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ERASMUS+ PROJECT: "Development of selected key competences of pupils in lessons and extracurricular activities at school" No. 2024-1-PL01-KA220-SCH-000247484/2

Lesson plan

Basic information:

Lesson: German language

Class: VI.A, VI.B

Time allocation: 45 minutes, 1 lesson (2 lessons per week)

Teacher: Ing. Viera Roháčová

School name: Smolenice Primary School and Nursery

Topic: This is my family

Lesson: German language; Class: VI, Topic: This is my family

Educational objectives:

Lesson objectives:

The pupil knows:

- name family members
- use the personal pronouns "mein, dein" correctly according to gender
- ask for the name of a family member and respond

Content standard:

vocabulary – family members, possessive pronouns "mein, meine, dein, deine", forming questions and answers

Performance standard:

The pupil can name family members, ask for the names of family members and respond.

SMART goals for pupils:

By the end of the 45-minute German lesson, I will be able to correctly name at least 6 family members and ask and answer a simple question about the name of a family member. In the oral exercise, I will correctly use the possessive pronouns mein, meine, dein, deine

Key competences:

Competencies	How they are fulfilled in class
Communicating and working with information	<ul style="list-style-type: none"> - working with pictures and matching descriptions - developing vocabulary and comprehension when working with the textbook - pupils listen, speak in dialogues, respond to questions
Digital	<ul style="list-style-type: none"> - using an interactive whiteboard - using the internet – song - using the online tool Wordwall for homework
Personal and social	<ul style="list-style-type: none"> - working in groups and pairs - reflecting on mood at the beginning and end of the lesson – promoting emotional intelligence and self-regulation skills - ability to communicate with classmates in various interactive situations (group, pairs, "Klassenspaziergang")
Cultural	<ul style="list-style-type: none"> - getting to know German names, family
Learning competence	<ul style="list-style-type: none"> - pupils are guided towards self-reflection (mood, goal achievement, feedback) - when learning new material, they use their existing knowledge of English – working with cards. - working in groups, they check the correctness of their answers using the textbook - During the lesson, they are shown various strategies for learning a foreign language (games, colours, dialogues, writing, working with mistakes)

	- use of an online tool to expand vocabulary with the option of listening to the correct pronunciation for homework preparation
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Didactic procedures:

Methods: conversation, explanation, educational games, group work, work with textbooks, dialogue

Forms: frontal, group, individual

Teaching aids: cards with pictures and vocabulary, interactive whiteboard, song, coloured markers, textbook

Differentiated tasks:

A table with new vocabulary and colour coding will be prepared for three pupils with special educational needs. A written dialogue with phonetic transcription will be prepared for one pupil, which they will be able to use to reinforce the lesson.

Lesson plan:

1. **Introduction – Teacher's question: "Wie geht's? (How are you?)". Pupils circle an emoticon on the interactive whiteboard that expresses how they feel at the beginning of the lesson. The teacher names their mood in German and the pupils can say in their native language why they feel that way.**

Motivation – introducing the topic using a photo of the Lenz family. Teacher's question: "Wer ist das? (Who is that?) Das ist Familie Lenz. (That is the Lenz family.) Who do we already know?" After the pupils have answered, the teacher explains the aim of the lesson.

2. **Exposition –**

- 1) **Group work – The pupils are divided into groups. Each group receives pictures of family members and their names in German. Their task is to match the picture with the description, using their existing knowledge and similarities with English.**

- 2) **Check – work with the textbook** Lena introduces her family members, the pupils listen and correct any mistakes. The groups can also compare their solutions. The teacher helps them.
- 3) **Memory game – group work.** Pupils use cards to play a memory game, learning vocabulary in a playful way.
- 4) **Introduction of the pronouns "mein, meine"** using an exercise in the textbook – frontal. Pupils add new vocabulary and together figure out when to use the pronoun "mein" and when to use "meine".
- 5) **The pupils practise the possessive pronouns in their workbooks and check the correct answers together on the interactive whiteboard.**
- 6) **The teacher writes the vocabulary on the board, the pupils dictate what they have memorised, and the teacher introduces the new personal pronouns "dein, deine" and points out the colour coding that they will use from now on. (red, blue colour – a visual aid to help pupils learn the articles).**
- 7) **The teacher points out the names of the Lenz family – traditional and contemporary – and the pupils repeat how to ask someone their name.**
Together with the teacher, they derive a new dialogue from the answer.

"What is your name?

His name is

What is the name of mother?

..... heißt....." (Students fill in the blanks)

3. Fixation –

1. Working in pairs – Pupils practise dialogues
- 1) **"Class walk"** – The pupils are divided into two groups. One group remains seated, the other stands up and walks around the classroom to the sound of the song. When the song stops, they sit down next to the nearest seated classmate and practise the dialogue. Then the groups switch places. The teacher listens to the individual dialogues, which serves as a diagnostic tool, and helps if necessary.

- 2) **Reflection and conclusion** – After the activity, the teacher asks the pupils which family members were mentioned in the song. They summarise the lesson and set homework, sending a link to it via edupage:<https://wordwall.net/de/resource/57756041/a1-meine-familie-audio> They point out that they will meet other family members here and can also play the pronunciation.
4. **Self-assessment and evaluation** – The teacher asks the pupils to evaluate their work and what they have learned by giving it a score from 5 to 1, using the fingers on their raised hands. This is followed by a discussion about which activity they liked and whether their mood has changed since the beginning of the lesson.

Methodological evaluation

The objectives of the lesson correspond to educational standards. The structure of the lesson is built up from a motivational part through an expository and consolidation part to a reflective part. The introductory part includes a visualisation activity on the interactive whiteboard to encourage the pupils' emotional engagement with the question "Wie geht's?" (How are you?) and reflection on their feelings.

The exposition part uses group work, with pictures and cards, memory games, to practise the possessive pronouns "mein, meine, dein, deine" (my, your) and create dialogues. The consolidation part is also interactive, with vocabulary repetition and the creation of authentic dialogues.

In the area of competence, the course develops information processing, communication, expressing feelings and opinions, digital competence through online tools (Wordwall), social competence in terms of cooperation, group work, and support for self-regulation. The competence to learn is developed by acquiring strategies for learning a foreign language and comparing different ways of expression (also in comparison with English).

Conclusion: The lesson is methodologically very diverse. It meets the criteria for active learning. It covers the multifaceted needs of pupils in terms of developing and acquiring life skills. The choice of methods supports pupils' motivation and interest in communicating in a foreign language.

Methodological evaluation prepared by: PhDr. Ivana Štibraná, PhD.

APPROVED

Mgr. Magdaléna Eliášová, school principal

10 October 2025, Smolenice, Slovak Republic