

Objective

- The children know how to make graffiti.

German language goals

- The children know color adjectives in German (*rot, blau, schwarz, grün, gelb, orange, weiß, grau*).
- The children can describe the color of objects (*Das ist ...*).
- The children can express whether they like something or not by using the structure *Das gefällt mir./Das gefällt mir nicht*.
- The children can expand their active and passive German vocabulary (*die Wand, das Bild, der Computer, die Sprühdosen, die Farben ...*)

*** 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
- *Graffiti (Graffiti)* image cards
- *I like it. /I don't like it. (Das gefällt mir./Das gefällt mir nicht.)* word cards
- Envelopes
- Glue
- *How is graffiti made? (Wie kommt ein Graffiti an die Wand?)* cutout template text images, worksheets, answer keys 1 and 2
- Ball
- *German Alphabet (Deutsches Alphabet)* information sheet
- *Colors (Farben)* image and word cards
- Colored pencils
- *Graffiti (Graffiti)* partner dictation
- "My word bank sheet: *Graffiti (Graffiti)*"
- Portfolios

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	<p>The children can activate their prior knowledge of the topic.</p> <p>The children know the words <i>der Elefant, die Maus, die Ente, die Graffiti</i> and can pronounce them correctly.</p>	<p>The instructor welcomes the children and begins the class by projecting the <i>Sendung mit der Maus</i> (http://www.wdrmaus.de) on the board/wall. The instructor introduces the mouse, the elephant, and the duck to the children and writes down the German words <i>die Maus, der Elefant, and die Ente</i> on the board. The children repeat the words.</p> <p>The instructor explains that they are the main characters of one of the most popular German children's TV show. Lots of children like getting presents with this brand.</p> <p>The instructor continues: <i>There are even children who want to have large versions of these characters on the walls of their rooms.</i></p> <p>Then the instructor asks the question: <i>What do you think? How could one do that?</i> The children collect ideas, e.g.:</p> <ul style="list-style-type: none"> - You could buy a poster. - You could put the characters on the wall as stickers/wall decals. - You could draw or paint the characters directly on the wall. You could do this yourself with the help of grids, stencils, or a projector. <p>Depending on the children's answers, the instructor says: <i>These are all great ideas. But I have another idea. You could also ask a graffiti artist for help. Who knows what graffiti is? Who can explain it?</i> The children activate</p>	<p>Laptop and projector</p> <p>Audio speakers</p> <p>Whiteboard</p> <p>markers/chalk</p>

Time	Social Form	Learning Objective	Content	Materials
			their prior knowledge and share what they already know about graffiti. The instructor explains that we use the same word in German and writes it on the board.	
5 min	Interactive classroom dialogue	The children can express whether they like something or not.	The instructor shows a couple of graffiti images and introduces the structures <i>Das gefällt mir./Das gefällt mir nicht</i> . The children express their opinion of the graffiti by using these structures.	Magnets <i>Graffiti (Graffiti)</i> image cards <i>I like it./I don't like it. (Das gefällt mir./ Das gefällt mir nicht.)</i> word cards
7 min	Interactive classroom dialogue	The children know how graffiti is created.	The instructor says: <i>Now we're going to watch a video, in which Markus, a graffiti artist, shows how graffiti is made.</i> (minute 1:09-8:04)	Laptop and projector Audio speakers

Time	Social Form	Learning Objective	Content	Materials
13 min	Partner work	<p>The children know how graffiti is created.</p> <p>The children can put pictures and short texts in the correct order.</p> <p>The children know the words <i>die Wand</i>, <i>das Bild</i>, <i>der Computer</i>, <i>die Sprühdosen</i>, <i>die Farben</i> and can pronounce them correctly.</p>	<p>After showing the video sequence, the instructor says: <i>Exciting, right? What does a graffiti artist need for his or her work? Can you remember?</i> The children call out what they remember: wall, picture, computer, can of spray paint, colors, etc. The instructor collects their ideas about the word <i>graffiti</i> on the board and introduces the corresponding German words. The children repeat to practice their pronunciation.</p> <p>The instructor says: <i>Great! Now each of you gets an envelope with pictures from the video. Please work with a partner and put the pictures in the order in which they happened in the video.</i> The class discusses the results as a group with the help of answer key 1, which the instructor projects. When the pictures are in the correct order, the children are given the worksheet and glue sticks. They glue the pictures in the appropriate boxes. The instructor hands out new envelopes to the children. This time they contain slips of paper with short texts about the pictures. The instructor asks the children to match the texts to the pictures. The class discusses the results as a group with the help of answer key 2, which the instructor projects on the board/wall. Afterwards, the text slips are also glued on.</p>	<p>Laptop and projector</p> <p>Whiteboard</p> <p>markers/chalk</p> <p>Envelopes</p> <p>Glue</p> <p><i>How is graffiti made? (Wie kommt ein Graffiti an die Wand?)</i> cutout</p> <p>template text and images</p> <p><i>How is graffiti made? (Wie kommt ein Graffiti an die Wand?)</i></p> <p>worksheets and answer keys 1 and 2</p>

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children know the word <i>die Farbe</i> and can pronounce it correctly. The children know color adjectives in German (<i>rot, blau, schwarz, grün, gelb, orange, weiß, grau</i>) and can pronounce them correctly.	The instructor tells the children that a graffiti artist uses different colors. The instructor writes the German word <i>die Farbe</i> on the board, and the children repeat. The instructor explains that they are going to learn color adjectives in German. The instructor puts image/word cards with different colors on the board and introduces the German names. The children repeat them. The class plays the game <i>What's missing?</i> to practice the words. The instructor asks the children to close their eyes and takes one image/word card away. Then the instructor invites the children to open their eyes again and to find out which color is missing. They repeat the game several times.	Whiteboard markers Magnets <i>Colors (Farben)</i> image and word cards
5 min	Interactive classroom dialogue	The children can describe the color of objects in German.	The instructor projects the graffiti of the <i>Sendung mit der Maus</i> on the wall/board and writes on the board: <i>Die Maus ist ...</i> The instructor invites the children to finish the sentence by describing the color of the mouse. The children then describe the color of the other objects in the picture.	Laptop and projector <i>Sendung mit der Maus</i> graffiti (minute 07:25 in the film) Whiteboard markers/chalk

Time	Social Form	Learning Objective	Content	Materials
10 min	Partner work	The children practice the alphabet and the color adjectives.	<p>The instructor invites the children to get in a circle. The instructor explains that they are going to review the German alphabet and projects the German alphabet on the board. The instructor says A, throws a small ball to one child, and invites the child to say the next letter in the alphabet. The exercise continues until all letters have been reviewed.</p> <p>The instructor shows the children a worksheet with two graffiti outlines of the word <i>Maus</i>. The instructor asks the children to spell the word in German. The instructor divides the children into pairs and explains the activity:</p> <ol style="list-style-type: none"> 1. Both partners quickly color the first outline of the word <i>Maus</i> on their worksheet using the colors they learned in German today. (<u>Note:</u> Their partner shouldn't see which colors they use.) 2. Then the partners sit back to back. The instructor models the exercise with one child. Partner A describes how he/she colored the letters e.g., by saying: <i>Mein M ist ...</i> Then partner B takes his/her turn. After both are done, they compare their results. 	Laptop and projector Ball Colored pencils <i>German Alphabet (Deutsches Alphabet)</i> information sheet <i>Graffiti (Graffiti)</i> partner dictation

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. <i>The instructor encourages the children to repeat the German words from the lesson. Each child then fills out "My word bank sheet: <i>Graffiti (Graffiti)</i>" for the lecture and writes down the German words and chunks they learned in today's lesson.</i>	My word bank sheet <i>Graffiti (Graffiti)</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

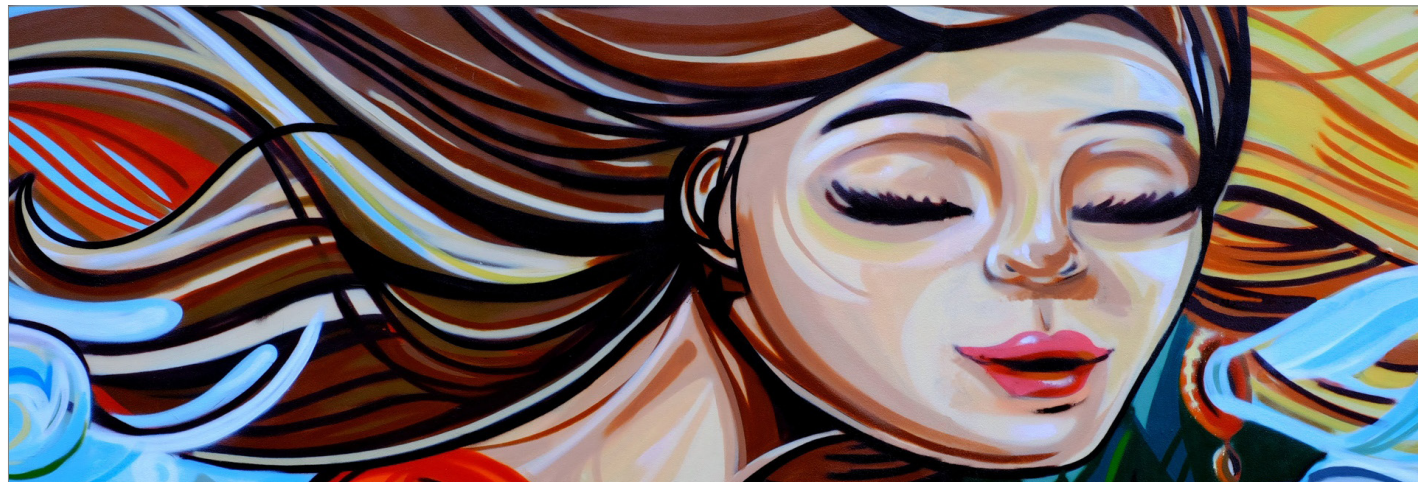


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Das gefällt mir.

Das gefällt mir nicht.







schwarz







orange



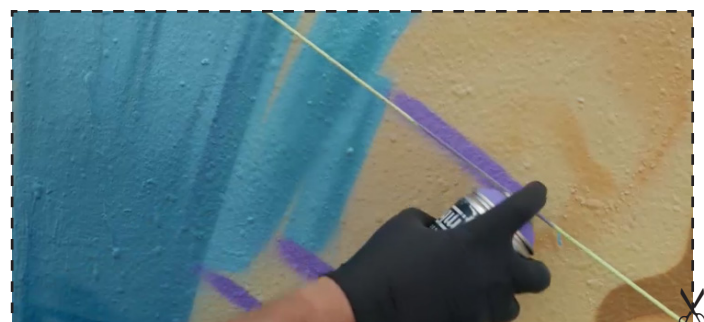
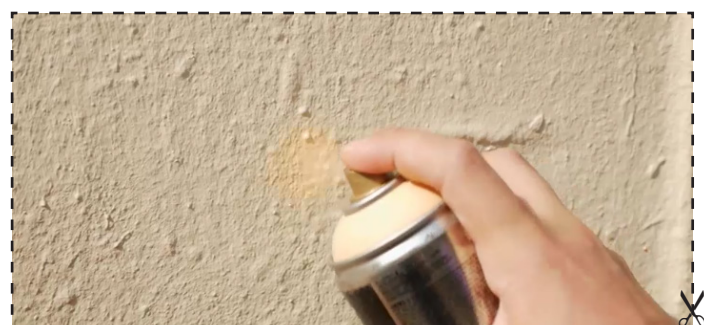
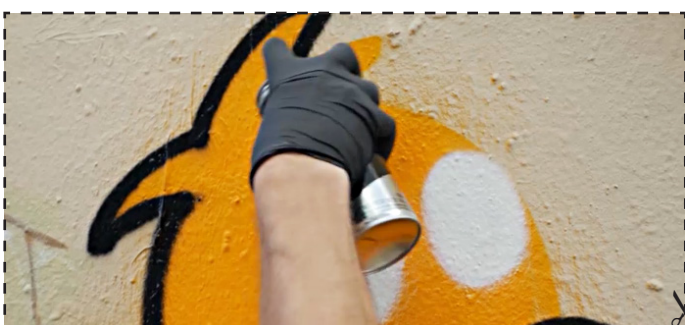
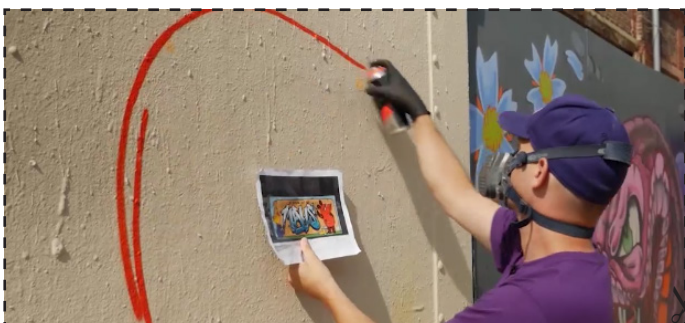
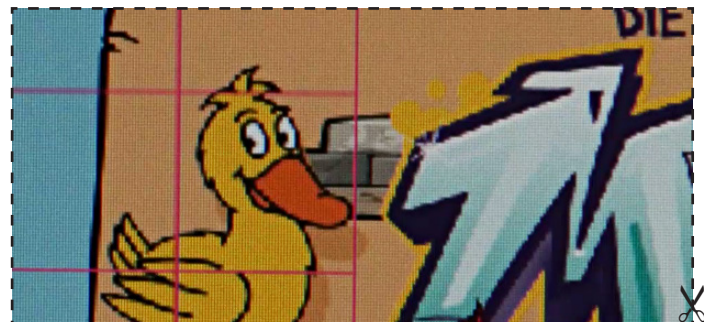
grau



MAUS

MAUS

Cutout template *How is graffiti made? (Wie kommt ein Graffiti an die Wand?)* (Images)



Student materials

Worksheet *How is graffiti made?* (Wie kommt ein Graffiti an die Wand?)

1

2

3

4

5

Worksheet *How is graffiti made? (Wie kommt ein Graffiti an die Wand?)*

6

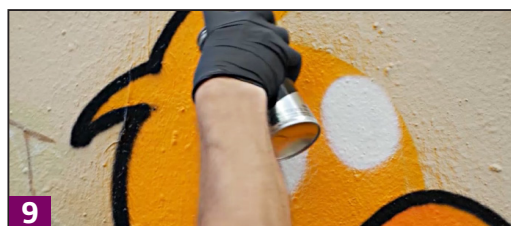
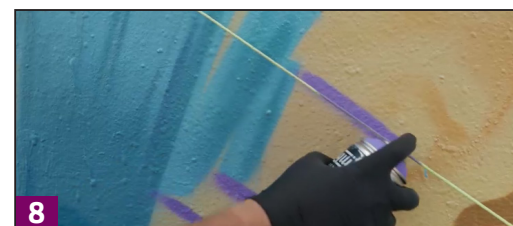
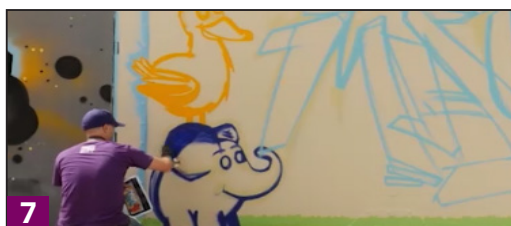
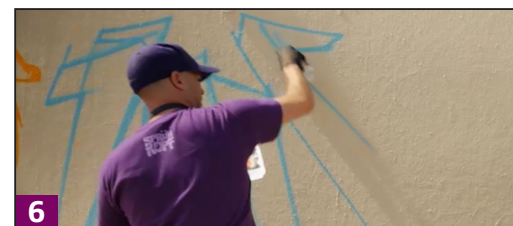
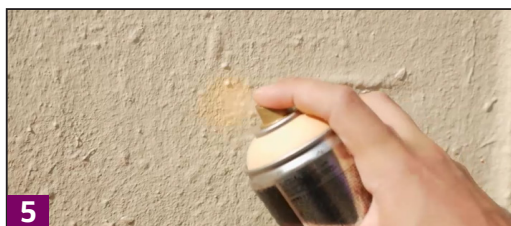
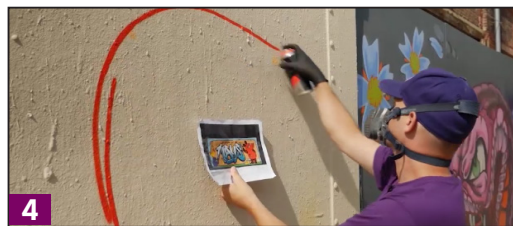
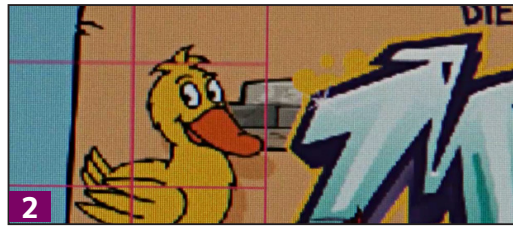
7

8

9

10

Answer key 1 *How is graffiti made? (Wie kommt ein Graffiti an die Wand?)* (Images)



Cutout template 1 *How is graffiti made? (Wie kommt ein Graffiti an die Wand?)* (Text)

He sprays his signature on the picture. For this he uses a stencil.

He outlines the letters and figures with dark colors.

He looks for the appropriate colors.

He sprays dots on the wall. They help him to draw the figures.

He puts on a gas mask and starts working.

Markus develops the concept on the computer.

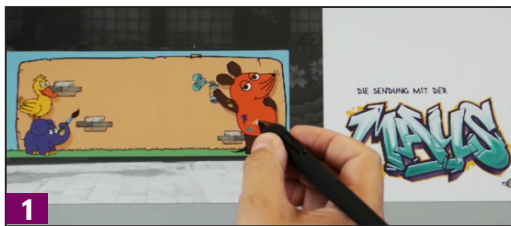
He fills in the surfaces with color.

He makes the letters three dimensional. For this he uses a string.

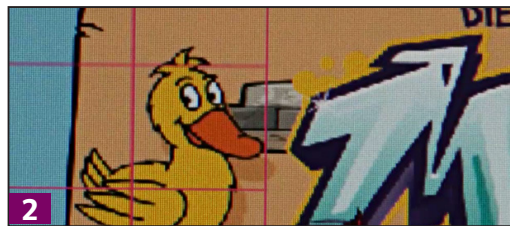
He puts the picture in a grid. This serves as a template for the large picture on the wall.

He sprays the letters by hand on the wall.

Answer key 2 *How is graffiti made? (Wie kommt ein Graffiti an die Wand?)* (Text)



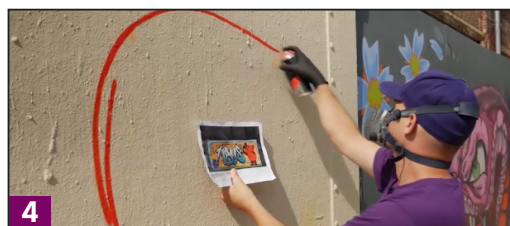
1
Markus develops the concept on the computer.



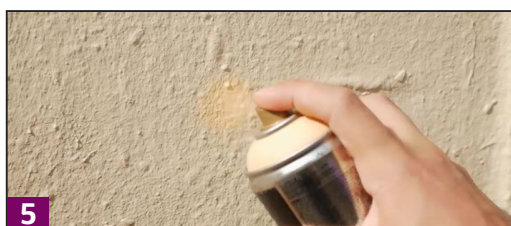
2
He puts the picture in a grid. This serves as a template for the large picture on the wall.



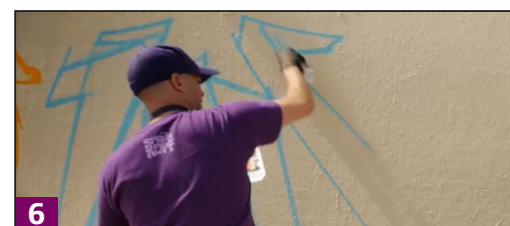
3
He looks for the appropriate colors.



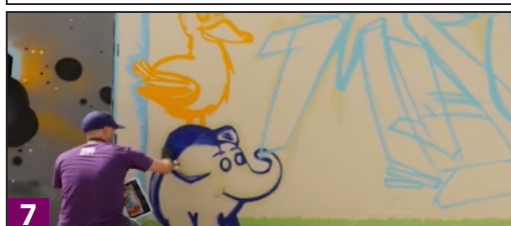
4
He puts on a gas mask and starts working.



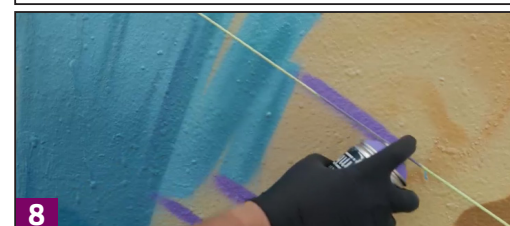
5
He sprays dots on the wall. They help him to draw the figures.



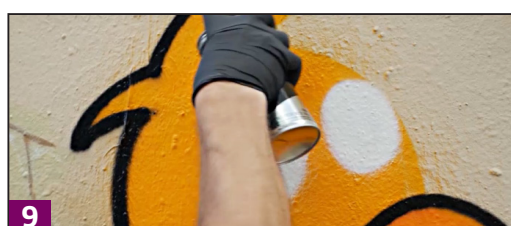
6
He sprays the letters by hand on the wall.



7
He fills in the surfaces with color.



8
He makes the letters three dimensional. For this he uses a string.



9
He outlines the letters and figures with dark colors.



10
He sprays his signature on the picture. For this he uses a stencil.

My word bank sheet *Graffiti (Graffiti)*

