The children concentrate on the word cards for the new animals and match the words with the pictures. As these words do not belong to the basic active vocabulary, this activity is a reading comprehension task. Therefore the focus here is not on pronunciation, but on forming hypotheses about word meaning, drawing on similarities between German and English (e.g. the first letter in Wal – whale) and other types of intelligent guessing.</p>
<p>5</p>	<p>The teacher asks each child to select his/her three favourite North Pole animals. A ranking list is created.</p> <p>The pronunciation of the words is given according to the ranking list:</p> <p>“So let’s see: which is the favourite animal of the class? How many have selected this?” (She shows the picture.)</p> <p>“I see, six children. How many have ...? So your favourite animal is the snow hare. Ten children have opted for it. Let’s make a ranking list.”</p> <p>She then tells each child to only memorize / pronounce his / her three most-liked animal names.</p>	<p>The children make a personal choice, using this affective factor as a memory strategy. The children memorize the names and pronunciation of their three favourite animals.</p>

6	(additional) Repetition of structures and vocabulary.	The children repeat colours and sizes: <i>Examples:</i> The whale is grey/blue and grey The whale is big. The whale lives in the ocean The whale swims.
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