**Objective**

* The children know what Mukimono is.
* The children know how decorative garnishes are produced.

**German language goals**

* The children can express whether they like something or not *(Das gefällt mir. / Das gefällt mir nicht.)*.
* The children know the 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 children can express what they eat *(Ich esse* …*)*.
* The children can expand their active and passive German vocabulary *(das Gemüse, die Rose, die Blume, die Seerose, das Messer, der Teller, das Wasser, der Zahnstocher …)*.

## \* 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
* Ball
* *Vegetables (Gemüse)* image and word cards
* *Vegetables (Gemüse)* memory game
* *Culinary Art (Kochkunst)* word cards
* Fresh carrots
* Knives for cutting carrots
* Bowl with water
* Plates
* Toothpicks
* Paper towels
* Portfolios
* My word bank sheet: *Culinary Art (Kochkunst)*

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The students can ask about someone’s hobbies (*Was sind deine Hobbies?).*  The children can express what their hobbies are *(Meine Hobbies sind …)*. | The instructor welcomes the children and asks them to form a circle. The instructor says: *Last week we learned to talk about our hobbies. Let’s practice it again before starting today’s lecture.* The instructor throws a ball to one child and asks: *Was sind deine Hobbies*? The child replies, throws the ball to another child, and asks the same question. The activity continues until every child has had a turn. | Ball |
| 8 min | Interactive classroom dialogue | The children know what Mukimono is.  The children can express whether they like something or not *(Das gefällt mir. / Das gefällt mir nicht.)*.  The children can activate their prior knowledge of the topic. | The instructor says: *Today we are going to focus on another hobby.*  The instructor writes the word Mukimono on the board, and asks: *Do you know where this word comes from and what it means?* The children make guesses.  The instructor and the children open a web page and type in Mukimono. They first look at a few pictures. The instructor writes the chunks *Das gefällt mir. / Das gefällt mir nicht*. on the board and encourages the children to express their opinion of the pictures.  Note: The children already know the chunks from the Graffiti lecture.  Then they read about Mukimono, for example at: <https://en.wikipedia.org/wiki/Mukimono>  The instructor then starts a group discussion of the following questions:  - *Have you seen artistic garnishes like this before?*  *- Where can you see art like this here?*  *- Who has been to a Japanese/Chinese restaurant before?*  The instructor wraps up the discussion by saying: *Christoph also went to a Chinese restaurant and especially liked the artistic food garnishes there. Let’s see what he discovered.* | Laptop and projector |
| 7 min | Interactive classroom dialogue | The children know how decorative garnishes are produced. | Before watching the film, the instructor asks the children to focus on the vegetables used for the artwork in the film and on the figures created. The instructor shows the children the full film (minute 1:07-8:04). | Laptop and projector  Audio speakers |
| 5 min | Interactive classroom dialogue | The children know the words *das Gemüse, die Rose, die Blume, die Seerose* and can pronounce them correctly.  The children know the 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 introduces the word *das Gemüse* and writes it on the board. The children repeat the word.  The children name the vegetables from the film and describe what was made from them. The instructor writes their answers on the board and introduces the German words. The children repeat the words.  (A rose from a carrot, a flower from Chinese cabbage, a water lily from a cucumber, butterflies from carrots).  The instructor then attaches image cards of more vegetables to the board and hands out word cards to the children. The children match their word cards to the corresponding image cards. The instructor and the children practice the pronunciation of the words.  The class plays the game *What’s missing?* to practice the words. The instructor asks the  children to close their eyes and takes one  image/word card away. Then the instructor  invites the children to open their eyes again  and find out which vegetable is missing. They  repeat the game several times.  Note: The instructor can also bring real vegetables to class instead of using the image cards. | Whiteboard and whiteboard markers / blackboard and chalk  *Vegetables (Gemüse)* image and word cards  Magnets |
| 10 min | Group work | The children can express what they eat *(Ich esse …)*. | The children return to their seats.  The instructor writes *Das sind Pilze* and *Das sind Karotten* on the board and attaches the corresponding image cards behind the sentences.  Then the instructor writes *Ich esse Pilz*e and *Ich esse Karotten* on the board. The instructor acts out the meaning of the verb *essen*. The instructor points to several image cards and asks the children to build a sentence with the structure *Ich esse* …  Once the children know how to use the structure, the instructor divides the class into four groups and hands out a memory game to each group. The instructor models the game with one group: One player turns two cards over and forms a sentence with each card by using the structure *Ich esse … .* The player can keep the cards if they match. If the cards do not match, the player turns them face down again. The next player continues.  The children play the game for 5 minutes; the player with the most cards wins. | *Vegetables (Gemüse)* image cards  *Vegetables (Gemüse)* memory game |
| 17 min | Individual work | The children know how to make a carrot rose.  The children know the words *die Karotten*, *das Messer, der Teller, das Wasser, der Zahnstocher* and can pronounce them correctly. | The instructor invites the children to gather around the teacher’s desk and places a small basket full of fresh carrots on the table. The instructor also gets out knives, plates for the carrot slices, a bowl of water, and toothpicks. The instructor labels the items with word cards; the children repeat the words to practice their pronunciation. The instructor then invites the children to make carrot roses. First they all wash their hands, then wash the carrots. The instructor and the children cut the carrots into thin slices with the help of the kitchen knives and carry out the same steps done in the film. For this, the instructor shows the children the corresponding sequence of the film again (minute 3:19-5:10) and stops if necessary. The instructor takes photos as the children are working and of the finished products. Afterwards, the children eat their garnishes. The instructor and the children clean up together. | Fresh carrots  Kitchen knives  Bowl with water  Plates  Toothpicks  Paper towels  *Culinary Art (Kochkunst)* word cards |
| 5 min | Interactive classroom dialogue | The children reflect on what they learned in today’s lesson and repeat the German words that 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: *Culinary Art (Kochkunst)*”for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Culinary Art (Kochkunst)* |
| 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 |