

Lecture: *Shell Sound (Muschelsound)*



Objective

- The children know why shells sound like the ocean.

German language goals

- The children can greet someone (*Hallo, Guten Morgen, Guten Tag, Guten Abend*).
- The children can say goodbye (*Tschüss, Auf Wiedersehen*).
- The children can expand their active and passive vocabulary (*das Meeresrauschen, die Muschel, der Klang, das Meer, die Stadt, der Wald, der Spielplatz, die Turnhalle, die Klingel, die Pause, die Cafeteria*).

*** 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
- *Professor Einstein* image card
- *Frau Schlau* image card
- *Greeting (Begrüßung)* word cards
- *Times of day (Tageszeiten)* image cards
- Sea shell
- *Shell sound (Muschelsound)* cut-out template
- *Shell sound (Muschelsound)* answer key
- Envelopes
- "My word bank sheet: *Shell sound (Muschelsound)*"
- Portfolios

Time	Social Form	Learning Objective	Content	Materials
10 min	Interactive classroom dialogue	The children know the main characters of the lectures. The children can greet someone and say goodbye in German (<i>Hallo, Guten Morgen, Guten Tag, Guten Abend, Tschüss, Auf Wiedersehen</i>).	<p>The instructor welcomes the children to their first lecture.</p> <p>The instructor introduces himself/herself and invites the children to introduce themselves too.</p> <p><i>The instructor shows the children a short introduction video that introduces the main characters of the Kinderuni as well as some topics they will cover in the lectures.</i></p> <p><i>The instructor explains: Prof. Einstein and Frau Schlau come from Germany and would like to greet you in German so you can learn some important German words before we start our first lecture.</i></p> <p><i>The instructor puts pictures of Prof. Einstein and Frau Schlau on the board and asks: Does anyone already know how we greet someone in German?</i></p> <p><i>The instructor collects the children's ideas or continues:</i></p> <p><i>The instructor says: Prof. Einstein says Hallo. The instructor puts a speech bubble with the word Hallo next to Prof. Einstein and highlights the similarity between the German and</i></p>	<p>Laptop and projector</p> <p>Audio speakers</p> <p>Magnets</p> <p>Whiteboard markers/chalk</p> <p>Introduction video;</p> <p><i>Professor Einstein</i> image card</p> <p><i>Frau Schlau</i> image card</p> <p><i>Greeting (Begrüßung)</i> word cards</p> <p><i>Times of day (Tageszeiten)</i> image cards</p>

Time	Social Form	Learning Objective	Content	Materials
			<p>English words <i>Hallo/Hello</i>. The children repeat the German word and practice the pronunciation. The instructor presents other words to the children and puts speech bubbles with the words around Prof. Einstein (<i>Guten Tag/Guten Morgen/Guten Abend</i>). With the help of pictures (<i>sunrise, day, sunset</i>) that the instructor puts above the speech bubbles, the children suggest when to use which word. The children repeat the words.</p> <p>The instructor praises the children for saying their first words in German. The instructor adds: <i>Now let's learn how to say goodbye in German. Does anyone already know how we say goodbye in German?</i></p> <p>The instructor collects the children's ideas or continues:</p> <p>The instructor says: <i>Frau Schlau says Tschüss</i>. The children repeat. The instructor adds: <i>Frau Schlau can also say Auf Wiedersehen</i>. The children repeat.</p>	

Lecture: *Shell Sound (Muschelsound)*

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	<p>The children can greet someone in German (<i>Hallo, Guten Morgen, Guten Tag, Guten Abend</i>)</p> <p>The children can say goodbye in German (<i>Tschüss, Auf Wiedersehen</i>).</p>	<p>The instructor says: <i>Let's practice saying hello and goodbye in German.</i></p> <p>The instructor invites the children to walk through the room while the instructor plays some German music. Whenever the music stops, the children find a partner; they greet each other and say goodbye. The instructor encourages them to use all of the words introduced.</p> <p>The instructor invites the children to return to their seats.</p>	<p>Laptop</p> <p>Audio speakers</p> <p>German song e.g., https://www.youtube.com/watch?v=25F_028xrFc</p>
5 min	Interactive classroom dialogue	<p>The children can relate the topic to their lives and activate their prior knowledge of the topic.</p> <p>The children know the word <i>das Meeresrauschen</i> and can pronounce it correctly.</p>	<p>The instructor plays the sound of the rushing ocean for the children. The children guess what they are hearing. The instructor writes <i>rushing ocean/das Meeresrauschen</i> on the board. The children repeat the German word to practice their pronunciation.</p> <p>The instructor asks the children: <i>Who knows this sound from a personal experience? Who has stood by the ocean and heard the rushing of the water?</i> The children share their experiences.</p>	<p>Laptop and projector</p> <p>Audio speakers</p> <p>Whiteboard markers/chalk</p> <p>Sound of the rushing ocean</p> <p>https://www.youtube.com/watch?v=SQuMfKFum_U</p>

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children activate their prior knowledge of the topic. The children know the word <i>die Muschel</i> and can pronounce it correctly.	The instructor takes out a shell and asks: <i>What is this?</i> The instructor introduces the German word <i>die Muschel</i> and writes it on the board. The children repeat the word. The instructor holds the shell to his/her ear with a concentrated and surprised expression, then hands the shell to the children to be passed around and says: <i>Strange! Do you also hear the rushing of the ocean in the shell?</i> After all the children have had a chance to hold the shell to their ears, the instructor asks the following question: <i>Is that possible? Can we really hear the rushing of the ocean in the shell? What do you think?</i> The children share their opinions.	Sea shell Whiteboard markers/chalk

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children know why shells sound like the ocean. They know the words <i>der Muschel-sound</i> and <i>der Klang</i> and can pronounce them correctly.	<p>The instructor says: <i>Let's watch a video to find out the truth about this.</i> The instructor and the children watch the first sequence of the video (minute 1:33-3:47)</p> <p>After watching the sequence once, the children share what they think they have understood with the group. The instructor moderates the discussion and helps the children to understand: We hear the sounds of our surroundings in the shell. We hear the rushing of the ocean.</p> <p><i>In German, this is also called der Muschel-sound. The word sound means der Klang in German. The instructor writes the words on the board. The children repeat the words to practice their pronunciation.</i></p>	Laptop and projector Audio speakers Whiteboard markers/chalk
5 min	Group work	The children know why shells sound like the ocean. They can put sentences in the correct order.	<p>The instructor divides the children into four groups. Each group is given an envelope with sentence cutouts. The instructor says: <i>Here are the steps that our field researcher, Christoph, took to find out where the sound of the rushing of the ocean in the shell came from. We're going to watch the video sequence one more time. While watching the video or after watching the video, put the sentence cutouts in the correct order.</i> The results of the small group work assignment are discussed in class. (The instructor projects the answer key on the board/screen).</p>	Laptop and projector Audio speakers <i>Shell sound (Muschel-sound)</i> cut-out template <i>Shell sound (Muschel-sound)</i> answer key Envelopes

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children can transfer what they have just learned to other areas of their lives. They know the words <i>der Wald</i> and <i>der Bach</i> and can pronounce them.	The instructor asks the question: <i>What do you think, what do we hear when we're standing in the woods?</i> The children make guesses and test them by watching the last sequence of the video (minute 3:47-4:00). They discuss their ideas after watching the last sequence of the video. The instructor summarizes the discussion by explaining that we can hear the woods if we are standing in the woods. <i>The instructor introduces the German words der Wald and der Bach and writes them on the board. The children repeat the words to practice their pronunciation.</i>	Laptop and projector Audio speakers Whiteboard markers/chalk
5 min	Interactive classroom dialogue	The children can transfer what they have just learned to other areas of their lives. The children know the words <i>das Meer</i> , <i>die Stadt</i> , <i>der Wald</i> , <i>der Spielplatz</i> , <i>die Turnhalle</i> , <i>die Klingel</i> , <i>die Pause</i> , <i>die Cafeteria</i> and can pronounce the words correctly.	<i>The instructor says: We know what the ocean sounds like. And also what a city sounds like. We also know the sound of the woods. While saying this, the instructor writes the words ocean/das Meer, city/die Stadt, woods/der Wald around the word sound/der Klang on the board. The instructor continues: But what does our school sound like? Which sounds do we hear in school? The children collect ideas: e.g., playground, cafeteria, gym class, gym, bell, recess ... etc. The instructor writes the words on the board and introduces the German words. The children repeat the words to practice their pronunciation.</i>	Whiteboard markers/chalk

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. The instructor encourages the children to repeat the German words they can remember from the lesson. Each child then fills out "My work bank sheet: <i>Shell sound (Muschelsound)</i>" for this lecture and writes down the German words and chunks they learned in today's lesson.	"My word bank sheet: <i>Shell sound (Muschelsound)</i> "
10 min	Interactive classroom dialogue	The children know how to log into their account and where to find the tasks for each lecture.	The children gather around a computer or the instructor projects a computer desktop onto a screen. The instructor opens the home page of the German Digital Kinderuniversity. The instructor explains to the children how they can log into their account and where to find today's lecture. The instructor explains that the children can re-watch the lecture at home and shows them where to find the online tasks for the lecture. The instructor encourages the children to complete the online tasks at home to review the topic and explains that they can collect badges for each completed task. The instructor hands out the portfolios to the children. They write their names on the cover and file today's materials in their portfolios.	Laptop (with Internet access) and projector Portfolios Worksheets



Frau Schlau



Professor Einstein



Guten Tag!



Guten Morgen!



Guten Abend!



Tschüss!



Auf Wiedersehen!







Cut-out template *Shell sound* (Muschelsound)

Christoph buys a shell. He holds it to his ear and thinks that he hears the sound of the ocean. Is this possible? He wants to find out the answer.



He goes to a sound studio. It's very quiet in the studio.



Christoph holds the shell to his ear and doesn't hear anything. Is the shell broken?



Christoph opens the window. The shell works!



Christoph closes the window and the shell doesn't work anymore.



Christoph discovers the answer. It's not the sound of the ocean that he's hearing! It's the sound of traffic noise!



We hear the sounds of our surroundings in the shell.



But in our imagination we connect shells to the ocean, so we think we hear the sound of the ocean in the shell.

Answer key *Shell sound* (Muschelsound)

Christoph buys a shell. He holds it to his ear and thinks that he hears the sound of the ocean. Is this possible? He wants to find out the answer.

1

He goes to a sound studio. It's very quiet in the studio.

2

Christoph holds the shell to his ear and doesn't hear anything. Is the shell broken?

3

Christoph opens the window. The shell works!

4

Christoph closes the window and the shell doesn't work anymore.

5

Christoph discovers the answer. It's not the sound of the ocean that he's hearing! It's the sound of traffic noise!

6

We hear the sounds of our surroundings in the shell.

7

But in our imagination we connect shells to the ocean, so we think we hear the sound of the ocean in the shell.

8

My word bank sheet *Shell sound* (Muschelsound)

