







# LESSON PLAN

## LESSON 4

LANGUAGE GOALS	ACTIVITIES	SOCIAL FORM*	TIME	MATERIAL**
<b>Greeting</b>	Teacher welcomes children.	-	-	Page 1
<b>Can say how they are doing</b>	Teacher tells the children to do a class walk and ask each other, how they are doing. <i>(Students can possibly present their artworks/homework from the previous unit in small work groups.)</i>		5 min	Page 2
<b>Can name items in a breakfast menu</b>	Teacher refers to last unit and recaps that the class spoke about fruit salads. They mention, that they like eating fruit salads for breakfast. They refer to the image on the presentation and explain, that this was their breakfast today. They ask the children, if they can name any of the other items in German.		5 min	Page 3

**\* SOCIAL FORM**

-  = Plenum
-  = Group Activity
-  = Partner Activity
-  = Individual Activity



**\*\* PHYSICAL AND DIGITAL MATERIAL LIST:**

- Presentation slides
- **Video:** Felix und Franzi (1): Kapitel 7 „Zeit fürs Frühstück“  
Link: <https://youtu.be/S40QfWZZreM>
- Worksheet “Breakfast menu”
- Picture card “Find team partner”





Video



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<b>Can understand and filter information from a video</b>	<p>The teacher notes that F&amp;F seem to be having breakfast right now with their friends. They suggest watching a video.</p> <p>They ask the children to use the worksheet and mark the items they don't see in the video on the worksheet. The class watches the video once and a second time to check their answers.</p> <p>Then the teacher shows the solution on the board and reads the words aloud, while asking the class to repeat after them, in order to practice pronunciation.</p>		10 min	<p>Page 4, 5</p> <p>Felix und Franzi (1): Kapitel 7 „Zeit fürs Frühstück“</p> <p>Worksheet „Frühstück Video“</p>
<b>Can make intercultural comparisons</b>	<p>The teacher asks the children, how they find the typical German breakfast.</p> <p>They suggest that the children form a discussion group and compare typical breakfasts from their countries to Germany.</p> <p><i>(Note: During the discussion round, the teacher can start hanging up the question for the next activity/gallery walk)</i></p>		5 min	Page 6

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Link: <https://youtu.be/S4OQfWZZreM>
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<b>Can say what they like and don't like eating for breakfast</b>	<p>The children stay in the same groups and do a gallery walk and ask each other, what they (don't) like eating.</p> <p>The teacher reminds the students that they learned to communicate likes and dislikes in the last two units.</p> <p><i>Tip: To make sure that the students understand the task, the teacher can present an example to the children, before starting the actual activity</i></p>		7 min	Page 7
<b>Can present their favorite breakfast menu</b>	<p>The teacher hands out picture cards to form new teams.</p> <p>In teams the children present their favorite breakfast menu to each other</p>		7 min	Page 8 Picture cards "Find team partner"
<b>End unit</b>	<p>Teacher possibly explains <b>homework</b>, ends class and tells children, they are making great progress.</p>		1 Min	Page 9

<b>Homework</b>	<p>Students create a photo collage of their favourite breakfast menu (drawing, digital print out etc..)</p> <p>They also write 1-2 sentences.</p>
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