



## LESSON PLAN

### Theme 5 - Session 1 (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 recall words for school supplies. To be able to say what you have in your bag. To be able to say what is / is not on a desk.

#### German Words/Phrases Learning Goals

- |                                  |                  |
|----------------------------------|------------------|
| • Es gibt ein/eine/einen XXX.    | There is a XXX.  |
| • Es gibt kein/keine/keinen XXX. | There is no XXX. |
| • die Federmappe                 | pencil case      |
| • der Füller / Stift             | pen              |
| • der Spitzer                    | sharpener        |
| • der Radiergummi                | rubber           |
| • das Lineal                     | ruler            |
| • das Kreislineal                | circular ruler   |
| • der Tintenkiller               | ink eraser       |
| • der Bleistift                  | pencil           |
| • das Heft                       | exercise book    |
| • das Notizheft                  | notebook         |
| • der Notizzettel                | notepad          |
| • der Apfel                      | apple            |
| • die Schere                     | scissors         |
| • der Hefter                     | stapler          |
| • die Büroklammer                | paperclip        |

#### 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
- One sheet of paper/ notebook for each pupil
- One pen/pencil for each pupil
- Coloured pens (blue, red and green) for each pair

Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
3 min	Whole group	The pupils can understand school supplies vocabulary.	<p>Play the video once and ask the pupils what they think today's lesson is about.</p> <p>Practise the pronunciation of the new vocabulary.</p>	<ul style="list-style-type: none"> <li>• German starter course on the GImagine Award platform: The first stage "Schulsachen" of step 2 in the seventh module "Heute haben wir Mathe! School days and learning"</li> </ul>	<p>Wir schauen uns das Video an. – Let's watch the video.</p> <p>Was ist das Thema heute? – What is the theme today?</p> <p>Wir wiederholen. – Let's repeat.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures						
5 min	In pairs	The pupils can categorize the school supplies according to the different articles (der, die, das).	<p>The pupils work in pairs to make a list of the school supplies.</p> <p>Draw this table on the screen and tell them to write all <i>der</i>-words in blue, all <i>die</i> in red and all <i>das</i>-words in green.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; color: blue;">der</td> <td style="text-align: center; color: red;">die</td> <td style="text-align: center; color: green;">das</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> <p>Do an example for the pupils before they begin.</p>	der	die	das				<ul style="list-style-type: none"> <li>Interactive whiteboard/screen</li> <li>A digital tablet or computer for each pair</li> <li>One sheet of paper/notebook for pair</li> <li>Coloured pens (blue, red and green) for each pair</li> </ul>	<p>Wir arbeiten in Paaren. – Let’s work in pairs.</p> <p>Wir machen eine Liste von Schulsachen. – Let’s make a list of school supplies.</p> <p>Wir schreiben alle <i>der</i>-Wörter mit blau, alle <i>die</i>-Wörter mit rot und alle <i>das</i>-Wörter mit grün. – Let’s write all <i>der</i>-words in blue, all <i>die</i> in red and all <i>das</i>-words in green.</p> <p>Ein Beispiel. – One example.</p>
der	die	das									
5 min	In pairs	The pupils can understand more school supplies vocabulary.	<p>Tell the pupils to add the new vocabulary to their table, using the same coloured pens as before.</p> <ul style="list-style-type: none"> <li>der Hefter – stapler</li> <li>der Notizzettel – notepad</li> <li>der Apfel – apple</li> <li>der Stift – pen</li> <li>das Notizheft – notebook</li> <li>das Kreislineal – circular ruler</li> <li>die Schere – scissors</li> <li>die Büroklammer – paperclip</li> </ul>	<ul style="list-style-type: none"> <li>German starter course on the GImagine Award platform: The second stage “Dinge auf dem Schreibtisch” of step 2 in the seventh module “Heute haben wir Mathe! School days and learning”</li> <li>A digital tablet or computer for each pair</li> <li>One sheet of paper/notebook for pair</li> <li>Coloured pens (blue, red and green) for each pair</li> </ul>	<p>Wir schreiben die neuen Vokabeln in die Tabelle. – Let’s add the new vocabulary to the table.</p> <p>Wir benutzen weiterhin die Farben blau, rot und grün. – Let’s continue to use the colours blue, red and green.</p>						



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
7 min	Whole group, then in pairs	The pupils can say what objects they have in their bag.	<p>Play the video again and practise the pronunciation of the new words.</p> <p>Tell the pupils that they are going to work in pairs to present at least 5 objects in their schoolbag.</p> <p>Do an example for the pupils e.g.</p> <ul style="list-style-type: none"> <li>• die Federmappe – pencil case</li> <li>• die Schere – scissors</li> <li>• das Heft – exercise book</li> <li>• der Apfel – apple</li> <li>• der Schlüssel – key</li> </ul> <p>Remind the pupils that they can look up any new vocabulary in an online dictionary.</p>	<ul style="list-style-type: none"> <li>• German starter course on the GImagine Award platform: The second stage "Dinge auf dem Schreibtisch" of step 2 in the seventh module "Heute haben wir Mathe! School days and learning"</li> <li>• A digital tablet or computer for each pair</li> </ul>	<p>Wir schauen uns das Video nochmal an. – Let's watch the video again.</p> <p>Wir wiederholen. – Let's repeat.</p> <p>Wir arbeiten in Paaren. – Let's work in pairs.</p> <p>Wir zeigen und beschreiben mindestens 5 Schulsachen aus der Tasche. – Let's show and describe at least 5 school supplies from our bags.</p> <p>Ein Beispiel. – One example.</p> <p>Wir benutzen ein Online-Wörterbuch für neue Wörter. – Let's use an online dictionary for new words.</p>
8 min	Whole group, then in pairs	The pupils can understand the difference between the indefinite and negative articles and the expression "es gibt XXX".	<p>Using the objects on your desk, do some example sentences using "Es gibt einen XXX." and "Es gibt keinen XXX".</p> <p>Get the pupils to deduce the difference between "Es gibt einen XXX." and "Es gibt keinen XXX".</p> <p>At this point, do not explain the difference between the articles "ein/eine/einen". The focus is only on "einen" and "keinen", not the case system.</p> <p>Tell the pupils to work in pairs to solve the online exercise, choosing the correct sentences using "Es gibt einen XXX." and "Es gibt keinen XXX".</p>	<ul style="list-style-type: none"> <li>• German starter course on the GImagine Award platform: The fourth stage "Was gibt es da nicht?" of step 2 in the seventh module "Heute haben wir Mathe! School days and learning"</li> <li>• A digital tablet or computer for each pair</li> </ul>	<p>Was bedeuten diese Phrasen? – What do these phrases mean?</p> <p>Auf meinem Tisch gibt es <u>einen</u> Bleistift. – On my desk, there is a pencil. (<i>Hold up a pencil and emphasise the underlined word.</i>)</p> <p>Auf meinem Tisch gibt es <u>keinen</u> Spitzer. – On my desk, there is no sharpener. (<i>Demonstrate that there is no sharpener and emphasise the underlined word.</i>)</p> <p>Wir machen die Übung in Paaren. – Let's do the activity in pairs.</p> <p>Wir wählen den richtigen Satz. – Let's choose the correct sentence.</p>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
15 min	In small groups	The pupils can say what is / is not on a desk.	<p>Tell the pupils that they are going to work in small groups to describe what is / is not on a desk.</p> <p>Each group receives a piece of paper, on which they draw a desk with at least 5 objects on it.</p> <p>Each group passes their drawing to another group. This group writes at least 5 sentences about what is / is not on the desk.</p> <p>Write these sentences on the whiteboard:</p> <ul style="list-style-type: none"> <li>• Es gibt <b>einen/eine/ein</b> XXX. – There is a XXX.</li> <li>• Es gibt <b>keinen/keine/kein</b> XXX. – There is no XXX.</li> </ul> <p>Explain that the words written in their vocabulary table in blue need the article "<b>einen/keinen</b>", the ones in red need "<b>eine/keine</b>" and the ones in green need "<b>ein/kein</b>".</p> <p>Do some examples before they begin.</p>	<ul style="list-style-type: none"> <li>• One sheet of paper/notebook for each group</li> <li>• One pen/pencil for each group</li> <li>• Coloured pens for each group</li> </ul>	<p>Wir arbeiten in kleinen Gruppen. – Let's work in small groups.</p> <p>Jede Gruppe zeichnet einen Schreibtisch mit mindestens fünf Schulsachen. – Each group draws a desk with at least 5 objects on it.</p> <p>Dann tauschen wir die Zeichnungen und schreiben fünf Sätze. – Then we swap the drawings and write 5 sentences.</p> <p>Die blauen Wörter haben den Artikel „<b>einen/keinen</b>“, die roten haben „<b>eine/keine</b>“ und die grünen „<b>ein/kein</b>“. – The blue words need the article "<b>einen/keinen</b>", the ones in red need "<b>eine/keine</b>" and the ones in green need "<b>ein/kein</b>".</p> <p>Ein Beispiel. – One example.</p>
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</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>



Time	Social Form	Learning Objective	Content	Materials	Phrases and Gestures
			<p>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>		