



## LESSON PLAN

### Theme 6 - Session 1 (of 3)

#### Tipps and Tricks for your Club Session

- Go over pronunciation help
- Have all your material laid out and ready to use
- Think of engaging gestures, routines and rituals to build a sense of togetherness and to aid repetition of vocabulary
- Keep it positive - model correct use of language, instead of correcting mistakes
- Have fun and incorporate play and movement as much as possible
- Go on a language discovery journey with the children - display curiosity

#### Objective

To be able to count to 10 in German, and ask and answer about ages.

#### German Words/Phrases Learning Goals

- |                    |                  |
|--------------------|------------------|
| • der Geburtstag   | birthday         |
| • der Kuchen       | cake             |
| • die Kuchen       | cakes            |
| • das Geschenk     | gift             |
| • die Geschenke    | gifts            |
| • die Kerze        | candle           |
| • die Kerzen       | candles          |
| • eins             | one              |
| • zwei             | two              |
| • drei             | three            |
| • vier             | four             |
| • fünf             | five             |
| • sechs            | six              |
| • sieben           | seven            |
| • acht             | eight            |
| • neun             | nine             |
| • zehn             | ten              |
| • Wie alt bist du? | How old are you? |
| • Ich bin XXX.     | I am XXX.        |

#### Materials

- Interactive whiteboard/screen with internet access and audio
- Felix and Franz letterbox
- Felix and Franz puppets
- Party accessories e.g. streamers & hats (for Felix and Franz to wear)
- Lyrics sheet
- Geburtstag und Zahlen Worksheet
- Zahlenspiel Worksheet
- Ball (or any throwable object)

| Time  | Social Form | Learning Objective                                             | Content                                                                                                                                                                                                           | Materials                                                                                                                                                                                | Phrases and Gestures                                                                                                        |
|-------|-------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 2 min | Whole group | The children can join in with the Felix and Franz "Hello" song | Sing Felix and Franz out of the letterbox, with the music.<br><a href="https://www.goethe.de/resources/files/mp31/halo_felix_mastered.mp3">https://www.goethe.de/resources/files/mp31/halo_felix_mastered.mp3</a> | <ul style="list-style-type: none"> <li>• Interactive whiteboard/screen with internet access and audio</li> <li>• Felix and Franz letterbox</li> <li>• Felix and Franz puppets</li> </ul> | <p>Hallo Felix, Hallo Franz! - Hello Felix, hello Franz!</p> <p>Guten Morgen - Good morning</p> <p>Guten Tag - Good day</p> |



| Time  | Social Form                 | Learning Objective                                      | Content                                                                                                                                                                                                              | Materials                                                                                                                                                      | Phrases and Gestures                                                                                                                                                                                                                                          |
|-------|-----------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                             |                                                         |                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Party accessories e.g. streamers &amp; hats (for Felix and Franzi to wear)</li> </ul>                                   | Wave to greet the puppets and clap to the song. End the song with a wave and a big "Hallo".                                                                                                                                                                   |
| 1 min | Whole group                 | The children can identify new vocabulary                | <p>Ask Franzi "Wie geht's?" ("How are you?")</p> <p>She replies with "Wunderbar!" ("Wonderful!")</p> <p>Ask Franzi why she is so happy today, and suggest to the learners that they watch the video to find out.</p> | <ul style="list-style-type: none"> <li>Felix and Franzi puppets</li> <li>Party accessories e.g. streamers &amp; hats (for Felix and Franzi to wear)</li> </ul> | <p>Wie geht's, Franzi? - How are you, Franzi?</p> <p>Wunderbar! – Wonderful!</p> <p>Warum? – Why?</p> <p>Wir schauen ein Video! - Let's watch a video!</p>                                                                                                    |
| 5 min | Whole group                 | The children understand a video about Franzi's birthday | <p>Watch Felix &amp; Franzi #9: "Franzi's birthday" in full here: <a href="https://youtu.be/5P2sWVh4bWM">https://youtu.be/5P2sWVh4bWM</a></p> <p>Ask the the children why Franzi is so happy today.</p>              | <ul style="list-style-type: none"> <li>Interactive whiteboard/screen with internet access and audio</li> </ul>                                                 | <p>Sind alle bereit? - Is everyone ready?</p> <p>Ja! - Yes!</p> <p>Zuhören bitte. - Listen carefully.</p> <p>Franzi geht es heute wunderbar! Warum? – Franzi is doing very well today! Why?</p> <p>Franzi hat Geburtstag! – It's Franzi's birthday today!</p> |
| 7 min | In pairs<br><br>Whole group | The children can identify new vocabulary                | Distribute the <i>Geburtstag und Zahlen</i> worksheet and let the children match up images and words in task one on the worksheet. Practice the pronunciation of the new vocabulary.                                 | <ul style="list-style-type: none"> <li><i>Geburtstag und Zahlen</i> Worksheet</li> <li>Felix and Franzi puppets</li> </ul>                                     | <p>Hier ist ein Arbeitsblatt. – Here is a worksheet.</p> <p>Macht bitte Aufgabe eins/zwei auf dem Arbeitsblatt. – Please</p>                                                                                                                                  |



| Time  | Social Form                 | Learning Objective                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Materials                                                                                                                                                                            | Phrases and Gestures                                                                                                                                                                                                                                                                                     |
|-------|-----------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |                             |                                                                  | Then, ask the children to complete task two on the worksheet. Draw a cake with eight candles on the board and ask Franzi "Wie alt bist du?" ("How old are you?")<br>Franzi answers "Ich bin acht." ("I am 8.")<br><br>Count the candles out loud.                                                                                                                                                                                                                                               |                                                                                                                                                                                      | complete task one/two on the worksheet.<br><br>Wir arbeiten in Paaren. – Let's work in pairs.<br><br>Eins, zwei, drei, vier, fünf, sechs, sieben, acht Kerzen!                                                                                                                                           |
| 7 min | Whole group<br><br>In pairs | The children know the numbers 1-10 in German                     | Explain to the children that they are going to learn the numbers 1-10 now.<br><br>Listen to the numbers song here:<br><a href="https://www.goethe.de/resources/files/mp31/number_sing_mastered.mp3">https://www.goethe.de/resources/files/mp31/number_sing_mastered.mp3</a><br><br>The children can use the lyrics sheet to sing along.<br><br>After singing the song, practise the pronunciation of the numbers again.<br><br>Ask the children to complete task 3 on the worksheet (in pairs). | <ul style="list-style-type: none"> <li>Interactive whiteboard/screen with internet access and audio</li> <li>Lyrics sheet</li> <li><i>Geburtstag und Zahlen</i> Worksheet</li> </ul> | Wir lernen die Zahlen eins bis zehn. – Let's learn the numbers 1-10.<br><br>Wir singen. – Let's sing.<br><br>Wir wiederholen. – Let's repeat.<br><br>Macht bitte Aufgabe drei auf dem Arbeitsblatt. – Please complete task three on the worksheet.<br><br>Wir arbeiten in Paaren. – Let's work in pairs. |
| 5 min | In pairs                    | The children can recall the numbers and new vocabulary in German | Split the children into teams of 2 and instruct them to play the memory game. Once they have found all memory pairs they can ask each other:<br>„Was hast du?“<br>„Ich habe drei Kuchen und vier Kerzen.“<br>„Und du?“                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li><i>Zahlenspiel</i> Worksheet</li> </ul>                                                                                                       | Wir spielen Memory! – Let's play memory.<br><br>Wir arbeiten in Paaren. – Let's work in pairs.<br><br>Ein Beispiel. – One example.                                                                                                                                                                       |
| 6 min | Whole group                 | The children can form questions and answers about age            | Ask Franzi again "Wie alt bist du?" ("How old are you?")<br><br>Franzi answers "Ich bin acht." ("I am 8.")                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Interactive whiteboard/screen</li> </ul>                                                                                                      | Wie alt bist du, Franzi? – How old are you, Franzi?                                                                                                                                                                                                                                                      |



| Time  | Social Form | Learning Objective                                                | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Materials                                                                                                                                                                                                      | Phrases and Gestures                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------|-------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       |             |                                                                   | <p>Next, Franzi asks Felix "Wie alt bist du?" ("How old are you?")</p> <p>Felix replies "Ich bin sieben." ("I am 7.")</p> <p>Then, ask the children to complete task 4 on the worksheet. Ask one of the children their age. The children start a question chain now by throwing a ball and asking for each other's ages.</p> <p>If time, ask the children to complete task 5 on their worksheet. The children can then ask each other about their favourite birthday cake and favourite birthday gift.</p> <p>End the activity by complimenting the children on their great work and briefly present the learning objectives:</p> <ul style="list-style-type: none"> <li>- Count from 1-10</li> <li>- Count birthday objects</li> <li>- Say how old you are</li> </ul> | <p>with internet access and audio</p> <ul style="list-style-type: none"> <li>• Felix and Franzi puppets</li> <li>• Ball (or any throwable object)</li> <li>• <i>Geburtstag und Zahlen</i> Worksheet</li> </ul> | <p>Ich bin acht. – I am 8.</p> <p>Wie alt bist du, Felix? – How old are you, Felix?</p> <p>Ich bin sieben. – I am 7.</p> <p>Und du (name)? – And you (name)?</p> <p>Wie alt bist du? – How old are you?</p> <p>Macht bitte Aufgabe vier/fünf auf dem Arbeitsblatt. – Please complete task four/five on the worksheet.</p> <p>Was ist dein Lieblingskuchen? – What is your favourite cake?</p> <p>Was ist dein Lieblingsgeschenk? – What is your favourite gift?</p> |
| 2 min | Whole group | The children can join in with the Felix and Franzi "Goodbye" song | <p>Sing Felix and Franzi back into the box.</p> <p><a href="https://www.goethe.de/resources/files/mp31/goodbye_felix_mastered.mp3">https://www.goethe.de/resources/files/mp31/goodbye_felix_mastered.mp3</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Interactive whiteboard/screen with internet access and audio</li> <li>• Felix and Franzi letterbox</li> <li>• Felix and Franzi puppets</li> </ul>                     | <p>Tschüss Felix, Tschüss Franzi - Bye Felix, bye Franzi</p> <p>Tschüss Freunde - Bye friends</p> <p>Auf Wiedersehen - Goodbye</p> <p>Bis bald - See you soon</p> <p>Incorporate a goodbye wave. You can also think of a ritual for putting the puppets back</p>                                                                                                                                                                                                    |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures                                                                           |
|------|-------------|--------------------|---------|-----------|------------------------------------------------------------------------------------------------|
|      |             |                    |         |           | into the box, like a "shushing" sound to signal that Felix and Franzi are going back to sleep. |