**Objective**

* The children know how gummy bears are produced.

**German language goals**

* The children know the names of fruits in German *(die Bananen, die Äpfel, die Birnen, die Ananas, die Blaubeeren, die Erdbeeren, die Mangos, die Wassermelonen, die Pflaumen, die Kiwis, die Kirschen, die Orangen, die Himbeeren)*.
* The students can ask whether someone likes a fruit or not by using the structure *Magst du … ?*
* The student can express whether they like a fruit on not by using the structure *Ich mag … / Ich mag … nicht.* The children can expand their active and passive German vocabulary *(das Obst …)*.

## \* 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
* Blue tape
* Whiteboard and whiteboard markers / blackboard and chalk
* Blue tape
* *Vegetables (Gemüse)* image cards (from the Culinary Art lecture)
* A bag of Haribo gummy bears
* Rubber or plastic disposable glove
* *Gummy Bear Ingredients (Gummibärchen-Zutaten*) worksheet
* *Gummy Bear Ingredients (Gummibärchen-Zutaten)* answer key
* *Color and Favor* *(Farbe und Geschmack)* worksheet
* *Color and Flavor (Farbe und Geschmack)* answer key
* *Fruits (Obst)* word and image cards
* *Autograph Hunt (Autogrammjagd*) worksheet
* Prize for the winner(s)
* Portfolios
* My word bank sheet: *Gummy Bears (Gummibärchen)*

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children know names of vegetables *(die Karotten, der Kohl, die Gurken, die Tomaten, die Paprikas, die Kartoffeln, der Salat, die Pilze, die Zwiebeln, die Erbsen, die Bohnen)*. | The instructor welcomes the children and says: *Last week we learned a lot about decorative garnishes, and we learned the names of vegetables in German. Let’s review these words with a game.*  The instructor divides the class into two teams that compete against each other in this game.  One player comes to the board. The instructor shows him/her one image card. The player has to draw the vegetable depicted on the card on the board. The two teams guess which vegetable it is. The group that identifies the vegetable first gets one point. The team with the most points wins. | Whiteboard and whiteboard markers / blackboard and chalk  *Vegetables (Gemüse)* image cards (from the Culinary Art lecture) |
| 5 min | Interactive classroom dialogue | The children can guess the flavor of gummy bears. | The instructor says*: Today’s lecture is also about something edible.* The instructor takes out a bag of gummy bears and asks who likes to eat gummy bears.  The instructor hands out the gummy bears and asks the children to determine which type of fruit each color tastes like while they are eating them. The children’s guesses are written on the board.  Note: The instructor wears a disposable glove while handing out the gummy bears. | A bag of Haribo gummy bears  Disposable glove  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Individual work / partner work | The children know the ingredients of gummy bears. | The instructor asks: *What do you think are the ingredients of gummy bears*? The children share their ideas. The instructor suggests that they watch the first film sequence on the production of gummy bears (minute 1:03-2:17). The instructor hands out the Gummy Bear Ingredients worksheet, which they are instructed to answer during the film or afterwards, and discusses the exercise with the children.  The children first compare their answers in pairs, then together as a class. | Laptop and projector  Audio speakers  *Gummy Bear Ingredients (Gummibärchen-Zutaten)* worksheet  *Gummy Bear Ingredients (Gummibärchen-Zutaten)* answer key |
| 3 min | Interactive classroom dialogue | The children can test their guesses. | The instructor refers to the last sentence in the film (“The color and the flavor are combined in these big vats and then added to the mixture.*"*) and says: *Color and flavor are needed in the gummy bears so they aren’t boring.* The instructor turns the children’s attention to the board, where the children’s guesses about color and flavor are listed, starts the film again (minute 2:17-3:09), and asks the children to test their guesses.  Note: Because the film goes over this very quickly, the sequence can be replayed for the children. | Whiteboard and whiteboard markers / blackboard and chalk |
| 8 min | Interactive classroom dialogue | The children can match the flavor to the color of the gummy bears. | The instructor hands out the Color and Flavor worksheet to the children. The children work through the exercise individually. They check their work, the instructor projects the answers on the wall, and the group discusses the results. | *Color and Flavor (Farbe und Geschmack)* worksheet  Laptop and projector *Color and Flavor (Farbe und Geschmack)* answer key |
| 10 min | Group work | The children know the word *das Obst* and can pronounce it correctly.  The children know the names of fruits in German *(die Bananen, die Äpfel, die Birnen, die Ananas, die Blaubeeren, die Erdbeeren, die Mangos, die Wassermelonen, die Pflaumen, die Kiwis, die Kirschen, die Orangen, die Himbeeren)*. | The instructor says: *We have learned that gummy bears taste like fruits*. *So, let’s learn the names of fruits in German.* The instructor introduces the word *das Obst* and writes it on the board. The children repeat the word. The instructor adds: *Some fruit names are very similar to the English names, which is why we are going to play a guessing game.*  The instructor puts up the image cards in the classroom and explains the game “Guess the word.” The instructor divides the group into two teams that compete in this game. The instructor calls out German words that refer to the image cards. Each team sends one player to try to pick the correct image card. The player who picked the correct card first can keep it. The team that collects the most image cards wins.  After the game, the children attach all the image cards to the board and label them with word cards. The instructor and children practice the pronunciation of the words by repeating them several times together. To add more fun to this activity, they can repeat the words with different emotions (happy, sad, proud, angry …). | Blue tape  Magnets  *Fruits (Obst)* word and image cards |
| 10 min | Group work | The children can ask whether someone likes a fruit or not by using the structure *Magst du … ?*  The children can express whether they like a fruit or not by using the structure *Ich mag … / Ich mag … nicht.* | The instructor writes the question *Magst du  … ?* on the board asks one student whether he/she likes bananas. The instructor writes the two possible answers on the board: *Ja, ich mag … / Nein, ich mag … nicht.* The student replies.  The instructor hands out the Autograph Hunt worksheet. The students have 5 minutes to collect as many autographs as possible: They find a partner, ask him/her a question and collect an autograph if the partner answers the question with yes. Then they find a new partner and ask another question.  After 5 minutes, the instructor rings a bell. The students count their autographs and the winner receives a prize. | Whiteboard and whiteboard markers / blackboard and chalk  *Autograph Hunt (Autogrammjagd*) worksheet  Prize for the winner(s) |
| 6 min | Interactive classroom dialogue | The children know how gummy bears are produced. | The children return to their seats. The instructor says: *Let’s talk about our gummy bears again. How do we get so many small gummy bears from the large mass?* The children share their ideas. The instructor shows the third film sequence (minute 3:09-6:57). They discuss the process afterwards as a group. | Laptop and projector  Audio speakers |
| 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 from the lesson. Each child then fills out “My word bank sheet: *Gummy Bears (Gummibärchen)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Gummy Bears (Gummibärchen)* |
| 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  Worksheets |