



# MY SCHOOL COMMUNITY

**DAY-BY-DAY PLANNER FOR THE FIRST UNIT OF  
THE SOCIAL STUDIES CURRICULUM FOR  
KINDERGARTEN**

**GOETHE  
INSTITUT**

Sprache. Kultur. Deutschland.

## **MY SCHOOL AND SCHOOL COMMUNITY**

This is the first of three units of a German Immersion program, based on the New York State Social Studies curriculum for kindergarten. Please note that this is not a mandatory curriculum, but a suggestion for realizing such a program.

The aim of this unit is that the students become familiar with the immersion format and the German language and that they start acting confidently in a German speaking environment. Another important goal is to develop necessary routines for the classes.

During the 15 sessions of this unit, the students learn to give basic information about themselves and others. At the end, they will be able to describe their environment in the classroom in simple terms and recognize important items, as well as tell what they are doing in school. Intercultural learning is also a significant part of this program. Students learn about life in Germany, relevant holidays and traditions, they do related crafts and sing related songs.

### **FOCUS TOPICS**

- Identify people in the classroom community
- Describe what the classroom contains
- Identify people in the classroom community and their roles in the classroom

### **STUDENT OUTCOMES - LEARNING GOALS**

- Students can tell their name and their age. They can tell how they are doing.
- Students know important objects in the class room and they can describe them.
- Students can introduce their fluffy toy and talk about their favorite object (size and color).
- Students can tell how many objects they see. They can count to 10.
- Students can tell what activities they are doing at school. They can ask what somebody is doing.
- Students know holiday/ season related activities and songs.

### **CONCEPT AND ADDITIONAL MATERIALS**

The curriculum was designed with a special project in mind, called 'Deutsch mit Socke'<sup>1</sup>. The resources contain a Teacher's manual, a workbook for Students and short movies which might serve as further inspiration.

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<sup>1</sup> Materials: <https://www.goethe.de/resources/files/pdf97/deutsch-mit-socke---schlerheft-und-hinweise-fr-die-lehrperson.pdf>; short movies: <http://www.planet-schule.de/rss/article/440.html>

## ACTIVE VOCABULARY AND PHRASES BY TOPIC

Interaction in the class room	Introduction	Arts and Craft	Describe Objects in the class room	Life at School
<p>Guten Tag!  Hallo  Wie geht's?  gut  super  schlecht  Danke!  Bitte!  Gesundheit!  Ja  Nein  Tschüß!  das Buch  die Klasse  die Tafel  der Stift  der Stuhl  der Teppich  der Tisch  lieb  aufstehen  sitzen  machen</p>	<p>Wie heißt du?  Ich heiße...  Ich bin... Jahre alt.  das Mädchen  der Junge    Zahlen 1-10  er  sie  ich  du</p>	<p>die Farbe  der Kleber  das Papier  der Pinsel  die Schere  kleben  malen  schneiden</p>	<p>Farben (blau, braun, gelb, grün, lila, orange, pink rot, schwarz, weiß)  groß  klein  schön</p>	<p>lernen  lesen  schreiben  singen  spielen  tanzen  die Lehrerin  die Schule</p>

Session	Focus Question	Learning Goals	Vocabulary / Productive Language	Activities
1	Identify people in the classroom community	<ul style="list-style-type: none"> <li>• Students can react to greetings.</li> <li>• Students can tell their names when they are asked</li> <li>• Students can react when being called.</li> </ul>	<ul style="list-style-type: none"> <li>• Hallo! Guten Tag!</li> <li>• Ich heiÙe...</li> <li>• Gesundheit!</li> <li>• TschüÙ!</li> <li>• Ja</li> <li>• Nein</li> </ul>	<ul style="list-style-type: none"> <li>• Students get to know the teacher and 'The Sock' (Socke).</li> <li>• Students are introduced to class rituals (opening song, ending activity etc.)</li> <li>• Students understand common situations from sketches.</li> <li>• Students draw themselves with Socke.</li> </ul>
2	Identify people in the classroom community	<ul style="list-style-type: none"> <li>• Students know common expressions (Thank you!, How are you?, yes, no) and can react to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Wie geht's?</li> <li>• Super!</li> <li>• Gut.</li> <li>• Schlecht.</li> </ul>	<ul style="list-style-type: none"> <li>• Students ask each other, how they are doing.</li> <li>• Students look together through books and identify how the mood of the characters is.</li> </ul>
3	Identify people in the classroom community	<ul style="list-style-type: none"> <li>• Students can tell how they feel, and ask the question "Wie geht's?"</li> </ul>	<ul style="list-style-type: none"> <li>• Wie geht's?</li> <li>• Bitte!</li> <li>• Danke!</li> </ul>	<ul style="list-style-type: none"> <li>• Students can express moods with facial expressions and gestures.</li> <li>• Treat at the end of the class: Students pass on chocolate while saying <i>bitte</i> and <i>danke</i>.</li> </ul>

4	Identify people in the classroom community	<ul style="list-style-type: none"> <li>• Students understand the numbers and can count to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 1-10</li> <li>• Wie viele... sind hier? (passiv knowledge)</li> <li>• das Bild</li> </ul>	<p>Students play games with numbers:</p> <ul style="list-style-type: none"> <li>• Students classify and count objects.</li> <li>• Students play bingo.</li> <li>• Students guess the number of items by feeling and then count the real number.</li> </ul>
5	Identify people in the classroom community	<ul style="list-style-type: none"> <li>• Students can tell how old they are.</li> <li>• They understand the question <i>Wie alt bist du?</i></li> <li>• Students can tell whether they are boys or girls</li> <li>• Students know the pronouns <i>er</i> and <i>sie</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ich bin 5.</li> <li>• Mädchen</li> <li>• Junge</li> <li>• er, sie</li> </ul>	<ul style="list-style-type: none"> <li>• In a game, the Students are finding partners, greeting each other and introducing themselves.</li> </ul>
6	<b>Evaluation:</b> Identify people in the classroom community	<ul style="list-style-type: none"> <li>• Students can introduce their favorite fluffy toy.</li> <li>• Students can greet each other ask the name and tell their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Er heißt... / Sie heißt...</li> <li>• Er ist... / Sie ist...</li> <li>• animal names related to the fluffy toys</li> <li>• Hallo! Wie heißt du?</li> <li>• Ich heiße...</li> <li>• Vocabulary related to the new song: (in this case die Sonne, der Stern, der Mond, der Wind, die Laterne)</li> </ul>	<ul style="list-style-type: none"> <li>• Students introduce their soft toys.</li> <li>• Students learn a new song going with the season (for example <i>Martinstag</i> in November)</li> </ul>
7	Describe what the classroom contains	<ul style="list-style-type: none"> <li>• Students know the most important words and people in the classroom.</li> <li>• Students can react to the question "What is this?"</li> </ul>	<ul style="list-style-type: none"> <li>• Was ist das?</li> <li>• der Tisch, der Stuhl, die Tafel, das Buch, der Stift, der Teppich</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher names an item and the Students are going there or trying to find it as fast as possible.</li> <li>• Students play charade with items.</li> </ul>

8	Describe what the classroom contains	<ul style="list-style-type: none"> <li>• Students know actions for crafting.</li> <li>• Students know crafting material.</li> <li>• Students can tell which object is necessary for which activity.</li> </ul>	<ul style="list-style-type: none"> <li>• der Pinsel, die Farbe, der Kleber, die Schere</li> <li>• schneiden, malen, kleben</li> </ul>	<ul style="list-style-type: none"> <li>• Students play a hiding game where they have to name the hidden object.</li> <li>• Students craft something related to the season (for example a lantern for <i>Martinstag</i>).</li> </ul>
9	Describe what the classroom contains	<ul style="list-style-type: none"> <li>• Students can tell whether something is big or small.</li> <li>• Students know about a coming Holiday (for example Erntedankfest/Thanksgiving).</li> </ul>	<ul style="list-style-type: none"> <li>• groß, klein</li> </ul>	<ul style="list-style-type: none"> <li>• Students compare animals and tell their size.</li> <li>• Students go through the class room look for big and small items.</li> </ul>
10	Describe what the classroom contains	<ul style="list-style-type: none"> <li>• Students know the colors.</li> <li>• Students can tell the color of an object.</li> </ul>	<ul style="list-style-type: none"> <li>• die Farben: blau, rot, grün, gelb, lila, weiß, schwarz, braun</li> <li>• Das ist rot.</li> </ul>	<ul style="list-style-type: none"> <li>• Students find certain colors in their environment.</li> <li>• Students draw their favorite object and color it.</li> </ul>
11	<p><b>Review and Evaluation:</b></p> <p>Describe what the classroom contains</p>	<ul style="list-style-type: none"> <li>• Students can tell their favorite color.</li> <li>• Students can tell, what colors they are wearing.</li> <li>• Students can describe their favorite object.</li> <li>• Students can tell that something is nice.</li> <li>• Students can understand exact descriptions of objects and find those.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher: Ich suche etwas, das ist groß und rot! Student: Das ist groß und rot!</li> <li>• Schön!</li> </ul>	<ul style="list-style-type: none"> <li>• Students tell their favorite color.</li> <li>• In a game look for objects in the class room.</li> <li>• Students describe their favorite object.</li> </ul>

12	Identify people in the classroom community and their roles in the classroom.	<ul style="list-style-type: none"> <li>• Students know activities they are doing in the class room</li> <li>• Students can tell what they are doing and ask <i>Was machst du?</i> (introduction)</li> <li>• Students know German traditions (for example <i>Adventskalender</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• lernen, lesen, schreiben, spielen</li> <li>• Was machst du?</li> <li>• Ich lerne/ spiele/ lese/ schreibe.</li> <li>• die Lehrerin, die Klasse</li> <li>• die Schule</li> </ul>	<ul style="list-style-type: none"> <li>• Students play a nursery rhyme with clapping</li> <li>• Students learn a new song that goes with the season (for example <i>O Tannenbaum</i>)</li> </ul>
13	<b>Review:</b> Identify people in the classroom community and their roles in the classroom.	<ul style="list-style-type: none"> <li>• Students know activities they are doing in the class room</li> </ul>	<ul style="list-style-type: none"> <li>• Was machst du?</li> <li>• Ich lerne/ spiele/ lese/ schreibe.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can act out and guess activities.</li> </ul>
14	<b>Review:</b> crafting vocabulary and colors	<ul style="list-style-type: none"> <li>• Students can do holiday related craft.</li> <li>• Students can describe objects.</li> </ul>	<ul style="list-style-type: none"> <li>• das Papier</li> <li>• die Hand, die Finger</li> <li>• die Farbe, der Kleber, die Schere, der Glitter</li> <li>• schneiden, malen, kleben</li> </ul>	<ul style="list-style-type: none"> <li>• Students look through books with a partner and describe the objects (Das ist klein und lila.)</li> <li>• Students do crafts related to the season (for example Christmas cards).</li> </ul>
15	Identify people in the classroom community and their roles in the classroom.	<ul style="list-style-type: none"> <li>• Students know, what German kids are doing in Kindergarten.</li> <li>• Students can compare activities.</li> <li>• Students can tell what somebody is doing.</li> </ul>	<ul style="list-style-type: none"> <li>• Er/Sie spielt.</li> <li>• Ich spiele, er schreibt.</li> </ul>	<ul style="list-style-type: none"> <li>• Students watch an animation for kids and describe the scenes.</li> <li>• With the help of pictures students compare their day with the day of a German student.</li> </ul>

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