**Objective**

* The children know how railroad crossing gates open and close.

**German language goals**

* The children can describe what they see using the structure *Ich sehe …*
* The children know the names of vehicles *(das Auto, der Bus, das Taxi, die U-bahn, der Zug, das Schiff, der Roller, das Motorrad, das Fahrrad, das Flugzeug, der Hubschrauber, die Straßenbahn, die Rakete)*.
* The children can describe their travel plans *(Ich fahre/fliege mit dem/der … nach …)*.
* The children can expand their active and passive German vocabulary *(der Bahnübergang, die Bahnschranke, die Ampel, die Straße, die Autos, die Fahrzeuge)*.

## \* 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
* *Railroad Crossing (Bahnübergang)* worksheet
* *Railroad Crossing (Bahnübergang)* cutout template
* *Railroad Crossing (Bahnübergang)* answer key
* *Vehicles (Fahrzeuge)* word and image cards (2x)
* Envelope
* Portfolios
* My word bank sheet: *Railroad Crossing Gate (Bahnschranke)*

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| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children can give commands.  The children can follow commands. | The instructor welcomes the children. The instructor and the children review how to give commands in German. They first collect commands on the board. The instructor and the children then form a circle and practice giving commands with the following game: The instructor starts the game by giving a command (e.g., *Sing ein Lied!*). The children follow the command. Going clockwise, the child next to the instructor continues and gives a command. The others follow the command. The game continues until every child has had a turn.  The instructor attaches the *Railroad Crossing* worksheet to the board and says: *Imagine you are standing in front of this railway crossing gate with your friend and the gate is closing. What command would you give your friend?* | *Railroad Crossing (Bahnübergang)* worksheet  Magnet  Whiteboard markers / chalk |
| 6 min | Interactive classroom dialogue | The children know the words *der Bahnübergang, die Bahnschranke, die Ampel, die Straße,* and *die Autos* and can pronounce them correctly.  The children can describe what they see using the structure *Ich sehe …* | The children return to their seats.  The instructor asks the children to describe what they see on the railroad crossing picture. The children describe what they see. The instructor translates their ideas into German and writes them under the picture on the board *(der Bahnübergang, die Bahnschranke, die Ampel, die Straße, die Autos …)*. The children repeat the words.  The instructor introduces the structure *Ich sehe …*, acts out the meaning of the verb *sehen*,and writes the structure on the board. The instructor explains that the verb *sehen* is followed by an object and that the article *der* changes to *den* before an object *(der Bahnübergang* 🡪 *den Bahnübergang)*.  The children build sentences with the structure *Ich sehe ...* . The instructor writes the sentences on the board. | Whiteboard and whiteboard markers/ blackboard and chalk  *Railroad crossing (Bahnübergang)* worksheet  Magnet |
| 5 min | Individual work | The children can copy sentences from the board. | The children return to their seats. The instructor hands out the *Railroad Crossing* worksheet and asks the children to copy the sentences from the board.  Note: If children want to add more sentences, the instructor can support them with writing more sentences. | *Railroad Crossing (Bahnübergang)* worksheet |
| 5 min | Interactive classroom dialogue | The children know how railroad crossing gates close. | The instructor asks the children: *How do the light and the railroad crossing gate know that a train is coming? How does the light know that it should turn from yellow to red? And how does the gate know that it should be lowered?* The children make guesses. The instructor suggests that they compare their guesses with the information in the film.  The instructor shows the first film sequence (minute 1:09-4:42) and asks the children to summarize what they saw and heard. | Laptop and projector  Audio speakers |
| 8 min | Partner work | The children can put sentences in the correct order. | Before watching the film again, the instructor hands pairs of children an envelope with sentence strips and discusses the assignment with them. The children put the sentences in the correct order.  To check their work, the instructor hands out the *Railroad Crossing* answer key, then they compare their answers with the answer key. | *Railroad Crossing (Bahnübergang)* cutout template  Envelope  *Railroad Crossing (Bahnübergang)* answer key |
| 4 min | Interactive classroom dialogue | The children know how railroad crossing gates open. | The instructor says: *Now we know how the gate knows that it should be lowered. But how does it know that it can be opened again?*  This is shown in the next film sequence (minute 4:42-6:12).  After the film, the instructor and the children discuss what they saw and heard. The instructor helps, if necessary, and optionally shows the sequence again. | Laptop and projector  Audio speakers |
| 4 min | Interactive classroom dialogue | The children know the word *die Fahrzeuge* and can pronounce it correctly.  The children know the names of vehicles *(das Auto, der Bus, das Taxi, die U-bahn, der Zug, das Schiff, der Roller, das Motorrad, das Fahrrad, das Flugzeug, der Hubschrauber, die Straßenbahn, die Rakete)*. | The instructor says: *In the film we saw different vehicles. In German we call vehicles die Fahrzeuge*. The instructor writes the word on the board and the children repeat the word. The instructor asks: *What vehicles do you know?* The children name vehicles. The instructor translates the vehicles into German and attaches the corresponding word and image cards to the board. The children repeat the words.  Note: In case the children mention vehicles for which there are no word and image cards, the instructor writes them on the board and adds a drawing. It is very important that the instructor color codes the articles (der, die, das, die). | *Vehicles (Fahrzeuge)* word and image cards  Magnets  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children know when to use *Ich fahre/fliege mit dem …* and when to use *Ich fahre/fliege mit der …* | The children form a semi-circle in front of the board.  The instructor writes the structures *Ich fahre/ fliege mit dem* … and *Ich fahre/fliege mit der …* on the board. The instructor explains the meaning of the verbs *fahren* and *fliegen*.  The instructor then provides three examples of how to use the structures by attaching three word and image cards under the corresponding structure (e.g., *Ich fahre mit dem Auto. / Ich fahre mit dem Bus. / Ich fahre mit der U-Bahn*). The children attach the remaining word and image cards underneath the correct structure and build sentences. The instructor supports if necessary. The instructor and the children discuss when to use *Ich fahre/fliege mit dem …* and when to use *Ich fahre/fliege mit der …* | *Vehicles (Fahrzeuge)* word and image cards  Magnets  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Interactive classroom dialogue | The children can express where they are going. | The instructor says: *Let’s add some more information to our sentences by saying where we are going*. The instructor writes the question: *Wohin fährst du?* on the board*.* The children repeat the question. The instructor writes: *Ich fahre mit dem Auto nach New York* on the board. The children repeat the sentence. The instructor underlines the preposition *nach* and explains that they have to use *nach* when they want to express to which country or city they are traveling. The instructor points out the exception: *Ich fahre/fliege in die USA* and writes it on the board. The children collect some more places they want to travel to, and the instructor writes them on the board. | Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Partner work | The children can describe their travel plans *(Ich fahre/ fliege mit dem/der … nach …)*. | The instructor passes out one vehicle image card to each child*.* The children find a partner and ask each other*: Wohin fährst du?* They reply based on the vehicle on their image card and add a destination (e.g., A child has an image card with a car and says *Ich fahre mit dem Auto nach* …). The children then swap their image cards and find a new partner. The activity continues for several minutes. | *Vehicles (Fahrzeuge)* image cards |
| 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: *Railroad Crossing Gate (Bahnschranke)*”for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Railroad Crossing Gate (Bahnschranke)* |
| 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 |