

## Objective

- The children know the braille alphabet.

## German language goals

- The children know the German alphabet.
- The children can say their names and ask for someone's name in German: *Wie heißt du? Ich heiße ...*
- The children can expand their active and passive German vocabulary (*der Marienkäfer, der Fußball, der Pilz, das Domino, der Würfel, die Punkte, die Blindenschrift, das Alphabet, die Maus, der Bus, das Zebra, das Haus, das Gold, der Zoo, die Rose*)

**\* Although the language of instruction is English, the lesson plan sequences highlighted in orange are taught in German.**

## Materials

- Laptop and projector
- Audio speakers
- Magnets
- Whiteboard markers/chalk
- 6 eggs and 2 egg cartons
- *The Braille Alphabet (Blindenschrift)* character table for each child
- *German words (deutsche Wörter)* image and word cards
- Portfolios
- *Dots (Punkte)* image cards
- Colored paper (8.5 x 5.5)
- Pens
- *German Alphabet (Deutsches Alphabet)* information sheet
- Pointer
- "My word bank sheet: *Braille Alphabet (Blindenschrift)*"

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	<p>The children know the German words <i>der Marienkäfer, der Fußball, der Pilz, der Würfel, das Domino, die Punkte</i> and can pronounce them correctly.</p> <p>The children can express assumptions.</p>	<p>The instructor welcomes the children and puts image cards of objects that have dots on the board. The instructor starts a discussion with the group: <i>What is this? This is a ball. This is a ladybug ...</i> <b>The instructor introduces the German words and writes them under each picture. The instructor encourages the children to repeat the words in German.</b></p> <p>The instructor asks: <i>What do all of these have in common? They have dots.</i> The instructor says and writes down the German word <i>die Punkte</i>. The children repeat the word.</p> <p>The instructor continues: <i>Where else are there dots in our lives?</i> The children share their ideas. The instructor asks: <i>Do you think dots can be used to read and write? For whom could this be useful?</i> The instructor suggests: <i>Let's watch the first part of today's lecture.</i></p>	<p>Magnets</p> <p>Whiteboard markers/chalk</p> <p>Dots (<i>Punkte</i>) image cards</p>

Time	Social Form	Learning Objective	Content	Materials
10 min	Interactive classroom dialogue	<p>The children can relate the topic to their lives and can activate their prior knowledge of the topic.</p> <p>The children know the German word <i>die Blindenschrift</i> and can pronounce it correctly.</p>	<p>The instructor and children watch the beginning of the video (minute 2:35 to 3:00). The instructor asks: <i>Do you have an idea who wrote this letter and who can read it? What type of alphabet is this?</i> The children answer the questions, and the instructor helps if needed: <i>Blind children are in the class and it's a braille alphabet. The instructor writes braille and die Blindenschrift on the board and invites the children to repeat the German word.</i> The instructor and children watch the next sequence of the video (until minute 3:38). The instructor asks whether the children know blind people and whether there is a school for the blind near them. Then they discuss how to recognize blind people on the street (white cane, seeing eye dog, hat).</p>	<p>Laptop and projector</p> <p>Audio speakers</p> <p>Whiteboard markers/chalk</p>

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children know the braille alphabet. The children know the German alphabet.	<p>The instructor invites the children to continue watching the video (until minute 5:10) and to learn more about the braille alphabet. The instructor asks: <i>Did you notice how many letters are in the braille alphabet?</i> The children respond.</p> <p>The instructor projects the German alphabet on the wall/board. The instructor explains that the children are going to learn the German alphabet. The instructor points to each letter on the slide, reads out the letter, and invites the children to repeat the letter.</p>	Laptop and projector <i>German Alphabet (Deutsches Alphabet)</i> information sheet Pointer

Time	Social Form	Learning Objective	Content	Materials
10 min	Interactive classroom dialogue	The children can read and write German words in braille. The children know the words <i>der Bus</i> , <i>das Zebra</i> , <i>das Haus</i> , <i>das Gold</i> , <i>der Zoo</i> , <i>die Rose</i> and can pronounce them correctly.	The children gather around the teacher's table. The instructor distributes a braille alphabet character table to each child. They assemble the alphabet as shown in the film with numbered eggs and say each letter in German. Next, the instructor shows them an image card of a mouse, points to it, and says " <i>die Maus</i> ." The children repeat. The instructor shows the word card <i>die Maus</i> and writes the word in braille while the children spell the word in German. The instructor introduces more image cards and words ( <i>der Bus</i> , <i>das Zebra</i> , <i>das Haus</i> , <i>das Gold</i> , <i>der Zoo</i> , <i>die Rose</i> ). The children repeat the words. The instructor invites several children to choose one word and write it in braille. The other children guess which word it is.	<i>The Braille Alphabet (Blindenschrift)</i> character table for each child 6 eggs 2 egg cartons with 6 eggs each German words ( <i>deutsche Wörter</i> ) image and word cards

Time	Social Form	Learning Objective	Content	Materials
5 min	Individual work	The children can write their names in braille.	The children return to their seats and think about whether the braille alphabet is used internationally or not. The instructor collects their ideas and then explains that braille is used internationally but is adapted according to the language. The children receive colored paper and write their first names in braille. The instructor also prepares a card with his/her first name in braille. The children and the instructor gather around the board and put their cards on the board.	<i>The Braille Alphabet (Blindenschrift)</i> character table for each child Colored paper (8.5 x 5.5) Pens Magnets
10 min	Interactive classroom dialogue	The children can say their names in German. The children can ask for someone's name in German.	The instructor points to his/her name in braille and says: <i>Ich heiÙe ...</i> while writing the sentence on the board. The instructor points to another name in braille and asks: <i>"Wie heiÙt du?"</i> while writing the question on the board. The instructor encourages the corresponding child to answer in German. The child then points to another name written in braille and asks <i>"Wie heiÙt du?"</i> This continues until every child has had a turn.	Cards with names in braille Whiteboard markers/chalk
5 min	Interactive classroom dialogue	The children know that blind people write with a special typewriter.	The instructor and children watch the last part of the video and learn about the typewriter that blind people can use to write.	Laptop and projector Audio speakers

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children reflect on what they learned in today's lesson and repeat the German words they learned today.	The instructor and the children end the unit with a reflection round in which they discuss what they learned. <b>The instructor encourages the children to repeat the German words from the lesson. Each child then fills out "My word bank sheet: <i>Braille Alphabet (Blindenschrift)</i>" for this lecture and writes down the German words and chunks they learned in today's lesson.</b>	"My word bank sheet: <i>Braille Alphabet (Blindenschrift)</i> "
5 min	Interactive classroom dialogue	The children know how they can continue working on the topic.	The instructor encourages the children to complete the online tasks for this lecture at home. The instructor previews the topic of the next lesson and ends the lesson. The children file today's materials in their portfolios.	Portfolios; Worksheets



**Image cards** *Dots* (Punkte)



Photo: Karin Schmidt / pixelio.de

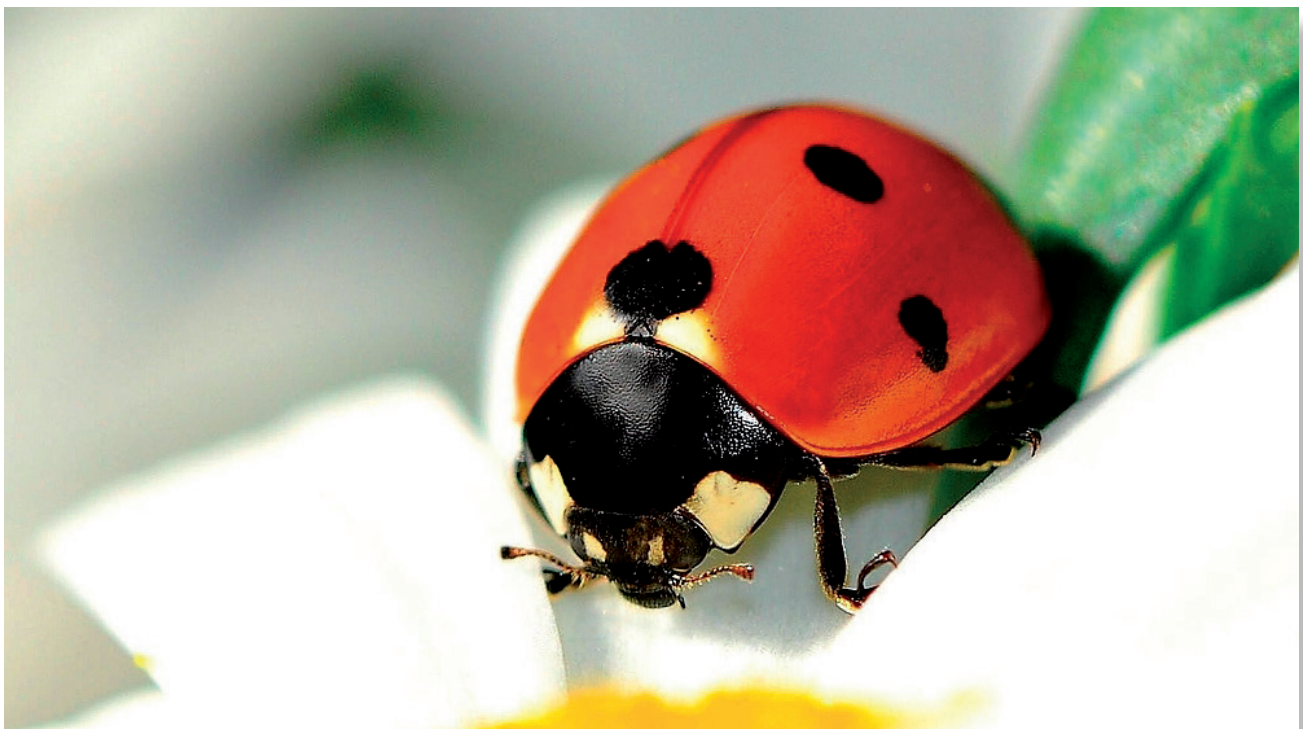


Photo: Kurt F. Domnik / pixelio.de



Image cards *Dots* (Punkte)



Photo: Walter Eberl / pixelio.de



Photo: Pixel-Kings (PP) / pixelio.de

Student materials

Image cards *Dots* (Punkte)

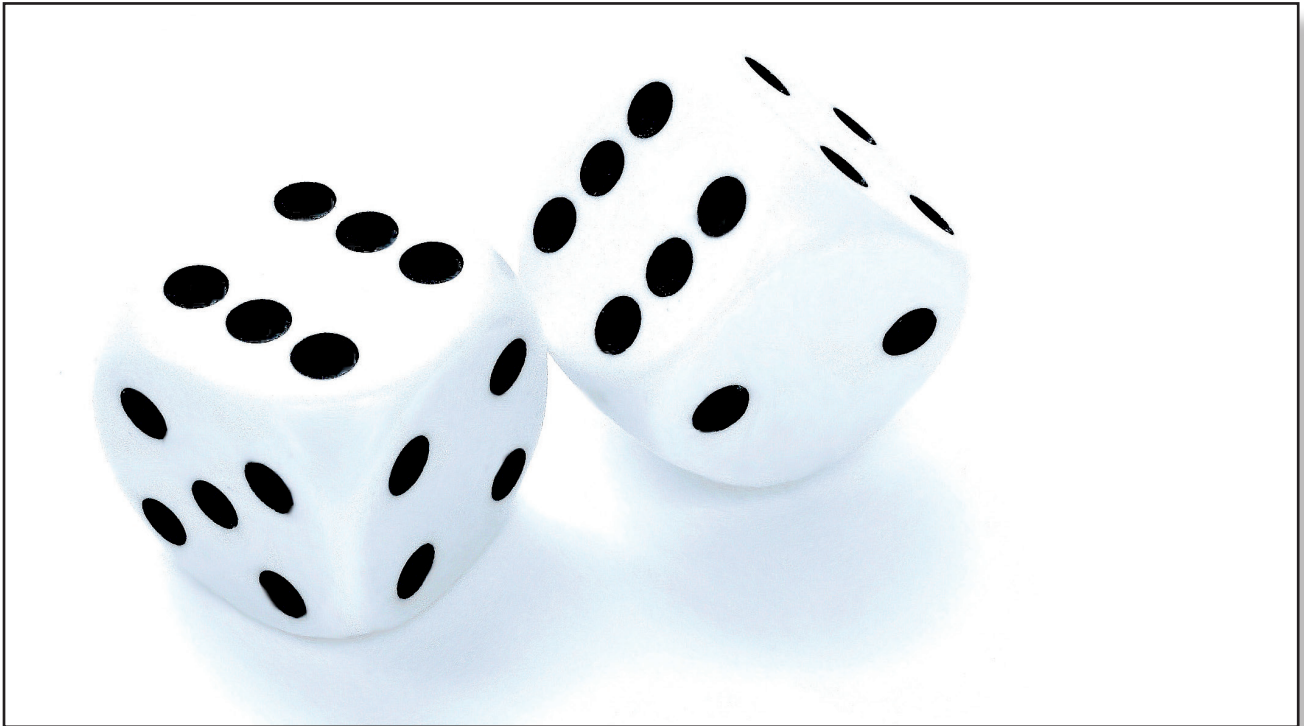
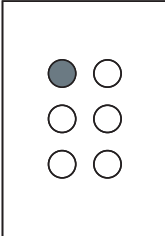
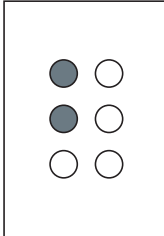
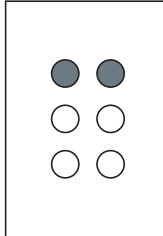
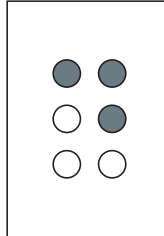
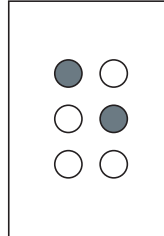
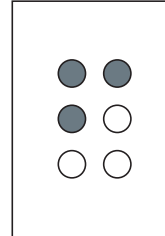
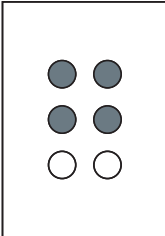
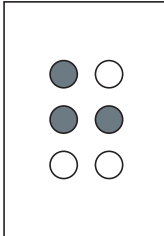
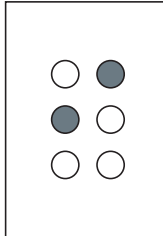
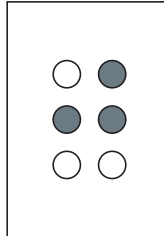
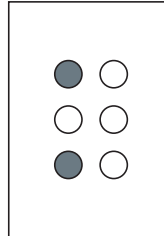
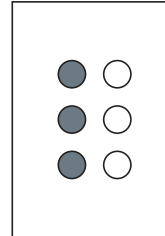
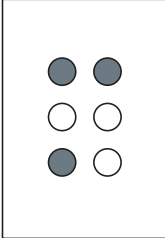
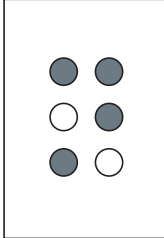
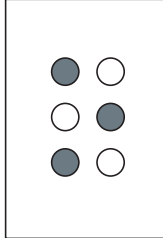
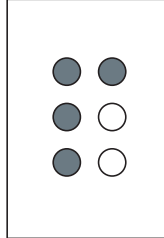
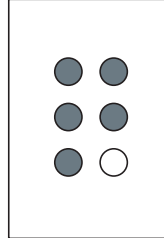
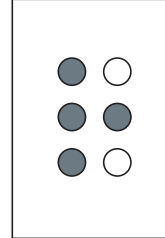
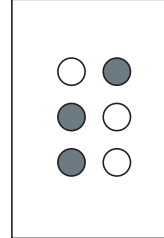
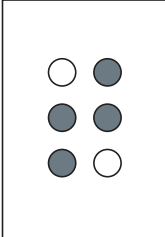
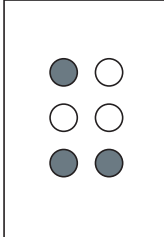
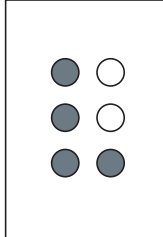
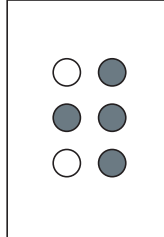
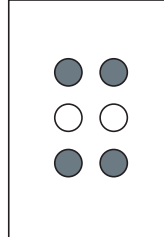
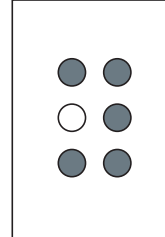
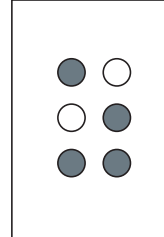


Photo: berwis / pixelio.de

**Character table** *The Braille Alphabet (Blindenschrift)*

						
A or 1	B or 2	C or 3	D or 4	E or 5	F or 6	
						
G or 7	H or 8	I or 9	J or 0	K	L	
						
M	N	O	P	Q	R	S
						
T	U	V	W	X	Y	Z





# der Bus

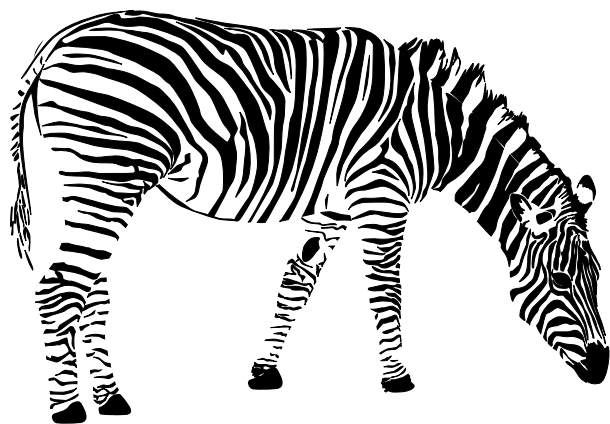
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Adapted by Stefanie Singh





# das Zebra

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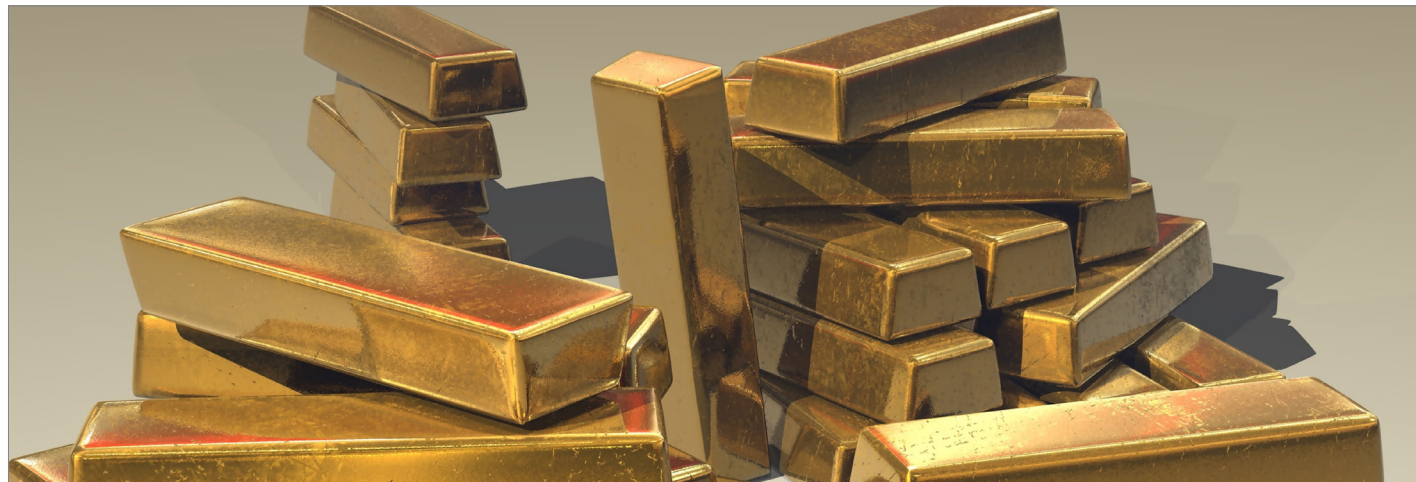
# das Haus

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# das Gold

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# der Zoo

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# die Rose

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**My word bank sheet** *Braille Alphabet (Blindenschrift)*

