**Objective**

* The children know how potholes form.
* The children understand the danger of potholes.
* The children know how to repair potholes.

# **German language goals**

* The children know the seasons in German *(der Winter, der Frühling, der Sommer, der Herbst)*.
* The children can use the structure *Im Winter/Frühling/Sommer/Herbst … gibt es …*
* The children can expand their active and passive vocabulary *(die Schlaglöcher, der Schnee …).*

**\* 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 and whiteboard markers / blackboard and chalk
* *Cars (Autos)* image cards
* *Road damage (Straßenschäden)* picture
* *Potholes (Schlaglöcher)* picture
* *Word search (Wörtersuche)* worksheet
* *How do potholes form? (Wie entstehen Schlaglöcher?)* worksheet
* Poster
* *Repairing the asphalt (Den Asphalt reparieren)* paper strips
* Colored pencils
* Portfolios
* My word bank sheet: *Potholes (Schlaglöcher)*

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children know German adjectives.  The children can describe cars.  The children can listen carefully to a description and identify the described object. | The instructor welcomes the children and puts pictures of different cars on the board. The instructor invites the children to find German adjectives to describe the cars. The children find adjectives; the instructor writes them on the board. The instructor invites the children to play a guessing game. One child describes one of the cars with adjectives. The other children try to guess which car it is.  Note: The game can also be played in groups. | Magnets  *Cars (Autos)* image cards |
| 3 min | Interactive classroom dialogue | The children know the road damage sign.  The children know for whom potholes can present a danger.  The children know the word *die Schlaglöcher* and can pronounce it correctly. | The instructor explains: *In today’s lecture we are going to learn about something that can be a hazard while driving a car.* The instructor shows the children the *road damage* picture and asks them what they think the sign means and what hazard it refers to. The children make their guesses. The instructor draws their attention to the problem of potholes on streets by showing them the *potholes* picture*.* The instructor introduces the word *die Schlaglöcher* and writes it on the board. The children repeat the word.  The instructor discusses with the children for whom potholes could present a danger: pedestrians, bicyclists, and car drivers. | *Road damage (Straßenschäden)* picture  *Potholes (Schlaglöcher)* picture  Laptop and projector  Whiteboard and whiteboard markers / blackboard and chalk |
| 6 min | Individual work / partner work | The children know how potholes form.  The children can identify words they hear in a film.  The children can summarize the main ideas from the film. | The instructor asks the children if they know how potholes form. The children share their ideas. The instructor suggests watching the beginning of today’s lecture to find out the answer (minute 1:23-6:48). The instructor hands out the *Word search* worksheet and asks the children to circle the words they hear during the film.  The children compare their answers in pairs.  The instructor then projects the answers and asks the children to briefly summarize what they understood using the circled words, explaining the words if necessary. | Laptop and projector  Audio speakers  *Word search (Wörtersuche)*  worksheet |
| 10 min | Individual work / partner work | The children can convey information through pictures. | The instructor hands out the *How do potholes form?* worksheet. The instructor and the children read and discuss the individual sentences. The instructor then asks the children to think of how they might convey how potholes form using pictures.  They are instructed to make a simple picture for each step. The children can work individually or with their neighbors, as they prefer.  Note: One possibility for conveying how potholes form using pictures can be found here: <https://goo.gl/JU5tsH> | *How do potholes form? (Wie entstehen*  *Schlaglöcher?)*  worksheet  Colored pencils |
| 5 min | Interactive classroom dialogue | The children can present their work.  The children can edit their work. | The finished drawings are hung up on the board and discussed. The children can change their drawings or add to them afterwards. | Magnets  *How do potholes form? (Wie entstehen*  *Schlaglöcher?)*  worksheet  Colored pencils |
| 4 min | Interactive classroom dialogue | The children know the seasons in German (*der Winter, der Frühling, der Sommer, der Herbst*). | The instructor summarizes: *Wonderful. Let’s discuss again at what time of the year potholes form*. The children mention that they form in winter. The instructor says: *Exactly, they form in winter, one of the four seasons. Let’s learn the seasons in German. Winter is called der Winter in German.* The instructor writes the word on the board. The children repeat the word. The instructor adds: *As you can see, it is the same word as in English, just with a slightly different pronunciation.*  The instructor asks: *Which season follows winter?* The children say spring, then the instructor introduces the German word and writes it on the board. The children repeat the word. The instructor introduces the next seasons in the same way. | Whiteboard and whiteboard markers / blackboard and chalk |
| 10 min | Interactive classroom dialogue/ group work | The children can use the structure: *Im … gibt es …*  The children can expand their vocabulary. | The instructor writes the structures: *Im Winter gibt es … / Im Frühling gibt es … / Im Sommer gibt es … / Im Herbst gibt es* … on the board and explains the meaning. The instructor draws snowflakes on the board and explains: *Im Winter gibt es Schnee.* The instructor writes the sentence on the board and explains that the children don’t have to use the article before the noun.  The instructor divides the children into 4 groups and assigns one season to each group. The instructor passes out a poster to each group and asks them to write the sentences *Im … gibt es* … as the title on their poster. The children find at least 5 nouns for their season. They can ask the instructor to help translate words into German or use the Internet to look up words.  The instructor also encourages the children to add drawings to their poster that depict the meaning of the nouns. | Whiteboard and whiteboard markers / blackboard and chalk  Poster  Markers/crayons |
| 4 min | Interactive classroom dialogue | The children can use the structure: *Im … gibt es …*  The children present their work. | The groups present their posters to the class. The instructor encourages the children to use the structure *Im … gibt es …* | Magnets |
| 5 min | Group work | The children know how potholes are repaired. | The instructor says*: Im Winter gibt es auch viele Schlaglöcher.*  *Let’s learn more about potholes and find out how potholes are repaired*. The instructor shows the children the next film sequence (minute 6:48-7:49).  The instructor divides the class into 4 groups. The instructor hands out strips of paper with pictures and expressions from the film to each group. The children match the repair steps to how this is done in the film. The instructor helps if necessary. | *Repairing the asphalt (Den Asphalt reparieren)* paper strips |
| 5 min | Interactive classroom dialogue | The children reflect on what they learned in today’s lesson and repeat 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: *Potholes (Schlaglöcher)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet *Potholes (Schlaglöcher)* |
| 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 |