

8. Stunde (29.01.2018)

9:05-9:55

10:10-11:00am

1:25-2:15pm

Zeit	Thema	Material	Minuten
Before class	- Song: "Sushi" von Von Wegen Lisbeth - Wort des Tages – das Sushi (die Sushis)	PPT 1 Video	5
9:05 10:10 1:25	Goals for the hour: Students should master the ability to compare members of their family using both comparative adjectives and comparative structures. Students should review the Imperfekt and be reminded of some of the most common forms. Announcements: <ul style="list-style-type: none"> • Study Abroad Fair Tagesprogramm: Have a student read out the agenda for today: <ol style="list-style-type: none"> 1. Das Innere 2. Familie -- Vergleiche 3. Kinderbücher -- das Imperfekt 	PPT 2	2
9:07 10:12 1:27	das Innere: <u>Input:</u> <ul style="list-style-type: none"> • Have students brainstorm adjectives for describing themselves and others. Ask the questions on the slide as rejoinders and have students ask each other these questions. 	PPT 3	3
9:10 10:15 1:30	<u>Practice:</u> Have students turn to exercise 1.3.B S. 19 in their textbooks. <ul style="list-style-type: none"> • Divide the students into 5 groups. Assign each group one of the short paragraphs in the exercise (Monique, Claudia, Viola, Catharina, and Torgunn). • In their groups students should identify the family member being described and underline all of the adjectives. Then they should write at least one question for the group using one of the adjectives from their paragraph. • Have students ask each other the questions that they wrote. Students can answer about each other or about the people they read about. • Reveal the final question on the slide and discuss in plenum. 	PPT 4	10

	<i>Transition: Manchmal ist man seiner Familie ähnlich, aber manchmal auch nicht.</i>		
9:20 10:25 1:40	<p>Familie -- Vergleiche:</p> <p><u>Input:</u></p> <ul style="list-style-type: none"> • Display PPT 5. Have students choose two family members and brainstorm a list of adjectives to describe them. Students should then write two sentences using comparative adjectives to compare themselves to these family members. Have a few students share their work with the class for group correction. • Introduce students to the other comparative structures using PPT 6-7. Have students read the first set of sentences (which are possible responses from the first activity) before reading the ideas reformulated using the new structures. 	PPT 5-7	5
9:25 10:30 1:45	<p><u>Practice:</u></p> <ul style="list-style-type: none"> • Have the students return to exercises 1.3.A and 1.3.B S. 18-19. Ask them to work with a partner to complete the three sentences on the slide using other people mentioned in the texts or their own family members. The list of adjectives on the slide will hopefully prompt them to be creative in their answers. Have a few groups share their responses with the class. Emphasize the placement of the verb in corrections in plenum. 	PPT 8	5
9:30 10:35 1:50	<p><u>Output:</u></p> <ul style="list-style-type: none"> • Have students read the example text on PPT 9 aloud before writing their own short paragraph comparing themselves to one or more of their family members. Have a few students write a couple sentences on the board for group correction. <p><i>Transition: Erinnern Sie sich an die Geschichte "Oh wie schön ist Panama?" Der Bär und der Tiger sind wie eine Familie. Heute lesen wir eine andere Geschichte über diese Figuren.</i></p>	PPT 9	5
9:35 10:40 1:55	<p>Kinderbücher -- das Imperfekt:</p> <p><u>Input:</u></p> <ul style="list-style-type: none"> • Watch the first 3-4 minutes of the video on PPT 10. Then have students take turns reading the sentences on the slide. Answer any questions that arise about the verb forms -- Imperfekt. 	PPT 10	5

<p>9:40 10:50 2:00</p>	<p><u>Practice:</u></p> <ul style="list-style-type: none"> • Display PPT 11 and have students work with a new partner to fill in the blanks with the correct form of the verbs on the slide in Imperfekt. This text continues the story from the previous slide, so when you go over the answers you should also check for comprehension. 	<p>PPT 11</p>	<p>5</p>
<p>9:45 10:55 2:05</p>	<p><u>Output:</u></p> <ul style="list-style-type: none"> • Students should use the prompt/vocab on PPT 12 and work with a partner to write a children's story. Have a few groups share their work with the class and correct the stories together. 	<p>PPT 12</p>	<p>8</p>
<p>9:53 10:58 2:13</p>	<p>Homework</p> <ul style="list-style-type: none"> • Go over homework • Point out that they have not one, but two grammar worksheets due on Wednesday. 	<p>PPT 13</p>	<p>2</p>
<p>9:55 11:00 2:15</p>			