**Objectives**

## The children know different trees.

* The children know why wood crackles when it burns.

**German language goals**

* The children know the names of trees in German *(die Buche, die Eiche, die Birke, die Fichte, die Lärche)*.
* The children know when to use *kein* and *keine*.
* The children can expand their active and passive German vocabulary *(das Feuerknistern, eine Frucht, eine Rinde, ein Blatt, ein Baum)*.

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

**Materials**

* Magnets
* Whiteboard and whiteboard markers / blackboard and chalk
* Laptop and projector
* Audio speakers
* Scissors
* Glue
* Pictures of the following trees: *Lärche, Buche, Birke, Eiche, Fichte*
* *Trees (Bäume)* cutout template
* *Trees (Bäume)* answer key
* *Trees (Bäume*) template for gluing
* *Article Game (Artikelspiel)* image cards
* *Crackling Fire (Feuerknistern)* worksheet
* *Crackling Fire (Feuerknistern)* answer key
* *Christoph solves the problem (Christoph lo*̈*st das Problem)* picture
* My word bank sheet: *Crackling Fire (Feuerknistern)*
* Portfolios

| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| --- | --- | --- | --- | --- |
| 5 min | Interactive classroom dialogue | The children know the times of the day in German (*Am Morgen / Mittag / Nachmittag / Abend / In der Nacht …*).  The children can describe what they do during their day. | The instructor welcomes the children. The instructor and the children review the times of the day.  The instructor plays some fast instrumental music. The children walk through the classroom. The instructor stops the music and says a time of the day (*e.g., am  Morgen* …). The children find a partner and tell each other what they do at that time of the day. | Laptop  Audio speakers |
| 5 min | Interactive classroom dialogue | The children can activate their prior knowledge of the topic.  The children know the word das *Feuerknistern* and can pronounce it correctly. | The instructor says: *Let’s imagine it’s a cold winter evening*. *What do you like to do on such an evening?*  The children share their ideas.  The instructor adds*: Listen to what I like to do on a cold winter evening.*  The instructor plays the sound of crackling fire from the following website: <https://goo.gl/336uiV>  The children guess what it is: fire, crackling fire, burning wood. The instructor introduces the German word *das Feuerknistern* and writes it on the board. The children repeat the word to practice their pronunciation. | Laptop  Audio speakers  Whiteboard and whiteboard markers / blackboard and chalk |
| 6 min | Interactive classroom dialogue | The children can activate their prior knowledge of the topic.  The children can share their ideas. | The instructor says: *Fire can be both dangerous and pleasant. Where can one enjoy a fire? When is fire nice and pleasant?* The instructor helps the children to formulate their ideas and helps to focus the discussion with an image that he or she projects, the “fire in the fireplace”: <https://goo.gl/UTCMcU> The instructor then says: *Close your eyes and imagine that the feet on the picture are your feet. You’re listening to music, you’re reading, you’re talking to friends. You feel comfortable, everything is very pleasant.*  The instructor summarizes: *We heard how wood burns in a fireplace and how the fire crackles. But do you think that every type of wood crackles just as loudly?* The children express their opinion. | Laptop and projector  Audio speakers |
| 8 min | Interactive classroom dialogue | The children know that not every type of wood crackles the same.  The children know the names of trees in German *(die Buche, die Eiche, die Birke, die Fichte, die Lärche)*. | The instructor says: *That is exactly what Christoph wanted to know. Let’s watch the film so we can find out what he discovered* (minute 1:08-4:37).  The children watch the film sequence and summarize the answer: Not every type of wood crackles the same. The wood from conifers crackles better than the wood from deciduous trees. Larch wood crackles the best.  The instructor introduces the names of the trees in German and attaches the pictures to the board *(die Buche, die Eiche, die Birke, die Fichte, die Lärche)*. The children repeat the words. | Laptop and projector  Audio speakers  Magnets  Pictures of the following trees: *Lärche, Buche, Birke, Eiche, Fichte* |
| 10 min | Individual work | The children can identify parts of different trees. | The instructor hands out a *Trees* cutout template to each child. The children cut out the 20 pictures. They watch the film sequence they just saw one more time (minute 1:08-4:37) and match the pictures accordingly.  They check their answers with the help of the answer key, which the instructor projects. The children glue the matched pictures to the *Trees* template for gluing, which the instructor hands out to them. | *Trees (Bäume)* cutout template  *Trees (Bäume)* answer key  *Trees (Bäume*) template for gluing  Scissors  Glue |
| 6 min | Interactive classroom dialogue | The children know the negative article *kein / keine.*  The children know when to use *kein* and *keine*. | The instructor writes the following on the board and attaches the corresponding pictures behind each sentence:  *Das ist ein Baum.*  *Das ist eine Rinde.*  *Das ist eine Frucht.*  *Das ist ein Blatt.*  The children and the instructor read out the sentences together.  The instructor then shows a picture of a tree and says:  *Das ist kein Baum. Das ist eine Rinde.*  The instructor writes the sentences on the board and underlines *kein* and *eine*.  The instructor shows a picture of bark and says:  *Das ist keine Frucht. Das ist eine Rinde.*  The instructor writes the sentences on the board and underlines *keine* and *eine*.  The instructor shows a picture of a fruit and says:  *Das ist kein Blatt. Das ist eine Frucht*.  The instructor writes the sentences on the board and underlines *kein* and *eine*  The instructor shows a picture of a leaf and says:  *Das ist kein Baum. Das ist ein Blatt.*  The instructor writes the sentences on the board and underlines *kein* and *ein*.  The instructor and children discuss the function and use of *kein / keine*. For this activity it is important that the instructor color codes the articles to visualize when to use *kein* and when to use *keine*. | Whiteboard and whiteboard markers / blackboard and chalk |
| 8 min | Partner work | The children know when to use *kein* and *keine*. | The instructor shows the children several image cards. The children say the German names. The instructor writes the words with the indefinite article *(ein, eine)* on the board.  The instructor points to the image card of the ball and asks: *Ist das ein Auto?* The instructor writes the question *Ist das ein / eine … ?* on the board. One child replies: *Das ist kein Auto. Das ist ein Ball*.  The instructor points to the image card depicting the bark and asks: *Ist das eine Maus?* One child replies: *Das ist keine Maus. Das ist eine Rinde.*  The instructor then attaches the image cards to the classroom walls. The children work with a partner and start with one image card. Partner A asks a question about the object on the image card. Partner B replies: *Das ist kein / keine … Das ist ein / eine …*  The partners then move on to the next image card. The activity continues until each pair has talked about each image card. | *Article Game (Artikelspiel)* image cards  Blue tape |
| 4 min | Interactive classroom dialogue | The children know why wood crackles. | The instructor says: *Earlier we learned that not every type of wood crackles equally loudly. But why does wood crackle in general? Do you have any ideas?* The children make guesses.  The instructor suggests that they watch the next film sequence (minute 4:37-7:26). The children then discuss with each other what they understood. | Laptop and projector  Audio speakers |
| 5 min | Group  work | The children know why wood crackles. | The instructor hands each child a *Crackling Fire* worksheetwith sentences explaining the phenomenon. The children discuss their suggestions for the correct order in small groups. At the end they compare their answers as a group. | *Crackling Fire (Feuerknistern)* worksheet  *Crackling Fire (Feuerknistern)* answer key |
| 3 min | Interactive  classroom dialogue | The children can make guesses and test their guesses. | The instructor asks: *So now we know that not every type of wood that burns well also crackles well. What do you think Christoph does so that he can always hear the fire crackling?* The instructor shows the children the picture *Christoph solves the problem*. The children think of possible explanations. The instructor then shows the final film sequence (minute 7:26-8:56). The children test out their guesses. | Laptop and projector  Audio speakers  *Christoph solves the problem* picture |
| 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: *Crackling Fire (Feuerknistern)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Crackling Fire (Feuerknistern)*  Portfolios  Worksheets |
| 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 |