**Objective**

* The children know how balloons are produced.

**German language goals**

* The children can wish someone happy birthday in German *(Herzlichen Glückwunsch!)*.
* The children can sing a German birthday song.
* The children can write a birthday card in German.
* The children can expand their active and passive German vocabulary *(der Gummibaum, die Luftballons, die Gummimilch … )*.

## \* 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
* White paper
* Colored paper
* Crayons
* *Article Game (Artikelspiel)* image cards
* “Balloons” picture
* “Rubber Tree” picture
* *Balloon Production (Luftballonherstellung)* photos
* *Balloon Production (Luftballonherstellung)* sentence strips
* *Balloon Production (Luftballonherstellung)* answer key
* *Balloon Production (Luftballonherstellung)* worksheet
* Two balloons to blow up
* Scissors
* Balloon
* Needle
* My word bank sheet: *Balloons (Luftballons)*
* Portfolios

| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| --- | --- | --- | --- | --- |
| 5 min | Interactive classroom dialogue | The children know the negative article *kein/keine.*  The children know when to use *kein* and *keine*. | The instructor welcomes the children.  The instructor writes the words *kein / keine* on two pieces of paper and hangs them up in the classroom. The instructor shows the picture cards of the article game, and the children quickly have to decide whether the noun depicted on the image card has to be used with *kein* or *keine*. The children run to the corresponding word card. The instructor calls on one child to say the noun together with the negative article. | White paper  Markers  *Article Game (Artikelspiel)* image cards  Magnets |
| 3 min | Interactive classroom dialogue | The children can activate their prior knowledge of the topic.  The children know the words *der Gummibaum* and *die Luftballons* and can pronounce them correctly. | The instructor says: *In today’s lesson we will learn about another tree.* The instructor shows the children two pictures from the Internet, one with balloons and another with a rubber tree and asks the children what they think connects the two. The children share their guesses, and the instructor helps if necessary by saying: *So one picture is of balloons that are made of rubber. And the other shows a rubber tree.* The instructor writes the words *balloons* and *rubber tree* on the board and introduces the German words (*der Gummibaum*, *die Luftballons*). The children repeat the words to practice their pronunciation. | “Balloons” picture <https://goo.gl/e6nyx1>  “Rubber tree” picture <https://goo.gl/s4GDbm>  Laptop and projector  Whiteboard and whiteboard markers / blackboard and chalk |
| 3 min | Interactive classroom dialogue | The children know what rubber milk is and where to find it.  The children know the word *die Gummimilch* and can pronounce it correctly. | The instructor says/asks: *So rubber from rubber trees is used to produce balloons. But where is the rubber in the rubber tree? What do you think?*  The instructor suggests that they watch the first film sequence (minute 1:27-3:07) to find the answer.  The instructor and children summarize the information in the film: *A notch is cut in the bark of a tree to “milk” the tree. What comes out is called rubber milk.* The instructor adds: *In German we call it* die Gummimilch*.* The instructor writes the word on the board, the children repeat the word. | Laptop and projector  Audio speakers |
| 8 min | Interactive classroom dialogue | The children know how balloons are produced. | The instructor places the pictures from the film on the teacher’s desk/floor and says: *These are pictures that show us how balloons are produced. Look carefully at the pictures and think about what each portrays and which steps follow which.* The children think about the logical sequence and share their ideas.  The instructor shows the children the next film sequence (minute 3:07-6:49). While watching, the children check their answers.  The instructor places sentences that go with the pictures out of order on the desk/floor. The children match the sentences to the pictures. The instructor helps if necessary.  The instructor and children check their answers and read the sentences out loud. | *Balloon Production (Luftballonher-stellung)* photos  *Balloon Production (Luftballonher-stellung)* sentence strips  *Balloon Production (Luftballonher-stellung)* answer key |
| 5 min | Individual work / partner work | The children know how balloons are produced. | The instructor hands out the *Balloon Production* worksheet. The children work individually, but can consult with their neighbors if necessary. When they are finished, they compare their answers to the sentence strips on the floor. | *Balloon Production (Luftballonher-stellung)* worksheet |
| 5 min | Interactive classroom dialogue | The children know that a balloon needs a rolled edge. | The instructor asks the children what they think: *What happens if the rolled edge of the balloon is cut off? Can the balloon still be blown up?* The children think about the question and then try it out themselves: two children try to blow up balloons that have had the rolled edges cut off. The class discovers together: without a rolled edge, the balloon cannot be blown up. The air goes past the neck of the balloon. | Two balloons to blow up  Scissors |
| 5 min | Interactive classroom dialogue | The children know where to insert a needle into a balloon without bursting it. | The instructor says: *Christoph makes the same discovery. He also shows us a trick. Let’s watch it ..*. (minute 6:49-8:05).  The instructor and the children copy Christoph’s trick and discuss how it works. The instructor stands in the middle of the class, blows up a balloon, and puts a needle in the tip of the balloon where the rubber is especially thick. | Balloon  Needle |
| 3 min | Interactive classroom dialogue | The children can wish someone happy birthday in German *(Herzlichen Glückwunsch!)*. | The instructor asks the children: *Today we have learned how balloons are produced.* *But when do we need balloons most?* The children reply and probably mention that we use balloons to decorate our houses for birthday parties. The instructor adds: *Exactly. Let’s learn how to wish someone happy birthday in German.*  The instructor writes *Herzlichen Glückwunsch!* on the board. The children repeat the phrase.  The instructor plays a German birthday song *Zum* *Geburtstag viel Glück* (<https://www.youtube.com/watch?v=fNUAqFRIMaE>). The children walk through the classroom; whenever the music stops, they wish someone happy birthday.  Note: The instructor can also choose a longer birthday song (*Wie schön, dass du geboren bist* by Rolf Zuckowski: <https://www.youtube.com/watch?v=XaKPbXXbtWY>)and practice the chorus with the children in the next activity. | Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children can sing a German birthday song. | The instructor says: *I was playing a very popular German birthday song. Let’s learn it*. The instructor and the children listen to the song again and talk about the meaning of the song. The instructor and children then listen to the song 2-3 times; the children sing along. | Laptop and projector  Audio speakers |
| 10 min | Interactive classroom dialogue / individual work | The children can write a birthday card in German. | The instructor says: *I am sure you have a friend or a family member whose birthday is coming up soon. Let’s write a German birthday card to surprise them. In German, we begin a birthday card by writing Liebe(r) …* The instructor explains when to use *liebe* and when to use *lieber.*  The instructor asks*: What should we write in the birthday card*? The children share their ideas. The instructor writes them on the board. A possible text can be:  *Liebe(r)…*  *Herzlichen Glückwunsch.*  *Ich wünsche dir alles Liebe und Gute zum Geburtstag.*  *Dein(e)…*  The instructor passes out colored paper. The children create birthday cards. They copy the text and add some drawings to their cards.  They display their cards in a museum walk at the end of the activity. | Whiteboard and whiteboard markers / blackboard and chalk  Colored paper  Crayons |
| 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: *Balloons (Luftballons)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Balloons (Luftballons*) |
| 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 |