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Summer 7-31-2021

## Afterschool Club: German for K-5

Justin Solheim

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Solheim, Justin, "Afterschool Club: German for K-5" (2021). *Honors Expanded Learning Clubs*. 82.  
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Reflection on McPhee German Club Grades K-5  
By Justin Solheim

What activities have been better received by students? Why?

Activities that involved moving around were the best received by far. The best one was when students got to shoot baskets at a little basketball hoop if they got the German sports word correct. This worked because it distracted students from the fact that they were learning an academic subject in the summer.

Which ones have not been (so) well-received? Why?

Go fish didn't work for K-2 because it turned out to be a more difficult game to learn. I didn't realize a lot of little kids have never played go fish before. Also K-2 is too young to work together in small groups because they get distracted.

How was this experience useful for you?

It was useful because I learned to persevere and I learned nuanced differences in how different grade levels learn. Older kids like to move around while younger kids need a quiet individual activity to work on.

What have you learned from this experience? How is this going to be helpful for your career?

This experience taught me that I can change students' minds about German. In June a lot of kids were talking about how they hated German, but nobody was saying that by the end of class. The kids weren't set on their preconceptions when I made things fun.

Note: Each lesson plan is for a classroom of about 25 kids.

# LINCOLN CLC LESSON PLAN

<b>Theme:</b> German colors	<b>Activity Title:</b> Benutzt die Farben										
<b>Dates:</b> June 9	<b>Time:</b> 2:25-2:55										
<b>Audience:</b> K    1    2    3    4    5    6    7    8    9    10    11    12											
<p><b>How does this lesson connect with past and future learning?</b></p> <p>Students will already have learned the English words for colors. This is a good place to start for learning German, as colors are simple and can be used for talking about plants and animals later.</p>											
<p><b>Subject Area: (align with LPS, State, and/or National Curriculum Standards):</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Literacy</td> <td><input type="checkbox"/> Recreation</td> </tr> <tr> <td><input type="checkbox"/> Social Studies</td> <td><input type="checkbox"/> Creative Arts</td> </tr> <tr> <td><input type="checkbox"/> Character Building</td> <td><input type="checkbox"/> Science</td> </tr> <tr> <td><input type="checkbox"/> Technology</td> <td><input type="checkbox"/> Health/Nutrition</td> </tr> <tr> <td><input type="checkbox"/> Math</td> <td><input type="checkbox"/> Music</td> </tr> </table>		<input type="checkbox"/> Literacy	<input type="checkbox"/> Recreation	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Creative Arts	<input type="checkbox"/> Character Building	<input type="checkbox"/> Science	<input type="checkbox"/> Technology	<input type="checkbox"/> Health/Nutrition	<input type="checkbox"/> Math	<input type="checkbox"/> Music
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<p><b>Lesson Objective(s):</b></p> <p>Students will be able to identify ten colors and the German word for each.</p>											
<p><b>Targeted Vocabulary (including kid-friendly definitions):</b></p> <p><b>Die Farben: the colors</b>          Gelb (yellow), braun, rot (red), grün (green), schwarz (black), purpur (purple), weiß (white), orange (orange), grau (grey), blau (blue)</p>											
<p><b>Materials:</b> Crayons, 20 coloring sheets, <a href="#">Google Slides</a>, page 2 of the color exercise: <a href="#">die-Farben-auf-Deutsch-Colors-Worksheet.pdf (homeschoolden.com)</a></p>											
<p><b>Activity Plan (include Introduction, Body, and Conclusion):</b></p> <p><b>Introduction (3 min):</b> Start by showing the kids where Germany is on a map. Tell them Germany has their own language called German. Tell them that like here in Lincoln, things in Germany are all different colors and German kids have to learn how to refer to them. Have the powerpoint set up on the projector.</p> <p><b>Body:</b> 1. Using google slides, show the students each color, then pronounce the name of it for</p>											

them. Point out that you have the name of the color in German written underneath. Have them repeat the German name of the color back to you each time. (3 min)

2. Then hand out the coloring sheet and give each pair of students ten crayons, one for each color.(2 min)

- a. Mention that not everyone can see colors, and that is OK. Tell the kids to help their partner if they are having trouble.
- b. Go back through the slides and have the students trace the name of the color and color in the object next to it. Guide the kids through this, telling them which crayon to pick up and pointing to the German word on the projector (10 min)
- c. Make sure the kids are sharing the crayons with respect. Give enough time for the students to finish writing.
- d. Show the students the German flag on the powerpoint and hand out a blank flag to each student. Tell them to color it in and be sure to share crayons. (10 min)

**Conclusion:** Tell the students that they can take their coloring pages home. Ask three students to volunteer and say one German word they learned today. (5 min) Teacher collects the crayons.

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ **Exploration, Practice, and Reflection**
- ☐ **Expression and Creativity**
- ☐ Group Membership
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ Demonstration
- ☐ Portfolio
- ☐ Presentation
- ☐ **Written Product**
- ☐ Other (please describe):

**What did participants learn in this lesson?**

**German colors and teamwork skills, got used to hear German sounds**

**Recommended Modifications:**

**If no map is in the room, use the image on the Google slide.**

**If running out of time, tell students that they can work on the drawing on the bottom of the page at home if they wish.**

# LINCOLN CLC LESSON PLAN

<b>Theme: German colors</b>	<b>Activity Title: Benutzt die Farben</b>										
<b>Dates: June 9</b>	<b>Time: 1:45-2:15</b>										
<b>Audience: K    1    2    3    4    5    6    7    8    9    10    11    12</b>											
<p><b>How does this lesson connect with past and future learning?</b></p> <p>Students will already have learned the English words for colors. This is a good place to start for learning German, as colors are simple and can be used for talking about plants and animals later.</p>											
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<p><b>Lesson Objective(s):</b> Students will be able to identify ten colors and the German word for each.</p>											
<p><b>Targeted Vocabulary (including kid-friendly definitions):</b></p> <p><b>Die Farben: the colors</b> Gelb (yellow), braun (brown), rot (red), grün (green), schwarz (black), purpur (purple), weiß (white), orange (orange), grau (grey), blau (blue)</p>											
<p><b>Materials: Crayons, 20 coloring sheets, <a href="#">Google Slides</a>, page 4 of the color exercise: <a href="#">die-Farben-auf-Deutsch-Colors-Worksheet.pdf (homeschoolden.com)</a></b></p>											
<p><b>Activity Plan (include Introduction, Body, and Conclusion):</b></p> <p><b>Introduction (3 min):</b> Start by showing the kids where Germany is on a map. Tell them Germany has their own language called German. Tell them that like here in Lincoln, things in Germany are all different colors and German kids have to learn how to refer to them. Have the powerpoint set up on the projector.</p> <p><b>Body: 1.</b> Using google slides, show the students each color, then pronounce the name of it for them. Point out that you have the name of the color in German written underneath. Have them repeat the German name of the color back to you each time. (3 min)</p> <p><b>2.</b> Then hand out the coloring sheet and give each pair of students ten crayons, one for each color.(2 min)</p> <p>a. Mention that not everyone can see colors, and that is OK. Tell the kids to help their partner if</p>											

they are having trouble.

- b. Go back through the slides and have the students write the name of the color by the square at the top. When the box is yellow, kids should write 'gelb' in yellow crayon, when brown write 'braun' in brown crayon, etc. Guide the kids through this, telling them which crayon to pick up and pointing to the German word on the projector (7 min)
- c. Make sure the kids are sharing the crayons with respect. Give enough time for the students to finish writing.
- d. Point out that the drawings at the bottom of the page are covered in German color words. Tell students to fill in the drawing with the colors written in each area of the drawing. This exercise is challenging, so walk around and make sure students understand and stay on task (13 min)

**Conclusion:** Tell the students that they can take their coloring pages home. Ask three students to volunteer and say one German word they learned today. (5 min) Teacher collects the crayons.

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ Exploration, Practice, and Reflection
- ☐ Expression and Creativity
- ☐ Group Membership
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ Demonstration
- ☐ Portfolio
- ☐ Presentation
- ☐ Written Product
- ☐ Other (please describe):

**What did participants learn in this lesson?**

German colors and teamwork skills, got used to hear German sounds

**Recommended Modifications:**

If no map is in the room, use the image on the Google slide.

If running out of time, tell students that they can work on the drawing on the bottom of the page at home if they wish.

## LINCOLN CLC LESSON PLAN

**Theme:** German plants

**Activity Title:** Draw and describe a forest

**Dates:** June 11, 2021

**Time:** 30 min

**Audience:** K 1 2 3 4 5 6 7 8 9 10 11 12

**How does this lesson connect with past and future learning?**

Reviews the colors from wednesday and helps them begin hearing German sounds.

**Listening is important for future learning.**

**Subject Area: (align with LPS, State, and/or National Curriculum Standards):**

- |                                             |                                               |
|---------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> <b>Literacy</b>    | <input type="checkbox"/> Recreation           |
| <input type="checkbox"/> Social Studies     | <input type="checkbox"/> <b>Creative Arts</b> |
| <input type="checkbox"/> Character Building | <input type="checkbox"/> Science              |
| <input type="checkbox"/> Technology         | <input type="checkbox"/> Health/Nutrition     |
| <input type="checkbox"/> Math               | <input type="checkbox"/> Music                |


**Lesson Objective(s):**

**Students will be able to recall three new German words and draw pictures to represent them.**

**Targeted Vocabulary (including kid-friendly definitions):**

Der Baum, die Blume, das Gras, Im Wald, Tiere, Abenteuer, versteckt

**Materials:**

1.  Deutsche Pflanzen
2. [im wald text](#)
3. [Lied](#)
4. 25 pieces of paper

**Activity Plan (include Introduction, Body, and Conclusion):**

Intro:

1. Say 'Hallo alle, wie geht's'? Explain that Deutsche Pflanzen means 'German plants.' Like Lincoln, there's trees, flowers, and grass in Germany. (1 min)

Body:

1. Go through slides 2-7 and have the students repeat after you. Mention that der/die/das mean 'the,' and German has three words for the. (4 min)
2. Open the Im Wald document and point out important words. Wald means forest, Tiere means animals, versteckt means to hide, and Abenteuer means adventure. Read through the chorus and have students repeat each line after you. (3 min)
3. Explain that the students will not understand every word, and that is OK. Then play the video (4 min)
4. Ask two students to raise their hands and say what words they heard in the video (2 min)
5. Hand out a blank sheet of paper to each student (2 min). Explain that they should draw a forest with at least one tree, one flower, and some grass, labeled in German if they can write. Give them time to draw (10 min)

Conclusion:

1. Tell students they can bring their drawings home and pick up markers. (2 min) Ask one

student to show the class what they drew.

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ Exploration, Practice, and Reflection
- ☒ **Expression and Creativity**
- ☐ Group Membership
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ Demonstration
- ☐ Portfolio
- ☐ Presentation
- ☒ **Written Product**
- ☐ Other (please describe):

**What did participants learn in this lesson?**

**They learned to persevere through a lesson they don't like and learned a few forest words**

**Recommended Modifications:**

1. Find easier song and include a game to keep their attention, preferably one where they move around



# LINCOLN CLC LESSON PLAN

<b>Theme:</b> Deutsche Zahlen	<b>Activity Title:</b> Bingo										
<b>Dates:</b> June 16, 2021	<b>Time:</b> 30 min										
<b>Audience:</b> K    1    2    3    4    5    6    7    8    9    10    11    12											
<p><b>How does this lesson connect with past and future learning?</b>          This is a lesson about beginning numbers. Numbers are important for dates, times, and paying for things in Germany</p>											
<p><b>Subject Area: (align with LPS, State, and/or National Curriculum Standards):</b></p> <table border="0"> <tr> <td><input type="checkbox"/> Literacy</td> <td><input type="checkbox"/> Recreation</td> </tr> <tr> <td><input type="checkbox"/> Social Studies</td> <td><input type="checkbox"/> Creative Arts</td> </tr> <tr> <td><input type="checkbox"/> Character Building</td> <td><input type="checkbox"/> Science</td> </tr> <tr> <td><input type="checkbox"/> Technology</td> <td><input type="checkbox"/> Health/Nutrition</td> </tr> <tr> <td><input type="checkbox"/> Math</td> <td><input type="checkbox"/> Music</td> </tr> </table>		<input type="checkbox"/> Literacy	<input type="checkbox"/> Recreation	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Creative Arts	<input type="checkbox"/> Character Building	<input type="checkbox"/> Science	<input type="checkbox"/> Technology	<input type="checkbox"/> Health/Nutrition	<input type="checkbox"/> Math	<input type="checkbox"/> Music
<input type="checkbox"/> Literacy	<input type="checkbox"/> Recreation										
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Creative Arts										
<input type="checkbox"/> Character Building	<input type="checkbox"/> Science										
<input type="checkbox"/> Technology	<input type="checkbox"/> Health/Nutrition										
<input type="checkbox"/> Math	<input type="checkbox"/> Music										
<p><b>Lesson Objective(s):</b>          SWBAT recognize and say the German numbers 1-9</p>											
<p><b>Targeted Vocabulary (including kid-friendly definitions):</b>          Die Zahlen= the numbers</p>											
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>40 bingo cards with German and numeral, and bag of calling cards</li> <li>About 500 little bingo pieces</li> <li>100 stickers for prizes</li> </ol>											
<p><b>Activity Plan (include Introduction, Body, and Conclusion):</b></p> <p>Intro:          Tell the kids that we're playing bingo today. It will be blackout, so when someone gets all 16 spots filled, they will come up and get a sticker and we will start over.</p> <p>Body:</p> <ol style="list-style-type: none"> <li>Pull each out card out of the bag and read the word in German, then set it aside. Kids will cover the numbers read if they have them. Let kids know that most numbers are on the cards multiple times. They should say blackout and come get a sticker when the whole card is covered.</li> <li>After a blackout, tell kids to clear their cards and switch cards with a person sitting near them. Then put the calling cards back in the bag and start over (25 min).</li> </ol>											

Conclusion:

Let any student who doesn't have a sticker yet come get one. Ask if anyone can recite 1-9 in German (3 min)

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ **Exploration, Practice, and Reflection**
- ☐ Expression and Creativity
- ☐ Group Membership
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ **Demonstration**
- ☐ Portfolio
- ☐ Presentation
- ☐ Written Product
- ☐ Other (please describe):

**What did participants learn in this lesson?**

**Numbers 1-9 in German and how to pronounce them**

**Recommended Modifications:**

1. Include a backup plan for grades 3-5 if they finish the first game and get bored early.

## LINCOLN CLC LESSON PLAN

**Theme:** German plants

**Activity Title:** Draw and describe a forest

**Dates:** June 11, 2021

**Time:** 30 min

**Audience:** K    1    2    3    4    5    6    7    8    9    10    11    12

**How does this lesson connect with past and future learning?**

Reviews the colors from wednesday and helps them begin hearing German sounds. Listening is important for future learning.

**Subject Area:** (align with LPS, State, and/or National Curriculum Standards):

- ☐ **Literacy**
- ☐ Social Studies
- ☐ Character Building
- ☐ Technology
- ☐ Math

- ☐ Recreation
- ☐ **Creative Arts**
- ☐ Science
- ☐ Health/Nutrition
- ☐ Music


**Lesson Objective(s):**

**Students will be able to recall three new German words and draw pictures to represent them.**

**Targeted Vocabulary (including kid-friendly definitions):**

Der Baum, die Blume, das Gras, Im Wald, Tiere, Abenteuer, versteckt

**Materials:**

1.  Deutsche Pflanzen
2. Whiteboard and marker

**Activity Plan (include Introduction, Body, and Conclusion):**

**Intro:**

1. Say 'Hallo alle, wie geht's'? Explain that Deutsche Pflanzen means 'German plants.' Like Lincoln, there's trees, flowers, and grass in Germany. (1 min)

**Body:**

1. Go through slides 2-7 and have the students repeat after you. Mention that der/die/das mean 'the,' and German has three words for the. (4 min)
2. Skip to slide 8 jeopardy. Split the class down the middle, making the left side team 1 and the other side team 2. Explain the directions: Team 1 starts by picking a category. Show the question and when a student knows the answer, they raise their hand. Call the first person who raises their hand and they'll answer. If it's wrong, the question goes to team 2 to steal. Next team 2 gets to pick a category, and team 1 can steal. Repeat this until there's no more categories left. After each category is used, highlight it red. (25 min)

**Conclusion:**

1. Add up the points and announce them.

**Reflection and Evaluation**

**This plan promotes (check all that apply):**

- ☐ Exploration, Practice, and Reflection
- ☐ Expression and Creativity
- ☐ Group Membership
- ☐ Contribution and Service


**How will growth and achievement of these objectives be measured and documented:**

- ☐ Demonstration
- ☐ Portfolio
- ☐ Presentation
- ☐ Written Product

	<input type="checkbox"/> Other (please describe):
<b>What did participants learn in this lesson?</b>  <b>They learned to make basic German sentences with some new words</b>	<b>Recommended Modifications:</b> 1. Give each student a chance by starting at the front of the room and working backward.

## LINCOLN CLC LESSON PLAN

<b>Theme: Narrative words</b>	<b>Activity Title: Im Wald Spiel</b>
<b>Dates:</b> June 18, 2021	<b>Time:</b> 30 min
<b>Audience:</b> K    1    2    3    4    5    6    7    8    9    10    11    12	
<b>How does this lesson connect with past and future learning?</b> Involves forest words and numbers. Words will be needed to write narratives and understand time concepts in German.	
<b>Subject Area: (align with LPS, State, and/or National Curriculum Standards):</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> <b>Literacy</b>  <input type="checkbox"/> Social Studies  <input type="checkbox"/> Character Building  <input type="checkbox"/> Technology  <input type="checkbox"/> Math </div> <div style="width: 45%;"> <input type="checkbox"/> <b>Recreation</b>  <input type="checkbox"/> Creative Arts  <input type="checkbox"/> Science  <input type="checkbox"/> Health/Nutrition  <input type="checkbox"/> Music </div> </div>	
<b>Lesson Objective(s):</b> <b>SWBAT understand four new German phrases and follow basic directions in German.</b>	
<b>Targeted Vocabulary (including kid-friendly definitions):</b> Anfang=start, Ende=end, vor=further, go ahead, zurück=back	
<b>Materials:</b>	

1. 10 game boards (slide 1 of powerpoint)
2.  Die Wald Spiel
3. 10 dice
4. 100 game pieces

### Activity Plan (include Introduction, Body, and Conclusion):

#### Intro:

Instruct students to get into groups of 4. Pass out the game board, dice, and pieces to each group of four. Explain how the game will work (6 min):

1. Each student will roll the dice and move their piece the number of spots shown on the dice. If the student lands on a spot with directions, follow the directions. Students can go over the end spot to win (don't need to roll the exact number of remaining spots).
2. Show slide 2 and the translations on it. Keep this slide up for the whole class so the kids can reference the directions' meaning.

#### Body:

Let them play the game several times. Walk around the room and answer any questions (22 min)

#### Conclusion:

Pick up the boards and pieces. Ask what Anfang and Ende mean and call on one student (2 min).

### Reflection and Evaluation

#### This plan promotes (check all that apply):

- ☐ Exploration, Practice, and Reflection
- ☐ Expression and Creativity
- ☐ Group Membership
- ☐ Contribution and Service

#### How will growth and achievement of these objectives be measured and documented:

- ☐ Demonstration
- ☐ Portfolio
- ☐ Presentation
- ☐ Written Product
- ☐ Other (please describe):


#### What did participants learn in this lesson?

**Start, end, forward, back**

#### Recommended Modifications:

1. Remove the back to the beginning spot, too discouraging
2. For 3-5, have a video to watch at the end when they get bored.

## LINCOLN CLC LESSON PLAN

<b>Theme: Animals/plants in German</b>	<b>Activity Title: go fish</b>
<b>Dates:</b> June 23, 2021	<b>Time:</b> 30 min
<b>Audience:</b> K    1    2    3    4    5    6    7    8    9    10    11    12	
<b>How does this lesson connect with past and future learning?</b> Involves forest words from previous lessons. Helps kids start used haben and basic sentences.	
<b>Subject Area: (align with LPS, State, and/or National Curriculum Standards):</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> <b>Literacy</b>  <input type="checkbox"/> Social Studies  <input type="checkbox"/> Character Building  <input type="checkbox"/> Technology  <input type="checkbox"/> Math         </div> <div style="width: 45%;"> <input type="checkbox"/> <b>Recreation</b>  <input type="checkbox"/> Creative Arts  <input type="checkbox"/> Science  <input type="checkbox"/> Health/Nutrition  <input type="checkbox"/> Music         </div> </div>	
<b>Lesson Objective(s):</b> <b>SWBAT understand six new German words and have a basic conversation in German.</b>	
<b>Targeted Vocabulary (including kid-friendly definitions):</b> Hast du...? = do you have Ich habe = I have Der Fisch, Der Baum, Die Blume, Der Bär, Das Blatt, Der Vogel	
<b>Materials:</b> 1. 8 sets of 30 go fish cards (slide 1/2 of powerpoint) 2.  Wald Go Fish	
<b>Activity Plan (include Introduction, Body, and Conclusion):</b>  Intro: Instruct students to get into groups of 4. Place a deck of cards in the middle of each table. Tell each group to pick a dealer. Tell dealers to go around the table giving each student one card at a time until everyone has 5 cards. You might have to demonstrate this. Have them role the dice to see who goes first. (6 min): <ol style="list-style-type: none"> <li>1. Explain that in this game you will choose someone in your group and ask them if they have a certain card. Show them slide 4 and explain that when it's your turn, chose someone in your group and ask "hast du....." If they have it, they will say 'ich habe...'</li> <li>2. Tell them that the game is over when one person has five identical cards. When this happens they should deal again and start over.</li> </ol>	

Body:

Let them play the game several times. Walk around the room and answer any questions (18 min)

Conclusion:

Play the 'Die Tiere' video starting at 1:40 (4 min).

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ **Exploration, Practice, and Reflection**
- ☐ Expression and Creativity
- ☐ **Group Membership**
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ **Demonstration**
- ☐ Portfolio
- ☐ Presentation
- ☐ Written Product
- ☐ Other (please describe):

**What did participants learn in this lesson?**

**Six new words**

**Recommended Modifications:**

1. Only works with 3-5 not k-2
2. Don't assume kids know what go fish is and how to play it. Have a complete explanation of how to play and show how to exchange cards.

## LINCOLN CLC LESSON PLAN

**Theme: Animals in German**

**Activity Title: Video/coloring**

**Dates:** June 25, 2021

**Time:** 30 min


**Audience:** K    1    2    3    4    5    6    7    8    9    10    11    12

**How does this lesson connect with past and future learning?**

**Review three animals and learn five new. Important for forest theme**

**Subject Area: (align with LPS, State, and/or National Curriculum Standards):**


- |                                             |                                               |
|---------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> <b>Literacy</b>    | <input type="checkbox"/> <b>Recreation</b>    |
| <input type="checkbox"/> Social Studies     | <input type="checkbox"/> <b>Creative Arts</b> |
| <input type="checkbox"/> Character Building | <input type="checkbox"/> Science              |
| <input type="checkbox"/> Technology         | <input type="checkbox"/> Health/Nutrition     |
| <input type="checkbox"/> Math               | <input type="checkbox"/> Music                |

<b>Lesson Objective(s):</b> <b>SWBAT recognize and visualize eight names of German animals</b>	
<b>Targeted Vocabulary (including kid-friendly definitions):</b>  Der Fisch, Der Löwe, Der Bär, Die Maus, Der Vogel, die Schlange, der Hase, die Spinne	
<b>Materials:</b> <ol style="list-style-type: none"> <li>28 sheets of paper divided into fourths with two lines and the German word for one of the eight animals on top of each fourth.</li> <li> Drawing/Race to the Whiteboard: Animals</li> <li>markers</li> </ol>	
<b>Activity Plan (include Introduction, Body, and Conclusion):</b>  Intro: Play video about Black Forest (11 min):  Body: <ol style="list-style-type: none"> <li>Show slide two. Ask the kids if they remember the meaning of each of the three words (2 min)</li> <li>Go over slides 3-7 and ask the kids to repeat after you (2 min)</li> <li>Hand out the sheets of paper and tell students to use markers and draw the animal under each heading. Leave slide 8 up for reference (15 min).</li> </ol> Conclusion: Tell the kids that they can take home their drawings.	
<b>Reflection and Evaluation</b>	
<b>This plan promotes (check all that apply):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploration, Practice, and Reflection</li> <li><input type="checkbox"/> Expression and Creativity</li> <li><input type="checkbox"/> Group Membership</li> <li><input type="checkbox"/> Contribution and Service</li> </ul>	<b>How will growth and achievement of these objectives be measured and documented:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstration</li> <li><input type="checkbox"/> Portfolio</li> <li><input type="checkbox"/> Presentation</li> <li><input type="checkbox"/> Written Product</li> <li><input type="checkbox"/> Other (please describe):</li> </ul>
<b>What did participants learn in this lesson?</b>  <b>To recognize and understand four German animal names</b>	<b>Recommended Modifications:</b>  1. Kids couldn't sit still for black forest video, maybe take it out



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# LINCOLN CLC LESSON PLAN

<b>Theme:</b> Animals in German	<b>Activity Title:</b> Video/coloring
<b>Dates:</b> June 25, 2021	<b>Time:</b> 30 min
<b>Audience:</b> K    1    2    3    4    5    6    7    8    9    10    11    12	
<b>How does this lesson connect with past and future learning?</b> Review 3 words and learn 5 new	
<b>Subject Area: (align with LPS, State, and/or National Curriculum Standards):</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> <b>Literacy</b>  <input type="checkbox"/> Social Studies  <input type="checkbox"/> Character Building  <input type="checkbox"/> Technology  <input type="checkbox"/> Math         </div> <div style="width: 45%;"> <input type="checkbox"/> <b>Recreation</b>  <input type="checkbox"/> Creative Arts  <input type="checkbox"/> Science  <input type="checkbox"/> Health/Nutrition  <input type="checkbox"/> Music         </div> </div>	
<b>Lesson Objective(s):</b> <b>SWBAT recognize and visualize eight names of German animals</b>	
<b>Targeted Vocabulary (including kid-friendly definitions):</b>  Der Fisch, Der Löwe, Der Bär, Die Maus, Der Vogel, die Schlange, der Hase, die Spinne	
<b>Materials:</b> <ol style="list-style-type: none"> <li>Two dry erase markers.</li> <li> Drawing/Race to the Whiteboard: Animals</li> </ol>	
<b>Activity Plan (include Introduction, Body, and Conclusion):</b>  Intro: Play video about Black Forest (11 min):  Body:	

1. Show slide two. Ask the kids if they remember the meaning of each of the three words (2 min)
2. Go over slides 3-7 and ask the kids to repeat after you. Show slide 8 and tell them to remember these words for a game (2 min)
3. Set up two dry-erase markers on opposite ends of a table. Split the class down the middle into teams 1 and 2. Starting with students at the front of the room, students will take turns coming up to the table one at a time to face off against a student on the other team. Each student will stand in front of their team's marker, and when I say the word in English, they will grab the marker, run to their half of the board, and write the word in German. The first student to write it correctly gets a point for their team. (15 min).

Conclusion:

Call on three kids and ask them to share words they learned.

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ Exploration, Practice, and Reflection
- ☐ Expression and Creativity
- ☐ Group Membership
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ Demonstration
- ☐ Portfolio
- ☐ Presentation
- ☐ Written Product
- ☐ Other (please describe):

**What did participants learn in this lesson?**

**Five new German words and how to write them**

**Recommended Modifications:**

1. Went great, no modifications

## LINCOLN CLC LESSON PLAN

**Theme: Nominative pronouns**

**Activity Title: Pronouns and movement game**

**Dates:** June 30, 2021

**Time:** 30 min

**Audience:** K    1    2    3    4    5    6    7    8    9    10    11    12

**How does this lesson connect with past and future learning?**

**Intro to German pronouns, needed to work toward building sentences and talking about**

people

**Subject Area: (align with LPS, State, and/or National Curriculum Standards):**

- |                                             |                                                  |
|---------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> <b>Literacy</b>    | <input type="checkbox"/> <b>Recreation</b>       |
| <input type="checkbox"/> Social Studies     | <input type="checkbox"/> Creative Arts           |
| <input type="checkbox"/> Character Building | <input type="checkbox"/> Science                 |
| <input type="checkbox"/> Technology         | <input type="checkbox"/> <b>Health/Nutrition</b> |
| <input type="checkbox"/> Math               | <input type="checkbox"/> Music                   |


**Lesson Objective(s):**

**SWBAT understand the use in a game the six German nominative pronouns**

**Targeted Vocabulary (including kid-friendly definitions):**

Ich, du, er/sie, Sie, ihr

**Materials:**

1.  pronouns active game

**Activity Plan (include Introduction, Body, and Conclusion):**

Intro:

Tell kids to come in and take a seat (slide 1) (2 min)

Body:

1. Show the students slides 2-4 and draw their attention to the pictures and pronunciations (3 min)
2. Have the students stand up. Explain that we are going to play a game, but first we have to practice. Say ich, du, and er/sie several times. When ich, they point to themselves. When du, they point to a friend. When er/sie, they point to a friend of the opposite gender (4 min). For du or er/sie, students must be in groups of two (no three). This is important for narrowing down students to one winner.
3. Announce that from now on, students who make a mistake or can't find a partner sit down. Play the game for a few minutes, saying the words as quick as the students can act them out. Keep slide 5 on the board so they can remember (5 min)
4. Stop the game and show slide 6. 'Sie' will a capital s is added in. When the teacher says Sie, students point at the teacher. Keep playing but with 4 options. (4 min).
5. If there is time, add in 'wir' slide 8. Students must get into groups of 3. Students without a group sit down. Keep going (4 min). If there is one student left, announce that they are the winner and all students can stand up again.
6. Can also add 'ihr' (slide 10). Students get in groups of four, with one student pointing at the

group of three. Students not in four sit down. (4 min)

Conclusion:

Ask students what ich, du, and Sie mean.

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ Exploration, Practice, and Reflection
- ☐ Expression and Creativity
- ☐ Group Membership
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ Demonstration
- ☐ Portfolio
- ☐ Presentation
- ☐ Written Product
- ☐ Other (please describe):

**What did participants learn in this lesson?**

**They learned ich, du, er/sie well and to some extent wir and ihr**

**Recommended Modifications:**

Explain more in-depth what wir and ihr mean, I think some kids were confused by ihr.

## LINCOLN CLC LESSON PLAN

**Theme: Saisonen**

**Activity Title: Hangman game**

**Dates:** July 14, 2021

**Time:** 30 min


**Audience:** K    1    2    3    4    5    6    7    8    9    10    11    12

**How does this lesson connect with past and future learning?**

**This is a lesson about the alphabet and spelling the seasons. Builds off of previous lesson about months and alphabet.**

**Subject Area: (align with LPS, State, and/or National Curriculum Standards):**

- |                                             |                                           |
|---------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Literacy           | <input type="checkbox"/> Recreation       |
| <input type="checkbox"/> Social Studies     | <input type="checkbox"/> Creative Arts    |
| <input type="checkbox"/> Character Building | <input type="checkbox"/> Science          |
| <input type="checkbox"/> Technology         | <input type="checkbox"/> Health/Nutrition |
| <input type="checkbox"/> Math               | <input type="checkbox"/> Music            |

<b>Lesson Objective(s):</b> <b>SWBAT spell all 4 names of the seasons.</b>	
<b>Targeted Vocabulary (including kid-friendly definitions):</b> Herbst, Frühling, Sommer, Winter	
<b>Materials:</b> 1.  Die Saisonen	
<b>Activity Plan (include Introduction, Body, and Conclusion):</b>  Intro: Show the kids the short video on slide 1 (2 min). Go through slides 2 through 5 and have the kids repeat the names of the four seasons (2 min). Body: 1. On slides 6-9 there are the names of three months, all from the same season. As a class have the students shout out the name of the season. If they struggle, click on the slide and a picture will pop up giving them a hint. (4 min). 2. Show the kids slide 10 to refresh their memory about numbers 1-4. If most kids don't remember them, sound them out (2 min). 3. Click on the link on slide 11 and play the game. Have students take turns guessing letters starting with a kid at the front of the room. Keep restarting and playing with new words until you've gone through all 14 (15 min)  Conclusion: If there's time play the numbers song on slide 15 (3 min). If there's time, play the video on slide 6 (4 min)	
<b>Reflection and Evaluation</b>	
<b>This plan promotes (check all that apply):</b> <input type="checkbox"/> <b>Exploration, Practice, and Reflection</b> <input type="checkbox"/> Expression and Creativity <input type="checkbox"/> <b>Group Membership</b> <input type="checkbox"/> Contribution and Service	<b>How will growth and achievement of these objectives be measured and documented:</b> <input type="checkbox"/> <b>Demonstration</b> <input type="checkbox"/> Portfolio <input type="checkbox"/> <b>Presentation</b> <input type="checkbox"/> Written Product <input type="checkbox"/> Other (please describe):
<b>What did participants learn in this lesson?</b>  <b>German alphabet and seasons</b>	<b>Recommended Modifications:</b> 1. None it went great

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# LINCOLN CLC LESSON PLAN

<b>Theme: Sportarten</b>	<b>Activity Title: Word search</b>
<b>Dates:</b> July 21, 2021	<b>Time:</b> 30 min

**Audience:** K    1    2    3    4    5    6    7    8    9    10    11    12

**How does this lesson connect with past and future learning?**  
 This is a lesson about sports. It's an introduction to a common topic of conversations in German.

**Subject Area: (align with LPS, State, and/or National Curriculum Standards):**

- |                                                                                                                                                                                                            |                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <b>Literacy</b><br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Character Building<br><input type="checkbox"/> Technology<br><input type="checkbox"/> Math | <input type="checkbox"/> <b>Recreation</b><br><input type="checkbox"/> Creative Arts<br><input type="checkbox"/> Science<br><input type="checkbox"/> Health/Nutrition<br><input type="checkbox"/> Music |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Lesson Objective(s):**  
**SWBAT say 7 sport words in German.**

**Targeted Vocabulary (including kid-friendly definitions):**  
 Basketball, das Schwimmen, Fussball, Football, Leichtathletik, das Skifahren, Baseball

- Materials:**
1. [Die Sportarten](#)
  2. Basketball hoop
  3. A little ball
  4. Tape

**Activity Plan (include Introduction, Body, and Conclusion):**

Intro:  
 Go through slides 1 through 8 and have the kids repeat the names of the sports (6 min). Set up the basketball hoop where it fits best (probably on the board) and put a piece of tape on the ground about 8 feet away (2 min).

Body:

1. Split the class into teams 1 and 2. Starting at the front of the room, give each student a English sport word to translate into German. If they get it right, they get one point and get to come up and shoot two free throws. Give their team one additional point for each basket. If they get it wrong, anyone on the other team gets a chance to steal (who raises their hand first), but not take free throws.
2. The teams alternate and whoever has the most points at the end of 15 minutes wins. If you run out of words for sports, go over the numbers 1-9 quickly and use them.

Conclusion:

If there's time, play the video on slide 10 (5 min)

### Reflection and Evaluation

**This plan promotes (check all that apply):**

- ☐ **Exploration, Practice, and Reflection**
- ☐ Expression and Creativity
- ☐ **Group Membership**
- ☐ Contribution and Service

**How will growth and achievement of these objectives be measured and documented:**

- ☐ **Demonstration**
- ☐ Portfolio
- ☐ **Presentation**
- ☐ Written Product
- ☐ Other (please describe):

**What did participants learn in this lesson?**


**Nine German sports words (spoken)**

**Recommended Modifications:**

Let kids who have got to shoot yet take a shot at the end

## LINCOLN CLC LESSON PLAN

<b>Theme:</b> Gefühle	<b>Activity Title:</b> Word search
<b>Dates:</b> July 28, 2021	<b>Time:</b> 30 min
<b>Audience:</b> K    1    2    3    4    5    6    7    8    9    10    11    12	
<b>How does this lesson connect with past and future learning?</b> This is a lesson about emotions. It is an introduction to reflexive verbs in general.	

<b>Subject Area: (align with LPS, State, and/or National Curriculum Standards):</b>	
<input type="checkbox"/> <b>Literacy</b> <input type="checkbox"/> Social Studies <input type="checkbox"/> Character Building <input type="checkbox"/> Technology <input type="checkbox"/> Math	<input type="checkbox"/> <b>Recreation</b> <input type="checkbox"/> Creative Arts <input type="checkbox"/> Science <input type="checkbox"/> Health/Nutrition <input type="checkbox"/> Music
<b>Lesson Objective(s):</b> <b>SWBAT associate pictures of emotions with their words in German.</b>	
<b>Targeted Vocabulary (including kid-friendly definitions):</b> Sich freuen, sich ausruhen, ärgern, lieben, lächeln	
<b>Materials:</b> <ol style="list-style-type: none"> <li>1.  gefuehl 7/28 k-2</li> <li>2. Big poster sheet of paper</li> <li>3. Roll of 400 emoji stickers.</li> </ol>	
<b>Activity Plan (include Introduction, Body, and Conclusion):</b> <p>Intro:          Go through slides 2 through 7 and have the kids repeat the words for the different emotions. (4 min)          Use a pen to divide a sheet of paper into six parts and write the word for an emotion at the top of each part.</p> <p>Body:</p> <ol style="list-style-type: none"> <li>1. Hand out strips of stickers with 5 emojis on each one. Tell students to come up to the paper and put their stickers under the correct heading. Dismiss students in groups of three, then show the class which emojis are wrong and need to be moved. Repeat until the whole class has gone. (10 min)</li> <li>2. Repeat until the emojis are used up.</li> </ol> <p>Conclusion:          If there's time, play the video on slide 9 (5 min)</p>	
<b>Reflection and Evaluation</b>	
<b>This plan promotes (check all that apply):</b>	<b>How will growth and achievement of these</b>



<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Exploration, Practice, and Reflection</b></li> <li><input type="checkbox"/> Expression and Creativity</li> <li><input type="checkbox"/> <b>Group Membership</b></li> <li><input type="checkbox"/> Contribution and Service</li> </ul>	<p><b>objectives be measured and documented:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demonstration</b></li> <li><input type="checkbox"/> Portfolio</li> <li><input type="checkbox"/> <b>Presentation</b></li> <li><input type="checkbox"/> Written Product</li> <li><input type="checkbox"/> Other (please describe):</li> </ul>
<p><b>What did participants learn in this lesson?</b></p>  <p><b>Six emotions in German (recognize)</b></p>	<p><b>Recommended Modifications:</b></p> <p>Vary which group gets to come up first</p>