**Objectives**

## The children know why sunflowers turn toward the sun.

**German language goals**

* The children know the times of the day in German *(Am Morgen / Mittag / Nachmittag / Abend / In der Nacht)*.
* The children can describe what they do over the course of a day *(Am Morgen / Mittag … spiele / lese / schlafe … ich)*.
* The children can write about their day and use chunks to describe the day of another person.
* The children can expand their active and passive German vocabulary *(die Sonnenblume, der Norden, der Osten, der Süden, der Westen, schlafen, essen, spielen, lesen …)*.

## \* 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
* Posters (2x)
* Markers (2x)
* *Sunflower (Sonnenblume)* image card
* *Cardinal Directions (Himmelsrichtungen)* word cards
* Compass
* White paper
* Blue tape
* *How do young sunflowers follow the sun? (Wie verfolgen die jungen Sonnenblumen den Lauf der Sonne?*) worksheet
* *How do young sunflowers follow the sun? (Wie verfolgen die jungen Sonnenblumen den Lauf der Sonne?*) answer key
* *My Day (Mein Tag)* worksheet
* Markers
* My word bank sheet: *Sunflowers (Sonnenblumen)*
* Portfolios

| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| --- | --- | --- | --- | --- |
| 5 min | Interactive classroom dialogue | The children know the names of the months in German. | The instructor welcomes the children and divides the class into two teams. Each team is given a markerand is assigned to one poster hung on the wall*.* The instructor explains the first activity: *Let’s play a game to review the months in German. Line up behind your poster. When the music starts, you have three minutes to write down the months of the year in German in the correct order. The first person in the line starts, writes the first month, hands the marker to the second person in line, and goes to the back of the line. The next person in line steps forward, writes the next month on the poster, and continues in the same manner as the previous person. When the music stops, you have to stop writing. The team whose poster has the most months in the correct order wins. If you don’t know the next month when it is your turn, hand the marker to the next person in line immediately.*  The instructor plays fast instrumental music during the activity. | Posters (2x)  Markers (2x)  Blue tape  Laptop  Audio speakers |
| 5 min | Interactive classroom dialogue | The children know when sunflowers blossom.  The children can activate their prior knowledge of the topic. | The instructor says: *Last week we learned when apples are harvested in Germany*. The instructor shows a picture of a sunflower and asks: *In which months can we see this flower in our gardens?* The children reply.  The instructor asks the question: *Do you know why this flower is called a sunflower?* The children share their ideas: *They are yellow like the sun. / They have the same shape as the sun. / The petals are like sunbeams. / etc*. Perhaps also: *They turn toward the sun.* If the children do not come up with this idea, the instructor suggests it and asks the question: *They say that sunflowers turn toward the sun. Do you think that is true? Who says yes? And who says no? Let’s vote!* The instructor records the results on the board and suggests that they check the answer by watching the beginning of today’s lecture.  Note: The instructor can also bring a real sunflower to class rather than showing the picture. | *Sunflower (Sonnenblume)* image card  Magnet |
| 3 min | Interactive classroom  dialogue | The children know that sunflowers do not turn toward the sun. | The instructor writes the question on the board: *Do sunflowers actually turn toward the sun?* and invites the children to watch the first part of the film until “In the evening they’re still facing the same direction as in the morning.” (minute 1:02-1:48). The instructor asks: *What’s the answer? Do sunflowers turn toward the sun?* They are now able to answer the question: No, they do not. | Laptop and projector  Audio speakers |
| 5 min | Interactive classroom dialogue | The children know that young sunflowers turn toward the sun.  The children know that the sun rises in the east and sets in the west.  The children know the four main cardinal directions in German *(der Norden, der Osten, der Süden, der Westen)*. | The instructor says: *There was more information on this question. Do you know what this is about?* The children make guesses as a group. The instructor records them on the board.  The children watch the second part of the film and try to understand the content (minute 1:48-3:59).  After the film they check their guesses and determine with the help of the instructor: *The flower heads do not turn, but young sunflowers turn toward the sun.*  The instructor asks: *What does it mean that they turn toward the sun? What does the sun do?* The children answer the question; the instructor helps them to formulate their answer: The sun comes up in the morning and goes down in the evening.  The instructor asks: *Where does the sun go up? And where does it go down?*  The children reply: The sun rises in the east. The sun sets in the west.  The instructor introduces the four main cardinal directions in German and attaches the corresponding word cards to the board: *der Norden, der Osten, der Süden, der Westen*.  The instructor takes out a compass. The children gather around the compass and determine east, west, north, and south in the classroom. They hang the appropriate signs on the walls. | Laptop and projector  Audio speakers  Whiteboard and whiteboard markers / blackboard and chalk  Compass  White paper  Pencils  Blue tape  *Cardinal Directions (Himmelsrichtungen)* word cards |
| 5 min | Individual work | The children know that the sun rises in the east and sets in the west.  The children can draw a diagram. | The instructor paints a diagram like the one on this website ([www.sonnenverlauf.de](http://www.sonnenverlauf.de)) on the board and writes: *Die Sonne geht im Osten auf. Die Sonne geht im Westen unter.*  The children copy the diagram on a white paper for their portfolios and label their drawings with the four cardinal directions in German. | Compass  White paper  Pencils  Blue tape |
| 5 min | Interactive classroom dialogue | The children know the times of the day in German *(Am Morgen / Mittag / Nachmittag / Abend / In der Nacht)*.  The children can describe what young sunflowers do over the course of a day. | The instructor says: *Christoph also taught us what young sunflowers do over the course of a day. But before we discuss it, let’s learn the times of the day in German.*  The instructor introduces the various times of the day in German and writes them on the board *(Am Morgen / Mittag / Nachmittag / Abend / In der Nacht)*. The instructor explains the meaning e.g., by adding drawings or time spans for each time of the day. The children repeat the words to practice their pronunciation.  The instructor says: *Now, let’s re-watch the film to see again what young sunflowers do over the course of a day.* The instructor and the children re-watch the film (minute 1:48-3:59).  The instructor hands out the worksheet. The instructor reads out the phrases and acts out their meaning. The children repeat the phrases.  The children write down their answers and compare their responses in pairs. | *How do young sunflowers follow the sun? (Wie verfolgen die jungen Sonnenblumen den Lauf der Sonne?*) worksheet and answer key |
| 3 min | Interactive  classroom dialogue | The children know how young sunflowers move throughout the day. | The instructor says: *Now we are all young sunflowers and are imitating their movements over the course of a day.* The instructor and the children discuss the appropriate choreography. A possible example: the children stand like sunflowers in a field and turn toward the sun. One child is the sun and moves accordingly. One child directs the game by saying: *Am Morgen / Am Abend* … | Sun made of yellow cardboard paper (optional) |
| 10 min | Interactive  classroom dialogue | The children know verbs.  The children can describe what they do over the course of their day. | The children return to their seats. The instructor says: *Now we know what young sunflowers do over the course of a day. But what do you do over the course of a day?*  The instructor writes *Am Morgen …* on the board. The children brainstorm what they do in the morning. The children have already learned some German verbs in previous lectures (*Autopilot, Internetspiele*). The instructor encourages the children to remember those verbs. If they don’t know a verb in German, the instructor translates it into German and the children repeat the word. The instructor writes the verbs on the board.  Next, the instructor writes *Am Mittag* on the board. The children brainstorm what they do at midday.  The instructor follows the same pattern for *Am Nachmittag / Am Abend / In der Nacht*. | Whiteboard and whiteboard markers / blackboard and chalk |
| 7 min | Individual work | The children can write about their day. | The instructor explains the next task: *Let’s write about our day. I will hand out a worksheet.* (The instructor shows the worksheet while explaining it). *Please write down what you do over the course of a day. When you are done writing, you can add drawings that explain the meaning of each sentence. Do you have any questions about this task?*  The children complete the task. The instructor supports children who need help. | *My Day (Mein Tag)* worksheet |
| 3 min | Partner work | The children can present what they do during their day. | The instructor divides the class into pairs and encourages them to present their days to each other.  Note: If there is enough time, the children can present their partner’s day to the class afterwards. The instructor models the activity and explains how to use regular verbs in the third person singular. For that, the instructor writes the name of one child on the board and adds a verb (e.g., *spielen*). The instructor crosses out the *-en (spiel~~en~~*) and adds a *-t* to the end of the verb. The instructor also writes irregular verbs that the children mentioned on the board (*e.g., schläft, isst, fährt, liest …)* | *My Day (Mein Tag)* worksheet |
| 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: *Sunflowers (Sonnenblumen)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Sunflowers (Sonnenblumen)* |
| 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 |