

Merrily Moving Mammals – Grade Three

Ohio Standards Connection

Foreign Language

Communication

Benchmark A

Ask and answer questions and share preferences on familiar topics.

Indicator 1

Exchange information by asking and answering questions.

Benchmark C

Request clarification.

Indicator 4

Ask questions to clarify information.

Connections

Benchmark A

Describe concepts and use skills from across disciplines.

Indicator 1

Investigate concepts from other disciplines (e.g., Fahrenheit versus Celsius thermometers, making change, telling time, names of planets).

Lesson Summary: Novice Level Proficiency

In this multiple-day lesson, students ask and answer questions about mammals. The lesson emphasizes vocabulary on animal movements, sounds and characteristics (height, weight, speed). Students state their preferences about their favorite mammals and write poetry to present their favorite mammals to the class.

Estimated Duration: Five hours

The foreign language academic content standards were written with the assumption that elementary programs meet for 90 minutes per week and that secondary programs meet the equivalent of 50 minutes per day throughout the year. Time and intensity do matter and programs that meet for fewer minutes/less often will need more time to review previously introduced material before moving forward.

Commentary:

From the writer: Asking and answering questions takes a lot of practice. Often we practice using the “do you…” questions and “yes, I do…” answers. This lesson requires students to practice specific question words that seek “who, what, when, where, why and how” information about the mammals.

From the field: The Post-Assessment and activities leading up to the assessment are nicely aligned to the indicators of the lesson.

Pre-Assessment:

This Pre-Assessment will determine each student’s ability to answer questions about mammals.

- Distribute Attachment A, *Welches Tier ist das?* to individual students.
- Read multiple-choice questions with students and also have them list animals into two groups – mammals and other animal groups.
- Collect.

Scoring Guidelines:

The purpose of the Pre-Assessment is to determine which vocabulary (mammals, characteristics and question words) students already know and can use. One point is given for

Merrily Moving Mammals – Grade Three

each correct response, with a total of 15 points possible. The score of the Pre-Assessment will be compared to the Post-Assessment results.

Post-Assessments:

Part One

- Distribute Attachment A, *Welches Tier ist das?*, to individual students.
- Read multiple-choice questions with students and also have them list animals in two groups – mammals and other animal groups.
- Collect.

Part Two

- Have students select a mammal card out of a hat using cards in Attachment B, *Tierkarten*. In pairs, have students ask each other questions to determine what mammal each partner has.
- Check students' ability to ask and answer questions and seek clarification with Attachment C, *Teacher Checklist*.

Part Three

- Have students create a poem about a mammal called “*Elfchen*,” and present it orally to the class. Refer to Attachment D, *Sample Elfchen Poetry*.
- Use Attachment E, *Poetry Rubric*, to assess.

Part Four

Check students' sentences on Attachment F, *Tierdiagramme*, for comparisons using kilometers per hour, meters for height and kilograms for weight.

Scoring Guidelines:

Part One

- Give one point for each correct response for a total of 15 points on Attachment A, *Welches Tier ist das?*
- Compare with the Pre-Assessment results to see if students acquired more vocabulary and can accurately answer questions about mammals and their characteristics.

Part Two

- Score students' ability to ask and answer questions and seek clarification with Attachment C, *Teacher Checklist*.
- A simple checklist indicates whether the student can perform the task.

Part Three

- Use Attachment E, *Poetry Rubric*, to evaluate students' mammal poetry.
- The rubric uses a four-point scale to assess the written and oral presentations.

Part Four

Score students' sentences in Attachment F, *Tierdiagramme*, as follows:

- 3-can write three sentences using comparisons and superlatives;
- 2-can write sentences with comparisons and superlatives with only a few errors;
- 1-cannot accurately write a sentence using comparisons and superlatives;
- 0-uses English (or a mixture of German and English) to write the sentence.

Instructional Procedures:

Day One

1. Conduct the Pre-Assessment, Attachment A, *Welches Tier ist das?*
2. Make a list of flash cards with mammal names. Make a second set of flash cards with animal movements or sounds. (See Vocabulary section.) Put magnets on the backs of the flash cards so that you can move them around on the chalkboard. Use tape if the chalkboard is not magnetized.
3. Practice questions and answers using the flash cards:

<i>Fragen:</i>	(Questions:)
<i>Was macht der Affe?</i>	(What does the monkey do?)
<i>Was sagt die Maus?</i>	(What does the mouse say?)
<i>Antworten:</i>	(Answers:)
<i>Der Affe schaukelt von Baum zu Baum.</i>	(The monkey swings from tree to tree.)
<i>Die Maus piepst.</i>	(The mouse squeaks.)

Day Two

4. Review the mammals and their movements and sounds with the flash cards from Day One. Show students an animal card; have students say what the animal does or says.
5. Write a series of short sentences using the mammals and their movements or sounds on strips of paper. Place the strips in a hat. Have students come to the front of the room one at a time and pull a strip from the hat. Ask students to read the paper silently to themselves and perform the sentences without reading the words out loud, like charades. The other students guess the sentence. Sample sentences include:

<i>Das Schaf blökt.</i>	(The sheep bleats.)
<i>Die Katze miaut.</i>	(The cat meows.)
<i>Der Hund bellt.</i>	(The dog barks.)
<i>Das Schwein rollt im Schlamm.</i>	(The pig rolls in the mud.)
<i>Der Tiger rennt im Dschungel.</i>	(The tiger runs in the jungle.)
<i>Der Bär brummt.</i>	(The bear roars.)
6. Review comparative and superlative adjectives by selecting three animal cards and practicing *groß, größer, am größten* (tall, taller, tallest); *schnell, schneller, am schnellsten* (fast, faster, fastest); and *schwer, schwerer, am schwersten* (heavy, heavier, heaviest). Use picture cards of animals, if available. Students will make statements about the three animals in the following manner:

<i>Der Hund ist groß.</i>	(The dog is tall.)
<i>Das Pferd ist größer.</i>	(The horse is taller.)
<i>Die Giraffe ist am größten.</i>	(The giraffe is the tallest.)

Day Three

7. Give each student an animal card from Attachment G, *Tierauskunft*.
8. Hang a clothesline in front of the room. Label the clothesline with the word *Geschwindigkeit* (speed). Ask a third of the students to hang their mammals on the clothesline according to speed, from slowest to fastest.
9. Hang a second clothesline under the first clothesline. Label this clothesline *Größe* (height). Ask another third of the students to hang their animals on the clothesline according to height, from shortest to tallest.
10. Hang a third clothesline under the second. Label this clothesline *Gewicht* (weight). Ask the remaining students to hang their animals on the clothesline according to weight, from lightest to heaviest.
11. Discuss the speed, height and weight of the various mammals in the following manner:

<i>Fragen:</i>	(Questions:)
<i>Welches Tier ist schnell?</i>	(Which animal is fast?)
<i>Welches Tier ist schneller?</i>	(Which animal is faster?)
<i>Welches Tier ist am schnellsten?</i>	(Which animal is the fastest?)
<i>Welches Tier ist groß?</i>	(Which animal is tall?)
<i>Welches Tier ist größer?</i>	(Which animal is taller?)
<i>Welches Tier ist am größten?</i>	(Which animal is tallest?)
<i>Welches Tier ist schwer?</i>	(Which animal is heavy?)
<i>Welches Tier ist schwerer?</i>	(Which animal is heavier?)
<i>Welches Tier ist am schwersten?</i>	(Which animal is heaviest?)

Instructional Tips:

- If students have already used comparatives and superlatives, this activity is a review in order to incorporate more information about animals and their characteristics.
- If students need more practice, or if this is a new concept, add some additional practice with comparative and superlative adjectives. Students can compare familiar people and objects to the animals on the clotheslines. For example, they can add a famous athlete to the clothesline on speed, add themselves to the height clothesline and use a familiar object, like a piano or the teacher's desk for the weight clothesline.

Day Four

12. Distribute the graphing worksheet, Attachment F, *Tierediagramme*. Ask students to graph the information gathered on the clothesline in small groups. Each student can do a different topic – speed, weight or height. (See Attachment H, *Sample Graphs*.)
13. Have students summarize their graphs by writing a statement at the bottom of their graphs about three of the animals. (See Attachment H, *Sample Graphs*.) Use these three sentences as part of the Post-Assessment (described in the Post-Assessment section).

Day Five

14. Write the following questions on the chalkboard or on chart paper so that all students can see them.

<i>Fragen:</i>	(Questions:)
<i>Wie gross ist das Tier?</i>	(How big is the animal?)

Merrily Moving Mammals – Grade Three

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|----------------------------------|-----------------------------------|
| <i>Wie lang lebt das Tier?</i> | (How long does the animal live?) |
| <i>Wie sieht das Tier aus?</i> | (What does the animal look like?) |
| <i>Was frißt das Tier?</i> | (What does the animal eat?) |
| <i>Was kann das Tier machen?</i> | (What can the animal do?) |
| <i>Wo wohnt das Tier?</i> | (Where does the animal live?) |
| <i>Welches Tier ist das?</i> | (Which animal is this?) |
15. Ask students to brainstorm a list of mammals. As they say the mammal, write the name on a small index card. Place the cards in a hat.
 16. Pull an animal card out of the hat. Don't tell students what animal it is. Have students ask you the questions from the list you wrote on the chalkboard.
 17. Answer the students' questions (from the above list) in the following manner:

<i>Antworten:</i>	(Answers:)
<i>Das Tier ist 6,000 kg. schwer.</i>	(The animal is 6,000 kg.)
<i>Das Tier lebt 80 Jahre.</i>	(The animal lives 80 years.)
<i>Das Tier ist grau.</i>	(The animal is gray.)
<i>Das Tier frißt Pflanzen.</i>	(The animal eats plants.)
<i>Das Tier kann schnell laufen.</i>	(The animal can run fast.)
<i>Das Tier wohnt in Afrika oder Asien.</i>	(The animal lives in Africa and Asia.)
<i>Das Tier ist der Elefant.</i>	(The animal is an elephant.)
 18. When students get to the last question, reveal the animal.
 19. Repeat the question-answer format until students are comfortable with the questions.
 20. See Attachment B, *Tierkarten*, for examples of other animals.
 - Variation 1: You may wish to mix up the questions so that the students pay closer attention to the question words.
 - Variation 2: You may wish to repeat the last question so that the students guess which animal you are talking about.

Students: <i>Welches Tier ist das?</i>	(Which animal is it?)
Teacher: <i>Welches Tier ist das?</i>	(Which animal is it?)
Students: <i>Ist es der Elefant?</i>	(Is it the elephant?)
 21. Assign each student a mammal (or have students pick a mammal card from the hat).
 22. Have students write the questions and answers about their mammals in their journals.

Day Six

23. Using the mammal cards in Attachment B, *Tierkarten*, write the name of the mammal on the back side of each card.
24. Collect all cards. Shuffle them. Tape an index card to the back of each student so that no one can see the names of the mammals.
25. Distribute the worksheet, Attachment I, *Wer bin ich?*
26. Ask students to circulate and talk to three other students (one at a time) to ask about the mammal they have on their back. Students may not look on the back side of the card. When they think they can identify the animal on their own back, they write their guess on the worksheet and continue to talk to other students to help them identify other mammals.
27. The conversation between two students as they circulate should sound something like this:

Student A: (asking about the card on his back)

Merrily Moving Mammals – Grade Three

<i>Wo wohnt das Tier?</i>	(Where does the animal live?)
Student B: (reads from the card)	
<i>Das Tier wohnt in Afrika.</i>	(The animal lives in Africa.)
Student A: <i>Was frisst das Tier?</i>	(What does the animal eat?)
Student B: <i>Das Tier frisst Pflanzen.</i>	(The animal eats plants.)
Student A: <i>Wie sieht das Tier aus?</i>	(What does the animal look like?)
Student B: <i>Das Tier ist grau.</i>	(The animal is grau.)

28. After about five minutes, ask students to return to their seats.

Instructional Tips:

- If you want students to remain engaged in the activity, be careful about the amount of time you allow them.
- Sometimes, as in this activity, it is not important to ask every single question to get an answer from the card. The goal is simply to practice asking questions.
- If you want to ensure that students remain in the target language, don't allow them to linger too long; have them move to another student.
- To keep the students moving in an orderly fashion, ring a bell. This type of activity can get noisy, so you need a signal that students will hear and to which they will react.

29. Using the worksheet, Attachment I, *Wer bin ich?*, ask students to disclose their guesses as to the mammals their classmates have on their backs. Have them record their guesses on the worksheet under *ja* or *nein* (*ja* – I guessed correctly and *nein* – I guessed incorrectly).

John, hast du das Zebra? (John, do you have the zebra?)

Instructional Tips:

- To speed up the writing process, print the worksheet with the students' names already alphabetized on the list. In this way, students are only concerned with writing the name of the animal as they circulate amongst their peers.
- You may also wish to have students complete half of the worksheet on Day Six and repeat the activity on Day Seven as a quick review, now that they understand how to do the activity.

Day Seven

30. Assign each student a partner.

31. Distribute Attachment J, *Information Gap: Was? Wo? Wie? Wer?* Ask students to complete their activity sheets by asking and answering questions with their partners.

32. Select partners to share the information they have gained with the whole class.

Partner One

Was frisst der Elefant? (What does the elephant eat?)

Partner Two

Der Elefant frisst Erdnüsse und Stroh. (The elephant eats peanuts and straw.)

Instructional Tip:

An information gap activity is done with a partner. Partner A has a paper with half of the data. Partner B has the other half of the information. The two students must question each

Merrily Moving Mammals – Grade Three

other to fill in the holes, or gaps, on their papers. This is a good way for all students to practice speaking at the same time and provides a purpose for their conversation. In the animal information gap activity, students also practice asking and answering questions.

Days Eight and Nine

33. Use Attachment K, *Pie Graph: Welches Tier hast du am liebsten?*, to survey students about their favorite animals.
34. Place students in groups of four. Have them decide on the four mammals they will use in their surveys. The survey asks students to name four mammals; a mammal they don't like, a mammal they like, a mammal they like better and a mammal they like best of all.
35. Have students complete the worksheet. First, each individual student will fill in the blanks to name the mammals they like, like better, like best and don't like at all.
36. Next, students will combine their information with the other students' information in their small groups and illustrate the combined information in the form of a pie chart. They will determine the proportion of the group that likes/ doesn't like/ likes better/ and likes the most / each mammal.
37. Have each small group explain their pie charts to the whole class in the following manner:
 - Ein Viertel der Gruppe hat das Zebra nicht gern.* (One fourth doesn't like the zebra.)
 - Drei Viertel hat das Kamel gern.* (Three fourths like the camel.)
 - Zwei Viertel (eine Halbe) hat den Tiger lieber.* (Two fourths (one half) like the tiger better.)
 - Alle haben die Giraffe am liebsten.* (Everyone likes the giraffe the best.)
38. As review, have students list any 10 mammals in their vocabulary journals and describe three. It should look like this:

<i>der Elefant</i>	<i>Der Elefant ist gross und grau.</i>	(elephant	The elephant is big and gray.)
<i>die Maus</i>		(mouse)	
<i>der Hund</i>		(dog)	
<i>die Katze</i>	<i>Die Katze miaut.</i>	(cat	The cat meows.)
<i>das Nilpferd</i>	<i>Das Nilpferd wohnt in Afrika.</i>	(hippo	The hippo lives in Africa.)
<i>der Igel</i>		(hedgehog)	
<i>die Kuh</i>		(cow)	
<i>der Löwe</i>		(lion)	
<i>der Hase</i>		(rabbit)	
<i>das Stinktier</i>		(skunk)	

Day Ten

39. Have students choose one mammal from their vocabulary journals. They will write a poem describing their mammal using only eleven words. The poem is called an *Elfchen* (eleven little words). See Attachment D, *Sample Elfchen Poetry*, for directions and examples.
40. Have students illustrate and share their poetry with the class.

Day Eleven

41. Conduct the Post-Assessments. Use Attachment A, *Welches Tier ist das?*;



Merrily Moving Mammals – Grade Three

Attachment B, *Tierkarten*; Attachment C, *Teacher Checklist*; Attachment E, *Poetry Rubric* and Attachment F, *Tierdiagramme*.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Have students create a list of the mammals to hang on the wall to refer to as they conduct the activities. This is a form of scaffolding.
- Allow students to find pictures of mammals and label them for visual support.
- Have students sing a song that involves many animals, such as Old MacDonald, *Der Kleine Braune Igel*.
- Have students act out animal movements for classmates to guess for a kinesthetic variation.
- For advanced students or students who demonstrate advanced proficiency based on the Pre-Assessment, assign students two mammals to study and ask them to write a two to three paragraph explanation of which mammal they would rather be. The explanation may include reasons such as what the mammal looks like, what the mammal eats, where it lives and what its typical day is like. This will allow students who are proficient in the vocabulary to begin to put sentences together in a cohesive manner.

Extension:

- Use two copies of each mammal in Attachment B, *Tierkarten*. Copy enough cards so that there are pairs of each mammal. If, for example, you have 24 students in the class, copy two each of 12 different mammals. Then, ask students to keep asking questions until they find the person with the same animal as their own. They may not ask, *Welches Tier hast du?* (Which animal do you have?)

Home Connections:

- Ask students to search the Web for more information about mammals from a German Web site. Present the information to the class.
- Have students use the list of mammals in German to create their own games.
- Have students write in their journals about their favorite animals.
- Have students bring in photos of their favorite animals to describe to the class.
- Have students make a list of all the animals they see in one week. The list should be sorted into two categories: *Säugetiere* (mammals) and *andere Tiere* (other animals).

Interdisciplinary Connections:

Science

Life Sciences

Benchmark B

Analyze plant and animal structures and functions needed for survival and describe the flow of energy through a system that all organisms use to survive.

Indicator 3

Classify animals according to characteristics (e.g., body coverings and body structure).

Materials and Resources:

The inclusion of a specific resource in any lesson should not be interpreted as an endorsement of that particular resource or any of its contents by the Ohio Department of Education. Please note that information published on the Internet changes over time and that links may no longer contain the specific information related to a given lesson. Therefore, teachers are advised to preview all sites before using them with students.

Note: Some Web sites contain material that is protected by copyright. Teachers should ensure that any use of material from the Web does not infringe upon the content owner's copyright.

<i>For the teacher</i>	animal cards, chart paper or chalkboard, clothesline and clothespins, flash cards, magnets, masking tape, sentence strips, timer
<i>For the student</i>	pencil, paper, index cards, vocabulary journals

Vocabulary and Structures:

Fragewörter

- wann
- warum
- was
- wer
- wie
- wo

Question words

- when
- why
- what
- who
- how
- where

Säugetiere

- der Affe
- der Bär
- der Delfin
- das Eichhörnchen
- der Elefant
- das Faultier
- die Fledermaus
- der Fuchs
- die Giraffe
- der Hamster
- der Hase
- der Hund
- der Igel
- das Kamel
- der Känguruh
- die Katze
- die Kuh

Mammals

- monkey
- bear
- dolphin
- squirrel
- elephant
- sloth
- bat
- fox
- giraffe
- hamster
- rabbit
- dog
- hedgehog
- camel
- kangaroo
- cat
- cow

Merrily Moving Mammals – Grade Three

- der Löwe
- die Maus
- das Nilpferd
- das Pferd
- das Reh
- die Robbie
- das Schaf
- das Schwein
- das Stinktief
- der Tiger
- der Walfisch
- der Wolf
- das Zebra

- lion
- mouse
- hippopotamus
- horse
- deer
- seal
- sheep
- pig
- skunk
- tiger
- whale
- wolf
- zebra

Komparitive Adjektiven

- alt, älter, am ältesten
- gross, grosser, am grossten
- hoch, höher, am höchsten
- jung, junger, am jungsten
- klein, kleiner, am kleinsten
- kurz, kurzer, am kurzten
- langsam, langsamer, am langsamsten
- leicht, leichter, am leichtesten
- schnell, schneller, am schnellsten
- schwer, schwerer, am schwersten

Comparative Adjectives

- old, older, oldest
- big, bigger, biggest
- tall, taller, tallest
- young, younger, youngest
- small, smaller, smallest
- short, shorter, shortest
- slow, slower, slowest
- light, lighter, lightest
- fast, faster, fastest
- heavy, heavier, heaviest

Tierebewegungen

- bellen
- blöken
- brummen
- grunzen
- klettern
- kriechen
- laufen
- miauen
- muhen
- piepsen
- springen
- tauchen

Animal Movements and Sounds

- bark
- bleat
- roar
- grunt
- climb
- crawl
- run
- meow
- moo
- squeek
- jump
- dive

Technology Connections:

- Encourage students to use the Web to find more information about mammals and games about animals.



Merrily Moving Mammals – Grade Three

- Give students suggestions for sites (e.g., www.benjamin-bluemchen.de or www.blinde-kuh.de or www.kindernetz.de for German or a general foreign language site such as Quia, Geocities or Yahoo!igans for other languages).

Research Connections:

Curtain, Helena and Carol Ann Pesola Dahlberg. *Languages and Children: Making the Match*. 3rd ed. Boston, MA: Pearson Education, 2004.

Games are an important classroom means by which communicative goals of the early language program are achieved. They involve students and the teacher in meaningful, motivating situations within which real information is exchanged.

General Tips:

- This lesson builds on students' knowledge of animal body parts and characteristics of mammals that distinguish them from other types of animal groups (e.g., give live birth, give milk, have hair or fur, have lungs and usually are able to adapt to their environment). They also know about animal habitats and diet and use this vocabulary to ask and answer questions about animals.
- Given that the main emphasis of this lesson is asking and answering questions, mammal vocabulary is limited. Even though the list is long, most of the mammals have been introduced prior to the third grade. The comparative adjectives and the movement and sound words add the necessary variety to keep students motivated to learn something new. In this way they can connect new vocabulary to the familiar.

Attachments:

Attachment A, *Welches Tier ist das?*

Attachment B, *Tierkarten*

Attachment C, *Teacher Checklist*

Attachment D, *Sample Elfchen Poetry*

Attachment E, *Poetry Rubric*

Attachment F, *Tierdiagramme*

Attachment G, *Tierauskunft*

Attachment H, *Sample Graphs*

Attachment I, *Wer bin ich?*

Attachment J, *Information Gap: Was, Wie, Wo, Wer?*

Attachment K, *Pie Graph: Welches Tier hast du am liebsten?*

Attachment A Welches Tier ist das?

Name _____ Datum _____

Teil I: Mach einen Kreis um die richtige Antwort.

1. Was beschreibt ein Säugetier nicht?
a) gibt Milch b) kaltblütig c) hat Haare
2. Warum ist der Walfisch ein Säugetier?
a) schwimmt im Wasser b) hat keine Haare c) gibt lebendiges Geburt
3. Wie sehen alle Säugetiere aus?
a) haben Haare b) haben Lungen c) rennen schnell
4. Das Säugetier ist
a) die Kuh b) die Schlange c) der Vogel
5. Ein Säugetier, das schwimmt ist
a) der Fisch b) der Walfisch c) der Frosch
6. Ein Säugetier, das fliegt ist
a) die Fledermaus b) der Vogel c) das Faultier

Teil II: Schreib zwei Liste – die Säugetiere und andere Tiergruppen:

das Nilpferd, der Bär, der Schmetterling, der Frosch, der Igel,
das Schwein, die Spinne, der Hase, der Hahn, der Hund

die Säugetiere

andere Tiergruppen

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Merrily Moving Mammals – Grade Three

Attachment A (Continued) Welches Tier ist das? (Answer Sheet)

Name _____ Datum _____

Teil I: Mach einen Kreis um die richtige Antwort.

1. Was beschreibt ein Säugetier nicht?
 - a) gibt Milch
 - b) kaltblütig
 - c) hat Haare
2. Warum ist der Walfisch ein Säugetier?
 - a) schwimmt im Wasser
 - b) hat keine Haare
 - c) gibt lebendiges Geburt
3. Wie sehen alle Säugetiere aus?
 - a) haben Haare
 - b) haben Lungen
 - c) rennen schnell
4. Das Säugetier ist
 - a) die Kuh
 - b) die Schlange
 - c) der Vogel
5. Ein Säugetier, das schwimmt, ist
 - a) der Fisch
 - b) der Walfisch
 - c) der Frosch
6. Ein Säugetier, das fliegt, ist
 - a) die Fledermaus
 - b) der Vogel
 - c) das Faultier

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das Nilpferd, der Bär, der Schmetterling, der Frosch, der Igel,
das Schwein, die Spinne, der Hase, der Hahn, der Hund

die Säugetiere

andere Tiergruppen

_____ *das Nilpferd* _____

_____ *der Schmetterling* _____

_____ *der Bär* _____

_____ *der Frosch* _____

_____ *der Igel* _____

_____ *die Spinne* _____

_____ *das Schwein* _____

_____ *der Hahn* _____

_____ *der Hase* _____

_____ *der Hund* _____

Attachment A (Continued)
Welches Tier ist das? (English Translation)

Name _____ Date _____

Part I: Circle the correct answer.

1. What does not describe a mammal?
a) gives milk b) cold-blooded c) has hair
2. Why is a whale a mammal?
a) swims in water b) has no hair c) gives live birth
3. How do all mammals look?
a) have hair b) have lungs c) run fast
4. The mammal is
a) the cow b) the snake c) the bird
5. A mammal that swims is
a) the fish b) the whale c) the frog
6. A mammal that flies is
a) the bat b) the bird c) the sloth

Part II: Write the following words into two lists – mammals and other animal groups.

the hippopotamus, the bear, the butterfly, the frog, the hedgehog,
the pig, the spider, the rabbit, the rooster, the dog

mammals

other animal groups

_____ *the hippopotamus* _____

_____ *the butterfly* _____

_____ *the bear* _____

_____ *the frog* _____

_____ *the hedgehog* _____

_____ *the spider* _____

_____ *the pig, the rabbit, the dog* _____

_____ *the rooster* _____

Attachment B Tierkarten

1	2	3
<p>Das Tier ist schwarz und weiss.</p> <p>Das Tier wohnt in Afrika.</p> <p>Das Tier ist bis 250 kg. schwer.</p> <p>Das Tier frisst Pflanzen.</p> <p>Das Tier lebt 35 Jahre.</p> <p>Das Tier kann schnell laufen.</p>	<p>Das Tier ist grau und gross.</p> <p>Das Tier wohnt in Afrika oder in Asien.</p> <p>Das Tier ist bis 6000 kg. schwer.</p> <p>Das Tier frisst Pflanzen.</p> <p>Das Tier lebt 70 Jahre.</p> <p>Das Tier ergreift mit dem Rüssel.</p>	<p>Das Tier ist braun und hat viel Haare.</p> <p>Das Tier wohnt im Regenwald.</p> <p>Das Tier ist 4 kg. schwer.</p> <p>Das Tier isst Pflanzen und Insekten.</p> <p>Das Tier lebt 15 Jahre.</p> <p>Das Tier hängt vom Baum, schläft 18 Stunden pro Tag.</p>
4	5	6
<p>Das Tier ist klein und grau oder braun.</p> <p>Das Tier wohnt im Wald oder unter dem Hausdach.</p> <p>Das Tier ist unter 1 kg. schwer.</p> <p>Das Tier frisst Käse.</p> <p>Das Tier lebt 4 Jahre.</p> <p>Das Tier kann piepsen und in kleine Löcher klettern.</p>	<p>Das Tier ist schwarz und hat einen weissen Streifen auf dem Rücken.</p> <p>Das Tier wohnt im Wald.</p> <p>Das Tier ist leicht.</p> <p>Das Tier frisst Pflanzen.</p> <p>Das Tier lebt 2-3 Jahr.</p> <p>Das Tier riecht schlecht, als es Angst hat.</p>	<p>Das Tier ist schmutzig, fett, und rosa.</p> <p>Das Tier wohnt auf dem Bauernhof.</p> <p>Das Tier ist bis 250 kg. schwer.</p> <p>Das Tier frisst Korn und Getreide.</p> <p>Das Tier lebt 18 Jahre.</p> <p>Das Tier schläft im Schlamm um sich zu kühlen.</p>

Attachment B (Continued) Tierkarten

7	8	9
<p>Das Tier ist mittlere – nicht so klein, nicht so gross.</p> <p>Das Tier wohnt auf dem Bauernhof.</p> <p>Das Tier ist bis 100 kg schwer.</p> <p>Das Tier frisst Gras und Pflanzen.</p> <p>Das Tier lebt 15 Jahre.</p> <p>Das Tier bläht, kaut Gras und gibt uns Wolle.</p>	<p>Das Tier ist grau und gross.</p> <p>Das Tier wohnt im Ozean.</p> <p>Das Tier ist bis 170,000 kg schwer.</p> <p>Das Tier frisst Fische.</p> <p>Das Tier lebt 40-60 Jahre.</p> <p>Das Tier schwimmt. Es ist das größte Säugetier auf der Welt.</p>	<p>Das Tier kann viele Farben sein – braun, schwarz, weiss, grau, usw.</p> <p>Das Tier wohnt auf dem Land.</p> <p>Das Tier ist 800 kg schwer.</p> <p>Das Tier frisst Gras. Es hat Äpfel und Karotten gern.</p> <p>Das Tier lebt 20-30 Jahre.</p> <p>Das Tier kann schnell laufen. Man reitet es.</p>
10	11	12
<p>Das Tier ist klein und kann viele Farben sein.</p> <p>Das Tier ist vielmals ein Haustier.</p> <p>Das Tier ist unter 6 kg schwer.</p> <p>Das Tier frisst Mäuse und Fische gern.</p> <p>Das Tier lebt 15 Jahre.</p> <p>Das Tier schläft viel und spielt mit Schnurr.</p>	<p>Das Tier ist braun.</p> <p>Das Tier wohnt in der Wüste.</p> <p>Das Tier ist schwer.</p> <p>Das Tier frisst Stroh und andere Pflanzen.</p> <p>Das Tier lebt 30-50 Jahre.</p> <p>Das Tier kann ohne Wasser für eine lange Zeit leben.</p>	<p>Das Tier ist braun oder schwarz.</p> <p>Das Tier wohnt im Dschungel.</p> <p>Das Tier ist bis 200 cm hoch.</p> <p>Das Tier frisst Pflanzen, Fleisch und Früchte, besonders Bananen.</p> <p>Das Tier lebt 12-15 Jahre.</p> <p>Das Tier klettert, schaukelt von Baum zu Baum, und hängt Kopf herunter.</p>

Attachment B (Continued) Tierkarten

13	14	15
<p>Das Tier ist schwarz und orange.</p> <p>Das Tier wohnt in Afrika oder in Asien.</p> <p>Das Tier ist bis 300 kg schwer.</p> <p>Das Tier frisst Fleisch.</p> <p>Das Tier lebt 25 Jahre.</p> <p>Das Tier rennt schnell, springt weit und ist gefährlich.</p>	<p>Das Tier ist grau.</p> <p>Das Tier wohnt in Salzasser.</p> <p>Das Tier ist bis 500 cm lang und 300 kg schwer.</p> <p>Das Tier frisst Fische.</p> <p>Das Tier lebt 20 Jahre.</p> <p>Das Tier kann tauchen und schwimmen.</p> <p>Es bellt wie ein Hund und liegt wie eine Banane unter der Sonne.</p>	<p>Das Tier ist braun.</p> <p>Das Tier wohnt in Australien.</p> <p>Das Tier ist 80 kg schwer.</p> <p>Das Tier frisst Gras.</p> <p>Das Tier lebt 15 Jahre.</p> <p>Das Tier kann springen und hat eine Tasche für das Baby.</p>
16	17	18
<p>Das Tier ist grau oder braun. Es hat lange Ohren.</p> <p>Das Tier wohnt im Wald.</p> <p>Das Tier ist unter 6 kg schwer.</p> <p>Das Tier frisst Gras, Salat, und Karotten besonders gern.</p> <p>Das Tier lebt fast 9 Jahre.</p> <p>Das Tier kann hoch springen und bewegt sich die Nase.</p>	<p>Das Tier ist farbenlos, aber sieht weiß aus.</p> <p>Das Tier wohnt ganz im Norden.</p> <p>Das Tier ist 200 kg schwer.</p> <p>Das Tier frisst Fische.</p> <p>Das Tier lebt 25 Jahre.</p> <p>Das Tier kann sich gut im Eis verstecken.</p>	<p>Das Tier ist klein und braun.</p> <p>Das Tier wohnt im Wald.</p> <p>Das Tier ist bis 1 kg schwer.</p> <p>Das Tier frisst Pflanzen.</p> <p>Das Tier lebt 20 Jahre.</p> <p>Das Tier hat scharfe Stacheln um sich zu verschützen.</p>

Attachment B (Continued)
Tierkarten

19	20	21
<p>Das Tier ist gross und braun. Hat eine Mähne.</p> <p>Das Tier wohnt in Afrika.</p> <p>Das Tier ist bis 225 kg schwer.</p> <p>Das Tier frisst Fleisch.</p> <p>Das Tier lebt 20 Jahre.</p> <p>Das Tier ist der König des Dschungels.</p>	<p>Das Tier ist braun oder schwarz und weiss.</p> <p>Das Tier wohnt auf dem Bauernhof.</p> <p>Das Tier ist bis 600 kg schwer.</p> <p>Das Tier frisst Gras und Pflanzen auf der Wiese.</p> <p>Das Tier lebt 22 Jahre.</p> <p>Das Tier gibt uns Milch und Hackfleisch.</p>	<p>Das Tier ist braun und gelb.</p> <p>Das Tier wohnt in Afrika.</p> <p>Das Tier ist 1,300 kg schwer.</p> <p>Das Tier frisst Pflanzen und Blätter von den hohen Bäume.</p> <p>Das Tier lebt 25 Jahre.</p> <p>Das Tier hat ein langes Hals und kann schnell laufen.</p>
22	23	24
<p>Das Tier ist klein und grau. Hat Flügel und vier Beine.</p> <p>Das Tier wohnt im Wald oder unter dem Hausdach.</p> <p>Das Tier ist 40 cm groß.</p> <p>Das Tier frisst Insekten.</p> <p>Das Tier lebt 24 Jahre.</p> <p>Das Tier kann fliegen. Es hängt Kopf herunter und ist in der Nacht aktiv.</p>	<p>Das Tier ist grau.</p> <p>Das Tier wohnt im Ozean.</p> <p>Das Tier ist 120 kg schwer.</p> <p>Das Tier frisst Fische.</p> <p>Das Tier lebt 30 Jahre.</p> <p>Das Tier schwimmt. Es ist sehr klug und kann mit Menschen sprechen.</p>	<p>Das Tier kann viele verschiedene Farben und Größe sein.</p> <p>Das Tier ist ein Haustier oder wohnt auf dem Bauernhof.</p> <p>Das Tier ist bis 50 kg schwer.</p> <p>Das Tier frisst Fleisch und Kekse.</p> <p>Das Tier lebt 15 Jahre.</p> <p>Das Tier ist der beste Freund des Mannes.</p>

Attachment B (Continued)
Tierkarten

25	26	27
<p>Das Tier ist grau und sieht wie ein Hund aus.</p> <p>Das Tier wohnt im Wald</p> <p>Das Tier ist bis 70 kg schwer.</p> <p>Das Tier frisst Fleisch.</p> <p>Das Tier lebt 17 Jahre.</p> <p>Das Tier heult unter dem Mond. Man denkt, dieses wilde Tier ist gefährlich.</p>	<p>Das Tier ist grau oder braun und sieht wie eine Maus aus.</p> <p>Das Tier ist oft ein Haustier.</p> <p>Das Tier ist 100 g leicht.</p> <p>Das Tier frisst Korn und Gemüse.</p> <p>Das Tier lebt 3-4 Jahre.</p> <p>Das Tier rennt um und um. Man kann das Tier in der Hand halten.</p>	<p>Das Tier ist braun, schwarz, oder grau. Es hat einen langen buschigen Schwanz.</p> <p>Das Tier wohnt im Wald. Bäume hat es besonders gern.</p> <p>Das Tier ist 2 kg leicht.</p> <p>Das Tier frisst Nüße und Getreide.</p> <p>Das Tier lebt 10-12 Jahre.</p> <p>Das Tier kann schnell von Baum zu Baum laufen.</p>
28	29	30
<p>Das Tier ist groß und grau.</p> <p>Das Tier wohnt in Afrika.</p> <p>Das Tier ist bis 3000 kg schwer.</p> <p>Das Tier frisst Pflanzen.</p> <p>Das Tier lebt 30 Jahre.</p> <p>Das Tier wohnt auf dem Land aber schwimmt. Es hat einen großen Mund mit enormen Zähne.</p>	<p>Das Tier ist braun. Ein Baby hat Punkten.</p> <p>Das Tier wohnt im Wald.</p> <p>Das Tier ist 100 kg schwer.</p> <p>Das Tier frisst Korn und Pflanzen.</p> <p>Das Tier lebt 10 Jahre.</p> <p>Das Tier rennt schnell. Es springt und spielt im Feld.</p>	<p>Das Tier ist braun oder manchmal rot.</p> <p>Das Tier wohnt im Wald.</p> <p>Das Tier ist bis 24 kg schwer.</p> <p>Das Tier frisst Hühner und Hühnereier besonders gern.</p> <p>Das Tier lebt 14 Jahre.</p> <p>Das Tier ist listig. Die Fabel ist, daß dieses listige Tier hat den Lebkuchenmann gegessen.</p>

Merrily Moving Mammals — Grade Three

Attachment B (Continued) **Tierkarten (Answer Sheet)**

1 – das Zebra	zebra
2 – die Katze	cat
3 – das Kamel	camel
4 – der Affe	monkey
5 – der Tiger	tiger
6 – die Robbe	seal
7 – der Känguruh	kangaroo
8 – der Hase	rabbit
9 – der Eisbär	polar bear
10 – der Igel	hedgehog
11 – der Löwe	lion
12 – der Elefant	elephant
13 – die Kuh	cow
14 – die Giraffe	giraffe
15 – die Fledermaus	bat
16 – der Delfin	dolphin
17 – der Hund	dog
18 – der Wolf	wolf
19 – der Hamster	hamster
20 – das Eichhörnchen	squirrel
21 – das Nilpferd	hippopotamus
22 – das Reh	deer
23 – das Faultier	sloth
24 – der Fuchs	fox
25 – die Maus	mouse
26 – das Stinktier	skunk
27 – das Schwein	pig
28 – das Schaf	sheep
29 – der Walfisch	whale
30 – das Pferd	horse

Merrily Moving Mammals – Grade Three

Attachment B (Continued) Tierkarten (English Translation)

1	2	3
<p>The animal is black and white.</p> <p>The animal lives in Africa.</p> <p>The animal weighs up to 250 kg.</p> <p>The animal eats plants.</p> <p>The animal lives 35 years.</p> <p>The animal can run fast.</p>	<p>The animal is grey and big.</p> <p>The animal lives in Africa or Asia.</p> <p>The animal weighs up to 6000 kg.</p> <p>The animal eats plants</p> <p>The animal lives 70 years.</p> <p>The animal grabs with its trunk.</p>	<p>The animal is brown and has lots of hair.</p> <p>The animal lives in the rain forest.</p> <p>The animal weighs up to 4 kg.</p> <p>The animal eats plants and insects.</p> <p>The animal lives 15 years.</p> <p>The animal hangs from a tree; sleeps 18 hours a day.</p>
4	5	6
<p>The animal is small and grey or brown.</p> <p>The animal lives in the forest or in the attic.</p> <p>The animal weighs under 1 kg.</p> <p>The animal eats cheese.</p> <p>The animal lives 14 years.</p> <p>The animal can squeak and crawl into holes.</p>	<p>The animal is black and has a white stripe on its back.</p> <p>The animal lives in the forest.</p> <p>The animal is light.</p> <p>The animal eats plants.</p> <p>The animal lives two to three years.</p> <p>The animal smells bad when it is afraid.</p>	<p>The animal is dirty, fat and pink.</p> <p>The animal lives on the farm.</p> <p>The animal weighs up to 250 kg.</p> <p>The animal eats corn and grains.</p> <p>The animal lives 18 years.</p> <p>The animal sleeps in mud to cool itself.</p>

Attachment B (Continued)
Tierkarten (English Translation)

7	8	9
<p>The animal is medium – not too small, not so big.</p> <p>The animal lives on the farm.</p> <p>The animal weighs up to 100 kg.</p> <p>The animal eats grass and plants.</p> <p>The animal lives 15 years.</p> <p>The animal bleats, chews grass and gives us wool.</p>	<p>The animal is grey and big.</p> <p>The animal lives in the ocean.</p> <p>The animal weighs up to 170,000 kg.</p> <p>The animal eats fish.</p> <p>The animal lives 40 to 60 years.</p> <p>The animal swims. It is the largest mammal in the world.</p>	<p>The animal can be many colors – brown, black, white, grey.</p> <p>The animal lives in the country.</p> <p>The animal weighs up to 800 kg.</p> <p>The animal eats grass. It likes apples and carrots.</p> <p>The animal lives 20 to 30 years.</p> <p>The animal can run fast. You ride it.</p>
10	11	12
<p>The animal is small and can be many colors.</p> <p>The animal is often a house pet.</p> <p>The animal weighs under 6 kg.</p> <p>The animal likes to eat mice and fish.</p> <p>The animal lives 15 years.</p> <p>The animal sleeps a lot and plays with string.</p>	<p>The animal is brown.</p> <p>The animal lives in the desert.</p> <p>The animal is heavy.</p> <p>The animal eats straw and other plants.</p> <p>The animal lives 30 to 50 years.</p> <p>The animal can live for a long time without water.</p>	<p>The animal is brown or black.</p> <p>The animal lives in the jungle.</p> <p>The animal is up to 2 meters tall.</p> <p>The animal eats plants, meat and fruit, especially bananas.</p> <p>The animal lives 12 to 15 years.</p> <p>The animal climbs, swings from tree to tree and hangs upside down.</p>

Merrily Moving Mammals – Grade Three

Attachment B (Continued) Tierkarten (English Translation)

13	14	15
<p>The animal is black and orange.</p> <p>The animal lives in Africa or in Asia.</p> <p>The animal weighs up to 300 kg.</p> <p>The animal eats meat.</p> <p>The animal lives 25 years.</p> <p>The animal runs fast, jumps far and is dangerous.</p>	<p>The animal is grey.</p> <p>The animal lives in salt water.</p> <p>The animal is up to 5 meters long and weighs 300 kg.</p> <p>The animal eats fish.</p> <p>The animal lives 20 years.</p> <p>The animal can dive and swim.</p> <p>It barks like a dog and lies like a banana under the sun.</p>	<p>The animal is brown.</p> <p>The animal lives in Australia.</p> <p>The animal weighs 80 kg.</p> <p>The animal eats grass.</p> <p>The animal lives 15 years.</p> <p>The animal can jump and has a pocket for its baby.</p>
16	17	18
<p>The animal is grey or brown. It has long ears.</p> <p>The animal lives in the forest.</p> <p>The animal weighs under 6 kg.</p> <p>The animal especially likes to eat grass, lettuce and carrots.</p> <p>The animal lives almost nine years.</p> <p>The animal can jump high and moves its nose.</p>	<p>The animal is colorless, but appears white.</p> <p>The animal lives way up north.</p> <p>The animal weighs 200 kg.</p> <p>The animal eats fish.</p> <p>The animal lives 25 years.</p> <p>The animal can hide well in ice.</p>	<p>The animal is small and brown.</p> <p>The animal lives in the forest.</p> <p>The animal weighs up to 1 kg.</p> <p>The animal eats plants.</p> <p>The animal lives 20 years.</p> <p>The animal has sharp quills in order to protect itself.</p>

Attachment B (Continued)
Tierkarten (English Translation)

19	20	21
<p>The animal is large and brown. It has a mane.</p> <p>The animal lives in Africa.</p> <p>The animal weighs up to 225 kg.</p> <p>The animal eats meat.</p> <p>The animal lives 20 years.</p> <p>The animal is the king of the jungle.</p>	<p>The animal is brown or black and white.</p> <p>The animal lives on the farm.</p> <p>The animal weighs up to 600 kg.</p> <p>The animal eats grass and plants in the meadow.</p> <p>The animal lives 22 years.</p> <p>The animal gives us milk and hamburger.</p>	<p>The animal is brown and yellow.</p> <p>The animal lives in Africa.</p> <p>The animal weighs 1,300 kg.</p> <p>The animal eats plants and leaves from high trees.</p> <p>The animal lives 25 years.</p> <p>The animal has a long neck and can run fast.</p>
22	23	24
<p>The animal is small and grey. It has wings and four legs.</p> <p>The animal lives in the forest or in the attic.</p> <p>The animal is 40 cm tall.</p> <p>The animal eats insects.</p> <p>The animal lives 24 years.</p> <p>The animal can fly. It hangs upside down and is active at night.</p>	<p>The animal is grey.</p> <p>The animal lives in the ocean.</p> <p>The animal weighs 120 kg.</p> <p>The animal eats fish.</p> <p>The animal lives 30 years.</p> <p>The animal swims. It is very smart and can speak with man.</p>	<p>The animal can be many different colors and sizes.</p> <p>The animal is a house pet or it lives on the farm.</p> <p>The animal weighs up to 50 kg.</p> <p>The animal eats meat and biscuits.</p> <p>The animal lives 15 years.</p> <p>The animal is man's best friend.</p>

Attachment B (Continued)
Tierkarten (English Translation)

25	26	27
<p>The animal is grey and looks like a dog.</p> <p>The animal lives in the forest.</p> <p>The animal weighs up to 70 kg.</p> <p>The animal eats meat.</p> <p>The animal lives 17 years.</p> <p>The animal howls under the moon. You think this animal is dangerous.</p> <p>.</p>	<p>The animal is grey or brown and looks like a mouse.</p> <p>The animal is often a pet.</p> <p>The animal weighs 100 g.</p> <p>The animal eats corn and vegetables.</p> <p>The animal lives three to four years.</p> <p>The animal runs around and around. You can hold this animal in your hand.</p>	<p>The animal is brown, black or grey. It has a long bushy tail.</p> <p>The animal lives in the forest. It especially likes trees.</p> <p>The animal weighs 2 kg.</p> <p>The animal eats nuts and grain.</p> <p>The animal lives ten to twelve years.</p> <p>The animal can run quickly from tree to tree.</p>
28	29	30
<p>The animal is large and grey.</p> <p>The animal lives in Africa.</p> <p>The animal weighs up to 3000 kg.</p> <p>The animal eats plants.</p> <p>The animal lives 30 years.</p> <p>The animal lives on land, but swims. It has a large mouth with enormous teeth.</p>	<p>The animal is brown. A baby has dots.</p> <p>The animal lives in the forest.</p> <p>The animal weighs 100 kg.</p> <p>The animal eats corn and plants.</p> <p>The animal lives 10 years.</p> <p>The animal runs fast. It jumps and plays in the field.</p>	<p>The animal is brown or sometimes red.</p> <p>The animal lives in the forest.</p> <p>The animal weighs up to 24 kg.</p> <p>The animal likes to eat chickens and especially chicken eggs.</p> <p>The animal lives 14 years.</p> <p>The animal is sly. The fable is that this sly animal ate the Gingerbread Man.</p>

**Attachment C
Teacher Checklist**

- + Student performs very well.
- √ Student performs with small hesitations, but can function.
- Student hesitates a lot; uses some English.
- 0 Student uses all English; shows no ability to perform task.

Name	Asks questions.	Answers questions.	Asks for clarification.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Attachment D Sample Elfchen Poetry

See the shape of an Elfchen poem below. Answer the following questions on the lines indicated by the numbers:

- Wer ist das Tier? (1)
- Wie sieht er aus? (2)
- Was macht das Tier gern? (3)
- Was frisst das Tier? (4)
- Wer ist das Tier? (5)

(1) Hase

(2) rosa Nase

(3) springt und spielt

(4) frisst orange Karotten gern

(5) Hase

Other Samples:

 Elefant

 gross, grau

 wohnt in Afrika

 ergreift mit dem Rüssel

 Elefant

 Maus

 frisst Käse

 klein und grau

 wohnt in kleinem Loch

 Maus

Attachment D Sample Elfchen Poetry (English Translation)

See the shape of an Elfchen poem below. Answer the following questions on the lines indicated by the numbers:

Who is the animal? (1)

What does it look like? (2)

What does the animal like to do? (3)

What does the animal eat? (4)

Who is the animal? (5)

(1) Rabbit

(2) pink nose

(3) jumps and plays

(4) likes (to) eat orange carrots

(5) Rabbit

Other Samples:

Elephant

large gray

lives in Africa

grabs with its trunk

Elephant

Mouse

eats cheese

tiny and gray

lives in (a) small hole

Mouse

Merrily Moving Mammals – Grade Three

Attachment E Poetry Rubric

Elfchen Poem – Written Presentation					
	4	3	2	1	Score
Format	Followed eleven word format; creative use of words and phrases.	Followed format, but not all words and phrases are descriptive.	Used German words, but words and phrases do not make sense.	Left some parts blank or wrote most of poem in English.	
Spelling	Very few or no mistakes.	Some mistakes, but meaning is understandable.	Errors make comprehension difficult.	Many errors; used English throughout.	
Neatness	Neat, legible.	Somewhat neat.	Done in a hurry.	Sloppy, illegible.	
Illustrations	Illustrations help convey meaning.	Some illustrations; not all convey meaning.	Illustrations have nothing to do with meaning of the poem.	No illustrations.	
Elfchen Poem – Oral Presentation					
Pronunciation and Projection	Pronounces words well; easily heard.	Pronounces most words well; fairly easy to hear.	Hesitant, quiet.	Reads in English or asks teacher for help.	
Vocabulary and Meaning	Uses words with confidence.	Uses words with little or no hesitation.	Has difficulty with words and does not know their meaning.	Skips words or uses English.	
Comments:					Total Score:

Attachment G
Tierauskunft

<p>das Zebra</p> <p>64 kmph 150 cm 250 kg</p>	<p>der Elefant</p> <p>40 kmph 270 cm 6000 kg</p>	<p>das Faultier</p> <p>.24 kmph 50 cm 4 kg</p>	
<p>die Maus</p> <p>12,8 kmph 2,5 cm 20 g</p>	<p>das Stinktier</p> <p>kmph 39 cm 5 kg</p>	<p>das Schwein</p> <p>17.6 kmph 120 cm 250 kg</p>	

Attachment G (Continued)
Tierauskunft

<p>das Schaf</p> <p>kmph 90 cm 100 kg</p>	<p>der Walfisch</p> <p>32 kmph 174 m (1740 cm) 170,000 kg</p>	<p>das Pferd</p> <p>76 kmph 140 cm 800 kg</p>
<p>die Katze</p> <p>48 kmph 25 cm 6 kg</p>	<p>das Kamel</p> <p>kmph 210 cm 680 kg</p>	<p>der Affe (Schimpanse)</p> <p>kmph 170 cm 50 kg</p>

Attachment G (Continued)
Tierauskunft

<p>der Tiger</p> <p>112 kmph 100 cm 300 kg</p>	<p>die Robbe</p> <p>kmph 200 cm 100 kg</p>	<p>das Känguruh</p> <p>48 kmph 150 cm 80 kg</p>
<p>der Hase</p> <p>16 kmph 30 cm 6 kg</p>	<p>der Eisbär</p> <p>40 kmph 160 cm 500 kg</p>	<p>der Igel</p> <p>kmph 26 cm 1 kg</p>

Attachment G (Continued)
Tierauskunft

<p>der Löwe</p> <p>80 kmph 300 cm 225 kg</p>	<p>die Kuh</p> <p>kmph 130 cm 600 kg</p>	<p>die Giraffe</p> <p>51 kmph 540 cm 700 kg</p>
<p>die Fledermaus</p> <p>24 kmph 20 cm 7 g</p>	<p>der Delfin</p> <p>40 kmph 230 cm 120 kg</p>	<p>der Hund (Greyhound)</p> <p>62 kmph 65 cm 50 kg</p>

Attachment G (Continued)
Tierauskunft

<p>der Wolf</p> <p>56 kmph 125 cm 70 kg</p>	<p>der Hamster</p> <p>12 kmph 2 cm 100 g</p>	<p>das Eichhörnchen</p> <p>19 kmph 15 cm 400 g</p>	
<p>das Nilpferd</p> <p>40 kmph 150 cm 1,800 kg</p>	<p>das Reh</p> <p>48 kmph 100 cm 100 kg</p>	<p>der Fuchs</p> <p>67 kmph 50 cm 24 kg</p>	

Attachment G
Tierauskunft (English Translation)

<p>the zebra</p> <p>64 kmph 130 cm 250 kg</p>	<p>the elephant</p> <p>40 kmph 270 cm 6000 kg</p>	<p>the sloth</p> <p>.24 kmph 50 cm 4 kg</p>	
<p>the mouse</p> <p>12,8 kmph 250 cm 20 g</p>	<p>the skunk</p> <p>kmph 39 cm 5 kg</p>	<p>the pig</p> <p>17.6 kmph 120 cm 250 kg</p>	

Attachment G (Continued)
Tierauskunft (English Translation)

<p>the sheep</p> <p>kmph 90 cm 100 kg</p>	<p>the whale</p> <p>32 kmph 1740 cm 170,000 kg</p>	<p>the horse</p> <p>76 kmph 140 cm 800 kg</p>	
<p>the cat</p> <p>48 kmph 25 cm 6 kg</p>	<p>the camel</p> <p>kmph 210 cm 680 kg</p>	<p>the monkey (chimpanzee)</p> <p>kmph 170 cm 50 kg</p>	

Attachment G (Continued)
Tierauskunft (English Translation)

<p>the tiger</p> <p>112 kmph 100 cm 300 kg</p>	<p>the seal</p> <p>kmph 200 cm 100 kg</p>	<p>the kangaroo</p> <p>48 kmph 150 cm 80 kg</p>
<p>the rabbit</p> <p>16 kmph 30 cm 6 kg</p>	<p>the polar bear</p> <p>40 kmph 160 cm 500 kg</p>	<p>the hedgehog</p> <p>kmph 26 cm 1 kg</p>

Attachment G (Continued)
Tierauskunft (English Translation)

<p>the lion</p> <p>80 kmph 100 cm 225 kg</p>	<p>the cow</p> <p>kmph 130 cm 600 kg</p>	<p>the giraffe</p> <p>51 kmph 540 cm 700 kg</p>
<p>the bat</p> <p>24 kmph 20 cm 7 g</p>	<p>the dolphin</p> <p>40 kmph 230 cm 120 kg</p>	<p>the dog (Greyhound)</p> <p>62 kmph 65 cm 50 kg</p>

Attachment G (Continued)
Tierauskunft (English Translation)

<p>the wolf</p> <p>56 kmph 125 cm 70 kg</p>	<p>the hamster</p> <p>12 kmph 2 cm 100 g</p>	<p>the squirrel</p> <p>19 kmph 15 cm 400 g</p>
<p>the hippopotamus</p> <p>40 kmph 150 cm 1,800 kg</p>	<p>the deer</p> <p>48 kmph 100 cm 100 kg</p>	<p>the fox</p> <p>67 kmph 50 cm 24 kg</p>

Attachment H
Sample Graphs

die Geschwindigkeit

die Grösse

das Gewicht

(Wähle ein)

↓

115							
110							
100							
95							
90							
85							
80							
75							
70							
65							
60							
55							
50							
45							
40							
35							
30							
25							
20							
15							
10							
5							
Nummer	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name
<i>kmph</i>	<i>der Hase</i>	<i>der Ham- ster</i>	<i>der Fuchs</i>	<i>der Wolf</i>	<i>der Löwe</i>	<i>der Ele- fant</i>	<i>der Tiger</i>

Merrily Moving Mammals — Grade Three

Attachment H (Continued) Sample Graphs (English Translation)

speed
height
weight
(Choose one.)



115							
110							
100							
95							
90							
85							
80							
75							
70							
65							
60							
55							
50							
45							
40							
35							
30							
25							
20							
15							
10							
5							
Number	Animal name	Animal name	Animal name	Animal name	Animal name	Animal name	Animal name
<i>kmph</i>	<i>rabbit</i>	<i>hamster</i>	<i>fox</i>	<i>wolf</i>	<i>lion</i>	<i>elephant</i>	<i>tiger</i>

Attachment H (Continued)
Sample Graphs

die Geschwindigkeit
die Grösse
 das Gewicht
 (Wähle ein)



220							
210							
200							
190							
180							
170							
160							
150							
140							
130							
120							
110							
100							
90							
80							
70							
60							
50							
40							
30							
20							
10							
Nummer	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name
<i>cm</i>	<i>der Eisbär</i>	<i>der Igel</i>	<i>die Katze</i>	<i>das Kamel</i>	<i>das Pferd</i>	<i>das Eich- hörn- chen</i>	<i>der Fuchs</i>

Merrily Moving Mammals — Grade Three

Attachment H (Continued) Sample Graphs (English Translation)

speed
height
 weight
 (Choose one.)



220							
210							
200							
190							
180							
170							
160							
150							
140							
130							
120							
110							
100							
90							
80							
70							
60							
50							
40							
30							
20							
10							
Number	Animal name	Animal name	Animal name	Animal name	Animal name	Animal name	Animal name
<i>cm</i>	<i>polar bear</i>	<i>hedgehog</i>	<i>cat</i>	<i>camel</i>	<i>horse</i>	<i>squirrel</i>	<i>fox</i>

Attachment H (Continued)
Sample Graphs

die Geschwindigkeit
die Grösse
das Gewicht
(Wähle ein)



1100							
1050							
1000							
950							
900							
850							
800							
750							
700							
650							
600							
550							
500							
450							
400							
350							
300							
250							
200							
150							
100							
50							
Nummer	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name	Tier- name
kg	<i>die</i> <i>Gir-</i> <i>affe</i>	<i>der</i> <i>Eis-</i> <i>bär</i>	<i>der</i> <i>Del-</i> <i>fin</i>	<i>der</i> <i>Wolf</i>	<i>der</i> <i>Löwe</i>	<i>die</i> <i>Robbe</i>	<i>der</i> <i>Tiger</i>

Merrily Moving Mammals — Grade Three

Attachment H (Continued) Sample Graphs (English Translation)

speed
height
weight
(Choose one.)
↓

1100							
1050							
1000							
950							
900							
850							
800							
750							
700							
650							
600							
550							
500							
450							
400							
350							
300							
250							
200							
150							
100							
50							
Number	Animal name	Animal name	Animal name	Animal name	Animal name	Animal name	Animal name
kg	<i>giraffe</i>	<i>polar bear</i>	<i>dolphin</i>	<i>wolf</i>	<i>lion</i>	<i>seal</i>	<i>tiger</i>

Merrily Moving Mammals – Grade Three

Attachment I Wer bin ich?

Beispiel: John, hast du das Schaf?

Name	Tier	Ja	Nein
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Tiernamen: der Elefant, das Zebra, das Schwein, der Tiger, das Kamel, der Bär, der Igel, die Maus, die Kuh, das Schaf, der Hund, das Pferd, der Affe, die Giraffe, das Reh, der Löwe, der Hase.

Merrily Moving Mammals – Grade Three

Attachment I (Continued) Wer bin ich? (English Translation)

Example: John, do you have a sheep?

Name	Animal	Yes	No
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Animal names: elephant, zebra, pig, tiger, camel, bear, hedgehog, mouse, cow, sheep, dog, horse, monkey, giraffe, deer, lion, rabbit.

Attachment J Information Gap: Was?, Wo?, Wie? Wer? Partner A

Du hast hier ein Schema mit Informationen über verschiedene Tiere. Frag deinen Partner/deine Partnerin nach den folgenden Informationen und beantworte seine/ihre Fragen.

Was? <i>macht</i>	Was? <i>frißt</i>	Wo? <i>wohnt</i>	Wie? <i>sieht...aus</i>	Wer? <i>ist</i>
wiegt 200 kg als ein Kind		in Afrika oder Asien		
	Pflanzen		hat weiße und schwarze Streifen	
kühlt sich im Schlamm		auf dem Bauernhof		
	Käse		klein, grau oder braun mit einem langen, dünnen Schwanz	die Maus
blökt, frißt Gras, und gibt uns Wolle		auf dem Bauernhof		das Schaf
	Stroh		hat einen (oder manchmal zwei) Höcker	das Kamel

Attachment J (Continued) Information Gap: Was? Wo, Wie? Wer? Partner B

Du hast hier ein Schema mit Informationen über verschiedene Tiere. Frag deinen Partner/deine Partnerin nach den folgenden Informationen und beantworte seine/ihre Fragen.

Was? <i>macht</i>	Was? <i>frißt</i>	Wo? <i>wohnt</i>	Wie? <i>sieht...aus</i>	Wer? <i>ist</i>
	Erdnüsse und Stroh		große Ohren und langen, grauen Rüssel	der Elefant
rennt schnell		in Afrika		das Zebra
	Korn und Stroh		Hufe und lockigen Schwanz	das Schwein
piepst und rennt schnell in das Wandloch		im Wald oder in der Wiese oder im Keller		
	Gras		hat Wolle	

Attachment J (Continued)

Information Gap: What? Where? How? Who? (English Translation)

You have a chart with information about various animals. Ask your partner questions to complete the chart. Fill in the information. Answer you partner's questions as well.

Partner A

What? does	What? eats	Where? lives	How? looks like	Who? is
	peanuts and straw		big ears and long gray trunk	elephant
runs fast		in Africa		zebra
	corn and straw		hooves and curly tail	pig
squeaks and runs into holes in the wall		in the forest or in the meadow or in the basement		
	grass		has wool	
carries people and things on its back		in the desert		

Merrily Moving Mammals – Grade Three

Attachment J (Continued)

Information Gap: What?, Where?, How? Who? (English Translation)

You have a chart with information about various animals. Ask your partner questions to complete the chart. Fill in the information. Answer your partner's questions as well.

Partner B

What? <i>does</i>	What? <i>eats</i>	Where? <i>lives</i>	How? <i>looks like</i>	Who? <i>is</i>
weighs 200 kg as a baby		in Africa or Asia		
	plants		has black and white stripes	
cools itself in the mud		on the farm		
	cheese		small, gray or brown, with a long thin tail	mouse
bleats, eats grass and give wool		on the farm		sheep
	straw		has one or two humps	camel

Attachment K
Pie Graph: Welches Tier hast du am liebsten?

Tier _____

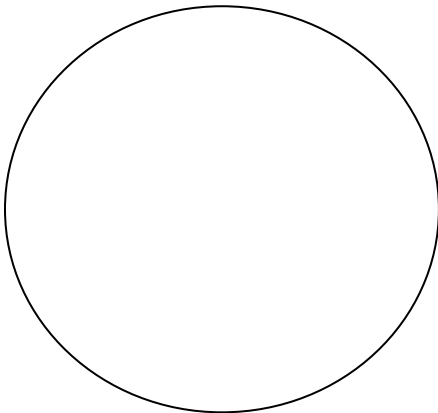
Tier _____

Tier _____

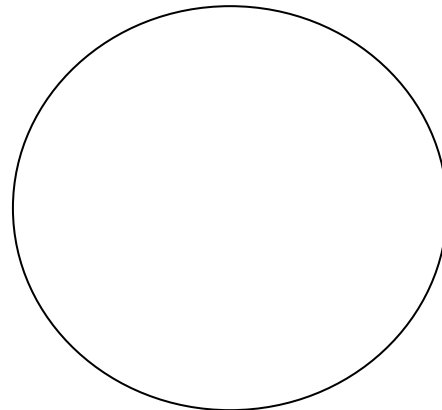
Tier _____

Name	gern	lieber	am liebsten	nicht gern
1.				
2.				
3.				
4.				

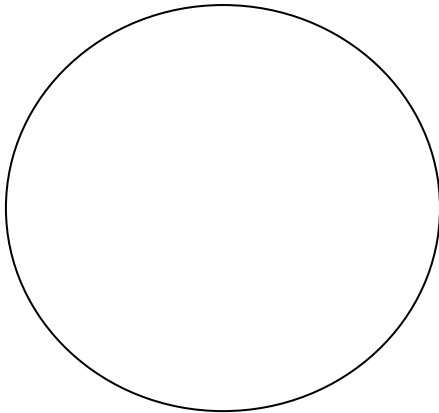
gern



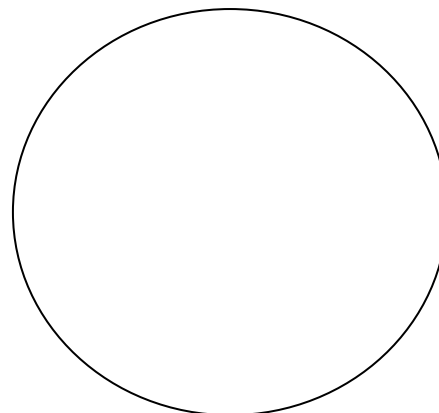
nicht gern



lieber



am liebsten



Attachment K

Pie Graph: Welches Tier hast du am liebsten? (Possible Answers)

Tier der Elefant

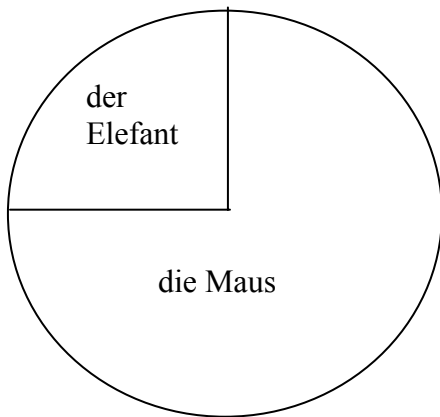
Tier die Giraffe

Tier die Katze

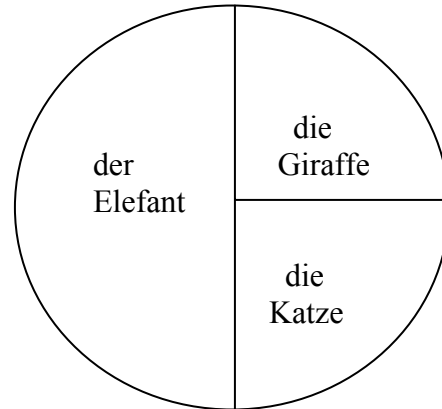
Tier die Maus

Name	gern	lieber	am liebsten	nicht gern
1.	<i>der Elefant</i>	<i>die Katze</i>	<i>die Giraffe</i>	<i>die Maus</i>
2.	<i>die Giraffe</i>	<i>die Maus</i>	<i>die Katze</i>	<i>der Elefant</i>
3.	<i>der Elefant</i>	<i>die Giraffe</i>	<i>die Katze</i>	<i>die Maus</i>
4.	<i>die Katze</i>	<i>der Elefant</i>	<i>die Giraffe</i>	<i>die Maus</i>

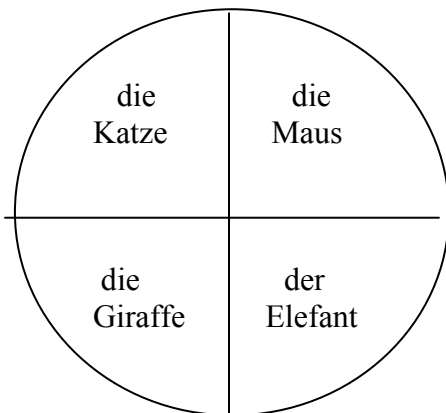
gern



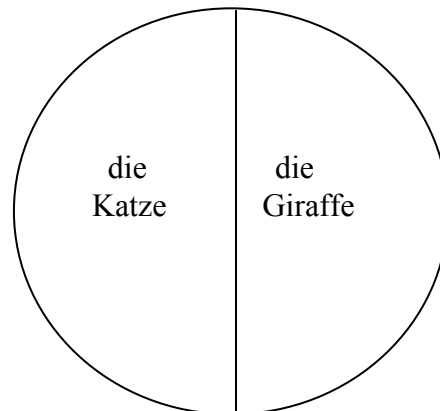
nicht gern



lieber



am liebsten



Drei viertel haben die Maus nicht gern. Zwei viertel (eine Halbe) haben die Katze am liebsten.

Merrily Moving Mammals – Grade Three

Attachment K (Continued)

Pie Graph: Welches Tier hast du am liebsten? (English Translation)

Animal _____ *elephant* _____

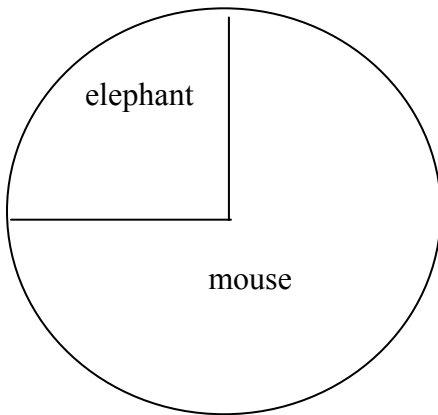
Animal _____ *giraffe* _____

Animal _____ *cat* _____

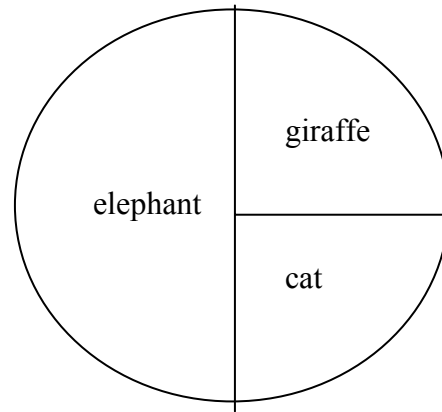
Animal _____ *mouse* _____

Name	likes	likes better	likes the most	doesn't like
1.	<i>elephant</i>	<i>cat</i>	<i>giraffe</i>	<i>mouse</i>
2.	<i>giraffe</i>	<i>mouse</i>	<i>cat</i>	<i>elephant</i>
3.	<i>elephant</i>	<i>giraffe</i>	<i>cat</i>	<i>mouse</i>
4.	<i>cat</i>	<i>elephant</i>	<i>giraffe</i>	<i>mouse</i>

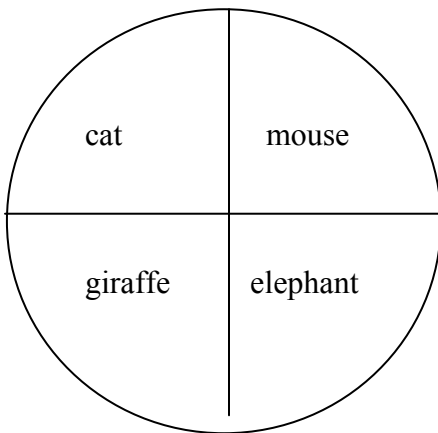
likes



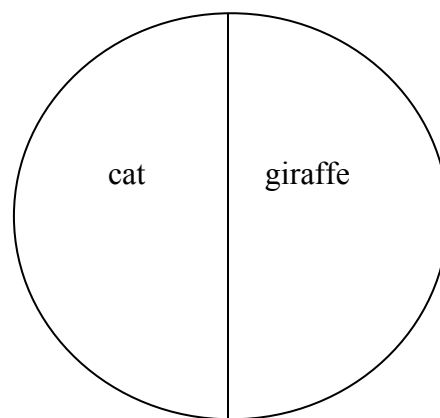
doesn't like



likes better



likes the most



Three-fourths do not like the mouse. Two-fourths (one half) like the cat the most.