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| **Instructor** | John Evjen | **Level** | A1 | **Theme:** Describing Situations/Exclamations /dependent clauses review and separable verbs |
| **Resources** | Kontakte  Powerpoint  Handout | **Lesson** | **Kapitel 3** (Talente, Pläne, Pflichten): Ach, Wie Nett! | **12.11.18** |
| **Goals** | Students will be able to describe situations in a more authentic way, and they will expand their knowledge on dependent clauses in German by way of learning about marriage in a German context. | | | |

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| Phase / | What | Time | Material | Skill | Learning Goals |
| Pre-class | Study for test 2 |  | Office hours and emails |  |  |
| Test | Welcome back from the reading break. Wie geht’s euch?  Write Test 2  Ten Minute Break | 6:10-7:00  ~ 7:10 | Tests | Reading  Listening  Writing | Testing the students’ knowledge until now.  I have found using the ten minute break during the class immensely helpful to keeping the students focused but also being able to interact with me in a more informal setting. |
| Slide on before Stunde | Heute lernen wir:   * + Window-shop   + Learn how to describe situations   + Expand our knowledge about dependent clauses   Guten Abend alle zusammen, wie geht’s euch nach dem Test? | 1 min | Powerpoint slides | Listening and Speaking | I am including this to check in with my students and see how the class is feeling. |
| Warm-up | Window-shopping  Der Leopard kauft ein.  Ask the question: was sieht der Leopard? was will der Leopard kaufen? Was sehen wir im Bild?  Slide directing students to go to Seite 119  Ask “was sagt Frau Körner?“ a student should volunteer the answer.  “Was sagt Frau Gretter danach?  „was passiert hier?“  Ach! Wie nett!  Have students repeat after me for these words and teach them what these words meaning, first through a more inductive approach, but then use “hässlich ist das Gegenteil von schön” to clear up what hässlich means  Next three slides are pictures of window displays. Using “ach, wie schön ist das rote Kleid“ „die blaue Bluse ist voll hübsch“  Ask students, „was sehen wir im Bild?“ „was im Bild ist schön?“  Ask them afterwards if there are any questions. | 2 mins  2 mins  2 mins  5 mins  7:21 | Bilder and Slides | Speaking and Listening | I want them to review easy concepts in the class (colour, clothing, and adjectives) but in a new context.  Although it is a ridiculous example, having the students laugh really improves the class’ morale and keeps them engaged.  Introduce some idiomatic phrases in shopping.  Have the students all interacting in the classroom.  I like using the “Gegenteile” of ideas and objects so that students have to think about the signified as opposed to the signifier.  These slides are a fun opportunity for the students to use the new words in addition to older ideas they already know. |
| Main Phase: A | Direct the students to Seite 119  Was passiert hier? Lies den Text vor. For the next four slides. Ask them what each situation means  Give out the handout: Einzelarbeit slide. Explain activity, and show the example on the bottom of the slide  Was war deine Antwort? What were your answers?  Students should read out their answers as to allow for feedback and have other students listen to more German.  Are there any questions? | 1 min  5 mins  5 mins  4 mins  7:36 | Pictures on the slide  Slide handout | Reading and speaking  Reading comprehension | Students had complained that we were not using the textbook as much as they wanted, so I am using examples from the textbook  I want the students to be speaking a little more and to think through the situations.  Here the students are asked to match sentences together based on a situation. I feel this will aid them in a) connecting ideas based on the text and b) review different forms that we have used and learned in class.  I want to go over the answers with the students to see what was missing or unclear.  Important to stop and see if students are confused in any way. |
| Main Phase: B  Grammar section | Continuing the Ehe-Story on Seite 113, direct students to review the details of the text. I will summarise the text quickly.  Next, review the sentences we analysed the class before. To clear up all details of Nebensätze and help them get a clearer picture of how Nebensätze can work. Prompting them with questions.  Reminder: Achtung! Das Verb kommt immer am Ende  Einzelarbeit: Find die trennbaren Verben im Text und schreib sie auf.  Ask the students which trennbare Verben appear in the text. Ask the students to read the sentences aloud  Beispiele von neuen Sätzen: Show students the new sentences that I formulated from the theme of the text, but these ones use separable prefix verbs in the dependent clauses.  Ask the student after each sentence: Was merken wir hier?  Explain the rule that both the prefix and the verb go at the end of the dependent clause. | 1 mins  3 min  1 min  7:41  2 min  7:43  5 mins  7:48  12 mins | Slide Textbook  Textbook  Textbook  Slides  Slides | Listening  Speaking  Reading Listening  Reading  Speaking  Reading  Listening  Speaking | I want to contextualise the Nebensätze idea with a complicated cultural artefact  Reviewing the structure before adding new information to it.  This is a crucial rule that will be repeated later in the lesson.  I want to evaluate how well the students actually notice the separable verbs.  Conferencing their results will be a good way to highlight gaps and confirming skills in this regard.  I will walk the students through these structures slowly as to make it clear what is going on in these sentences. I will have to start my next section with a review of these sentences.  Students should be noticing what is changing.  This is a crucial rule that I know will take a while for the students to acquire. |
| Closure | **Are there any questions?**  **Gute Nacht! Auf Wiedersehen** |  |  | Speaking | Important to stop and see if students are confused in any way.  Retaining the homely nature of the classroom, I like to say good-bye nicely to make sure I am approachable after the class. |
| Announcements | 23rd of November, video assignment 2 is due |  |  |  |  |