

Springfield School District – Special Areas Curriculum Guide – Department:

Course: German 8 (IB)

Each course curriculum guide is complemented by individual lesson plans developed by the specific instructor.

Month	Content, Essential Questions & Activities	Resources	National/State Standards
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<p>September (4-5 lessons)</p>	<p><i>Get to Know You Activities/ Review German 7</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. Have descriptions in boxes, reviewing vocabulary from 7th grade, and find people that match that description. Get signatures from partners.</i></p> <p><i>B. KahootIt Game</i></p> <p><i>C. 2 Truths and a Lie: Have students describe in German 3 facts about themselves about what they enjoy doing. One thing is a lie. Have other students guess what is a lie.</i></p> <p><i>D. Review subject pronouns and practice conjugating verbs on white boards.</i></p> <p><i>E. Create Clock partners. At each time, with each new partner, review family, likes/dislikes, greetings, after school activities</i></p>		<p>1a, 1b</p>
<p>Mid-September</p>	<p><i>Kapitel 4-6</i></p> <p><i>Cultural: What is important about the state of Schleswig-Holstein?</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. Use map they created to identify location of Schleswig-Holstein</i></p> <p><i>B. Discuss bodies of water located in Schleswig-Holstein and neighboring states. Locate on the map in the textbook.</i></p> <p><i>C. Compare the industries of Brandenburg (pg. 13) with Schleswig-Holstein</i></p> <p><i>D. Compare and contrast architectural structures of homes, noting the usage of native reeds roofs on traditional farm houses.</i></p> <p><i>E. Power point on the history and importance of Schleswig-Holstein: including use of Latin, Ein Friesenhaus, Kieler Woche, Westerhever Leuchtturm, Der Roland Marktplatz und das Reepschlägerhaus.</i></p> <p><i><u>Kapitel 4</u></i></p> <p><i>Preview Kapitel 4 Learning with Chapter Video</i></p>	<p><u>Komm Mit</u> Textbook, pages 96-99.</p> <p>Maps to Fill in: German 7\Vorschau\Maps of German Speaking World.docx</p> <p>Video Preview: Kapitel 4\Kapitel 4 Video preview.docx</p> <p><u>Komm Mit</u> Textbook, pages 96-127</p> <p><u>Komm Mit</u> Übungsheft pages 37-48</p>	<p>1a, 1b, 2a, 2b, 3a, 3b</p> <p>1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b</p>

<p>October</p>	<p><i>Cultural: In the school, the teachers move to the classrooms, not the students. Pause is their recess/break. Variation of schedule, not the same schedule every day. Beginning at 8 am, ending at 1 pm. Eating lunch at home. School sports tend to be in the town clubs, not in school. Sales tax is already included in prices.</i></p> <p><u>Kapitel 4, Erste Stufe</u></p> <p><i>Cultural Discussions: The use of 24 hour time telling system Some students attend school on Saturday. Religion is considered a public school subject. There is no separation between church and state. Students join classes that represent them. At age 14, students can opt out and take ethics instead, where they learn about philosophy and are closer to social studies in the US. A Grade level may be broken down into Parallel Klassen.: 120 kids will go into classes: 9a, 9b, 9c, 9d and stay always with that group. Each class has a Klassenlehrer (homeroom teacher) that is also a subject teacher.</i></p>	<p><u>Komm Mit Listening Activities</u> page 27-34 <u>Komm Mit Student Make-Up Assignments with Alternative Quizzes,</u> page 21-26. <u>Komm Mit Grammar Tutor for Students of German,</u> pages 27-28. <u>Komm Mit Alternate Assessment Guide,</u> page 21 <u>Komm Mit Video/DVD ,</u> <u>Komm Mit Video Guide,</u> pages 23-28 <u>Komm Mit Grammatikheft,</u> pages 28-36. <u>Komm Mit Activities for Communication,</u> pages 19-24. <u>KommMit Testing Program,</u> Pages 79-104 <u>Komm Mit TPR Storytelling Book,</u> pages 15-16.</p>	<p>2a, 2b, 3a, 4b</p>
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	<p><i>Teacher moves class to class, except science, art, music, home economics, and gym moves.</i></p> <p><i>Students usually have homework and do it in the early afternoons. Extracurricular activities start after 4 and can last until 8 or 9.</i></p> <p><i>Unless there is bad weather, students go outside for breaks to socialize. Students must remain on the grounds. Older students may leave during breaks. 18 years can leave anytime they wish.</i></p> <p><i>What is your class schedule?</i></p> <p><i><u>1. Suggested Activities</u></i></p> <p><i><u>A.</u> Play Wortschatz Schnappen (snatch) using the names of the class subjects</i></p> <p><i><u>B.</u> Have students create their own schedule.</i></p> <p><i><u>C.</u> Describe a class, without the subject. On the white boards, students must guess what class you are describing.</i></p> <p><i><u>D.</u> Compare and contrast the school schedules in Germany and the United States.</i></p> <p><i>How do I use my schedule to talk about time? (Days of the Week)</i></p> <p><i><u>1. Suggested Activities</u></i></p> <p><i>A. Teach Days of the Week Song</i></p> <p><i>B. Review youtube song for days of the week learned in 7th grade:</i></p> <p><i>C. Each day, write the day (and date) on the board.</i></p> <p><i>D. Using white boards, tell the student what yesterday was, today is, or tomorrow will be to find out a day that is missing. For example: Gestern war Montag, Heute ist _____.</i></p> <p><i>E. Use Clocks to TPR time.</i></p> <p><i>F. Use body to TPR time</i></p> <p><i>G. Use white boards to write down times called out in German.</i></p>	<p>Days of the Week Song: http://www.bing.com/videos/search?q=Verb+Song+in+german&adlt=strict&view=detail&mid=E8A04290057633508143E8A04290057633508143&&FORM=VDRVRV</p> <p><i>Optional songs:</i> http://www.bing.com/videos/search?q=Verb+Song+in+german&adlt=strict&view=detail&mid=E8A04290057633508143E8A04290057633508143&&FORM=VDRVRV or Days of the Week Song on “Sing, Dance, Laugh and Learn German” CD;</p>	<p>1a, 1b, 2a</p> <p>1a, 1b, 1c, 3a</p>
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	<p><i>H. Use a train schedule, school schedule, or TV guide schedule to ask questions about time. (Bochum-Munich train schedule)</i></p> <p><i>I. Have students write down what time they have a certain class, then read to their partner. Their partner has to use their clock to show that time.</i></p> <p><i>J. Watch Youtube video learning time</i> http://www.bing.com/videos/search?q=learning+german+songs+youtube&adlt=strict&view=detail&mid=0BD315315BB0ED8CBF440BD315315B0ED8CBF44&&FORM=VDRVRV</p> <p><i>How do you conjugate and use the irregular verb “haben”</i></p> <p><i>1. Suggested Activities</i></p> <p><i>A. Use white boards to call out various subjects and have students conjugate.</i></p> <p><i>B. Create Index Card cut out, with the verb Haben. Create windows for conjugations.</i></p> <p><i>C. Memory Game: Say one thing that you have. Ask the next person “Was hast du?” The next person in order must say what he has and then say everything the last person(s) had. Six people are winners: the six people that could remember the most wins.</i></p> <p><i>D. Teach Haben song</i></p>	<p><i>Youtube video learning time</i> http://www.bing.com/video/s/search?q=learning+german+songs+youtube&adlt=strict&view=detail&mid=0BD315315BB0ED8CBF440BD315315BB0ED8CBF44&&FORM=VDRVRV</p> <p><i>Haben song</i> http://www.bing.com/video/s/search?q=Verb+Song+in+german&adlt=strict&view=detail&mid=8B9FDE7F640B2BAE766D8B9FD E7F640B2BAE766D&&FORM=VDRVRV</p>	<p>1a, 1b,</p> <p>1a, 1b,</p>
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<p>November</p>	<p><i>In what order do things happen?</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A.</u> <i>Provide a mixed up list of times of classes. Have the students put them into order and describe what happens first, next, then, finally.</i></p> <p><u>B.</u> <i>Cut up sentence fragments and have students practice putting the Time Sequencing word first in the sentence.</i></p> <p><u>C.</u> <i>Cut up sentence fragments and hand each fragment to a student. Have the students go to the front of the room and put themselves in the correct order.</i></p> <p><u>D.</u> <i>Have students sit in pairs and give three short commands to another student, using zuerst, danach and zuletzt.</i></p> <p><u>E.</u> <i>Challenge- teach higher level students: morgens, heute, nun, niemals, immer, oft, manchmal</i></p> <p><u>Kapitel 4, Zweite Stufe</u></p> <p><i>Cultural Discussions: German grading system 1-6, with a 1 being a good grade. If a student gets a 5 or 6 in a Hauptfach, then must repeat a year "Sitzen bleiben." If held back more than once, they can be expelled.</i></p> <p><i>Grundschule for 4 years, then parents and teachers decide which of 3 schools a child should enter.</i></p> <p><i>Students go to Gymnasium and take Abitur to get to the overcrowded, limited seats at the free University. Only students with best grades are accepted.</i></p> <p><i>What classes do you like/dislike?</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A.</u> <i>Create a poll for other students to take about what classes they like/dislike.</i></p> <p><u>B.</u> <i>Cold Wind Blows: Sit in a circle, omitting one chair. Person in the center Calls out a class they like/dislike. Anyone who agrees must stand up and</i></p>		<p>2a, 2b, 4b</p> <p>1a, 1b</p> <p>1a, 1b, 1c</p> <p>1a, 1b</p>
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December	<p><i>find a new seat. If he is the last one standing, they must come up with a new topic.</i></p> <p><i>What classes do you prefer? How do you use the prefix “Liebling-”?</i></p> <p><u><i>1. Suggested Activities</i></u></p> <p><u><i>A. Draw students draw a picture of something that is their favorite. Have the students create 2-4 sentences describing it. Then have them share with the class.</i></u></p> <p><u><i>B. Create polls for other students about their favorite items.</i></u></p> <p><u><i>C. Das Subjekt Fehlt: Two teams create sentences, omitting subjects. Then the teams take turns showing the other team a sentence. If Team B can find a subject to fit into the sentence that makes sense, the team earns a point.</i></u></p> <p><i>How do you respond to good and bad news? (grades received)</i></p> <p><u><i>1. Suggested Activities</i></u></p> <p><u><i>A. Hand out fake report cards and have students decipher whether grades are good or bad.</i></u></p> <p><u><i>Kapitel 4, Dritte Stufe</i></u></p> <p><i>Cultural: The usage of the Euro in Germany. 7 bills, including the 5,10,20,50,100,200 and 500. 8 coins: 1,2,5,10, 20 and 50 cents and a 1 & 2 euro coin. Some tails of coins show German Oak Leaf and Brandenburg Gate and Federal eagle to remind of the German Mark.</i></p> <p><i>What objects are in the school store (classroom)?</i></p> <p><u><i>1. Suggested Activities</i></u></p> <p><u><i>A. TPR objects in the classroom</i></u></p> <p><u><i>B. Play bingo with classroom objects</i></u></p>		<p>3a, 3b, 4b</p> <p>1a, 1b</p> <p>1a, 1b, 1c</p> <p>1a, 1b, 4a</p>
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	<p><u>C.</u> Play Pictionary as Teams</p> <p><u>D.</u> Play Concentration/Memory</p> <p><i>How much do the school supplies cost in the school store? How do you discuss the prices?</i></p> <p><u>1.</u> Suggested Activities</p> <p><u>A.</u> Create a mock school store and have students take turns playing the seller and buyer.</p> <p><u>B.</u> Create conversation sentence strips that are out of order. Have students place them back into order.</p> <p><u>C.</u> Der Preis ist heiss Game: Show a picture of an item. Then the host player shows two possible prices (on powerpoint or could use pictures/actual items with index card prices) and asks Wieviel kostet? The Class is split into two. One student from each team comes up and has to write the price they think the item really is on a whiteboard. Whoever gets it right, wins a point for the team.</p> <p><i>How do you make nouns plural?</i></p> <p><u>1.</u> Suggested Activities</p> <p><u>A.</u> On page R17 of the textbook are rules to plurals of nouns</p> <p><u>B.</u> Play bingo, calling out plurals of nouns. On the boards are the singular nouns.</p> <p><u>C.</u> Place index cards on the ground with plurals of nouns. Have students sit in a circle surrounding the cards. Create teams of 3-4 students, who all get a letter A-D. Call out a letter B and a singular noun. All letter B students must get out of their seats and search for the index card with the plural of the noun. The first student to find the card wins a point for the team.</p>	<p>Chapter 5 Video: Kapitel 5\Kapitel 5 Video.docx</p> <p>Komm Mit Textbook, pages 128-155</p> <p>Komm Mit Übungsheft pages 49-60</p> <p>Komm Mit Listening Activities page 35-42</p> <p>Komm Mit Student Make-Up Assignments with Alternative Quizzes, page 27-30</p>	<p>1a, 1b, 1c</p> <hr/> <p>1a, 1b</p>
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<p>January</p>	<p><u>Kapitel 5, Erste Stufe</u> <i>Cultural: Converting Euros to Dollars- discuss what factors influence rate change/ Stores in Germany are open from 6- 8; in smaller towns they close at 7 and on Saturday at 4 pm. Hours are regulated by federal law. If something is needed outside of those times, one must go to train stations, gas stations or airports to small vendors. Compare and contrast regulation of the store hours!</i></p> <p><i>What clothing do I like? (Names of clothing)</i> <u>1. Suggested Activities</u> <u>A. Dress the Person</u>—Have paper dolls of people and dress the people with various clothing articles. <u>B. Dress the Person</u>- Using real clothing articles, dress a student with certain clothing.</p>		<p>1a, 1b</p> <p>1a, 1b, 3a, 4a</p> <p>1a, 1b</p>
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<p>February</p>	<p><u>C.</u> <i>TPR Competition- Using real clothing articles, have students identify the clothing article the fastest.</i></p> <p><u>D.</u> <i>Play Wortschatz Schnappen (snatch) with clothing names.</i></p> <p><u>E.</u> <i>Have students draw a picture of their favorite outfit and describe what they like.</i></p> <p><u>F.</u> <i>Play Bingo with clothing.</i></p> <p><u>G.</u> <i>Memory Game: Ich packe meinen Koffer und nehme ... mit. Going around the classroom, each person adds something they take with them, seeing who can remember the most...</i></p> <p><i>How do I request clothing in a store and say what I need? (möchten & brauchen)</i></p> <p><u>1.</u> <i>Suggested Activities</i></p> <p><u>A.</u> <i>Create mock store scenes and present them to class.</i></p> <p><u>B.</u> <i>Have students create a shopping list of things they would like or need to buy to make their wardrobe complete. Have them specify which items are wishes and which are requirements/needs.</i></p> <p><i>What are nominative and accusative cases?</i></p> <p><u>1.</u> <i>Suggested Activities</i></p> <p><u>A.</u> <i>Create sentence fragments and show how a noun can change from subject to direct object depending on where it is in the sentence.</i></p> <p><u>B.</u> <i>Create a cube. On side 1, draw a picture of a clothing article. On side 2, write down the name of the clothing. On side 3, write the color. On side 4, use the clothing as a subject in a sentence. On side 5, use the clothing as a direct object in a sentence. On side 6, comment on the article of clothing.</i></p> <p><u>C.</u> <i>Provide Nouns. In partners or small groups, create a list of as many sentences as they can create using that noun. Then have the students</i></p>	<p><i>Colors Song “Sing, Dance, Laugh and Learn German” CD</i></p> <p><i>Color song on Youtube:</i> http://www.bing.com/videos/search?q=learning+german+songs+youtube&adlt=strict&view=detail&mid=22DC9174D9F814694A1422DC9174D9F814694A14&rvmid=D9E19898252BE82281D5D9E19898252BE82281D5&fsscr=0&FORM=VDRVRV;</p> <p><i>Color song on Youtube:</i> http://www.bing.com/videos/search?q=learning+german+songs+youtube&adlt=strict&view=detail&mid=6EA4CD83A79EF97FF0A26EA4CD83A79EF97F0A2&&FORM=VDRVRV</p>	<p>1a, 1b, 1c</p>
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circle the nouns that are used in the nominative case. Put a square around nouns used in the accusative case.

What are the colors?

1. Suggested Activities

A. Teach Colors Songs

B. Color by Number

C. TPR colors- have students stand if wearing red, touch someone wearing orange, etc...

D. Questioning: Describe various animals or objects and the students must determine the color of the animal or object.

E. I spy Guessing Game: Ich sehe was, was du nicht siehst, und es ist ... (color). Team A has chosen something and Team B has 3 guesses to guess what the item is.

1a, 1b, 1c

1a, 1b, 3a, 4b

2a, 2b.

1a, 1b

<p>March</p> <p>-----</p>	<p><u>Kapitel 5, Zweite Stufe</u></p> <p><i>How do you comment on and describe clothing?</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A.</u> <i>Before- create a list of compliments in English and what types of clothing they have complimented others on.</i></p> <p><u>B.</u> <i>Find pictures of famous/interesting individuals to post for the class. Have students make judgments of their outfits and describe what they are wearing.</i></p> <p><u>C.</u> <i>When the Cold Wind Blows: Sit in a circle, omitting one chair. Person in the center Calls out a comment on clothing. Anyone who agrees must stand up and find a new seat. If he is the last one standing, they must come up with a new topic.</i></p> <p><u>D.</u> <i>Play team tic tac toe. Create a tic tac toe board on the board, with an adjective in each box. Call a student up from Team A, who has to choose an adjective and write a sentence correctly using that adjective, to be able to place an X or O.</i></p> <p><i>How do you give compliments on clothing and respond to compliments?</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A.</u> <i>Have students compliment each other on their clothing. Could be used as a ticket out.</i></p> <p><u>B.</u> <i>Show pictures of people overhead. Have two students in the class stand in front of the room and pretend to be those people, offering compliments to one another.</i></p> <p><i>What are direct object pronouns?</i></p> <p><u>1. Suggested Activities</u></p>	<p><i>Youtube video on separable verbs:</i></p> <p>http://www.bing.com/videos/search?q=Verb+nehmen+Song+in+german&adlt=strict&view=detail&mid=6500DF361147A44C115B6500DF361147A44C115B&FORM=VDRVRV</p>	<p>1a, 1b, 3a, 4b</p> <p>1a, 1b, 3a, 4b</p> <p>1b, 1c</p> <hr/> <p>1a, 1b</p>
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	<p><u>A.</u> Create large sentence fragments for the chalkboard. One color is direct object pronouns, which replace the direct objects in the sentences. Call students up to fix the sentence.</p> <p><u>Kapitel 5, Dritte Stufe</u></p> <p><i>Cultural discussions: Government regulates sales for the country. There is a Sommerschlussverkauf at the end of summer and the Winterschlussverkauf at the end of winter. Sometimes there may be specials (Sonderangebote).</i></p> <p><i>How do I discuss purchasing clothing? (Trying on/Purchasing/Not purchasing)</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A.</u> TPR activity, directed by teacher to try on various clothing articles provided.</p> <p><u>B.</u> Create conversation strips that are out of order and need to be put back in order.</p> <p><i>What are verbs with separable prefixes?(anziehen, aussehen, anprobieren)</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A.</u> Create sentence fragments, for board or for partners, which separate the verb. Have students put sentences in the correct order.</p> <p><u>B.</u> Cut up sentence fragments and hand each fragment to a student. Have the students go to the front of the room and put themselves in the correct order.</p> <p><u>C.</u> Separable verb songs</p> <p><i>What are stem changing verbs? (nehmen & aussehen)</i></p>	<hr/> <p>Video Preview: Kapitel 6\Kapitel 6 Video.docx <u>Komm Mit</u> Textbook, pages 156-183 <u>Komm Mit</u> Übungsheft pages 61-72. <u>Komm Mit</u> Listening Activities page 43-50 <u>Komm Mit</u> Student Make-Up Assignments with Alternative Quizzes, page 31-32 <u>Komm Mit</u> Grammar Tutor for Students of German, pages 37-38 <u>Komm Mit</u> Alternate Assessment Guide, page 23 <u>Komm Mit</u> Video/DVD , <u>Komm Mit</u> Video Guide, pages 35-37 <u>Komm Mit</u> Grammatikheft, pages 46-54 <u>Komm Mit</u> Activities for Communication, pages 31-36</p>	<p>2a,2b</p> <p>2a, 2b, 3a,</p>
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April	<p><u>1. Suggested Activities</u></p> <p><u>A. Create index card cut outs.</u></p> <p><u>B. Play battleship, creating board by conjugating new chapter verbs</u></p> <p><u>C. White Board Call Out: Call out nouns and verbs and have students conjugate on white boards.</u></p> <p><u>Kapitel 5 Assessments</u></p> <p>1. Chapter Test</p> <p>2. Mock shopping experience. Create a skit where two individuals are shopping and a third is a salesperson. Individuals must discuss what they want or need, salespeople must assist in picking out items. Individuals must offer compliments to one another and pick out what they choose to purchase.</p>	<p><u>KommMit Testing Program, Pages 131-156</u></p> <p><u>Komm Mit TPR Storytelling Book, page 21-24</u></p>	<p>1a, 1b</p> <p>1a, 1b, 3a</p>
	<hr/> <p><u>Kapitel 6</u></p> <p><i>Preview Kapitel 6 Learning with Chapter Video</i></p> <p><i>Cultural: Teestube are quaint comfortable tea houses where people like to meet, where coffee, tea, soft drinks, pastries, ice cream, and other popular snacks. On a date, young people on a date usually each pay for themselves.</i></p>		<p>2a, 2b,</p> <p>1a, 1b</p>

<p>May</p>	<p><u>Kapitel 6, Erste Stufe</u> <i>Cultural: Mechanical clocks in Europe found on churches, towers, and town halls in European countries were invented by clergymen for the purpose of performing religious duties promptly and regularly. They were originally not formed to show time, but to sound time. Jacopo de Dondi of Chioggia, Italy is believed to have invented the clock dial in 1344.</i> <i>Wie geht's is not used by Germans meeting for the first time. When you ask someone this question, you should expect a detailed account of how someone is doing.</i></p> <p><i>How do you ask how someone is doing?</i> <i>1. Suggested Activities</i> <i>A. Show pictures of people's feelings and have students identify</i> <i>B. Each day ask students how they are as they enter the classroom</i></p> <p><i>How do I tell time and when I do things?</i> <i>1. Suggested Activities</i></p>		<p>1a, 1b</p> <p>2a, 2b, 3a</p> <p>1a, 1b</p>
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	<p><u>A.</u> Review numbers and clocks (TPR clocks/play war with cards) before adding new terminology.</p> <p><u>B.</u> Use white boards to write out times.</p> <p><u>C.</u> Place tic tac toe using time boards. Can be prepared in advance for partners or created by students.</p> <p><u>D.</u> Have students identify when their classes begin and end during the day.</p> <p><u>E.</u> Questioning: Ask students when they do various activities.</p> <p><u>Kapitel 6, Zweite Stufe</u></p> <p><i>Cultural: Plattdeutsch is a dialect of northern Germany. (Grotvadder = grossvater) (Bookweeten-Pannkoken= Buckwheat pancakes). Halt is a filler word in southern Germany. Germans may attend private clubs, like photo or sewing clubs, which are not offered in school.</i></p> <p><i>How do I make plans to go somewhere? (using wollen)</i></p> <p><u>1.</u> Suggested Activities</p> <p><u>A.</u> Create mock invitations for students</p> <p><u>B.</u> Play Wortschatz Schnappen (snatch) for places.</p> <p><u>C.</u> Play scattergories in small groups to guess places: 1,4 on the dice and the person has to act out a place. 2,5 the person must draw a picture, 3,6 the person has to use German words to describe the place.</p> <p><u>D.</u> Create a game board with small pictures on the game board. The number of the die indicates the pronoun (1=inch; 2= du, etc). If a student rolls a 1, he moves 1 space forward and identifies a picture of the place (eg: movies) and must say I am going to the movies. If students says it</p>		<p>1a, 1b, 1c</p> <p>1a, 1b</p> <p>1a, 1b</p> <p>1a, 1b</p> <p>1a, 1b</p> <p>1b, 1c</p>
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<p>June</p>	<p><i>correctly, he stays on that space. If he makes a mistake, he must go back one space to original place.</i></p> <p><i>How do I conjugate the irregular verb wollen?</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A. Create index card cut out</u></p> <p><u>B. Questioning with White Board</u></p> <p><u>C. Create powerpoints with rules</u></p> <p><u>Kapitel 6, Dritte Stufe</u></p> <p><i>Cultural Discussions: Sandwiches are served open faced (Käsebrot, Wurstbrot). Quark (soft, fresh cheese) is not quite as sweet as cheesecake. In cafes and restaurants, you can order (non-refillable) cups of coffee or little pot (which contains about 2 cups)</i></p> <p><i>Tipping- In Germany, waiters receive full salary, not a partial wage. The tip is only a way of paying gratuity, not an obligation /Proper Eating Etiquette.</i></p> <p><i>What foods would I find in a café?</i></p> <p><u>1. Suggested Activities</u></p> <p><u>A. Use TPR with real/fake food</u></p> <p><u>B. Play bingo with food/beverages.</u></p> <p><u>C. White Board: Call out objects and have students draw pictures of the objects.</u></p> <p><u>D. Play steal the bacon. Two rows (two teams) of students facing each other with a piece of bacon (any object) in the center. Each student has an index card with different foods on it. There is one person on each team that has the same word. Call out the word in English. Whoever hears the word first, runs to grab the bacon first to win a point for the team.</u></p>		<p>1b, 1c, 2a, 2b</p>
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E. Pictionary: Split class into 2 teams. Call two students to the board to have them draw the picture of food/drink the fastest.

How do I order food and beverages?

1. Suggested Activities

A. Create a mock restaurant scenario

B. Bring in real food and offer to one another.

How do I conjugate the irregular verb essen?

1. Suggested Activities

A. Create a description of what family members eat.

B. Show pictures of various people eating and have students write out sentences on white boards, conjugating the verb essen.

C. Create powerpoint with essen conjugation rules

How do I discuss how something tastes?

1. Suggested Activities

A. Show pictures of various foods and have students react to how they feel the food tastes.

B. Bring in foods to try and require a reaction.

C. Place pictures on the board of various foods. Have students identify their opinion of the food by placing 1-5 on the board. Once all have sat down, come up with a class consensus how the class feels that item tastes.

D. Create a poll for another student about their taste in foods.

How do I pay the bill?

1. Suggested Activities

A. Give prices in dollars of food. Have students take turns playing a customer asking for bill and waiter, searching for actual cost in Euros, and telling customers.

Kapitel 6 Assessments

- 1. Chapter Test in Testing Book**
- 2. Group Skit- Set up the classroom as a restaurant scene with a clock on the board. Provide a menu to the students. Have students meet at a restaurant, asking what time it is. Make plans while waiting for the waiter to go somewhere. Order a meal from the waiter. Discuss the meal and then pay the bill.**

Prepare for Final Exams

1. Suggested Activities

A. Baseball: Sit in horse shoes. Top 6 players win. Ask overall questions to any person. If he gets it right, he doesn't move. If he gets it wrong, he has to return to the last seat and everyone tries to get a seat closer to the winning end.

B. Um die Welt Review

C. KahootIt Review

D. White board Write in Review

Final Exams

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