



Unterrichtseinheit: Identify people in the classroom community 2

Kurzbeschreibung: This is the second session for a Kindergarten class, based on a New York State Social Studies Curriculum. The students have no prior knowledge of German. The inspiration for the format is taken from [Deutsch mit Socke](#).

Ziel: Students can ask *Wie geht's?* They can use *ja, nein* and *bitte* und *danke*. Students can tell how they feel.

Sprachliche Niveaustufe: A1.1 (novice low)

Klasse: Kindergarten Public School New York

Dauer: 45 min

Zeit	Lernziele / Lernphase	Lerneraktivitäten/Arbeitsform	Sozialform	Materialien / Medien	Lehreraktivität und methodische/technische Hinweise
5 min	Students can say Hello! Movement break / awareness raising auf Deutsch: Kinder begrüßen sich mit "Hallo, hallo, schön, dass du da bist!	Children sing and dance/walk to the song.	whole group	Hallo, hallo...	Teacher greets the class. Hallo! Guten Tag! This song will be the opening ritual. Which words do they understand?
	Set learning goal.				Was lernen wir heute? Wir sagen unsere Laune.
5 min	Review: Students can introduce themselves	Students answer Sockes questions.	whole group		Both teachers go round and ask.



5 min	Engagement: Students understand the meaning of <i>Wie geht's?</i> They understand, how <i>Socke</i> is doing.	Students listen and follow the sketch.	whole group	utensils for the sketch	Teacher does a sketch with <i>Socke</i> , asking him how he is doing. When he is sad, he receives a cheer up gift. At this point <i>Danke!</i> und <i>Bitte!</i> are explicitly introduced. Teacher pays attention that from now on children use these expressions.
10 min	Students can react to the question <i>Wie geht's?</i>	Children signal or tell their answer to <i>Socke's</i> questions.	whole group		<i>Socke</i> goes around and asks the children. Sometimes he sneezes, to review <i>Gesundheit!</i>



	<p>Students recognize moods and understand gut / schlecht</p> <p>Students can verify or negate a statement</p>	<p>Teacher introduces expressions with pictures. Sehr gut! Super! Okay. Schlecht.</p> <p>Review with lots of appropriate facial expressions and with reference to smiley cards.</p> <p>Students answer the questions about the mood with yes or no.</p> <p>Teacher shows pictures, and students tell how the characters feel. (Native German-speaking students can be asked, why they think the characters feel a certain way)</p>	whole group	PowerPoint with pictures	<p>Teacher shows pictures and asks the mood, further questions for the German students.</p> <p>Geht's ihm sehr gut? Geht's ihm (nicht) gut?</p>
5 min Puffer	Students can tell emotions	The group asks: <i>Wie geht's?</i> one student acts the emotion, the others guess	whole group	smiley cards	Teacher gives an example and hands out the smiley card, one student at a time
5 min	Students can ask the mood and answer	<i>Students ask the person next to them: Wie geht's?</i> they answer and ask.	whole group in a circle	an object to pass on	
5 min	Students can identify moods	Students discuss moods. They look through pictures in the book and tell the mood.	tables	prepare books	Wir arbeiten in Paaren. Wir schauen die Bilder an und sagen, wie es der Person geht. Wie geht's dem Löwen? Wie geht's dem Jungen?



5 min	Student can say <i>bitte</i> and <i>danke</i>	Children hand each other objects and always say <i>bitte/danke</i> ; must continue until all students had a chance to say <i>bitte/danke</i>	whole group	chocolate bag	
5 min	Closing	Students sing Aramsamsam	whole group	song	Wir singen jetzt ein Kinderlied aus Deutschland.