

# Pedagogical concept of the Private Elementary School Thiergarten Palace

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## 1. prologue

The Private Elementary School Thiergarten Palace of Arche Teach & Work International non-profit Ltd. is a state-approved elementary school in Bayreuth, which is open to all children, both students in the Bayreuth area and the region around Bayreuth, as well as non-German students who come to Bayreuth or the surrounding area with their parents for a certain period of time or on a long-term basis. We fulfil the educational goals of the Bavarian curriculum and the Cambridge curriculum as a Cambridge certified school. In addition to elementary knowledge, we teach our students action-specific skills to give them a good start in the broad educational landscape.

Our school teaches according to Maria Montessori's guiding principle: "Help me to do it myself!". Here, Maria Montessori's principles form the basis for designing the learning environment as well as the lessons. These principles include the prepared learning environment, the individualized learning process, the free choice of work, the principle of heterogeneity, and the Montessori material as the key to the world. The teacher takes on the role of observer in order to perceive and support the students in their individuality. In the following concept, these guiding principles are represented in all areas and form the foundation of our 4-pillar concept.

Our school is housed in the rooms of the hunting lodge built around 1715 under Margrave Georg Wilhelm. The adjoining palace park with many trees and a playground, which is designed to meet the needs of elementary school children, invites the children to have fun during the two breaks and during afternoon

supervision. Our school starts in the morning at 7.30 am and ends with classes at 2 pm. Afterwards, students can do their homework in the afternoon supervision until 3:30 pm during the mutual homework time. Those who are interested in creative or sporting activities or would like to continue to play with their friends, are welcome to do so in the adjoining supervision period until 5 pm.

Our child-friendly and modern facilities in the historical ambience of the palace rooms form the foundation for a nurturing school atmosphere in which the child is the center of attention. Our highly qualified teaching staff teach according to the latest standards of teaching didactics, thus ensuring an effective quality of teaching that recognizes the individual strengths and weaknesses of each child and incorporates them into the lessons.

Language, sport, nature and technology, as well as media, are the main focuses of our pedagogical concept. These are implemented in school lessons, as well as, in the afternoons and are what make our school so special and unique. These areas are described in more detail below. In addition, a detailed concept has been worked out for the specialized English classes with an overview of the contents in the different grades.

## 2.4-pillars-concept

# School concept: 4 pillars

## Language

- Bilingual lessons in mathematics and science
- Bilingualism is part of everyday school life
- English lessons from 1<sup>st</sup> grade on
- Certification as Cambridge School
- English lessons in the afternoon

## Sports

- Swimming lessons from the 2<sup>nd</sup> grade on
- Qualified physical education
- Courses:
  - HipHop
  - Horseback riding
  - Bouldering
  - Skateboarding

## Creativity

- Guitar and flute lessons in music lessons of the 3<sup>rd</sup> / 4<sup>th</sup> grade
- Music lessons:
  - Cooperation with ČP Music Academy
  - WTG- und Kunstunterricht
- Courses:
  - Theater arts
- Annual creative projects (circus, black-light theater,...)

## Nature & technology

- School garden as teaching subject
- Projects in the forest/school grounds
- lesson hours with iPads
- School project
  - With experiments

Foundation: Maria Montessori's guiding principles

The 4 pillars on which our pedagogical concept is based are language, sport, creativity, nature and technology. These focal points provide us with the guidelines for the entire school day. They form the foundation for our lessons and our afternoon activities, in order to offer every child at our school a wide range of challenging activities. Maria Montessori's guiding principles form the foundation for implementing the 4-pillar concept.

The field of language is a pillar that does not exist in this form at any elementary school in the Bayreuth area. The students learn English as a foreign language from the 1<sup>st</sup> grade onwards. The subjects mathematics, as well as, science is accompanied bilingually by our native speakers. This bilingualism continues throughout the school day and in the afternoons, when our highly qualified staff use English depending on the context and grade level. By certifying as a Cambridge School, we enable foreign students to continue their school career without any gaps. By combining the Bavarian curriculum with the Cambridge curriculum, our German students are provided with a comprehensive vocabulary, which makes it easier for them to transfer to a secondary, international school.

The pillar of sport is also very important to us. Our students receive swimming lessons from the 2nd grade on, because more and more students at the age of seven years are not yet able to swim safely. In the afternoons we also have various sports activities such as bouldering, dancing, skateboarding, tennis and horseback riding, for which we cooperate with local sports providers. Our varied palace grounds have a basketball court, a football field, a ping-pong table, as well as a lot of space for running and playing. There is also several selected pieces of playground equipment available for climbing, hanging and balancing. Our extended morning breaks of 1.5 hours in total allow the

students plenty of time for movement between lessons.

Creativity plays an important role in the positive development of a child. From the 3rd grade onwards, our students learn an instrument in general music lessons, currently flute or guitar. The aim of these instrumental lessons is to put the theoretical knowledge taught in the music lessons into a practical context by learning an instrument and thus to secure it. Through our cooperation with the CP Academy of Music in Bayreuth, we make it possible for our students who attend the afternoon classes to take instrumental lessons and learn an instrument of their choice. There are also various offers for those students who enjoy artistic activities. Already in the first grade we give one more lesson per week in the subject of composition and design, as otherwise the time for the creation and development of creativity seems too short. We also offer art courses in the afternoon. In addition, a one-week creative week takes place every school year. For five days, the focus is on a specific topic. In the last few years, for example, this has been the school circus, where students have been able to train their performance in acrobatics, clowns or dexterity in the circus ring and show it on the last project day. There is also a black light theatre, where the students themselves worked out and performed small plays in black light or drumming in the project week with the drum magic group. These are always creative highlights that not only inspire the students.

The last concept pillar with the area of nature and technology rounds off our diverse and unique range of courses. In our garden, a school garden adapted to grades 1 and 2 has been created, which enables teachers in the subject school garden to grow, care for and finally harvest different types of vegetables and

plants together with the students in the 20 raised beds specifically made for our students. By implementing the subject school garden in the timetable, there is enough time to devote to the theoretical basics of the practical activities. Likewise, contents from Science lessons are further deepened and examined in detail.

Digital media have found their way into children's rooms. Our students understand them as everyday objects whose use is becoming more and more natural. The aim of our lessons with digital media is to teach students how to use them correctly and to question their own media consumption in terms of its benefits.

The digital media is used for obtaining information and for communication. In class, our Ipads, which are equipped with various learning apps, are used to practice the learning content. They are also used to gather information in the subjects science, ethics, religion, as well as for the school garden. Through the integrative use in class, the students experience the digital media as a training aid for learning to read, write and calculate, as well as a means of communication and information media.

The quality of a school is strongly dependent on the interactions that take place within the school family. Therefore, communication and dialogue are important to us in all areas of school life. Short lines of communication and positive communication between school authorities, school management, teachers, staff and students enable an understanding of one another and promote transparency in all areas. Our school festivities at Christmas, our projects such as the circus or theater, as well as the big graduation ceremony at the end of the school year with the farewell of the fourth graders, also promote a sense of community not only

within the student body, but also have a positive effect on parents and the school team.



### 3. English as a foreign language

In today's world, openness to the world requires being able to communicate with each other and to treat each other with respect. A key competence for this is a wide range of language skills. By establishing bilingualism as a main pillar of our pedagogical concept and its implementation in everyday teaching, we particularly promote the learning of English as a foreign language. Our native speakers, who work within the bilingual teaching concept, communicate with our students in English throughout the entire school day (regular class time and afternoon supervision), thus enabling students to learn English without really being aware of it. The subjects mathematics and science are accompanied by our native speakers and the content is translated. Technical terms are also translated into English and the students are given the opportunity to playfully learn English technical terms. This concept of teaching in German, as well as in English has proven itself over the years and is didactically adapted to new experiences.

In the English subject lessons, the English language is gradually built up in order to prepare for a transfer to any German or English-speaking school after grade 4. For this purpose the contents of the respective grade are taught according to the Cambridge curriculum and the Bavarian curriculum. It is important here that the subject teaching in English is also adapted to the respective teaching contents in German and Mathematics in order to make use of knowledge links. For example, learning the English numbers of the number range extension in Mathematics is given equal status with the respective grade level.

Through the aid of gestures, facial expressions and body language of native speakers and teachers, as well as the use of various English media (English, age-appropriate children's literature and films, apps, comics, ...), a learning

atmosphere is created that allows each child to immerse themselves in the English language and to discover content independently and to try it out in a friendly environment. This immersion in the language in everyday life is called the immersion method (= "immersive instruction") and is considered the most successful teaching method for the acquisition of a second language.

Selected textbooks based on the Bavarian curriculum, as well as English textbooks based on the Cambridge Curriculum are available for the respective grade level. These are supplemented by various age-appropriate films in the original language, as well as selected child-oriented software for independent vocabulary learning. Through the celebration of international festivals and customs, students are introduced to the English culture and our aim to provide students with a comprehensive immersion in the English language is rounded off.

The internationality of a class combination has a very positive effect on the development of our elementary school students. The children learn from each other culturally, linguistically and socially and are thus best prepared to find their place in our globalized world. Our students who come from abroad learn the German language with us (almost incidentally) and our German students reach an English language level after four years with which they can communicate at any time.

The contents of the specialised English lessons will be presented in more detail in a separate concept, as there is no ready-made curriculum for Bavaria due to the special feature of our school, which is to start with English as a foreign language in the 1st grade.

#### **4. Teaching contents in the subjects Mathematics and German**

Teaching at our school is in accordance with the Bavarian curriculum and additionally includes the curriculum areas of the Cambridge curriculum in the subject mathematics.

In competence-oriented German lessons, our students actively deal with the contents of the subject areas speaking and listening, reading - dealing with texts and other media, writing, language use and language examination and reflection. In the following, the contents are presented according to grade level with the methods and materials being used.

The mathematics curriculum includes a competency structure model that is based on the educational standards in mathematics for the various types of school certificates. The model is divided into two areas: process-related competencies and five subject areas. The process-related competencies include modelling, problem solving, communication, argumentation and presentation. These competences are closely linked to the five subject areas in the classroom: Patterns and structures, numbers and operations, space and form, quantities and measurement, data and chance. The contents and how this connection is made in class will also be described in more detail on the following pages in relation to each year.

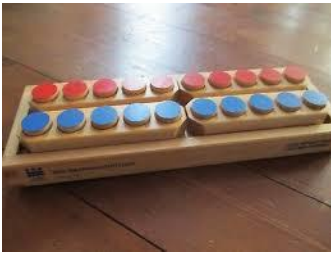
Our teachers support the students in all subjects by teaching the learning contents according to the current pedagogical methods and with the appropriate materials. Through our individual remedial lessons, which are additionally available to each grade level, it is possible to address the strengths or weaknesses of individual students in a targeted manner.


In the following, the contents of the subjects German and Mathematics are now

presented in tabular form and by year. The possible methods and the available materials are also listed. However, it is always at the pedagogical discretion of the respective teacher which method and which material is used to teach the learning contents. The examples given are, therefore, to be seen as examples and can vary from year to year.

➤ **Curriculum contents mathematics**

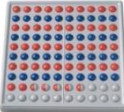


1. grade

Content	Methodology
<b>Numbers and operations</b>	
<p><i>Present numbers in a structured way and formulate number relations</i></p> <div data-bbox="831 778 1160 1031" style="text-align: center;">  </div> <p style="text-align: center;"><i>Calculation aid</i></p>	<ul style="list-style-type: none"> <li>-Getting to know numbers in the environment (telephone numbers, house numbers, prices in advertising brochures,...)</li> <li>- Counting games up to 20 (forward, backward, in steps, omitting numbers)</li> <li>- Display numbers in arithmetic tables and on the number line</li> <li>- Using the power of five and ten (e.g. on the calculating device, on our hands) in order to measure quantities quickly</li> <li>-Estimating numbers</li> <li>-Comparing numbers (greater than, equal, less than)</li> <li>-Splitting up numbers (e.g. paired numbers <math>10 = 1+9</math>, <math>10 = 9+1</math> ...)</li> <li>-Legible writing of numbers and digits (digit writing course, proper exercise book writing through instructed copying from the blackboard)</li> </ul>
<p><i>Calculating and using structures in the number range up to twenty</i></p>	<ul style="list-style-type: none"> <li>-Recognizing calculation tasks in pictures (adding, subtracting)</li> <li>-Automating one plus one tasks and their reversals</li> <li>-Using computation strategies (calculating in steps, reversal- and exchange tasks, analog tasks, neighboring tasks)</li> <li>-Finding, explaining and correcting calculation errors</li> <li>-Recognize and describe arithmetic patterns and continue them (continued addition of a number, changing in the same and opposite directions)</li> </ul>



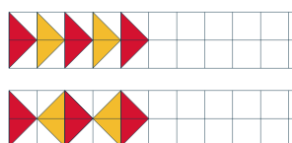
<p><i>Relating factual situations and mathematics</i></p>	<ul style="list-style-type: none"> <li>- Extract information from everyday sources (pictures, stories, simple actions) and formulate mathematical questions about it</li> <li>-Use simple forms of representation (muggle stones, calculating ships, scenic play ...)</li> <li>-Using simple strategies to solve problems (systematic trial and error)</li> <li>-Determine and display possibilities for simple combinatorial tasks (e.g. 3 T-shirts and 2 pairs of trousers)</li> </ul>
<p><b>Space and shape</b></p>	
<p><i>Orientate oneself in a room</i></p>	<ul style="list-style-type: none"> <li>-Use position terms left/right, beside, between, up/down, before/behind, over/under, on/under and back/front</li> <li>-Describe routes and follow instructions (in reality and on a map with your finger)</li> <li>&gt; Take different perspectives</li> </ul>
<p><i>Geometric shapes and naming and displaying them</i></p> <div style="text-align: center;">  </div> <p><i>Geo-board</i></p>	<ul style="list-style-type: none"> <li>- Area shapes = triangle, circle, rectangle (square, rectangle)</li> <li>- Describe, compare, sort surface shapes (e.g. number of vertices).</li> <li>- Use technical terms (vertice, side)</li> <li>- Laying, folding and stretching figures on the geo-board</li> </ul>
<p><i>Recognize and display geometric images</i></p>	<ul style="list-style-type: none"> <li>- Draw figures freely and draw them in grids with a ruler</li> <li>- Describe axisymmetric figures and check them with the mirror or by folding</li> </ul>
<p><i>Examine and create geometric patterns</i></p>	<ul style="list-style-type: none"> <li>- Replacing patterns with area shapes</li> <li>- Describe geometric patterns (e.g. name repetitions) and continue the patterns</li> </ul>
<p><b>Sizes and measurements</b></p>	

<i>Performing measuring operations</i>	<ul style="list-style-type: none"> <li>- Sizes: time, money</li> <li>- Measure time spans with suitable measuring instruments (clock, calendar)</li> <li>- Reading the times</li> <li>- Know standardized units of measurement (hour, minute, week, month, year)</li> <li>- Naming and distinguishing bills and coins</li> <li>- Use abbreviations (h, min, €, ct)</li> <li>- Determine simple time spans (four hours ago, three hours later)</li> </ul>
<i>Structuring and imagining size</i>	<ul style="list-style-type: none"> <li>- Estimate sizes</li> <li>- Arrange amounts of money and time spans (less/more)</li> <li>- Change money (€10 note into five €2 coins)</li> </ul>
<i>Dealing with quantities in factual situations</i>	<ul style="list-style-type: none"> <li>- Extract information from different sources (pictures, stories, actions, simple texts)</li> </ul>
<b>Data and chances</b>	
<i>Capturing data and presenting it in a structured way</i>	<ul style="list-style-type: none"> <li>- Collect and compare data from your own life reality (e.g. age of classmates, number of tables/chairs in the classroom)</li> <li>&gt; Surveys, observations</li> <li>- Display data in tally sheets, simple tables or graphs</li> <li>- Extract data and information from various sources (calendar, simple table, graph)</li> </ul>
<i>Perform random experiments and compare probabilities</i>	<ul style="list-style-type: none"> <li>- Perform random experiments (e.g. pulling marbles out of bags)</li> <li>- Use technical terms: certain, possible, impossible; probable, improbable</li> </ul>

## 2. Grade

Content	Methodical/Material
<b>Numbers and operations</b>	
<b>Present numbers in a structured way and formulate number correlations</b>	
<ul style="list-style-type: none"> <li>- Orientate oneself in the number range up to 100</li> <li>-&gt; Flexible counting</li> <li>-&gt; With the help of the number ray and the hundreds table</li> <li>- Use the structure of the decimal system in a planned and systematic way</li> <li>-&gt; Bundling, decimal notation, tens, units</li> <li>- Estimate, determine and compare figures</li> <li>- Write numbers and figures clearly and concisely</li> </ul>	<ul style="list-style-type: none"> <li>- Abaco 100 </li> <li>- Number ray, table of hundreds</li> <li>- e.g. With cubes, chestnuts</li> <li>- Rituals e.g. estimating glass </li> </ul>
<b>Calculate in the number range up to one hundred and use structures</b>	
<ul style="list-style-type: none"> <li>- Understand, automate and flexibly apply the four basic operations</li> <li>- Apply core tasks of the simple multiplication tables, their reversals automatically and flexibly</li> <li>-&gt; Derive relationships (doubling, tripling, etc.)</li> <li>-&gt; Exchange tasks</li> <li>- Use calculation strategies, compare and evaluate calculation paths and justify procedures</li> <li>- check whether results are plausible and correct</li> <li>-&gt; Find, explain and correct calculation errors</li> </ul>	<ul style="list-style-type: none"> <li>- Slot Cube </li> <li>- Sports activities, group formation</li> <li>- Pearls, objects, point images</li> <li>- Calculation line, number decomposition into tens and units, unbundling, simplify tasks, step-by-step procedure</li> </ul>
<b>Relate factual situations and mathematics</b>	
<ul style="list-style-type: none"> <li>- Extract relevant information e.g. from pictures or simple texts and formulate mathematical questions</li> </ul>	<ul style="list-style-type: none"> <li>- From the student's world experience, current events (e.g. EM, WM)</li> </ul>
<b>Space and form</b>	
<b>Orientation in a space</b>	



<ul style="list-style-type: none"> <li>- Aptly describe the position of objects, positional relationships and course of paths</li> <li>-&gt; e.g. left/right, next to, between, above/below.</li> </ul>	<ul style="list-style-type: none"> <li>- Songs and games about locational terms, e. g. What trees are those, my right seat is empty</li> </ul>
<b>Naming and depicting geometric shapes</b>	
<ul style="list-style-type: none"> <li>- Compare, describe and sort surface and body shapes</li> <li>-&gt; Can roll, can tilt, vertex, side, edge, face etc..</li> <li>- Correctly assign the terms triangle, circle and rectangle, particularly square and rectangle, to the respective body figures</li> <li>- Correctly assign the terms cylinder, prism, cuboid, cube, cone, pyramid and sphere to the respective solid shape</li> <li>- Create and describe surface shapes and bodies</li> </ul>	<ul style="list-style-type: none"> <li>- Discover surface and body shapes in everyday life</li> <li>- Montessori material solids</li> <li>- Building an edge model cube, plug-in cube</li> <li>- Making solids from modeling clay</li> </ul> 
<b>Recognize and display geometric images</b>	
<ul style="list-style-type: none"> <li>- Draw plane figures freehand</li> <li>- Describe and create axisymmetric figures</li> <li>-&gt; Technical terms: axisymmetric, symmetry axis</li> </ul>	<ul style="list-style-type: none"> <li>- Laying, drawing, completing shapes</li> <li>- Geoboard, inkblot images, mirror</li> </ul> 
<b>Examine and create geometric patterns</b>	
<ul style="list-style-type: none"> <li>- Continue geometric patterns and create own ones</li> </ul>	<ul style="list-style-type: none"> <li>- Create band ornamental figures</li> </ul> 
<b>Determine and compare areas/perimeter</b>	
<ul style="list-style-type: none"> <li>- Determine and compare areas of plane figures by laying them out</li> <li>- Compare the perimeter of plane figures</li> </ul>	<ul style="list-style-type: none"> <li>- Matches, wool threads</li> </ul>




-> Replenishing, breakdown into sections, tracing	
<b>Sizes and measurements</b>	
<b>Perform measuring operations</b>	
<ul style="list-style-type: none"> <li>- Measuring lengths and time spans</li> <li>- Naming and distinguishing coins and money bills</li> <li>- Use abbreviations for the units of measurement -&gt; m and cm, h and min, € and ct)</li> <li>- Reading times and determine simple time spans</li> </ul>	<ul style="list-style-type: none"> <li>- Measure with body measurements (e.g. foot length, arm length, finger width)</li> <li>- Ruler, yardstick, activities in physical education</li> <li>- Play money</li>   <li>- Practice watches for the kids, "The Story of the Watch King"</li> </ul>
<b>Structure sizes and use size concepts</b>	
<ul style="list-style-type: none"> <li>- Compare and order amounts of money, lengths and time spans</li> </ul>	<ul style="list-style-type: none"> <li>- Play money, games and activities in physical education</li> </ul>
<b>Dealing with Quantities in factual situations</b>	
<ul style="list-style-type: none"> <li>- Solve factual situations with sizes -&gt; Working aids e.g. role play, drawings, simple sketches</li> </ul>	<ul style="list-style-type: none"> <li>- Situations from everyday life and experiences of the students</li> </ul>
<b>Data and coincidence</b>	
<b>Gathering data and displaying it in a structured way</b>	
<ul style="list-style-type: none"> <li>- Collect and compare data</li> <li>- Extract data and information from spreadsheets and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Age of classmates, surveys, observations</li> </ul>
<b>Perform random experiments and compare probabilities</b>	
<ul style="list-style-type: none"> <li>- Carry out simple random experiments, compare and describe them</li> </ul>	<ul style="list-style-type: none"> <li>- Pull balls out of a bag, dice</li> </ul>





and systematic way	
<b>Relate factual situations and mathematics</b>	
<ul style="list-style-type: none"> <li>- Extract relevant information from various sources and formulate mathematical questions</li> <li>- With multi step tasks, show and explain correlation between the individual solution and the situation</li> <li>- Develop, use and evaluate suitable forms of representation for the processing of mathematical problems</li> <li>- Extend and shorten factual situations in order to understand and explain connections               <ul style="list-style-type: none"> <li>➔ Obtain any missing information (e.g. for Fermi-tasks)</li> </ul> </li> <li>- Develop and use strategies to solve problems</li> <li>- Finding mathematical solutions to actual situations               <ul style="list-style-type: none"> <li>➔ Comparing and valuing possible solutions, explaining them in exchange with others</li> </ul> </li> <li>- Determine the number of different possibilities for simple combinatorial tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Texts, spreadsheets, profiles, diagrams</li> <li>- Also in exchange with others (e.g. in small groups, math conference, partner work)</li> <li>- Sketches, texts, spreadsheets, diagrams</li> <li>- *A Fermi-task is a kind of estimation task which leads to an approximate result with the help of procured and calculated information               <ul style="list-style-type: none"> <li>➔ Ex. „How much toothpaste is in one tube of toothpaste?“</li> <li>➔ Think: How long is a strip of toothpaste on my toothbrush? How often do I brush my teeth? How long does a tube last?</li> </ul> </li> <li>- Math conference</li> <li>- e.g. Possible combinations of 3 t-shirts, 3 pairs of trousers, and 2 pairs of socks               <ul style="list-style-type: none"> <li>➔ Trying a systematic approach</li> <li>➔ Displaying results in a structured way (e.g. tree diagram, drawing, spreadsheet)</li> </ul> </li> </ul>
<b>Space and shapes</b>	
<b>Orientation in a space</b>	
<ul style="list-style-type: none"> <li>- Create sketches and site maps and use for orientation</li> </ul>	<ul style="list-style-type: none"> <li>- Of classroom, school grounds</li> </ul>

<ul style="list-style-type: none"> <li>- Describe relationship between lengths in reality and in sketches, site maps, floor plans → scale</li> <li>- Establish relationships between two- and three-dimensional representations of spacial structures</li> <li>- Operate with plane shapes and bodies and also in imagination → Describe procedure and results</li> </ul>	<ul style="list-style-type: none"> <li>- Reconstructing cube buildings according to a template or create simple construction plans for spatial structures</li> <li>- Elementary: different face – body</li> <li>- Montessori material</li> </ul> <div style="text-align: center;">  <p>A collection of Montessori geometric solids and shapes. It includes blue 3D objects like a cylinder, a cone, a cube, a pyramid, and a sphere, as well as yellow 2D flat shapes like squares, rectangles, triangles, and circles. Some of the 3D objects are mounted on small wooden blocks.</p> </div> <ul style="list-style-type: none"> <li>- Technical terms for bodies: vertex, face, edge</li> <li>- Rebuild bodies from clay, edge model of the cube</li> </ul>
<p><b>Naming and representing geometric figures</b></p>	
<ul style="list-style-type: none"> <li>- Use the term „right angle“ appropriately when describing certain surface and body shapes</li> <li>- Describe similarities and differences of cubes and cuboids</li> </ul>	<ul style="list-style-type: none"> <li>- e.g. for a rectangle, square → construct a right angle by folding</li> <li>- Creating an edge model</li> <li>- Creating body nets</li> </ul>



<ul style="list-style-type: none"> <li>➔ Compare edge- and face models</li> <li>- Create and describe cube nets</li> <li>- Check and describe the correlation between a net and a body</li> <li>- Draw lines and area shapes freely and with the help of tools, regard properties</li> </ul>	<ul style="list-style-type: none"> <li>- 11 are possible</li> <li>- Ruler, triangle ruler, compass</li> </ul>
<b>Describing and displaying geometric images</b>	
<ul style="list-style-type: none"> <li>- reduce and enlarge plane figures</li> <li>- Describe characteristics of axisymmetric figures (technical terms: symmetry axis, congruent, axisymmetric) <ul style="list-style-type: none"> <li>➔ Drawing symmetry axes</li> <li>➔ Verify</li> </ul> </li> <li>- Create axisymmetric figures as well as figures and the mirror images</li> </ul>	<ul style="list-style-type: none"> <li>- e.g. On the geo-board, in the grid <ul style="list-style-type: none"> <li>➔ Use basic ideas about scale (e.g. 2:1 means: the length 1cm is 2cm / twice as long in magnification)</li> </ul> </li> <li>- Check with a mirror</li> <li>- e.g. Inkblots, mirror images, symmetrical figures clamped to the geo-board</li> </ul>
<b>Examine and create geometric patterns</b>	
<ul style="list-style-type: none"> <li>- Create tessellation and describe their regularities</li> <li>- Determine regularities in ribbon ornaments and explain, modify, continue</li> </ul>	<ul style="list-style-type: none"> <li>- e.g. axisymmetric partial elements</li> </ul>
<b>Sizes and measurements</b>	
<b>Performing measuring operations</b>	
<ul style="list-style-type: none"> <li>- Measure sizes with self-selected and standardized units of measurement and with suitable measuring</li> </ul>	<ul style="list-style-type: none"> <li>- Kilometers and millimeters, seconds, kilograms and grams <ul style="list-style-type: none"> <li>➔ e.g. Ruler, folding meter stick, clock, scale</li> </ul> </li> </ul>

<p>instruments</p> <ul style="list-style-type: none"> <li>- Use abbreviations of standardized units of measurements and note measurements results with commas</li> <li>- Partition, convert units within a size range</li> <li>- Time spans, calculate beginning and ending points</li> <li>- Note sizes also in mixed notation (e.g. 1h 25min)</li> </ul>	<ul style="list-style-type: none"> <li>➔ Self-selected units of measurements are suitable for lengths (thumb width, arm length, foot,...); realization of the benefits of a standardized unit of measurement</li> <li>- km und mm, s, kg and g</li> <li>-</li> <li>- e.g. Exchanging money</li> <li>➔ Play money</li> <li>➔</li> <li>➔ Taking into account the specificity of the size range (1h = 60min)</li> </ul>
<b>Structure sizes and use imagination of size</b>	
<ul style="list-style-type: none"> <li>- Estimate sizes using reference values from experience</li> <li>- Explaining estimated results: sort lengths, time spans, masses</li> <li>➔ Checking results by measurements if necessary and also for plausibility</li> <li>- Using simple fractions commonly used in everyday life</li> </ul> <p style="text-align: center;"> <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{3}{4}</math>  in connection with sizes (<math>\frac{1}{2}</math>; <math>\frac{1}{4}</math>; <math>\frac{3}{4}</math>) and displaying them in other forms of writing </p>	<ul style="list-style-type: none"> <li>- e.g. 1kg is as heavy as a pack of flour</li> <li>-</li> <li>- e.g. <math>\frac{1}{2}</math> l = 500 ml, a quarter hour = 15 min</li> </ul>
<b>Dealing with quantities in factual situations</b>	
<ul style="list-style-type: none"> <li>- Extract information on sizes from various sources and describe them in exchange with others</li> <li>- Solving factual situations with sizes</li> </ul>	<ul style="list-style-type: none"> <li>- e. g. Texts, tables, diagrams</li> </ul>



<ul style="list-style-type: none"> <li>➔ Use reference values from their world of experience or appropriate approximate values for the figures / quantities contained therein</li> <li>➔ Use of processing aids</li> <li>- Explain (e.g. with the help of size models) whether an exact result is necessary for a specific situation or whether a rough calculation is sufficient</li> <li>- - Check the plausibility of the respective result</li> <li>- Functional relationships (e.g. the more - the more, the more - the less) in everyday</li> <li>- Recognizing factual situations</li> <li>➔ Use them in order to solve the corresponding tasks</li> </ul>	<ul style="list-style-type: none"> <li>- e. g. By Fermi-tasks</li> <li>- e. g. Sketches, tables, diagrams</li> <li>- e. g. Set price in relation to quantity</li> </ul>
<b>Data and chance</b>	
<b>Collect data and present it in a structured way</b>	
<ul style="list-style-type: none"> <li>- Collect and compare data from the living environment and other sources (e.g. newspapers, diagrams, studies)</li> <li>➔ Also display the result in more extensive tables and diagrams</li> <li>- Extract relevant data and information from various sources and describe mathematical correlations</li> <li>- Formulate mathematically meaningful questions</li> </ul>	<ul style="list-style-type: none"> <li>- e. g. Audience numbers at soccer matches</li> <li>- Bar chart, column diagramm</li> <li>- e. g. Timetables, price lists</li> <li>➔ e. g. ... <i>is the half of ...</i>, functional correlations like ...<i>with</i></li> </ul>





<p>about tables and diagrams, explain answers in exchange with others</p> <ul style="list-style-type: none"><li>- Even grasp data that cannot be read directly</li><li>- Extract relevant data from different display formats and transfer them to other suitable display formats</li></ul>	<p><i>double quantity the price is twice as high</i></p> <ul style="list-style-type: none"><li>- e. g. <i>At what time intervals does the bus stop between 2 pm and 7 pm? – Emil has a total of 31 lesson hours per week, because...</i></li><li>- e. g. Travel times of buses or trains</li></ul> <ul style="list-style-type: none"><li>- e. g. Charts, tables, texts, diagrams</li></ul>
<p><b>Perform random experiments and compare probabilities</b></p> <ul style="list-style-type: none"><li>- Estimate chances of winning in simple random Experiments</li><li>- Compare results</li><li>- Systematically vary, compare and evaluate conditions for simple random experiments</li></ul>	<ul style="list-style-type: none"><li>- e.g. Turning a wheel of fortune, dice experiments, drawing marbles</li><li>- Acting review</li><li>- e. g. Change the number or color of balls in a bag, evaluate the results of the different tests</li><li>- Important terms: certain, probable, possible, impossible, improbable</li></ul>

## 4<sup>th</sup> Grade

Content	Methodology/Material
<b>Numbers and operations</b>	
<b>Display numbers in a structured way and formulate number relations</b>	
<ul style="list-style-type: none"> <li>- Orientation in the number space up to one million through flexible counting</li> <li>- Arranging and comparing numbers</li> <li>- Creation of number relations (e.g. divisors, multiples)</li>   <li>- Recognition and use of structures in number acquisitions</li> <li>- Justification of procedure</li> <li>- Planned and systematic use of structures of the decimal system</li> <li>- Define correlations between different number representations</li>   <li>- Estimating and determining numbers</li> <li>- Comparison of numbers in the number range up to one million using technical terms, explanation and evaluation of different approaches</li>   <li>- Break down numbers in the number range up to a million and explain correlations and structures</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction by means of a picture book "How much is a million?" by Anna Milbourne</li> <li>- Working with the mathematics book and workbook "Welt der Zahl 4" (World of numbers)</li>   <li>- Working with number ray/Montessori bead material: counting forward, backward, in steps</li> <li>- Working with the digit system (table, Montessori material): e.g. 1000 as 10 H or as 100 T; digit notation, stepwise writing: 734 → 7H 3T 4U, numeral word</li>   <li>- Daily exercises for estimating using different objects or pictures such as: grains of rice</li> <li>- e.g. With Fermi-tasks (=Fermi-tasks are in a certain way related to reality, accessible and open. They promote skills such as exploring, skimming, working with large numbers, converting quantities, using everyday knowledge, arguing, communicating, independence and applying heuristic strategies)</li>   <li>- With the help of the Montessori material numbers are decomposed: e.g. <math>1000 = 100 + 900</math>; <math>10000 = 1000 + 9000</math>; <math>100000 = 10000 + 90000</math>; <math>100000 = 10 \cdot 10000</math></li> </ul>






<p><b>Calculating and using structures in the number range up to one million</b></p>	
<ul style="list-style-type: none"> <li>- Application of the small and large multiplication tables and their inversions (e.g. <math>42 : 7 = 6</math> or <math>42 : 6 = 7</math> as inversions of <math>6 \cdot 7 = 42</math>) automated and flexible</li> <li>- Solving tasks in the number range up to a million to all four basic arithmetic operations</li> <li>- Use of calculation strategies</li> <li>- Development of advantageous solutions; comparison, evaluation and justification of calculation methods and results</li> <li>- Application of written procedures of addition, subtraction, multiplication (one- and two-digit multipliers) and division (divisors up to and including 10, also with remainder)</li> <li>- Finding calculation errors, explaining and correcting results by estimating or referring back to the context</li> <li>- Describe arithmetic patterns and their laws</li> <li>- Develop arithmetic patterns, continue them and change them systematically</li> </ul>	<ul style="list-style-type: none"> <li>- Exercises: Mathematical olympics (e.g. those included in the math book), Calculation games, Station work, Use of elementary school apps (e.g. Anton), and much more.</li> <li>- Practicing different strategies in the plenum or exchanging about already existing strategies that students present → Comparison of the strategies → Exchange and reflection in plenum/small groups</li> <li>- Introduction using the bead material and the place value system  → Error researcher: Students find errors in given tasks and assign them to the appropriate tasks (forgotten carryover, multiplication tables wrong, etc.)  → e.g. When calculating with ANNA numbers (e.g. 2332)  → e.g. Numerical sequences, task sequences with structured packets</li> </ul>
<p><b>Relate factual situations and mathematics</b></p>	

<ul style="list-style-type: none"> <li>- Extract relevant information from various sources (and formulate mathematical questions about it)</li> <li>- Show connections between the individual steps of the solution and the factual situation in multi-step tasks and explain them in exchange with others</li> <li>- Develop, use and evaluate suitable forms of representation for the processing of mathematical problems.</li> <li>- Determine the number of different possibilities for simple combinatorial tasks by trial and error and present results in a structured way</li> </ul>	<ul style="list-style-type: none"> <li>→ Pictures, texts, tables as sources for factual calculations</li> <li>→ Repetition and practice of the individual steps for solving factual tasks: Reading exactly, marking/writing down important information, formulating questions, finding a solution, working on the task, answering the question, checking for correctness and meaning</li> <li>→ "Subject task" of the day/week (given by the teacher or created by the student)</li> <li>e.g. sketches, term strips, texts, tables, diagrams</li> <li>→ e.g. Sketches, term strips, texts, tables, diagrams</li> <li>→ e.g. In tree diagrams, in drawings or in tables</li> <li>→ e.g. Possible combinations of 3 t-shirts, 3 pairs of trousers and 2 pairs of socks</li> </ul>
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**Space and shape**

<p><b><i>Orientation in space</i></b></p>	
<ul style="list-style-type: none"> <li>- Creating sketches and site plans → use them for orientation in space, both acting and imagining</li> <li>- Describe the connection between lengths in reality and corresponding lengths in sketches, site plans or floor plans</li> <li>- Production of two- and three-dimensional representations of spatial structure connections</li> <li>- Use plane figures and solids in action and imagination then describe procedures and results</li> </ul>	<ul style="list-style-type: none"> <li>→ e.g. Floor plans, city maps, school grounds</li> <li>→ Reading and understanding maps ( cross-disciplinary with Science lesson): terms such as grid squares, scale, etc. play an important role → Creation of word memories</li> <li>→ Building cube buildings: build according to a template or create simple building plans for spatial structures using wooden cubes</li> <li>→ e.g. Tilting movements, paths on the</li> </ul>



	edge model: acting material for a first approach e.g.: Lekon , production of nets from paper → Head geometry: e.g. daily or weekly exercises using Logico/LÜK
<b><i>Naming and displaying geometric figures</i></b>	
<ul style="list-style-type: none"> <li>- The term right angle is used to describe certain surface and body shapes (e.g. rectangle and cuboid).</li> <li>- Describe similarities and differences of cubes and other cuboids and compare their edge and surface models</li> <li>- Creating and structuring different nets of cubes and nets of cuboids: Use of technical terms (congruent in the description of nets)</li> <li>- Check and describe the relationship between meshes and bodies</li> <li>- Draw lines and area shapes: freely and with tools (ruler, geo triangle, compass)</li> </ul>	<p>→ Repetition of the properties of solids using illustrative material</p>  <p>→ e.g. In the search for congruent cube nets → Clip material, production of nets from paper → Head geometry: e.g. daily or weekly exercises using Logico/LÜK</p> <p>→ Introduction of the compass and the triangle ruler: Explanation of the construction with the help of illustrative material (board material but also the objects themselves) and exercises for the application of the aids: e.g. drawing band ornaments, angle exercises, etc. → e.g. Drawing equipment license</p>
<b><i>Describe and display geometric images</i></b>	
<ul style="list-style-type: none"> <li>- Reduce and enlarge plane shapes and use basic ideas about scale</li> <li>- Description of the characteristics of axisymmetric shapes with</li> </ul>	<p>→ Introduction of scale: scaling down and enlarging, with the help of visual material, plot material (cubes, Lego, toy animals, geo-board, grids, etc.) → Explanation of terms: e.g. 2 : 1 means: The length 1 cm is in the magnification 2 cm / twice as long</p>

<p>the technical terms: symmetry axis, congruent and axisymmetric as well as the relationship between a shape and its mirror image</p> <p>- Creation of axisymmetric shapes as well as shapes and their mirror images and description of procedures</p>	<p>→ Working with mirrors</p> <p>→ Preparation of drawings in individual and partner work and subsequent reflection in the plenum</p>
<p><b>Examine and create geometric patterns</b></p>	
<p>- Determination and explanation of regularities in band ornaments, change or continue them</p>	<p>→ Continuation of band ornaments and own creations in different social forms</p> <p>→ Math book, as well as various free work material (Logico, LÜK, exercise cards)</p>
<p><b>Determine and compare spatial volumes</b></p>	
<p>- Comparison of room contents of simple solids</p> <p>- Building plans and cube buildings</p>	<p>→ Building with unit cubes and by counting unit cubes, choosing different social forms to support the student in the best possible way</p> <p>→ Wooden cubes, exercise cards, head geometry exercises with the help of elementary school apps</p>
<p style="text-align: center;"><b>Sizes and measurements</b></p>	
<p><b>Perform measuring operations</b></p>	
<p>- Measurement of sizes with self-selected and standardized units of measurement and with suitable measuring instruments</p> <p>- Use abbreviations for the standardized units of measurement and note measurement results for meters and centimeters, as well as for euros and cents, also with the usual decimal point in everyday use.</p> <p>- Calculation of time spans as well as start and end times;</p>	<p>→ Repetition of weight, length and time data: different measuring exercises and situations serve as e.g. exercise material (e.g. meter counter, stop watch)</p> <p>→ Exercises in calculating with amounts of money: e.g. working with advertising leaflets and writing a shopping list as an everyday reference</p> <p>→ Repeating the times (analog/digital)</p> <p>→ e.g. Working with bus and train schedules to establish a connection to everyday life</p>



<p>consideration of special features of the size range of time spans (e.g. 1 h has 60 min, 1 min has 60 s, 1 day has 24 h) and note results also in mixed notation (e.g. 1 h 25 min)</p> <p>- Decomposition and conversion of units within a size range</p>	<p>→ Working with the watch case</p> <p>→ Introduction of measures of capacity (liters and milliliters) e.g. by preparing a drink or meal according to recipes as an everyday reference</p> <p>→ Clarifying terms and creating word memories</p> <p>→ Use illustrative material (measuring cups, everyday packaging, etc.)</p> <p>→ Various exercises and social forms to consolidate the terms and spellings (e.g. individual and partner work, working in station)</p> <div data-bbox="1653 724 1951 927" data-label="Image"> </div>
<p><b>Structure sizes and use size concepts</b></p>	
<p>- Estimating quantities using reference values from the world of experience</p> <p>- Compare and order lengths, time spans, masses and measure of capacity</p>	<p>→ e.g. Work in the plenum, as well as in station operation using various exercise formats to consolidate what has been learned</p>
<p><b>Dealing with sizes in factual situations</b></p>	
<p>- Extraction of information on sizes from various sources and description</p> <p>- Processing of factual situations with quantities and use reference values from their world of experience or appropriate approximate values for numbers or quantities occurring therein, as well as meaningful processing aids</p>	<p>→ See explanations of the factual tasks in the numbers and operations section</p>



<p>- Justification of whether an exact result is necessary in a factual situation or whether a rough calculation is sufficient, and checking the plausibility of the respective result</p>	
<p><b>Data and chance</b></p>	
<p><b><i>Capture data and present it in a structured way</i></b></p>	
<p>- Collect and compare data from their direct life reality and other sources and - Display in more extensive tables and diagrams - Extraction of relevant data and information from various sources and description of mathematical relationships</p>	<p>→ e.g. Collection of class data (How do we get to school? Favorite color? Favorite food? etc.), spectator numbers at soccer clubs, newspapers, charts, surveys and presentation in bar charts, pie charts, etc. → Creation of posters in group work, use of millimeter paper for clear presentation</p>
<p><b><i>Perform random experiments and compare probabilities</i></b></p>	
<p>- Assessments of simple random experiments regarding the chances of winning using the terms safe, possible, impossible, probable and improbable - vary the conditions for simple random experiments</p>	<p>→ e.g. Re-enactment of a fairground situation → e.g. Spinning a wheel of fortune, rolling dice experiments, number or color of small balls in a bag → Creation of a word memory</p>

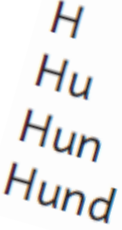


➡ **Curriculum content German**

1<sup>st</sup> grade


Content	Methodology/Material
<b>Speaking and listening</b>	
<i>Listening comprehensively</i>	<ul style="list-style-type: none"> <li>- Conduct a quiz round on the story circle of the weekend/holidays (e.g. Who of us was in the swimming pool?)</li> <li>- Answer questions about texts read aloud</li> </ul>
<i>Speak to others</i>	<ul style="list-style-type: none"> <li>- Carry out narrative circle of the weekend / vacations</li> <li>- Poetry recital</li> <li>- Present results</li> </ul>
<i>Conducting conversations</i>	<ul style="list-style-type: none"> <li>- Get to know different ways of greeting (e.g. singing a greeting song, greeting the neighbor, reciting a greeting poem)</li> <li>- Getting to know greetings in different languages</li> <li>- Get to know greetings with different gestures and facial expressions (e.g. shake hands, wave, hug, bow)</li> <li>→ The same applies to farewells, congratulations, etc.</li> <li>- Ask questions in the narrative circle, if you have not understood something / want to know more precisely</li> <li>- Express own opinions and feelings in the class council</li> </ul>
<i>Talk about learning</i>	<ul style="list-style-type: none"> <li>- "I can do that already"- fill in sheet (students and teachers) and reflect later (Have I improved?)</li> </ul>
<i>Scenic play</i>	<ul style="list-style-type: none"> <li>- Staged reenactment of poems and short stories</li> </ul>
<b>Reading - Dealing with texts and other media</b>	
<i>Possess reading experience</i>	<ul style="list-style-type: none"> <li>- Talk about your own books</li> </ul>



	<ul style="list-style-type: none"><li>- Reading in books from the class library during free learning time</li></ul>
<i>Possess reading skills</i>	<ul style="list-style-type: none"><li>- Read out loud</li><li>- Practice word structure and word breakdown (word towers)</li><li>- Reading nonsense words</li></ul> 
<i>Possess reading skills</i>	<ul style="list-style-type: none"><li>- Formulate expectations of a text and use headings and images for this purpose.</li><li>- Highlight (mark, underline) central statements in a text</li><li>- Read different types of texts (literary texts, non-fiction texts, instructions)</li></ul>
<i>Acquiring texts</i>	<ul style="list-style-type: none"><li>- Arrange images in the correct order</li><li>- Assume the further course of the story (How could the story go on?)</li><li>- Describe well-known children's book characters (appearance, characteristics, behavior)</li><li>- Describe typical places in literature</li><li>- Scenically re-enacting texts, providing musical accompaniment, artistically putting them on paper</li></ul>
<i>Presenting texts</i>	<ul style="list-style-type: none"><li>- Reciting poems</li><li>- Reading stories with distributed roles</li><li>- Read aloud self-written texts, post them, collect them in a common book of the class</li><li>- Bind a book of your own</li></ul>



<b>Writing</b>	
<i>Possess writing skills</i>	<ul style="list-style-type: none"><li>- Trace sandpaper letters</li><li>- Exercises for kneading letters, forming letters with chenille wire</li><li>- Swing exercises of important elements of our letters and the letters themselves (in the air, on the table, on white paper, in the lines)</li><li>- Exercises for writing single letters, for writing words with acquired letters, for writing sentences with acquired words (in the typography course, in the exercise book)</li><li>- Finger trick to keep distance (Put your little finger behind the word. This is how much space you leave between your word and the next word).</li><li>- Practicing the correct sitting and pen holding position when writing (What do we keep where when writing? How do I sit correctly? How do I hold my pen correctly?)</li><li>- Practicing the correct sheet and booklet layout (What do I write where on my sheet / in my booklet?)</li></ul>
<i>Planning and writing texts</i>	<ul style="list-style-type: none"><li>- Write words, sentences or small texts (with the use of writing table) to pictures</li><li>- Writing letters according to a pattern (e.g. children's book "The lion who could not write")</li><li>- Write your own experiences of the weekend or vacations</li></ul>
<i>Revising texts</i>	<ul style="list-style-type: none"><li>- Designing attractive texts for posters in the classroom</li><li>- Correctly write down texts for posters in the classroom with the help of the teacher</li></ul>
<b>Examine and reflect on language use and speech</b>	
<i>Investigate linguistic communication</i>	<ul style="list-style-type: none"><li>- Set up rules of conversation (How do I talk to others? How do I listen attentively to others?)</li></ul>

	<ul style="list-style-type: none"> <li>- Practice appreciative language (e.g. a child gets a compliment, i.e. every classmate tells him something positive, something he likes about him)</li> </ul>
<i>Discover similarities and differences of languages</i>	<ul style="list-style-type: none"> <li>- Learning dialects (e.g. by reading the same text in different dialects)</li> <li>- Getting to know different first languages (possibly also scriptures) in class (e.g. by writing the day of the week on the blackboard in all the children's native languages and speaking them together)</li> </ul>
<i>Investigate and use linguistic structures in words, sentences and texts</i>	<ul style="list-style-type: none"> <li>- Determine letter kings (and thus distinguish vowels and consonants)</li> <li>- Determine syllables (guideline: Every syllable has a king!)</li> <li>- Learn the ABC</li> <li>- Capture a sentence as a unit of meaning (assign sentence elements meaningfully)</li> </ul>
<b>Correct writing</b>	
<p><i>Use phonological and syllabic principle</i></p> <p><i>Writing table</i></p> 	<ul style="list-style-type: none"> <li>- Determine syllables (walking by moving your feet, swinging by moving your hands)</li> <li>- Determine sounds (rhyme, find pairs, ...) with Memory, Domino, etc.</li> <li>- Write words with the use of the writing table (write word of the day, write to pictures, ...)</li> <li>- Determine letter kings (and thus distinguish vowels and consonants)</li> <li>- Speaking and writing words phonemically and in syllables</li> <li>- Note differences in spelling and pronunciation of letter groups (/scht/=st, /schp/=sp, etc.)</li> </ul>



<i>Use of the morphological principle</i>	- Note word stem (e.g. tree - trees)
<i>Grammatical principle</i>	- Capitalization at the beginning of the sentence - Capitalization of nouns

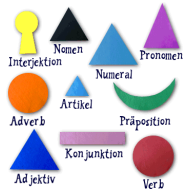
## 2<sup>nd</sup> Grade

Content	Methodology/Material
<b>Speaking and listening</b>	
<b>Listening comprehensively</b>	
<ul style="list-style-type: none"> <li>- Attention in listening and conversation situations -&gt; Extract essential information</li> <li>- Show their understanding -&gt; Correct carrying out of the tasks or reproduction of what has been heard</li> <li>- Express their non-understanding -&gt; Ask politely for repetition</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize what you have heard in your own words, reflect core statements</li> <li>- Listening to texts read aloud</li> <li>- Role play</li> </ul>
<b>Talking to others</b>	
<ul style="list-style-type: none"> <li>- Talk about their own experiences, inform others and present the results of their own learning -&gt; Speak clearly and understandably, meaningful pauses, emphasis on important statements</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion rounds or storytelling circle on different occasions</li> <li>- Reproduction of observations</li> <li>- Justifying opinions</li> <li>- Prepare lectures (e.g. book presentation, poster presentation) with small notes</li> </ul>




	- Recite poems by heart
<b>Conducting conversations</b>	
- Design communicative standard situations -> Greetings, farewell, apology, requests, congratulations, comfort and encouragement - Follow rules for joint discussions and learning together - Participate in class discussions with meaningful contributions	- Jointly develop discussion rules - Situational practice and reflection, role plays  - Class discussion, class council
<b>Talking about learning</b>	
- Express assumptions and observations while solving tasks - Self-reflection and exchange with others about your own learning process	- Reflect on and further develop your own learning, set appropriate goals, evaluate your own learning success (e.g. through smileys) - Evaluate cooperation, give feedback
<b>Play scenically</b>	
- Put yourself in a role - Using media	- Speak as a "role ego" (e.g. for a character from a story), clarify its feelings and character (voice, language, facial expressions...) - Music and noises
<b>Reading - dealing with texts and other media</b>	
<b>Having reading experience</b>	
- Exchange about individual reading experiences and interests	- Conversations on individual reading habits - e.g. Presentation of a favourite book
<b>Have reading skills</b>	
- Read suitable texts correctly and at an appropriate pace - Extract information from texts read	- e.g. Reading aloud, tandem reading
<b>Have reading skills</b>	
- Read meaningfully by applying basic reading strategies before, during and after reading with guidance	- Use of the school library - Reading passport, reading diary


-> Form of the text, headline, pictures, important words, central statements	
<b>Grasping texts</b>	
- Compare the newly acquired information with their previous knowledge after reading and show what they have learned from the text or make assumptions about the further course of action	
<b>Presenting texts</b>	
- Create and hold short lectures on developmentally appropriate, personally significant topics and reading experiences -> Short stories, book presentations, theater performances, reading and writing competitions	- e.g. Presentation of a favourite book or self-designed poster
<b>Writing</b>	
<b>Possess writing skills</b>	
- Write fluently, legibly and at an appropriate speed and maintain spacing - Use appropriate writing tools and adjust their pressure intensity to achieve a loose pen position and write effortlessly	- Cursive writing course - Fountain pen license
<b>Planning and writing texts</b>	
- Plan and write own narrative, informative and descriptive texts -> To own experiences, invented stories, favorite animal, wishes	- Write weekend-, vacation stories - Create poster "My favorite animal" - Writing stories with an open end
<b>Revising texts</b>	
- Revise short texts with support and design them attractively -> Spelling and linguistic correctness	- Each child has its own dictionary

Examine and reflect on language use and speech	
<p><b>Examine linguistic communication</b></p> <ul style="list-style-type: none"> <li>- Describe what intentions people have with their language contributions</li> <li>-&gt; Communicate, inform, tell someone something</li> </ul>	<p>Compare newspaper articles, poems, stories, advertising, etc</p>
<p><b>Discover similarities and differences of languages</b></p> <ul style="list-style-type: none"> <li>- Discover similarities and differences between different dialects, languages and writing systems and appreciate their diversity</li> </ul>	<ul style="list-style-type: none"> <li>- English in everyday school life</li> <li>- First languages of classmates, writings of other written languages in the families of origin</li> </ul>
<p><b>Examine and use linguistic structures in words, sentences and texts</b></p> <ul style="list-style-type: none"> <li>- Differentiation of vowels and consonants</li> <li>- Recognize and use word blocks to automate reading and writing</li> <li>- Use of compound nouns to use language in a varied and creative way</li> <li>- Use verbs in the appropriate personal form</li> <li>- Use adjectives to accurately describe</li> <li>- Determine nouns, verbs and articles</li> <li>- Capture the sentence as a unit of meaning with sentence boundaries and punctuation marks</li> <li>- Use the appropriate terms when investigating, describing and applying linguistic structures</li> </ul>	<ul style="list-style-type: none"> <li>- Story of the syllable kings</li> <li>- Montessori word type symbols</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>- Set in plural, put article in front of it, form personal form</li> </ul>
Correct writing	
<ul style="list-style-type: none"> <li>- Conscious practice of spelling strategies and memorization of spelling</li> <li>-&gt; Basic vocabulary grade 1 and 2</li> <li>- Individual practice vocabulary</li> <li>- Planned and error-free copying of a template</li> </ul>	<ul style="list-style-type: none"> <li>- Spoken words, reflection words, memorizing words</li> <li>- Learning word lists, learning word card index box</li> </ul>



<ul style="list-style-type: none"> <li>-&gt; Find errors by comparing with the template</li> <li>-&gt; Look up in dictionary or dictionary lists</li> </ul>	<ul style="list-style-type: none"> <li>- Each child has its own dictionary</li> </ul>
<p><b>Using the phonological and syllabic principle</b></p>	
<ul style="list-style-type: none"> <li>- Write words by speaking along with them in syllabic</li> <li>- Differentiate vowels and consonants to determine the vowel as the syllable nucleus</li> <li>- write special features correctly</li> <li>-&gt; Unaccented final syllables</li> <li>-&gt; Different spelling and pronunciation of letter groups</li> <li>-&gt; &lt;r&gt; by vowel</li> <li>-&gt; Words with &lt;ie&gt;</li> <li>-&gt; Words with double consonants</li> </ul>	<ul style="list-style-type: none"> <li>- Fresh-method (swinging syllables, lengthening, deducing, applying rules, learning memorized words)</li> </ul> <div data-bbox="1675 480 1861 667" style="text-align: center;">  </div>
<p><b>Use morphological principle</b></p>	
<ul style="list-style-type: none"> <li>- Find identical word stems in words and write German umlauts and hardenings correctly</li> <li>- Write frequently occurring syllables correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Word Families</li> </ul>
<p><b>Using the Grammatical Principle</b></p>	
<ul style="list-style-type: none"> <li>- Apply strategies for recognizing nouns and verbs</li> <li>- Pay attention to the capitalization at the beginning of the sentence</li> </ul>	<ul style="list-style-type: none"> <li>- Set in plural, form personal form</li> </ul>

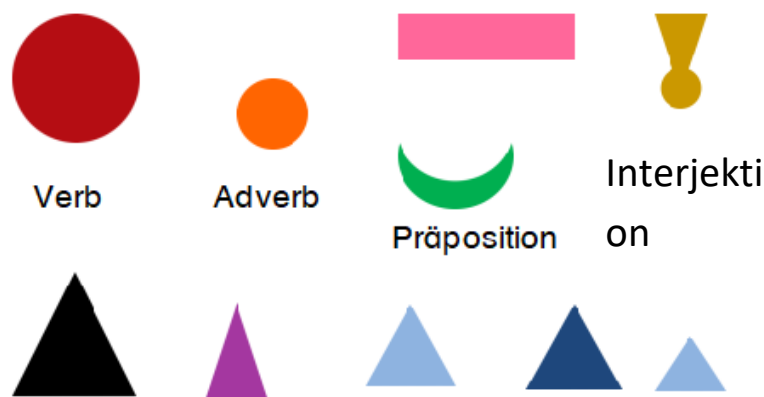
Contents	Methodology/ Material
<b>Speaking and listening</b>	
<b>Comprehensive listening</b>	
<ul style="list-style-type: none"> <li>- - Attention in listening- and conversation situations → Focus on core statements</li>   <li>- - Justification of non-understanding → Foreign words, dialects</li> </ul>	<ul style="list-style-type: none"> <li>- - Listening to read aloud texts</li> <li>- - Summarize what you have heard in your own words, repeat the key statements, observe the sequence, e.g. in reports, retellings</li> <li>-</li> <li>- - Specific exercises on foreign words and dialect, e.g. working with a dictionary, searching the Internet, reciting and explaining poems and stories in dialect</li> </ul>
<b>Speaking to others</b>	
<ul style="list-style-type: none"> <li>- - Structure contributions effectively, logically and comprehensibly → Volume, tempo, sentence melody, understanding gestures, meaningful pause, relaxed posture</li> </ul>	<ul style="list-style-type: none"> <li>- - Telling about your own experiences, informing about factual topics and processes, replaying observations, giving reasons for opinions</li> <li>- - Prepare lectures (e.g. presentation, book presentation, animal profile) with small notes</li> <li>- - Recite poems by heart</li> </ul>
<b>Conducting conversations</b>	
<ul style="list-style-type: none"> <li>- Considerate conversation behaviour</li> <li>- Routine design of standard communicative situations → e.g. Apology, requests, congratulations, comfort and encouragement, reconciliation</li> <li>- - Understandable, listener-related participation in conversations</li> </ul>	<ul style="list-style-type: none"> <li>- - Jointly develop discussion rules</li> <li>- - Situational practice and reflection, role plays</li> <li>-</li> <li>-</li> <li>- - Interviews, justifications and argumentations, proposals for the solution of common learning tasks</li> </ul>
<b>Talking about learning</b>	
<ul style="list-style-type: none"> <li>- Learning conversations, exchange with others about the own learning process</li> </ul>	<ul style="list-style-type: none"> <li>- - Sentence structures "I observe ...", "I suspect ...", ...</li> <li>- - Evaluate cooperation, give feedback</li> <li>- - Reflect and develop your own learning, set appropriate goals, evaluate your own learning success (e.g. through</li> </ul>

	smileys)
<b>Scenic play</b>	
<ul style="list-style-type: none"> <li>- Putting oneself in a role</li> </ul> <p>Using media</p>	<ul style="list-style-type: none"> <li>- Speak as a "role ego" (e.g. for a character from a story), clarify its feelings and character (voice, speech, facial expressions, gestures, posture)</li> <li>- Music, sounds</li> </ul>
<b>Correct writing</b>	
<ul style="list-style-type: none"> <li>- Obligatory basic vocabulary for grades 3 and 4 according to the curriculum</li> <li>➔ Routine correct spelling of common words</li> <li>➔ Learning words</li> <li>- Routinely write common spellings correctly</li> <li>- Individual practice vocabulary</li> <li>- Writings without strategy</li> <li>- Write routinely, quickly and error-free from a template</li> <li>- Show spelling awareness with your own recordings</li> </ul> <p>➔ Revise own texts with the help of a dictionary</p>	<ul style="list-style-type: none"> <li>- Frequency words and learning words: recurring exercise formats, learning word folding list, learning word dictations, transcription files, running dictations, targeted practice of exercise book entries, editing error texts, ...</li> <li>- Frequency words: from, am, until, then, here, always, one, not, ...</li> <li>- Learning words: from basic vocabulary or individual</li> <li>- Spellings without strategy: words with ß, Ch/ ch, V/ v, Y, ks-sound, zz, dt, stretched-h, double vowel, ä without derivation, i instead of ie, ai</li> <li>- Spelling rules: Application exercises, using strategies</li> <li>- FRESCH-symbols for strategies: </li> <li>(FRESCH=Freiburger writing school; children can deduce the spelling of the spoken word from the spoken word; for this there are the strategies speech oscillation (= syllabic principle), prolongation (= morphological principle), deduction (= morphological principle) and memory words (= memorable words)</li> <li>- Word of the day/sentence of the day (= various exercises for correct writing but also grammar based on a word/sentence)</li> <li>- Own dictionary, practise specific usage</li> </ul>



<p><b>Using the phonological and syllabic principle</b></p> <ul style="list-style-type: none"> <li>- - Separate words by writing syllables at the end of the line, also at the syllable joint (e.g. di-cke)</li> <li>- - Use syllables and sound differences of vowels (quality or length) to find spellings (e.g. double consonant or &lt;ie&gt; as regular spellings)</li> </ul>	<ul style="list-style-type: none"> <li>- - Syllable clapping / syllable swinging / speech swinging</li> <li>- - Double consonant: recognizable by syllable swinging, after a short-spoken vowel</li> <li>- - ie: audible as "long i", curious words: "long i" but spelling "i" (Tiger, Biber, Kino, Pinguin, Krokodil, ...)</li> </ul>
<p><b>Use morphological principle</b></p> <ul style="list-style-type: none"> <li>- - Transfer the spelling of word stems to related words (e.g. push - wheelbarrow)</li> <li>- - Use word blocks (e.g. -ung, -ig, -lich) to determine the word type.</li> </ul>	<ul style="list-style-type: none"> <li>- - Use word families, practice</li> <li>- - Word blocks for nouns: -ung, -heit, -keit, -nis</li> <li>- - Word blocks for verbs: ver-, ent-, -be, -en, -ern</li> <li>- - Word blocks for adjectives: -ig, -lich- sam, -bar, -haft</li> </ul>
<p><b>Using the Grammatical Principle</b></p> <ul style="list-style-type: none"> <li>- - Expand the nominal core (e.g. der Ball, der rote Ball, der rote neue Ball) to recognize the capitalization of the noun</li> <li>- - Apply strategies for recognizing adjectives (e.g. increase, compare).</li> </ul>	<ul style="list-style-type: none"> <li>- - Correct spelling of inflected words in sentence context (am-an, dein-deinem, dem-den)</li> </ul>
<p><b>Using a combination of different principles</b></p> <ul style="list-style-type: none"> <li>- - Correctly spell word compositions with a joint element (e.g. auxiliary verb, worksheet)</li> <li>- - Combine one- and two-syllable word forms to derive the spelling of hardening, umlaut, consonant doubling and &lt;ie&gt; spelling</li> <li>- - Combine knowledge of word stems with grammatical considerations of the word type (e.g. Schreibblock – schreiben, der Block)</li> </ul>	<ul style="list-style-type: none"> <li>- - Write the inflectional and past tense of verbs correctly, pay attention to vowel length (bleiben-blieben, essen-aßen,</li> </ul>

	fallen-fielen)
<b>Investigate language</b>	
<b>Examine linguistic communication</b>	
<ul style="list-style-type: none"> <li>- - Linguistic means to achieve certain effects</li> <li>- - Causes and effects of successful communication</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate, invent, present advertisements, stories, jokes</li> <li>- Facial expressions, gestures, appreciative attitude, complete and orderly information → describe, evaluate, try out</li> </ul>
<b>Discover similarities and differences of languages</b>	
<ul style="list-style-type: none"> <li>- - Aspects of conceptual orality</li> <li>- - Aspects of conceptual writing</li> <li>- - Describing similarities and differences of languages and writing systems in your own environment → Expand language awareness</li> </ul>	<ul style="list-style-type: none"> <li>- - Advertising texts, chat, mail, SMS → describing, comparing</li> <li>- - Newspaper articles, factual texts → describing, comparing</li> <li>- - Standard language, dialect, youth language, other languages, braille, sign language → include other languages in the class according to nationality; English (Anglicisms)</li> </ul>
<b>Examine and use linguistic structures in words, sentences and texts</b>	
<ul style="list-style-type: none"> <li>- Form compound words</li> <li>- Change word meaning and part of speech consciously by using word blocks</li> <li>- Form word families</li> <li>- Compositions as means of word formation use → compound nouns, verbs and adjectives</li>   <li>- Tenses of verbs</li> <li>- Determine and apply characteristics of nouns, adjectives, articles, pronouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li>- - Use of different word blocks (stem, prefixes, suffixes), e.g. inattentive</li> <li>- - Describe regularities, e.g. verlernen – erlernen, klug – Klugheit</li> <li>- Describe abnormalities → also regarding the change of the root vowel, e.g. singen – Gesang, trinken – Getränk</li> <li>- - Describe the laws that apply to articles and words → for compound nouns, recognize the basic word and the determiner word, then determine the article</li>   <li>- - Use it in an appropriate way, e.g. when writing your own texts</li> <li>- - Sentence of the day as an exercise, use Montessori word type symbols:</li> </ul>

<ul style="list-style-type: none"> <li>- Word fields</li> <li>- Literal speech</li> <li>- Types of sentences</li> <li>- Clauses</li> <li>➔ Subject, predicate</li> <li>- Examine types of texts</li> <li>- Use technical terms</li> </ul>	<div style="text-align: center;">  <p>Verb      Adverb      Präposition      Interjektion</p> <p>Nomen      Pronomen      Numerale      Adjektiv      Artikel</p> </div> <ul style="list-style-type: none"> <li>- - When writing and speaking, select suitable words from word fields depending on the context, most importantly: word field “sehen” and “gehen” → replaying words, making them perceptible</li> <li>- - Quotation marks, phrase before and after the literal speech, pay attention to punctuation marks</li> <li>- - Use appropriately when speaking and writing, describe effects, set punctuation marks correctly</li> <li>- - Change sentences by rearranging, replacing, omitting, extending and shortening sentence elements</li> <li>Ask for the subject: Who/What?, Ask for the predicate: What does ...?</li> <li>➔ Clarify the difference between sentence element – type of word</li> <li>- - Linguistic design elements (e.g. literal speech), text</li> </ul>
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	<p>characteristics (e.g. paragraphs, subheadings) for narrative, informative and argumentative texts</p> <ul style="list-style-type: none"> <li>- Examining, reflecting and applying linguistic structures</li> </ul>
<b>Reading</b>	
<b>Having reading experience</b>	
<ul style="list-style-type: none"> <li>- Report on experiences with various forms of children's literature and texts in different media forms</li> <li>- Show and justify your own preferences in reading and dealing with media, compare with others, get suggestions</li> <li>- Describe reading and media experiences</li> <li>- Differentiate text types</li> <li>- Distinguish between different formats in children's radio and television programs, identify their purpose</li> <li>- Similarities and differences of texts in different media forms of presentation</li> <li>- Show reading motivation</li> <li>- Try out different reading postures</li> <li>- Find specific desired media in the library</li> </ul>	<ul style="list-style-type: none"> <li>- Comparison of children's book – (audio medium, film, television program or theater)</li> <li>- Book presentation: favorite book</li> <li>- Favourite genres of different media: detective - or adventure stories, animal reports, children's news, children's novels, ...</li> <li>- Reading diary, media diary</li> <li>- Identify typical elements and functions</li> <li>➔ Narrative and poetic texts: poems, fairy tales, fables, legends</li> <li>➔ Factual texts: factual texts, diagrams, tables</li> <li>➔ Useful texts: recipes, instructions</li> <li>- e.g. Children's news, knowledge shows, quiz shows, children's series</li> <li>- e.g. Fairy tales as picture book, as printed text, as audio play, in films</li> <li>- Use free reading times, use library services</li> <li>- Information-seeking, submerged, identifying reading</li> <li>- Use orientation aids such as colors, symbols (for the reading level), select according to your own needs and interests</li> </ul>
<b>Have reading skills</b>	
<ul style="list-style-type: none"> <li>- Read suitable texts fluently, accurately and at an appropriate pace, extract information, link them</li> </ul>	<ul style="list-style-type: none"> <li>- Tandem reading, reading conference</li> </ul>



<ul style="list-style-type: none"> <li>- - Practiced reading lecture</li> <li>- - Give others feedback on reading fluency, reading speed, reading accuracy, meaningful emphasis</li> <li>- - Illustrate progress in reading performance</li> </ul>	<ul style="list-style-type: none"> <li>- - Working out variations in tempo, volume and sense-supporting emphasis on meaningful words or passages</li> <li>- - Antolin</li> </ul>
<b>Capturing texts</b>	
<ul style="list-style-type: none"> <li>- Illustrate sequences and relationships in the text with simple illustrations</li> <li>- Describe a character from children's literature or children's media according to appearance, characteristics, actions, relationships to other characters; take their point of view</li> <li>- Describing rooms and places from children's literature or children's media; interpreting meaning for the characters and the plot</li> <li>- Idioms, proverbs, figurative expressions</li> <li>- Transfer the same material into other types of text or media</li> <li>- Reading verses and children's poems rhythmically and onomatopoeically</li> <li>- Translate children's literary texts into other forms of artistic expression, thereby showing understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>- e.g. By arrows, sketches, comparisons</li> <li>- Use cluster/ mind map as preliminary relief</li> <li>- Argue from the character's point of view, interview them</li> <li>- e.g. Forest, tower, fountain, bridge</li> <li>- Interpret from the context</li> <li>- e.g. Fables in comics, movie scenes in diary entries, book scenes in audiobooks</li> <li>- Work out onomatopoeic peculiarities (e.g., in the poem "Fire" by James Krüss) in order to grasp the meaning; act out the poem, set it to music, paint it.</li> <li>- Writing, setting to music, dancing, staging</li> </ul>
<b>Present texts</b>	
<ul style="list-style-type: none"> <li>- - Choose developmental themes, content and forms for their presentations</li> <li>- - Use presentation aids, illustrate presented contents</li> </ul>	<ul style="list-style-type: none"> <li>- - Lecture, book presentation</li> <li>- - Keyword notes, poster (colors, pictures, arrows)</li> </ul>
<b>Composing texts</b>	
<b>Possess writing skills</b>	
<ul style="list-style-type: none"> <li>- - Write quickly and confidently in a legible, consistent,</li> </ul>	<ul style="list-style-type: none"> <li>- Writing exercises</li> </ul>



<p>personalized handwriting</p> <ul style="list-style-type: none"> <li>- - Adapt the font to the respective purpose</li> <li>-</li> <li>-</li> <li>- - Pay attention to posture, writing technique, pen position, strength of pressure and correcting oneself</li> <li>- - Make texts functional, clear and attractive; use appropriate writing tools and fonts</li> </ul>	<ul style="list-style-type: none"> <li>- - Print font when labeling sketches and diagrams, cursive font when creating your own notes, suitable font sizes when designing presentations</li> <li>- - Stimulate regular reflection; relaxation exercises</li> <li>- - Also take advantage of the possibilities of computer/ iPad; design posters</li> </ul>
<b>Planning and writing texts</b>	
<ul style="list-style-type: none"> <li>- - Use methods for collecting and organizing word material, information, justifications, writing ideas before writing</li> <li>- - Use typical elements from narrative and informative texts, exchange also with others</li> <li>- - Create collections for your own texts</li> <li>-</li> <li>-</li> <li>- - Build up narrative texts in a meaningful way</li> <li>-</li> <li>- - Make narrative texts lively, effective and vivid</li> <li>-</li> <li>- - Write informative, descriptive texts</li> <li>-</li> <li>-</li> <li>- - Write informative, reporting texts</li> <li>-</li> <li>-</li> <li>- - Using writing to index texts</li> <li>-</li> <li>-</li> <li>- - Describe reading experiences and learning progress</li> </ul>	<ul style="list-style-type: none"> <li>- - Keyword list, mind map, cluster</li> <li>-</li> <li>- - Word material, typical formulations and text modules</li> <li>- → Writing Conference</li> <li>- - Thematic vocabulary, e.g. for fantasy stories, adventure stories; information from children's nonfiction books, children's search engines</li> <li>- - e.g. Narrative situation - event - outcome event worth telling is in the center (main part)</li> <li>- -Targeted use of appropriate linguistic tools (word fields, exciting adjectives, comparisons, idioms, interjections)</li> <li>- - Sequential presentation (e.g. recipe, handicraft instructions, work steps in one experiment)</li> <li>- -Logical arrangement of the information (e.g. describe from top to bottom in the case of a personal description)</li> <li>- - Completeness, chronological order of information (e.g. in reports about a class trip or an incident during a break)</li> <li>- - e.g. Writing from the perspective of a character in children's literature, summary of essential information in factual texts</li> <li>- - e.g. Reading diary, work with class reading</li> </ul>



- - Show spelling awareness when writing your own texts	- - Check and correct spellings
<b>Revising texts</b>	
- - Provide central, concrete suggestions and support for texts, highlighting strengths and successful elements	- - Writing Conference
- - Take up central suggestions for the revision, set concrete revision goal	- - Feedback in the class, sentence patterns as help ("I liked the fact that ...", "You could still improve this: ...")
- - Revise texts in accordance with errors and linguistic correctness	- - e.g. Increasing liveliness and tension
- - Design finished texts attractively and make them fit the text function	- - Use dictionary as help
	- - e.g. Create paragraphs, add pictures, write with computer

## 4<sup>th</sup> Grade

Contents	Methodology
<b>Speaking and listening</b>	
<b><i>Comprehensive listening</i></b>	
- <i>Attention in listening and conversation situations</i> → <i>Focus on core statements</i>	→ Morning ritual: reproducing the main contents of a short text presented by the teacher or a student
- <i>Reasons for not understanding</i> → <i>Foreign words, dialects</i>	→ Listening assignments to texts that are presented
	→ Inventing stories together in a sitting circle
	→ Repetition and/or explanation of instructions by the students
	→ Specific exercises on foreign words and dialects e.g.: working with the dictionary, searching the internet with the Ipads, reading

	and explaining poems and stories in dialect
<b>Speaking to others</b>	
<ul style="list-style-type: none"> <li>- Structure of meaningful speech contributions</li> <li>- Practice of different speaking intentions</li> <li>- Give feedback on other speeches</li> </ul>	<ul style="list-style-type: none"> <li>→ Structuring of the speeches by structuring a presentation</li> <li>→ Setting up different speech situations: Reproducing the content of texts, presentations, morning circle, class council</li> </ul>
<b>Conducting conversations</b>	
<ul style="list-style-type: none"> <li>- Design and participation of communicative standard situations</li> <li>- Compliance with discussion rules for a positive discussion atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback on foreign texts, presentations, reading contributions</li> <li>→ Feedback is generated through targeted questions: For example: What did you do well? / Which criteria were met? /Which advice would you give?</li> </ul>
<b>Talking about learning</b>	
<ul style="list-style-type: none"> <li>- Conducting learning conversations</li> <li>- Evaluation of own learning outcomes and learning developments</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection of own speeches e.g. when making up stories in the sitting circle, class council, or similar discussion situations</li> </ul>
<b>Scenic play</b>	
<ul style="list-style-type: none"> <li>- Transfer to other roles/perspectives</li> <li>- Interpretation of a role</li> </ul>	<ul style="list-style-type: none"> <li>→ Role plays on stories and conflicts</li> <li>→ Speaking from the perspective of a person, animal or object in connection with everyday situations, stories, fairy tales or fables</li> </ul>
<b>Reading - dealing with texts and other media</b>	
<b>Report on reading experiences</b>	
<ul style="list-style-type: none"> <li>- Report experiences with children's literature and other media</li> <li>- Show, justify and compare preferences in reading and other media</li> <li>- Compare text types</li> </ul> <p>→ Fairy tales, legends, factual texts, stories, poems etc.</p>	<ul style="list-style-type: none"> <li>→ Reading time for literature brought in/borrowed</li> <li>→ Create a reading diary</li> <li>→ Book presentation</li> </ul> <p>→ Reading and working on different tasks concerning the text types e.g. fairy tale and or poetry workshop</p>
<b>Possess reading skills</b>	

<ul style="list-style-type: none"> <li>- Reading appropriate texts aloud</li> <li>→ Practiced texts (intonation, tempo, variation in the voice etc.)</li> <li>→ Unpractised texts (voice guidance for the types of sentences, text indexing)</li> <li>- Reading fluency</li> <li>- Reader's reflection</li> </ul>	<ul style="list-style-type: none"> <li>→ Practiced reading lecture in connection with a book presentation</li> <li>→ Reading aloud the daily narrative or nonfiction story during the morning ritual</li> <li>→ Specific exercises for concentration, eye training</li> <li>→ Reading tandem</li> </ul>
<b>Possess reading skills</b>	
<ul style="list-style-type: none"> <li>- Reading texts in a comprehensible way</li> <li>- Differentiate text types</li> <li>→ Understanding of factual and functional texts</li> </ul>	<ul style="list-style-type: none"> <li>→ Practicing reading strategies</li> <li>→ Working with reading track stories</li> <li>→ Text editing: make guesses about the text using the heading, read carefully, give a short summary of the content, divide the text into sections and give it a heading, clarify important markers/foreign words, answer questions about the text</li> <li>→ Use of research strategies: Working with children's search machines, keyword list in books</li> </ul>
<b>Grasping texts</b>	
<ul style="list-style-type: none"> <li>- Illustration of action sequences in texts</li> <li>- Highlighting of special features</li> <li>- Change of Perspective</li> </ul>	<ul style="list-style-type: none"> <li>→ Creation of diagrams</li> <li>→ Writing a story from the perspective of an acting character</li> <li>→ Role plays</li> </ul>
<b>Presenting texts</b>	
<ul style="list-style-type: none"> <li>- Presentations of your own texts</li> <li>- Creation and use of lecture help</li> </ul>	<ul style="list-style-type: none"> <li>→ Presentation of own texts in small groups and in plenum</li> <li>→ Specification of outline points at which a keyword sheet can be prepared</li> </ul>
<b>Writing</b>	
<b>Having writing skills</b>	
<ul style="list-style-type: none"> <li>- Making texts functional and clear</li> </ul>	<ul style="list-style-type: none"> <li>→ Development of text sections for different types of texts: introduction, main part, conclusion with the help of the story</li> </ul>

	<p>mountain for narrative texts; use of various working materials (board cards)/work sheets / pictures for the description of the process, report and picture story</p> <p>Exemplary illustration of well structured and designed texts: Museum tour in the plenum, writing conference, exchange in small groups</p>										
<p><b>Planning and writing texts</b></p>											
<p>- Writing methods for collecting ideas</p> <p>- Structure texts</p> <p>- Writing texts in a creative or varied way</p>	<p>→ Creation of mind map/table/key point collection</p> <p>→ Exchange in small and large groups, elaboration of features of the present text</p> <p>→ Collecting ideas for varied and structured writing: "Story tips" (collection card index for students), card indexes for writing impulses (writing topics), card indexes for different sentence beginnings, creation of word fields</p>										
<p><b>Revising texts</b></p>											
<p>- Spelling awareness on your own texts</p> <p>→ Revision of the texts according to error focus</p> <p>- Suggestions and support to highlight strengths</p> <p>- Creation of own texts</p>	<p>→ Tips through writing conference, exchange in small and large groups</p> <p>→ Criteria selection for a successful text: Were the formalities of the text kept?</p> <p>→ Spelling check: Focus on nouns and beginnings of sentences, learning words</p> <p>→ Markings by students/teachers in case of spelling uncertainties and work with the dictionary</p> <p>→ Examination and description of texts with regard to linguistic design elements (e.g. literal speech), text characteristics (e.g. paragraphs, subheadings)</p> <div data-bbox="1518 930 1973 1166" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><b>Tipps für deine Geschichten</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">unterschiedliche Satzanfänge</td> <td style="padding: 2px;">roter Faden</td> </tr> <tr> <td style="padding: 2px;">starke Verben und Wortfelder nutzen</td> <td></td> </tr> <tr> <td style="padding: 2px;">Wendepunkte/Höhepunkte</td> <td style="padding: 2px;">treffende Adjektive</td> </tr> <tr> <td style="padding: 2px;">wörtliche Rede</td> <td style="padding: 2px;">Gefühle</td> </tr> <tr> <td colspan="2" style="padding: 2px; text-align: center;">mit allen Sinnen erzählen</td> </tr> </table> </div>	unterschiedliche Satzanfänge	roter Faden	starke Verben und Wortfelder nutzen		Wendepunkte/Höhepunkte	treffende Adjektive	wörtliche Rede	Gefühle	mit allen Sinnen erzählen	
unterschiedliche Satzanfänge	roter Faden										
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Wendepunkte/Höhepunkte	treffende Adjektive										
wörtliche Rede	Gefühle										
mit allen Sinnen erzählen											
<p><b>Examine and reflect on language use and speech</b></p>											



<b>Linguistic communication</b>	
<ul style="list-style-type: none"> <li>- Linguistic means of advertising</li> <li>- Gestures and facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>- View advertising videos and work out special features</li> <li>- Design your own advertising</li> <li>- Role playing</li> </ul>
<b>Discover similarities and differences of languages</b>	
<ul style="list-style-type: none"> <li>- Dialects, foreign words</li>   <li>- Braille, Hieroglyphics</li> </ul>	<ul style="list-style-type: none"> <li>- Read and understand stories and poems in dialect</li> <li>- Researching foreign words using various media</li>   <li>- Reading exercises with braille</li> <li>- Working out your own alphabet in a secret code and, for example, formulating a letter</li> </ul>
<b>Examine and use linguistic structures in words, sentences and texts</b>	
<ul style="list-style-type: none"> <li>- Word blocks → stem, prefixes, suffixes</li>   <li>- Word families</li>   <li>- Types of words</li> <li>- Nouns → Gender and 4 cases → Nominalization</li> <li>- Verbs → Tenses of the verb → Personal forms of verbs → Have and be auxiliary verbs</li> <li>- Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>→ Working with the Piri language book</li> <li>→ Collection of prefixes and suffixes and merging of different word possibilities and incorporation into a given gap text</li>   <li>→ Presentation of various commercial family pictures from film and television, in order to work out the characteristics together and transfer them to words</li>   <li>→ Working with the Montessori material: "Wortarten einfach märchenhaft", word type symbols</li> <li>→ Check own and foreign texts for the word types</li> <li>→ „Sentence of the day“</li> <li>→ Working with free work material LÜK/Logico</li> </ul>

→ *Compound adjectives*

- *Pronouns*

→ *Addressing pronouns*

→ *Pronouns in different cases*

- *Create and use word fields for writing texts/phrases (saying, talking, chattering etc.)*

- *Literal speech*

→ *Apply punctuation correctly and use appropriate phrases*

- *Use and description of different types of sentences*

→ *Repetition: Prompts, statements and questions*

- *Linking of sentences*

→ *Connectives (because, that, that, although etc.)*

- *Tenses*

→ *Repetition: Present tense, past tense, perfect*

→ *Introduction: Future tense*

- *Clauses*

→ *Repetition and changeover test*

→ *Subject and predicate*

→ *Two-part predicate*

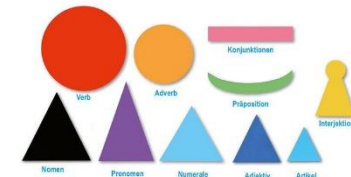
→ *Sentence additions in the 3<sup>rd</sup> and 4<sup>th</sup> case*

→ *Information of time and place*

- Recurring practice formats, such as "Word of the Day".

→ Writing formal letters

→ Exercises: Replace nouns with personal pronouns

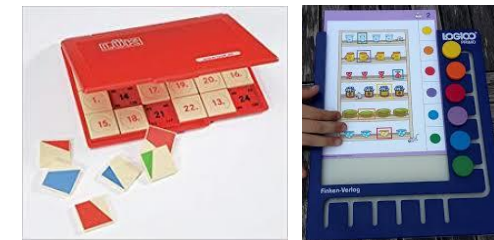


- Create word fields and use them in your own stories

- Mind Map

→ Edit gap texts

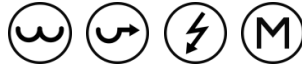
→ Incorporate or correct literal speech into your own and other texts



→ Exercises for rephrasing sentences

→ Exercises to connect sentences and to examine exactly which connective words can be used

→ "Tenses simply magical" (Tenses ship/travel)

	<ul style="list-style-type: none"> <li>→ Merge individual word indexes</li> <li>→ Sets of stairs, star table by Montessori</li> <li>→ Edit, rearrange and determine own and foreign sentences and texts</li> <li>→ Working with the Piri language book and workbook</li> </ul>
<b>Correct writing</b>	
<ul style="list-style-type: none"> <li>- Exercise of the basic vocabulary for grades 3 and 4</li> <li>- Repetition and consolidation of spelling strategies               <ul style="list-style-type: none"> <li>→ Words with <i>ß</i></li> <li>→ hyphenated <i>h</i></li> <li>→ Stretching <i>-h</i></li> <li>→ Words with <i>ck</i></li> <li>→ Words with <i>V/v</i></li> <li>→ Words with <i>ts</i></li> <li>→ Words with <i>ks</i></li> <li>→ Words with <i>r</i> after a vowel</li> <li>→ Words with <i>b,d,g</i></li> <li>→ <i>dass/das</i></li> <li>→ <i>man/Mann</i></li> <li>→ Inflected words (endings <i>m/n</i>)</li> </ul> </li> <li>- Working with the dictionary</li> </ul>	<ul style="list-style-type: none"> <li>→ Recurring exercise formats, learning word folding list, learning word dictation, word box, word clinic</li> <li>- Exercises with the help of elementary school tips (e.g. Anton)</li> <li>- e.g. With learning word index</li> <li>- Practice transcription files, running dictations, targeted exercise book entries</li> <li>- Rehearse through error texts; revise own and other texts</li> <li>- Word of the day/sentence of the day (= various exercises for correct writing but also grammar based on a word/sentence)</li> <li>→ FRESCH-Symbols               <div style="text-align: center; margin: 10px 0;">  </div> </li> <li>(FRESCH=Freiburger writing school; children can deduce the spelling of the spoken word from the spoken word; for this purpose there are the strategies speech oscillation (= syllabic principle), prolongation (= morphological principle), deduction (= morphological principle) and memorization of words</li> <li>→ Look up words using exercise cards</li> </ul>





## 5. The mission statement of our school

Our school family is vibrant, due to the diversity of families among themselves as well as the special nature of each individual child entrusted to us. To enable a healthy school and learning atmosphere under these circumstances, we have developed the following guiding principles, the principles of which we take into account every day in class, in the afternoon and in our work with each child:

*We respect the peculiarities of our students in their developing personality structure and meet all differences with tolerance.*

*We pay attention to individual talents and abilities and give the students the best possible support so that they can develop to their full potential.*

*We promote cosmopolitanism and social skills and support the intellectual and social development of our students.*

*We recognize and reflect on our model function in the educational process and critically question our pedagogical goals and means of implementation.*

*We practice cultivated forms of cooperation, justice and fairness in collegial interaction and always respect the better argument in the implementation of our pedagogical goals, regardless of hierarchical and personal relationships.*

*We always pay attention to a healthy balance of closeness and distance in our role as pedagogical influencers with regard to the individual structure of needs for the benefit of our students.*

*We make our pedagogical actions transparent to the outside world and in accordance with our responsibility towards parents and society.*

By implementing this mission statement, we enable the children to create an environment that invites learning and promotes the development of their own personalities. Our goal is that the students get to know themselves with all their strengths and weaknesses. We help them do this by promoting or challenging them. This way, a student can leave elementary school successfully and self-confidently and continue on his or her journey through school life.

*We cannot change the wind, but we can set the sails. (Aristotle)*