

Objective

- The children know how shadows are formed.

German language goals

- The children know animal names in German (*die Maus, der Tiger, der Vogel, der Hase, der Hund, die Ziege, der Wolf, der Bär, die Gans, das Kamel*).
- The children can ask for someone's favorite animal and can express what their favorite animal is: *Was ist dein Lieblingstier? Mein Lieblingstier ist ...*
- The children can describe what they see by using the structure: *Das ist ...*
- The children can expand their active and passive German vocabulary (*das Schattenspiel, der Schatten, die Tiere*)

*** 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
- *Shadow Play (Schattenspiele)* image cards
- Blue tape
- Room with blinds
- 4 flashlights
- *Animals (Tiere)* image and word cards
- Information sheet <https://www.mamiweb.de/familie/handschatten/1>
- *Shadow Play (Schattenspiele)* worksheet and answer key
- "My word bank sheet: *Shadow Play (Schattenspiele)*"
- Portfolios

Time	Social Form	Learning Objective	Content	Materials
7 min	Partner work/group work	The children know the word <i>das Schattenspiel</i> and can pronounce it. The children can count in German.	<p>The instructor welcomes the children to today's lesson. The instructor invites the children to a special theater experience, saying: <i>I'm sure you like to go to the theater. Who has already seen something at the theater?</i> The children share their experiences at the theater. The instructor says: <i>Today we're going to learn about a special type of theater: shadow theater.</i> The instructor introduces the German word <i>das Schattenspiel</i> and writes it on the board. The children repeat the word.</p> <p>The instructor puts a picture of a shadow theater on the board and explains: <i>In this picture you can see a shadow theater performance. How many shadows do you see in this picture? Can you count the shadows in German?</i> The children count the shadows in German. To review German numbers, the children count from 1 to 20.</p> <p>The instructor hangs up several pictures of shadow theater performances in the classroom. The instructor divides the children into pairs or groups of three. The children go around to the pictures, look at the pictures, and count the shadows in each picture in German. The instructor supports children who need help.</p>	Whiteboard markers/chalk <i>Shadow Play (Schattenspiele)</i> image cards Magnets Blue tape

Time	Social Form	Learning Objective	Content	Materials
			<u>Note:</u> Through this activity the children review German numbers and experience pictures from shadow theater performances.	
8 min	Interactive classroom dialogue	The children know how a shadow theater is created.	The instructor invites the children to watch the shadow theater video and says: <i>Now we're going to watch a video in which our field researcher, Christoph, shows how shadow theater works</i> (minute 1:38-4:00). After watching the video, the instructor asks: <i>Did you see how shadow theater is done?</i> The children express their ideas. The instructor helps them to formulate them. (The audience sits in front of a screen. The actors are behind the screen. Lamps are behind the actors [or spotlights in a theater], and they light up the actors and the screen.) To illustrate this, the instructor projects a picture on the wall/board. While explaining, the instructor adds words to the board: audience, actor, screen, light source, rays of light.	Laptop and projector Audio speakers <i>Shadow Play (Schattenspiele)</i> image cards

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children know how shadows form. The children know the word <i>der Schatten</i> and can pronounce it correctly.	<p>The picture on the board helps the children to answer the next question: <i>How do shadows form?</i> The children formulate the answer with the help of the instructor: When someone or something stands in the path of rays of light, a shadow forms. The instructor writes the word <i>shadow</i> as well as the German word <i>der Schatten</i> on the board. The children repeat the German word.</p> <p>If the sun is shining into the classroom, you can directly experience how shadows form. If it isn't sunny, the sun can be replaced by a flashlight; the room just needs to be darkened.</p>	Magnets <i>Shadow Play (Schattenspiele)</i> image cards

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	<p>The children know the word <i>die Tiere</i> and can pronounce it correctly.</p> <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>) and can pronounce the words correctly.</p> <p>The children can describe what they see by using the structure <i>Das ist ...</i></p>	<p>The instructor invites the children to re-watch the video and pay attention to the animals formed in the shadow theater. The instructor introduces the German word <i>die Tiere</i> and writes it on the board. The children repeat it. The instructor asks: <i>Which shadow animals did you see in the shadow theater?</i> The children name the animals. The instructor introduces the German words and puts word and image cards of the animals on the board (<i>die Maus, der Tiger, der Vogel, der Hase, der Hund</i>). The children repeat them. The instructor puts more word and image cards of animals on the board and introduces the German words (<i>die Ziege, der Wolf, der Bär, die Gans, das Kamel</i>). The children repeat. To practice the new vocabulary, the instructor draws one animal on the board. The children guess which animal it is. The instructor introduces the structure: <i>Das ist ...</i> and encourages the students to use this structure while guessing the next animal he/she draws. The instructor draws 4-5 animals on the board; the children guess which animals they are.</p> <p><u>Note:</u> It is also possible for the children to draw animals on the board and for the other children to guess the animals.</p>	<p>Laptop and projector</p> <p>Audio speakers</p> <p>Whiteboard</p> <p>markers/chalk;</p> <p>Magnets</p> <p><i>Animals (Tiere)</i> image and word cards</p>

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	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>	<i>The instructor says: Mein Lieblingstier ist der Hund. The instructor writes the chunk Mein Lieblingstier ist ... on the board and draws a heart next to it. (If necessary, the instructor invites one child to translate the sentence into English). The instructor calls on a child and asks Was ist dein Lieblingstier? The instructor writes the question on the board. The child answers by using the structure Mein Lieblingstier ist ... and then asks another child for his/her favorite animal. The exercise continues until all children have had a turn. <u>Note:</u> If children have a favorite animal that was not mentioned so far, the instructor should introduce the German word and add it to the list of animals on the board.</i>	Whiteboard markers/chalk Magnets

Time	Social Form	Learning Objective	Content	Materials
12 min	Group work	The children can form shadow animals with their hands.	<p>The instructor asks: <i>Does anyone know how to form shadow animals with their hands like in the video?</i> The instructor darkens the room, turns the projector on, and lets the children try it out for 2 minutes.</p> <p><u>Note:</u> If there is no projector in the room, the instructor can hand out flashlights to the children so they can try to form shadow animals.</p> <p>The instructor divides the children into 4 groups and gives each group a flashlight. Then the instructor hands out a copy of the information sheet on how to make shadow animals to each child. The children practice forming the animals in groups.</p> <p>The children also practice how to make shadow figures smaller and larger. With the help of the instructor, they conclude that: If you stand close to the light source, the shadow figure is small. If you go farther away, the figure becomes larger.</p>	<p>Projector Room with blinds 4 flashlights Information sheet https://www.mamiweb.de/familie/handschatten/1</p>

Time	Social Form	Learning Objective	Content	Materials
5 min	Interactive classroom dialogue	The children can demonstrate what they have learned while presenting their group work results in front of the class. The children know animal names in German. The children can describe what they see by using the structure <i>Das ist ...</i>	Each group presents one or two shadow animals in front of the class. <i>The audience guesses which animals are presented to them by using the structure <i>Das ist ... (der Hund, die Maus ...)</i>.</i>	4 flashlights
5 min	Individual work/ partner work	The children can explain how shadows are formed. The children can understand and answer simple questions.	The instructor asks the children to return to their seats and hands out the <i>Shadow Play</i> worksheet to each child. The children first work on the worksheet individually, then discuss their answers in pairs. Finally, they check their work with the help of the answer key, which the instructor places in multiple locations in the classroom.	<i>Shadow Play (Schattenspiele)</i> worksheet and answer key

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 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>Shadow Play (Schattenspiele)</i>" for this lecture and writes down the German words and chunks they learned in today's lesson.	"My word bank sheet: <i>Shadow Play (Schattenspiele)</i> "
3 min	Interactive classroom dialogue	The children know how they can continue working on the topic.	The instructor encourages the children to do the online tasks of 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