Using the TLM song in German.

The song is available in all of the languages of the project from:

https://www.thelanguagemagician.net/

(a music only version is also available there.)

The German version lyrics:

Krokodil und Hund und Bär,

alle rufen: Komm doch her.

Winivil, mit Zauberei

hält sie fest im Turm, oh wei.

Befrei die Tiere, aber nicht mit Geld,

Sprache ist dein Tor, dein Tor zur Welt.

Die Kraft, sie ist im Zauberhut.

Du brauchst Glück und großen Mut.

The song can be used flexibly, as teachers wish, but here are some suggestions of a teaching sequence in German. These steps might well be spread over a number of lessons. You can choose and adapt the tasks of course, and do not need to do all of them if you do not have time. They lead

towards a class performance that might happen at a parents' evening, in a concert, at a school assembly or at a special event such a European Day of Languages.

1. Play the song in the language of your classroom to introduce the tune.

Ask pupils to join in with the tune and lyrics.

2. Use the TLM graphic to introduce the key vocabulary of the song in German , adding the question: *Wo ist ..?*

to the names of the animals, etc.

Bär

Elefant

Giraffe

Hase

Hund

Krokodil

Löwe

Maus

Pferd

Tiere

Hut

Turm

Zauberer

NB These animals are not all mentioned in the recorded version of the song.

You might like to add a level of interaction by using sign language for reinforcing / practising the vocabulary. A good video BSL dictionary (containing all of these words) is here : https://www.signbsl.com/

Some teachers ask pupils to invent their own action for each animal /word.

3. When the class knows (most/all of) these words well enough to recognise them when they hear them , play the song in German and ask children to respond when they hear the names of the animals (listening acuity). They could respond simply by raising a hand, or by doing the signing if you have taught them the signs.

NB the rhythm of the song means the words come in quick succession! It is more practical to assign certain words to certain pupils or groups of pupils rather than asking individuals to respond to everything.

4. Empower the pupils to use the question: Wo ist …? Reminding them of the usefulness of question words and other grammatical features in creating new sentences.

Use the graphic of the TLM game on a screen (Or stick images of the animals around the classroom walls) and ask the class 'Wo ist … der Löwe?' etc. Pupils respond in differentiated ways: simply by pointing non-verbally, or by pointing and saying 'Da!' or 'Er ist da! / Da ist er!' or by saying 'Er ist links / unten, etc.' if you have taught positions and directions, etc.

5. Make this into a communicative task. If you have shown them the signing you can set up a pairwork activity where Pupil 1 signs (Where is + an animal) and Pupil 2 says in German what they think has been signed (Wo ist + animal?) or by answering the question. This is an early step towards grammatical manipulation.

Ask pupils to make up other Wo ist..? questions including vocabulary / names of things and people in the classroom they have already met. How many questions can they make up?

6. Begin to introduce the written from of the words with more focus. On a different occasion, remind them first of their phonic knowledge of German, especially:

-ä-

-ö-

-au-

-ie-

z-

Final – d

Vowels

Sounded letter - e

Remind pupils of other words they have met with these features, or ask them to speculate how to pronounce words they have not met with the same features.

Play the song with the sound **off** and ask pupils to say the key words in German when they see them in the karaoke subtitles.

7. On another occasion revisit the spellings and phonics and ask the pupils to join in with the key words when you play the song in German with the sound **on**. They might also use the signing or actions.

8. The next step towards a performance would be to look at the whole text (available in all languages in the TLM Classroom Resources from the same website) and encourage pupils to interact with that, for example :

Speaking – reading some words / phases / lines aloud as a group, or in pairs

- saying a word or group of words for other pupils to point out on the screen

- playing 'Ich denke an etwas' (a word on the screen) for others to guess

Listening and reading – following the text

Listening and responding - saying the next word in the line when the teacher reads aloud and stops

Reading - scan the text for the words that mean 'Free the animals'

Writing words – labelling a printout of the TLM logo with the names of the animals etc.

9. Creative input – the song only refers to a few of the animals featured in the graphic .

Extend the verses by adding different animals – ask children which animals they wish to add (in German) and then try to fit them in to the rhythm of the tune as best you can !

A karaoke version of the song is available for this purpose – you can just sing over the music .

10. Plan a performance with the class (potentially including their own lines) and assign any tasks to groups to make the preparations.

'We are going to do a performance of the TLM song to show how good our French is. We need to

- learn the key words (or more/all of the words potentially)
- make sure we can say them with good French sounds

What can we do to make it visually interesting?

Suggestions might include using the signs / actions, or creating animal masks to hold up at the appropriate times, or using puppet / model animals if you have access to these.

Combining the visuals with rehearsal of the language reinforces language learning features of phoneme/grapheme correspondence, pronunciation, intonation, listening to each other and potentially spelling.

You might consider children making animal masks, based on the images, possibly as a competition? These could then be used for display (with speech bubbles for instance : ' Ich bin der Bär und ich mag Honig' or sentences ' Hier ist der Bär. Er ist braun und gross. Er wohnt in dem Wald.'