



### Standards Met

- 1.1: Communication – Interaction
- 1.2: Communication – Interpretation
- 1.3: Communication – Production
- 3.1: Connections – Reinforce other content areas
- 4.1: Comparisons – German language patterns
- 5.1: Use German beyond school

### Objectives:

The students will...

- demonstrate knowledge of commands through actions.
- demonstrate comprehension of “**Meine Kleine Schwester Isst ein Kaninchen**” by acting out the story as it is told in German.
- apply knowledge of numbers, animals, and clothing through a variety of activities

### Anticipatory Set

Have students create a food pyramid by coloring and labeling the various food groups. They can review the colors and learn the words for the food groups in German.

<http://www.mypyramid.gov/kids/index.html> - information about the food pyramid and wonderful activities for students

<http://www.gesundheit.de/ernaehrung/gesund-essen/ernaehrungspyramide/seite/1/ch/689bfb2cb2/index.html> - information about the food pyramid and nutrition in German/Germany. Compare our new food pyramid with the new German three-dimensional food pyramid.

## Activity Sequence

### Input

1. Put approximately seven key words from the book on the board. Uncover them as they are addressed through TPR (total physical response). The words are as follows: **isst** (eats – fingers to mouth), **wir denken** (we think – finger pointing to head), **geht** (goes – second and third finger like they are walking), **übergibt sich** (vomits – second finger in mouth), **fängt** (capture – hand grabbing in the air), and **wird krank** (gets sick – bend over like has a stomach ache).
2. Read through the story, showing the Power Point and having students do TPR actions (point to words on board if students have trouble remembering the actions)
3. Circle using yes/no questions about the story
4. Hand out visuals and words; students do living order of visuals while the teacher reads the story.
5. Review animals already studied.
6. Give the students random pictures of animals from the story to practice identification and command vocabulary. The following are examples: **zeigt mir ein Kaninchen mit dem Finger** (with your finger, point to a rabbit); **alle Schüler mit Ameisen, steht auf** (all with ants, stand up); **alle Schüler mit Fröschen, steht auf** (all with frogs, stand up), etc.
7. Put three stuffed animals in a bag and have the students guess which stuffed animal you are touching. You can give them clues such as **Dieses Tier fliegt in der Nacht.** (The animal flies at night).
8. Teacher describes (in English or German) animals in the story and students guess which animal is being described.
9. Discuss different foods and put them into the food pyramid.
10. Draw pictures of siblings and question about what they eat and what makes them sick.
11. Introduce other animal vocabulary through the following cognates:

**das Zebra** – zebra    **die Ratte** – rat    **der Bulle** – bull  
**das Känguru** – kangaroo    **der Tiger** – tiger    **das Insekt** – insect  
**der Löwe** – lion    **das Krokodil** – crocodile    **die Giraffe** - giraffe  
**das Schwein** – pig    **der Elefant** – elephant    **der Gorilla** – gorilla  
**das Kamel** – camel

### Guided Practice

1. Match phrases from the story with their corresponding pictures.
2. Have students make their own flashcards. These flashcards can then be used to play Memory (concentration) with a partner.
3. Hide a picture of a vocabulary word while one student is out of the room. The student tries to find the picture with the help of the class. As the student gets closer to the picture, his/her classmates say the name of the

- animal in German louder and louder. When the student goes away from the picture, the name is said softer and softer.
4. Complete art sheets with numbers and animals.
  5. Hand out pictures of animals. Through yes/no questions, students attempt to find out what pictures all their classmates have.
  6. Students survey their classmates as to which animals they like and then they can graph the results. They can also survey their classmates as to which foods they like.
  7. Talk about pets, and have students say which animals in the story they would like to have as pets.
  8. In pairs, students make a sound or action that represents each of the animals in the story. Students can then guess the animal from the actions and sounds done by their classmates.
  9. Students determine which word doesn't belong. For example, which word doesn't belong **der Löwe das Kaninchen die Mütze der Wurm**
  10. Put a word from the story on the back of each student. By asking only yes/no questions, the student will try to find out which word is on his/her back. When a student thinks that he/she has the correct answer, he/she asks someone to verify that answer. If the

- Each student thinks of another strange and silly thing the little sister could eat and draws that number of things on the page.
  - These pictures can all be stapled together for a class counting book.
2. Include other German expressions such as **Ich habe Hunger** (I am hungry), **Sie sagt** ( She says), **Mein Bauch tut weh** ( My stomach hurts), **Ich mag** ( I like), **Ich mag nicht** ( I don't like), **Er/sie mag** ( He/She likes)
  3. Complete a class picture dictionary.
  4. Create as a class a book entitled **Die Tiere Ziehen Sich An** (The Animals Dress Themselves)
  5. Students put on articles of clothing by command
  6. Extend to other books such as *There Was An Old Lady Who Swallowed a Fly*.

### Evaluation

1. Check comprehension with simple yes/no questions or either/or questions.
2. Give a yes/no quiz in German asking some of the following questions: My little sister eats three snakes. My little sister eats fruits and vegetables
3. Students perform sentences that the teacher says such as **Der Wurm isst die Mütze**. (The worm eats the cap.).
4. Have the students create living sentences to focus on grammar points that you might wish to emphasize such as singular and plural etc.

### Closure

1. Retell the story one last time. Students will fill in the blanks when the teacher pauses.

## Connection Activities

### Math

- Create word problems from the story and solve these problems using manipulatives.
- Create a class counting book.
- When the number is read in the story, groups of student will create a model of that number. For example when the number three is read, students will collect three objects in the classroom to represent the number three.
- Students will find the pattern in the story. They can then compare this to another pattern storybook.

## Language Arts

- Create a story map.
- Dramatize the story.
- Write concrete poetry
- Writing six traits – Sentence Fluency
- Using the three main phrases in the story, each student writes his own book with him/her as the principle character.
- Create own animal and write a story about that animal

## Social Studies

- On a map, locate where all the different animals are found.
- Connect to the foods that Native Americans used to eat and also how they used the various animal parts in their survival.
- Research other countries' strange eating habits such as chocolate covered grasshoppers and present these to the class

## Health

- Have the students discuss the food pyramid and the importance of healthy eating.
- The students will create paper plate meals being sure to include the necessary food groups.
- My Pyramid Blast Off Game  
[http://www.mypyramid.gov/kids/kids\\_game.html](http://www.mypyramid.gov/kids/kids_game.html)
- My Pyramid Worksheet  
[http://teamnutrition.usda.gov/resources/mpk\\_worksheet.pdf](http://teamnutrition.usda.gov/resources/mpk_worksheet.pdf)
- Have students go to the Food Pyramid web site and input their own activity to figure out their intake for the day
- <http://www.gesundheit.de/ernaehrung/gesund-essen/ernaehrungspyramide/seite/1/ch/689bfb2cb2/index.html>  
This is a wonderful nutrition site in the target language/culture. It contains colorful pictures with all the food groups that make the German nutrition pyramid.

## Science

- Complete a KWL chart about the animals in the story.
- Complete Semantic Analysis Charts on the various animals.
- Create an animal zoo with these lesser known animals.
- Compare and contrast the different animals found in the story.
- Connect to dissection in biology by using owl pellets.
- Research the eating habits of the various animals in the story and compare them to what humans should eat.

## **Additional Resources**

<http://www.amazon.com/Little-Sister-Hare-Dragonfly-Books/dp/051788576X> - purchase the book

[http://education.ti.com/educationportal/activityexchange/activity\\_detail.do?cid=us&activityid=4944](http://education.ti.com/educationportal/activityexchange/activity_detail.do?cid=us&activityid=4944) - math

[http://prism.camden.k12.ga.us/sample\\_lessons.htm](http://prism.camden.k12.ga.us/sample_lessons.htm) - more and less

<http://www.amphi.com/~technology/standards/lessons/gutierrez2.html> - using literature to develop number sense

<http://www.msu.edu/~whitman4/literacy.html> - story map - language arts connection

<http://www.childfun.com/modules.php?name=News&file=categories&op=newindex&catid=8> food ideas

<http://www.mypyramid.gov/kids/index.html> - information about the food pyramid and wonderful activities for students

Match the word to the appropriate picture. Pictures are found in the Power point.

das Kaninchen	die Schlange	das Getreide	die Ameise
das Gemüse	die Unterwäsche	der Waschbär	die Socken
die Schuhe	die Fledermaus	die Frucht	der Mantel
die Krawatte	die Maus	der kleine Frosch	die Milchprodukte
der Wurm	die Eidechse	das Fleisch	die Erbsen

**das Kaninchen**

**die Schlange**

die Ameise

der Waschbär

die Fledermaus

**die Maus**

**der kleine Frosch**

**der Wurm**

die Eidechse

die Unterwäsche

die Socken

die Schuhe

der Mantel

die Krawatte

**die Mütze**

**die Erbsen**

**das Getreide**

**das Gemüse**

**die Frucht**

**die Milchprodukte**

**das Fleisch**