**Objective**

* The children can describe how the human body reacts during a roller coaster ride.
* The children know record-holding roller coaster around the world and in Germany.

**German language goals**

* The children can describe how they feel *(Ich bin fröhlich / traurig / wütend / müde / ängstlich / zufrieden / stolz / einsam / aufgeregt /überrascht)*.
* The children can ask someone how he/she is feeling *(Bist du … ?)*.
* The children can expand their active and passive German vocabulary *(die Achterbahn, das Riesenrad, das Karussell, die Schiffsschaukel, das Ringelspiel, die Schießbude, der Autoscooter, das Geisterschloss …)*.

## \* Although the language of instruction is English, the lesson plan sequences highlighted in orange are taught in German.

## Materials

* Laptop and projector
* Audio speakers
* Whiteboard and whiteboard markers / blackboard and chalk
* Magnets
* *Amusement Park (Freizeitpark)* worksheet
* *Amusement Park (Freizeitpark)* answer key
* Whiteboard markers / chalk
* *Emotions (Gefühle)* image and word cards
* *Roller Coaster (Achterbahn)* worksheet
* *Roller Coaster (Achterbahn)* answer key
* *Mini Book (Minibuch)* template
* Pencils
* Crayons
* *Roller Coaster (Achterbahn)* image card
* Candy for the winner(s)
* My word bank sheet: *Roller Coaster (Achterbahn)*

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 4 min | Interactive classroom dialogue | The children can sing a German birthday song. | The instructor welcomes the children. Together they sing the birthday song they learned in the previous lesson: <https://www.youtube.com/watch?v=fNUAqFRIMaE>.  After the song, the children wish any two children happy birthday in German and then return to their seats. | Laptop and projector  Audio speakers |
| 3 min | Interactive classroom dialogue | The children can activate their prior knowledge of the topic. | The instructor says: *Some children wish to visit an amusement park for their birthday. Who has ever been to an amusement park?*  The children share their experiences. |  |
| 5 min | Group work | The children know the words *die Achterbahn, das Riesenrad, das Karussell, die Schiffsschaukel, das Ringelspiel, die Schießbude, der Autoscooter,* and *das Geisterschloss,*  and can pronounce them correctly.  The children can activate their prior knowledge of the topic. | The instructor divides the class into groups. Each group is given an *Amusement Park* worksheet. The instructor reads out the words, and the children repeat to practice their pronunciation. The children try to match the pictures and words. The groups check the results with the help of the answer key, which the instructor projects in the classroom. The children then share with each other if they have been to one of the attractions listed. | *Amusement Park (Freizeitpark)* worksheet  *Amusement Park (Freizeitpark)* answer key  Laptop and projector |
| 6 min | Interactive classroom dialogue / group work | The children know the word *die Gefühle* and can pronounce it correctly.  The children can describe how they feel *(Ich bin fröhlich / traurig / wütend / müde / ängstlich / zufrieden / stolz / einsam / aufgeregt / überrascht)*.  The children can ask someone how he/she is feeling *(Bist du … ?)*. | The instructor says: *A roller coaster ride triggers a lot of emotions. So, let’s learn to talk about our emotions in German*. The instructor introduces the word *die Gefühle* and writes it on the board. The children repeat the word.  The instructor introduces the emotions by putting word and image cards on the board. The children repeat.  The instructor says: *Let’s play a game to practice the emotions*.  The instructor writes the following sentence on the board: *Ich fahre Achterbahn*. The children repeat the sentence several times. The instructor models the game and says the sentence happily. The children need to guess his/her emotions by asking: *Bist du fröhlich?*  The instructor writes the question on the board*.* The instructor divides the class into 4 groups. The groups play the game for several minutes. The instructor supports the children if necessary. | Whiteboard and whiteboard markers / blackboard and chalk  *Emotions (Gefühle)* image and word cards  Magnets |

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| 8 min | Individual work | The children can create a mini book.  The children can illustrate the meaning sentences. | The children return to their seats. The instructor hands out the *Mini Book* template. The children create their own mini books. They copy the emotions from the board and draw pictures depicting each emotion. The instructor supports children who need help and explains how to fold the mini books once they are done.  Note: Instructions on how to create the mini books can be found here: <https://vs-material.wegerer.at/englisch/pdf_e/faltanleitung_minibooks.pdf> | *Mini Book (Minibuch)* template  Pencils  Crayons |
| 4 min | Interactive classroom dialogue | The children can describe how they feel (*Ich bin fröhlich / traurig / wütend / müde / ängstlich / zufrieden / stolz / einsam / aufgeregt / überrascht*). | The instructor shows the children a picture of a roller coaster and says: *Imagine you are about to take a ride on this roller coaster. How would you feel?* The children reply in German.  The instructor then asks: *Let’s assume you just took a ride on this roller coaster. How would you feel now?* The children reply in German.  The instructor says*: Let’s learn more about roller coasters in today’s lecture*. | *Roller Coaster (Achterbahn)* image card |
| 5 min | Group work | The children can put sentences in the correct order. | The instructor divides the children into groups and gives each group a *Roller Coaster* worksheet. The instructor and children discuss the exercise, which the children are instructed to solve during the film or immediately afterwards.  The instructor shows the first film sequence (minute 1:08-2:31).  To check their work, the instructor hangs the *Roller Coaster* answer key on the wall in multiple locations throughout the classroom. The children check their answers themselves. Questions are discussed as a group. | *Roller Coaster (Achterbahn)* worksheet  *Roller Coaster (Achterbahn)* answer key  Laptop and projector  Audio speakers |
| 8 min | Interactive classroom dialogue | The children can make guesses.  The children can test their guesses.  The children know how the body reacts during a roller coaster ride. | The instructor asks the children whether they think their bodies (would) respond to a roller coaster ride. What would their hearts do, how would their stomachs feel? The children formulate their guesses: My heart would beat faster. I would get butterflies in my stomach. My body would be pushed into the seat, etc.  The instructor suggests that they test the children’s guesses with the help of the next film sequence. The instructor divides the class into three groups. Each group focuses on one question:  - Group 1: What do our hearts do? (beat faster with each trip up)  - Group 2: What do our stomachs do? (get butterflies with each dip)  - Group 3: What happens to our bodies? (they are pushed into the seat with each curve  The instructor starts the film (minute 2:32-7:41).  Each group summarizes what they learned. The instructor helps if necessary. If needed, the children can watch the film sequence a second time. | Laptop and projector  Audio speakers |
| 8 min | Group work | The children know record-holding roller coasters around the world and in Germany. | The children stay in the same groups. The instructor invites them to do a guessing game. The instructor asks for some numbers in connection with the topic of roller coasters. The groups should make guesses and the group that comes closest to the correct answer gets a point/candy. Suggestions for questions:  How old is the oldest roller coaster? (1902, U.S.)  How fast is the fastest roller coaster in the world? (240 km/h)  How fast is the fastest roller coaster in Germany? (127 km/h)  How long is the longest roller coaster in the world? (2479 m, JAP)  How long is the longest roller coaster in Germany? (1620 m)  How tall is the tallest roller coaster in the world? (139 m, USA)  How tall is the tallest roller coaster in Germany? (73 m)  A source with more interesting information: <http://www.coaster-junkies.de/rekorde.html> | Whiteboard and whiteboard markers / blackboard and chalk  Candy |
| 5 min | Interactive classroom dialogue | The children reflect on what they learned in today’s lesson and repeat 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 German words from the lesson. Each child then fills out “My word bank sheet: *Roller Coaster (Achterbahn)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet *Roller coaster (Achterbahn)* |
| 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 |