

I.C.1.29

Lektüren, Lieder und Sachtexte – Novels and Stories

Roald Dahl's *Fantastic Mr. Fox* – Ein Lesetagebuch zu einem Jugendbuch erstellen (Klasse 6)

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Roald Dahl gehört zu den weltweit berühmtesten Autoren der englischsprachigen Kinder- und Jugendliteratur. Seine Werke sind sehr geeignet, um jungen Lernenden als sprachliches Vorbild zu dienen, ihre Lesemotivation zu steigern und sie in ihrer Persönlichkeitsentwicklung zu fördern. Die Aufgaben, die im Rahmen eines Lesetagebuchs bearbeitet werden, fördern die Lernerautonomie der Schülerinnen und Schüler, regen den kreativen Umgang mit authentischem Textmaterial an und bieten der Lehrkraft Möglichkeiten zur Differenzierung.

KOMPETENZPROFIL

Klassenstufe:	5/6
Dauer:	28 Unterrichtsstunden (alternativ Minimalplan)
Kompetenzen:	1. Lesen und Verstehen einer authentischen Lektüre in der Zielsprache; 2. Selbstständiges Verfassen von kreativen Texten; 3. Entwicklung der Selbstkompetenz
Thematische Bereiche:	Kinder-/Jugendbuch, unterschiedliche Moralvorstellungen
Material:	Arbeitsblätter, Bildimpulse, Vokabellisten, Schreibenleitungen
Zusatzmedien:	Lektüreausgabe; ggf. Audioversion der Lektüre

Auf einen Blick

1./2. Stunde

Thema: Introducing the fox / collecting ideas about foxes

M 1 **Pre-reading tasks: Introducing the fox** / Mehr über Füchse lernen und über den Inhalt der Lektüre spekulieren

3./4. Stunde

Thema: A reading log / learning about the purpose of a reading log

M 2 **How to keep a reading log** / Vorbereiten eines Lesetagebuchs

M 3 **Vocabulary list** / Benutzen einer Vokabelliste als Lesehilfe

M 4 **Chapter 1** / Gemeinsame Lektüre des Kapitels 1, möglicherweise als Hausaufgabe

Benötigt: Kopien der Vokabelliste für die ganze Klasse

5./6. Stunde

Thema: The fox family and the plot / introducing the fox family and the plot to kill them

M 5 **Chapters 2–5** / Erarbeiten wichtiger Informationen zur Familie der Füchse (Kapitel 2) und der Farmer (Kapitel 3–5); u. U. als Hausaufgabe fertigstellen

7./8. Stunde

Thema: The inner monologue / understanding how to write an inner monologue

M 6 **Chapters 6–9** / Erarbeiten weiterer Details zum Geschehen und Umsetzen in einen inneren Monolog; u. U. als Hausaufgabe fertigstellen

9./10. Stunde

Thema: The great feast / the animals celebrate their success

M 7 **Chapters 10–12** / Erarbeiten, warum die Tiere ein Fest feiern; u. U. als Hausaufgabe fertigstellen

11./12. Stunde

Thema: Characterisation / learning how to write a characterisation

M 8 **Chapters 13–15** / Schreiben einer Charakterisierung vor dem Hintergrund der Geschehnisse; die Logeinträge können gegebenenfalls als Hausaufgabe gegeben werden.

Benötigt: unterschiedlich farbige Klebezettel

13./14. Stunde

Thema: What do you think? / expressing a personal opinion

M 9 **Chapters 16–18** / Ausdrücken einer persönlichen Meinung sowie kreatives Entwickeln einer Szene; die Logeinträge können als Hausaufgabe gegeben werden.

15./16. Stunde

Thema: A storyboard and an interview / developing a storyboard and an interview

M 10 **Post-reading activities I: A storyboard and an interview** / Ausdrücken der eigenen Meinung; Anfertigen eines *storyboard* mit sprachlichen und zeichnerischen Mitteln; Erarbeiten und Aufnehmen eines Interviews (ggf. als Hausaufgabe)

17./18. Stunde

Thema: A book review / learning how to write a book review

M 11 **Post-reading activities II: A book review** / Schreiben einer Buchkritik; Schreiben eines alternativen Endes oder einer möglichen Fortsetzung und gegebenenfalls Vorstellen als Rollenspiel

M 12 **A foxy crossword** / Üben des Wortschatzes in spielerischer Form; die Fertigstellung des *reading log* soll bis zur nächsten Stunde erfolgen

19./20. Stunde

Thema: Feedback and evaluation / evaluating and giving a feedback to the reading logs

M 13 **Guest book page** / Durchsehen und Evaluieren der Lesetagebücher der Mitschüler, um ein Feedback zu geben

Benötigt: gelbes Klebeband

Minimalplan

Wenn sich die Unterrichtseinheit aus Zeitmangel nicht im hier vorgeschlagenen Umfang durchführen lässt, kann die Lehrkraft **M 1** als vorbereitende Hausaufgabe aufgeben. Darüber hinaus kann **M 10** ausgelassen werden. Bei den *post-reading activities* kann die Lehrkraft eines der Materialien auswählen. Um beim Feedback Zeit zu sparen, kann sie sich hier auf ein reines Lehrerfeedback beschränken.

M 1

Pre-reading tasks: Introducing the fox

The protagonist¹ of our story is Mr. Fox, a very clever and kind-hearted² character. The fox is known for being a sly³, intelligent animal. However, many farmers (especially chicken and goose farmers) hate foxes. But the fox has many positive and interesting characteristics as well.



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Here are some fun facts about the fox:

- ▶ Did you know, for instance, that the whiskers⁴ on a fox's face and legs help it to navigate?
- ▶ Did you also know that a fox's hearing is so acute that it can hear a ticking watch from 40 metres away?

Tasks

1. Do some research using books or the Internet and come up with three additional fun facts about this wonderful animal.
2. Have a close look at the cover, the introductory page and the back of the book. From seeing the characters in the novel, speculate what the novel is about. Make notes and share your ideas with your classmates.

1 **protagonist:** die Hauptfigur – 2 **kind-hearted:** gutherzig – 3 **sly:** listig, schlau, schlitzohrig – 4 **whiskers:** Schnurrhaare



M 4

Chapter 1: The three farmers

Tasks

Read the first chapter, answer the following questions and create an interesting page.



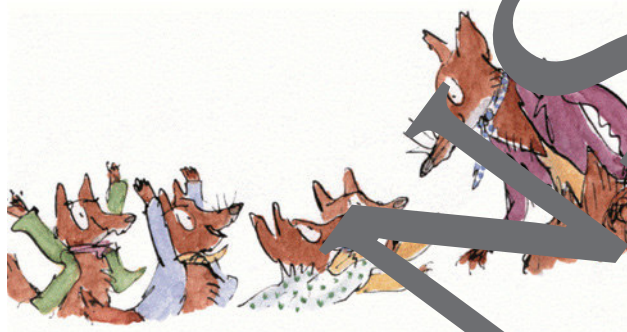
1. Who are the three farmers? What can you tell about them?
2. What makes each of them special?
3. Create an interesting page for them in your reading log.



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M 5

Chapters 2–5: The fox family (ch. 2) and the plot (ch. 3–5)



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Tasks

The fox family

Read the second chapter and answer the following questions.

1. Draw a Fox family tree and make up names for all of them.
2. Draw a map to illustrate where Mr. Fox and his family as well as the three farmers live. Label your map. Add the map to your log.
3. What kind of character is Mr. Fox? Find adjectives to describe him. How do the farmers hate and hunt him?

The plot

5. Read chapters 3 to 5 and do the following task: Describe how the three farmers try to catch and kill Mr. Fox.



Chapters 13–15: A characterisation

M 8

Tasks

- Read chapter 13 and answer the questions.
 - Where do the animals sneak in next?
 - What do they take and how do they transport it?
- Read chapter 14 and answer the questions.
 - What does Mr. Fox intend to do?
 - What is Badger’s attitude towards that plan?
 - What does Mr. Fox respond?
- Now read chapter 15 and work on the tasks.
 - Why is drinking cider like “melted gold [...], like drinking sunbeams and rainbows”?
 - Mr. Fox and his friends steal a lot from the three farmers. What do you think: are they right to do so? Why or why not?
 - Describe the rat’s character. Write the characterisation in to your reading log. You need some useful help further down.



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How to ...

... describe a character.

To describe a character, adjectives can help you. Here are some examples:

friendly	freundlich	nasty	fies, gemein
curious	neugierig	aggressive	aggressiv
sneaky	hinterhältig	warm-hearted	warmherzig
evil	böse, schlecht	cunning	gewieft, listig
kind	liebenswert	intelligent	schlau

Answers to these questions are also helpful:
 What does the character look like?
 How does the character behave?
 How do you know that the character is like ... because ...)?

Language support: Join the two halves to make complete sentences.

The Rat is selfish, egotistic, nasty and rude to have all the cider for itself.
Mr. Fox is afraid of being caught and does not want him to be in the cellar because it fears that they all will be caught.
It is very angry towards Mr. Fox and would lose its home.
This way, the Rat loves drinking cider.
Further, the Rat wants because it wants to keep the cider and its hiding place private.

M 12



A foxy crossword

1. Boggis, Bunce and Bean are
2. The Rat's favourite drink is
3. Mr. Fox and his children ... an underground tunnel to the farmers' storehouse.
4. Badger does not want to steal food from the farmers. He has
5. When the animals have enough food to ... , they have a big ... and celebrate together.
6. When the farmers shoot at Mr. Fox, they miss him but he loses his
7. First, the farmers use ... to dig the foxes out of their tunnel.
8. The foxes dig for their lives and they are faster than the farmers. That's why ... farmers use enormous ... with mechanical shovels.
9. Many people come to watch the farmers hunt Mr. Fox. The crowd ... and
10. This makes Boggis, Bunce and Bean even more
11. Last but not least, the farmers decide to ... the foxes
12. They camp at the foxhole with their ... and their
13. The farmers also eat their ... in front of the foxhole.
14. Mrs. Fox is ... a lot from the lack of food and w
15. The farmers keep their food in big

The crossword puzzle grid consists of white squares for letters and black squares for empty space. The starting points for the clues are as follows:

- 1: 14 squares across, starting at row 4, column 1.
- 2: 6 squares across, starting at row 6, column 1.
- 3: 3 squares across, starting at row 8, column 1.
- 4: 4 squares down, starting at row 4, column 14.
- 5: 5 squares down, starting at row 4, column 12.
- 6: 1 square down, starting at row 4, column 13.
- 7: 7 squares down, starting at row 4, column 14.
- 8: 8 squares down, starting at row 4, column 15.
- 9: 2 squares down, starting at row 6, column 14.
- 10: 10 squares across, starting at row 6, column 1.
- 11: 11 squares across, starting at row 5, column 1.
- 12: 12 squares across, starting at row 5, column 1.
- 13: 13 squares across, starting at row 8, column 1.

At the bottom of the grid, there is a row of 9 numbered boxes: 1, 2, 3, 4, 5, 6, 7, 8, 9.

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