

Unit Plan

Exploring German Food: A Shopping Journey Part I of II

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Exploring German Food: A Shopping Journey

Embark on a linguistic journey filled with flavor and cultural exploration in our upcoming unit! Students will unlock the secrets of the German language through the captivating world of culinary traditions and everyday interactions. Get ready to master the art of using the modal verb "sollen" to seek advice and recommendations, empowering you to navigate conversations with ease. Dive into immersive activities where you'll engage in role-plays and interactive exercises, gradually building confidence in your language skills while having fun along the way.

But that's not all – immerse yourself in the vibrant vocabulary of groceries and stores, essential for everyday life. From colorful marketplaces to bustling supermarkets, you'll learn the words and phrases needed to navigate the world of shopping with confidence. Through dynamic lessons featuring visual aids and real-world simulations, you'll expand your vocabulary while uncovering the diverse cultural aspects of shopping habits and food access.

Join us on this exciting journey where language meets culture, and every lesson is a step closer to becoming a confident communicator in German. Get ready to savor the richness of language and culture as we explore the delicious world of German cuisine and everyday interactions!

Big Hairy Question:

“How can we shop like locals and cook up a cultural feast in Germany?”

Embark on a tantalizing journey through the aisles of German supermarkets and the kitchens of German homes! In this flavorful unit, students will explore the rich tapestry of German cuisine and culture, from hearty Schnitzel to decadent Schwarzwälderkiertorte. Through hands-on activities and engaging discussions, students will not only expand their vocabulary and language skills but also gain a deeper understanding of the cultural significance of food in Germany. By delving into modal verbs and the accusative case, students will master the art of expressing desires, preferences, and obligations in the context of grocery shopping and meal preparation. With a blend of immersive experiences and interactive projects, this unit promises to ignite a lifelong passion for language, culture, and the mouthwatering delights of German gastronomy!

Literacy Lens:

The shopping food unit is a testament to my dedication to fostering comprehensive language skills and cultural literacy among students. Through the lens of culinary literacy, the unit places a strong emphasis on integrating cultural elements into language learning, highlighting the importance of understanding language in authentic contexts. By exploring German cuisine and dining customs, students gain valuable insights into the cultural nuances that shape language use, enriching their understanding of both language and culture.

Incorporating authentic materials is a key aspect of this commitment to authenticity. While the unit primarily utilizes teacher-generated materials, efforts are made to seek feedback on effectively incorporating genuine resources from German culture. This approach ensures that students are exposed to genuine language experiences and authentic cultural practices, enhancing their language acquisition journey.

Recognizing the diverse learning styles of students, the unit employs multimodal instructional strategies, including visual presentations and interactive tools. By catering to varied learning preferences, students engage with language and culture through diverse sensory channels, leading to deeper comprehension and retention of linguistic concepts. Moreover, the unit embraces diverse assessment strategies, ranging from written reflections to oral presentations and collaborative projects. This holistic approach to assessment aligns with the belief in the multifaceted nature of language skills, providing a comprehensive evaluation of students' linguistic proficiency.

Lastly, the unit plan reflects a commitment to continuous improvement in teaching practices. By soliciting feedback on various aspects such as assessment diversity, fluency development, and cultural depth, I demonstrate a dedication to refining and enhancing the effectiveness of the unit, ensuring an enriching language learning experience for students.

Prerequisite Knowledge:

Before starting this unit, students should have a basic understanding of the following German language concepts:

- Noun gender and articles (der, die, das, ein, eine)
- Plurals of nouns

- Present tense verb conjugation
- Basic word order in sentences (SVO - subject-verb-object)
- Question formation (yes/no questions and information questions)
- Basic prepositions
- Introduction to modal verbs (müssen, wollen, and können)
- Common vocabulary related to food, drink, colors, adjectives, and prepositions

Goals:

With these foundational skills firmly established, students will be well-prepared to fully engage with the unit's content. The upcoming lessons will chart the course of our study as follows:

Grammar Focus:

❖ Mastering Modal Verbs:

Students will delve into the art of using modal verbs (können, wollen, mögen, dürfen, sollen, müssen) with precision, enabling students not only to express abilities, desires, preferences, obligations, and permissions in the context of German cuisine, but also to master the art of forming questions with the modal verb “sollen”.

❖ Understanding the Accusative Case:

Students will explore the intricacies of the accusative case, becoming adept at constructing sentences and questions that accurately identify and employ direct objects when discussing food, beverages, and related actions.

Additional Goals:

- ❖ Exploring German Culinary Traditions: Take a deep dive into the world of traditional German cuisine, exploring iconic dishes, key ingredients, and regional specialties that define this rich culinary landscape.
- ❖ Expanding German Food and Drink Vocabulary: Expands students' lexicon with a wide array of German words related to food and beverages.

- ❖ Enhancing Speaking Skills: Elevates students' conversational prowess, enabling them to participate in discussions about German food and order customs with fluency. Express their preferences and make requests confidently.
- ❖ Strengthening Listening Comprehension: Refines students' ability to understand spoken German, particularly in the context of food and cultural practices.
- ❖ Analyzing German Food in Media: Explores how German food is depicted in literature, films, and advertisements, providing students with valuable insights into the cultural aspects surrounding this subject.
- ❖ Appreciating German Food's Cultural Context: Gain a profound appreciation for how food serves as a mirror of German cultural identity, traditions, and the rich tapestry of regional diversity.

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Instructional Calendar

Two weeks plan:

<i>Week 1</i>	<i>Topic</i>	<i>Activity</i>
Lesson 1	Introduction to German Cuisine with Vocabulary for Food	Group discussion and cultural exploration via Powerpoint and flashcards
Lesson 2	Introduction to Shopping in German Grocery Stores with Vocabulary for Food	Video discussion and group-work vocabulary acquisition
Lesson 3	Discovering Vocabulary for Food	Group presentations for new vocabulary
Lesson 4	Express Desires for Food with Modal Verbs	Scaffolded individual exercise with modal verbs on worksheet
Lesson 5	German Cuisine and Food Shopping	Speaking practice and collaborative work in creating a shopping list including a 2-3 day menu
Lesson 6	Refining Menus and Shopping Lists	Continued group- work for shopping list assignment
Lesson 7	Shopping in a German Grocery Store Results	Presentations of "Going Shopping"
Lesson 8	German Sweets and Beverages	German sweets and beverages tasting on different stations

Lesson 9	Practice and Application of German Language Skills in City Navigation and Shopping Contexts	Speaking with a partner and writing exercise
Lesson 10	Food and Festivals in Germany	Cultural research and oral presentation
	<i>Final Assessment for Part I and II</i>	<i>Going shopping in the supermarket/bakery/butcher</i>

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Lesson I

56 min class

"What food or/and dishes do they eat in Germany?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson serves as a captivating entry point into the world of German cuisine for students with varying language proficiency levels. It aims to ignite their curiosity and appreciation for the intersection of language, culture, and food. Through interactive discussions and cultural exploration, students will develop a deeper understanding of the significance of food in German culture.

Objective:

- **Express Preferences:** Students review how to talk about their likes and dislikes regarding food in German, using the modal verbs "mögen" and "nicht mögen."
- **Expand Vocabulary:** Students acquire new German food-related vocabulary and be able to name a variety of dishes and ingredients in German.
- **Discover German Cuisine:** Students explore iconic German dishes and ingredients, broadening your understanding of traditional German cuisine.

Standards:

- ACTFL Standard 1.1: Students engage in conversations to express their food preferences and discuss German dishes.
- ACTFL Standard 1.2: Students use the language to create questions and answers, applying the modal verb "mögen."
- ACTFL Standard 2.1: Students explore German cuisine, discuss traditional dishes, and connect food to German culture.
- ACTFL Standard 3.1: The lesson encourages students to make connections between language and culture, particularly in the context of food.
- ACTFL Standard 4.1: Students compare German dishes to their own culture's food, developing insights into cultural differences and similarities.
- ACTFL Standard 5.1: The lesson acknowledges and engages multilingual students while promoting an understanding of various language communities.

Materials:

- Whiteboard and markers
- Handouts with basic vocabulary
- Menti-Survey

- Flashcards (Nearpod) of dishes and culture
- Timer
- Agenda

Assessment:

- Informal assessment through observation during group discussions.
- Active participation in group sharing and reflection.

Transitions After Every Activity:

- Clearly announce transitions to maintain a structured flow.
- Ensure students understand the shift in activities.

Critical Questions:

1. How can you relate what you've learned about German cuisine to your own food culture?
2. Why do you think some regions have specific dishes associated with them?
3. What role does food play in your own cultural identity?
4. How do you think learning about different cultures through their food can foster cross-cultural understanding?

Lesson I

Time	Agenda	Methods	Goals/Teacher Thinking
2 min	Intro	<p>★ <i>Greeting in German (2 min):</i></p> <ul style="list-style-type: none"> ○ I welcome students in German and will ask how they are/ or how the football game was (for example), e.g., "Guten Morgen, meine lieben Schüler!" "Good morning, my dear students!". ○ I share an interesting tidbit about German cuisine: <ul style="list-style-type: none"> ■ <i>Die deutsche Küche ist berühmt für ihre Vielfalt und Qualität.</i> German cuisine is famous for its diversity and quality. ■ <i>Wusstet ihr, dass Deutschland das Land mit den meisten Brotsorten weltweit ist?</i> Did you know that Germany is the country with the most types of bread worldwide? ■ <i>Deutschland ist auch berühmt für seine Backwaren, wie Brezen und Schwarzwälder Kirschtorte, sowie für sein Bier.</i> 	<p>OPEN PRESENTATION</p> <ul style="list-style-type: none"> ★ <i>Welcoming in German:</i> greeting students in German, setting a welcoming and immersive tone for the lesson. ★ <i>Cultural Engagement:</i> Sharing facts about German cuisine aims to engage students' interest and connect language learning to tangible aspects of German culture. ★ <i>Cultural Awareness:</i> my comments highlight the diversity of German cuisine and traditional dishes, fostering cultural awareness.

		<p>Germany is also famous for its baked goods, like pretzels and Black Forest cake, as well as its beer.</p> <ul style="list-style-type: none"> ■ <i>Typisch deutsche Gerichte sind oft herzhaft und deftig, wie Schweinshaxe und Sauerkraut.</i> Typical German dishes are often hearty and robust, like pork knuckles and sauerkraut. ■ <i>In unserer Einheit werden wir die Welt der deutschen Küche erkunden und die Sprache durch köstliche Speisen entdecken.</i> In our unit, we will explore the world of German cuisine and discover the language through delicious foods. 	
8 min	Warm-up	<ul style="list-style-type: none"> ★ Culinary Delights - Presentation(5 min): <ul style="list-style-type: none"> ○ I show a <u>Canva</u> presentation with images of iconic German dishes, such as Bratwurst, Sauerkraut, SchwarzwälderKirschtorte, Döner, various types of bread, beer and more (<i>notes in German are in the powerpoint</i>) ○ As I display each image, I ask students: <ul style="list-style-type: none"> ■ <i>Kennt ihr das Gericht?</i> Do you know a dish? ■ <i>Habt ihr dieses Gericht schon einmal probiert?</i> Have you ever tried this dish before? ■ <i>Welches Gericht sieht für euch am appetitlichsten aus und warum?</i> Which dish looks the most appealing to you, and why? ■ <i>Fällt euch auf, ob es Ähnlichkeiten oder Unterschiede zwischen deutschen Gerichten und Gerichten aus eurer eigenen Kultur gibt?</i> Do you notice any similarities or differences between German dishes and those from your own culture? ★ Discussion (3 min): <ul style="list-style-type: none"> ○ I facilitate a brief class discussion where students share their impressions and preferences regarding the German dishes they've seen. ○ I encourage students to express their opinions and mention any prior knowledge they have about German cuisine. ○ <i>Bratwurst:</i> 	<ul style="list-style-type: none"> ★ <i>Engagement:</i> fostering class participation through a discussion. ★ <i>Cultural Comparison:</i> I encourage students to compare German dishes to those from their own cultures, promoting cultural awareness and discussions. ★ <i>Cultural Exchange:</i> Through this activity, the goal is to create an environment where students can explore and appreciate German culture while sharing their own cultural experiences. This promotes cross-cultural understanding and language learning.

		<ul style="list-style-type: none"> ■ <i>Wer von euch hat schon mal Bratwurst gegessen?</i> Who among you has ever tried Bratwurst? ■ <i>Wie hat sie geschmeckt?</i> How did it taste? ○ <i>Schwarzwälderkirchtorte:</i> <ul style="list-style-type: none"> ■ <i>Wer findet die Schwarzwälderkirchtorte lecker?</i> Who finds the Schwarzwälderkirchtorte delicious? ■ <i>Gibt es in eurer Kultur ähnliche Desserts?</i> Are there similar desserts in your culture? ○ <i>Sauerkraut:</i> <ul style="list-style-type: none"> ■ <i>Kennt jemand Sauerkraut?</i> Has anyone heard of Döner? ■ <i>Wie würdet ihr Sauerkraut beschreiben?</i> How would you describe Döner? ○ <i>Verschiedene Brotarten:</i> <ul style="list-style-type: none"> ■ <i>Welche Sorten Brot esst ihr am liebsten?</i> Which types of bread <u>do you like the most?</u> ■ <i>Gibt es in eurer Kultur besondere Brote?</i> Are there any special breads in your culture? 	
16 min	Grammar Intro	<p>1. Interactive Food Preferences Survey (8 min):</p> <ul style="list-style-type: none"> ★ I instruct students to join the prepared <u>Menti survey</u> using a unique code or link you provide. <ul style="list-style-type: none"> ○ <i>Bitte klicke auf den bereitgestellten Link oder gebe den eindeutigen Code ein, um zur Umfrage zu gelangen.</i> Please click on the provided link or enter the unique code to access the survey. ★ I ask them to indicate whether they like or dislike each dish by selecting "Ja" (yes) or "Nein" (no) next to each image. They can do this by clicking on their preferred answer. This is a review of the modal verb "mögen". <ul style="list-style-type: none"> ○ <i>Klicke auf das Bild des jeweiligen Gerichts.</i> Click on the image of each respective dish. ○ <i>Wähle "Ja" aus, wenn du das Gericht magst.</i> Select 'Yes' if you like the dish. 	<p>OPEN MENTI</p> <ul style="list-style-type: none"> ★ <i>Engagement:</i> Starting the lesson with images of German dishes is visually engaging and captures students' attention. It immediately connects the lesson to the topic of German cuisine. ★ <i>Interactive:</i> The survey allows students to actively participate by indicating their food preferences. This promotes interaction and also personalizes the learning experience. ★ <i>Introduction of Modal Verbs:</i> The survey serves as a

		<ul style="list-style-type: none"> ○ <i>Wähle "Nein" aus, wenn du das Gericht nicht magst.</i> Select 'No' if you do not like the dish. ★ As students submit their responses, <u>Menti</u> will display the results in real-time, making it interactive and engaging. ○ <i>Du kannst sehen, wie deine Mitschüler abgestimmt haben.</i> You can see how your classmates have voted. <p>2. Class discussion(7 min):</p> <ul style="list-style-type: none"> ★ After students have completed the survey, I share the screen displaying the survey results. ★ I discuss the dishes that received the most "Ja" and "Nein" responses. <ul style="list-style-type: none"> ○ For ex.: <i>Viele von euch mögen Bratwurst, aber nicht so viele mögen Sauerkraut. Warum denkt ihr, ist das so?</i> Many of you like Bratwurst, but not as many like Sauerkraut. Why do you think that is? ★ I highlight dishes that generated mixed responses and ask students to share their reasons. <ul style="list-style-type: none"> ○ <i>Warum mögen einige von euch diese Gerichte, und warum mögen andere sie nicht?</i> Why do some of you like these dishes, and why do others not like them? ○ <i>Könnt ihr einige traditionelle Gerichte aus eurer eigenen Kultur nennen?</i> Can you name some traditional dishes from your <u>own culture</u>? 	<p>natural context to introduce modal verbs.</p> <ul style="list-style-type: none"> ★ <i>Class Discussion:</i> The class discussion following the survey results encourages students to share their preferences and engage in conversations. It provides an opportunity for the teacher to model and explain the usage of modal verbs.
10 min	Grammar Basics	<p>1. Modal Verbs Intro(5 min):</p> <ul style="list-style-type: none"> ★ Now that I have the survey results, I review the modal verb "mögen" (to like) and "nicht mögen" (to not like) which are displayed in the <u>presentation</u> ○ I am asking the students if they understood the difference between "mögen" and "nicht mögen", maybe they saw the clues in Menti. ○ I explain that these verbs are used to express preferences. ○ I use gestures: "mögen" (to like). I can mimic the action of liking something by giving a thumbs up or smiling. For "nicht mögen" 	<p>BACK TO PRESENTATION</p> <ul style="list-style-type: none"> ★ <i>Introduction and Modeling:</i> I employ gestures and expressions to enhance clarity and understanding, making these concepts accessible, especially for visual learners. The primary aim is to ensure students are familiar with these verbs and can effectively comprehend and use them to express preferences.

(to not like), you can shake your head or make a displeased expression.

- *Jetzt, da wir die Umfrageergebnisse haben, werde ich euch die Modalverben 'mögen' und 'nicht mögen' vorstellen. Diese Verben verwenden wir, um Vorlieben auszudrücken.*

Now that we have the survey results, I will review the modal verb 'mögen' and 'nicht mögen.' We use these verbs to express preferences.

- *Heute sprechen wir über Wörter, die uns sagen, was wir mögen und was wir nicht mögen. Das Wort 'mögen' bedeutet, etwas zu mögen, und das Wort 'nicht mögen' bedeutet, etwas nicht zu mögen. Zum Beispiel: 'Ich mag Eis' oder 'Ich mag keinen Spinat.' Verstehst du das?*

Today, we're talking about words that tell us what we like and what we don't like. The word 'mögen' means to like something, and the word 'nicht mögen' means to not like something. For example: 'I like ice cream' or 'I don't like spinach.' Do you understand?

- I use the Menti survey results to express differences, like:
Viele von euch mögen Bratwurst. Das bedeutet, 'Ich mag Bratwurst.'
Many of you like Bratwurst. That means, 'I like Bratwurst'.
- I *modell*/show how to use modal verbs in sentences, writing them on the whiteboard, such as:
 - *"Ich mag Kartoffelsalat", "Ich mag Kartoffelsalat nicht."*
"I like potato salad" "I don't like schnitzel."
 - *"Du magst Schnitzel?", "Ich mag Schnitzel"*
"You like schnitzel?" "I like schnitzel."
 - *"Luis und John, ihr mögt Bratwurst?", "Ja, wir mögen Bratwurst."*
"Luis and John, do you like Bratwurst?" "Yes, we like Bratwurst."

2. Interactive Questions (5 minutes):

- ★ I encourage students to participate in the **guided practice** by asking questions about their preferences based on the survey results. For example:

- *"Wer mag Sauerkraut?" or "Wer mag keinen Kuchen?"*
"Who likes sauerkraut?" "Who doesn't like cake?"

- ★ **Relevance to Survey Results:** By referring to the survey results and pointing out instances where students expressed preferences, I connect the lesson to real-life examples. This helps in making the lesson relatable and practical
- ★ **Engagement:** To encourage students to actively participate by asking them questions about their food preferences, using the recently introduced modal verbs. The aim is to engage students in speaking and using the new vocabulary.

STUDENTS WRITE IN THEIR NOTEBOOK after I've modeled

		<ul style="list-style-type: none"> ★ Students can respond using modal verbs, reinforcing the use of "mögen" and "nicht mögen." <ul style="list-style-type: none"> ○ <i>"Ich mag Sauerkraut nicht."</i> "I don't like Sauerkraut." ○ <i>"Ich mag Kuchen."</i> "I like cake." ★ I ask that every student writes one sentence on the whiteboard. This gives me the possibility to check for understanding. <ul style="list-style-type: none"> ○ <i>Bitte überlegt euch einen Satz und schreibt ihn an die Tafel.</i> Please think about one sentence and write it on the whiteboard. 	
15 min	Language Connection	<p>1. Introduction to Language (5 minutes):</p> <ul style="list-style-type: none"> ★ I explain the intimate connection between language and culture, using food as a prime example. I emphasize how food reflects cultural identity and traditions. <ul style="list-style-type: none"> ○ <i>Essen zeigt unsere Kultur und Traditionen. Lasst uns anfangen, einige wichtige deutsche Wörter über Essen zu lernen. Schau auf die Tafel.</i> Food reflects our culture and traditions. Let's start by learning some important words in German related to food. Look at the board. ★ I introduce food-related German vocabulary, including dish names and ingredients, include students prior knowledge <ul style="list-style-type: none"> ○ <i>Könnt ihr weitere deutsche Gerichte oder Zutaten nennen, die ihr kennt oder gerne kennenlernen möchtet?</i> Can you name more German dishes or ingredients that you know or would like to learn about? ★ I display this vocabulary on the whiteboard. <ul style="list-style-type: none"> ○ Students are prompted to take notes and fill in the blanks where they know a translation. ○ I am going over some dishes specifically and explaining shortly what it is, when I did not show a picture in the powerpoint presentation before 	<p>GIVE STUDENTS HANDOUT</p> <ul style="list-style-type: none"> ★ <i>Vocabulary Expansion:</i> Introduce and expand food-related German vocabulary. Encourages students to recall and share any prior knowledge they have about these words. ★ <i>Speaking and Conversation Practice:</i> I promote speaking and conversational skills by having students engage in group discussions. By asking and answering questions using the new vocabulary and modal verb "mögen," students practice forming sentences and engage in meaningful language interactions. ★ <i>Cultural Awareness:</i> I help students recognize the strong connection between language and culture, using food as an illustrative example. The objective is to increase their

Repeat/Activate prior knowledge	New vocabulary
<ul style="list-style-type: none"> ○ das Brot (bread) ○ die Suppe (soup) ○ der Salat (salad) ○ das Gemüse (vegetables) ○ die Früchte (fruits) ○ der Fisch (fish) ○ das Fleisch (meat) ○ die Wurst (sausage) ○ die Kartoffel (potato) ○ die Nudeln (pasta) ○ der Reis (rice) ○ das Ei (egg) ○ der Kuchen (cake) ○ die Schokolade (chocolate) ○ 	<ul style="list-style-type: none"> ● die Bratwurst (fried sausage) ● das Sauerkraut (sauerkraut) ● die Brezel (pretzel) ● die Currywurst (curry sausage) ● der Apfelstrudel (apple strudel) ● der Schwarzwälder Kirschtorte (Black Forest cake) ● das Wiener Schnitzel (Viennese schnitzel) ● Rouladen (Beef or Pork Rolls) ● Kartoffelsuppe (Potato Soup) ● Leberwurst (Liver Sausage) ● Sauerbraten (Pot Roast) ● Heringssalat (Herring Salad) ● Königsberger Klopse (Königsberg Meatballs) ● Maultaschen (Dumplings) ● Weißwurst (White Sausages) ● Labskaus (Corned Beef Stew) ● Grünkohl mit Pinkel (Curly Kale with Sausages) ● Kartoffelpuffer (Potato Pancakes) ● Rote Grütze (Red Berry Pudding) ● Zwiebelkuchen (Onion Pie) ● Kohlrouladen (Cabbage Rolls) ● Schupfnudeln (Potato Noodles)

2. Vocabulary Activity - Matching Game (3 minutes):

- ★ With the provided list of German dish names and their English translations, we play a matching game
- ★ I ask them to join Nearpod and match the German dish names with the corresponding images from flashcards
 - *Öffne Nearpod unter diesem Link. Finde das passende Gericht zu dem richtigen Wort.*
Open Nearpod under the link. Find the corresponding dish for each word.

3. Group discussion (7 minutes):

- ★ I divide the class into pairs or small groups, depending on the class size.
- ★ Students use the new vocabulary and the modal verb “mögen” for **extended practice** asking questions and answering them.
 - *Übe jetzt das Fragen und Antworten in deiner Gruppe.*
Practice with your group asking a question and answering it.

cultural awareness and understanding of how language reflects the traditions and identity of a culture.

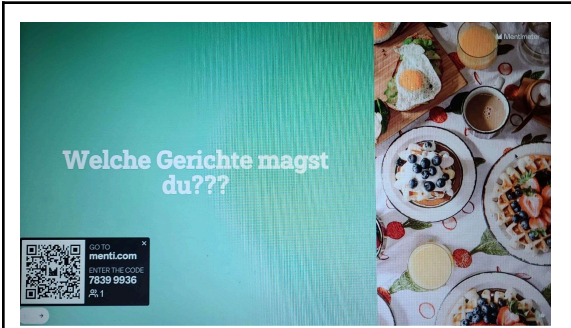
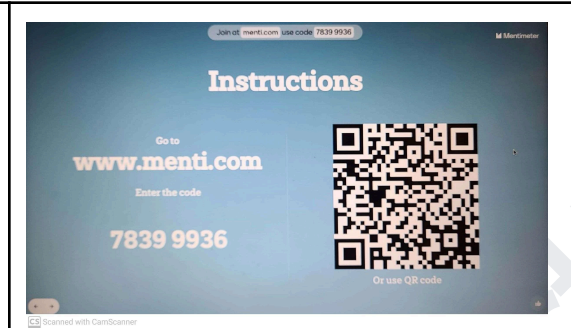
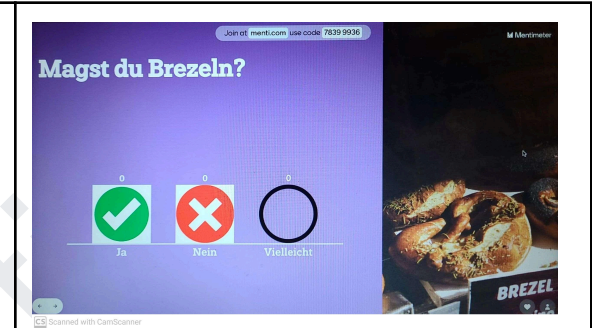
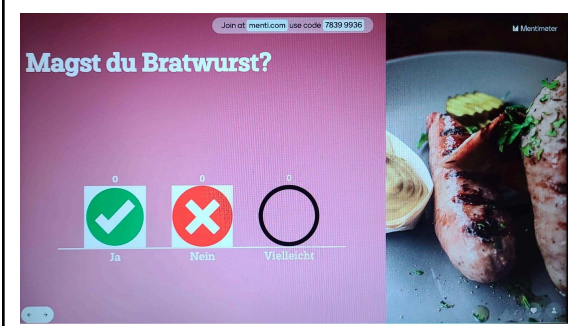
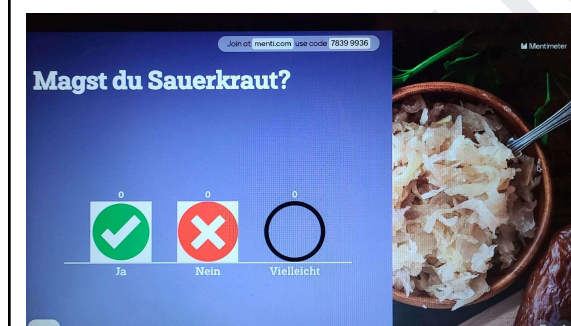
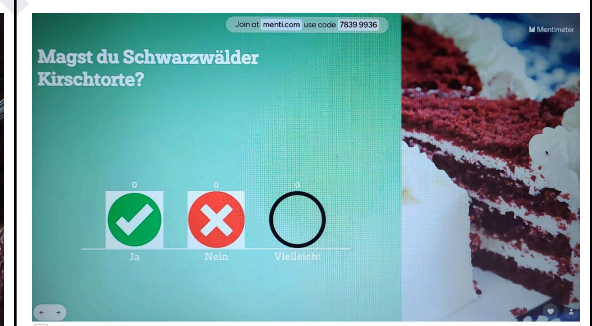
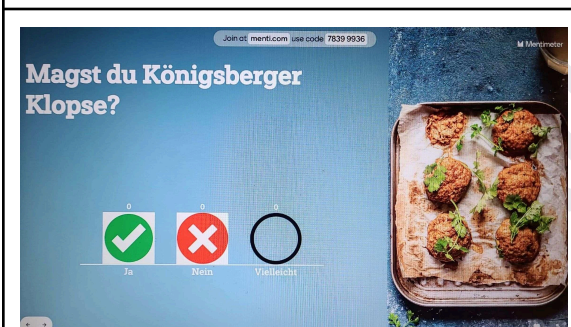
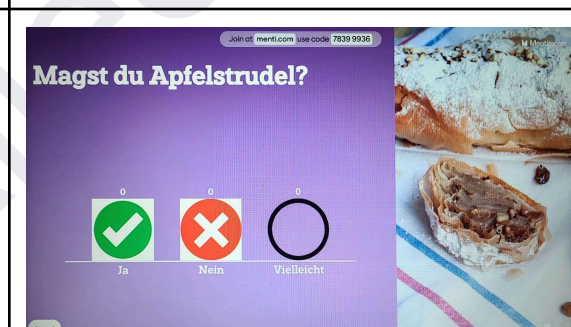
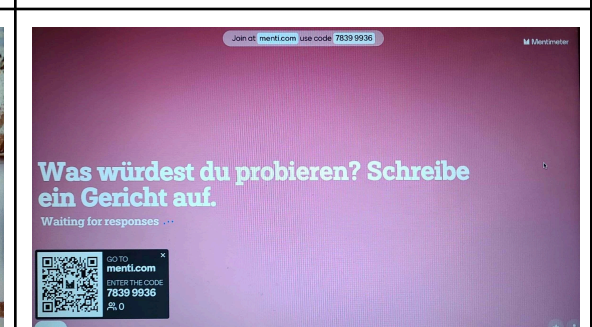
OPEN NEARPOD

		<ul style="list-style-type: none"> ○ Example: "<i>Maria, magst du Schnitzel?</i>", "<i>Ja, ich mag Schnitzel</i>" "Maria, do you like Schnitzel?" "Yes, I like Schnitzel." ★ Students write down three different questions and answers and give this back to the teacher (for feedback next day) 	COLLECT WRITTEN PROMPT
5 min	Reflection- Wrap up	<p>1. Guided Reflection (4 min):</p> <ul style="list-style-type: none"> ★ I prompt students to reflect on the cultural and linguistic connections they've discovered in this lesson. I ask questions like: <ul style="list-style-type: none"> ○ <i>Was ist dein Lieblingswort?</i> What's your favorite word? ○ <i>Was hat dich heute am meisten an der deutschen Küche fasziniert?</i> What intrigued you the most about German cuisine today? ★ I open the floor for a brief class discussion where a representative from each group shares one interesting point or insight they discussed during their reflection. <ul style="list-style-type: none"> ○ <i>Lasst uns unsere Gedanken teilen.</i> Let's share our thoughts. ○ <i>Was fandest du am interessantesten in unserer heutigen Lektion?</i> What did you find most interesting in our lesson today? <p>2. Summary (1 min):</p> <ul style="list-style-type: none"> ★ Recap the Key Learning Objectives: I briefly revisit the learning objectives set at the beginning of the lesson to remind students of what they have accomplished. For example: <ul style="list-style-type: none"> ● "Today, we set out to explore the world of German cuisine. Did we achieve our goals?" ● "What aspect of German cuisine fascinated you the most?" ● "Today, we practiced using modal verbs like 'mögen' to express food preferences. How confident do you feel using these verbs now?" ● Tomorrow, we will talk about modal verbs in detail. 	<ul style="list-style-type: none"> ★ <i>Reflection and Critical Thinking:</i> I encourage students to think critically about the lesson and the cultural and linguistic connections they've explored. It promotes deeper understanding and helps students recognize the importance of cultural elements in language learning. ★ <i>Summarization:</i> I am reinforcing the most important points covered during the class. This helps consolidate learning and ensures that students leave the lesson with a clear understanding of its objectives.

	Back Pocket Activities	<p>★ “Guess the Dish” Game:</p> <ul style="list-style-type: none"> ○ I display images of various German dishes on the screen without revealing the names from the <u>presentation</u>. ○ In pairs or small groups, students take turns describing the dishes in German to their partners without using the actual food names. ○ Their partners must guess the name of the dish being described. ○ I can set a time limit for each description (e.g., 1 minute) and rotate pairs for different rounds. <p>★ Group discussion:</p> <ul style="list-style-type: none"> ○ I assign students to new groups and let them practice asking and answering question with “mögen” and the new acquired vocabulary 	<p>GO BACK: PRESENTATION</p> <p>★ Collaboration: Both activities involve group work and collaboration. The "Guess the Dish" game fosters interaction and teamwork as students work in pairs or small groups to describe and guess dishes. Group discussions encourage peer-to-peer interaction and provide opportunities for students to practice asking and answering questions using the modal verb "mögen."</p> <p>★ Application of Knowledge: The activities allow students to apply the new vocabulary and grammar concepts they've learned in the lesson. This application is essential for language acquisition and retention.</p>
	Homework	<p>Favorite Food: Choose your absolute favorite food or German dish, and note down its name. Briefly describe why you like this food so much in German.</p>	

Deutsch	Englisch	Bekannte Vokabeln
<p>die Bratwurst das Sauerkraut die _____ die Currywurst Der _____ die Schwarzwälder Kirschtorte das Wiener Schnitzel Die _____ Die _____ die Leberwurst der Sauerbraten Der _____ die Königsberger Klopse die Maultaschen Die _____ das Labskaus der Grünkohl mit Pinkel der _____ die Rote Grütze der _____ die Kohlrouladen die Schupfnudeln</p>	<p>fried sausage _____ pretzel _____ apple strudel _____ Viennese schnitzel Beef or Pork Rolls Potato Soup _____ Pot Roast Herring Salad Königsberg Meatballs _____ White Sausage Corned Beef Stew _____ Potato Pancakes _____ Onion Pie Cabbage Rolls Potato Noodles</p>	<p>das Brot die Suppe der Salat das Gemüse die Tomate die Gurke die Paprika die Früchte der Apfel die Erdbeere die Banane der Fisch das Fleisch die Wurst die Kartoffel die Nudeln der Reis die Milch der Käse das Ei der Kuchen die Schokolade</p>

Menti Survey

 <p>Welche Gerichte magst du???</p> <p>GO TO menti.com ENTER THE CODE 7839 9936</p>	 <p>Instructions</p> <p>Go to www.menti.com Enter the code 7839 9936</p> <p>Or use QR code</p>	 <p>Magst du Brezeln?</p> <p>Ja Nein Vielleicht</p> <p>BREZEL</p>
<p>Which dish do you like?</p>	<p>Log-in</p>	<p>Do you like pretzels?</p>
 <p>Magst du Bratwurst?</p> <p>Ja Nein Vielleicht</p>	 <p>Magst du Sauerkraut?</p> <p>Ja Nein Vielleicht</p>	 <p>Magst du Schwarzwälder Kirschtorte?</p> <p>Ja Nein Vielleicht</p>
<p>Do you like fried sausage?</p>	<p>Do you like sauerkraut?</p>	<p>Do you like black forest cake?</p>
 <p>Magst du Königsberger Klopse?</p> <p>Ja Nein Vielleicht</p>	 <p>Magst du Apfelstrudel?</p> <p>Ja Nein Vielleicht</p>	 <p>Was würdest du probieren? Schreibe ein Gericht auf.</p> <p>Waiting for responses</p> <p>GO TO menti.com ENTER THE CODE 7839 9936</p>
<p>Do you like "Königsberger" meatballs?</p>	<p>Do you like apple strudel</p>	<p>Which one would you try? Write down one dish.</p>

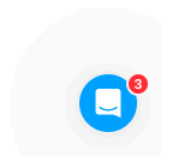
Flashcards/Memory in Nearpod or as a print-out:



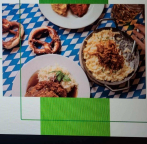
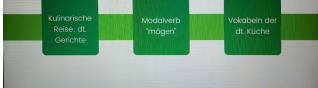


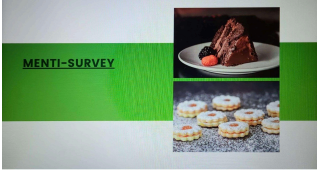


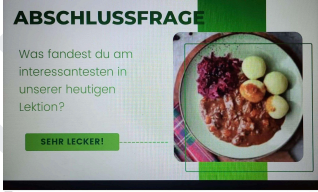
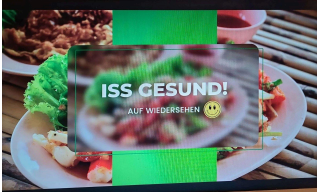
Lesson preview



der Grünkohl mit Pinkel		das Brot	die Königsberger Klopse	die Currywurst
	die Rote Grütze		die Roulade	
das Wiener Schnitzel		die Schwarzwälder Kirschtorte		der Apfelstrudel
die Weißwurst		die Schupfnudeln		
die Kohlroulade				



Presentation to guide lesson:

<p>DIE DEUTSCHE KÜCHE</p> <p>ERKUNDE DIE WELT DER DEUTSCHEN KÜCHE UND DIE VERBÄHNDE GERICHT KOSTLICHE SPEISEN ENTDECKEN!</p> <p>HMM LECKER!</p> <p>Wie das Tages: What did the German bread say to the butter? "You are not spread the world!"</p>  <p>1.</p>	<p>DER STUNDENPLAN</p> <p>Was machen wir heute?</p> <p>kulinarische Reise dZ Gerichte Modalverb "mögen" Vokabeln der dt. Küche</p>  <p>2.</p>	<p>ESSEN IST WICHTIG</p> <p>Kennt ihr das Gericht? Habt ihr dieses Gericht schon einmal probiert? Kennt ihr ein ähnliches Gericht?</p>  <p>3.</p>	<p>DEUTSCHE GERICHTE</p> <p>Kennt ihr das Gericht? Habt ihr dieses Gericht schon einmal probiert?</p>  <p>4.</p>	<p>MENTI-SURVEY</p>  <p>5.</p>																										
<p>MODALVERB "MÖGEN"</p> <p>Ich mag Schnitzel. Magst du Schnitzel? Ja, ich mag Schnitzel. Nein, ich mag Schnitzel nicht.</p> <p>mögen</p> <p>Simple Present</p> <p>ich mag wir mögen du magst ihr mögt er mag sie mögen</p>  <p>6.</p>	<p>VOKABELN: GERICHTE</p> <table border="0"> <tr> <td>die Bratwurst (fried sausage)</td> <td>das Sauerkraut (sauerkraut)</td> </tr> <tr> <td>die Brezel (pretzel)</td> <td>die Currywurst (curry sausage)</td> </tr> <tr> <td>der Apfelstrudel (apple strudel)</td> <td>die Schupfnudeln (Potato Noodles)</td> </tr> <tr> <td>das Wiener Schnitzel (Viennese schnitzel)</td> <td>die Rouladen (Beef or Pork Rolls)</td> </tr> <tr> <td>die Kartoffelsuppe (Potato Soup)</td> <td>die Leberwurst (Liver Sausage)</td> </tr> <tr> <td>der Sauerbraten (Pot Roast)</td> <td>der Heringsalat (Herring Salad)</td> </tr> <tr> <td>die Maultaschen (Dumplings)</td> <td>der Zwiebackkuchen (Onion Pie)</td> </tr> <tr> <td>die Weißwurst (White Sausages)</td> <td>der Labskaus (Corned Beef Stew)</td> </tr> <tr> <td>die Kartoffelsuppe (Potato Pancakes)</td> <td>die Roten Grütze (Red Berry Pudding)</td> </tr> <tr> <td>die Kohlrutaden (Cabbage Rolls)</td> <td></td> </tr> <tr> <td>der Grünkohl mit Pinkel (Curry Kale with Sausages)</td> <td></td> </tr> <tr> <td>die Königsberger Klopse (Königsberg Meatballs)</td> <td></td> </tr> <tr> <td>der Schwarzwälder Kirschtorte (Black Forest cake)</td> <td></td> </tr> </table> <p>SPIEL UND SPASS</p> <p>Neurospad Marmeladen</p>  <p>7.</p>	die Bratwurst (fried sausage)	das Sauerkraut (sauerkraut)	die Brezel (pretzel)	die Currywurst (curry sausage)	der Apfelstrudel (apple strudel)	die Schupfnudeln (Potato Noodles)	das Wiener Schnitzel (Viennese schnitzel)	die Rouladen (Beef or Pork Rolls)	die Kartoffelsuppe (Potato Soup)	die Leberwurst (Liver Sausage)	der Sauerbraten (Pot Roast)	der Heringsalat (Herring Salad)	die Maultaschen (Dumplings)	der Zwiebackkuchen (Onion Pie)	die Weißwurst (White Sausages)	der Labskaus (Corned Beef Stew)	die Kartoffelsuppe (Potato Pancakes)	die Roten Grütze (Red Berry Pudding)	die Kohlrutaden (Cabbage Rolls)		der Grünkohl mit Pinkel (Curry Kale with Sausages)		die Königsberger Klopse (Königsberg Meatballs)		der Schwarzwälder Kirschtorte (Black Forest cake)		<p>ABSCHLUSSFRAGE</p> <p>Was fandest du am interessantesten in unserer heutigen Lektion?</p> <p>SEHR LECKER!</p>  <p>8.</p>	<p>ISS GESUND!</p> <p>AUF WIEDERSEHEN 😊</p>  <p>9.</p>	<p>10.</p>
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Lesson II

44 min class

"What are essential words and phrases needed to go shopping in Germany?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson aims to introduce students to the theme of navigating the city and shopping through engaging activities. By focusing on vocabulary acquisition and sentence formation, students will develop essential language skills while also fostering teamwork and responsibility. The use of multimedia resources and interactive tasks will enhance student engagement and comprehension of the new unit topic.

Objective:

- To introduce the theme of navigating the city and shopping.
- To develop vocabulary acquisition skills.
- To introduce the accusative case.
- To practice forming sentences using new vocabulary.
- To encourage teamwork and collaboration.

Standards:

★ Standard 1.1. - Interpersonal Communication

"Students understand and interpret written and spoken language on various topics, conveying meaning clearly and accurately."

- Students will understand and interpret spoken and written language on the topic of city navigation and shopping.

★ Standard 2.1. - Presentational Writing

"Students are able to present information, concepts, and ideas in written form."

- Students will present information and ideas on the theme through group presentations.

★ Standard 3.1. - Interpretive Communication

"Students understand and interpret information, concepts, and ideas in spoken or written form in German."

- Students will demonstrate understanding of the cultural perspectives related to city navigation and shopping.

Materials:

- Vocabulary activity materials: Vokabel- Aktivität, printed and on screen Worksheets
- Dictionary or online translation tools

- [Video](#)
- Revolverheld "Lass uns gehen" Song and printed lyrics
- Nico's Weg Website
- Whiteboard, Laptops
- Pens
- Agenda

Agenda:

- Hallo
- Video
- Akkusativ
- Worksheet + neue Vokabel - Aktivität
- Lied und Text
- Nico's Weg 8a
- Redewendung der Woche: jemanden Honig ums Maul schmieren
- Abgabe: Fr 3/8 Kultur

Assessment:

- Informal assessment of student participation and understanding during the video discussion and vocabulary activity.
- Evaluation of student presentations on new vocabulary words and sentences.

Transitions After Every Activity:

- Clearly announce transitions to maintain a structured flow.
- Ensure students understand the shift in activities.

Critical Questions:

- How can students effectively collaborate to acquire new vocabulary and present their findings to the class?

Lesson II

Time	Agenda	Methods	Goals/Teacher Thinking
2 min	Greeting	★ Greeting Class ○ I ask how students are and have small talk. ○ <i>Guten Tag, Klasse! Wie geht es euch heute? Ich hoffe, ihr hattet einen guten Start in den Tag.</i>	

2 min	Intro	<p>★ Lesson Overview</p> <ul style="list-style-type: none"> ○ I welcome students and briefly introduce the lesson objectives. ○ Introduction to our new unit focusing on city navigation and shopping. ○ <i>Heute werden wir eine Einführung in unsere neue Einheit haben, die sich auf die Navigation in der Stadt und das Einkaufen konzentriert. Wir werden ein kurzes Video ansehen und darüber sprechen, welche Unterschiede es gibt. Danach werden wir eine Vokabelaktivität in Gruppenarbeit machen.</i> <p>Today, we will have an introduction to our new unit, focusing on city navigation and shopping. We will watch a short video and discuss the differences. Then, we will do a vocabulary activity in group work."</p>	Setting clear expectations and objectives at the beginning of the lesson helps students understand the purpose of each activity and stay focused throughout the session.
10 min	Video Comprehension	<p>★ Shopping in Germany - Video</p> <ul style="list-style-type: none"> ○ We watch a video related to the unit topic and have a discussion. ○ "Schau dir ein Video zum Thema der Einheit an". ○ <i>Diskussionsfragen: Was hast du gesehen/registriert? In welche Geschäfte gehen sie? Was waren die Unterschiede? Welche Lebensmittel haben sie gekauft? Wie hoch war der Preis für Cola? Welche Unterschiede gibt es zu den Einkaufsläden in denen ihr einkauft? Was kostet die Cola hier? Wo geht ihr einkaufen? Was ist ein Biomarkt bei euch? Hast du Änderungen der Artikel wargenommen?...</i> <p>Discussion questions: What did you see/register? What shops do they go to? What were the differences? What food did they buy? What was the price of cola? What differences are there compared to grocery stores where you go shopping? What does a cola cost here? Where do you go shopping? What is an organic market/store here? Did you realize any article changes? ...</p>	<p>OPEN YOUTUBE</p> <p>Enhancing listening and comprehension skills while exploring the unit topic.</p> <p>Promotes diversity and highlight differences between cultures</p>
5 min	Grammar Intro	<p>★ Accusative Case</p> <ul style="list-style-type: none"> ○ <i>Änderung von "Der, Die, Das" im Akkusativ bei Lebensmittel-Einkäufen: In der deutschen Grammatik ändern sich die Artikel "der," "die" und "das" je nach ihrer Funktion im Satz, insbesondere wenn es um Lebensmittel beim Einkaufen geht. Im Akkusativ ändern sich diese Artikel wie folgt:</i> <ul style="list-style-type: none"> ● <i>"Der" ändert sich in "den" für maskuline Lebensmittel: Beispiel: Ich kaufe den Apfel. (I buy the apple.)</i> 	<p>Display at Whiteboard</p> <p>Students need WORKSHEET to take notes</p>

		<ul style="list-style-type: none"> ● <i>"Die" bleibt unverändert für feminine Lebensmittel: Beispiel: Ich kaufe die Banane. (I buy the banana.)</i> ● <i>"Das" ändert sich in "das" für neutrale Lebensmittel: Beispiel: Ich kaufe das Brot. (I buy the bread.)</i> <p><i>Diese Änderungen treten auf, wenn die Lebensmittel die direkten Objekte des Satzes sind und anzeigen, was während des Einkaufs gekauft oder erworben wird.</i></p> <ul style="list-style-type: none"> ○ Change of "Der, Die, Das" in Accusative Case for Food Items Shopping <p>In German grammar, the articles "der," "die," and "das" change depending on their function in a sentence, especially when referring to food items during shopping. In the accusative case, these articles change as follows:</p> <ul style="list-style-type: none"> ● "Der" changes to "den" for masculine food items: Example: Ich kaufe den Apfel. (I buy the apple.) ● "Die" remains unchanged for feminine food items: Example: Ich kaufe die Banane. (I buy the banana.) ● "Das" changes to "das" for neuter food items: Example: Ich kaufe das Brot. (I buy the bread.) <p>These changes occur when the food items are the direct objects of the sentence, indicating what is being bought or purchased during shopping activities.</p>	
21 min	Group Work	<p>★ Vocabulary Acquisition</p> <ul style="list-style-type: none"> ○ I am explaining the vocabulary activity. ○ Instructions: Students will be responsible for new vocabulary and will work in groups to translate words and form 2 sentences for each vocab. Groups will create Google Slides presentations to present their findings to the class and will take on the role of a teacher: ○ <i>Ihr seid für den neuen Wortschatz verantwortlich und arbeitet in Gruppen, um Wörter zu übersetzen und für jeden Wortschatz 2 Sätze zu bilden. Die Gruppen erstellen Google Slides-Präsentationen, um ihre Ergebnisse der Klasse vorzustellen. Ihr seid der Lehrer.</i> ○ Students will access the activity on Schoology and follow the provided instructions: ○ First: 	<p>OPEN Google Slides</p> <p>Promoting collaboration and responsibility for vocabulary acquisition.</p>

		<ul style="list-style-type: none"> ■ <i>Bilde sechs Gruppen</i> (form six groups) ■ <i>Finde fünf Vokabeln (15-20 Min)</i> (find 5 vocabs) ■ <i>Präsentiere die Vokabeln der Klasse</i> (present your findings to the class) <ul style="list-style-type: none"> ○ Second: <ul style="list-style-type: none"> ■ <i>1. Finde die Übersetzung der Vokabeln (Wörterbuch)</i> (find the translation with a dictionary) ■ <i>2. Suche ein Bild und zeige es auf der Präsentation</i> (search for a picture and show on presentation) ■ <i>3. Schreibe das deutsche Wort, die englische Übersetzung und zwei Sätze singular + plural</i> (write the German word, the English word and two sentences in singular and plural) ■ <i>4. Präsentiere die Wörter der Klasse</i> (present the words to the class) ○ I divide the work between group members, with options to split vocabulary or assign tasks such as sentence writing or picture searches: ○ <i>Teilt die Arbeit zwischen den Gruppenmitgliedern auf, mit der Möglichkeit, den Wortschatz aufzuteilen oder Aufgaben wie das Schreiben von Sätzen oder die Suche nach Bildern zuzuweisen.</i> ○ I ask students to ask for help for any pronunciation questions, but also I allow students to use dict.com to listen to the pronunciation of the new vocabulary of food items 	<p>Remind students: <u>Caution against interfering with other groups' slides</u></p>
2 min	Wrap-up	<ul style="list-style-type: none"> ★ Closure ○ I encourage students to review the vocabulary independently and prepare for the upcoming group presentations. ○ I invite students to ask any final questions or seek clarification on any topics covered. 	
	Back pocket Activity	<ul style="list-style-type: none"> ★ Song ○ <i>I ask students to grab the lyrics and we translate them together</i> ○ <i>We listen to the song</i> ★ Nico's Weg 8a ○ <i>Watch Nico's Weg and ask comprehension questions</i> ○ <i>Students can do the grammar exercises</i> 	OPEN YOUTUBE

Lesson III

56 min class

"What food could I buy in the grocery store?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson aims to introduce students to the theme of navigating the city and shopping through engaging activities. By focusing on vocabulary acquisition and sentence formation, students will develop essential language skills while also fostering teamwork and responsibility. The use of multimedia resources and interactive tasks will enhance student engagement and comprehension of the new unit topic.

Objective:

- To introduce the theme of navigating the city and shopping.
- To develop vocabulary acquisition skills.
- To practice forming sentences using new vocabulary.
- To encourage teamwork and collaboration.

Standards:

★ Standard 1.1. - Interpersonal Communication

"Students understand and interpret written and spoken language on various topics, conveying meaning clearly and accurately."

- Students will understand and interpret spoken and written language on the topic of city navigation and shopping.

★ Standard 2.1. - Presentational Writing

"Students are able to present information, concepts, and ideas in written form."

- Students will present information and ideas on the theme through group presentations.

★ Standard 3.1. - Interpretive Communication

"Students understand and interpret information, concepts, and ideas in spoken or written form in German."

- Students will demonstrate understanding of the cultural perspectives related to city navigation and shopping.

Materials:

- Vocabulary activity materials: Vokabel- Aktivität, printed Worksheets
- Dictionary or online translation tools like dict.com
- [Gimkit](#) Assignment

- Flashcards
- Revolverheld "Lass uns gehen" Song and printed lyrics
- Whiteboard, Laptops
- Agenda

Agenda:

- Hallo
- Worksheet + neue Vokabel - Aktivität
- Gimkit Aufgabe
- Lied und Text
- Redewendung der Woche: jemanden Honig ums Maul schmieren
- Abgabe: Fr 3/8 Kultur

Assessment:

- Informal assessment of student participation and understanding during the video discussion and vocabulary activity.
- Formal assessment: Evaluation of student presentations on new vocabulary words and sentences.

Transitions After Every Activity:

- Clearly announce transitions to maintain a structured flow.
- Ensure students understand the shift in activities.

Critical Questions:

- How can students effectively collaborate to acquire new vocabulary and present their findings to the class?

Lesson III

Time	Agenda	Methods	Goals/Teacher Thinking
2 min	Greeting	★ Greeting Class ○ I ask how students are and have small talk. ○ <i>Guten Tag, Klasse! Wie geht es euch heute? Ich hoffe, ihr hattet einen guten Start in den Tag.</i>	
2 min	Intro	★ Lesson Overview ○ I welcome students and briefly introduce the lesson objectives.	Setting clear expectations and objectives at the beginning of the lesson helps students understand the purpose of each activity and stay focused throughout the session.

		<ul style="list-style-type: none"> ○ Introduction to our new unit focusing on city navigation and shopping. ○ <i>Heute werdet ihr 10 Minuten für eure Präsentation bekommen und sie danach der Klasse vorstellen. Je nachdem wie lange es dauert, könnt ihr danach die Vokabeln mit Gimkit üben.</i> Today, you'll get 10 minutes to finish the presentation and present it in front of class while you take notes. If there is time left, you may practice the vocabulary with a new Gimkit. 	
40 min	Group Work Presentation	<ul style="list-style-type: none"> ★ Vocabulary Acquisition (10 min) ○ I ask students to finish the google slide presentation ○ I repeat the requirements: <ul style="list-style-type: none"> ■ 1. <i>Finde die Übersetzung der Vokabeln (Wörterbuch)</i> (find the translation with a dictionary) ■ 2. <i>Suche ein Bild und zeige es auf der Präsentation</i> (search for a picture and show on presentation) ■ 3. <i>Schreibe das deutsche Wort, die englische Übersetzung und zwei Sätze singular + plural</i> (write the German word, the English word and two sentences in singular and plural) ■ 4. <i>Präsentiere die Wörter der Klasse</i> (present the words to the class) ★ Vocabulary Presentation (30 min) ○ I ask students to take out their worksheet and jot down the translation after each group presented their vocabulary ○ <i>Bitte holt die Vokabelliste raus und schreibt die Übersetzungen auf</i> ○ I ask students to present their findings and give a quick translation for the sentences they have used in English ○ <i>Bitte sagt auch die englische Übersetzung der Sätze</i> ○ I check in after each group if they all have finished writing, I repeat the pronunciation, and we continue with the next group ○ <u>I repeat and let students repeat the pronunciation</u> of the new vocabulary 	<p>I rotate and provide feedback and any help if needed</p> <p>OPEN SLIDES</p> <p>Students need WORKSHEET Promoting collaboration and responsibility for vocabulary acquisition through <u>cooperative learning</u>.</p> <p>I make certain that all student repeat pronunciation after me</p> <p>Give out flashcards</p>
10 min	Individual Assignment	<ul style="list-style-type: none"> ★ Gimkit ○ I ask students to go to Schoology and open the assigned Gimkit where they are able to practice/learn the new vocabulary ○ Or if students have an open assignment due, they may choose to turn these in 	

2 min	Wrap-up	<ul style="list-style-type: none"> ★ Closure ○ I encourage students to review the vocabulary independently and prepare for the speaking practice next week. ○ I invite students to ask any final questions or seek clarification on any topics covered. 	
	Back pocket Activity	<ul style="list-style-type: none"> ★ Song ○ <i>I ask students to grab the lyrics and we translate them together</i> ○ <i>We listen to the song</i> ★ Nico's Weg 8a ○ <i>Watch Nico's Weg and ask comprehension questions</i> ○ <i>Students can do the grammar exercises</i> 	OPEN YOUTUBE

Aileen Hurtt

Lesson IV

56 min class

"How do you express food preferences, desires, and obligations in German?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

Teaching modal verbs in this German food unit is crucial because these verbs are essential for expressing ability, desire, likes, and obligations – all of which are integral when discussing food preferences, cooking skills, and cultural traditions related to food. By understanding and using these modal verbs, students can communicate effectively in various situations, from discussing their favorite dishes to describing recipes or expressing food-related obligations.

Objective:

- Develop a deeper understanding of German food regions and traditional meals.
- Practice using **modal verbs (können, wollen, mögen, sollen)** to express preferences and obligations.
- Strengthen collaboration, teamwork, and communication skills.
- Create a sense of connection between Germans and their own cultural identity through food.

Standards:

- ACTFL Standard 1.1: Students engage in conversations, provide and obtain information, and express feelings and emotions. This standard is addressed when students describe their food preferences using modal verbs and engage in conversations during the pair check-up and class share-out.
- ACTFL Standard 1.3: Students convey simple explanations and narratives. This standard is met when students write paragraphs describing their food preferences using modal verbs, as well as when they share their sentences with the class.
- ACTFL Standard 2.1: Students demonstrate an understanding of the relationship between the perspectives and practices of German-speaking cultures. This standard is supported as the lesson revolves around discussing German food and dishes, which is a cultural aspect of German-speaking countries.
- ACTFL Standard 4.2: Students demonstrate an understanding of the concept of culture through comparisons. By comparing and contrasting their own food preferences with German food culture, students engage with this standard, gaining insights into cultural differences.

Materials:

- German food presentation from Unit I Lesson I
- Handouts with modal verbs usage
- Speaking Prompts + print out
- Markers, pens, and digital devices
- Projector or whiteboard for discussions
- Timer
- Agenda

Agenda:

- Hallo
- Worksheet
- Schreibaufgabe
- Sprechen mit Karten
- Lied und Text
- Redewendung der Woche: jemanden Honig ums Maul schmieren

Assessment:

- Informal assessment through observation during individual work time and group discussions.
- Review of worksheet to give feedback the next day
- Active participation in class discussions
- Correct usage of modal verbs when discussing preferences and obligations in the German language.

Transitions After Every Activity:

- Smooth transitions will be maintained through clear instructions and time management.

Critical Questions:

1. What's the best way to remember the conjugation of modal verbs?
2. How can we apply what we've learned about modal verbs to explore and appreciate different aspects of German culture, such as food?
3. Students might have questions about what the stem/root is. Be prepared to give examples and explain.

Lesson IV

<i>Time</i>	<i>Agenda</i>	<i>Methods</i>	<i>Goals/Teacher Thinking</i>
3 min	Intro	★ <i>Greeting in German</i> <ul style="list-style-type: none"> ○ I greet the class and ask the students how they are. 	<i>Inclusive Classroom:</i>

		<ul style="list-style-type: none"> ○ I ask students in a Menti what they had for breakfast. I am transitioning with the displayed answers slowly in today's lesson. I incorporate the results into my overview. ○ I am providing an overview of the day's lesson. ○ <i>Guten Tag, liebe Schülerinnen und Schüler! Herzlich willkommen zur heutigen Deutschstunde. Wie ihr euch vielleicht erinnert, haben wir gestern über deutsche Lebensmittel und Gerichte gesprochen. Heute werden wir dieses Thema weiter vertiefen, indem wir uns mit den faszinierenden Modalverben in der deutschen Sprache befassen. Diese Verben sind wie magische Schlüssel, die uns erlauben, über Fähigkeiten, Wünsche, Vorlieben und Verpflichtungen zu sprechen. Lasst uns gemeinsam eintauchen und unser Deutsch auf das nächste Level heben. Legen wir los!</i> Good day, dear students! Welcome to today's German lesson. As you may recall, we talked about German food and dishes yesterday. Today, we will delve deeper into this topic by exploring the fascinating modal verbs in the German language. These verbs are like magical keys that allow us to talk about abilities, desires, preferences, and obligations. Let's dive in together and take our German to the next level. Let's get started! 	<p>By greeting the class in German and asking how they are, I aim to establish a positive and inclusive learning environment.</p> <p><i>Connections:</i> By referencing the previous lesson on German food and dishes, I intend to connect the current lesson to what students have already learned, providing context and continuity to the learning process.</p>
16 min	Grammar	<p>★ <i>Intro (1 min):</i></p> <ul style="list-style-type: none"> ○ <i>Heute tauchen wir in die Welt der deutschen Modalverben ein. Diese besonderen Verben sind wie magische Schlüssel, die verschiedene Bedeutungen in unseren Sätzen eröffnen. Stellt sie euch als Werkzeuge in eurem Sprachwerkzeugkasten vor, die euch helfen, verschiedene Ideen und Gefühle auszudrücken. Heute werden wir uns auf sechs wichtige Modalverben konzentrieren: können (können), wollen (want), mögen (like), müssen (must), dürfen (may) und sollen (should).</i> Today, we are diving into the world of German <u>modal verbs</u>. These special verbs are like magical keys that unlock different meanings in our sentences. Imagine them as tools in your language toolbox, helping you <u>express various ideas and emotions</u>. Today, we're going 	<p><i>Grammar Intro:</i> Establish a clear foundation for understanding modal verbs, making sure students grasp the concept, conjugation, and meanings associated with these verbs.</p>

to focus on six important modal verbs: können (can), wollen (want), mögen (like), müssen (must), dürfen (may) and sollen (should).

★ **Conjugation Modal Verbs (2 min):**

- *In der deutschen Sprache werden Modalverben (können, wollen, mögen, sollen, müssen, dürfen) auf eine besondere Weise konjugiert. Ich werde erklären, wie man Modalverben im Präsens konjugiert.*
In German, modal verbs (können, wollen, mögen, sollen, müssen, dürfen) are conjugated in a distinct way. I'll explain how to conjugate modal verbs in the present tense.

★ I display the following chart on the screen or write it on the whiteboard to be able to explain the conjugation:

- *1. Konjugation in der Einzahl:*
 - *ich soll (I should)*
 - *du sollst (you should - informelle Einzahl)*
 - *er soll (he should)*
 - *sie soll (she should)*
 - *es soll (it should)*
- *2. Konjugation in der Mehrzahl:*
 - *wir sollen (we should)*
 - *ihr sollt (you should - informelle Mehrzahl)*
 - *sie sollen (they should)*
 - *Sie sollen (you should- formelle Anrede)*

★ **Explanation of Changes (3 min):**

- *Wie ihr sehen könnt, betreffen die morphologischen Veränderungen hauptsächlich die Endungen der Modalverben, um zum Subjekt und zur Zeitform zu passen.*
As you can see, the morphology changes primarily involve the endings of the modal verbs to match the subject and tense.
- I ask students and give them space to answer:
 - *Aber registriert ihr noch etwas? Irgendwelche anderen Veränderungen?*
But do you register anything else? Any other changes?

Students have seen this in the previous lesson for other modal verbs

Students need WORKSHEET to take notes

- Können (Can): Lassen uns mit können beginnen. Dieses Verb wird verwendet, wenn es um **Fähigkeiten** oder Fertigkeiten geht. Zum Beispiel: "Ich kann kochen" bedeutet "I can cook." Es zeigt, dass du die Fähigkeit zum Kochen hast.

Let's start and repeat "können". This verb is used when talking about abilities or skills. For example, "Ich kann kochen" means "I can cook." It shows that you have the ability to cook.

- Dürfen (may): Ein weiteres Modalverb, das ihr kennt, ist "dürfen," das **Erlaubnis** und Möglichkeit ausdrückt. Du darfst gerne eine Beilage auswählen.

Another modal verb you know is "dürfen," which conveys permission and possibility. You may choose a side dish.

- Denkt daran, dass Modalverben immer von einem anderen Verb (Infinitivform) gefolgt werden, das am Satzende erscheint. Dieses zweite Verb drückt normalerweise die Handlung oder den Zustand aus.

Remember that modal verbs are always followed by another verb (infinitive form), which appears at the end of the sentence. This second verb usually expresses the action or state.

★ New Vocabulary (5 min)

- I repeat the conjugation of regular verbs and the verb "sollen", I ask students which rule they can remember and pick different students to conjugate for one pronoun
- I remind students that the syntax changes when using the modal verb "sollen" and model it in the example sentence on the worksheet.
- I introduce 5 vocabulary questions related to asking questions with should in German.
- I present the new words on the whiteboard and talk about their meanings and usage in sentences.
- We are practicing pronunciation and encourage students to repeat after me.
- I ask students how they could respond to the question using "sollen". I choose students who raise their hand.
- Sollen (Should): Als Nächstes haben wir sollen. Dieses Verb wird verwendet, um **Verpflichtungen** oder Dinge, die man tun sollte, zu

OPEN Worksheet

Reinforcing grammar concepts and expanding vocabulary in a specific context.

		<p><i>besprechen. Zum Beispiel: "Du sollst Gemüse essen" bedeutet "You should eat vegetables."</i></p> <p>Next, we have "sollen". This verb is used to talk about <u>obligations</u> or things one should do. For instance, "Du sollst Gemüse essen" means "You should eat vegetables." It implies an obligation or a piece of advice.</p>	
5 min	Modeled exercise	<p>★ <i>Practice with class (5 min):</i></p> <ul style="list-style-type: none"> ○ I integrate students to try to translate and answer these written on the whiteboard: ○ If there are not enough volunteers, specific students will be asked to try ○ <i>Jetzt wollen wir ein wenig üben. Ich werde euch einen Satz auf Englisch geben, und ich möchte, dass ihr ihn ins Deutsche übersetzt, indem ihr das entsprechende Modalverb verwendet, das wir gerade gelernt haben.</i> Now, let's practice a bit. I'll give you a sentence in English, and I want you to try translating it into German using the appropriate modal verb we just learned. <ul style="list-style-type: none"> ● Englisch: "I want to try currywurst." ● Deutsch: "Ich möchte Currywurst probieren." <p>Gut gemacht! Ihr bekommt den Dreh raus.</p> <ul style="list-style-type: none"> ● Englisch: "Do you like to try bratwurst?" ● Deutsch: "Magst du die Bratwurst probieren?" ● Englisch: "Should I order the schnitzel?" ● Deutsch: "Soll ich das Schnitzel bestellen?" 	<p><i>Positive Reinforcement:</i></p> <ul style="list-style-type: none"> ● I use positive language to acknowledge the students' efforts and achievements during the lesson. ● Expressing enthusiasm and appreciation for their work promotes a positive classroom atmosphere. <p>STUDENTS CAN WRITE IN THEIR NOTEBOOK</p>
20 min	Scaffolded Exercise	<p>After modeling, I can provide my students with the opportunity to write their own paragraphs, offering support and assistance as needed.</p> <p>★ <i>Worksheet Individual (15 min):</i></p> <ul style="list-style-type: none"> ○ <i>Schreibe einen kurzen Absatz auf Deutsch, in dem du deine Essensvorlieben beschreibst.</i> Write a short paragraph in German describing your food preferences. ○ <i>Verwende Modalverben (können, wollen, mögen, sollen), um auszudrücken, was du essen kannst, essen möchtest und gerne isst.</i> 	<p>Give Students Handout</p> <p>I display pictures of German food on the screen (previous lesson Unit I Lesson I powerpoint)</p>

		<p>Use modal verbs (können, wollen, mögen, sollen) to express what you can, want to, and like to eat.</p> <ul style="list-style-type: none"> ○ <i>Füge mindestens fünf verschiedene Lebensmittel in deiner Beschreibung ein.</i> Include at least five different food items in your description. ○ <i>Schreibe mindestens 10 Sätze.</i> Write a minimum of 10 sentences. ○ <i>Fülle die leeren Felder in den folgenden fünf Sätzen aus, indem du das richtige Modalverb und den Infinitiv verwendest.</i> 5 sentences will be provided - fill in the blank with the correct modal verb and infinitive. ○ <i>Sei kreativ und gestalte deine Vorlieben interessant!</i> Be creative and make your preferences interesting! ○ <i>Du hast 15 Minuten Zeit für die Aufgabe.</i> You have 15 minutes for this. <p>★ Worksheet Pair Check-up (2 min):</p> <ul style="list-style-type: none"> ○ <i>Besprich mit deinem Nachbar die Ergebnisse und fülle eventuelle Lücken.</i> Talk to your neighbor and fill in any missing words. <p>★ Class Share-out (3 min):</p> <ul style="list-style-type: none"> ○ I ask for volunteers, at least one person of each table pot, to share a sentence with the class ○ I correct if necessary, provide correct written sentences on whiteboard or fill in the blanks via my Google document (worksheet of students), and explain ○ I am collecting the worksheets to review (after class) the responses and assess for correct usage of modal verbs, correct sentence structure in German, creativity in describing food preferences, and inclusion of at least five different food items. 	<p><i>Offering Support and Assistance:</i> I recognize that some students may require support or assistance, especially when crafting sentences in a foreign language. I stand ready to provide help as needed, ensuring that students feel confident in their attempts and fostering a supportive learning environment.</p> <p><i>Collaboration:</i> The purpose of this step is to encourage students to collaborate and refine their responses by talking through any potential gaps or uncertainties in their paragraphs.</p> <p style="text-align: center;">Collect Worksheets (Check their for understanding after class)</p>
10 min	Small Group Practice	<p>★ "Speaking Prompts" (5 min)</p> <ul style="list-style-type: none"> ○ I show students the speaking prompts on the Google Slides and let them answer with 2-3 answers after giving an example. 	<p>OPEN Google Slides</p> <p><i>Reinforce Vocabulary:</i></p>

		<ul style="list-style-type: none"> ○ I highlight the difference of “wohin” and “wo” (where and where not the same) ○ <i>“Wohin gehst du? Was bedeutet das? Richtig. Where do you go! Wie kann man darauf antworten? Zb. mit “Ich gehe in die Bäckerei.” Aber was sagen wir bei: Wo kaufst du den Apfel? Ja, Where do you buy the apple! “Wo” describes the location and “Wohin” describes you are moving towards a location. Nächstes Beispiel..... ”</i> <p>★ Practice (5 min)</p> <ul style="list-style-type: none"> ● I distribute speaking prompt flashcards (matching the google slides) ● I monitor and assist students as needed. ● I ask students to practice with a partner asking and answering with the new vocabulary. ● Students are allowed to use the worksheet with the translation 	<p>The practice helps students practice listening and comprehension.</p> <p>Facilitating speaking practice and promoting active language use.</p> <p><u>Monitoring student progress and providing assistance as needed to promote active participation.</u></p>
2 min	Wrap - up	<p>★ Closing(2 min):</p> <p><i>Während wir den heutigen Unterricht abschließen, möchte ich, dass ihr daran denkt, dass das Erlernen einer Sprache ist wie das Öffnen einer Schatztruhe voller Möglichkeiten. Die Modalverben, die wir heute erkundet haben – können, wollen, mögen, müssen, dürfen und sollen – sind wie Schlüssel zu dieser Truhe. Sie ermöglichen es euch, eure Wünsche, Vorlieben und Verpflichtungen auf Deutsch auszudrücken. Je mehr ihr diese Schlüssel übt und benutzt, desto fließender und selbstbewusster werdet ihr in eurer Reise durch die deutsche Sprache.</i></p> <p><i>Denkt nun an euer Lieblingsgericht oder eure Lieblingsmahlzeit aus der deutschen Küche. Mit den Modalverben, die wir heute gelernt haben, habt ihr die Werkzeuge, um nicht nur auszudrücken, was ihr essen könnt, sondern auch, was ihr wirklich genießen möchtet. Deshalb ermutige ich euch, die reiche und vielfältige Welt der deutschen Küche und Kultur weiter zu erkunden.</i></p> <p><i>In unserer nächsten Lektion werden wir noch tiefer in diese sprachlichen Schätze eintauchen und neue Wege finden, um uns auszudrücken und unsere Gedanken zu teilen. Bis dahin, taucht weiter in die Sprache ein, genießt die Schönheit der Kommunikation und natürlich die köstlichen Aromen der deutschen Küche.</i></p>	

		<p><i>Danke für eure harte Arbeit und Hingabe im heutigen Unterricht. Auf Wiedersehen, und ich freue mich auf unser nächstes Abenteuer in der deutschen Sprache!</i></p> <p>As we wrap up today's lesson, I want you to remember that learning a language is like unlocking a treasure chest of possibilities. The modal verbs we've explored today – können, wollen, mögen, müssen, dürfen, and sollen – are like keys to that chest. They unlock your ability to express your desires, preferences, and obligations in German. The more you practice and use these keys, the more fluent and confident you'll become in your German language journey.</p> <p>Now, think about your favorite German dish or meal. With the modal verbs we've learned today, you have the tools to express not only what you can eat but also what you truly want to savor. So, I encourage you to keep exploring the rich and diverse world of German cuisine and culture.</p> <p>In our next lesson, we'll dive even deeper into these linguistic treasures, uncovering new ways to express ourselves and share our thoughts. Until then, continue to immerse yourself in the language, embrace the beauty of communication, and, of course, enjoy the delightful flavors of German food. Thank you for your hard work and dedication in today's class. Auf Wiedersehen, and I look forward to our next adventure in the German language!</p>	
	<p>Back Pocket Activities</p>	<p>★ German Meal Conversation:</p> <ul style="list-style-type: none"> ○ Students can pair up and have a conversation where they discuss their favorite German meals or dishes. They can use modal verbs to express their preferences and discuss why they like those particular dishes. <p>★ Hangman:</p> <ul style="list-style-type: none"> ○ In the Hangman game, I draw an empty gallows and choose a word or phrase related to German food or dishes, using modal verbs. I'll represent the word with underscores, and students take turns guessing letters. If they guess a correct letter, I'll fill it into the word; if not, I'll start drawing parts of the hangman. The goal is for students to guess the word before the hangman is fully drawn, making it an interactive and fun way to reinforce German food vocabulary and spelling skills. It encourages active participation and word association in a playful manner. 	<p>Both activities will reinforce the knowledge students have gained during the lesson and make learning fun.</p>

Homework

Questions and Answers:

Write three questions about your favorite food that you could ask a friend. Use the modal verb "sollen." Then write down the answers to these questions, all in German.

Aileen Hurtig

1. Arbeitsblatt:

Die Modalverben

(The modal verbs)

German present tense conjugations resemble the simple past forms of strong verbs:

Infinitive	<i>ich</i>	<i>du</i>	<i>er/sie/es</i>	<i>wir</i>	<i>ihr</i>	<i>Sie</i>	<i>sie</i>
<i>dürfen</i>	darf	darfst	darf	dürfen	dürft	dürfen	dürfen
<i>können</i>	kann	kannst	kann	können	könnt	können	können
<i>mögen</i>	mag	magst	mag	mögen	mögt	mögen	mögen
<i>müssen</i>	muss	musst	muss	müssen	müsst	müssen	müssen
<i>sollen</i>	soll	sollst	soll	sollen	sollt	sollen	sollen
<i>wollen</i>	will	willst	will	wollen	wollt	wollen	wollen

Platz für Notizen:

(space for notes)

2. Arbeitsblatt:

Schreibe dein Lieblingsessen mit Modalverben

(Write your favorite German food preference with modal verbs)

Vorgegebene Wörter:

(Given Words)

mag will soll essen trinken probieren essen kann kaufen

Ich _____ morgens Kaffee _____.

Ich _____ heute Abend Pizza _____.

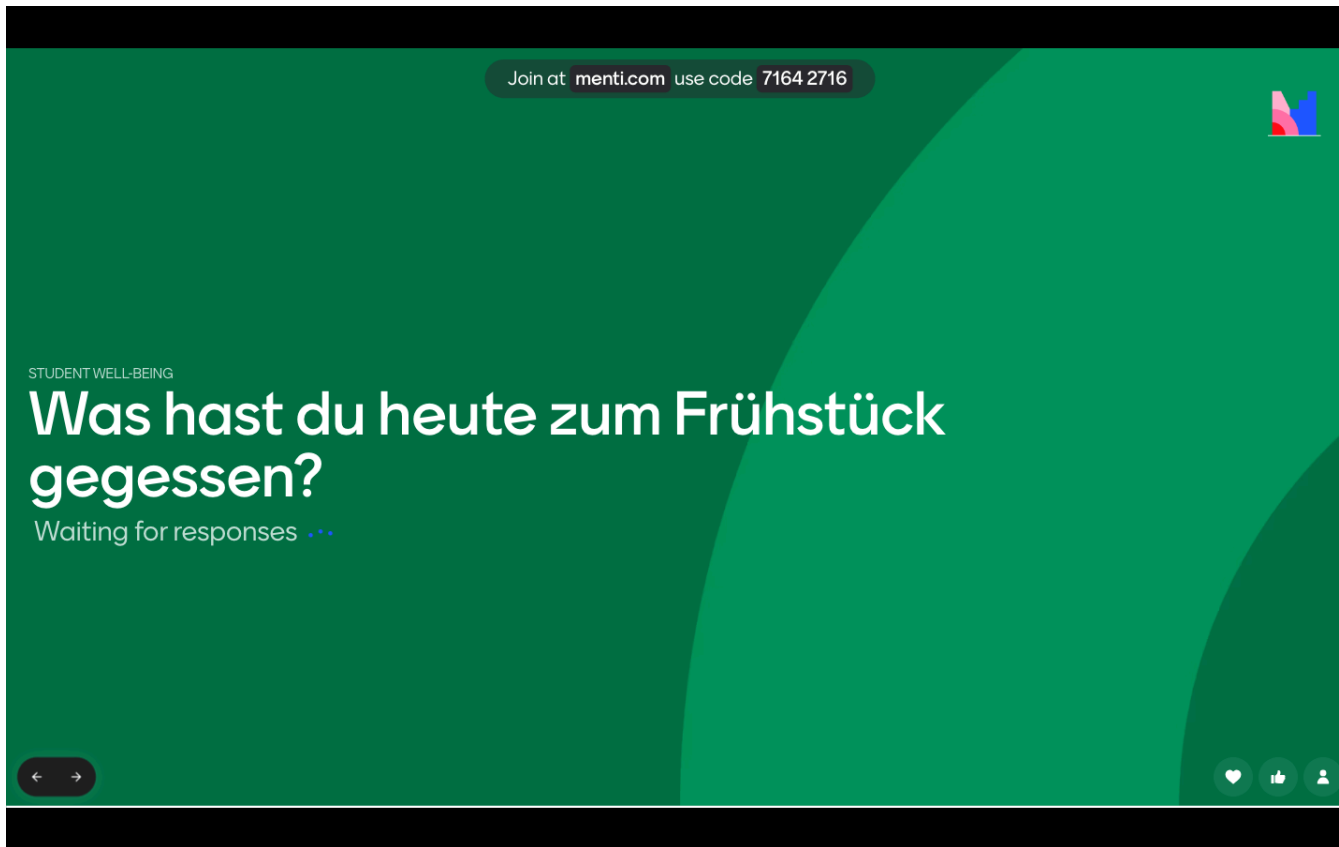
Ich _____ Schokolade sehr gern.

Ich _____ kein Schweinefleisch _____.

Ich _____ einmal Sauerbraten _____.

Schreibe fünf weitere Sätze mit "sollen" und den neuen Vokabeln:

(Write five more sentences with should and the new vocabulary)



There will appear a word cloud with the different words students wrote in their response viewable by everyone (anonymous).

The English translation will appear in the description once the student opens menti.com.

Lesson V and VI

44 min class + 56 min class

"How would you create a balanced and nutritious meal plan in German to go shopping in "Kaufland"?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson aims to enhance students' speaking skills and practical application of vocabulary through collaborative group work. By engaging in speaking exercises and creating a shopping list in small groups, students will actively use German language in real-life scenarios, fostering proficiency and confidence in communication. Additionally, the incorporation of visual aids and interactive activities caters to diverse learning styles, promoting deeper understanding and retention of vocabulary.

Objective:

- Students will practice speaking German through interactive flashcard exercises, reinforcing vocabulary acquisition and pronunciation skills.
- In small groups, students will create shopping lists and menus for various meal scenarios, applying vocabulary related to food and prices.
- Through collaborative work, students will demonstrate their ability to communicate effectively in German and engage in practical language use.
- Strengthen language skills in both receptive (listening, reading) and productive (speaking, writing) modes.

Standards:

★ Standard 1.1. - Interpersonal Communication

"Students understand and interpret written and spoken language on various topics, conveying meaning clearly and accurately."

- Students engage in spoken interactions with peers during flashcard exercises and group work, demonstrating comprehension and expression of ideas.

★ Standard 2.1. - Presentational Writing

"Students are able to present information, concepts, and ideas in written form."

- Students collaboratively create shopping lists and menus, presenting their findings to the class, thereby developing skills in organizing and conveying information.

★ Standard 4.2. - Cultural Perspectives

“Students deepen understanding of language in its cultural context and promote cultural competence”

- By analyzing German grocery store advertisements and discussing meal scenarios, students gain insights into German cultural practices related to food and shopping.

Materials:

- Flashcards
- Revolverheld "Lass uns gehen" Song and printed lyrics
- Whiteboard, Laptops
- Shopping List Assignment
- Google Slide “Einkaufen gehen”
- Current Werbung Display on walls
- Agenda

Agenda:

- Hallo
- Sprechen mit Karten
- Gruppenprojekt - Assignment
- Lied und Text
- Redewendung der Woche: Du bist, was du isst.
- Abgabe: Fr 3/15 Gimkit, Fr 3/15 Kultur - Meet the Germans 2
- Lernziele: I can ask someone what I should do using “sollen”

Assessment:

- *Informal Assessment:* During flashcard exercises and group discussions, the teacher will monitor students' participation, pronunciation, and comprehension, providing feedback and support as needed to scaffold language development. Additionally, students' engagement and collaboration during group work will informally assess their interpersonal communication skills and ability to work effectively in teams.
- *Formal Assessment:* The group's shopping lists and menus will be evaluated based on accuracy, completeness, and clarity of expression, with a focus on vocabulary usage and sentence structure. This assignment will be graded in writing and speaking in the following lessons.

Transitions After Every Activity:

- Clearly announce transitions to maintain a structured flow.
- Ensure students understand the shift in activities.

Critical Questions:

- What strategies can you use to effectively communicate with your group members while creating the shopping list and menu?

Lesson V

Time	Agenda	Methods	Goals/Teacher Thinking
2 min	Greeting	<p>★ Greeting Class</p> <ul style="list-style-type: none"> ○ I ask how students are and have small talk. ○ <i>Guten Tag, Klasse! Wie geht es euch heute? Ich hoffe, ihr hattet einen guten Start in den Tag.</i> 	
2 min	Intro	<p>★ Lesson Overview</p> <ul style="list-style-type: none"> ○ I welcome students and briefly introduce the lesson objectives. ○ <i>Heute werdet ihr das Sprechen üben und anschließend möchte ich, dass ihr eine Einkaufsliste erstellt in einer Gruppenarbeit.</i> Today, you will practice speaking and then I have a group assignment for you where you create a shopping list. 	Setting clear expectations and objectives at the beginning of the lesson helps students understand the purpose of each activity and stay focused throughout the session.
10 min	Small Group Practice	<p>★ "Sprechen mit Karten"</p> <ul style="list-style-type: none"> ○ I remind students of the accusative case (der -> den) ○ I let students practice with a partner - Turn and talk to a neighbor: "Was ist?" (What is this?) ○ I ask students to share out loud for 5 minutes. ○ I monitor and assist students as needed. ○ <i>Nimm deine Bildkarten und arbeite mit deinem Nachbarn. Versuche die Wörter richtig zu betonen. Ich werde umherlaufen und zuhören.</i> Grab your flashcards and practice the pronunciation with your neighbor. I will walk around and listen. <p>★ Share out loud (5 min)</p> <ul style="list-style-type: none"> ● I draw names and request that the student provide the word in response to the presented flashcard. ● I let students answer questions individually using full sentences. ● I share and discuss answers as a class and repeat any pronunciation mistakes correctly. 	<p>OPEN DOC</p> <p><i>Reinforce Vocabulary:</i> The practice helps students practice listening and comprehension.</p> <p>Facilitating speaking practice and promoting active language use.</p> <p><u>Monitoring student progress and providing assistance as needed to promote active participation.</u></p>

28 min	Collaborative Work	<p>★ “Essen einkaufen”</p> <ul style="list-style-type: none"> ○ I tell students that I want them to create some menus with a grocery list including prices working in small groups of max. 3 students as if they would go shopping by themselves. ○ <i>Ich möchte, dass ihr euch Gedanken zum Frühstück/Mittagessen/Abendessen macht und Mahlzeiten erstellt. Dann sollt ihr eine Einkaufsliste erstellen und einkaufen gehen. Schreibt die Preise auf und berechnet eure Ausgaben.</i> I want you to think about breakfast/lunch/dinner and create meals. Then, you should make a shopping list and go shopping. Write down the prices and calculate your expenses. ○ I highlight the pictures (current ad magazine of a German grocery shop) hanging on the walls, and students walk around and have a look once I have given instructions: <i>An der Wand findet ihr aktuelle Produkte von Kaufland. Das ist ein Einkaufsladen wie “Walmart” in Deutschland.</i> ○ I ask students to open the assignment on Schoology (while I show it on the whiteboard) and read through the whole paper. I answer any open questions afterward. ○ I let students choose which group they want to work together with and which scenario they pick. ○ Once everybody signed up for a scenario/group I rotate to each table and ask if they understand what they have to do and clarify any confusion. 	<p>OPEN SCHOOLGY, DOC and SLIDES</p> <p><i>Promoting Equity and Inclusion:</i> I will facilitate equitable participation among group members, ensuring that all students have opportunities to contribute and share their ideas. Encouraging teamwork and mutual respect fosters a positive learning environment where every student feels valued.</p> <p>I ensure that every group knows what to do and give help during the whole process</p>
2 min	Wrap-up	<p>★ Closure</p> <ul style="list-style-type: none"> ○ I encourage students to review the vocabulary independently and ○ I invite students to ask any final questions or seek clarification on any topics covered. 	
	Back pocket Activity	<p>★ Song</p> <ul style="list-style-type: none"> ○ <i>I ask students to grab the lyrics and we translate them together</i> ○ <i>We listen to the song</i> <p>★ Gimkit</p> <ul style="list-style-type: none"> ○ I ask students to go to Schoology and open the assigned Gimkit where they are able to practice/learn the new vocabulary 	OPEN YOUTUBE

Lesson VI

Time	Agenda	Methods	Goals/Teacher Thinking
2 min	Greeting	<p>★ Greeting Class</p> <ul style="list-style-type: none"> ○ I ask how students are and have small talk. ○ <i>Guten Tag, Klasse! Wie geht es euch heute? Ich hoffe, ihr hattet einen guten Start in den Tag.</i> 	
2 min	Intro	<p>★ Lesson Overview</p> <ul style="list-style-type: none"> ○ I welcome students and briefly introduce the lesson objectives. ○ <i>Heute werdet ihr Zeit haben, die Einkaufsliste zu beenden und eventuelle Veränderungen vorzunehmen.</i> <p>Today, you will have time to finish your “going shopping” presentation and make any adjustments if needed.</p>	Setting clear expectations and objectives at the beginning of the lesson helps students understand the purpose of each activity and stay focused throughout the session.
50 min	Collabo - rative Work	<p>★ “Essen einkaufen”</p> <ul style="list-style-type: none"> ○ Students will have the option to finish or check their slides for improvement with tips. ○ I rotate and check in with every group to make sure they understand everything. ○ I tell and display on Google Slides to students that they need to check their slides for: <ul style="list-style-type: none"> ■ Different drinks for the day ■ Total cost? ■ Do not use the same meal twice ■ Did you ensure the meal is balanced and nutritious? ■ Check upper and lower case letters ■ Check spelling 	<p>OPEN SCHOLOGY, DOC and SLIDES</p> <p>I remind students of the accusative case (der -> den), while observing and giving feedback</p> <p><i>Modal Verb Usage:</i></p> <ul style="list-style-type: none"> ● Emphasize the use of modal verbs in expressing preferences. ● Encourage students to consider what they might say in German when discussing food they can or want to try.
2 min	Wrap-up	<p>★ Closure</p> <ul style="list-style-type: none"> ○ I encourage students to practice speaking and pronunciation as homework to be ready for the presentations tomorrow. ○ I invite students to ask any final questions or seek clarification on any topics covered. 	

	Back pocket Activity	<ul style="list-style-type: none">★ <i>Duolingo</i>○ <i>I ask students to do the assigned Duolingo lesson</i>★ <i>Gimkit</i>○ <i>I ask students to go to Schoology and open the assigned Gimkit where they are able to practice/learn the new vocabulary</i>	Students may finish earlier than other groups - offer these as additional assignments
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Aileen Hurtig

"What are we eating the next days and what food did we buy in "Kaufland"?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson aims to enhance students' speaking skills and practical application of vocabulary through collaborative group work. By engaging in speaking exercises and creating a shopping list in small groups, students will actively use German language in real-life scenarios, fostering proficiency and confidence in communication. Additionally, the incorporation of visual aids and interactive activities caters to diverse learning styles, promoting deeper understanding and retention of vocabulary.

Objective:

- In small groups, students will create shopping lists and menus for various meal scenarios, applying vocabulary related to food and prices.
- Through collaborative work, students will demonstrate their ability to communicate effectively in German and engage in practical language use.
- Strengthen language skills in both receptive (listening, reading) and productive (speaking, writing) modes.

Standards:

★ Standard 1.1. - Interpersonal Communication

"Students understand and interpret written and spoken language on various topics, conveying meaning clearly and accurately."

- Students engage in spoken interactions with peers while presenting their findings, demonstrating comprehension and expression of ideas.

★ Standard 2.1. - Presentational Writing

"Students are able to present information, concepts, and ideas in written form."

- Students collaboratively create shopping lists and menus, presenting their findings to the class, thereby developing skills in organizing and conveying information.

★ Standard 4.2 - Cultural Perspectives

"Students deepen understanding of language in its cultural context and promote cultural competence"

- By analyzing German grocery store advertisements and discussing meal scenarios, students gain insights into German cultural practices related to food and shopping.

Materials:

- Revolverheld "Lass uns gehen" Song and printed lyrics
- Whiteboard, Laptops
- Shopping List Google Slides for each class
- Grading Categories
- Sticky notes

Agenda:

- Hallo
- Gruppenprojekt - Präsentationen
- Lied und Text
- Redewendung der Woche: Du bist, was du isst.
- Abgabe: Gruppenprojekt
- Lernziele: I can ask someone what I should do using "sollen"

Assessment:

- *Formal Assessment:* The group's shopping lists and menus will be evaluated based on accuracy, completeness, and clarity of expression, with a focus on vocabulary usage and sentence structure. This assignment will be graded in writing and speaking.

Transitions After Every Activity:

- Clearly announce transitions to maintain a structured flow.
- Ensure students understand the shift in activities.

Critical Questions:

- What strategies can you use to effectively sign up groups?
- Did the new feedback exercise meet its goal? How did students participate in this?

Lesson VII

<i>Time</i>	<i>Agenda</i>	<i>Methods</i>	<i>Goals/Teacher Thinking</i>
2 min	Greeting	★ Greeting Class <ul style="list-style-type: none">○ I ask how students are and have small talk.○ <i>Guten Tag, Klasse! Wie geht es euch heute? Ich hoffe, ihr hattet einen guten Start in den Tag.</i>	

2 min	Intro	<p>★ Lesson Overview</p> <ul style="list-style-type: none"> ○ I welcome students and briefly introduce the lesson objectives. ○ <i>“Heute werdet ihr eure Präsentation vorstellen. Ihr bekommt 5 Minuten, um euch zu besprechen. Danach fangen wir mit der ersten Gruppe an”</i> <p>Today, you will finish your presentation and finish all open assignments when done. I looked over the presentations and added tips for you..</p>	Setting clear expectations and objectives at the beginning of the lesson helps students understand the purpose of each activity and stay focused throughout the session.
5 min	Prep	<p>★ Preparation</p> <ul style="list-style-type: none"> ○ I tell students that they have 5 minutes to make any edits to their slide and discuss who is presenting which part of their presentation. ○ I distribute small sticky notes and pens for each table. ○ Once the 5 minutes are up, I tell students that I want them to jot down one good point of feedback for the group or an individual and one point for improvement. They are asked to share it with me and I'll give the feedback form including the sticky notes to the students after the presentations. 	<p>Distribute Sticky Notes</p> <p><u>Monitoring student progress and providing assistance as needed to promote active participation.</u></p>
47 min	Group Presentations	<p>★ Presentations “Essen einkaufen”</p> <ul style="list-style-type: none"> ○ Students will present their findings to the class ○ I am grading the presentations with the feedback form and add any informations from students sticky notes ○ I ask the presenter questions like: Was your meal healthy? Is it balanced? What is the difference between your total cost and the cost of the previous group?.... ○ <i>“Ist das gesund? Ist es ausgewogen? Was ist der Unterschied zwischen euren Kosten und den Kostend er vorherigen Gruppe?...”</i> 	<p>OPEN GOOGLE SLIDES</p> <p>Sit in the back of the room with the feedback form</p>
2 min	Wrap-up	<p>★ Closure</p> <ul style="list-style-type: none"> ○ I encourage students to review the vocabulary ○ I invite students to ask any final questions or seek clarification on any topics covered. 	
	Back pocket Activity	<p>★ Song</p> <ul style="list-style-type: none"> ○ <i>I ask students to grab the lyrics and we translate them together</i> ○ <i>We listen to the song</i> 	OPEN YOUTUBE

Lesson VIII

56 min class

"Do you enjoy German sweets, and if you do, how would you order them in German?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson aims to immerse students in the cultural aspect of German sweets while providing an opportunity for language practice. Exploring culinary traditions offers a tangible connection to the German way of life, fostering cultural understanding and appreciation. The tasting activity not only engages students in a sensory experience but also provides a context for the application of modal verbs in a practical, real-world setting. By incorporating a variety of sweets, students can explore the diversity of German desserts and their role in social settings.

Objective:

The objective of this lesson is twofold:

- *Cultural Exploration:* Students will explore the world of German sweets, including cakes, chocolates, cookies, and desserts, gaining insights into their significance in German culture.
- *Language Practice:* Students will review and practice modal verbs in the context of making requests, expressing preferences, and engaging in a customer-seller role-play during the tasting activity.

Standards:

- Communication (Interpersonal) (ACTFL Standard 1.1): Students engage in conversations during the tasting activity, applying modal verbs to make requests and express preferences.
- Communication (Interpretive) (ACTFL Standard 1.2): Students interpret information from video clips about German sweets, demonstrating comprehension.
- Cultural Competency (ACTFL Standard 2.1): The lesson contributes to cultural understanding by exploring the significance of German sweets, connecting language learning with cultural practices.
- Presentational Communication (ACTFL Standard 1.1): Through the discussion and reflection, students present information about the German sweets they tasted, demonstrating their ability to communicate in German.

By addressing these standards, the lesson aims to enhance students' communicative competence, cultural awareness, and proficiency in using modal verbs.

Materials:

- Video Clips:

- [German Sweets Video 1](#)
- [German Sweets Video 2](#)
- Prepared post-its with pronouns
- Sweets for Tasting (brought in by the teacher)
- Station Labels (Customer and Seller)
- Timer
- Agenda

Agenda:

- Hallo
- Grammatik Rückblick
- Video's
- Verkostung
- Redewendung der Woche: Du bist, was du isst.
- Abgabe: Gruppenprojekt
- Lernziele: I can ask someone what I should do using "sollen"

Assessment:

- Assess students' use of modal verbs during the tasting activity.
- Observe their engagement and participation in the customer-seller role-play.
- Evaluate comprehension through their responses during the video exploration and discussion.

Transitions After Every Activity:

- Smooth transitions will be maintained through clear instructions and time management.

Critical Questions:

1. To what extent did students apply their knowledge of modal verbs in real-life scenarios during the tasting activity?
2. Were there any challenges or hesitations in using modal verbs during the role-play scenarios?
3. What cultural insights did students gain during the tasting activity, and how did they express these insights during the discussion?

Lesson VIII

Time	Agenda	Methods	Goals/Teacher Thinking
2 min	Intro	★ <i>Greeting in German (2 min)</i> <ul style="list-style-type: none"> ○ I greet the class and ask the students how they are - "shit chat". 	Inclusive Classroom By greeting the class in German and asking how they are, I aim

		<ul style="list-style-type: none"> ○ I am providing an overview of the day's lesson. <ul style="list-style-type: none"> ■ <i>Guten Tag, liebe Schülerinnen und Schüler! Ich hoffe, euch geht es gut. Heute erwartet uns eine süße Lektion, denn wir werden uns mit deutschen Süßigkeiten beschäftigen. Wer von euch nascht gerne? Ich bin sicher, dass wir heute einige interessante Leckereien entdecken werden.</i> <i>Aber bevor wir uns in die Welt der deutschen Süßigkeiten stürzen, lasst uns kurz zurückblicken, was wir bisher gelernt haben. erinnert ihr euch an die Modalverben? Genau, diese kleinen Wörter, die uns helfen, höfliche Bitten auszudrücken und Präferenzen zu äußern. Heute werden wir sie in Aktion sehen, während wir über Süßigkeiten sprechen.</i> <i>Ich habe auch ein paar kurze Videos vorbereitet, die uns einen Einblick in die Vielfalt der deutschen Süßigkeiten geben. Lasst uns diese gemeinsam ansehen und dann zu einer kleinen Verkostung übergehen. Seid ihr bereit? Los geht's!</i> Good morning, dear students! I hope you're doing well. Today, we have a sweet lesson ahead of us because we'll be diving into the world of German sweets. How many of you enjoy sweets? I'm sure we'll discover some interesting treats today. But before we delve into the world of German sweets, let's take a moment to recap what we've learned so far. Do you remember the modal verbs? Exactly, those little words that help us express polite requests and preferences. We'll see them in action today as we talk about sweets. I've also prepared a few short videos that will give us insight into the variety of German sweets. Let's watch them together and then move on to a little tasting session. Are you ready? Let's get started! 	<p>to establish a positive and inclusive learning environment.</p>
10 min	Grammar Review	<ul style="list-style-type: none"> ★ <i>Review (2 min)</i> ○ Conduct a brief review of modal verbs, emphasizing their use in making polite requests and expressing preferences. ○ Provide examples orally and written on the whiteboard and encourage students to create sentences using modal verbs. 	<p><u>Application of Modal Verbs:</u></p> <ul style="list-style-type: none"> ● Reinforces the use of modal verbs in a practical context. ● Encourages students to apply these modal verbs to

- *Gut, nehmen wir uns einen Moment Zeit, um uns wieder mit den Modalverben vertraut zu machen. Erinnert euch daran, dass Modalverben uns dabei helfen, höfliche Bitten auszudrücken und Präferenzen zu äußern. Zum Beispiel sind 'können,' 'wollen,' 'sollen,' 'dürfen,' 'müssen' und 'mögen' Modalverben.*

Lasst mich euch ein schnelles Beispiel geben. Wenn ihr höflich um etwas bitten möchtet, könntet ihr sagen: 'Kann ich bitte ein Stück Schokolade haben?' Hier ist 'kann' unser Modalverb. Wer kann mir ein weiteres Beispiel für einen Satz mit einem Modalverb geben?" Ermutigen Sie die Schülerinnen und Schüler, Beispiele zu teilen, und geben Sie bei Bedarf zusätzliche Beispiele, um das Verständnis zu fördern.

Alright, let's take a moment to refresh our memory on modal verbs. Remember, modal verbs are those handy words that help us express politeness and preferences. For example, 'can,' 'want,' 'must,' 'like', 'may,' and 'should' are modal verbs.

Let me give you a quick example. If you want to ask for something politely, you might say, 'Can I have a piece of chocolate, please?' Here, 'can' is our modal verb. Now, who can give me another example of a sentence using a modal verb?

★ **Conjugation Modal Verbs (2 min)**

- *In der deutschen Sprache werden Modalverben (können, wollen, mögen, sollen, müssen, dürfen) auf eine besondere Weise konjugiert. Ich werde erklären, wie man Modalverben im Präsens konjugiert.*
In German, modal verbs are conjugated in a distinct way. I'll explain how to conjugate modal verbs in the present tense.

★ I encourage students to volunteer to answer how you conjugate modal verbs

★ I display the following chart on the screen or write it on the whiteboard to be able to explain the conjugation with the students together:

- 1. Konjugation in der Einzahl:
 - ich soll (I should)
 - du sollst (you should - informelle Einzahl)

express their preferences and obligations

STUDENTS CHOOSE TO REVIEW OLDER HANDOUTS OR TAKE NOTES AGAIN

- er soll (he should)
- sie soll (she should)
- es soll (it should)
- 2. Konjugation in der Mehrzahl:
 - wir sollen (we should)
 - ihr sollt (you should - informelle Mehrzahl)
 - sie sollen (they should)
 - Sie sollen (you should - formelle Anrede)

★ *Interactive (6 min)*

- I give students post-its and ask them to write one sentence with a modal verb to the corresponding pronoun and attach them to the whiteboard with the same pronoun
- I ask for students to volunteer and pick another students post-it and read it out loud
- I ask students for the specific meaning of the chosen modal verb
 - *Nun machen wir diese Wiederholung etwas interaktiver. Ich werde jedem von euch einen Post-it-Zettel geben, und ich möchte, dass ihr einen Satz mit einem Modalverb schreibt. Ordnet das Modalverb dem entsprechenden Pronomen zu. Zum Beispiel 'Ich kann,' 'Du sollst,' 'Sie würde,' und so weiter. Wenn ihr fertig seid, klebt euren Post-it-Zettel an die Tafel neben das passende Pronomen. Wer möchte sich freiwillig melden, um einen Post-it-Zettel von der Tafel zu nehmen und ihn laut vorzulesen? Super! Nachdem du ihn vorgelesen hast, kannst du uns die spezifische Bedeutung des verwendeten Modalverbs mitteilen? Lassen Sie uns das interaktiv gestalten und sehen, wie gut wir uns an die Bedeutungen erinnern.* Now, let's make this review a bit interactive. I'm going to give each of you a post-it note, and I want you to write a sentence using a modal verb. Match the modal verb to the corresponding pronoun. For example, 'I can,' 'You should,' 'She would,' and so on. Once you're done, stick your post-it on the whiteboard next to the matching pronoun.

Provide Post-its

Encourage active participation and discussion as students read out sentences and explain the meanings of the modal verbs they've chosen.

Positive Reinforcement

- I use positive language to acknowledge the students' efforts and achievements during the lesson.

Expressing enthusiasm and appreciation for their work promotes a positive classroom atmosphere.

		<p>Now, who would like to volunteer to pick a post-it from the board and read it out loud? Great! After reading it, can you tell us the specific meaning of the modal verb used in that sentence? Let's keep it engaging and see how well we remember the meanings.</p>	
17 min	Media analysis	<p>★ Video Exploration</p> <ul style="list-style-type: none"> ○ <u>Video 1:</u> <ul style="list-style-type: none"> ■ I show the first video clip on German sweets. ■ I pause at key points to discuss what students see. ■ I ask comprehension questions, encouraging responses in German. ○ <u>Video 2:</u> <ul style="list-style-type: none"> ■ I show the second video clip, focusing on different aspects of German sweets. ■ I pause for discussions and questions. ■ I connect information from both videos to the cultural context of German sweets. ○ <i>Okay, tauchen wir in die süße Seite der deutschen Kultur ein. Ich habe zwei interessante Videoclips über deutsche Süßigkeiten für uns zum Erkunden.</i> <u>Video 1:</u> <i>Ich starte das erste Video, und während wir zuschauen, werde ich an Schlüsselstellen pausieren, um zu besprechen, was wir sehen. Teilt gerne eure Beobachtungen und Gedanken auf Deutsch. Nach dem Video werde ich einige Verständnisfragen stellen, um unser Wissen zu vertiefen.</i> Video-Verständnisfragen: <ol style="list-style-type: none"> 1. Welche Rituale sind mit Kuchen in Deutschland verbunden? 2. Welche anderen klassischen deutschen Kuchen werden im Video erwähnt? 3. Wann begann die deutsche Kaffee- und Kuchenkultur? 4. Was ist der Unterschied zwischen Torte und Kuchen auf Deutsch? 	<p style="text-align: center;">Open You-Tube</p> <p>Pause strategically to check comprehension and encourage students to share observations in German.</p> <p style="text-align: center;">STUDENTS CAN WRITE NOTES IN THEIR NOTEBOOK</p> <p><u>Promote Critical Thinking</u> Use questions to prompt deeper analysis and comparison between the different cultural perspectives.</p> <p style="text-align: center;">Assess their knowledge</p>

5. Wie hat sich die Nachfrage nach deutschen Kuchen in den letzten Jahren verändert?

Video 2:

Jetzt geht es weiter mit dem zweiten Video. Dieses wird verschiedene Aspekte deutscher Süßigkeiten beleuchten. Auch hier werden wir für Diskussionen und Fragen pausieren. Versuchen wir, die Informationen aus beiden Videos mit dem kulturellen Kontext deutscher Süßigkeiten zu verknüpfen. Bereitet euch darauf vor, euch aktiv mit dem Inhalt auseinanderzusetzen und eure Gedanken auf Deutsch auszudrücken.

Video-Verständnisfragen:

- 1. Welche beliebten Artikel kaufen Deutsche in der Bäckerei?**
- 2. Wie würde man "zwei normale Brötchen" in einer deutschen Bäckerei bestellen?**
- 3. Welche Arten von Gebäck und Brot werden im Video bestellt?**
- 4. Welche Artikel bestellt die Person im Video zum Mitnehmen?**
- 5. Welches Sprachlernwerkzeug wird am Ende des Videos empfohlen?**

Alright, let's delve into the sweet side of German culture. I have two interesting video clips about German sweets for us to explore.

Video 1:

I'll start the first video, and as we watch, I'll pause at key points for us to discuss what we see. Feel free to share your observations and thoughts in German. After the video, I'll ask some comprehension questions to deepen our understanding.

Video Comprehension Questions:

- 1. What are the rituals associated with cake in Germany?**
- 2. What are some of the other German classic cakes mentioned in the video?**
- 3. When did the German coffee and cake culture begin?**
- 4. What is the difference between Torte and Kuchen in German?**
- 5. How has the demand for German cakes changed in recent years?**

Video 2:

Now, onto the second video. This one will focus on different aspects of German sweets. Again, we'll pause for discussions and questions. Let's try to connect the information from both videos to the cultural context of

		<p>German sweets. Get ready to engage with the content and express your thoughts in German.</p> <p>Video Comprehension Questions:</p> <ol style="list-style-type: none"> 1. What are some popular items that Germans buy from the bakery? 2. How would you order "two normal rolls" in a German bakery? 3. What types of pastries and bread are ordered in the video? 4. What are some of the items that the person in the video orders for takeout? 5. What language learning tool is recommended at the end of the video? 	
19 min	Interactive Play	<p>★ Tasting Activity (15 min)</p> <ul style="list-style-type: none"> ○ I set up different tasting stations with a variety of German sweets (cakes, chocolates, cookies, desserts). ○ I label each station as either "Customer" or "Seller." ○ In pairs, students rotate between stations, taking turns playing the roles of customer and seller. ○ Customers use modal verbs to make requests and express preferences, while sellers describe the sweets and provide information. ○ I encourage students to use the modal verbs practiced earlier. <ul style="list-style-type: none"> ■ <i>Macht euch bereit für ein schmackhaftes Abenteuer! Wir haben verschiedene Verkostungsstationen mit einer Vielzahl von köstlichen deutschen Süßigkeiten – Kuchen, Schokoladen, Keksen und Desserts.</i> <i>Jede Station ist entweder als 'Kunde' oder 'Verkäufer' gekennzeichnet. In Paaren werdet ihr zwischen den Stationen rotieren und abwechselnd die Rollen des Kunden und des Verkäufers übernehmen. Kunden, verwendet die Modalverben, die wir zuvor besprochen haben, um Anfragen zu stellen und eure Vorlieben auszudrücken. Verkäufer, beschreibt die Süßigkeiten und gibt Informationen.</i> 	<p>Display question and answer starter on whiteboard</p> <p><u>Offering Support and Assistance:</u> I recognize that some students may require support or assistance, especially when crafting sentences in a foreign language. I display help on the whiteboard and I stand ready to provide help as needed, ensuring that students feel confident in their attempts and fostering a supportive learning environment.</p> <p><u>Collaboration:</u> The purpose of this step is to encourage students to collaborate and refine their</p>

Denkt daran, die Modalverben, die wir geübt haben, einzubinden. Lass uns das zu einer geschmackvollen und sprachintensiven Erfahrung machen!

Get ready for a tasty adventure! We have different tasting stations with a variety of delicious German sweets—cakes, chocolates, cookies, and desserts.

Each station is labeled either 'Customer' or 'Seller.' In pairs, you'll rotate between stations, taking turns playing the roles of customer and seller. Customers, use those modal verbs we reviewed earlier to make requests and express your preferences. Sellers, describe the sweets and provide information.

Remember to incorporate the modal verbs we've practiced. Let's make this a flavorful and language-rich experience!

★ *Discussion and Reflection (4 min)*

- I gather the class for a brief discussion on their tasting experience.
- I ask students to share their favorite sweets and express their preferences using modal verbs.
- I discuss any cultural insights gained from the activity.

- *Kommen wir für eine kurze Diskussion über unsere Verkostungserfahrung zusammen. Ich bin gespannt darauf, von euren Lieblings Süßigkeiten zu hören und wie ihr eure Vorlieben mithilfe von Modalverben ausgedrückt habt. Jeder von euch hat die Rollen des Kunden und des Verkäufers gespielt, also teilt eure Gedanken dazu mit.*

Außerdem wollen wir über eventuelle kulturelle Erkenntnisse sprechen, die ihr aus dieser Aktivität gewonnen habt. Was habt ihr während unseres Verkostungsabenteuers über den kulturellen Kontext deutscher Süßigkeiten beobachtet?

Let's come together for a quick discussion about our tasting experience. I'm curious to hear about your favorite sweets and how you expressed your preferences using modal verbs. Each of you played both roles of customer and seller, so share your thoughts on that.

responses by talking through any possible scene.

I facilitate an open discussion, linking individual experiences to broader cultural understanding.

		<p>Additionally, let's talk about any cultural insights you gained from this activity. What did you observe about the cultural context of German sweets during our tasting adventure?</p>	
2 min	Wrap - up	<p>★ Closing(2 min)</p> <p><i>Während unsere süße Reise zu Ende geht, möchte ich mich bei euch allen für eure aktive Beteiligung bedanken. Es ist großartig zu sehen, wie ihr Modalverben in einem realen Kontext während unserer Verkostungsaktivität angewendet habt. Denkt daran, Sprache geht nicht nur um Wörter; es geht um Kommunikation und kulturelles Verständnis.</i></p> <p><i>Als Hausaufgabe könnt ihr darüber nachdenken, wie die heutige Erkundung deutscher Süßigkeiten mit dem breiteren Thema von Sprache, Kultur und Kommunikation zusammenhängt. Welche Erkenntnisse habt ihr über die Rolle von Essen in kulturellen Austausch gewonnen?</i></p> <p><i>Auf Wiedersehen, und ich freue mich auf unser nächstes Sprach- und Kulturabenteuer!</i></p> <p>As our sweet journey comes to an end, I want to thank you all for your active participation. It's wonderful to see how you applied modal verbs in a real-life context during our tasting activity. Remember, language is not just about words; it's about communication and cultural understanding.</p> <p>For your homework, reflect on how today's exploration of German sweets connects to the broader theme of language, culture, and communication. What insights did you gain about the role of food in cultural exchanges? Auf Wiedersehen, and I look forward to our next language and cultural adventure!</p>	
	Back Pocket Activities	<p>★ Recipe Creation:</p> <ul style="list-style-type: none"> ○ Instructions: <ul style="list-style-type: none"> <u>Individual or Group Task:</u> Students can work individually or in small groups. <u>Task Description:</u> Ask students to create their own German-inspired sweet recipe. They should include details like ingredients, preparation steps, and a brief description of the cultural significance of dessert. 	Both activities will reinforce the knowledge students have gained during the lesson and make learning fun.

		<p><u>Modal Verbs Integration:</u> Encourage students to use modal verbs in their recipes to express suggestions, preferences, and recommendations.</p> <p><u>Writing Component:</u> This activity involves a significant writing component where students articulate their ideas in the form of a recipe.</p> <p>★ <i>Memory Game from Lesson 1:</i></p> <ul style="list-style-type: none"> ○ I ask them to join <u>Nearpod</u> and match the German dish names with the corresponding images from flashcards <ul style="list-style-type: none"> ■ <i>Öffne Nearpod unter diesem Link. Finde das passende Gericht zu dem richtigen Wort.</i> Open Nearpod under the link. Find the corresponding dish for each word. 	
	Homework	<p>Answer the questions and exercises on the worksheet.</p> <p>Write about your favorite cake and fill in the blanks.</p>	

Aileen

Hausaufgabe:

Schreibe dein Lieblingskuchen mit Modalverben

(Write your favorite German cake preference with modal verbs)

Vorgegebene Wörter:

(Given Words)

gehen mögen wollen sollen essen backen probieren können essen kann einkaufen

Ich _____ Schwarzwälder Kirschtorte _____.

Er _____ heute Nachmittag einen Butterkeks _____.

Wir _____ einen Schokoladenkuchen _____.

Ihr _____ keinen Strudel _____.

Oma und Opa _____ in die Bäckerei _____.

Schreibe drei weitere Sätze zu deinen Lieblingskuchen

(Write three more sentences for your favorite cake)

Lesson IX

44 min class

“Can I effectively communicate in German when navigating the city and shopping for groceries?”

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson is designed to provide students with opportunities to practice and demonstrate their German language skills in real-world contexts related to navigating the city and shopping. By engaging in writing exercises and collaborative speaking practice with flashcards, students will strengthen their language proficiency and reinforce vocabulary acquisition. This lesson is particularly relevant at this time as it aligns with the unit theme and allows students to apply their learning in practical scenarios, preparing them for effective communication in German-speaking environments.

Objective:

- Through collaborative work, students will demonstrate their ability to communicate effectively in German and engage in practical language use.
- Students will identify and correctly use “sollen” in sentences.
- Students will demonstrate written communication skills and identify correct vocabulary use.
- Strengthen language skills in both receptive (listening, reading) and productive (speaking, writing) modes.

Standards:

★ Standard 1.1. - Interpersonal Communication

“Students understand and interpret written and spoken language on various topics, conveying meaning clearly and accurately.”

- Students engage in spoken interactions with peers while presenting their findings, demonstrating comprehension and expression of ideas.

★ Standard 2.1. - Presentational Writing

“Students are able to present information, concepts, and ideas in written form.”

- Students apply language skills and cultural knowledge in real-world contexts.
- The individual writing exercise serves as a formal assessment aligned with this standard. Students are required to apply vocabulary and verb conjugation rules to create written sentences accurately, demonstrating their proficiency in written communication.

★ Standard 4.2. - Cultural Perspectives

“Students deepen understanding of language in its cultural context and promote cultural competence”

- Students are exposed to German cultural practices and language nuances, deepening their understanding of language in its cultural context.

Materials:

- Whiteboard, Laptops
- Writing Exercise Printout
- Speaking prompts
- Flashcards
- Grading Categories
- Pens, Eraser, Sharpener
- Agenda

Agenda:

- Hallo
- Schreibaufgabe
- Sprechen mit Karten
- Redewendung der Woche: Du bist, was du isst.
- Lernziele: I can ask someone what I should do using “sollen”

Assessment:

- *Formal Assessment:* The group's shopping lists and menus will be evaluated based on accuracy, completeness, and clarity of expression, with a focus on vocabulary usage and sentence structure. This assignment will be graded in writing and speaking.

Transitions After Every Activity:

- Clearly announce transitions to maintain a structured flow.
- Ensure students understand the shift in activities.

Critical Questions:

- Was the scaffolded writing exercise applicable to the students' knowledge?
- Did the new feedback exercise meet its goal? How did students participate in this?

Lesson IX

Time	Agenda	Methods	Goals/Teacher Thinking
2 min	Greeting	★ Greeting Class	

		<ul style="list-style-type: none"> ○ I ask how students are and have small talk. ○ <i>Guten Tag, Klasse! Wie geht es euch heute? Ich hoffe, ihr hattet einen guten Start in den Tag.</i> 	
2 min	Intro	<p>★ Lesson Overview</p> <ul style="list-style-type: none"> ○ I welcome students and briefly introduce the lesson objectives. ○ <i>Heute werdet ihr das Schreiben mit den erlernten Vokabeln üben. Die Schreibaufgabe wird bewertet. Danach werden wir das Sprechen mit Partnern üben.</i> <p>Today, you will practice writing with the acquired vocabulary and it will be graded. Afterwards, we will practice speaking with flashcards and asking questions.</p>	Setting clear expectations and objectives at the beginning of the lesson helps students understand the purpose of each activity and stay focused throughout the session.
18 min	Individual Exercise	<p>★ Individual Writing Exercise</p> <ul style="list-style-type: none"> ○ I ask two students to distribute the writing assignment to all students. ○ I provide an example on the first exercise and model it on the whiteboard in the document: <ul style="list-style-type: none"> ■ <i>Wo kauft ihr das? Wir kaufen die Tomaten im Supermarkt.</i> ■ <i>Was kaufst du in der Bäckerei? Ich kaufe eine Brezel.</i> ○ <i>Ich möchte, dass ihr die richtigen Vokabeln einsetzt und die Verben konjugiert.</i> <p>I want you to insert the correct vocabulary and conjugate the verb to the corresponding pronoun.</p> <ul style="list-style-type: none"> ○ I tell them briefly what to do for #2 and #3 <ul style="list-style-type: none"> ■ <i>Beantworte die Fragen mit dem passenden Bild.</i> Answer the question with the corresponding picture. ■ <i>Beschreibe das Bild mit Vokabeln der Unit. Nutze die vorgeschlagenen Fragen als Inspiration, um einen kurzen Paragraph zu schreiben. Schreibe mindestens 6 Sätze.</i> Describe the picture with the vocabulary of the unit. Use the provided questions as a guideline and help to write a paragraph. Write at least 6 sentences. ○ I answer any questions and check in with students while they work on the exercise. 	<p>OPEN GOOGLE DOC</p> <p>I rotate and answer questions if they arise, focus on students with IEP/504 or struggle in general</p>
20 min	Small Group Practice	<p>★ "Speaking Prompts" (5 min)</p> <ul style="list-style-type: none"> ○ I show students the speaking prompts on the Google Slides and let them answer with 2-3 answers after modeling an example. 	<p>OPEN Google Slides</p> <p><i>Reinforce Vocabulary:</i></p>

		<ul style="list-style-type: none"> ○ I repeat and highlight the difference of “wohin” and “wo” (where and where are not the same) ○ <i>“Wohin gehst du? Was bedeutet das? Richtig. Where do you go! Wie kann man darauf antworten? Zb. mit “Ich gehe in die Bäckerei.” Aber was sagen wir bei: Wo kaufst du den Apfel? Ja, Where do you buy the apple! “Wo” describes the location and “Wohin” describes you are moving towards a location. Nächstes Beispiel..... ”</i> <p>★ Practice with “Sprechen mit Karten” (10 min)</p> <ul style="list-style-type: none"> ● I distribute speaking prompt flashcards (matching the google slides) and ask students to use their flashcards as well. ● I monitor and assist students as needed. ● I ask students to practice (with a different partner every 2 minutes) asking and answering with the new vocabulary. ● <i>“Nimm deine Bildkarten und die Fragekarten und arbeite mit deinem Nachbarn. Versuche die Wörter richtig zu betonen. Ich werde umherlaufen und zuhören.”</i> <p>Grab your flashcards ans speaking prompts and practice the pronunciation with your neighbor. I will walk around and listen.</p> <p>★ Share out loud (5 min)</p> <ul style="list-style-type: none"> ● I draw names and request that the student provide the word in response to the presented flashcard ● I let students answer questions individually using full sentences. ● I share and discuss answers as a class. 	<p>The practice helps students practice listening and comprehension.</p> <p>Facilitating speaking practice and promoting active language use.</p> <p><u>Monitoring student progress and providing assistance as needed to promote active participation.</u></p> <p>Display 2 minutes timer</p>
2 min	Wrap-up	<p>★ Closure</p> <ul style="list-style-type: none"> ○ I encourage students to review the vocabulary ○ I invite students to ask any final questions or seek clarification on any topics covered. 	
	Back pocket Activity	<p>★ Gimkit</p> <ul style="list-style-type: none"> ○ I ask students to go to Schoology and open the assigned Gimkit where they are able to practice the vocabulary 	

★ *Picture description*

- I provide students with a picture (at the butcher) and ask them to describe the picture in writing 5 sentences about it

[OPEN Google doc](#)

Aileen Hurtig

Lesson X

56 min class

"What makes German food festivals so cool, and which one would you want to check out?"

Class:

- 9th/10th grade, German II, Novice Intermediate to High
- Two different classes: first - 16 students, second - 26 students
- Many students are multilingual, ESL students, 2-3 504 students, 3-7 IEP students

Rationale: Why This Lesson For These Students Right Now?

This lesson builds on the cultural exploration of German cuisine and provides students with the opportunity to delve deeper into specific food festivals, enhancing their understanding of German traditions. It also serves as a preparatory step for the final assessment, where students will engage in a culinary cultural dialogue.

Objective:

- Students will conduct cultural research on German food festivals.
- Students will create individual information slides on Google Slides.
- Students will engage in a collaborative discussion about the festivals, preparing for the final assessment.

Standards:

- Communication (Interpersonal) (ACTFL Standard 1.1): Students engage in conversations, provide and obtain information.
- Communication (Interpretive) (ACTFL Standard 1.2): Students understand and interpret spoken and written language on diverse topics.
- Cultural Competency (ACTFL Standard 2.1): Students demonstrate an understanding of the relationship between practices and perspectives of the culture studied.
- ACTFL Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

By addressing these standards, the lesson aims to enhance students' communicative competence, cultural awareness, and proficiency in using modal verbs.

Materials:

- List of German food festivals
- Online research materials (books, articles, online resources)
- Whiteboard and markers
- Collaborative Google Slides Document
- Laptops or devices for research
- Presentation guidelines handout
- Timer

- Agenda

Agenda:

- Hallo
- Research: Essensfestivals
- Redewendung der Woche: Du bist, was du isst.
- Lernziele: I can ask someone what I should do using “sollen”

Assessment:

- Formative assessment during the Google Slides creation, monitoring engagement and understanding.
- Evaluation of the depth and clarity of information on the individual Google Slides.
- Participation in the collaborative discussion, assessing students' ability to connect festival information to broader cultural themes.

Transitions After Every Activity:

- Smooth transitions will be maintained through clear instructions and time management.

Critical Questions:

1. What cultural insights did you gain from researching your assigned festival?
2. How can the cultural aspects of food festivals contribute to a deeper understanding of German culture?
3. What connections can you make between the festivals and the broader theme of German food culture?

Lesson X

<i>Time</i>	<i>Agenda</i>	<i>Methods</i>	<i>Goals/Teacher Thinking</i>
2 min	Intro	<p>★ <i>Greeting in German</i></p> <ul style="list-style-type: none"> ○ I greet the class and ask the students how they are - “shit chat”. ○ I am providing an overview of the day's lesson. <ul style="list-style-type: none"> ■ <i>Guten Tag, liebe Schülerinnen und Schüler! Wie geht es euch heute? Ich hoffe, ihr seid alle wohlauf und bereit für unsere heutige Deutschstunde. Heute werden wir uns mit deutschen Essensfestivals beschäftigen. Wir werden verschiedene Festivals erforschen und herausfinden, was sie so besonders macht. Jeder von euch wird die Gelegenheit haben,</i> 	<p><u>Inclusive Classroom</u> By greeting the class in German and asking how they are, I aim to establish a positive and inclusive learning environment.</p>

		<p><i>ein Festival genauer unter die Lupe zu nehmen und diese Informationen mit der Klasse zu teilen.</i></p> <p><i>Aber bevor wir beginnen, lasst uns kurz plaudern. Wie war euer Tag bisher? Hat jemand etwas Aufregendes zu teilen? Jetzt, lasst uns gemeinsam in das Thema eintauchen und entdecken, was die deutschen Essensfestivals so einzigartig macht. Seid ihr bereit? Lasst uns anfangen!</i></p> <p>Good day, dear students! How are you all today? I hope you're all doing well and ready for our German class.</p> <p>Today, we will explore German food festivals. We will delve into various festivals and discover what makes them so special. Each of you will have the opportunity to take a closer look at a festival and share this information with the class.</p> <p>But before we start, let's have a quick chat. How has your day been so far? Does anyone have something exciting to share? Now, let's dive into the topic together and explore what makes German food festivals unique. Are you ready? Let's get started!</p>	
32 min	Research	<p>★ Culture Research Session (14 min) .</p> <ul style="list-style-type: none"> ○ I assign each student a different German food festival to research. ○ I provide research materials and guidelines. ○ Students research key aspects of their assigned festival (When, Where, What, Since when, How many people, Food, Music, Drinks, Similar Events in US, any special findings). ■ <i>Jeder Schüler bekommt ein anderes deutsches Lebensmittelfestival zugeteilt. Eure Aufgabe ist es, wichtige Informationen zu diesem Festival zu recherchieren, damit wir sie dann gemeinsam besprechen können.</i> <p>Each student will be assigned a different German food festival. Your task is to research key information about this festival so we can discuss it together.</p>	<p><u>Promoting Research Skills</u> I encourage students to develop effective research skills by seeking information on various aspects of assigned German food festivals. This includes honing skills in information gathering, analysis, and synthesis.</p>

- *Teilt euch in Gruppen oder Paare auf, und dann bekommt jede Gruppe oder jedes Paar ein anderes deutsches Lebensmittelfestival zugeteilt. Hier sind die Fragen, die ihr recherchieren sollt: Wann findet das Festival statt? Wo wird es veranstaltet? Was wird dort gemacht? Seit wann gibt es das Festival? Wie viele Menschen besuchen es? Welche Speisen werden angeboten? Gibt es besondere Musik oder Getränke? Gibt es ähnliche Veranstaltungen in den USA? Gibt es noch besondere Erkenntnisse?*

Form into groups or pairs, and each group or pair will be assigned a different German food festival. Here are the questions you should research: When does the festival take place? Where is it held? What activities are there? Since when has the festival been around? How many people attend it? What food is offered? Are there special music or drinks? Are there similar events in the USA? Any special findings?

★ **Google Slide Creation (15 min)**

- I instruct each student to create an individual Google Slide on their assigned festival.
- I include all researched questions and answers on the slide.
- I encourage them to add a relevant picture to enhance visual appeal.
- I emphasize the importance of clear and concise information.
- I encourage them to focus on clarity and visual aesthetics.

- *Danach werden wir alle diese Informationen in Google Slides festhalten. Ihr werdet eure eigenen Slides erstellen, auf denen ihr alle Fragen beantwortet und ein passendes Bild hinzufügt. Achtet darauf, die Informationen klar und prägnant zu präsentieren. Ich werde euch dabei unterstützen und Fragen beantworten.*

After that, we'll capture all this information in Google Slides. You'll create your own slides, answering all the questions and adding a relevant picture. Pay attention to presenting the information clearly and concisely. I'll be here to assist and answer questions.

★ **Scrolling (3 min)**

- I ask each student to briefly scroll through their Google Slides.

STUDENTS TAKE NOTES

Access Google Slides

Enhancing Digital Literacy

I provide an opportunity for students to enhance their digital literacy skills by creating Google Slides. Emphasize the importance of clear and concise presentation in a digital format.

I circulate among the students to offer guidance and answer questions.

		<ul style="list-style-type: none"> ○ I allow a quick overview of the diverse festival information. <ul style="list-style-type: none"> ■ <i>Jetzt, nachdem jeder seine Präsentation erstellt hat, werden wir einen kurzen Blick darauf werfen. Ihr könnt durch eure Google Slides blättern, damit wir eine schnelle Übersicht über die vielfältigen Festivalinformationen erhalten. Los geht's!</i> <p>Now that everyone has created their presentations, we'll take a brief look. You can scroll through your Google Slides to give us a quick overview of the diverse festival information. Let's get started!</p>	
20 min	Share-out	<ul style="list-style-type: none"> ★ Oral Presentation ○ I instruct some shy students beforehand to share one highlight of their assigned festivals. ○ I invite volunteers to share their individual Google Slides with the class. ○ I facilitate a brief Q&A session after each presentation. ○ I lead a discussion about commonalities and differences among the festivals. ○ I encourage students to share insights, ask questions, and make connections to the broader theme of German food culture. <ul style="list-style-type: none"> ■ <i>Dann kommen wir zum mündlichen Präsentationsteil. Ich weiß, dass einige von euch vielleicht ein wenig schüchtern sind, also habe ich im Voraus mit einigen Schülern gesprochen, damit sie ein Highlight ihres zugewiesenen Festivals teilen können. Auf diese Weise bekommt jeder die Gelegenheit, beizutragen. Ich begrüße auch gerne Freiwillige, um ihre Präsentationen zu teilen, und wir können die Ergebnisse kurz besprechen. Was ist dein interessantester Fakt?</i> <p>Now, let's move on to the oral presentation part. I know some of you might be a bit shy, so I've talked to a few students beforehand to share one highlight of their assigned festivals. This way, everyone gets a chance to contribute. I also welcome volunteers to share and we can discuss the findings briefly. What is your most interesting fact?</p>	<p><u>Presentation Skills</u> Prepare students for future oral presentations by having them create individual Google Slides. This builds skills in organizing information, using visuals, and presenting to an audience.</p>

2 min	Wrap - up	<p>★ <i>Closing(2 min)</i></p> <p><i>Denkt daran, dass das Erlernen einer Sprache nicht nur Vokabeln und Grammatik beinhaltet, sondern auch das Verbinden mit der Kultur und den Menschen. Ich ermutige euch, eure Festivalinformationen für die Bewertung morgen zu überprüfen, und wenn ihr Fragen habt, könnt ihr euch gerne melden. Macht weiter so, und ich freue mich auf unsere abschließende Bewertungssitzung morgen. Bis morgen!</i></p> <p>As we wrap up, remember, language learning is not just about vocabulary and grammar; it's about connecting with the culture and people. I encourage you to review your festival information for tomorrow's assessment, and if you have any questions, feel free to reach out. Keep up the great work, and I look forward to our final assessment session tomorrow. Bis morgen!</p>	
	Back Pocket Activities	<p>★ <i>Speaking Prompt Circle</i></p> <p>Students will form two circles within each other (the outer circle will stay, the inner circle will rotate) and practice speaking with the speaking prompts and flashcards for one minute. Then the student (inner circle) will move to the right and they repeat practicing speaking...</p> <p>★ <i>Brainstorm</i></p> <p>In case of extra time, I have students engage in a quick brainstorming session about similarities and differences among the festivals.</p>	Both activities will reinforce the knowledge students have gained during the lesson and make learning fun.

Extra: Final Assessment for Unit Part I and II

Title: Culinary Journey and Market Adventures

Description:

Through an interactive oral interview, students will demonstrate their ability to effectively utilize German language skills acquired over the course of the combined unit, encompassing culinary exploration and market adventures. Students will engage in practical language use by asking for directions to specific locations (butcher, supermarket, or bakery) and then proceed to order food items, specifying quantities in terms of weight or number of items.

Instructions:

Direction Inquiry:

- Students will take turns asking the teacher for directions to designated locations (butcher, supermarket, or bakery) using appropriate modal verbs and vocabulary learned throughout the unit.
- Example inquiries: "Wo ist die Bäckerei, bitte?" (Where is the bakery, please?) or "Wie komme ich zum Supermarkt?" (How do I get to the supermarket?)

Ordering Food:

- Upon receiving directions, students will proceed to "enter" the designated location verbally and engage in ordering food items from a provided menu.
- Students will demonstrate their ability to specify quantities using appropriate German expressions, such as "ein Pfund Kartoffeln" (a pound of potatoes) or "drei Brötchen" (three rolls).

Assessment Criteria:

- *Effective Use of Language:* Students should utilize appropriate modal verbs, vocabulary, and sentence structures learned throughout the unit to ask for directions and order food.
- *Clarity and Accuracy:* Responses should be clear, coherent, and grammatically accurate, with proper pronunciation and intonation.

- *Quantity Specification:* Students should accurately specify quantities of food items using appropriate German expressions for weight or number.
- *Engagement and Participation:* Active engagement and participation throughout the oral interview will be considered.

Overall, this final assessment aims to evaluate students' proficiency in practical language use within the context of culinary exploration and market interactions, consolidating their learning across the combined unit and preparing them for real-world communicative scenarios.

Aileen Hurtig