

Lesson Plan

4th Hour of the Unit: Lesson Overview

Teacher / School:	Sophia Clark / Vanderbilt University
Unit Theme:	Quer durch Deutschland (All across Germany)
Which “Can Do” statements for this unit will students be making progress on today?	I can present information about one’s personal cultural experiences. I can talk or write about something familiar that happened in the past.
Which standards (5 Cs) will students be making progress on today?	Communication, Cultures, Comparisons
Time:	The unit is 8 lessons. Lesson 4 is 50 minutes.
Materials Needed:	In-class computer and projector Blackboard Handouts
Methodological Approach:	This lesson is primarily task-based. The goal is the production of a personal reflection about the first day or week of college, and all the mini-activities leading up to it have that goal in mind. The lesson provides students with comprehensible input in the form of examples and one authentic text. I think the authentic text follows some of the tenets of content-based instruction because the text is a question that was posted on a message board about going to college. So, the students aren’t learning facts about German universities, but they are learning about how students in Germany talk about college.
What is this lesson’s connection to other lessons in this unit?	In this unit, students are learning about what Germans associate with different regions of their country and their personal experiences as inhabitants of those regions. The students are watching videos and reading texts about individual Germans who describe their own traditions and lives and their thoughts on other parts of Germany. They have been receiving a lot of input for the last 3 days, focusing on the lives and cultures of other people. I would like for them to take the opportunity to do this for themselves, namely, start focusing on their own lives and cultures and delivering output as a pre-activity for their IPA presentational task.

Second Hour of the Unit: Lesson Plan

Stage	Teacher Activity	Student Activity	Issues Anticipated	Time	Materials Used
1) Preparation the night before		Software homework: "Im Osten" (cultural and linguistic activities and texts/audio about the Eastern region of Germany)			
2) Opening activity Warm-up answering questions and talking about things in the past tense, which they've just begun learning in this unit.	Introduce the warm-up question and provide an answer from my own experience as a model answer. Listen in on conversations as students talk. After they are done with their conversations, I usually call on some people and ask follow-up questions.	Warm-up: open partner conversation: Wie war deine erste Woche an der Uni Vanderbilt? Warum? (How was your first week at Vandy? Why? How so?)	None. My students are used to this format of an open-ended warm-up question with a regular partner. They are pretty good at talking about anything they want to while remaining mostly (85%) in the target language.	5 min	PPT to project the question and model answer

		In what situations?			
4) Task Brainstorm with a partner on the chalk board (5 groups)	Give very clear directions about what the task is and assign different areas of the chalk board to the 5 groups. Time their work and ask groups to present some of their brainstorm ideas to the class.	Brainstorm advice in response to the authentic text with a partner on the board in the target language: How could you respond to the text? What does one do during the first week of college? What not? What emotions do you connect with this time?		10 min	Chalk boards for groups to work on Questions on a strip of paper because the projector screen has to be rolled away to provide enough chalk board space
5) Planning/Report Writing activity on personal experience an share in small groups	Introduce the question and provide a clear model in the past tense for students. Remind them that they can look up past tense forms online in German dictionaries.	Write a personal response to the topic of “first day or week at college” in the past tense of the target language, using the brainstorms on the chalk board for important vocabulary: What did you do? What did you feel? What was different from your	Since the written response is stretching their ability to construct different types of sentences, there might be a lot of grammar errors, especially in getting the past tense consistently in order.	15 min	Handout with questions, a model answer in the past tense, room to write personal response, an room to make notes about groupmate responses.

		home? Share in groups of 3-4 for 5 minutes and take quick notes on groupmate responses.			
6) Analysis/Assessment	Moderate the class discussion while trying to get students to explain things to each other rather than relying on me to provide a grammar lecture.	As a class in English, ask what tense they wrote their answers in and why. Ask students to explain how these tenses are indicated grammatically. Go back to the model that is provided on the handout for examples.	This has the danger of turning into an overly-long grammar lecture if I don't watch the time.	5 min	Perhaps chalk board
7) Closing	Moderate class discussion.	As a class in English: did you have any common experiences?		5 min	None.
8) Student follow up work after class		Type up, lengthen, and edit your in-class written response and post it on our Facebook group. Pay special attention to how the past tense is formed. Include a			Facebook group

		picture or graphic that you think exemplifies your first day/week or what you wrote.			
--	--	--	--	--	--