



LESSON PLAN

Theme 6 - 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 say how often you do something on a typical day.

German Words/Phrases Learning Goals

- | | |
|-----------------------------|------------------------|
| • Wie oft XXXX? | How often XXX? |
| • (fast) immer | (almost) always |
| • oft | often |
| • manchmal | sometimes |
| • selten | rarely |
| • (fast) nie | (almost) never |
| • frühstücken | to have breakfast |
| • Sport machen | to do sport / exercise |
| • in die Schule gehen | to go to school |
| • lernen | to learn |
| • spielen | to play |
| • baden | to have a bath |
| • ins Bett gehen | to go to bed |
| • auf die Toilette gehen | to go to the toilet |
| • (sich die) Zähne putzen | to brush your teeth |
| • am Morgen/morgens | in the (early) morning |
| • am Vormittag/vormittags | in the (late) morning |
| • am Mittag/mittags | at noon / lunchtime |
| • am Nachmittag/nachmittags | in the afternoon |
| • am Abend/abends | in the evening |
| • in der Nacht/nachts | at night |

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
- The handout "Adverbs of frequency"
- The handout "Wie oft XXX?"
- Blutak / sticky tape

| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|-------|-------------|---|---|--|--|
| 5 min | Whole group | The pupils can understand adverbs of frequency. | Play the video once and ask the pupils what they think today's lesson is about. | <ul style="list-style-type: none"> • German starter course on the GImagine Award platform: The first stage "Wie oft ...?" of step 2 in the eighth module "Wie spät ist es? Time and routines" | <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> |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|-------|-------------|--|--|---|---|
| | | | <p>Write the adverbs of frequency on the whiteboard in a mixed-up order and ask the pupils to write them down in the correct order.</p> <ul style="list-style-type: none"> • immer – always • oft – often • manchmal – sometimes • selten – rarely • nie – never <p>Explain that we can also use “fast immer” and “fast nie” for “almost always” and “almost never”.</p> <p>Practise the pronunciation too.</p> | <ul style="list-style-type: none"> • Interactive whiteboard/screen | <p>Wir stellen die Wörter in die richtige Reihenfolge. – Let’s put the words in the correct order.</p> <p>Wir wiederholen. – Let’s repeat.</p> |
| 7 min | In pairs | The pupils can understand a range of typical daily activities. | <p>Tell the pupils that they are going to work in pairs to make a list of typical daily activities. Do an example e.g. in die Schule gehen – to go to school.</p> <ul style="list-style-type: none"> • frühstücken – to have breakfast • Sport machen – to do sport • in die Schule gehen – to go to school • lernen – to learn • spielen – to play • baden – to have a bath • ins Bett gehen – to go to bed • auf die Toilette gehen – to go to the toilet • (sich die) Zähne putzen – to brush your teeth | <ul style="list-style-type: none"> • German starter course on the GImagine Award platform: The third stage “Typische Tagesaktivitäten” of step 2 in the eighth module “Wie spät ist es? Time and routines” • A digital tablet or computer for each pair • One sheet of paper/ notebook for each pupil • One pen/pencil for each pupil | <p>Wir arbeiten in Paaren. – Let’s work in pairs.</p> <p>Wir machen eine Liste von typischen Aktivitäten am Tag. – Let’s make a list of typical daily activities.</p> <p>Ein Beispiel. – One example.</p> |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|-------|-------------|--|--|--|--|
| 5 min | Whole group | The pupils can correctly use adverbs of frequency with daily activities. | <p>Tell the pupils that they are going to stand up and play a game.</p> <p>Print out the handout "Adverbs of frequency" and stick the words around the classroom. Make sure the words are not too close together. Point them out to the pupils.</p> <p>Tell the pupils that you will ask a question in German and they need to answer by standing by the relevant adverb of frequency.</p> <p>Do an example for the pupils, and then ask the questions one by one:</p> <ol style="list-style-type: none"> 1. Wie oft gehst du in die Schule? 2. Wie oft putzt du dir die Zähne? 3. Wie oft machst du Sport? 4. Wie oft spielst du Videospiele? 5. Wie oft machst du Hausaufgaben? <p>You can support pupils with the meaning of each question by miming the activity.</p> <p>You can also comment on the results e.g. <i>Drei Personen machen immer Sport, aber 10 machen nur selten Sport.</i></p> | <ul style="list-style-type: none"> • The handout "Adverbs of frequency" • Blutak / sticky tape | <p>Wir stehen auf und spielen ein Spiel. – Let's stand up and play a game.</p> <p>Hier ist „immer“, hier ist „oft“, hier ist „manchmal“, hier ist „selten“ und hier ist „nie“. – Here is "always", here is "often", here is "sometimes", here is "rarely" and here is "never".</p> <p>Ich stelle eine Frage zum Beispiel "Wie oft gehst du in der Schule"? – I'll ask a question, for example "How often do you go to school?"</p> <p>Wir antworten wie so: (<i>demonstrating how to stand by the correct adverb of frequency</i>) – We answer like this:</p> <p>Ein Beispiel. – One example.</p> <p>Wir beginnen. – Let's begin.</p> <p>Frage Nummer eins: Wie oft gehst du in die Schule? – Question number 1: How often do you go to school?</p> <p>Frage Nummer zwei: Wie oft putzt du dir die Zähne? – Question number 2: How often do you brush your teeth?</p> <p>Frage Nummer drei: Wie oft machst du Sport? – Question number 3: How often do you do sport?</p> <p>Frage Nummer vier: Wie oft spielst du Videospiele? – Question number 4: How often do you play video games?</p> |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|-------|-------------|--|---|--|--|
| | | | | | Frage Nummer fünf: Wie oft machst du Hausaufgaben? – Question number 5: How often do you do homework? |
| 8 min | Whole group | The pupils can understand a range of time expressions. | <p>Play the video once and ask the pupils if they can work out the rule for using lower case and upper case letters with time expressions.</p> <p>Write the other times of the day in a mixed-up order and ask the pupils to put them in the correct order.</p> <ul style="list-style-type: none"> • am Morgen – in the (early) morning • am Vormittag – in the (late) morning • am Mittag – at noon / lunchtime • am Nachmittag – in the afternoon • am Abend – in the evening • in der Nacht – at night <p>Use the whiteboard to add these synonyms and mention that in this case, we don't need capital letters:</p> <ul style="list-style-type: none"> • morgens • vormittags • mittags • nachmittags • abends • nachts | <ul style="list-style-type: none"> • German starter course on the GImagine Award platform: The first stage "Klein oder groß?" of step 3 in the eighth module "Wie spät ist es? Time and routines" • Interactive whiteboard/screen • One sheet of paper/notebook for each pupil • One pen/pencil for each pupil | <p>Wir schauen uns das Video an. – Let's watch the video.</p> <p>Was ist die Grammatikregel hier? – What is the grammar rule here?</p> <p>Wir stellen die Tageszeiten in die richtige Reihenfolge. – Let's put the times of day in the correct order.</p> <p>Wir können auch diese Synonyme verwenden. – We can also use these synonyms.</p> <p>Diese Wörter schreiben wir mit einem kleinen Buchstaben. – We write these words with lower case letters.</p> |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|-------|-------------|--|--|--|--|
| | | | <p>Ask the pupils if they can work out the corresponding hours of the day and add these to the whiteboard too. Tell the pupils to copy everything down.</p> <ul style="list-style-type: none"> • am Morgen/morgens: 6-10 Uhr • am Vormittag/vormittags: 10-12 Uhr • am Mittag/mittags: 12-14 Uhr • am Nachmittag/nachmittags: 14-18 Uhr • am Abend/abends: 18-22 Uhr • in der Nacht/nachts: 22-6 Uhr | | <p>Von wann bis wann ist „morgens“ / „vormittags“ / „mittags“ / „nachmittags“ / „abends“ / „nachts“? – From what time until what time is “early morning” / “late morning” / “afternoon” / “evening” / “at night”?</p> <p>Wir schreiben alles auf. – Let’s write everything down.</p> |
| 5 min | In pairs | The pupils can correctly order different activities according to the time. | Tell the pupils that they are going to work in pairs to put the activities from Laura’s day into the correct order. | <ul style="list-style-type: none"> • German starter course on the GImagine Award platform: The fifth stage “Lauras typischer Tag” of step 3 in the eighth module “Wie spät ist es? Time and routines” • A digital tablet or computer for each pair | <p>Wir arbeiten in Paaren. – Let’s work in pairs.</p> <p>Wir lesen die Sätze über Lauras Tag und stellen die Aktivitäten in die richtige Reihenfolge. – Let’s read the sentences about Laura’s day and put the activities in the correct order.</p> |
| 5 min | In pairs | The pupils can recall key vocabulary from Theme 6. | <p>Tell the pupils that they are going to work in pairs to see if they can correctly recall 10 German words from this module.</p> <p>Tell them to find the words and highlight them in the grid.</p> | <ul style="list-style-type: none"> • German starter course on the GImagine Award platform: The second stage “Wortschatz: Aktivitäten am Tag” of Spotlight in the eighth module “Wie spät ist es? Time and routines” • A digital tablet or computer for each pair | <p>Wir arbeiten in Paaren. – Let’s work in pairs.</p> <p>Wir finden und markieren 10 Wörter aus Thema 6. – Let’s find and highlight 10 words from Theme 6.</p> |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|-------|-------------|--|---|---|--|
| 8 min | In pairs | The pupils can say how often they do something on a typical day. | <p>Give out the handout "Wie oft XXX?".</p> <p>Tell them that they first need to write out the German questions in full. Do an example with the pupils first.</p> <p>Tell the pupils that they are now going to stand up and do interviews in pairs.</p> <p>They will ask the questions and write an "x" in the corresponding box, depending on the answer they have received.</p> <p>Encourage the pupils to use complete sentences when answering.</p> <p>Do an example with some of the pupils. Then tell the pupils to get into their first pair and then they can begin.</p> <p>If time allows, they find a new partner and do the interview again, so they can gain more answers.</p> | <ul style="list-style-type: none"> The handout "Wie oft XXX?" One pen/pencil for each pupil | <p>Hier ist ein Arbeitsblatt. – This is a handout.</p> <p>Zuerst ergänzen wir die Fragen auf Deutsch. – First, let's complete the questions in German.</p> <p>Ein Beispiel. – One example.</p> <p>Jetzt stehen wir auf und machen interviews. – Now, let's stand up and do interviews.</p> <p>Wir fragen und antworten. – Let's ask and answer.</p> <p>Wir schreiben "X" in das entsprechende Kästchen. – Let's write "X" in the relevant box.</p> <p>Wir antworten in vollständigen Sätzen. – Let's answer in full sentences.</p> <p>Ein Beispiel. – One example.</p> <ul style="list-style-type: none"> Wie oft frühstückst du morgens? – How often do you eat breakfast in the morning? Ich frühstücke fast immer morgens. – I almost always have breakfast in the morning. <p>Wir beginnen. – Let's begin.</p> |



| Time | Social Form | Learning Objective | Content | Materials | Phrases and Gestures |
|-------|-------------|---------------------------------------|---|--|--|
| 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"> Interactive whiteboard/screen A ball or a small object (pen, ruler) | <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 „Wie oft XXX?“

| Wie oft XXX? | (fast) immer | oft | manchmal | selten | (fast) nie |
|---|--------------|-----|----------|--------|------------|
| morgens frühstücken <i>Wie oft frühstückst du morgens?</i> | | | | | |
| am Abend die Zähne putzen <i>Wie oft</i> ? | | | | | |
| nachmittags oder abends Sport machen <i>Wie oft</i> ? | | | | | |
| am Vormittag in die Schule gehen <i>Wie oft</i> ? | | | | | |
| nachmittags oder abends lernen <i>Wie oft</i> ? | | | | | |
| abends baden oder duschen <i>Wie oft</i> ? | | | | | |



Handout „Adverbs of frequency“

(fast) immer



Handout „Adverbs of frequency“

oft



Handout „Adverbs of frequency“

manchmal



Handout „Adverbs of frequency“

selten



Handout „Adverbs of frequency“

(fast) nie