

# German Stage 1

## Die kleine Raupe Nimmersatt (10 weeks)

| Key Concepts                                                                                                                                                                                                     | Why does the learning matter?                                                                                                                                                                                                                                                                                                                                                                                                                    | Structures and socio-cultural content                                                                                                                                                                                                                                                                                                                                                                                                                    | Building the field                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Caterpillars have a life cycle.</li> <li>This life cycle needs to be sustained by different types of food.</li> <li>Some foods are healthier than other foods.</li> </ul> | <ul style="list-style-type: none"> <li>Students learn the days of the week through a real-life context.</li> <li>Students are able to discuss different foods and drinks and reasons for likes and dislikes, giving them confidence in manipulating language and having sustained conversations.</li> <li>Animals and humans have a need for good nutrition, and students can make informed choices about the types of food they eat.</li> </ul> | <ul style="list-style-type: none"> <li>Colours, e.g. rot, Erdbeerrot</li> <li>Days of the week, e.g. am Montag</li> <li>Numbers 1-10</li> <li>Common foods</li> <li>gesund/ungesund</li> <li>Adjectives, e.g. hell, dunkel, warm, kalt, lang, kurz, salzig, süß, sauer, knackig, hart, weich, stachelig, haarig</li> <li>Compare the foods chosen by the author to those that may have been chosen if the writer were Australian, German etc.</li> </ul> | <ul style="list-style-type: none"> <li>Show students a beautiful butterfly (made by teacher), introducing the word <i>Schmetterling</i> and naming colours.</li> <li>Show students cocoon and ask <i>Was ist das?</i></li> </ul> <p>Show caterpillar and explain <i>Das ist das Haus der kleinen Raupe.</i></p> |

# Unit plan

## Outcomes

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- 2.UL.1 A student recognises and responds to spoken texts in German in familiar contexts:
  - listens actively, using verbal and nonverbal communication to show comprehension and maintain interaction
  - listens to short texts while following the written form
- 2.UL.2 A student identifies and responds to key words, phrases and simple sentences in context in written German:
  - uses teacher cues, visual stimuli and word charts to support and enhance communication
  - locates key words and phrases in a text
  - responds to text in a variety of ways, e.g. sequencing
- 2.UL.3 A student uses familiar language to share information:
  - imitates and reproduces correct pronunciation and intonation
- 2.UL.4 A student uses models to write text to convey personal information and ideas:
  - uses scaffolds to experiment with language and produce their own text
  - organises and presents information, e.g. labelling pictures, using tables
- 2.MLC.2 A student identifies ways in which meaning is conveyed by the sounds and symbols of German:
  - identifies features of the spoken language
  - understands the construction of sounds and meanings in written German
- 2.MBC.1 A student recognises the link between culture and a sense of identity:
  - identifies similarities and differences in daily life in diverse communities, with reference to food and drink

## Suggested teaching, learning and assessment activities

Note: Activities marked \* could be used for assessment

In the following activities, L means listening, R means reading, S means speaking and W means writing.

1. Teacher tells story of *Die kleine Raupe Nimmersatt* using laminated pictures/feltboard and text, or book (L)
2. Using pictures or actual food – introduce vocabulary and label items – Resource sheet 1 (W)
3. Consolidate vocabulary: *Obstsalat* – Resource sheet 2; matching activities; word-search – Resource sheet 3 (R, W)
4. Discuss food items in story. Which foods are typically Australian, which are typically German, which are both? Draw table on board. (S)
5. Song: *Die kleine Raupe Nimmersatt* – Resource sheet 4 (S)
6. Students choose a caterpillar from any country, and introduce it to the class, saying what it likes and doesn't like to eat: *Meine Raupe kommt aus Amerika. Sie isst gern Kartoffelchips und Pfannkuchen. Sie mag Nudeln nicht.* (S) \*
7. Discuss: *Warum hatte die kleine Raupe Bauchschmerzen?* Make a chart on board – *gesund* and *ungesund*, and discuss, e.g. *Magst du Birnen? Sind Birnen gesund?* Students complete table in their books, using pictures or words (S, W)
8. Use video of *Die kleine Raupe Nimmersatt* (or teacher reading excerpts from the book). Give each student a flashcard of a particular food, and then spread days of the week flashcards around the room – students to place their food near correct day (L)
9. Sequencing: Put the story into the correct order – Resource sheet 5 (R, S)
10. Introduce different ways of describing foods – *süß, sauer, saftig, salzig, knackig, hart, weich* – can be mimicked using flashcards, or students could bring in different foods – Resource sheet 6 (L, S, W)
11. Poem: *Sag Mutter, was kochst du...*
12. Students make a booklet, *Die kleine australische Raupe Nimmersatt*, focussing on food and days of the week – teacher provides some text, students complete text and illustrate, punching a hole in each food item on the page (R, W) \*
13. Discuss what other animals come out of an egg (L, S)

14. Movement: Act out the four stages of the life cycle (*Ei, Raupe, Puppe, Schmetterling*) – refer to Resource sheet 7 for a range of games/activities (LR)
15. Craft activity: Life cycle of a caterpillar. On a large picture of a leaf, divided into four, students create each of the four stages in the lifecycle of a caterpillar – *Ei, Raupe, Puppe, Schmetterling* (W)
16. Play (optional)
17. Board game (optional) – Resource sheet 8

## Resources

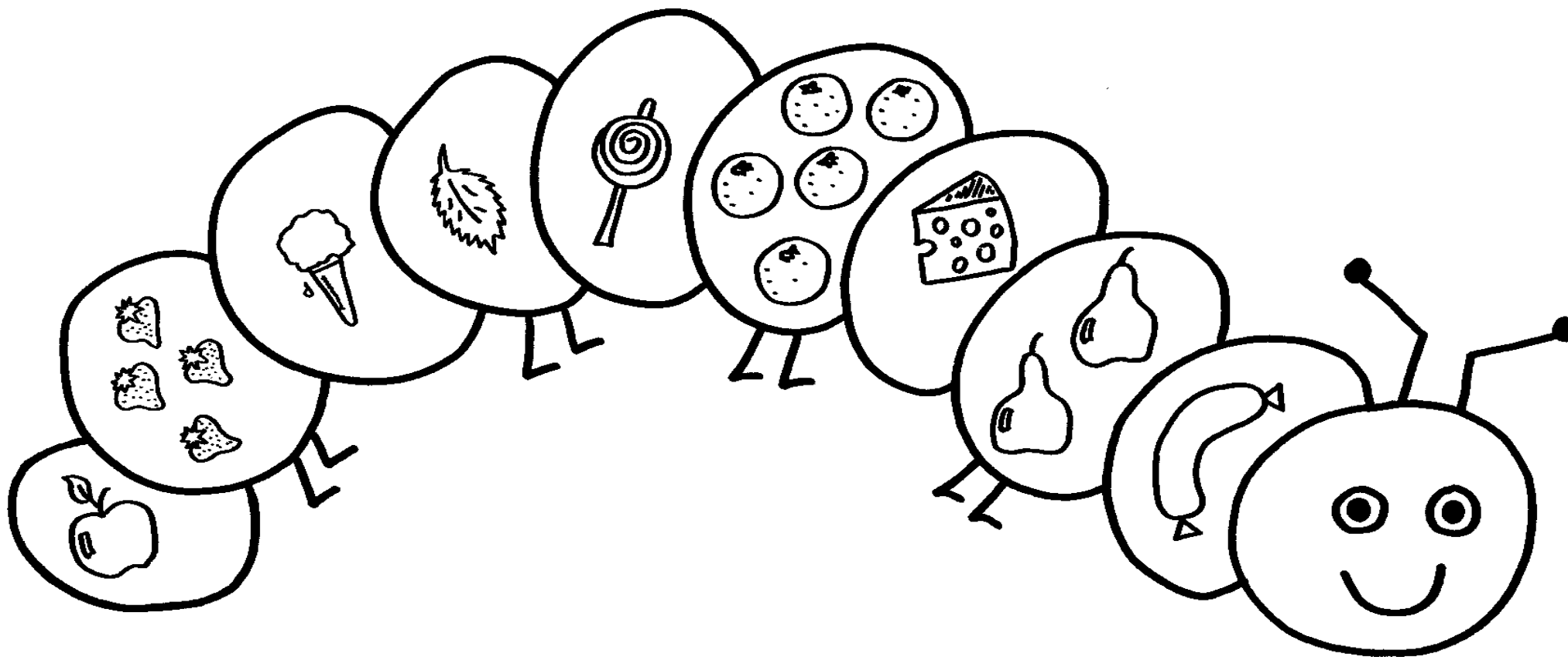
*Die kleine Raupe Nimmersatt* resource sheets

*Die kleine Raupe Nimmersatt* book and/or video (e.g. <https://www.youtube.com/watch?v=0CFzWQL-oLA>)

Feltboard, flashcards, craft materials

# Die kleine Raupe Nimmersatt: Resource sheet 1

Was isst die kleine hungrige Raupe?



|               |
|---------------|
| ein Eis       |
| fünf Orangen  |
| ein Würstchen |

|                   |
|-------------------|
| eine Scheibe Käse |
| vier Erdbeeren    |
| zwei Birnen       |

|             |
|-------------|
| einen Lolli |
| ein Blatt   |
| einen Apfel |

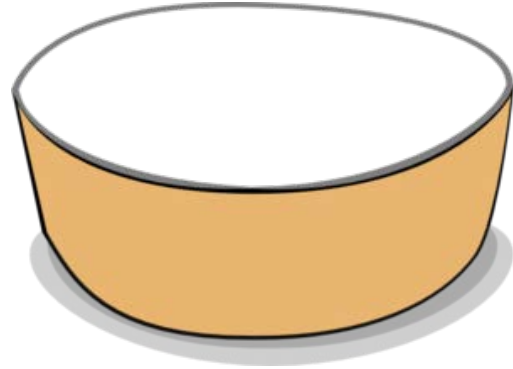
## Die kleine Raupe Nimmersatt: Resource sheet 2

### Obstsalat Malerei!

Male eine Schale in dein Heft.

In der Schale male:

- eine Apfelsine
- zwei Äpfel (einen Roten und einen Grünen)
- drei Birnen
- vier Erdbeeren
- zwei Pflaumen und eine Banane.



Schreib die Wörter auf dein Bild.

### Welche Farbe?

Welche Farbe haben diese Früchte?

Finde die passende Farbe / passenden Farben und verbinde sie mit einer Linie:

|                    |        |
|--------------------|--------|
| Die Äpfel sind     | orange |
| Die Pflaumen sind  | rot    |
| Die Erdbeeren sind | grün   |
| Die Orangen sind   | lila   |

### Ergänze die Sätze!

1. Die Äpfel sind grün und rot.
2. Die Erdbeeren sind \_\_\_\_\_.
3. Die Orangen sind \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.



### Andere Früchte

Can you think of other fruits? What colour are they? Write a sentence or two in German.

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# Die kleine Raupe Nimmersatt: Resource sheet 3

## Find-a-word

Write these words in German and find them in the puzzle below.

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_



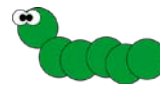
hungry \_\_\_\_\_

full \_\_\_\_\_

cocoon \_\_\_\_\_

egg \_\_\_\_\_

butterfly \_\_\_\_\_



|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Y | G | P | L | R | Z | Z | B | Q | Y | R | K | S | O | H |
| S | R | A | U | P | E | Q | X | Z | M | F | C | U | R | C |
| T | A | F | T | G | J | N | W | D | M | H | D | O | A | O |
| M | U | J | Z | S | R | T | X | O | M | O | N | Q | N | W |
| T | O | H | S | B | N | F | R | E | I | T | A | G | G | T |
| S | F | N | J | M | K | E | T | Z | Y | U | R | L | E | T |
| R | V | R | T | O | P | T | I | Y | O | Z | L | Q | B | I |
| U | B | Q | K | A | E | T | Y | D | C | G | S | G | O | M |
| W | D | O | G | R | G | W | A | U | I | H | H | T | A | P |
| N | N | X | L | G | A | T | S | R | E | N | N | O | D | I |
| R | R | I | M | W | R | X | G | F | E | H | Q | R | H | L |
| S | N | I | A | B | R | N | B | P | N | N | D | C | E | E |
| G | A | N | G | E | U | T | T | A | L | B | R | F | T | W |
| I | Z | T | I | H | E | F | T | V | M | G | P | I | K | B |
| P | R | X | T | R | Y | T | Q | U | Z | A | U | Y | B | M |

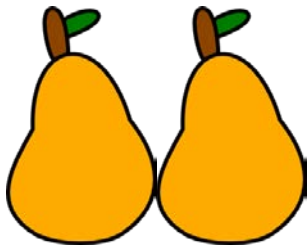
## Die kleine Raupe Nimmersatt: Resource sheet 4

### Sing mit!

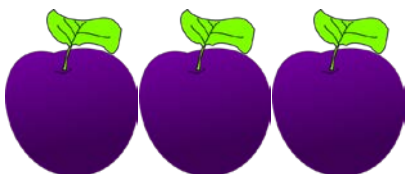
Die kleine Raupe Nimmersatt  
Fraß einen Apfel  
Fraß einen Apfel  
Fraß einen Apfel  
Die kleine Raupe Nimmersatt  
Fraß einen Apfel  
Am Montag



Die kleine Raupe Nimmersatt  
Fraß zwei Birnen  
Fraß zwei Birnen  
Fraß zwei Birnen  
Die kleine Raupe Nimmersatt  
Fraß zwei Birnen  
Am Dienstag



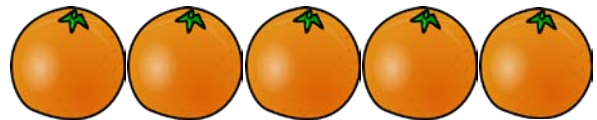
Die kleine Raupe Nimmersatt  
Fraß drei Pflaumen  
Fraß drei Pflaumen  
Fraß drei Pflaumen  
Die kleine Raupe Nimmersatt  
Fraß drei Pflaumen  
Am Mittwoch



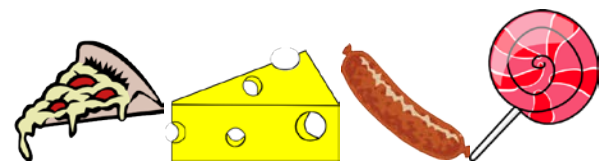
Die kleine Raupe Nimmersatt  
Fraß vier Beeren  
Fraß vier Beeren  
Fraß vier Beeren  
Die kleine Raupe Nimmersatt  
Fraß vier Beeren  
Am Donnerstag



Die kleine Raupe Nimmersatt  
Fraß fünf Orangen  
Fraß fünf Orangen  
Fraß fünf Orangen  
Die kleine Raupe Nimmersatt  
Fraß fünf Orangen  
Am Freitag



Die kleine Raupe Nimmersatt  
Fraß alles  
Fraß alles  
Fraß alles  
Die kleine Raupe Nimmersatt  
Fraß alles  
Und sie war krank!



## Die kleine Raupe Nimmersatt: Resource sheet 5

### Tell the story

Work with a partner to complete this activity. Cut out each sentence below. Rearrange the sentences into the correct order, then glue them on to a sheet of paper. Take turns in reading the story aloud.

Am Donnerstag fraß sie sich durch vier Erdbeeren.

Am Freitag fraß sie sich durch fünf Orangen.

Am Sonntag fraß sie sich durch ein grünes Blatt und war satt.

Dann zwängte sie nach draußen aus – ein wunderschöner Schmetterling!

Am Mittwoch fraß sie sich durch drei Pflaumen.

Am Samstag fraß sie sich durch unglaublich viel und hatte Bauchschmerzen.

Am Montag fraß sie sich durch einen Apfel.

An einem Sonntagmorgen schlüpfte eine kleine Raupe aus dem Ei.

Sie baute sich einen Kokon und blieb darin zwei Wochen lang.

Am Dienstag fraß sie sich durch zwei Birnen.

# Die kleine Raupe Nimmersatt: Resource sheet 6

| Obst     | <br>Farbe | <br>riecht | <br>fühlt | <br>schmeckt |
|----------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Apfel    |                                                                                            |                                                                                               |                                                                                              |                                                                                                 |
| Birne    |                                                                                            |                                                                                               |                                                                                              |                                                                                                 |
| Pflaume  |                                                                                            |                                                                                               |                                                                                              |                                                                                                 |
| Erdbeere |                                                                                            |                                                                                               |                                                                                              |                                                                                                 |
| Orange   |                                                                                            |                                                                                               |                                                                                              |                                                                                                 |

## Die kleine Raupe Nimmersatt: Resource sheet 7

### Activities and craft ideas

Source: <https://eric-carle.com/resources/>

#### Fruit salad

This game will need to be played outside, and students should be wearing their sports uniform.

Divide students into two groups. Have each group sit in two rows, facing each other, legs stretched out so that each student's feet are touching the feet of the student opposite. Give each pair of students the name of a fruit, e.g. *Apfel*, *Orange* etc.

When the teacher calls out a fruit, e.g. *Pflaume*, all the plums must stand up, run to the front of the team (jumping over the legs of their team-mates), down each side of the team and back up the middle, sitting down at their original spot, legs together. Team A and Team B are racing, and the first "plums" back to their original position win a point for their team.

If the teacher calls out *Obstsalat*, all students must get up and run, with the first team back in their original positions winning that round.

#### Act out the four stages of the life cycle

As the teacher calls out one of the stages of the life cycle, the students must do the action.

- Ei*: Students hold on to their ankles and round their body like the shape of an egg.
- Raupe*: Students squirm like a worm.
- Puppe*: Students curl up on floor.
- Schmetterling*: Students stand up and flap arms as wings.

#### Build three stages of the life cycle:

Day one: Make caterpillars out of cardboard egg cartons. Paint them green and add wiggly eyes and pipe cleaner antennae.

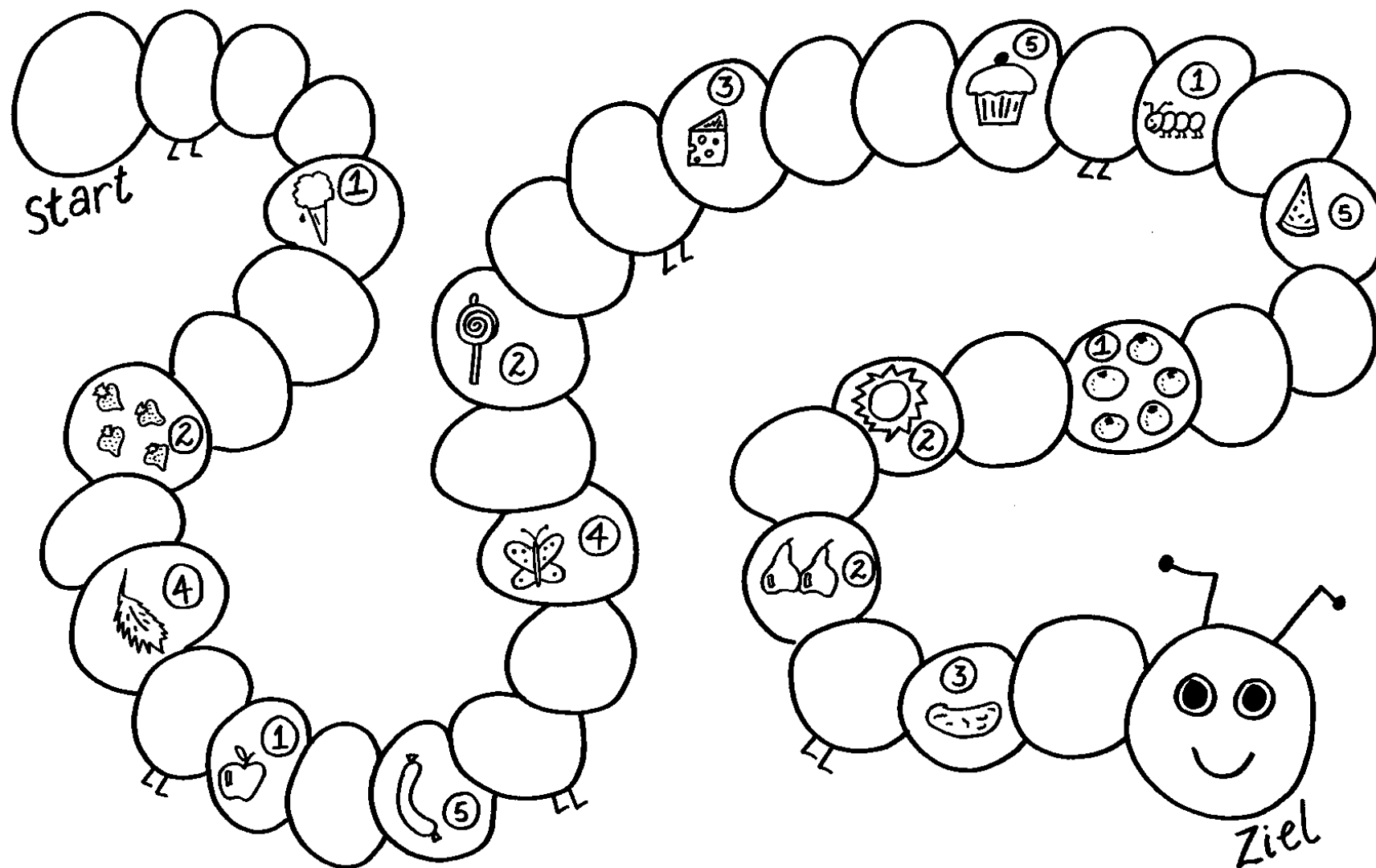
Day two: Use toilet paper rolls to make cocoons. Have the students paint them and let them dry.

Day three: Give the students pre-cut paper butterflies and have the students decorate them and glue them to an ice cream stick. After the butterflies have dried, insert them into the cocoons. Pull them out and witness their changes!

#### Bring the story to life:

Make a hand puppet of a caterpillar, with googly eyes, a hole in its mouth and elastic around the base, where the puppet rests on your forearm. Using felt, make two sets of all of the foods in the story. Use one set to decorate a cloth cut-out of a butterfly. Hide this butterfly inside a cloth bag at your feet. Distribute the other set of food to the students. As you read/recite the story, have the students feed the food to the caterpillar. When the story is finished, put your puppet-hand into the cloth bag, pull it off, and then magically pull the butterfly out of the bag.

# Die kleine Raupe Nimmersatt: Resource sheet 8



## How to play:

Take turns to throw the die. Move the number of squares towards the *Ziel*.

If you land on a picture, you must say what it is in German. If you are correct, write down the number of points for that picture on a piece of paper.

The winner is the person with the most points after all players have reached the *Ziel*.

All clip art used in this document sourced from: <http://www.clker.com/>