



## LESSON PLAN

### Theme 2 - Session 2 (of 2)

#### Tips and Tricks for your Club Session

- Go over pronunciation help
- Have all your material laid out and ready to use
- Think of engaging gestures, routines and rituals to build a sense of togetherness and to aid repetition of vocabulary
- Keep it positive - model correct use of language, instead of correcting mistakes
- Have fun and incorporate play and movement as much as possible
- Go on a language discovery journey with the pupils - display curiosity

#### Objective

To be able to correctly pronounce the letters of the German alphabet and spell your own name. To be able to understand the numbers to 100. To be able to say your phone number.

#### German Words/Phrases Learning Goals

- |                              |                            |
|------------------------------|----------------------------|
| • Wie heißt du?              | What is your name?         |
| • Ich heiße XXX.             | My name is XXX.            |
| • Wie bitte?                 | Excuse me?                 |
| • Wie buchstabiert man das?  | How do you spell it?       |
| • Mein Vorname ist XXX.      | My first name is XXX.      |
| • Das buchstabiert man so:   | It is spelt like this:     |
| • XXX ist mein Nachname.     | XXX is my last name.       |
| • Wie ist deine Handynummer? | What is your phone number? |
| • Meine Handynummer ist XXX. | My phone number is XXX.    |

#### Materials

- Access to the GImagine Award platform (instructions on how to use the platform and find the materials can be found on a separate instruction sheet)
- A digital tablet or computer for each child, alternatively one for two children
- Interactive whiteboard/screen
- The handout "Das Alphabet"
- One sheet of paper/ notebook for each pupil
- One pen/pencil for each pupil

| Time  | Social Form | Learning Objective  | Content  | Materials  | Phrases and Gestures   |
|-------|-------------|---|--|--|--|
| 2 min | Whole group | The pupils understand the question "Wie buchstabiert man das?" and what they will learn today in the German club. | Play the video once and ask the pupils what the video is about. Explain that the question "Wie buchstabiert man das?" means "How do spell it?" and ask the pupils what they think they will learn today. If they don't guess, announce that they will learn and practise the alphabet. | <ul style="list-style-type: none"> <li>• German starter course on the GImagine Award platform: The first stage "So buchstabiert man das!" of step 3 in the second module "Können wir vielleicht Englisch sprechen? Languages and spelling"</li> <li>• Interactive whiteboard/screen</li> </ul> | <p>Wir schauen uns das Video an. – Let's watch the video.</p> <p>Was versteht ihr? – What do you understand?</p> <p>Was bedeutet die Frage „Wie buchstabiert man das?“ - What does the question "Wie buchstabiert man das?" mean?</p> <p>Was lernen wir heute? – What are we learning today?</p> <p>Wir lernen das Alphabet! – We are learning the alphabet.</p> |



| Time  | Social Form | Learning Objective                                      | Content  | Materials   | Phrases and Gestures   |
|-------|-------------|---|--|---|--|
| 5 min | Whole group | The pupils are introduced to the German alphabet.       | <p>Play the video once and ask the pupils to pay attention to the pronunciation of each letter.</p> <p>Play the video again and ask the pupils to join in and pronounce the letters alongside the video.</p> <p>If you notice that the pupils are having difficulties, you can pause the video, pronounce the letter and ask the pupils to repeat after you.</p> | <ul style="list-style-type: none"> <li>German starter course on the GImagine Award platform: The second stage "Das Alphabet" of step 3 in the second module "Können wir vielleicht Englisch sprechen? Languages and spelling"</li> <li>Interactive whiteboard/screen</li> </ul> | <p>Wir hören das Alphabet. – Let's listen to the alphabet.</p> <p>Wir hören noch einmal und wir wiederholen. – Let's listen again and repeat.</p>  |
| 5 min | In pairs    | The pupils can correctly pronounce the German alphabet. | <p>Hand out the worksheet "Das Alphabet" (one for each pupil or one per pair) and ask the pupils to practise the alphabet in pairs.</p> <p>Go to each pair, listen to their pronunciation and correct it if needed. Ask each pair if they have any questions.</p>  | <ul style="list-style-type: none"> <li>The handout "Das Alphabet"</li> </ul>  | <p>Hier ist ein Arbeitsblatt mit dem Alphabet. – Here is a handout with the alphabet.</p> <p>Wir üben das Alphabet in Paaren. – Let's practise the alphabet in pairs.</p>  |
| 5 min | In pairs    | The pupils can spell German words.                      | <p>The pupils practise the alphabet by spelling German words.</p> <p>Write the 10 words below on the whiteboard and tell pupils that they can spell any of these words. One person spells a word and the other writes it down. Then, they switch. Each pupil should spell at least three words.</p>  | <ul style="list-style-type: none"> <li>Interactive whiteboard/screen</li> <li>One sheet of paper/notebook for each pupil</li> <li>One pen/pencil for each pupil</li> </ul>  | <p>Wir buchstabieren deutsche Wörter in Paaren. – Let's spell German words in pairs.</p> <p>Am Whiteboard sind 10 Wörter. – There are 10 words on the whiteboard.</p> <p>Eine Person buchstabiert ein Wort. Die andere Person hört zu und schreibt das Wort. – One person spells a word. The other listens and writes down the word.</p> <p>Dann tauschen wir. – Then, let's switch.</p> |



| Time   | Social Form                       | Learning Objective                           | Content   | Materials   | Phrases and Gestures   |
|--------|-----------------------------------|--|---|---|--|
|        |                                   |  | Words on the whiteboard:<br><i>Apfel, Tomate, Basketball, Jacke, Mädchen, Deutschland, Österreich, Schweiz, Computer, Schule</i>  |   |  |
| 5 min  | In pairs                          | The pupils can spell their own name.         | <p>Tell the pupils that they will do a dialogue in pairs. Write the dialogue below on the whiteboard and do an example with one of the pupils.</p> <ul style="list-style-type: none"> <li>Wie heißt du? – What is your name?</li> <li>Ich heiße XXX. – My name is XXX.</li> <li>Wie bitte? Wie buchstabiert man das? – Excuse me? How do you spell it?</li> <li>Mein Vorname ist XXX. – My first name is XXX.</li> <li>Das buchstabiert man so: – It is spelt like this:</li> <li>XXX ist mein Nachname. – XXX is my last name.</li> <li>Das buchstabiert man so: – It is spelt like this:</li> </ul> | <ul style="list-style-type: none"> <li>Interactive whiteboard/screen</li> </ul>   | <p>Wir machen einen Dialog. – Let's do a dialogue.</p> <p>Wir fragen und antworten. – Let's ask and answer.</p> <p>Wir buchstabieren unseren Namen. – Let's spell our names.</p> <p>Ein Beispiel. – One example.</p> |
| 10 min | Whole group, then in small groups | The pupils can understand the numbers 0-100. | <p>Play the video once and ask the pupils to pay attention to the pronunciation.</p> <p>Afterwards, say each number and ask the pupils to repeat. Also teach them the number 0: <i>null</i></p>   | <ul style="list-style-type: none"> <li>German starter course on the GImagine Award platform: The fourth stage "Zahlen bis 100" of step 1 in the third module "Ich bin Skorpion, und du? Tell us more about yourself"</li> </ul> | <p>Wir hören die Zahlen bis 100. – Let's listen to the numbers to 100.</p> <p>Wir wiederholen. – Let's repeat.</p> <p>Wir üben die Zahlen in Gruppen. – Let's practise the numbers in groups.</p>                    |



| Time  | Social Form | Learning Objective                                      | Content  | Materials   | Phrases and Gestures  |
|-------|-------------|---|--|---|---|
|       |             |   | Ask the pupils to practise the numbers in small groups. They can use the digital tablet/computer to see the spelling of the numbers or to listen to the pronunciation again.   | <ul style="list-style-type: none"> <li>Interactive whiteboard</li> <li>A digital tablet or computer for each group</li> </ul>   |   |
| 5 min | In pairs    | The pupils can say their phone numbers.                 | <p>The pupils practise a short dialogue and say their phone numbers.</p> <p>Write the dialogue below on the whiteboard and do an example with one of the pupils.</p> <ul style="list-style-type: none"> <li>Wie ist deine Handynummer? – What is your phone number?</li> <li>Meine Handynummer ist XXX. – My phone number is XXX.</li> </ul> | <ul style="list-style-type: none"> <li>Interactive whiteboard/screen</li> </ul>   | <p>Wir machen einen Dialog. – Let's do a dialogue.</p> <p>Wir fragen und antworten. – Let's ask and answer.</p> <p>Wir sagen unsere Handynummer. – Let's say our phone numbers.</p> <p>Ein Beispiel. – One example.</p>   |
| 6 min | In pairs    | The pupils can recall and understand the numbers 0-100. | <p>The pupils listen to the numbers and write them down.</p> <p>Afterwards, one of them dictates numbers and the other pupil writes them down. Then, they switch.</p>  | <ul style="list-style-type: none"> <li>German starter course on the GImagine Award platform: The second stage "Wortschatz: Verstehst du die Zahlen?" of the Spotlight in the second module "Können wir vielleicht Englisch sprechen? Languages and spelling"</li> <li>A digital tablet or computer for each pair</li> </ul> | <p>In Paaren, wir hören die Zahlen und wir schreiben. – In pairs, let's listen to the numbers and write them down.</p> <p>Eine Person diktiert die Zahlen, die andere Person hört zu und schreibt. – One person dictates numbers, the other listens and writes them down.</p> <p>Dann tauschen wir. – Then, let's switch.</p> |



| Time  | Social Form | Learning Objective                    | Content   | Materials   | Phrases and Gestures   |
|-------|-------------|---------------------------------------|---|---|--|
|       |             |                                       |   | <ul style="list-style-type: none"> <li>• One sheet of paper/notebook for each pupil</li> <li>• One pen/pencil for each pupil</li> </ul> |  |
| 2 min | Whole group | The pupils can say goodbye in German. | <p>Recap what the pupils have achieved in the session, focussing on the key learning points.</p> <p>You could throw a ball or small object to pupils, asking them key questions from the session and see if they can answer them in German without using their notes.</p> <p>Congratulate all pupils on their work and then dismiss them in German, according to the club's goodbye ritual.</p> | <ul style="list-style-type: none"> <li>• Interactive whiteboard/screen</li> <li>• A ball or a small object (pen, ruler)</li> </ul>      | <p>Wir haben viel gelernt. – We've learnt a lot!</p> <p>Toll gemacht. – Well done!</p> <p>Tschüss. – Bye.</p> <p>Auf wiedersehen. – Goodbye.</p> |



## Handout „Das Alphabet“

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> | <b>H</b> |
| ah       | bay      | tsay     | day      | ay       | eff      | gay      | ha       |

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>I</b> | <b>J</b> | <b>K</b> | <b>L</b> | <b>M</b> | <b>N</b> | <b>O</b> | <b>P</b> |
| eee      | yacht    | car      | ell      | em       | en       | oh       | pay      |

|          |          |          |          |          |          |          |          |
|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>Q</b> | <b>R</b> | <b>S</b> | <b>T</b> | <b>U</b> | <b>V</b> | <b>W</b> | <b>X</b> |
| coo      | air      | ess      | tay      | ooh      | fow      | vey      | ix       |

|          |          |   |
|----------|----------|---|
| <b>Y</b> | <b>Z</b> | <p><b>ä ö ü</b> – the two dots are called an "umlaut"<br/> <b>ß</b> – this sounds the same as "ss", and is called an "es tsett"</p> |
| oopsilon | tsett    |   |