**Objectives**

## The children know the function of scarecrows.

* The children know several methods that can be used in farming to chase away birds.
* The children know that birds are useful, but also understand why they can be a problem.

**German language goals**

* The children know the names of clothes in German *(ein Schal, ein Hut, ein Rock, ein Kleid, eine Hose, ein Hemd, ein T-Shirt, ein Pullover, Schuhe, eine Mütze, Handschuhe, eine Bluse, Socken, eine Jeans)*.
* The children can describe what someone is wearing *(Die Vogelscheuche trägt …)*.
* The children can expand their active and passive German vocabulary *(die Vogelscheuche, Vögel verscheuchen, die Kleidung, die Wäscheleine …)*.

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

**Materials**

* Magnets
* Whiteboard and whiteboard markers / blackboard and chalk
* Laptop and projector
* Audio speakers
* Magnets
* *Scarecrow Puzzle (Vogelscheuche-Puzzle)* cutout template
* Envelopes
* *Clothes (Kleidung)* image and word cards
* Wool
* Clothes pins
* *Clothes (Kleidung)* image cards
* *2x Scarescrow (Vogelscheuche)* image card
* Paper
* Crayons
* Prize for the winner(s)
* Cutout template image cards: *Chasing Away Birds (Bildkarten: Vögel verscheuchen)*
* *Fill in the blank: Chasing Away Birds (Lückentext: Vögel verscheuchen)* worksheet
* *Fill in the blank: Chasing Away Birds (Lückentext: Vögel verscheuchen)* answer key
* My word bank sheet: *Chasing Away Birds (Vögel verscheuchen)*
* Portfolios

| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| --- | --- | --- | --- | --- |
| 7 min | Interactive classroom dialogue | The children can describe how they feel *(Ich bin fröhlich / traurig / wütend / müde / ängstlich / zufrieden / stolz / einsam / aufgeregt / überrascht)*.  The children can ask someone how he/she is feeling *(Bist du … ?).*  The children can activate their prior knowledge of the topic. | The instructor welcomes the children and  says: *Last week we learned to talk about our emotions. Let’s play pantomime to review the words.*  (This game is like playing Charades). The instructor invites one child to act out one emotion. The other children guess how the child feels by asking *Bist du … ?* The child who identified the correct emotion acts out the next emotion.  The instructor acts out the emotion *ängstlich* last.  The instructor says: *Exactly, I am scared.* The instructor asks: *When are you scared?* The children share their experiences. The instructor says*: Not only humans can be scared, also animals such as birds. Birds can get scared when we try to chase them away. How do we chase birds away? The children share their ideas.* The instructor says: *We will find out more about this question in today’s lecture.* |  |
| 5 min | Interactive classroom dialogue | The children know the words *die Vogelscheuche* and *Vögel verscheuchen* and can pronounce them correctly.  The children can activate their prior knowledge of the topic.  The children know where to find scarecrows.  The children know the function of scarecrows. | The instructor divides the class into groups. Each group is given an envelope with puzzle pieces that make a scarecrow when put together. The children are instructed to put together the puzzle and name the figure it displays. The instructor introduces the German word *die Vogelscheuche* and writes it on the board. The children repeat the word.  The instructor invites the children to share whether they have seen scarecrows before, and, if so, where (e.g., in a garden, a vineyard, a field).  The instructor and children discuss what scarecrows are useful for: They should chase away the birds so that they don’t eat fruits, grapes, the harvest … . The instructor introduces the phrase *Vögel verscheuchen* and writes it on the board. The children repeat the phrase. | *Scarecrow puzzle (Vogelscheuche-Puzzle)* cutout template  Envelopes  Whiteboard and whiteboard markers/blackboard and chalk |
| 3 min | Interactive classroom dialogue | The children know how a scarecrow is made. | The instructor suggests: *Now let’s watch a film. In the film, we will see how a scarecrow is made.* The instructor shows the beginning of the film (minute 0:55-1:54). After watching the beginning of the film, the instructor and the children discuss how Christoph makes the scarecrow. | Laptop and projector  Audio speakers |
| 4 min | Interactive classroom dialogue | The children know the word *die Kleidung* and can pronounce it correctly.  The children know the names of clothes *(ein Schal, ein Hut, ein Rock, ein Kleid, eine Hose, ein Hemd, ein T-Shirt, ein Pullover, Schuhe, eine Mütze, Handschuhe, eine Bluse, Socken, eine Jeans)*. | The children gather in a semi-circle around the board.  The instructor says: *Christoph made his scarecrow by using wood and clothes. Let’s*  *learn the names of different clothes in German*. The instructor introduces the word *die Kleidung* and writes it on the board. The children repeat the word. The instructor hangs image cards on the board and hands out one word card to each child. The children try to match their word cards to the corresponding image cards. The instructor supports them in pronouncing the words correctly. | *Clothes (Kleidung)* image and word cards  Magnets  Whiteboard and whiteboard markers / blackboard and chalk |
| 7 min | Interactive classroom dialogue | The children know the word *die Wäscheleine* and can pronounce it correctly.  The children can describe what the scarecrow is wearing by using the structure *Die Vogelscheuche trägt …* | The children and the instructor play the game “Dress the Scarecrow” to practice the new words.  The instructor hangs up the *Clothes* image cards in different locations throughout the classroom. The instructor then uses the wool to make two clotheslines in the classroom and introduces the German word *die Wäscheleine*. The children repeat the word. The instructor attaches an image of a scarecrow to both clotheslines.  The instructor divides the class into two teams that compete against each other in this game. The instructor writes the structure *Die Vogelscheuche trägt* … on the board and explains the game:  The instructor calls out the name of one garment in German. Each team sends one player to fetch the corresponding image card. The player who gets it first can attach it to his/her team’s clothesline and has to build a sentence using the structure *Die Vogelscheuche trägt …*  At the end of the game both teams count the image cards on their clotheslines. The team with the most image cards wins. | Wool  Clothes pins  *Clothes (Kleidung)* image cards  *2x Scarecrow (Vogelscheuche)* image cards  Whiteboard and whiteboard markers/blackboard and chalk |
| 5 min | Individual work | The children can design an outfit for the scarecrow. | The class holds a scarecrow fashion contest. The children draw a scarecrow and design an outfit for their scarecrow. | Paper  Crayons |
| 4 min | Interactive classroom dialogue | The children can describe what the scarecrow is wearing by using the structure *Die Vogelscheuche trägt …* | The children present their scarecrow’s outfit to the class *(Die Vogelscheuche trägt …)*. At the end, the children vote for the most fashionable scarecrow. The designer receives a prize. | Prize for the winner(s) |
| 6 min | Interactive classroom dialogue | The children know several methods that can be used in farming to chase away birds. | The instructor says: *We learned that scarecrows help to chase birds away. But how do experts chase birds away? Let’s continue watching the film to find out* (minute 1:54-3:47).  After the film, the children gather around the teacher’s desk. The instructor places pictures on the desk. With the help of the instructor, the children discuss what they saw and heard and put the pictures in the correct order. The words on the image cards help them do this.  The instructor hangs the pictures on the board in the correct order so that the children can see them and then shows the film again. | Laptop and projector  Audio speakers  Cutout template image cards: *Chasing Away Birds (Bildkarten Vögel verscheuchen)* |
| 6 min | Interactive classroom dialogue | The children know that birds are useful, but also understand why they can be a problem. | At this point it is worthwhile to lead a discussion about why birds are more useful than problematic.  The instructor and the children then discuss why birds can even be dangerous in some places such as at airports. In order to show this, the instructor shows the children the second part of the film (minute 3:47-6:07). The methods of chasing away birds are mostly the same as at vineyards. A new method is the German shepherd, who is given commands with a dog whistle. | Laptop and projector  Audio speakers |
| 5 min | Individual work/ partner work | The children know  several methods to chase away birds. | In order to reinforce what was learned in the lecture, the children are given the *Fill in the blank: Chasing Away Birds* worksheet. They are instructed to complete the text with the help of the pictures and the words on the board. The children first work individually, then compare their answers in pairs. They check their work with the help of the answer key, which the instructor hangs in 3-4 places throughout the classroom. | *Fill in the blank: Chasing Away Birds (Lückentext: Vögel verscheuchen*)  worksheet  *Fill in the blank: Chasing Away Birds (Lückentext Vögel verscheuchen)* answer key |
| 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: *Chasing Away Birds (Vögel verscheuchen)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Chasing Away Birds (Vögel verscheuchen)* |
| 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 |