**Objective**

* The children know how Internet games are designed.

**German language goals**

* The children can ask if someone can do something *(Kannst du…?)*.
* The children can describe what they can do and what they can’t do *(Ich kann … / Ich kann nicht …)*.
* The children can expand their active and passive German vocabulary *(die Internetspiele, können).*

## \* 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
* Binder clips (1 per pair)
* *Internet Games (Internetspiele)* worksheet
* Pictures of the people in the film
* Paper (12 pages per pair)
* Scissors
* Pens
* Portfolios
* My word bank sheet: *Internet Games* *(Internetspiele)*

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children can describe the weather. | The instructor welcomes the children. The instructor says: *Let’s practice again how to describe the weather in German. I’m going to play some weather sounds, and I want you to tell me how the weather is.* The instructor plays the weather sounds, and the children describe the weather.  Note: You can find audio examples here: <https://www.audiyou.de/home/>  *Es ist windig* : (type in *Heulender Wind*)  *Es schneit* : (type in *Schritte im Schnee*)  *Es regnet* : (type in *Regen auf dem Fensterbrett*)  *Es donnert* : (type in *Blitzeinschlag Donner*)  *Es ist sonnig* : (type in *Welche Vogelstimmen sind das?*) | Laptop  Audio speakers |
| 5 min | Interactive classroom dialogue | The children can activate their prior knowledge of the topic.  The children know the word *die Internetspiele* and can pronounce it correctly. | The instructor says*: I like warm and sunny weather because I can do plenty of activities outside. But what do you do when it is cold and rainy?*  The children share their ideas. If the children mention playing Internet games, the instructor explains that the topic of today’s lecture is Internet games. If not, the instructor explains that you can also play Internet games and introduces the topic of today’s lecture.  The instructor introduces the German word *die Internetspiele* and writes it on the board. The children repeat the word. Next, the instructor asks: *Do you know any Internet games? Do you play any Internet games? How often? Do you have a favorite game?*  The children talk about their experiences with Internet games. | Whiteboard and whiteboard markers/ blackboard and chalk |
| 10 min | Interactive classroom dialogue | The children know how Internet games are developed. | The instructor says*: Today we are going to learn how Internet games are developed. How do you think they are developed? Who works on them? And where do they work on them?*  The children share their ideas.  The instructor says: *In today’s lecture we are going to learn how an Internet game is designed. The Internet game features the Mouse, the main character of the popular German TV show* Die Sendung mit der Maus*. You already know the Mouse from the Graffiti lecture. So, let’s pay a visit to the editorial office of the Mouse to find out how a new game is developed.*  The instructor hands out one cut-out sentence strip from the *Internet Games* worksheet and the corresponding picture of the people in the film to each child. Ifthere are more children in the class than sentence strips, the children can also work in pairs. The children read their sentence before the lecture and pay attention to when the action on their sentence strip appears in the lecture*.*  The instructor and the children watch the video (minute 0:59-8:09). After watching the video, the children attach their sentence strips to the board in the correct order. The instructor supports the children if necessary. With the help of the sentences, the children summarize how Internet games are developed. | Laptop and projector  Audio speakers  *Internet Games (Internetspiele)*  worksheet  Pictures of the people in the film  Magnets |
| 10 min | Interactive classroom dialogue | The children know German 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 says: *Let’s talk more about the Internet game you saw in the lecture? What was the mouse doing in the game?*  The children say what the mouse was doing (If they can’t remember, they can re-watch the video). The instructor translates the verbs into German and writes them on the board. The children repeat the words.  The instructor continues: *Let’s think about other activities the Mouse could be doing.* The children share their ideas. The instructor translates the verbs into German and adds them to the list of verbs on the board. The children repeat the words.  The instructor writes the structure *Kannst du …?* on the board. The instructor picks one of the verbs and asks one child *Kannst du …? (e.g., schwimmen)*. The instructor explains how to reply to the question: *Ja, ich kann schwimmen. / Nein, ich kann nicht schwimmen*. The instructor writes the structures on the board and invites the child to reply. The instructor asks two more questions, two children reply.  The instructor then invites the children to play pantomime to practice the verbs and structures. One child comes to the front of the class, chooses one of the verbs, and acts it out. The other children need to guess which verb it is by asking *Kannst du …?* If the answer is *Ja, ich kann …*, the child who asked the question acts out another verb next. | Whiteboard and whiteboard markers/ blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know how animated films were designed in the past. | The instructor asks: *We now know how Internet games are designed toda*y. *How do you think animated films were made before there were computers?*  The children guess.  Note: This can be of interest to the children: In an animated movie, 12-24 images are shown per second. Before there were computers these all had to be drawn by hand. The children can calculate how many images needed to be drawn for a one and-a-half minute Walt Disney movie, for example.  The instructor shows the children a simple example of how to make a flip book  (<https://www.youtube.com/watch?v=Un-BdBSOGKY>; minute 0:00-1:53) | Laptop and projector  Audio speakers |
| 12 min | Partner work | The children can create a flip book. | The instructor divides the children into pairs and explains the task. The children work together on making their own flip book with a maximum of 12 pages. They’re given sheets of standard letter paper to cut, scissors, and pens. When they’re done, they use a binder clip to hold the pages together.  Note: The instructor helps the children to come up with ideas. The children should work with very simple themes (e.g., a flying bird, the waxing moon, a mushroom, the development of a drawing of a cat, etc.) | Paper (12 pages per pair)  Scissors  Pens  Binder clips (1 per pair) |
| 5 min | Partner work | The children can present their work. | The children present their flip books in a gallery walk: Each pair puts their flip books on their table. They then go around to look at the other flip books.  Note: It is important to stress beforehand that the children need to look at the flip books very carefully. | Flip books |
| 5 min | Interactive classroom dialogue | The children reflect on what they have 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: *Internet Games (Internetspiele)*”for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Internet Games (Internetspiele)* |
| 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 |