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| **Instructor** | John Evjen | **Level** | A1 | **Theme:** Describing Situations/Exclamations /dependent clauses review and separable verbs |
| **Resources** | KontaktePowerpointHandout | **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 2Ten Minute Break | 6:10-7:00~ 7:10 | Tests | ReadingListeningWriting | 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-shoppingDer 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 119Ask “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 meansNext 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 mins2 mins2 mins5 mins7:21 | 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 119Was passiert hier? Lies den Text vor. For the next four slides. Ask them what each situation meansGive out the handout: Einzelarbeit slide. Explain activity, and show the example on the bottom of the slideWas 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 min5 mins5 mins4 mins7:36 | Pictures on the slideSlide handout | Reading and speakingReading comprehension | Students had complained that we were not using the textbook as much as they wanted, so I am using examples from the textbookI 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: BGrammar 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 EndeEinzelarbeit: 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 aloudBeispiele 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 mins3 min1 min7:412 min7:435 mins7:4812 mins | Slide TextbookTextbookTextbookSlidesSlides | ListeningSpeakingReading ListeningReadingSpeakingReadingListeningSpeaking | I want to contextualise the Nebensätze idea with a complicated cultural artefactReviewing 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 |  |  |  |  |