

## Objectives

- The children know how spiders spin their webs.
- The children know the difference between spiral and spoke threads.

## German language goals

- The children know the body parts of a spider (*die Klauen, die Laufbeine, die Spinnenwarze, die Augen, der Hinterleib, der Vorderleib*)
- The children know the body parts of a human (*das Auge, der Mund, die Nase, die Haare, das Ohr, der Arm, das Bein, der Bauch, die Hand, der Fuß*).
- The children can use the possessive articles *mein/meine*.
- The children can describe their body: *Das ist mein/meine/Das sind meine ...*
- The children can expand their active and passive German vocabulary.

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

## Materials

- Whiteboard markers/chalk
- *Animals (Tiere)* image and word cards
- Laptop and projector
- Audio speakers
- Portfolios
- Magnets
- Glue
- Wallpaper
- *Spider Web (Spinnennetz)* worksheet and answer key
- *Spider (Spinne)* word cards
- *Prof. Einstein* image card
- *Body parts (Körperteile)* word cards
- "My word bank sheet: *Spider Web (Spinnennetz)*"

| Time  | Social Form  | Learning Objective   | Content  | Materials  |
|-------|--------------|--|--|--|
| 7 min | Partner work | <p>The children know animal names in German (<i>die Maus, der Tiger, der Vogel, der Hase, der Hund, die Ziege, der Wolf, der Bär, die Gans, das Kamel</i>).</p> <p>The children can ask for someone's favorite animal and can express what their favorite animal is: <i>Was ist dein Lieblingstier?/Mein Lieblingstier ist ...</i></p> | <p>The instructor welcomes the children and explains: <i>Last week we learned animal names in German, and we learned how to ask about someone's favorite animal. Who remembers how to ask about someone's favorite animal in German and how to answer the question?</i> The children answer and the instructor records the chunks on the board. The instructor shows image cards of animals; the children name the animals. The instructor adds: <i>Let's practice these words.</i> The instructor invites the children to form a double circle and explains: <i>I will give you a picture card of an animal. The outer circle starts and asks the inner circle: Was ist dein Lieblingstier? The inner circle replies by naming the animal on their image card as their favorite animal. Then the inner circle asks the same question to the outer circle. Then the inner and outer circles swap cards, and the outer circle moves one step to the left and continues the activity with a new partner.</i> The instructor models the activity with one child.</p> <p>The children perform the task, the instructor supports if required.</p> <p><u>Note:</u> The instructor needs to make sure that there are enough image cards for all children.</p> | <p>Whiteboard<br/>         markers/chalk<br/> <i>Animals (Tiere)</i> image<br/>         and word cards</p> |

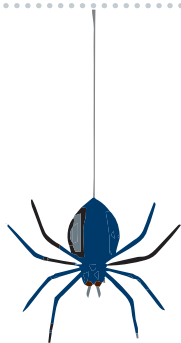
| Time   | Social Form                    | Learning Objective  | Content   | Materials   |
|--------|--------------------------------|---|---|---|
| 10 min | Interactive classroom dialogue | The children know the difference between spiral and spoke threads. The children know the word <i>die Spinne</i> and can pronounce it correctly. | <p>The instructor asks the children to return to their seats and says: <i>Today we are going to learn about another animal, an animal that spins beautiful webs.</i> The instructor asks: <i>Which animal could that be?</i> The children share their ideas. <b>The instructor introduces the German word <i>die Spinne</i> and writes it on the board. The children repeat to practice their pronunciation.</b></p> <p>The instructor then asks: <i>Have you ever observed how spiders spin their webs?</i> The children report their observations. The instructor suggests that they watch a video showing how silk spiders spin their webs. The instructor and children watch the video (minute 1:17-6:57). After watching the video, the instructor asks if the children understood the difference between spiral and spoke threads. The instructor and the children discuss that spiral threads are sticky to catch animals the spider can eat. Spoke threads are not sticky. The spider walks on these.</p> | Laptop and projector<br>Audio speakers<br>Whiteboard<br>markers/chalk |

| Time   | Social Form                    | Learning Objective  | Content   | Materials  |
|--------|--------------------------------|---|---|--|
| 10 min | Interactive classroom dialogue | The children know how spiders spin their webs. The children can match pictures and texts.   | The instructor hands out the <i>Spider Web</i> worksheet and instructs the children to match the pictures to the texts while watching the video a second time. The children compare their results with a partner before discussing the answers together as a class.   | Laptop and projector<br>Audio speakers<br><i>Spider Web (Spinnennetz)</i> worksheet and answer key |
| 5 min  | Interactive classroom dialogue | The children know the body parts of a spider in German ( <i>die Klauen, die Laufbeine, die Spinnenwarze, die Augen, der Hinterleib, der Vorderleib</i> ) and can pronounce the words correctly. | The instructor draws a simple picture of a spider on the board (similar to the picture on <a href="https://goo.gl/Jd5P9t">https://goo.gl/Jd5P9t</a> ) and shows the children the following word cards: <i>die Klauen, die Laufbeine, die Spinnenwarze, die Augen, der Hinterleib, der Vorderleib</i> . The children repeat the words. The children then try to label the body parts of the spider. The instructor helps if necessary. | Whiteboard markers<br><i>Spider (Spinne)</i> word cards<br>Magnets<br>Glue                         |

| Time  | Social Form                                     | Learning Objective  | Content  | Materials  |
|-------|---|---|--|--|
| 8 min | Interactive classroom dialogue/<br>partner work | The children know the body parts of humans in German ( <i>das Auge, der Mund, die Nase, die Haare, das Ohr, der Arm, die Hand, der Fuß, das Bein, der Bauch</i> ) and can pronounce the words correctly. The children can use the possessive articles <i>mein/meine</i> . | <p>The instructor puts an 11 x 17 poster of Prof. Einstein on the board and presents the following word cards: <i>das Auge, der Mund, die Nase, die Haare, das Ohr, der Arm, das Bein, der Bauch, die Hand</i>. The children repeat the words. The children then try to label the body parts of Prof. Einstein. The instructor helps if necessary.</p> <p>The instructor points to his/her nose and says: <i>Das ist meine Nase</i>. The instructor writes the sentence on the board. The children repeat. The instructor points to his/her mouth and says: <i>Das ist mein Mund</i>. The instructor writes the sentence on the board. The children repeat. The instructor points to his/her hair and says: <i>Das sind meine Haare</i>. The instructor writes the sentence on the board, the children repeat. The instructor points to his/her eye and encourages the children to answer using the chunk <i>Das ist mein/meine ...</i>. The instructor asks them to try to formulate a rule that explains when to use <i>mein/meine</i>.</p> <p><u>Note:</u> This discussion should take place in English. It is sufficient if the children realize that they have to use <i>mein</i> with nouns that are used with the article <i>das/der</i> and <i>meine</i> with nouns that are used with the article <i>die</i>.</p> | <p>Magnets</p> <p>Whiteboard</p> <p>markers/chalk</p> <p>Prof. Einstein image card</p> <p>Body parts (<i>Körperteile</i>) word cards</p> |

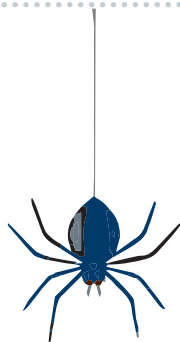
| Time   | Social Form                    | Learning Objective  | Content   | Materials  |
|--------|--------------------------------|---|---|--|
| 12 min | Partner work                   | The children can label their body parts.<br>The children can describe their bodies: <i>Das ist mein/meine ...</i> | The instructor divides the children into pairs. The instructor hands out two big pieces of wallpaper to the children. The instructor models the next task with the help of one child: The child lies down on the wallpaper. The instructor draws an outline of the child's body. Then the partners switch roles. When they are done, they start labeling their body outlines with German words. Afterwards, the children describe their bodies to each other using the structures <i>Das ist mein/meine ... /Das sind meine</i> . The children complete the task; the instructor helps children who need support. | Wallpaper  |
| 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 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 from the lesson. Each child then fills out "My word bank sheet: <i>Spider Web (Spinnennetz)</i> " and writes down the German words and chunks they learned in today's lesson.   | "My word bank sheet: <i>Spider Web (Spinnennetz)</i> " |

| Time  | Social Form                    | Learning Objective  | Content  | Materials                |
|-------|--------------------------------|---|--|--------------------------|
| 3 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<br>Worksheets |



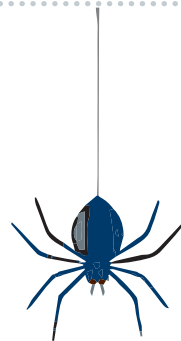
# die Klauen



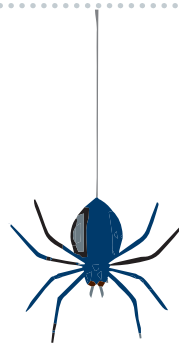


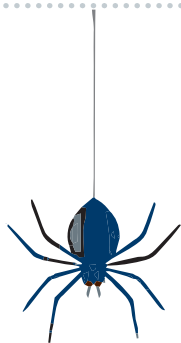
# die Laufbeine

# die Spinnenwarze



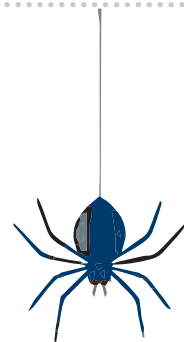
# die Augen





# der Hinterleib

# der Vorderleib





Professor Einstein

# das Auge

# der Mund



# die Nase

# die Haare

# das Ohr

# der Arm

# die Hand

# der Fuß

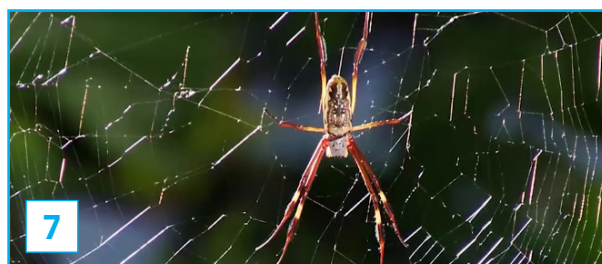
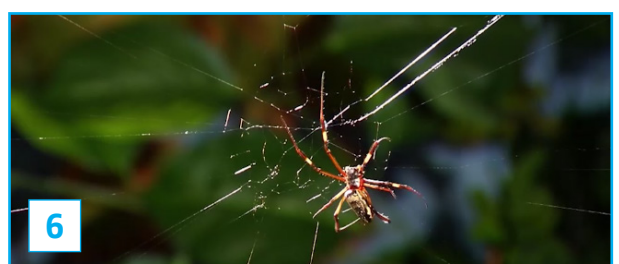
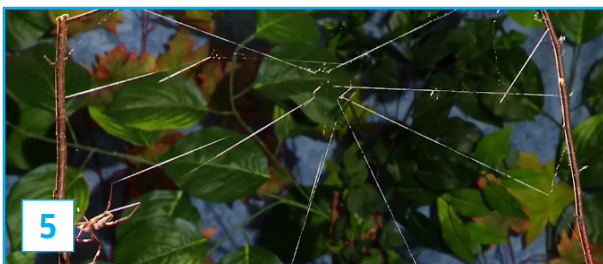
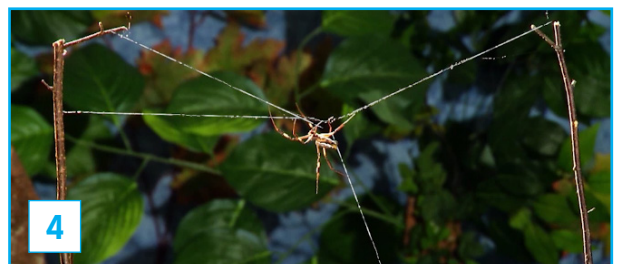
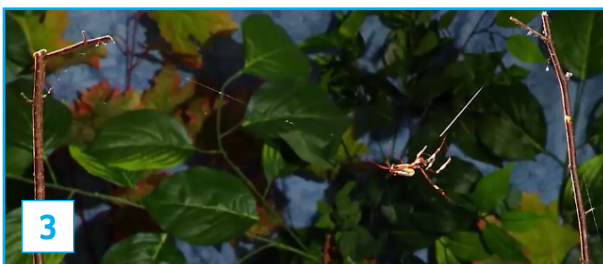
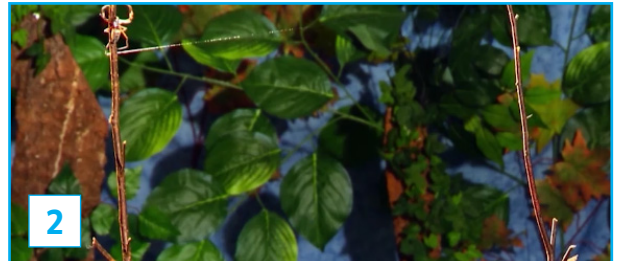
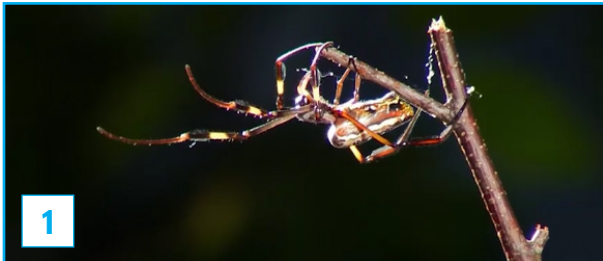
# das Bein

# der Bauch



## Worksheet *Spider web* (Spinnennetz)

How do spiders spin their webs? Match the text to the pictures.



Now the spider builds a spiral. It spins threads first from inside to outside, then again from outside to inside.

Then the spider goes to the other side and attaches the thread there, too.

Then it climbs into the middle and guides the thread down.

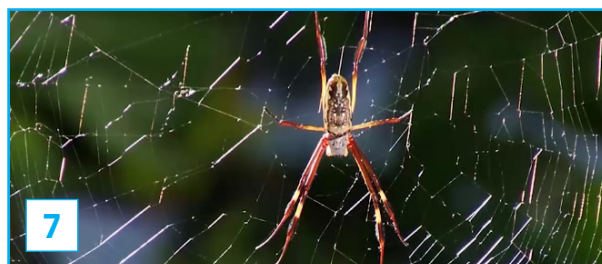
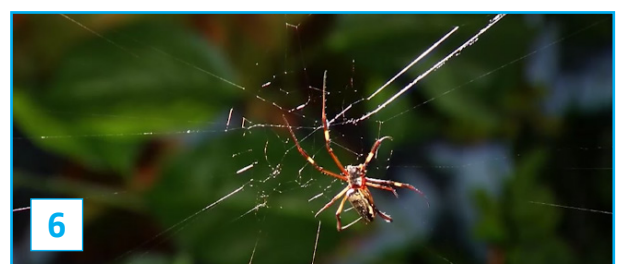
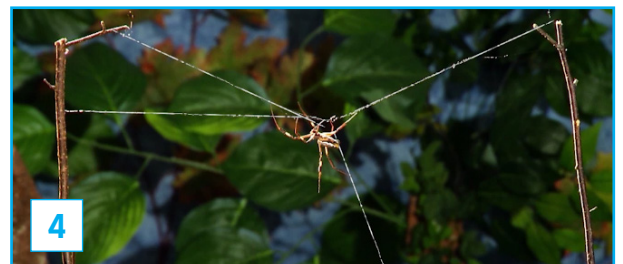
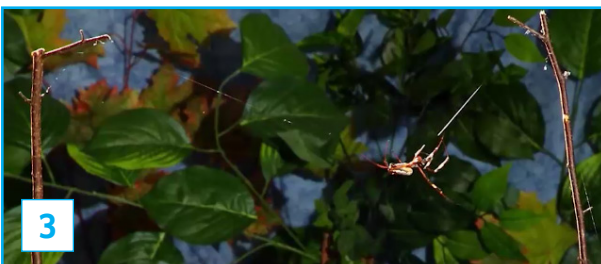
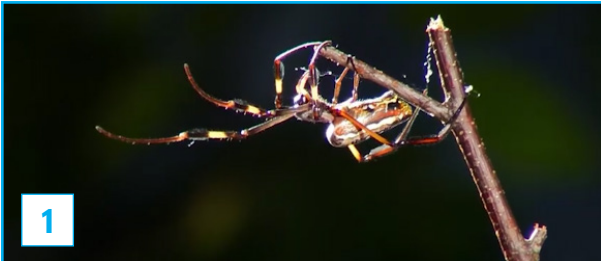
The spider first attaches the thread to the top of a branch.

Then the spider spins the spoke threads. They have this name because they look like the spokes on a bicycle.

The web is finished after about an hour.

Now the framework for the web is finished.

Answer key *Spider web* (Spinnennetz)



1. The spider first attaches the thread to the top of a branch.

2. Then the spider goes to the other side and attaches the thread there, too.

3. Then it climbs into the middle and guides the thread down.

4. Now the framework for the web is finished.

5. Then the spider spins the spoke threads. They have this name because they look like the spokes on a bicycle.

6. Now the spider builds a spiral. It spins threads first from inside to outside, then again from outside to inside.

7. The web is finished after about an hour.

Word cards *Spider* (Spinne)

abdomen



chest



eyes



claws



legs



spinneret



Word cards *Spider* (Spinne)

wings



arms



ears



hand



foot



tail



My word bank sheet *Spider web* (Spinnennetz)

