

UNIT PLAN – Year 9 German Term 3

KS 2 Chapter 5: Zu Hause

STAGE ONE – Desired Results

Big Idea:

Communication in relation to the home, including indoor and outdoor space, furniture and household chores.

Established Goals:

Develop understandings about the topic’s vocabulary and grammar, including separable and inseparable verbs, modals, comparative forms of adjectives, infinitive verb forms as nouns and the accusative and dative case

Understandings:

Students will understand that...

- modal verbs need a main verb, which goes in the final position in its infinitive form
- separable verbs can be used together with modal verbs or by themselves. When used alone, the prefix needs to go in final position.
- comparatives are made in the nominative case using ‘sein’
- the infinitives of German verbs can be used as nouns, which are always neuter
- the direct object is always in the accusative case
- dative prepositions are followed by the dative (definite or indefinite or possessive article)

Essential Questions:

- When should a modal verb be used and how does it affect the sentence structure?
- What is the prefix of a separable verb? And how can it be identified?
- What is the sentence structure for a comparative form and which case is it in?
- How are nouns used as verbs and how are they formed?
- When the accusative case used and what is the accusative form of the indefinite article?
- Which prepositions are dative ones and what is the dative form of the definite/ indefinite article and possessive pronouns?

Students will know...

- the conjugation of the modal verbs: *müssen, wollen, können*
- inseparable verbs for household chores
- separable verbs for household chores along with their prefixes: *abtrocknen, abwaschen, aufräumen, den Müll rausbringen, die Spülmaschine ausladen*
- the comparative forms: *leichter/ schwerer/ einfacher/ schwieriger/ kleiner/ größer/ besser/ schlechter/ schöner/ hässlicher/ länger/ kürzer/ dicker/ dünner/ fleißiger/ fauler/ lieber* als
- infinitive verb forms as nouns, ie, *das Abwaschen*
- the accusative case for the indefinite article
- the prepositions governing the dative case: *in (im- in dem), neben, über, unter, unten, mit, zu, auf, an* these prepositions can take the dative case or accusative case, but in this chapter they only take the dative, for there is no change of place

Students will be able...

- name the rooms in a house
- compare the size of different rooms
- say which rooms are on which floor
- ask about the floor plan of a house
- talk about what you do to help around the house
- say what you and others ‘must’ do
- say which jobs are better/ easier than others using a comparative form
- name furniture and other soft furnishings such as posters
- talk about their room and the items therein using the accusative case
- talk about the location of items in a room using dative prepositions
- describe their room in written form
- describe a house in spoken form
- talk about different types of houses
- describe your dream house
- describe a typical German house

STAGE TWO – Assessment Evidence

Normative reference points for evidence of progress differentiated between two or three levels.

Other Evidence

Assessments:

1. Vocabulary Test: Rooms
2. Test: Vocabulary and Grammar: verbs, müssen, the accusative and dative case
3. Listening and Reading
4. Writing: *Mein Zimmer*
5. Speaking Assessment- Role Play

Each test will be returned to the students with descriptive feedback on how the student can improve.

- Question and answer around the class requiring not hands up
- At the start of a lesson, students are given 1 minute to revise what had been taught the previous lesson and 3 students are asked to explain back to the class what has been learned each lesson
- At the end of each lesson students are given 1 minute to revise what had been taught in class and 3 students asked to explain back to the class what has been learned each lesson

After each new language and grammar aspect has been taught, students are asked to 'teach' / be 'the teacher' repeating what has been said by the teacher in their own words explaining the notes on the white board/ content from the worksheet/

Assessment 1: vocabulary test

ELO 5.5: knowledge about language: Vocabulary
Most students will know and be able to spell the German word correctly for all vocabulary.

Some students will know, be able to spell and give the correct gender for all vocabulary.

Assessment 2: Grammar test: Verbs, müssen and the dative case

ELO 5.5: Knowledge about language: Vocabulary
Most students will know and be able to spell the German word correctly.

Some students will know, be able to spell and give the correct gender for all vocabulary.

ELO 5.6: Knowledge about language: Application of Vocab

Most students will be able to apply the vocabulary but not always with the correct article to reflect gender.

Some students will be able to apply the vocabulary correctly

ELO 5.2 knowledge about language Subject-Verb agreement

Most students will be able to conjugate the regular verbs for household chores correctly but need assistance with irregular and separable verb word order patterns.

Some students will be able to conjugate regular and irregular verbs for household chores. They will also be able to conjugate separable verbs independently.

ELO 5.3 Knowledge about language: Cases

Most students will be able to apply the accusative case rule but need assistance applying the dative.

Some students will be able to apply both the accusative and dative case rules independently.

Assessment 3: Listening test**ELO 3.1 Listening comprehension**

Most students will be able to number the household chores correctly and note the room, but have difficulty identifying the number of times it is performed per week.

Some students will be able to number the household chores correctly, note the room and identify the frequency of the chores per week.

Assessment 3: Reading test**ELO 3.1 Reading comprehension**

Most students will be able to grasp the main idea of text but have difficulty finding the specific details.

Most students will be able to grasp the main idea and specific details with ease.

Assessment 4: Writing Assessment: Mein Zimmer

ELOs: 4.1, 4.2, 4.3, 5.1 Writing and Knowledge about Language

Most students will be able to:

- include a range of information satisfying the

	<p>requirements of the task.</p> <ul style="list-style-type: none"> • Proof read and edit their work minimizing the number of mistakes (e.g. spelling and punctuation), but struggle to identify main mistakes in SVA, WO and cases. • use a range of vocabulary learned in Ch 5, but sometimes with the incorrect gender. <p>Some students will be able to:</p> <ul style="list-style-type: none"> • include additional information describing items in greater detail and using a wider range of vocabulary which goes beyond the requirements. • proof read and edit their work minimizing the minor mistakes in relation to spelling and punctuation as well as sentence structure and case. • use a range of vocabulary from Ch 5 with the correct gender. <p>Assessment 5: Speaking Assessment: Role Play</p> <p>ELO: Speaking: 1.1, 1.2, 1.3, 5.1</p> <p>Most students will be able to:</p> <ul style="list-style-type: none"> • maintain the exchange with the support of cue cards or other support. • interact with the audience using appropriate body language and eye contact with some success. • speak with mostly accurate intonation and stress to convey meaning. • include a range of information that satisfies the requirements, but not go beyond that. <p>Some students will be able to:</p> <ul style="list-style-type: none"> • maintain the exchange without the support of cue cards or other support. • interact with the audience using appropriate body language and eye contact with success. • speak with accurate intonation and stress to convey meaning. <p>include a range of information that not only satisfies the requirements, but includes other experimental language models and vocabulary</p>
<p>STAGE THREE – Learning Plan A sequenced series of learning (gathered by either LI or by lesson) which contains agreed learning activities, suggested learning activities and common tasks producing evidence .</p>	
<p>Learning Activities</p> <p>See Scope and Sequence over page</p>	

Timing	Essential Learning Outcomes	Learning Intention	Learning Activities (modelling and scaffolding)	Assessment Activities	Resources	Homework
L1	Vocabulary Knowledge about language	To learn the vocabulary for rooms and other areas of a typical German house. To select and begin to learn poem for poetry competition	Introduction to topic: <i>zuHause</i> : outline of unit, assessments and expectations TB:S 59: Vocab for rooms & other areas in house. Ss study words & genders to look for patterns. Brief discussion: how best to learn vocab T models vocab – Ss repeat. Ss write list of words with genders & meanings in exercise books. Application: Suchworträtsel (in folder) Poetry: select poem to learn for poetry competition	Suchworträtsel Teacher checks for understanding during speaking activity	Flashcards of rooms (on PP) Suchworträtsel Kreuzworträtsel	Kreuzworträtsel Begin to learn poem
L2	Vocabulary grammar listening speaking writing	To be able to identify and apply prepositions governing the dative case To learn poem for poetry competition	T shows PP of English preps: <i>above/over, under, in front of, between, next to, in, from, to, with</i> . T prompts students into seeing that first 6 tell us the position of sth. T uses ball and box to show this. T elicits Germ counterparts. Ss write in books. Ss stand and say preps of place using actions to show	Short vocab test on rooms – peer corrected with results recorded	Small box and ball. PP with prepositions	Learn the words for rooms and dative preps Continue to learn poem

			<p>meaning. Practice: gap fill on PP</p> <p>Poetry Continue to learn poem – and to present meaning of selected poem to class</p>			
L3	Grammar Listening Reading speaking	To be able to identify and apply prepositions governing the dative case	<p>ASS 1: Vocab test: Rooms</p> <p>T elicits dative prepositions</p> <p>Charades: in groups 3, students enact a scene using a prep & vocab: I model: <i>das EsszimmeristnebendemSchlaf zimmer.</i></p> <p>T writes sentences on board as Ss enact scene. Ss write sentences in books.</p> <p>Direction wds TB: p 59</p> <p>T elicits definite art paradigm for nom, acc & dative cases. Ss write in books.</p> <p>WS (in folder) with target sentences: <i>Ich schlafe über dem Esszimmer.</i> In pairs, students analyse sentences highlighting preps and noting the def art following these. Ss write observations on WS</p> <p>T points out contr. of in dem→im</p>	<p>Assessment 1: Vocab test on rooms: <i>Welches Zimmer ist das?</i></p> <p>Formative assessment: fist to five & exit slip with dative case</p>	WS: Präpositionen mit dem Dativ	Finish WS:Präpositionen mit dem Dativ.

			<p>Application: Präpositionen mit dem Dativ</p> <p>Application B: Ss translate sentences → German.</p> <p>If time permits: Spielen macht Spass (in folder)</p> <p>Poem: continuation of learning poem – who’s ready to present to class?</p>			
L4	Grammar Reading Writing speaking	To learn and apply inseparable verbs for household chores	<p>Household verbs Vocab matching task (in folder & on drive)</p> <p>T shows images and meanings of insep verbs on p. TB S 61 but not in correct order. Ss are to put into correct order and write in books. (flash cards in folder)</p> <p>T elicits conj of bügeln and kochen. Ss conj saugen, putzen, decken on conj WS. (in folder)</p> <p>Time expressions for routine: <i>etwa zwei mal pro Woche</i></p> <p>Application B:TB: S 60 Dialogue 2</p> <p>If time permits, Verb conjugation races using insep verbs.</p>	Teacher checks for understanding during application tasks A & B.	Flashcards of inseparable verbs: household chores (on PP)	<p>WS: Verb conj table</p> <p>Learn insep & sep verbs on LP</p>

L5	Grammar Knowledge about language	<p>To learn and apply separable verbs for household chores (with and without müssen).</p> <p>To be able to identify and apply the rules for using separable verbs (with and without müssen).</p>	<p>Separable verbs p. 61: analysis of: abwaschen, abtrocknen, aufräumen, ausladen, rausbringen Prefix + verb, irregular verb abwaschen: umlaut with 2nd & 3rd person</p> <p>Ss conjugate verbs on chart (in folder)</p> <p>Conjugation of modals: müssen, wollen & können</p> <p>Modal verbs with sep & insep verbs; they send the main verb to end.</p> <p>Conjugated form of müssen+ infinitive</p> <p>Wk sheet: Practice with modal and separable verb (in folder)</p> <p>Poem: last practice before competition</p>	<p>T checks for understanding</p> <p>Exit slip formative assessment</p>	<p>Verb conjugation chart</p> <p>Wk sheet: Practice with modal and separable verbs</p>	<p>Practice poem must know off by heart</p>
L6		<p>To be able to recite chosen poem with correct pronunciation and intonation to convey meaning</p>	<p>AGTV Poetry competition</p> <p>ASS 2: Recital in McFarland Hall</p>	<p>Ass 2: Poem recital</p>		

L7	Vocabulary Grammar	To learn the vocabulary for furniture. They will also be able to identify and apply the accusative case to the indefinite article in relation to furniture	<p>Quick review of sep & inseparable verbs with & without müssen</p> <p>Listening task: WB: S. 57 Übung I</p> <p>Vocabulary: furniture TB S.62</p> <p>Teacher goes through vocab pointing out pronunciation – Ss repeat → books</p> <p>Acc of indefinite article paradigm → books (on PP)</p> <p>Gap fill activity with furniture and accusative case of indef art. (on PP)</p>	Short test: grammatical knowledge thus far	Furniture flashcards (on PP)	Learn furniture vocab on LP
L8	Vocabulary Speaking grammar	To be able to identify and apply the accusative case to the indefinite article to furniture	<p>10 word furniture vocab quiz</p> <p>Review acc case with furniture</p> <p>Activity: Kettenspiel mit Möbel Ich habe einen Computer, einen Papierkorb,...</p> <p>Write what furniture you have in your room using accusative case</p> <p>Speaking: was hast du in deinem Zimmer?</p>	Exit slip for formative assessment	TB: S. 62	HW: Practice test

			Ask your partner about the items they have in their room			
L9	Grammar Knowledge about language	To be able to apply their grammatical knowledge of what they've learnt this term. Students will be able to form the comparative of adjectives	HW: discussion of answers to test as preparation for today's assessment ASS 3: Ss sit test: Verbs, müssen & dative Comparative forms of adjectives: größer als kleiner als leichter als schwieriger als schlechter als besser als grammatical case of comparative? Speaking: If time permits, in pairs, students do dialogue 1 p. S 58 Text Ss write sentences in books.	Assessment 3: Test vocab, acc with furniture, separable and inseparable verbs, müssen dative case		Gap fill using the comparative form
L10	Listening Reading Knowledge about language	To be able to test their listening and reading skills within the context of CH 5. To be able to identify and use the infinitive of verbs as nouns	Review of comparative ASS 4: Ss sit listening and reading Forming nouns from V infinitives: das Abtrocknen, das Badewannenputzen Insertion of n between noun and verb when noun ends in e.	Assessment 4: Listening and reading L: Was machst du zu hause? R: Mein neues Haus.		WB: p. 57 exercise J Take photo of your rm and bring to class next lesson

L11	Writing Grammar Knowledge about language	To be able to identify and apply the STOMP rule and use a <i>weil</i> clause in a sentence. To be able to use adjectives with and without nouns.	<p>Scaffolding for Writing task: <i>mein Zimmer</i></p> <p>Starter sentences richtig oder falsch?</p> <p>STOMP: Review of word order: SVOP vs PVS0 with Subject-verb inversion.</p> <p>Review of sentences with coordinators and subordinator 'weil'.</p> <p>Adjective declination before a noun in accusative case</p> <p>Adjectives which stand alone are not declined: Die Wände sind gelb.</p> <p>Opinion/judgement adjectives vs factual in relation to word order</p>	Ass 5: writing task: <i>mein Zimmer</i>		LOL: HW: Beschreibe die Zimmer!
L12	Writing Grammar Knowledge about language	To be able to identify and apply the connectors: <i>außerdem & zusätzlich</i> , in sentences. To be able to identify and apply the dative preposition <i>an</i> in sentences.	<p>Starter sentences with grammatical errors: richtig oder falsch?</p> <p>Writing task scaffolding:</p> <p>sentence connectives: <i>außerdem, zusätzlich</i>, with subject – verb inversion</p> <p>Preposition <i>an</i> (on vertical position) + dative case</p>	Assessment 5: writing task		Ss code correct peer's text to: Beschreibe die Zimmer!

			<p>ASS 5: students write First Draft of writing assessment</p> <p>*Ss may need an extra lesson to finish writing draft</p>			
L13	Writing Grammar Knowledge about language	To be able to identify and apply the connector: <i>deshalb</i> , in a sentence. To be able to identify and apply the dative preposition <i>auf</i> in a sentence.	<p>Starter sentences with grammatical errors: richtig oder falsch?</p> <p>Writing task scaffolding:</p> <p>Sentence connective to express cause and effect: <i>deshalb</i> (therefore)</p> <p>Preposition <i>auf</i> (on horizontal position) + dative case</p> <p>Code corrected writing tasks given back for editing. Final draft submitted.</p>	Ass 5 writing task		Mein Zimmer: Ss spot mistakes in a text and code correct
L14	Writing Grammar Knowledge about language Speaking	To be able to write a dialogue on the topic: <i>zu Hause</i> using vocabulary and grammatical structures learnt thus far.	<p>Scaffolding for speaking task: Role play: <i>am Tisch</i></p> <p>Ts & language assistant model roleplay displaying various stages of assessment continuum. Ss evaluate using assessment criteria.</p> <p>Brief discussion of grades awarded and why.</p> <p>Ss put into groups & begin writing role play script</p>	Speaking task: Role play: <i>zu Hause</i>	Script template	HW: WB: S. 55 Übung F & S. 60 Übung N

L15	Writing grammar knowledge about language Speaking	To be able to write a dialogue on the topic: <i>zu Hause</i> using vocabulary and grammatical structures learnt thus far.	Starter sentences and Prep for speaking task In groups, Ss finish writing their script for their role play. Speaking Practice: Ss given picture of a room. In pairs/individually Ss come to front of class and say 3 things about their picture.	Speaking task: role play <i>zu Hause</i>	Flash cards of rooms	HW: learn lines for tomorrow's practice run of role play
L16	Writing grammar Knowledge about language Speaking	To be able to perform their role play using vocabulary and grammatical structures learnt thus far. To be able to evaluate their peer's according to the ELOs.	Warmer: <i>mein rechter, rechter Platz ist leer, ich möchte die Kommode her.</i> Rotating Practice role plays with on the spot feedback from T and peers. Review script: what stays, what goes, what needs improvement?	Speaking task: role play		HW: act on feedback to improve performance, learn script so not reliant on cue cards
L17	Speaking Listening Reading	To be able to show their knowledge and skills on the topic <i>zu Hause</i> through their role plays. They will also learn terminology for types of housing in Germany in preparation for their	Speaking task – filmed for evaluation. Ss to fill in peer feedback sheet and give feedback on peer performances Writing tasks given back Ss reflect on performance and write short reflection Ss learn vocabulary for different types of housing in Germany.	Speaking task: role play	Vocabulary quiz on types of housing in Germany	HW: Language perfect vocabulary task in preparation for <i>mein Traumhaus</i> project

		<i>Traumhaus</i> project				
L18	Reading Writing Intercultural knowledge	To develop intercultural understanding on the topic of housing and make comparisons between German and Australian housing.	<p>Ss edit writing task and type onto word document & attach picture of their room if they wish. Put into T inbox for printing and laminating.</p> <p>Housing in Deutschland</p> <p>Brain storm housing in Germany</p> <p>Ss view pp of housing in Germany</p> <p>TB: Grüße aus Deutschland: Hier wohnen wir! S. 67</p> <p>AB: Übung Q S. 61</p>	<i>Mein Traumhaus</i> Projekt	<p>Powerpoint on housing in Germany</p> <p>TB: S 67</p> <p>AB: S 61</p>	<p>HW: write a paragraph saying which type of German housing they would like to live in and how it differs to Australian housing.</p>
L19	Reading Writing Intercultural knowledge	To be able to design and write about their dream home using skills and knowledge from the unit.	<p>Short vocab test on housing</p> <p>Students given speaking task back and write short reflection</p> <p>Mein Traumhaus Project</p> <p>Students shown Ts model of Traumhaus design with floor plan and text.</p> <p>TB: S 69. Ein Referat: Das ist mein Traumhaus</p> <p>Activity:</p> <p>TB: Kathis Haus S. 68</p>	<i>Mein Traumhaus</i> Projekt	<p>TB: S 69</p> <p>TB: S 68</p>	<p>Finish designing Traumhaus ready to present to class</p>

L20	Speaking Reading Intercultural knowledge	To be able to show their knowledge and skills in relation to housing through their presentations	<p>Mein Traumhaus Project</p> <p>Students present their Traumhaus to the class showing that they have taken Ts and Ss feedback on board from speaking assessment.</p> <p>Ss peer assess and judge Traumhaus designs.</p>	<i>Mein Traumhaus projekt</i>	TB: 69	
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