**Objective**

* The children know the origin of the word symbol.
* The children know the origin and meaning of the heart symbol.

**German language goals**

* The children know the names of their countries of origin *(Deutschland, USA …)*.
* The children can ask someone for his/her country of origin *(Woher kommst du?)*.
* The children can express where they are from *(Ich komme aus…)*.
* The children can write and present a text about themselves.
* The children can expand their active and passive German vocabulary *(das Herz …)*.

## \* 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
* *Antonyms (Antonyme)* word cards
* Clothesline
* Clothes pins
* Pencils and colored pencils
* *Heart (Herz)* worksheet
* *Grape Leaves (Weinblätter)* worksheet
* *Grape Leaves (Weinblätter)* answer key 1
* *Grape Leaves (Weinblätter)* answer key 2
* *Grape Leaves (Weinblätter)* answer key 3
* *Heart Symbol (Herzsymbol)* worksheet
* *Heart Symbol (Herzsymbol)* answer key
* Whiteboard markers / chalk
* Small ball
* *That’s Me (Das bin ich)* template
* Portfolios
* My word bank sheet: *Heart Symbol (Herzsymbol)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Social Form** | **Learning Objective** | **Content** | **Materials** |
| 5 min | Interactive classroom dialogue | The children know antonyms *(hell – dunkel; groß – klein; kurz – lang; alt – neu; schön – hässlich; alt – jung; warm – kalt; langsam – schnell)*. | The instructor welcomes the children and distributes one *Antonyms* word card to each child. The children walk through the classroom and find their partner based on their word. Once everyone has found their partner, the children meet in a circle and build sentences with their antonyms. | *Antonyms (Antonyme)* word cards |
| 8 min | Individual work | The children can activate their prior knowledge of the topic.  The children know the word *das Herz* and can pronounce it correctly. | The children return to their seats. The instructor shows the word card *schön* and says: *Today we are going to learn about something beautiful.*  The instructor introduces the word *das Herz* and writes it on the board. The children repeat the word.  The instructor hands out the *Heart* worksheet to the children. Each child is given colored pencils to draw a heart on their worksheet. The instructor hangs up a clothesline in the classroom and hangs up the drawings with clothes pins.  Note: It is very likely that most of the children will draw a heart symbol and not an anatomical heart.  The instructor says: *How interesting, (almost) all of you drew a heart in this way (instructor draws the shape of a heart in the air) and not the way the organ actually looks*.  The instructor projects an image of a human heart: https://de.dreamstime.com/stock-abbildung-anatomisches-herz-lokalisiert-image93779605  The instructor asks: *What do you think is the origin of this heart shape that you all drew and that we always draw when we think of the heart?*  The children make guesses. | Clothesline  Clothes pins  *Heart (Herz*) worksheet  Colored pencils  Laptop and projector  Whiteboard and whiteboard markers / blackboard and chalk |
| 5 min | Individual work / Interactive classroom dialogue | The children know the origin of the word symbol. | The instructor hands out the *Grape Leaves* worksheet and shows the children the first film sequence (minute 1:22-2:23). The children are instructed to answer the questions while watching or afterwards. The group discusses the answers in multiple steps. The instructor projects the answer keys one after the other. The instructor provides the following explanation for the picture with the symbols*: In ancient Greek “symbolon” meant “token”. A symbolon could be used as a ticket to a show, for example. Or the symbolon was broken in the middle, and one half was kept for oneself and the other half was for the person’s business associate, for example. At the next meeting the two halves were matched up again to confirm who someone had done business with. The Greek word was first adopted into Latin, then into German. A symbol is now an icon that stands for something.* | *Grape Leaves (Weinblätter)* worksheet  *Grape Leaves (Weinblätter)* answer key 1  *Grape Leaves (Weinblätter)* answer key 2  *Grape Leaves (Weinblätter)* answer key 3  Laptop and projector  Audio speakers |
| 5 min | Interactive classroom dialogue | The children know the origins of the heart symbol. | The instructor hands the children divided grape leaves and the children match up into pairs. Each pair has the task of finding out the origins of the heart symbol. Certainly not from grape leaves, but instead from ... To find out the answer, the instructor shows the next film sequence (minute 2:24-3:35).  The instructor and the children discuss the answer. The instructor points out: *Ivy is an evergreen plant. It can live up to 400 years. The (young) ivy leaf is a symbol of eternal love.* | *Grape Leaves (Weinblätter)* cutout template  Laptop and projector  Audio speakers |
| 3 min | Interactive classroom dialogue | The children know when the ivy leaf was associated with the human heart. | The instructor says: *But at some point the symbol of love, the young ivy leaf, was associated with the human heart. When was that? Let’s watch the next sequence, where we will learn the answer to this question* (minute 3:35-4:45). The instructor and the children discuss the answer. | Laptop and projector  Audio speakers |
| 5 min | Individual work | The children can summarize what they learned. | The instructor hands out the *Heart Symbol* worksheet to the children to summarize the content they learned. They are instructed to fill in the blanks in the sentences with the words provided. The instructor projects the answers, so students can correct their work. | *Heart Symbol (Herzsymbol)* worksheet  *Heart Symbol (Herzsymbol)* answer key |
| 5 min | Interactive classroom dialogue | The children know the names of their countries of origin *(Deutschland, USA …)*.  The children can ask someone for his/her country of origin *(Woher kommst du?)*.  The children can express where they are from *(Ich komme aus …)*. | The instructor says: *We learned that the leaf shape comes from Greece. But where do you come from? Let’s learn to say that in German*.  The instructor writes *Ich komme aus Deutschland* on the board and reads out the sentence. The instructor explains that *Ich komme aus* … is usually followed by the name of the country, but that there are a few exceptions *(Ich komme aus den USA …)*. The instructor then writes the question *Woher kommst du?* on the board. The instructor and the children collect the children’s countries of origin. The instructor translates them into German and writes them on the board.  The instructor and the children meet in a circle. The instructor throws a ball to one child and asks *Woher kommst du?* The child replies. The child throws the ball to another child and asks the same question. The activity continues until every child has had a turn. | Whiteboard and whiteboard markers / blackboard and chalk  Small ball |
| 5 min | Interactive classroom dialogue | The children know vocabulary and chunks to write a text about themselves. | The children return to their seats. The instructor says: *Over the past few weeks we have learned some German. Let’s use everything we have learned to write a text about ourselves. What can you write about?*  Together with the instructor, the children collect ideas. The instructor writes them on the board, e.g.  *Ich heiße …*  *Ich bin … Jahre alt.*  *Ich habe im … Geburtstag.*  *Ich komme aus …*  *Ich kann …*  *Meine Hobbies sind …*  *Ich mag …*  *Mein Lieblingstier ist …*  *Ich bin … (followed by adjectives).* | Whiteboard and whiteboard markers / blackboard and chalk |
| 6 min | Individual work | The children can write a text about themselves. | The instructor hands out the *That’s Me* template. The children write a text about themselves. The instructor supports children who need help. Children who finish writing their text can add a drawing. | *That’s Me (Das bin ich)*  template  Pencils  Colored pencils |
| 5 min | Partner work / Interactive classroom dialogue | The children can present their texts. | The children present their texts.  Option 1:  The children present their texts to a partner.  Option 2:  The children present their texts to the class.  Option 3:  The instructor collects all texts and shuffles them. Each child picks one text and reads it out loud (without reading the name of the author). The other children need to guess who the author of the text is. | Written texts |
| 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: *Heart Symbol (Herzsymbol)*” for this lecture and writes down the German words and chunks they learned in today’s lesson. | My word bank sheet: *Heart Symbol (Herzsymbol)* |
| 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 |