**Objective**

* The children know what light art is.
* The children know how light paintings are produced.

**German language goals**

* The children know hobbies in German.
* The students can express what their hobbies are *(Meine Hobbies sind …)*.
* The students can ask about someone’s hobbies *(Was sind deine Hobbies?)*.
* The children can expand their active and passive German vocabulary *(das Hobby, die Hobbies*, *das Gemälde, die Leinwand, die Pinsel, die Farbe, das Lichtbild, der Fotoapparat, die Taschenlampe, das Licht)*.

## \* 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
* Camera
* Bell
* *Light Elephant (Lichtelefant)* worksheet
* *Light Elephant (Lichtelefant)* answer key
* *Hobbies Interview (Hobbies Interview)* worksheet
* White paper
* Stopwatch or mobile device with a stopwatch
* Pencils
* Portfolios
* My word bank sheet: *Light Elephant (Lichtelefant)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children know verbs.  The children can use the structure *Kannst du … ?*  The children can say whether they can or can’t do something *(Ja, ich kann … / Nein, ich kann nicht …)*. | The instructor welcomes the children and says: *Last week we learned some verbs in German and we learned the structures Kannst du … ?; Ja, ich kann … / Nein, ich kann nicht … .* The instructor writes the chunks on the board. The instructor asks the children to repeat the verbs they learned. The children can act out the meaning of the verbs while listing them. The instructor adds words if necessary. The instructor then says: *Let’s practice these words and structures*.The instructor invites the children to form a double circle and explains: *I will give you a word card with one verb that we learned. The outer circle starts and asks the inner circle Kannst du … ?* and uses the verb on their word card. *The inner circle replies by using the structure Ja, ich kann … / Nein, ich kann nicht … . Then the inner circle asks the same question to the outer circle and uses the verb on their word card. Then inner and outer circles swap their cards, and the outer circle moves one step to the left and continues the activity with a new partner.* The instructor models the activity with one child. The instructor rings a bell to start the activity. The children perform the task; the instructor supports if necessary.  Note: The instructor prepares word cards with all verbs the class learned during last week’s lecture beforehand. | *Verbs (Verben)* word cards (prepared by the instructor)  Bell |
| 7 min | Interactive classroom dialogue | The children know the words *das Hobby* and *die Hobbies* and can pronounce them correctly.  The children know hobbies in German. | The instructor says: *We already learned to describe what we can do, so let’s learn to talk about our hobby or hobbies next. We use the same words* das Hobby *or* die Hobbies *in German.*  The instructor writes *die Hobbies* on the board. The students brainstorm hobbies. The instructor translates the words into German and writes them on the board. The children repeat the words to practice their pronunciation.  In case there are any Anglicisms, the instructor asks the children if some words sound familiar. Together with the instructor, the children identify Anglicisms and discuss their development and function. | Whiteboard and whiteboard markers / blackboard and chalk |
| 10 min | Group work | The children can express what their hobbies are *(Meine Hobbies sind …)*.  The children can ask about someone’s hobbies *(Was sind deine Hobbies?)*. | The instructor writes *Meine Hobbies sind* … on the board and shares his/her hobby. The instructor then writes the question *Was sind deine Hobbies?* on the board and calls on a child to answer the question. The child answers using the structure *Meine Hobbies sind* … . The instructor asks two more children. The instructor says: *Let’s do a partner interview. We can ask our partner about their hobbies. What other questions have we already learned in German that we can ask our partner in an interview?*  The children share their ideas. The instructor records the questions on the board. The instructor adds questions from the interview worksheet if necessary.  The instructor divides the class into pairs and hands out the interview worksheet. The partners interview each other.  After five minutes, the instructor and the children meet in a circle. The instructor models how to present the partner in front of the class: *Das ist XY. XY ist … Jahre alt. XYs Lieblingstier ist … XYs Hobbies sind* … The instructor invites the children to present their partner to the class.  Note: If the class hasn’t completed lectures 1-10, they can do several partner interviews only with the question *Was sind deine Hobbies?* and present the hobbies of their last partner to the class at the end of the activity. | Whiteboard and whiteboard markers / blackboard and chalk  Bell  *Partner Interview (Partner Interview)* worksheet |
| 5 min | Interactive classroom dialogue | The children know what light art is.  The children can compare the work of a painter with the work of a light artist.  The children know the words *das Gemälde, die Leinwand, die Pinsel, die Farbe, das Lichtbild, der Fotoapparat, die Taschenlampe, das Licht,* and can pronounce them correctly. | The children return to their seats. The instructor says: *In today’s lecture we are going to learn more about the hobby painting. Raise your hands if you like to paint.* (The children who like to paint raise their hands). *What does a painter need for painting?*  The children share their ideas. The instructor continues: *So you don’t think that painters need a flashlight or a camera? I’m not so sure. Let’s watch a film and see whether there are painters who work with a flashlight and a camera* (minute 1:46-4:09).  After watching the film sequence, the instructor says: *We learned about light painters.* *Let’s discuss how they work compared to conventional painters.* The instructor and the children formulate the answer together. Painters need an art canvas, paintbrushes, and paint for their work. Light painters need a flashlight as their paintbrush, a camera as their canvas, and light as their paint. Painters make paintings; light painters make light paintings.  The instructor records the information on the board:  Painter:  Painting  Canvas  Paintbrushes  Paint  The instructor introduces the corresponding German words and writes them on the board. The children repeat to practice their pronunciation. | Laptop and projector  Audio speakers  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know how light paintings are made. | The instructor says: *Now let’s see how light paintings are made* (minute 4:09-6:12).  After watching the film sequence, the instructor says: *Exciting, isn’t it? A light painter paints the picture in the air and takes a photograph of it! The trick is that he or she needs to use a longer exposure time.*  The instructor invites the children to gather around and takes out the camera for the next explanation: *When I take a photo, you hear a rapid clicking sound*. The instructor takes a photo, then continues: *The camera’s shutter opens for a brief moment, then closes again very quickly. The light therefore rapidly enters through the shutter. This is called exposure time. The longer the shutter is open, the more light comes through.* The instructor then draws the path of the light on the board: into the lens, through the aperture, through the shutter, onto the sensor (A good resource on this is: http://www.openfoto.de/wp-content/ uploads/2009/01/grafik\_3a.gif).  The instructor comments: *This is also shown in the experiment with the balls in the film. Shall we watch this again?* The instructor shows the corresponding sequence again (minute 4:40-5:13). | Laptop and projector  Audio speakers  Camera  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know how long it takes to make a light painting. | The instructor says: *Professionals only need 6 seconds to make a light painting. Let’s see how much that is.* The instructor takes out a watch/stopwatch and counts: *One, two, three, four, five, six seconds! Wow, that goes by quickly!* *You have to paint very quickly to do that! Let’s try it out.* *Everyone take out a pencil and draw a face on a paper*. *I will keep the time and say “stop” after six seconds*. | Stopwatch or mobile device with a stopwatch  Pencils  White paper |
| 5 min | Interactive classroom dialogue | The children understand why the photo only shows the light painting and not the light painter. | The instructor says: *Here’s another interesting question: On the photo you see the light painting but not the light painter. Do you know why?* The children discuss the question. Afterwards, the instructor shows the next film sequence (minute 6:12-6:41). The instructor and the children summarize what they have seen: In the dark, you can only see what lights up or what is illuminated. | Laptop and projector  Audio speakers |
| 5 min | Interactive classroom dialogue | The children know how to create a movie out of lots of light paintings. | The instructor says: *In the last film sequence we will see how the light painters paint an elephant very quickly. And we will also see how they make a whole (animated) movie out of lots of light paintings. Let’s watch!* (minute 6:41-10:52). | Laptop and projector  Audio speakers |
| 5 min | Individual work / partner work | The children know how light paintings are made. | The instructor hands out the *Light Elephant* worksheet. The children put the pictures in the sequence in which they appeared in the film. The image captions help them to do this. When they are done, they discuss their answers in pairs. Then they check their work with the help of the answer key, which the instructor hangs in three or four places throughout the classroom. | *Light Elephant (Lichtelefant)* worksheet  *Light Elephant (Lichtelefant)* answer key |
| 5 min | Interactive classroom dialogue | The children reflect on what they learned in today’s lesson and repeat the German words they have 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: *Light Elephant (Lichtelefant)*”for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet *Light Elephant (Lichtelefant)* |
| 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 |