

Language

Core language

das Pferd	horse
das Schaf	sheep
das Kaninchen	rabbit
die Maus	mouse

... galoppiert (eg Das Pferd galoppiert)	... gallops (eg The horse gallops)
... rennt	... runs

Es/Sie ist ...	It is ...
grau (eg Das Kaninchen ist grau. Es ist grau.)	grey (eg The rabbit is grey. It is grey.)
braun (eg Die Maus ist braun. Sie ist braun.)	brown (eg The mouse is brown. It is brown.)

Nein, das Pferd rennt nicht usw. No, the horse doesn't run, etc.

Additional language for this unit

der Apfel	the apple
der Apfelbaum	the apple tree

... hüpf	... hops
... trippelt	... scurries

Klopf! Klopf! Klopf!	Knock, knock, knock!
Mampf! Mampf! Mampf!	Munch, munch, munch!

See also the German and English texts for *Die vier Freunde* at the end of the unit.

Additional language for teachers

Hört/Hör die Geschichte an	Listen (plural/singular) to the story
Sucht/Such die richtige Karte	Find (plural/singular) the right card
Schaut/Schau die Karten an	Look (plural/singular) at the cards
Steht/Steh auf!	Stand up! (plural/singular)
Setzt euch / Setz dich!	Sit down! (plural/singular)
Dreht euch um / Dreh dich um!	Turn around! (plural/singular)

schnell	quickly
langsam	slowly

Wir spielen jetzt Daumen hoch / Geheimsignal usw.	We're going to play Heads Down, Thumbs Up / Secret Signal, etc.
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Was ist das Signal?	What is the signal?
Wer macht das Signal?	Who will do / is doing the signal?

Welche Farbe hat das Pferd?	What colour is the horse?
Das Pferd ist schwarz	The horse is black
Was macht das Kaninchen?	What does the rabbit do?
Galoppiert das Kaninchen?	Does the rabbit gallop?
Wer ist da?	Who is it?
also	so
dann	then

Unit 5 Die vier Freunde (The four friends)

About the unit

In this unit children listen and respond to a story. The story used here is called *Die vier Freunde* and the text is provided at the end of this unit, with an English translation. Children learn to talk about animals and describe their colour and movement. They add to their repertoire of verbs and continue to gain confidence in using simple language for classroom interaction. An alternative story to the one suggested here can be used.

Where the unit fits in

Children develop language and vocabulary from a simple story. There are opportunities to join in with mimes and the telling of the story, and the unit culminates in a performance. Children consolidate some verbs introduced in Unit 3 and learn some new ones.

Prior learning

It is helpful if children already know:

- classroom instructions from previous units
- definite articles *der/die/das*
- colours: *weiß, schwarz, braun*
- schwimmt, tanzt, singt* (see Unit 3).

New language

- Giving a simple description (of an animal)
- Making simple statements (about movement)
- Regular verbs: *er/sie/es* form
- Pronouns: *sie, es* used for 'it'
- Negative (*nicht*)
- Phonic focus: *sch, pf*

Resources

- The text of the story *Die vier Freunde* (also copied onto A3 paper)
- Picture flashcards, props or interactive whiteboard presentation for telling the story
- Picture flashcards and large text cards for the animals in the story
- Text cards for verbs of movement in the story
- Word cards with phonemes for a matching game
- Sets of small animal pictures and text verb cards
- Picture flashcards for colours
- Text cards for colours
- Music for Pass the Parcel

Links with other subjects

Primary framework for English: speak with clarity (year 2); prepare a story for performance, identifying appropriate expression, tone, volume and use of voices and other sounds; sustain concentration when listening; identify and respond to sound patterns in language; reading aloud and reciting; read on sight high-frequency words and other familiar words

Music: explore and explain own ideas and feelings about music using movement

Expectations

At the end of this unit

most children will:

listen to a story and select keywords and phrases from it; begin to recognise, read and pronounce combinations of letters, words and set phrases; speak clearly and confidently; understand words displayed in the classroom; write familiar words and phrases from a model

some children will not have made so much progress and will:

require support from a spoken model or visual clue in producing responses to simple questions or commands; discriminate sounds and identify meaning when items are repeated several times

some children will have progressed further and will:

take an individual part in a brief, prepared oral task; write and say phrases from memory

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 1. The four friends

- to listen and respond to simple rhymes, stories and songs (O3.1)
- to recognise and respond to sound patterns and words (O3.2)
- to use gesture or mime to show they understand (LLS)
- to imitate pronunciation (KAL)

- Use flashcards, props or an interactive whiteboard presentation to tell the story *Die vier Freunde*. Ask children to join in with *Klopf! Klopf! Klopf!* and *Mampf! Mampf! Mampf!* as they become familiar with the story.
- Work on some mimes to secure understanding and pronunciation of the animal words, eg *das Pferd* (the horse), *das Schaf* (the sheep), *das Kaninchen* (the rabbit), *die Maus* (the mouse):
 - you give an animal word and children mime as a class
 - you ask individual children to mime and you respond with an animal word
 - you mime and the class chorus an animal word
 - you ask individual children to give an animal word and you respond with a mime.
- Extension: More confident children can be asked to lead the mimes.
- Extension: Children work in threes. One child does a mime and the other two have to compete to say the word first. Some children may benefit from having written words with pictures on the board for support.
- Read the story again and this time, children join in with *Klopf! Klopf! Klopf!* and animal mimes.
- Play *Daumen hoch* (Heads Down, Thumbs Up) (see 'Points to note').

- listen with care
- join in with storytelling
- recall vocabulary
- use mime to convey meaning and show understanding

- When giving instructions, you may wish to encourage children's spontaneous use of German by asking the class or individuals *Ist das klar / nicht klar?* (Is that clear / not clear?) Encourage children to respond with *Ja das ist klar* or *Nein das ist nicht klar*. Some children may prefer to say simply *klar* or *nicht klar*.
- Encourage children to look at mouth shapes when practising new vocabulary.
- If digital images of the flashcards are available, use these to make an electronic big book on presentation software or the interactive whiteboard. A confident teacher, foreign language assistant or native speaker can record the text and incorporate it into the pages. If copied onto a word-processing or publishing program, the file can be printed out as a real book.
- On the second retelling of the story, you can use the children's mimes to prompt recall of the animal names.
- To play *Daumen hoch*:
 - choose four children to be animal characters from the story and give them flashcards to show this
 - the rest of the class put their head down on one arm, close their eyes and put a thumb in the air
 - the chosen four walk around the room and gently squeeze one thumb each
 - the class sit up and those with squeezed thumbs stand up. They have one guess as to which animal touched them and say the German word for it
 - if they guess correctly, they swap places with that animal.

Section 2. Animal characters

- to listen attentively and understand instructions and everyday classroom language (O3.4)
- to recognise some familiar words in written form (L3.1)
- to recognise that some words occur in both English and the language being learnt, although they may sound different (KAL)
- to notice the spelling of familiar words (KAL)
- to play games to help remember (LLS)
- to hear main word classes (KAL)

- Revise the animals from Section 1 using mime and flashcards.
- Divide children into four groups and give each group one of the animal characters from Section 1. Combine classroom instructions with the animal characters, eg *Schafe, steht auf!* (Sheep, stand up!)
- Extension: Combine the adverbs *schnell* (quickly) and *langsam* (slowly) with classroom instructions to add enjoyment to the activity, eg *Schafe, steht langsam auf!* (Sheep, stand up slowly!)
- Highlight verbs of movement in the story, eg *Das Pferd galoppiert* (The horse gallops) and ask children for an appropriate mime.
- Play *Wiederholt wenn es richtig ist* (Repeat if it's Correct) with spoken phrases such as *Das Pferd galoppiert* (see Unit 1, Section 5).
- Read out the story again and ask children to put their fingers to their lips each time they hear the *sch* sound, eg *Schaf* (sheep), *schön* (beautiful), *schnell* (quick) and *schwarz* (black).
- Show children a familiar word starting with *sch* such as *Schaf* or *schnell*. Ask them to work out how these words begin. Can they create a rule for the *sch* sound in German? They can discuss this with their partner.
- Introduce some written phrases through the interactive whiteboard or large text cards. Play *Wiederholt, wenn es richtig ist* again. Children read aloud if it's true in the story, for example, *Das Pferd galoppiert*. If they see *Das Schaf galoppiert* they remain silent because this is not true in the story. Highlight the phonic focus *pf* (*Pferd, pflücken*).
- Phonic focus: Remind the children of some of the phonemes found in words in the story. Read different sentences out from the story. Children then respond to the phoneme with a mime (eg fingers on lips for *sch*, squashing something for *ä*, clutching their arm for *au*, pointing to their eye for *ei*, making a mouse mime for *ie*).
- In pairs, children play Pelmanism, matching animal pictures and text verb cards.
- Ask for volunteers to demonstrate learning so far. Children could hold up a picture card and read out the correct verb in a simple sentence, eg *Das Schaf rennt* (The sheep runs). Children could also make up character profiles for each animal and create a picture of the character surrounded by words which describe them, eg *Peter, das Pferd, galoppiert, klein, schwarz, drei Freunde usw.*
- Extension: Play Pelmanism with written animal and verb cards.
- Extension: Put animal and verb word cards in dictionary order.

- match words and pictures
- identify and read simple words
- repeat words and phrases modelled by the teacher

- Follow-up: Throughout the week, play *Daumen hoch*, asking a confident child to take the lead.
- Follow-up: Display word cards on the board and play Kim's Game.
- If you have made an electronic big book (see Section 1), add pages leading from the main story so that children can, for example, move the characters around to narrate the story. They can drag verbs to the animals to build up the text.
- Create a page for *sch* in the word bank (see Unit 1, Section 2) and add *Schaf* from this unit. Ask children if they can think of any other words containing this letter string, eg *schön* (beautiful), *schnell* (quick), *schwarz* (black), *schwimmen* (to swim).
- Follow-up: Try practising the verbs of movement and the adverbs as part of a PE warm-up.

Learning objectives

Possible teaching activities

Learning outcomes

Points to note

Children should learn

Children

Section 3. Animal colours

- to recognise and respond to words (O3.2)
 - to recognise some familiar words in written form (L3.1)
 - to experiment with the writing of simple words (L3.3)
 - to recognise question forms (KAL)
 - to recognise how sounds are represented in written form (KAL)
 - to use a physical response (LLS)
- Give children text cards for animals. Hold up a picture flashcard for an animal and they show you the word.
 - Revisit phonic focus with *pf*, using words from the story (see Section 2). Show the grapheme. Trace it in the air, pronouncing it at the same time. Ask children to watch the shape of your mouth carefully as you model the sound. Encourage them to imitate the sound and add a whole-body mime to illustrate it (such as waving arms as if in the wind to emphasise the blowing out of air).
 - Play the Parachute game with a mixture of phonemes from the story. Show the children some words from the story, eg *Pferd, nicht, Baum, Maus*. The children stand in a circle. Assign five children a phoneme and remind them of its mime. Repeat with other phonemes in a similar way around the circle until all the children have a sound to listen for. Call out words from the story. The group with that phoneme must jump into the circle and do the associated mime.
 - Extension: Repeat the Parachute game, this time with phrases from the story. Play again, speeding up the pace.
 - Show pictures of each animal and describe the colour, eg *Das Pferd ist schwarz* (The horse is black). Show a text card for each colour and invite children to place them next to the correct animal picture. Keep these labelled pictures displayed for the children to use as a memory aid later in the session.
 - Display text cards for the four verbs of movement, eg *galoppiert, rennt* (runs), *hüpft* (hops) and *trippelt* (scurries), and read them aloud with actions. Ask children to match the verbs with the correct animal, eg *Was macht das Schaf?* (What does the sheep do?), to elicit *Das Schaf rennt* (The sheep runs). Some children may only be ready to give a one-word answer, eg *rennt*.
 - Organise the children into small groups. Give each group a text card for each of the verbs describing animal movement, eg *hüpft*. Ask the question *Was macht das Kaninchen?* (What does the rabbit do?) The children look for the correct text card. Repeat the activity with the other animals.
 - Give children one of the animals to draw. They select the correct animal name and verb from lists on the board and copy these as a simple sentence, eg *Das Pferd galoppiert*. They then copy *Es/Sie ist ...* (It is ...) and choose the correct colour from the board. For some children, writing even one sentence will be sufficient challenge. They will benefit from having individual word lists with picture prompts rather than copying from the board. Alternatively, give them some small slips with words to rearrange into a sentence. They can then stick these in their books.
 - Extension: Children write, from memory, familiar *pf* words on hands or mini-whiteboards.

- write familiar words and sentences using a model
- understand words displayed in the classroom
- listen with care to identify specific information

- The writing activity can be done electronically, combining text and graphics. Ask children to use a whiteboard pen to highlight the graphemes they are learning.
- Children learnt *Er/Sie ist ...* (He/She is ...) in Unit 4, Section 5. Here *es* and *sie* are used to mean 'it'. Use *es* to describe *das* animals (eg *das Pferd – es ist*) and *sie* to describe *die* animals (eg *die Maus – sie ist*).
- Make colour-coded word lists of the key nouns, verbs and adjectives from the story.
- Follow-up: Children complete their animal pictures and sentences and present these to their classmates.
- Use the interactive whiteboard to make a grid into which children can drag elements of the sentence. It is a visual way of modelling sentence structure before they attempt to write the sentences by themselves.

Section 4. Animal magic

- to perform simple communicative tasks using single words, phrases and short sentences (O3.3)
 - to listen attentively and understand instructions (O3.4)
 - to recognise question forms and negatives (KAL)
 - to use actions to aid memorisation (LLS)
- Display nine pictures (animals, verbs, and colours from the story) and divide the class into two teams. Children score a point by selecting a picture and saying the correct word.
 - Phonic focus: The children sit in a circle. Spread a range of words face down on the carpet. The children take it in turns to turn over two cards and, if they have the same phoneme, they win a point, for example *ich* and *nicht, Pferd* and *Klopf*.
 - Play *Das Päckchen geht um* (Pass the Parcel) by placing toy animals or pictures in a bag and text cards for the four verbs (*galoppiert, rennt, hüpft, trippelt*) in a pile. Play some music. When the music stops, ask the child holding the bag to take out an animal. The child to their left picks a card. They hold them up for the class to see. Ask the class *Hüpft das Pferd?*, for example, and introduce the negative *Nein, das Pferd hüpft nicht*. Accept *ja/nein* but encourage answers in sentences if appropriate.
 - Use an interactive whiteboard or 'human sentence' to show how the negative is formed with *nicht*.
 - Provide opportunities for children to repeat these sentences with gestures.
 - Introduce some additional verbs such as *tanz, singt, schwimmt* (see Unit 3). With a partner, children choose an animal and a verb. They practise a mime to illustrate a simple sentence, eg *Das Kaninchen tanzt*. Stress the *t* ending.
 - Invite volunteers to show their mime and the class guess the sentence.
 - Extension: Explore musical excerpts to represent animals and verbs.
 - Extension: Play Hangman with words chosen for the children's phonemes, to consolidate phoneme and grapheme links.

- remember a sequence of spoken words
- answer questions with an awareness of the negative
- recall, retain and use vocabulary

- If you wish to encourage more classroom language between children, you can use such phrases as: *Er/sie hat gewonnen* (He/she has won), *Das ist richtig/falsch!* (That is right/wrong!), *Tim ist dran!* (It's Tim's turn!) and *Tim ist draus* (Tim is out).
- Help children remember that *nicht* goes to the end of the sentence by using an emphatic gesture (eg arms in a cross in front of you) when saying a negative sentence. Display sentences on a whiteboard or flipchart and show how *nicht* is added to the end by using a separate word card for *nicht* or a different colour / text box on an interactive whiteboard.
- Accept *ja/nein* or thumbs up/down when asking questions involving use of the negative.
- Follow-up: Throughout the week, play games to reinforce the verbs.
- Make animal masks in preparation for a performance.
- Explore music and ideas for animal *hashtas* (traditional Indian hand gestures closely linked to traditional story telling).

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
Children should learn		Children	
Section 5. Animal chorus			
<ul style="list-style-type: none"> to listen and respond to simple rhymes, stories and songs (O3.1) to listen attentively and understand instructions (O3.4) to imitate pronunciation (KAL) to say words to a rhythm (LLS) to play games to help remember (LLS) 	<ul style="list-style-type: none"> Recap on some words with phonics covered so far: <i>au, ä, ie, ei, ch, sch, ö, ü, pf</i>. Divide the class into groups. Give each group a slice of the <i>Vier Freunde</i> story (cut up from an A3 copied sheet) and highlighter pens. Tell children how many targeted phonemes they have in their slice of the story. They must highlight as many as they can find. Re-read the story, with children doing actions and mimes to aid understanding. In preparation for performing the story, focus on suitable repetitive extracts for choral speaking (see below). Children listen to the story and memorise the repetitive language. Use clapping to reinforce the rhythm of phrases. For example: <p><i>Oh! Das ist ein schöner roter Apfel. Ich möchte ihn essen. Ich hole meinen Freund ... Klopf! Klopf! Klopf! Wer ist da? Komm bitte und hilf mir. ... der Apfel ist zu hoch! Mampf, mampf, mampf!</i></p> Play <i>Geheimsignal</i> (Secret Signal). Two children leave the room while the rest of the class choose a signal, eg a wink or scratch of nose, and a signaller. Choose two of the story extracts (see examples above). The children come back in and the class repeat the first extract continuously until the signal is given, at which point the class switch to repeating the second extract. The two children try to spot who is making the signal. Divide the class into four and give each group one extract to practise. They will recite this in a class performance. 	<ul style="list-style-type: none"> join in with storytelling remember a sequence of chosen words speak clearly and confidently 	<ul style="list-style-type: none"> Make the task in the second activity a timed one, in order to provide more fun and challenge. Link with literacy work: The fourth activity links with performing stories and poems in literacy in year 3 and identifying appropriate expression and tone. Follow-up: Throughout the week, take every opportunity to rehearse the choral speaking.
Section 6. Animals on show			
<ul style="list-style-type: none"> listen and respond to simple rhymes, stories and songs (O3.1) listen attentively and understand instructions (O3.4) say words to a rhythm (LLS) play games to help to remember (LLS) imitate pronunciation (KAL) 	<ul style="list-style-type: none"> In preparation for the class performance, allocate four confident children to memorise one short sentence each, eg <i>Das Schaf rennt, das Schaf rennt</i>, in addition to their group extract. Select an additional four children to take on the role of one of the animals and mime their part of the story. Masks depicting the head of the character could be made for these four children or, alternatively, all children could make and wear a mask for the performance. You take the role of narrator. Practise putting together the teacher narrative, choral speaking, individual lines and actors. Identify four confident children as group leaders who will cue in the rest. Less confident children will need practice in remembering to watch and follow the leader. Extension: Consider how expression and intonation can bring the performance to life. 	<ul style="list-style-type: none"> join in with storytelling remember a sequence of chosen words speak clearly and confidently 	<ul style="list-style-type: none"> Preparation for the class performance is best done in a hall or other large space. Link with literacy work: These activities build on drama work in year 2, when children presented dramatic work to children in their own class. Follow-up: Throughout the week, practise speaking parts as a class, in groups and pairs.

Learning objectives

Possible teaching activities

Learning outcomes

Children should learn

Children

End-of-unit activity

- to apply the knowledge, skills and understanding in this unit

- Perform the story to another class or at an assembly.

- take part in a brief, prepared task in front of an audience

Die vier Freunde

Das Wetter ist schön und sonnig. Das kleine, schwarze Pferd geht spazieren. Es sieht einen schönen Apfelbaum mit einem schönen, roten Apfel. „Oh!“ sagt das kleine, schwarze Pferd, „das ist ein schöner, roter Apfel. Ich möchte ihn essen.“

Das kleine, schwarze Pferd versucht, den Apfel zu pflücken, aber der Apfel ist zu hoch! „Hmmm,“ sagt das kleine, schwarze Pferd. „Ich hole meinen Freund, das Schaf.“ Das Pferd galoppiert, das Pferd galoppiert zum Schaf.“

Klopf! Klopf! Klopf!

„Wer ist da?“ sagt das kleine, weiße Schaf.

„Ich bin es, das kleine, schwarze Pferd. Komm bitte und hilf mir.“

„Ja, ich komme sofort.“

Die zwei Freunde rennen zum Apfelbaum zurück. Das Schaf sieht den schönen, roten Apfel.

„Oh,“ sagt das kleine, weiße Schaf, „das ist ein schöner, roter Apfel. Ich möchte ihn essen.“

„Schnell, schnell!“ sagt das kleine, schwarze Pferd. „Steig auf meinen Rücken.“ Das Schaf steigt auf seinen Rücken. Es versucht den Apfel zu pflücken, aber der Apfel ist zu hoch!

„Hmmm,“ sagt das kleine, weiße Schaf, „ich hole meinen Freund, das Kaninchen.“ Das Schaf rennt, das Schaf rennt zum Kaninchen.

Klopf! Klopf! Klopf!

„Wer ist da?“ sagt das kleine, graue Kaninchen.

„Ich bin es, das kleine, weiße Schaf. Komm bitte und hilf mir.“

„Ja, ich komme sofort.“

Die zwei Freunde rennen zum Apfelbaum zurück. Das Kaninchen sieht den schönen, roten Apfel.

„Oh,“ sagt das kleine, graue Kaninchen, „das ist ein schöner, roter Apfel. Ich möchte ihn essen.“

„Schnell, schnell!“ sagt das kleine, weiße Schaf. „Steig auf meinen Kopf.“ Das Kaninchen steigt auf seinen Kopf. Das Kaninchen steht auf dem Schaf, und das Schaf steht auf dem Pferd. Das Kaninchen versucht, den Apfel zu pflücken, aber der Apfel ist zu hoch!

„Hmmm,“ sagt das kleine graue Kaninchen, „Ich hole meine Freundin, die Maus.“ Das Kaninchen hüpf, das Kaninchen hüpf zur Maus.

Klopf! Klopf! Klopf!

„Wer ist da?“ sagt die kleine, braune Maus.

„Ich bin es, das kleine, graue Kaninchen. Komm bitte und hilf mir.“

„Ja, ich komme sofort.“

Die zwei Freunde rennen zum Apfelbaum zurück. Die Maus sieht den schönen, roten Apfel.

„Oh,“ sagt die kleine, braune Maus, „das ist ein schöner, roter Apfel. Ich möchte ihn essen.“

„Schnell, schnell!“ sagt das kleine, graue Kaninchen. „Steig auf meine Nase.“

Die Maus steigt auf seine Nase. Das Schaf steht auf dem Pferd, das Kaninchen steht auf dem Schaf und die Maus steht auf dem Kaninchen! Die Maus streckt die Hand aus und ... sie pflückt den schönen, roten Apfel!

„Hurra!“ ruft die kleine, braune Maus und klettert runter.

„Hurra!“ ruft das kleine, graue Kaninchen und klettert runter.

„Hurra!“ ruft das kleine, weiße Schaf und klettert runter.

„Hurra!“ ruft das kleine, schwarze Pferd.

Mampf! Mampf! Mampf! Die vier Freunde essen den schönen, roten Apfel. Lecker, lecker, lecker!

Dann galoppiert das kleine, schwarze Pferd nach Hause. Auf Wiedersehen!

Das kleine, weiße Schaf rennt nach Hause. Auf Wiedersehen!

Das kleine, graue Kaninchen hüpf nach Hause. Auf Wiedersehen!

Und die kleine, braune Maus trippelt nach Hause. Auf Wiedersehen!

The four friends

The weather is fine and sunny. Little black horse is going for a walk. He sees a beautiful apple tree with a beautiful red apple. 'Oh,' says little black horse, 'that's a beautiful red apple. I'd like to eat it.'

Little black horse tries to pick the apple but the apple is too high!

'Hmmm,' says little black horse, 'I'll fetch my friend the sheep.'

The horse gallops, the horse gallops to the sheep's house.

Knock, knock, knock!

'Who is there?' says little white sheep.

'It's me, little black horse. Please come and help me.'

'Yes, I'll come straight away.'

The two friends run back to the apple tree. The sheep sees the beautiful red apple.

'Oh,' says little white sheep, 'that's a beautiful red apple. I'd like to eat it.'

'Quick, quick,' says little black horse, 'climb onto my back.'

The sheep climbs onto his back. He tries to pick the apple but the apple is too high!

'Hmmm,' says little white sheep, 'I'll fetch my friend the rabbit.'

The sheep runs, the sheep runs to little grey rabbit's house.

Knock, knock, knock!

'Who is there?' says little grey rabbit.

'It's me, little white sheep. Please come and help me.'

'Yes, I'll come straight away.'

The two friends run back to the apple tree. The rabbit sees the beautiful red apple.

'Oh,' says little grey rabbit, 'that's a beautiful red apple. I'd like to eat it.'

'Quick, quick,' says little white sheep, 'climb onto my head.'

The rabbit climbs onto his head. The rabbit is standing on the sheep and the sheep is standing on the horse. The rabbit tries to pick the apple but the apple is too high!

'Hmmm,' says little grey rabbit, 'I'll fetch my friend the mouse.'

The rabbit hops, the rabbit hops to little brown mouse's house.

Knock, knock, knock!

'Who is there?' says little brown mouse.

'It's me, little grey rabbit. Please come and help me.'

'Yes, I'll come straight away.'

The two friends run back to the apple tree. The mouse sees the beautiful red apple.

'Oh,' says little brown mouse, 'that's a beautiful red apple. I'd like to eat it.'

'Quick, quick,' says little grey rabbit, 'climb onto my nose.'

The sheep climbs onto his nose. The sheep is standing on the horse, the rabbit is standing on the sheep and the mouse is standing on the rabbit! The mouse reaches out her hand and ... she picks the beautiful red apple.

'Hoorah!' cries little brown mouse and climbs down.

'Hoorah!' cries little grey rabbit and climbs down.

'Hoorah!' cries little white sheep and climbs down.

'Hoorah!' cries little black horse.

Munch, munch, munch. The four friends eat the beautiful red apple. Yum, yum, yum!

Then little black horse gallops home. Goodbye!

Little white sheep runs home. Goodbye!

Little grey rabbit hops home. Goodbye!

And little brown mouse scurries home. Goodbye!