**Objectives**

## The children know varieties of apples.

* The children know facts about apples.
* The children know when an apple is ready to pick.

**German language goals**

* The children know the names of the months in German *(Januar, Februar, März, April, Mai, Juni, Juli, August, September, Oktober, November, Dezember)*.
* The children can describe when fruits are harvested by using the structure *Im Januar/Februar* …
* The children can ask when someone’s birthday is *(Wann hast du Geburtstag?)*.
* The children can express when their birthday is *(Mein Geburtstag ist im …)*.
* The children can expand their active and passive German vocabulary.

## \* 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
* A fruit basket (e.g., with bananas, apples, pears, pineapples, strawberries, mangos, cherries, watermelon, blueberries …)
* *Months (Monate)* word cards
* One apple
* *Apples (Äpfel*) exercise sheet
* *Apples (Äpfel)* answer key
* Large pieces of white paper
* Markers
* My word bank sheet: *Apple Stem (Apfelstiel)*
* Portfolios

| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| --- | --- | --- | --- | --- |
| 5 min | Interactive classroom dialogue | The children know the names of fruits in German.  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 welcomes the children and shows them a basket of fruits. The instructor says: *Last week we learned the names of fruits in German and we learned to express whether we like a fruit or not. Let’s practice it again.* The children review the names of the fruits in the basket.  The instructor then writes the structures *Magst* *du … ?* and *Ja, ich mag … / Nein, ich mag … nicht* on the board. The instructor distributes the fruits across several tables in the classroom. The instructor divides the class into pairs. Each pair goes from table to table and asks each other whether they like the fruit on the table or not.  Note: At the end of the activity or the lesson the children and the instructor can eat the fruits together. | A fruit basket (e.g., with bananas, apples, pears, pineapples, strawberries, mangos, cherries, watermelon, blueberries …)  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know facts about apples. | The children return to their seats.  The instructor says: *In today’s lecture we are going to learn more about one specific fruit.* The instructor takes out an apple and asks: *Who likes to eat apples?* The children raise their hands if they like to eat apples.  The instructor hands out an Apples exercise sheet to each child. The children work on the exercise sheet and the instructor helps if necessary. The results are then compared as a group and discussed if necessary. | One apple  *Apples (Äpfel)* exercise sheet  *Apples (Äpfel)* answer key |
| 8 min | Group work | The children can memorize information about apples. | The children are given a few minutes to memorize the now complete information on their exercise sheets, then they turn the sheet of paper over. The instructor divides the children into groups of 3-4 based on where they are seated. Each group writes the sentences they can remember as a group on a large sheet of white paper. The group with the most correct sentences wins. | *Apples (Äpfel*) exercise sheet  Large pieces of white paper  Markers |
| 5 min | Interactive classroom dialogue | The children can activate their prior knowledge of the topic.  The children know the names of the months in German *(Januar, Februar, März, April, Mai, Juni, Juli, August, September, Oktober, November, Dezember)*. | The instructor says: *1,000,000 tons a year.*  The instructor projects the picture of an elephant from the following website on the wall:<https://www.wwf-junior.de/tiere/steckbriefe-elefanten/>  and asks: *How much do you think this elephant weighs?* The children share their ideas. The instructor explains that an elephant weighs 6-10 tons. The instructor and the children compare this weight to the amount of apples harvested each year.  *That’s how many apples are harvested in Germany each year. Quite a lot! In which months do you think all these apples are harvested?* The children name the months in which they think the apples are harvested. The instructor writes their ideas on the board.  The instructor says: *Let’s learn the months in German before we verify your ideas.*  The instructor passes out the Months word cards to the children and invites them to try to put the word cards in the correct order *(Januar-Dezember)*.  The children orally present their result. The instructor corrects the pronunciation and order if necessary. Together as a class they practice the pronunciation of the words at least one more time. | *Months (Monate)* word cards  Magnets  Laptop and projector |
| 10 min | Partner work | The children can find information on a calendar.  The children can ask: *Wann ernten wir Äpfel?*  The children can describe when fruits are harvested by using the structure *Im Januar / Februar* … | The children return to their seats.  The instructor says: *Let’s practice the months by looking at the seasonal calendar with the harvest times in Germany.*  The instructor projects the calendar on the wall and asks: *Wann ernten wir Äpfel?* The instructor encourages the children to find the information on the calendar and answer the question by using the structure *Im* … (+ name of the month(s).The instructor repeats this exercise with another fruit from the harvest calendar. Once the above activity is completed, the instructor divides the class into pairs and hands out a copy of the seasonal calendar. The pairs ask each other questions and find the answer on the calendar.  Note: Not all fruits listed on the calendar have been introduced in German. The instructor can either introduce them before the partner work or ask the children to only talk about the fruits they know.  After the partner work, the children add the following information to the Apples exercise sheet: Apples are harvested in Germany in August, September, October, and November. | Laptop and projector  Seasonal calendar: <https://goo.gl/d4ihJT>  Copies of the seasonal calendar (one per pair)  Whiteboard and whiteboard markers / blackboard and chalk |
| 4 min | Interactive classroom dialogue | The children know how to identify when an apple is ripe. | The instructor continues: *Fruit is harvested once it’s ripe. But how do we know when fruit is ripe?* The instructor shows the children pictures of unripe strawberries and cherries and says: *You can immediately see whether strawberries or cherries are ripe or not. Unripe strawberries and cherries are green; ripe strawberries and cherries are red. It is not as easy with apples.*  The instructor asks: *Can you guess how to know when an apple is ripe so you can pick it?* The children make guesses. The instructor writes bullets of the children’s ideas on the board, e.g., color, size, easy to pick, can be easily shaken off, etc.  The instructor suggests that they watch the first part of the film (minute 2:07-3:06) (“ … turn a bit and gently pull up, and off comes the apple.”), to find an answer to the question. | Pictures of ripe and unripe strawberries and cherries: <https://goo.gl/7m86ht>  Whiteboard and whiteboard markers / blackboard and chalk |
| 8 min | Interactive  classroom dialogue | The children know why unripe apples are difficult to pick. | The instructor summarizes what they learned, saying: *Unripe apples are difficult to pick. They do not come easily off the tree. Ripe apples are easy to pick. You only have to turn them and pull up. Right? But why is this? Why is it hard to pick unripe apples and easy to pick ripe apples?* The instructor suggests: *Let’s continue watching the film and look for the answer to this question*. The instructor shows the first sequence again as well (minute 2:07-7:36).  After watching the film the instructor asks the question: *Now do we know the answer to our question?* The children repeat what they understood. | Laptop and projector  Audio speakers |
| 7 min | Interactive classroom dialogue | The children can ask when someone’s birthday is *(Wann hast du Geburtstag?)*.  The children can express when their birthday is *(Mein Geburtstag ist im…)*. | The instructor says: *Earlier today we learned the names of the months in German. We used the months to talk about the harvest. We can also use the months to talk about our birthday months. So, let’s learn how to do this*.  The instructor writes *Ich habe im … Geburtstag.* The instructor draws a birthday cake after the sentence to illustrate the meaning of the sentence. The instructor then asks: *Wann hast du Geburtstag?* and writes the question on the board. The instructor calls on one child. The child replies using the structure *Ich habe im … Geburtstag*. The instructor instructs the children to ask each other when their birthday is and to line up in the order of their birthday months. Once the children have lined up, the instructor and students verify together whether the order is correct: The instructor starts at the beginning of the line and asks the first child when his/her birthday is. The child replies and asks the child next to him/her. The activity continues until every child has had a turn.  Note: The instructor can play the following song as background music during this activity https://www.youtube.com/watch?v=eQ7SFs7LjHg | Laptop  Audio speakers  Whiteboard and whiteboard markers / blackboard and chalk |
| 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: *Apple Stem (Apfelstiel)*”  for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Apple Stem (Apfelstiel)* |
| 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 |