**Objectives**

## The children know facts about fireflies.

**German language goals**

* The children know antonym pairs *(hell – dunkel; groß – klein;* *kurz – lang; alt – neu;* *schön – hässlich;* *alt – jung; warm – kalt; langsam – schnell)*.
* The children can make drawings that depict the meaning of their antonym.
* The children can write two sentences in German.
* The children can expand their active and passive German vocabulary *(die Glühwürmchen …)*.

## \* 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
* Magnets
* *Clocks* made from the clock template
* *Fireflies (Glühwürmchen*) worksheet
* *Fireflies (Glühwürmchen)* answer key
* *Fireflies (Glühwürmchen)* question cards for the instructor
* *Firefly Trivia (Wissenswertes über Glühwürmchen)* worksheet
* White paper
* Crayons and pencils
* *Antonyms (Antonyme)* word cards
* *Antonyms (Antonyme)* partner work word cards
* My word bank sheet: *Fireflies (Glühwürmchen)*
* Portfolios

| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| --- | --- | --- | --- | --- |
| 5 min | Interactive classroom dialogue | The children can ask what time it is *(Wie spät ist es?)*.  The children can tell the time to the hour *(Es ist … Uhr)*. | The instructor welcomes the children. The instructor shows a paper clock made from the *Clock* template and sets a time. The instructor asks: *Wie spät ist es?* The children reply. The instructor repeats the same activity several times.  The instructor divides the class into pairs and hands out a clock to each pair. The children practice telling time: One partner sets a time, the other one tells the time and vice versa. | *Clocks* from the previous lesson |
| 5 min | Interactive classroom dialogue | The children know the word *die Glühwürmchen* and can pronounce it correctly.  The children can activate their prior knowledge of the topic. | The children return to their seats. The instructor says: *In today’s lesson we are going to learn about an animal that we can only see in the evening. Any idea which animal that could be?*  The children share their guesses.  Ideally they come up with the solution: fireflies. The instructor writes the word on the board and shows a picture of a firefly. The instructor introduces the word *die* *Glühwürmchen* and writes it on the board. The children repeat the word.  The instructor asks the children what they already know about fireflies. The children share their prior knowledge of the topic. | Whiteboard and whiteboard markers / blackboard and chalk  Laptop and projector  *Firefly* picture: <http://www1.wdr.de/wissen/gluehwuermchen-124~_v-ARDFotogalerie.jpg> |
| 12  min | Interactive classroom dialogue | The children know facts about fireflies.  The children can listen for specific information in a film. | The instructor suggests that they watch a film about fireflies (minute 1:25-9:50).  Before they watch the film, the instructor hands out the *Fireflies* exercise sheet, which they read through carefully before the film. The children work through the exercise sheet either while watching the film or immediately afterward. They check their work with the help of the answer key, which the instructor hangs up in multiple locations throughout the classroom. They can also discuss it as a group. | Laptop and projector  Audio speakers  *Fireflies (Glühwürmchen*) worksheet  *Fireflies (Glühwürmchen)* answer key |
| 4 min | Group work | The children can read and understand short texts. | The instructor divides the class into three equal groups and hands out the short *Firefly Trivia* texts 1, 2, and 3, each of which has one question on the topic of fireflies.  Group 1: *How do fireflies feed themselves?*  Group 2: *How long do fireflies live?*  Group 3: *Why are there fewer and fewer fireflies?*  The groups read their texts and discuss the information in the text. | *Firefly Trivia (Wissenswertes über Glühwürmchen)* worksheet |
| 5 min | Group work | The children can present information to other children. | Using the group puzzle method, the instructor forms new groups, in which there are now 1-2 “experts” on each question. One after another, the experts share their knowledge with the other group members so that by the end each child knows the answers to all three questions on the topic of fireflies.  Note: Group puzzle method (simplified version)  Group work phase 1:  Group 1 – ABC, Group 2 – ABC, Group 3 – ABC;  Group work phase 2:  Group 1 – AAA, Group 2 – BBB, Group 3 – CCC  More on this here: <https://lehrerfortbildung-bw.de/st_kompetenzen/weiteres/projekt/projektkompetenz/methoden_a_z/gruppenpuzzle/> | *Firefly Trivia (Wissenswertes über Glühwürmchen)* worksheet |
| 5 min | Interactive classroom dialogue | The children know facts about fireflies. | The instructor divides the class into two groups and asks a quick series of questions about fireflies. The two groups take turns answering the questions. For each correct answer they get a point, which the instructor records on the board. If the group whose turn it is does not know the answer, the other group is given an extra chance to answer it.  The instructor asks the following question last: *When can you observe fireflies glowing? (In the evening when it is dark).* | *Fireflies (Glühwürmchen)* question cards for the instructor  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know antonym pairs  *(hell – dunkel;*  *groß – klein;*  *kurz – lang;*  *alt – neu;*  *schön – hässlich;*  *alt – jung;*  *warm – kalt;*  *langsam – schnell)*. | The instructor says: *Exactly, we can only see fireflies when it is dark, never when it is bright*. The instructor introduces the antonym pair in German and writes it on the board: *hell – dunkel.*  The instructor reads out the words and the children repeat the words.  The instructor continues: *Hell and dunkel is an antonym pair. Let’s learn more antonym pairs in German.*  The instructor puts the *Antonyms* word cards on the board and reads them out loud. The children try to match the antonyms. The instructor helps if necessary and explains the meaning of the unknown words. The instructor and the children repeat the words several times to practice their pronunciation. | *Antonyms (Antonyme)* word cards  Magnets |
| 7 min | Partner work | The children can make drawings that depict the meaning of their antonym.  The children can write two sentences in German. | The instructor points to the antonym pair *hell – dunkel* and writes two sentences on the board:  *Die Nacht ist dunkel. Der Tag ist hell.*  The instructor explains the meaning of the sentences and reads them out loud. The children repeat the sentences.  The instructor divides the class into pairs and distributes one *Antonyms Partner Work* word card as well as two pieces of paper to each pair. The children read their antonym pair quietly and make sure not to show it to the other children. The children then draw a picture for each antonym (on one piece of paper) and write two sentences with their antonyms on another piece of paper *(e.g., Die Nacht ist dunkel. Der Tag ist hell)*.  The children work on the task; the instructor supports them in writing their sentences. | *Antonyms (Antonyme)* *Partner Work* word cards  White paper  Crayons and pencils |
| 4 min | Interactive classroom dialogue | The children can match drawings to antonym pairs. | The instructor collects the drawings and puts them on the board. The children gather in a semi-circle around the board and look at the drawings. The instructor points to the first drawing and asks: *Who knows which antonym pair belongs to this drawing?*  The children guess the antonym pair. Once they guessed the correct antonym pair, the artists of the first drawing read out their two sentences and put them under their drawing on the board. The other children repeat the sentences with them.  The children guess the antonym pairs for the other drawings. | Magnets  Drawings |
| 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: *Fireflies (Glühwürmchen)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Fireflies (Glühwürmchen)* |
| 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 |