**Objective**

* The children know about different types of fireworks.
* The children know how firework pictures are created.

**German language goals**

* The children know the names of body parts *(der Kopf, die Augen, der Mund, die Nase, die Ohren, die Füße, die Beine, der Bauch, der Schwanz, das Fell)*.
* The children know adjectives to describe animals *(kurz, lang, groß, klein, dick, dünn, braun, grau, schwarz, gelb, orange, weiß, spitz, weich …)*.
* The children can write and present an animal description.
* The children can expand their active and passive German vocabulary *(das Feuerwerk, das Lichtbild, Köln, die Lichter).*

## \* 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 marker markers / blackboard and chalk
* White paper
* *Pictures (Bilder)* cutout template
* *Words (Wörter*) cutout template
* *Sentences (Sätze)* cutout template
* *Fireworks (Lichtbilder)* worksheet
* *Fireworks (Lichtbilder)* answer key
* *Mouse (Maus)* image card
* *Body Parts* *(Körperteile)* word cards
* My word bank sheet: *Fireworks (Lichtbild)*
* Portfolios

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children know the four largest cities in Germany.  The children can locate Berlin, Hamburg, Munich, and Cologne on Google Maps. | The instructor welcomes the children and says: *Today I’m taking you on a journey to Cologne. Who knows where Cologne is?*  The children share their ideas. The instructor types in Cologne on Google Maps and shows the children where Cologne is located.  The instructor says: *After Berlin, Hamburg, and Munich, Cologne is the 4th largest city in Germany. More than a million people live there.* The children compare the number of inhabitants with the number of inhabitants in their hometown. The instructor and the children also look up Berlin, Hamburg, and Munich on Google Maps. | Laptop and projector |
| 5 min | Interactive classroom dialogue | The children know the names of clothes (*der Schal, der Hut, der Rock, das Kleid, die Hose, das Hemd, das T-Shirt, der Pullover, die Schuhe, die Mütze, die Handschuhe, die Bluse, die Socken, die Jeans)*. | The instructor continues: *Before we start our journey to Cologne, we need to pack our suitcases, which is a perfect opportunity to practice the German names of clothes we learned last week.*  The instructor and the children form a circle.  The instructor explains the game *“Ich packe meinen Koffer*”and begins by saying *Ich packe meinen Koffer und packe einen Schal ein.* The child next to the instructor repeats the sentences and adds one item. The game continues until every child has had a turn.  Note: The children and the instructor can collect the names of clothes on the board before the activity. |  |
| 6 min | Interactive classroom dialogue | The children know different types of fireworks.  The children know the words *das Feuerwerk* and *das Lichtbild*, and can pronounce them correctly. | The children return to their seats. The instructor says: *We’re going to travel to Cologne for a special event. It’s called Cologne Lights or in German Kölner Lichter. What could it be about?* The children share their ideas.  The instructor projects a picture of fireworks:  <https://www.sciencenewsforstudents.org/article/how-fireworks-shower-skies-science>  The instructor says: *The event is about fireworks. In German we call fireworks Feuerwerk.* The instructor writes the word on the board, the children repeat the word. *Have you ever seen fireworks? Where?* *How do you like them?*  The children share their experiences.  The instructor shows a second picture, this time of ground-based fireworks: <https://technology4events.de/das-bodenfeuerwerk-eine-alternative/>  The instructor explains the difference: *There are fireworks that you can see in the sky and there are fireworks that you can see on the* *ground. This means that there are aerial fireworks and ground-based fireworks. Now I’m going to show you a third picture*:  <https://www.pyromonster.de/feuerwerk/leistungen/lichterbilder/>  The instructor continues: *This is also a type of ground-based fireworks, but it’s a special kind of ground-based fireworks. It’s a firework* *picture and is called das Lichtbild in German. Lots of lights create an image.*  The instructor asks: *Can you imagine how fireworks like this are made?* The children share their ideas. The instructor suggests that the class watch the film on this and says: *Now let’s watch a film in which we see how these kind of fireworks are made for Cologne Lights.* | Whiteboard and whiteboard markers/ blackboard and chalk  Laptop and projector |
| 8 min | Interactive classroom dialogue | The children know how firework pictures are made.  The children can put pictures in the correct order.  The children can match sentences to pictures. | The instructor and the children watch the first part of the film (minute 1:20-5:15). Before starting the film, the instructor hands out pictures from the film and asks the children to put these in the order in which they appear in the film, either while watching or afterwards.  The instructor then holds strips of paper with sentences on them like a fan and says: *Pull out a piece of paper and read the sentence out loud. Think about what picture matches the sentence.*  The children match the pictures to the sentences.  The instructor says: *Now we’re going to watch the film again and will check if our answers are correct* (minute 1:20-5:15). | Laptop and projector  Audio speakers  *Pictures (Bilder*) cutout template  *Sentences (Sätze)* cutout template |
| 5 min | Interactive classroom dialogue | The children know how firework pictures are made.  The children can put pictures in the correct order. | The instructor and the children watch the second part of the film (minute 5:16-7:00).  After watching the second part, the instructor hands out a worksheet with the most important information from the film. They are instructed to connect the sentence bubbles in the order in which they occur in the film. The instructor says: *Here is some information from the film. Find the correct order.*  The children work individually, then compare their answers in pairs. They check their answers using the answer key, which the instructor hangs in multiple locations throughout the classroom. | *Fireworks (Lichtbilder*) worksheet  *Fireworks (Lichbilder)* answer key |
| 3 min | Interactive classroom dialogue | The children know the names of body parts *(der Kopf, die Augen, der Mund, die Nase, die Ohren, die Füße, die Beine, der Bauch, der Schwanz, das Fell)* and can pronounce the words correctly. | The instructor says: *After learning so much about firework pictures, let’s focus on the Mouse, who opened Cologne Lights.*  The instructor attaches a picture of the Mouse on the board. The instructor says: *This is the Mouse. Let’s learn to describe the Mouse in German. First, we will learn how to describe its body parts.* The instructor hands out word cards to the children. The children try to label the Mouse. The instructor helps if necessary. Afterwards, they practice pronouncing the words together.  Note: The children already know the body parts from the *Spider Web* lecture. | *Mouse (Maus)* image card  Magnet  *Body Parts* *(Körperteile)* word cards |
| 5 min | Interactive classroom dialogue | The children know adjectives to describe animals *(kurz, lang, groß, klein, dick, dünn, braun, grau, schwarz, gelb, orange, weiß, spitz, weich …)*. | The instructor says: *Let’s collect adjectives that can help us describe the Mouse or any other animal.* The children share their ideas, and the instructor translates the adjectives into German and writes them on the board. The instructor adds adjectives if necessary *(kurz, lang, groß, klein, dick, dünn, braun, grau, schwarz, gelb, orange, weiß, spitz, weich …)*.  The children and the instructor add drawings to depict the meaning of the words.  Afterwards the instructor says: *In our next activity we are going to build an animal riddle ― a guessing game in which each one of you is going to describe an animal and the others need to guess which animal it is. Let’s practice this by describing the Mouse together.*  The children use the adjectives to describe the Mouse (e.g., *Das Tier ist groß. Das Fell ist orange.* *Die Augen sind schwarz …* ).  The instructor writes the sentences on the board. | Whiteboard and whiteboard markers / blackboard and chalk |
| 10 min | Individual work | The children can write an animal description. | The instructor says*: Let’s create our own animal riddles. You have 10 minutes to draw an animal on a piece of paper and write a description on another piece of paper. Afterwards I will collect the pictures. You will read out your description and the other children will guess which animal it is.*  The children draw animals and write the respective descriptions. The instructor helps the children with the task. | Pencils  White paper |
| 5 min | Interactive classroom dialogue | The children can present their animal descriptions to the class.  The children can listen carefully to a description and identify the described animal. | The instructor collects the drawings and places them on the teacher’s desk. The children gather around the teacher’s desk. The children read out their animal descriptions. The other children guess which animal it is. |  |
| 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: *Fireworks (Lichtbild)*”for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Fireworks (Lichtbild)* |
| 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 |