**Objective**

* The children know interesting facts about wind turbines.
* The children know how wind turbines work.
* The children know why wind turbines have three rotor blades.

**German language goals**

* The children can ask how the weather is *(Wie ist das Wetter?).*
* The children can describe the weather in German *(Es regnet. / Es schneit. / Es ist windig. / Es ist sonnig. / Es ist nebelig. / Es ist warm. / Es ist kalt. / Es ist bewölkt. / Es blitzt. / Es donnert.)*.
* The children can expand their active and passive German vocabulary *(die Windmühle, der Windpark, das Windrad, das Wetter…)*.

## \* 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
* Blue tape
* Whiteboard and whiteboard markers / blackboard and chalk
* Posters (one per group)
* Colored pencils/markers/crayons
* *Four seasons (Vier Jahreszeiten)* word cards
* *Windmill* picture
* *Wind park* picture
* *True* and *False* word cards (2x)
* *Wind turbines (Windräder)* quiz sheet
* Answer key for the *Wind turbines (Windräder)* quiz sheet
* *Discovering the wind turbine (Das Windrad entdecken)* worksheet
* *Discovering the wind turbine (Das Windrad entdecken)* answer key for the instructor
* *Weather (Wetter)* image and word cards
* My word bank sheet: *Wind Turbine (Windrad)*
* Portfolios

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children know the seasons in German.  The children can use the structure *Im … gibt es …*  The children can match words to the correct season. | The instructor welcomes the children. The instructor and the children review the four seasons and the structure *Im … gibt es* … . The instructor puts up a word card of each season in the corners of the classroom. The children and the instructor play a game to practice the words and structure: The instructor calls out nouns from the last lesson, and the children quickly move towards the corner/season associated with the noun. The instructor then asks one child to form a sentence by using the structure *Im … gibt es* … . Lastly, the instructor calls out *der Wind.*  Note: The instructor can divide the class into two teams that compete against each other. | Blue tape  *Four seasons (Vier Jahreszeiten)* word cards |
| 5 min | Interactive classroom dialogue | The children know the words *die Windmühle*, *der Windpark*,and *das Windrad*,and can pronounce them correctly.  The children can activate their prior knowledge of the topic. | The children gather in a semicircle in front of the board. The instructor says: *In today’s lecture wind plays a very important role. Let’s find out why.*  The instructor hands out puzzle pieces to the children, which form two pictures: old windmills and a new wind park with multiple wind turbines. The children work together to form the pictures.  The instructor writes the words *die Windmühle*, *der Windpark*, and *das Windrad* on the board. The children repeat the words.  The instructor starts a discussion with the children: *Who has already seen an old windmill? Do you know what they were used for? Has anyone seen how they work? Have any of you visited a wind park or seen wind turbines? Do you know what wind turbines are used for?* The children share their experiences. | *Windmill* picture and  *Wind park* picture (cut into as many pieces as there are children)  Whiteboard and whiteboard markers / blackboard and chalk |
| 10 min | Interactive classroom dialogue | The children can decide whether a statement is true or false.  The children know interesting facts about wind turbines. | The instructor puts a *True* and a *False* word  card in two different corners of the classroom and on the board. The instructor takes out the  *Wind turbines* quiz sheet and asks the children to gather in the middle of the classroom.  The instructor explains*: I will read out some interesting* *statements about wind turbines. You have to* *decide whether the information is true or* *false. If you think the statement is true, you have to go to the section of the room with the “True” word card; if you think it is false, you have to go to the section with the “False” word card*. After the children decide whether astatement is true or false, the instructor putseach statement under the “True” or “False”word card on the board.  Note: When talking about statement number 3, the instructor explains that wind turbines are 328 feet or 100 meters high as mentioned in the lecture. | *True* and *False* word cards (2x)  Magnets  Blue tape  *Wind turbines (Windräder)* quiz sheet  Answer key for the *Wind turbines (Windräder)* quiz sheet |
| 10 min | Interactive classroom dialogue/ partner work | The children know how wind turbines work. | The instructor suggests that they watch a film on the topic, in which Christoph visits a wind turbine (minute 1:30-7:28).  After watching the video, the children summarize what they understood. Then the instructor hands out th*e Discovering the wind turbine* worksheet. The children complete the worksheet in pairs.  The children and the instructor compare the answers in class. The children correct their answers if necessary. | Laptop and projector  Audio speakers  *Discovering the wind turbine (Das Windrad entdecken) worksheet*  *Discovering the wind turbine (Das Windrad entdecken)* answer key for the instructor |
| 5 min | Interactive classroom dialogue | The children know why wind turbines have three rotor blades. | The instructor says: *There is still an interesting question that we haven't answered: Why do wind turbines have three rotor blades? Did someone understand why?* If so, the children can summarize the answer. If not, the instructor and the children re-watch the explanation given in the lecture  (minute 6:37-7:18). | Laptop and projector  Audio speakers |
| 12 min | Group work | The children can create a poster with all the information they learned. | The instructor divides the class into four groups. Each group creates a poster with all the information they learned about wind turbines. Their poster should include pictures (drawings) and text. The instructor helps the children if necessary. | Posters  Colored pencils/ markers/crayons |
| 5 min | Interactive classroom dialogue | The children can present their work to the class. | Each group attaches their poster to the board and presents it to the class. The other groups can ask questions or provide feedback. | Magnets |
| 5 min | Interactive classroom dialogue | The children know the word *das Wetter* and can pronounce it correctly.  The children can describe the weather in German *(Es regnet. / Es schneit. / Es ist windig. / Es ist sonnig. / Es ist nebelig. / Es ist warm. / Es ist kalt. / Es ist bewölkt. / Es blitzt. / Es donnert.)*. | The instructor says: *We have learned a lot about wind turbines today. The more wind we have, the more electricity they can produce. But it is not always windy. So, let’s learn to describe the weather in German at the end of our lesson today.*  The instructor introduces the word *das Wetter* and writes it on the board; the children repeat the word. The instructor attaches image cards to the board and asks the children to gather in a semicircle around the board. The instructor hands out a word card to each child. The children try to match their word card to the correct image card. The instructor helps if necessary and supports the children with the pronunciation of the phrases.  The children practice the words and their pronunciation by repeating them together with the instructor (loud, quietly, only boys, only girls …)  Note: If there are more children in the class than word cards, the children can work with a partner. | *Weather (Wetter*) image and word cards  Whiteboard and whiteboard markers/ blackboard and chalk |
| 5 min | Partner work | The children can describe the weather in German *(Es regnet. / Es schneit. / Es ist windig. / Es ist sonnig. / Es ist nebelig. / Es ist warm. / Es ist kalt./ Es ist bewölkt. / Es blitzt. / Es donnert.)*.  The children can ask how the weather is *(Wie ist das Wetter?)*. | The instructor divides the class into pairs and models the next task with the help of one child: One partner thinks of one weather expression, draws something representative of the weather (e.g., sun) on the back of the other partner, and asks: *Wie ist das Wetter?* (The instructor writes the question on the board while explaining the task). The partner guesses how the weather 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: *Wind Turbine (Windrad)*”for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Wind Turbine (Windrad)* |
| 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 |