



SAMPLE TEACHING AND LEARNING OUTLINE

GERMAN: SECOND LANGUAGE

YEAR 3

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.



The sample teaching and learning outline provides a sequential series of content areas through which the German: Second Language syllabus within the *Western Australian Curriculum: Languages* can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 2 German: Second Language, students interacted with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participated in guided group activities, taking turns, exchanging and negotiating, or responded to teacher talk and instruction in German. Students identified specific points of information from familiar types of simple texts to complete guided tasks and convey factual information about their personal worlds. They engaged with a range of imaginative texts, created stories and performed imaginative scenarios.

Students became familiar with the systems of the German language, reproducing the sounds and rhythms of spoken German, and beginning to apply punctuation rules. They recognised and began to write high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and understood some first elements of grammar to generate language for a range of purposeful interactions.

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Sequence of teaching and learning

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Hallo, wie geht's! Students share personal information with others.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> greet peers and teacher in German, using the appropriate greeting introduce themselves by name and ask the question of someone else state their nationality and ask the question of someone use the first and informal second person, <i>ich</i> and <i>du</i> state how they are feeling and ask the question of someone else state their age and ask the question of someone else state where they live and ask the question of someone else describe their favourite things and ask the question of someone else participate in a short conversation with a friend, exchanging information about themselves. 	<p>Introduce and share information about themselves, for example, <i>Wie heißt du?; Ich heiße ... und du? Magst du...?; Ja; Nein; Wie geht's? Gut/Schlecht/Es geht</i> (*content from the Pre-primary syllabus)</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ich habe einen Bruder und zwei Schwestern; Das ist mein Onkel; Meine Schwester ist zehn Jahre alt. Sie hat blaue Augen; Mein Vater ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics; Ich liebe meine Oma; Meine Mutter ist schön</i></p> <p>Participate in routine exchanges such as asking each other how they are and offering wishes, <i>Guten Morgen Frau Jelek, wie geht es Ihnen? Hallo Selens, wie geht es dir? Nicht schlecht und dir? Gute Nacht Papa! Wir sehen uns morgen Frau Jones; Bis später; Viel Glück! Wie heißen Sie?</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, using formulaic expressions such as <i>Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch?</i></p> <p>Locate specific points of information in a range of short written, spoken, multimodal and</p>	<p>Experiment with the pronunciation of short and long single vowel and diphthong sounds, including <i>ja, rot, singen, Sport, Winter, zwei</i></p> <p>Recognise and use the <i>Eszett</i> and <i>Umlaut</i> to pronounce and write familiar German words</p> <p>Experiment with intonation patterns</p> <p>Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i> understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna, Sie heißen Ben und Sarah</i> using present tense forms of irregular verbs such as <i>haben</i> and <i>sein</i> and recognising similarities to the English verbs 'to have' and 'to be' <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p>	<ol style="list-style-type: none"> Greet students with a hand shake and welcome them into the classroom for the first time. During following lessons, use a variety of greetings <i>Hallo, Kinder! Guten Tag!, Guten Morgen! Kommt rein! Setzt euch! Herzlich Willkommen!</i> Model routine for settling students, by introducing the mat session. Introduce yourself saying <i>Hallo! Guten Morgen, Kinder! Ich heiße Frau.....</i>, and repeat several times. Say <i>Ich bin Frau..... Mein Name ist Frau. Say again, Guten Morgen, Kinder!</i> Elicit the response <i>Guten Morgen, Frau</i> from students. Discuss some German words that the students know such as <i>Kindergarten, Kinder Surprise, Volkswagen, Gesundheit</i> and explain how languages 'borrow' some words from each other. Select one student and ask them <i>Wie heißt du?</i> and ask that the student responds with their name. Confirm with student their name <i>Ah, du heißt Peter</i>, then ask the same question of all students. Encourage students to respond with <i>Ich heiße...</i> Read the class roll of student names, asking, for example, <i>Wer ist Peter?</i> and eliciting the response, for example, <i>Ich bin Peter</i>. Respond with <i>Danke!, Dankeschön!</i> or <i>Wunderbar!</i> Roll call can also serve as opportunity to check for understanding and what students have retained from previous lessons. Play with students a ball game. Place students into a circle and hand a ball to one of them. The student with the ball starts the game, choosing another student and asking <i>Wie heißt du?</i> as they roll the ball to that person. The student being asked the question catches the ball and answers the question with <i>Ich heiße Paula</i>. The ball is then rolled to another student, asking, <i>Wie heißt du?</i> The game continues until all students have had an opportunity to ask someone their name and to say their own name. Discuss with students the etiquette of shaking hands and how it is appropriate in German culture. Demonstrate with one student how it is done and ask all students in pairs to practise a few times. Then ask students to stand and mingle. On the sound of a small bell ringing, students find a partner and shake their hand, taking turns to greet and ask, then tell each other their name. Ring the bell again so that students pair up with someone else. Demonstrate how to say goodbye, <i>Tschüß! Auf Wiedersehen. Bis bald!</i> Have students practise again with a phrase of leave-taking included in the conversation. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> use the greeting <i>Guten Morgen</i> and <i>Hallo!</i> for friends ask the question <i>Wie heißt du?</i> and answer with a full sentence, or simply stating their name use the phrase for leave-taking <i>Tschüß! Auf Wiedersehen. Bis bald!</i> <ol style="list-style-type: none"> Introduce German class puppets and discuss their clothing and where they might come from. Encourage students to speak to the puppets, first asking their names by asking the question <i>Wie heißt du?</i> Have the puppets respond <i>Ich heiße Hans</i> or <i>Ich heiße Heidi</i>. Have puppets asking the names, in turn, of all the students. Introduce students to the question Woher kommst du? using the class puppets. Have the puppets respond with <i>Ich komme aus Deutschland</i> to the question <i>Woher kommst du?</i> Have the puppets ask the teacher and students <i>Woher kommst du?</i> with the students responding. Practise new vocabulary with students, for example, should a student answer <i>Australia</i>, the puppet would reply <i>Ah, du kommst aus Australien</i>. Should the student reply <i>Yes</i>, the puppet will say <i>Ja!</i> 	<p>Audio visual clip Hallo! Wie gehts? Video episodes featuring German children, lesson plans and interactive activities. <i>Early Start Languages</i> http://www.earlystart.co.uk/german-new.htm</p> <p>Equipment mat, space and a ball</p> <p>Equipment small bell</p> <p>German puppets Heidi and Hans, dressed in traditional Bavarian costumes</p>

		<p>digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in German, for example, recognising that there are similarities and differences between German and English ways of showing politeness</p>	<p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use</p> <p>Notice differences between German, Australian and other cultures' practices and how these are reflected in language</p>	<p>9. During the mat session, use the application Google Maps and an interactive whiteboard to drop pins on all the countries that represent where the students and puppets are from. Discuss the different languages that are spoken within the class and practise the different ways students know of saying <i>Hello</i>.</p> <p>10. Display a large world map and mark the countries that have German as their official language. Place markers on the other countries represented in each class. Reflect on the diversity within the class. Place a large title label at the top of the map: <i>Woher kommst du?</i></p> <p>11. Hand out cards with the names of various countries in German. Ask students to stand up and find a partner. Students take turns to ask each other <i>Woher kommst du?</i> and answer with the name of the country from where they originate, for example, <i>Ich komme aus Neuseeland</i>. Students then swap their cards and practise with a different partner.</p> <p>12. Ask students to draw a picture of Hans or Heidi and include two speech bubbles. Ask them to write in one <i>Wie heißt du?</i> and in the other, <i>Ich heiße Hans/Heidi</i>. Ask them to label the picture either <i>Hans/Heidi kommt aus Deutschland</i>.</p> <p>13. Teach students the Eßzett letter and write sentences on the board for students to copy. As an extension activity, ask students to include others in the sentences, for example, <i>Ich heiße Peter und ich komme aus England</i>. For students requiring more support, have some pictures of the puppets pre-prepared as well as sentences or speech bubbles for students to trace over.</p> <p>14. Teach student the lyrics and melody to the song Hallo! Wie gehts? Explain to students that in the song two people are having a conversation and that they are taking turns asking how they are feeling. Demonstrate how to show feelings using facial expressions and gestures. Teach several different feelings and include more each week. Include positive and negative feeling, for example, <i>sehr gut, wunderbar, nicht gut, schlecht, so so</i>.</p> <p>15. Arrange students in pairs and ask them to sit facing each other with their legs crossed and knees almost touching. Ask them to decide which of them is going to start the conversation. The student who starts says <i>Hallo! Wie gehts?</i> The other student replies <i>Danke, gut. Und dir?</i> The student who speaks first replies <i>Sehr gut, danke. Tschüß!</i> The other student says <i>Auf Wiedersehen!</i> Students then swap roles.</p> <p>16. Ask the class to sing the song Hallo wie gehts? again using their hands, as sock puppets, to 'talk' to each other as they sing the parts, for example, the left hand gestures <i>Hallo! Wie gehts!</i> and the right hand gestures <i>Danke, gut. Und dir?</i></p> <p>17. Teach students the rules to play the Feelings game. Place a number of pictures/emoji with word cards around the classroom. Walk with the students to the different cards around the room and act out the feelings illustrated on the cards. Teach the phrases <i>Ich bin glücklich, Ich bin traurig</i> and <i>Ich bin krank</i>. While students are walking around to view the cards bring to their attention the grammatical item synonyms and how in German, as in English, there are words that have similar meanings such as <i>glücklich</i> and <i>fröhlich</i> – happy and joyful. Ring a bell when students are to move on to another card.</p> <p>18. Ask the whole class to sing the song <i>Hallo wie gehts?</i> again, this time brainstorming with them substitutions for <i>gut</i> and <i>sehr gut</i>, for example, instead of <i>Danke, gut. Und dir?</i> <i>Sehr gut, danke</i>, they could use <i>Danke, schlecht. Und dir? Wunderbar, danke!</i></p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using the following activity: <ul style="list-style-type: none"> ▪ create an alternative version of <i>Hallo wie gehts?</i> and present the song to the class. Allocate students 5 minutes to work in pairs to plan their own version of the song. They then take turns to hold a short conversation with their partner. Record brief notes for students who will need support with pronunciation and memorising phrases, and those who will need extension. 	<p>Equipment interactive whiteboard, Google Maps, Internet</p> <p>Large map of the world, markers or sticky dots, blank labels to write on and large title label Woher kommst du?</p> <p>Cards Set of 24 cards with the names in German of different countries</p> <p>Activity Drawing and labelling images</p> <p>Student workbooks or scrapbooks</p> <p>Song Hallo! Wie gehts? DVD <i>Early Start Languages</i> Chapter 4 http://www.earlystart.co.uk/german-new.htm</p> <p>Game Feelings, using images and word cards illustrating feelings such as happy, sad, sick, excited and anxious</p>
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When student responds with their age, for example, <i>eight</i>, say <i>Oh, acht! Du bist acht Jahre alt!</i> Ask the rest of the class to clap eight times with one extra clap for luck. In the beginning, or if new students arrive mid-year, say the numbers twice and have everyone join in on the second clap, for example, <i>eins, eins, zwei, zwei, drei drei...</i> After counting, shake hands with the birthday child and say <i>Alles Gute zum Geburtstag!</i> then give them a birthday sticker. Remind the student to say <i>Danke!</i> and reply <i>Bitte!</i> Revise this regularly with the class.</p> <p>23. Continue to celebrate birthdays whenever they occur as they provide students with opportunity to practice the question Wie alt bist du?, count and clap the number of years, wish their class mate all the best, or respond to the birthday wish appropriately.</p> <p>24. Use a variety of activities to teach students to count from 1-10. Provide students with sets of word number cards and working in groups of three or four, ask them to place the number word cards in order from one to ten. Check for understanding while listening to the groups count from one to ten.</p> <p>25. Support students with counting from 1-10, by arranging students in two lines facing one another. Provide each student with a word number card (some will have the same word number). One side asks the question <i>Wie alt bist du?</i> and the other side answers using the number on their card as their age, for example, <i>Ich bin zwei</i>. Variations: Reverse the roles and ask students to swap their cards, also ask the student at the end of one line to change position to the front of the line and continue to rotate students on that line. This enables students to engage with both the question and the response, using different word number responses and working with other students in the class. Join in on the activity by listening, observing and helping.</p> <p>26. Provide students with a variety of language practice activities through accessing the Kahoot! online program. These activities enable them to review key vocabulary, sentences and structures related to the content taught through quizzes.</p> <p>27. Provide students with language practice activities in Chapter 7, <i>Wie alt bist du?</i></p> <p>28. Continue to provide students with language practice to count from 1-10 for a real purpose such as for birthday claps, voting on favourite things, measuring things, and continually use in management strategies such as forming groups by numbering off, to compare number of boys to number of girls when lining up, or identifying how many students are absent.</p> <p>29. Introduce the question Wo wohnst du? with students, using the interactive whiteboard and Google Maps to bring up the area around your school. Show the students the suburb where you live and say <i>Ich wohne hier. Ich wohne in</i> Choose one student and ask the question <i>Wo wohnst du?</i> Have student take turns to point to the map and say <i>Ich wohne hier. Ich wohne in Fremantle.</i></p> <p>30. Prepare nine large pictures of a variety of houses, some typical Australian and some typical German ones such as apartments and terrace houses. Display these around the classroom. At the bottom of each picture place a label with a fictional suburb or city name. Students choose where they would like to live and then ask each other Wo wohnst du? to find out which picture the student has chosen as the one in which</p>	<p>Visible thinking routines are accessible at http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/Understand_pdfs/VT_CSI.pdf</p> <p>Song Zum Geburtstag viel Glück</p> <p>Birthday stickers <i>Alles Gute zum Geburtstag</i></p> <p>Number cards Six different coloured sets with word numbers between 1 and 10 written in words</p> <p>Language practice Kahoot! quiz <i>Wie alt bist du?</i> Online program at Kahoot.com</p> <p><i>Early Start Languages</i> Chapter 7. <i>Wie alt bist du</i> http://www.earlystart.co.uk/german-new.htm</p> <p>Equipment interactive whiteboard, Google Maps, Internet</p> <p>Activity Images of 9 different types of houses, 9 labels featuring a city or suburb, and stick onto the to the house images</p> <p>Activity sheet featuring a nine-grid square, with each square containing the</p>
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				<p>they would like to live. Organise for students to interview as many students as possible to find out where they live. Ask them to write their names in the correct suburb box using a 9-square grid sheet.</p> <p>31. Invite a native German speaker in to talk to the class, as an opportunity to connect with the German-speaking community outside the classroom. Prepare students to ask a variety of questions. Discuss and explain the difference between linguistic items <i>du</i> and <i>Sie</i>.</p> <p>32. Introduce the rules to the game Inside/outside circle to consolidate the language learnt so far. In this game students count how many students there are and halve the number. Then ask students to arrange themselves in two groups and form an inside and an outside circle. Students face one another and hold a conversation including a greeting and leave-taking phrase. Ring the bell to signal to the outside circle to rotate by one person. Continue the game until students have returned to where they started.</p> <p>33. Introduce students to new vocabulary starting with personal statements about favourite foods, sports, colours and animals. Start by selecting words that are very similar to English, for example, <i>Mein Lieblingsessen ist Pizza. Mein Lieblingssport ist Tennis. Meine Lieblingsfarbe ist rot. Mein Lieblingstier ist die Katze</i>. Use gestures to enhance meaning. Use a PowerPoint presentation to illustrate new sentence starters and vocabulary items.</p> <p>34. Arrange the class into four groups naming them, for example, <i>Essen, Sport, Farben</i> and <i>Tiere</i>. Instruct each group to find and collectively write six words to share with the class. Provide support to students in the form of wall charts and electronic or hardcopy dictionaries. Present the new vocabulary as a poster with words and pictures, and display it in the room. Ask students to add new words throughout the year.</p> <p>35. Support students through language practice by introducing information about gender. Encourage the use of the grammatical item definite article in word lists, for example, <i>die Katze, der Hund, das Pferd</i>. Point out the variation in <i>mein</i> and <i>meine</i>, in relation to gender.</p> <p>36. Prepare students for formal assessment, by showing the previous year's recordings of student performances. Arrange students in pairs and ask them to plan and practise a 30-second conversation using the language questions and responses they have learnt over the term. Allow them to access the information that is displayed in the classroom, as a prompt, when planning.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ present to the class a 30-second conversation in pairs, asking and answering questions about each other. 	<p>name of a city or suburb, to correspond with the labels</p> <p>Invite a guest speaker from a German-speaking country to your classroom</p> <p>Game Inside/outside circle, to revise all language learnt this term</p> <p>Presentation on PowerPoint of Mein/e Lieblings... ist....</p> <p>Activity 4 Poster cards titled <i>Essen, Sport, Farben</i> and <i>Tiere</i> Dictionaries/Devices for electronic dictionaries access</p> <p>Film recordings of presentations from previous Year 3 groups</p> <p>Marking Key Device for filming</p>
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Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Mein Familie</p> <p>Students exchange information about family.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> interact and socialise with the teacher and peers describe relationships with people using possessive adjectives (my, your) use the first, second and third person singular, <i>ich, du</i> and <i>er, sie, es</i>, and third person plural, <i>sie</i> design a poster of their family tree and convey factual information about their family exchange information about their family and the members of someone else’s family by sharing basic information including, name, age and place of residence participate in and respond to a range of imaginative texts create and present short imaginative texts that use familiar expressions and modelled language experiment with pronunciation and intonation through role play notice the difference between German 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ich habe einen Bruder und zwei Schwestern; Das ist mein Onkel; Meine Schwester ist zehn Jahre alt. Sie hat blaue Augen; Mein Vater ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics; Ich liebe meine Oma; Meine Mutter ist schön</i></p> <p>Participate in routine exchanges such as asking each other how they are and offering wishes, <i>Guten Morgen Frau Jelek, wie geht es Ihnen? Hallo Selens, wie geht es dir? Nicht schlecht und dir? Gute Nacht Papa! Wir sehen uns morgen Frau Jones; Bis später; Viel Glück! Wie heißen Sie?</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, using formulaic expressions such as <i>Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch?</i></p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>Experiment with the pronunciation of short and long single vowel and diphthong sounds, including <i>ja, rot, singen, Sport, Winter, zwei</i></p> <p>Recognise and use the <i>Eszett</i> and <i>Umlaut</i> to pronounce and write familiar German words</p> <p>Experiment with intonation patterns</p> <p>Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> recognising the link between a noun’s gender and its definite/indefinite article and nominative pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i> noticing that nominative and accusative indefinite articles denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i> using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to a person, for example, <i>Meine Schwester ist zehn Jahre alt; Ich habe einen Bruder</i> 	<ol style="list-style-type: none"> Introduce the theme Meine Familie to students using images of your own family, introducing, in German, your relatives, for example, <i>Das ist meine Mutter. Das ist mein Vater. Ich habe vier Kinder. Sie heißen ...</i> Ask students to take on the role of a family member, for example, <i>die Mutter</i>, and say <i>Du bist meine Mutter. Hallo Mama!</i> Provide some simple dress-ups such as a fancy hat, walking stick or shawl. Select other students to become family members and repeat their title using expressive language and humour. Play the song Meine Familie and teach students the lyrics. Ask them to sing or chant, or freestyle rap the song. Point out the traditional German names and support them to practise their pronunciation. Ask students to create their own chant with different family names and relatives. Show students the audio visual clip Meine Familie, where family members are described and questions are asked about them, for example, <i>Das ist meine Mutter, Ich habe einen Bruder, Hast du Geschwister?</i> After viewing the clip discuss differences students have noticed between German and Australian families. These include differences such as the number of children in each family (Germans typically have smaller families) and the names of the family members. Support students in language practice by arranging them into groups of six and allocating each a role in the family. In their families, students introduce themselves to the class, for example, <i>Ich heiße Mary und ich bin die Mutter</i> or <i>Ich heiße Peter und ich bin der Vater</i>. Teach students a variety of games to play such as <i>Who is this?, True or False</i>, and <i>Find It!</i> For each use a set of flash cards of family members. These games support and reinforce learning new vocabulary. Provide students with opportunity to practise language, accessing Languages Online. Students can set their own pace while discovering the interactive game Hier ist meine Familie. Play the song Ich und du and teach students the lyrics and the melody. This song introduces family members, including the cat and the dog. Play the song each week for several weeks to consolidate vocabulary and ways of asking questions. Arrange the class into two groups and ask students to take on the role of characters in the song Ich und du and perform for each other or at a school assembly. Support students to create extra verses to the song to add more family members. View again Meine Familie and ask students to listen out for the grammatical patterns. Play and pause after each section and give students time to talk in pairs about the grammatical patterns they have noticed. Students will begin to notice how the article changes to match the noun. Ascertain whether students can work out when to use <i>die</i> or <i>der</i>, <i>mein</i> or <i>meine</i>, <i>eine</i> or <i>einen</i>. Support students in language practice by arranging them into groups to complete a definite article sorting activity. Ask students to look at the family card sets and sort them according to the correct definite articles groups, <i>der, die</i> and <i>das</i>. Then hand out a second set of cards with the definite and indefinite articles separate to nouns. Ask students to match them with their nouns, for example, combine <i>eine, die</i> with <i>Mutter</i>. Show the audio visual clip Meine Familie Part 2 and ask students to listen for the grammatical patterns in the use of plurals nouns. Encourage students to use a dictionary to find the plurals of other family names, for example, <i>der Bruder, die Brüder</i>. Provide materials and instructions for students to design and construct sock puppets. Using the puppets, students exchange information about themselves and their 	<p>Images/Photographs of teacher’s own family members</p> <p>Prop Box simple dress ups</p> <p>Song Meine Familie from <i>Wer?Wie?Was? Lieder machen Spaß!</i> by Manfred Wahl; number 12, page 20</p> <p>Audio visual clip Meine Familie, in <i>Hallo! Wie gehts?</i> DVD Chapter 11 Early Start Languages</p> <p>Games <i>Who is this?, True or False</i>, and <i>Find It!</i>, using a set of flash cards of family members</p> <p>Interactive game Hier ist meine Familie interactive whiteboard activity –drag and drop http://www.education.vic.gov.au/languageonline/german/sect07/no_4/no4.htm</p> <p>Song Ich und Du, by Stephane Husar CD <i>Sing and Learn German: Songs and pictures to make learning fun</i>. ABC melody at https://www.shazam.com/gb/track/64912543/ich-und-du</p> <p>Activity Sorting sets of cards with vocabulary related to family members, including the definite articles. Also provide sets of cards with definite and indefinite articles only</p> <p>Audio visual clip Meine Familie, in <i>Hallo! Wie gehts?</i> DVD Chapter 11 Early Start Languages</p>

	<p>and Australian cultural practices and how these are reflected in language.</p>	<p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in German, for example, recognising that there are similarities and differences between German and English ways of showing politeness</p>	<ul style="list-style-type: none"> comparing pluralisation of some nouns in German and English and using <i>die</i> for plural nouns in German, for example, <i>der Apfel/die Äpfel</i> describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i> understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna, Sie heißen Ben und Sarah</i> using present tense forms of irregular verbs such as <i>haben</i> and <i>sein</i> and recognising similarities to the English verbs 'to have' and 'to be' understanding and describing current and recurring actions using verbs such as <i>essen, fliegen, fressen, laufen, leben, schwimmen, sprechen</i> and <i>trinken</i> understanding the meaning of and using common time phrases and cohesive devices, for example, <i>gestern, heute, dann</i> and <i>zuerst</i> <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use</p> <p>Notice differences between German, Australian and other cultures' practices and how these are reflected in language</p>	<p>puppet, the latter acting as a member of their family, for example, <i>Hallo, ich heiße Ben und das ist mein Opa</i>. Teach words for other family members as needed, for example, <i>Mama, Papa, der Onkel, die Tante, der Großvater, die Großmutter, der Stiefbruder, die Stiefschwester</i>. Encourage students to include information from their previous work on identity.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> present their sock puppet to the class ask questions and provide answers use family-related vocabulary comprehend and use family-related vocabulary with the corresponding definite articles <i>der, die</i> and <i>das</i> use <i>mein/meine</i> and <i>eine/einen</i>. <p>Discuss beforehand the assessment criteria such as appropriate volume and clarity of pronunciation. Provide students with a rubric for peer assessment in order for them to give immediate feedback after each presentation. After the presentations ask students to reflect on their own performance in the form of 'Two stars and a wish'; indicating two things that were positive and one area that requires improvement, to be their goal in the following weeks. Consider recording the presentations for parent evenings and as a resource for the following year.</p> <p>13. Introduce students to the question <i>Hast du Geschwister?</i> by showing <i>Meine Familie Part 2</i> again and asking students to listen for plural nouns <i>Brüder</i> and <i>Schwestern</i>. Show flash cards of siblings one at a time and ask students to count the number of brothers and sisters, for example, if the picture card shows one girl, students say <i>eine Schwester</i>, two girls <i>zwei Schwestern</i>, a girl or boy with a cross through her/him <i>keine Schwester, keinen Bruder</i>.</p> <p>14. Introduce the response to the question <i>Hast du Geschwister?</i> Play a Jumping up game starting with <i>Ich habe einen Bruder</i>. Students who have one brother quickly stand up then sit down. Then say <i>Ich habe zwei Brüder</i>. Students with two brothers stand up, then sit down. Play until all combinations have been covered. Include the phrases <i>Ich habe keine Schwester/keinen Bruder</i>. When students have no brothers and no sisters then teach <i>Ich habe keine Geschwister</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> use the vocabulary for siblings to develop new flashcards provide answers to <i>Hast du Geschwister?</i>, or <i>Hast du eine Schwester? Hast du einen Bruder?</i>, by saying <i>Ja, ich habe eine/einen...or by saying Nein, ich habe keine/keinen ...</i> comprehend and use sibling-related vocabulary as well as the correct definite articles <i>der, die</i> and <i>das</i> respond to the question <i>Wie heißt deine/dein...?</i> <p>15. Distribute to students a set of the flashcards made for the sibling-related vocabulary, ensuring that they have ones different to those they designed themselves. Call out, for example, <i>Ich habe zwei Brüder und eine Schwester</i>, and students who have that combination hold up their card. Choose a student to call out the next combination. Swap cards after a few turns so that students listen for different information.</p>	<p>Audio visual clip of creating and using sock puppets effectively Deutsch mit Socke at https://www.goethe.de/en/spr/mag/20647735.html</p> <p>Assessment resources: blank rubric for peer assessment, Work book for self-reflection and goal setting, device for filming</p> <p>Activity Flash cards of children in various combinations of siblings, for example, one brother and one sister; three sisters and one brother; two sisters and no brothers, etc.</p> <p>Game Jumping up</p> <p>Class set of self-made flash cards reflecting authentic sibling combinations</p>
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				<p>16. Ask students to walk around the classroom and find someone with the same combination of siblings asking the question, for example, <i>Hast du eine Schwester?</i> They remain as a pair and together approach other students and ask the question, continuing to add on to their group until all students are in a group. Students take note of the number of students in each groups formed and record the data in a bar graph, either using an Excel spread sheet, interactive whiteboard software, or self-drawn on the board. Ask students to analyse the results, for example, <i>Vier Kinder haben keine Schwester.</i></p> <p>17. Organise to swap the class-made sibling flashcards with a German partner school. Photocopy or scan the flash cards. With the new sets, ask students to create a new graph and compare the findings of the other German class with those of their own class.</p> <p>18. Conduct a shared reading session with the book <i>Thomas und Lena, die Familie.</i></p> <p>19. Assign students to groups for Language Practice - Group Rotations, to participate in activities based on the text <i>Thomas und Lena, die Familie</i>:</p> <p>A group splits in pairs to read the text B group works in pairs to complete a matching activity involving matching the pictures to the print activity C group works in pairs to order parts of text D group works in pairs to describe and illustrate a new character E group sits at listening posts with a recording of the story F group works in pairs to complete orally cloze activity G group works in pairs to sort words into gender, alphabetical order, size, rhyme, special characters, singular or plural H group participates individually in a formal assessment activity where they are interviewed by their teacher about their family. Record students' skills, knowledge and understandings through questioning.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ <i>Mein Familie</i> <p>20. Provide students with resources to design a poster of their family tree. Advise students to draw basic pictures which have a likeness to their family members. Ask them to add the family member's name below each picture.</p>	<p>Excel spread sheet or other software for building a graph.</p> <p>Class set of sibling flash cards from German partner school</p> <p>Storybook <i>Thomas und Lena, die Familie</i>, Picard Reading Books</p> <p>Activity sheets for Match the pictures to the print and Order the story parts</p> <p>Assessment task Talking about your family</p> <p>Activity Design a family tree poster Poster paper, template of a family tree and coloured paper</p>
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Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Märchenfamilien</p> <p>Students use the literature of fairy tales to discuss the concepts of family and belonging. They also begin to describe, in more detail, family members.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • participate in and respond to a range of imaginative texts • analyse the family structures discovered within the texts • share information about their own family life and identify and compare it with family structures in fictional families • make simple statements about characters or themes • describe relationships with people using possessive adjectives (his, her) • act out fairy tales • identify and compare favourite elements in the fairy tales recognising similarities and differences • exchange information about the families in the fairy tales and describe the characters; their name, age, place of residence, characteristics, description (hair, eyes, size, clothing) • create a fictional fairy tale family and describe the family structure, using familiar expressions, modelled language and visual supports • present their fairy tale • experiment with pronunciation and intonation through role play 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ich habe einen Bruder und zwei Schwestern; Das ist mein Onkel; Meine Schwester ist zehn Jahre alt. Sie hat blaue Augen; Mein Vater ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics; Ich liebe meine Oma; Meine Mutter ist schön</i></p> <p>Participate in routine exchanges such as asking each other how they are and offering wishes, <i>Guten Morgen Frau Jelek, wie geht es Ihnen? Hallo Selens, wie geht es dir? Nicht schlecht und dir? Gute Nacht Papa! Wir sehen uns morgen Frau Jones; Bis später; Viel Glück! Wie heißen Sie?</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, using formulaic expressions such as <i>Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch?</i></p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p>Experiment with the pronunciation of short and long single vowel and diphthong sounds, including <i>ja, rot, singen, Sport, Winter, zwei</i></p> <p>Recognise and use the <i>Eszett</i> and <i>Umlaut</i> to pronounce and write familiar German words</p> <p>Experiment with intonation patterns</p> <p>Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i> • noticing that nominative and accusative indefinite articles denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i> • using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to a person, for example, <i>Meine Schwester</i> 	<ol style="list-style-type: none"> 1. Revise with students vocabulary related to die Familie using the family tree posters designed by the students in the previous term. Ask for a volunteer to describe their family, for example, <i>Das ist meine Mutter. Das ist mein Papa. Ich habe zwei Schwestern.</i> Teach vocabulary where necessary. Arrange students into pairs to exchange information about their family using their family tree posters as support. 2. To support students with language practice, select two students and ask them about their family, for example, <i>Wie alt ist deine Mutter? Wo wohnt dein Vater? Hast du eine Oma? Wo wohnt sie?</i> Model comparing and contrasting the families using new vocabulary, gestures and expressive language, for example, <i>Es gibt in Marias Familie eine Mutter. Es gibt in Adams Familie auch eine Mutter.</i> Point to the images on the posters and say, for example, <i>Hier ist die Mutter. Sie hat blaue Augen. Marias Schwester hat blaue Augen. Marias Mutter hat lange, blonde Haare. Adams Mutter hat kurze, schwarze Haare. Adams Schwester hat auch blaue Augen.</i> Introduce several new adjectives such as <i>groß, klein, sportlich, lieb, schön, intelligent und lustig</i>. Emphasise with students the use of the verbs haben and sein. 3. Demonstrate to students how to utilise a Venn diagram to record similarities and differences. Arrange students in pairs to explore the family structures of their classmates and record the information. Instruct them to label one circle with the name of one student, the other circle will be labelled with a second student's name. They then write information in German related to the physical description of the family members, for example, one mother may have green eyes, the other blue eyes. In the lapping over part of the two circles students write what is similar to both families, for example, they may both have a sister. 4. Introduce a new aspect to roll call this term. When calling the roll, have students practise describing themselves. Alternate descriptions can be introduced each week, for example, one lesson could be eye colour <i>Ich habe blaue Augen</i>, and the next lesson, <i>Ich habe braune Haare, or Mein Lieblingsessen ist... or Meine Lieblingssport ist... or Ich mag... .</i> 5. Organise a selection of age-appropriate picture/story books and non-fiction books, which include fairy tales, and have students look through the books and begin to sort them into categories. Ask students to justify their answers. Assist students using German language, so as to build vocabulary through discovery. 6. Provide students with some key questions related to fairy tales, for example, <i>What are fairy tales? Who can be a character in a fairy tale?</i> and <i>What are the characteristics of fairy tales?</i> Arrange students in groups to discuss their findings and then share these with whole class. Reflect on students' contributions to class work and level of participation. 7. Read to students a short version of Dornröschen such as that found in <i>Mein erster Märchenschatz</i> by Rosemarie Künzler-Behncke, and have students identify the characters in the story. Provide students with a note pad and, while listening to the story, ask them to write any characters they recognise, for example, <i>Vater, Mutter</i>. Read the story a second time and, pointing to the pictures, describe some of the characters, introducing adjectives such as 'evil' as in <i>Who is the 'evil' character?</i> 8. Teach students the how to construct riddles such as Wer bin ich? Use the interactive whiteboard to prepare a drag and drop game Wer bin ich? Model with students the format of the riddle, for example, <i>Ich bin ein Mann. Ich trage einen Bart. Meine Tochter ist die Prinzessin. Wer bin ich?</i> 	<p>Poster of Family tree completed in Term 2</p> <p>Template Venn diagram https://www.wordlayouts.com/venn-diagram-template/</p> <p>A selection of fairy tale books in German</p> <p>Story Dornröschen, in Mein erster Märchenschatz, by Rosemarie Künzler-Behncke</p> <p>Interactive whiteboard Class set of devices with Application such as Book Creator</p>

	<ul style="list-style-type: none"> notice the difference between German and Australian cultural practices and how these are reflected in language. 	<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in German, for example, recognising that there are similarities and differences between German and English ways of showing politeness</p>	<p><i>ist zehn Jahre alt; Ich habe einen Bruder</i></p> <ul style="list-style-type: none"> comparing pluralisation of some nouns in German and English and using <i>die</i> for plural nouns in German, for example, <i>der Apfel/die Äpfel</i> describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i> understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna, Sie heißen Ben und Sarah</i> using present tense forms of irregular verbs such as <i>haben</i> and <i>sein</i> and recognising similarities to the English verbs 'to have' and 'to be' understanding and describing current and recurring actions using verbs such as <i>essen, fliegen, fressen, laufen, leben, schwimmen, sprechen</i> and <i>trinken</i> understanding the meaning of and using common time phrases and cohesive devices, for example, <i>gestern, heute, dann</i> and <i>zuerst</i>. <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use</p> <p>Notice differences between German, Australian and other cultures' practices and how these are reflected in language</p>	<p>9. Provide images of various characters from the story <i>Dornröschen</i> and display these on the interactive whiteboard. Ask students to read the clues and decide on who the character is by dragging the image next to the text. Students then work in pairs to write their own <i>Wer bin ich?</i> riddle using a book creator application and choosing a character from the story. Ask students to share these with whole class.</p> <p>10. Play the Snowballs game with students to enable them to practise their <i>Wer bin ich?</i> riddle. Start with a riddle, for example, <i>Ich bin ein Mädchen. Ich bin 10 Jahre alt. Ich habe blaue Augen. Ich habe lange Haare. Ich kann schnell laufen. Wer bin ich?</i> Ask the students to work out who the riddle refers to by a process of elimination using the following method:</p> <ul style="list-style-type: none"> have the whole class stand after the first sentence is read, all the boys sit down after the second sentence is read, anyone who is not 10 years old sits down after the third sentence is read, anyone who does not have blue eyes sits down after the fourth sentence is read, anyone with short hair sits down there should only be one student standing who can run very fast that person then reads their 'snowball' and everyone stands up to begin the game again. <p>Once the game is finished, collect the snowballs and write on each the student's name.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> use vocabulary and adjectives to describe themselves say one unique thing about themselves using expressions such as <i>Ich kann schnell laufen</i> pronounce German words correctly while reading their <i>Wer bin ich?</i> riddle. <p>11. Teach students the lyrics of the song <i>Dornröschen war ein schönes Kind</i>, first arranging the class into eight groups and allocating a verse to each group. Ask students to learn their verse in order to act out the song for the class. Organise costumes for dress up.</p> <p>12. Support students in creating their own verses for the song, modifying the text in the song and then presenting it to the class, for example, <i>Dornröschen war ein kluges Kind</i> or <i>Dornröschen war ein schönes Pferd</i>. This humorous version will encourage the exploration of new adjectives and nouns. Provide students with print and/or electronic dictionaries, word walls and posters to assist them with their writing.</p> <p>13. Read to the students the fairy tale <i>Hänsel und Gretel</i> from <i>Mein großer Märchenschatz</i> by LeYo. This interactive, augmented reality book, has a downloadable application to accompany the book.</p> <p>14. Ask students to compare the two fairy tales <i>Hänsel und Gretel</i> and <i>Dornröschen war ein schönes Kind</i>. Provide them with large sheets of paper and coloured pens, and in groups, ask them to list the similarities and differences in the two stories, for example, in <i>Hänsel und Gretel es gibt zwei Geschwister, einen Bruder und eine Schwester. Dornröschen ist ein Einzelkind. Dornröschen hat einen Vater und eine Mutter. Hänsel und Gretel haben einen Vater und eine Stiefmutter. Hänsel und Gretel wohnen in einem Haus und Dornröschen wohnt in einem Schloss. Alle Kinder wohnen in Deutschland</i>.</p> <p>15. Teach students the way of addressing important people or adults, for example, <i>Wie heißen Sie? Wie geht es Ihnen? Wo wohnen Sie?</i> Have students take on the</p>	<p>Images of characters from the story <i>Dornröschen</i></p> <p>Game Snowballs</p> <p>Song <i>Dornröschen war ein schönes Kind</i> https://www.lieder-archiv.de/dornroeschen-war-ein-schoenes-kind-notenblatt-100049.html</p> <p>Dictionaries, word walls, posters</p> <p>Fairy tale story <i>Hänsel und Gretel</i>, in Ingmar Wendland und Nina Dulleck, <i>Mein großer Märchenschatz</i>. Carlsen Verlag, Hamburg</p> <p>Class set of electronic devices</p> <p>Online application <i>LeYo!</i></p>
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				<p>role of the king or the queen and ask other students to interview them using the polite form.</p> <p>16. Involve students in a Think, Pair, Share activity, looking at a few different versions of the same two fairy tales and discuss the types of buildings seen in the stories. Compare these to the houses in Australia. Ask students to reflect on the differences and how the architecture suits the climate, era and culture of each place. Discuss the location of the dwellings, in particular the forests, and compare the pine forests to the eucalypts of Australia. Have students draw two pictures, one of <i>Hänsel und Gretel's</i> cottage in the woods and the other of <i>Dornröschen's</i> castle. Ask them to label the pictures with <i>Hänsel und Gretel wohnen hier. Dornröschen wohnt hier.</i></p> <p>17. Teach students the lyrics of the song Hänsel und Gretel and have them sing it, using gestures, props and expression to tell the fairy tale. Arrange the students in two groups and ask one group to take part in acting out the song as the other group sings the song. Record the song on a device and play the audio visual text to the class next lesson as an opportunity for revision.</p> <p>18. Show excerpts from the film and the opera versions of Hänsel und Gretel. Discuss the musical form of opera and explain that the story of <i>Hänsel und Gretel</i> was rewritten as an opera by the nineteenth-century German composer Engelbert Humperdinck in Frankfurt, Germany in 1891. Explain to students how Humperdinck described it as a <i>Märchenoper</i> (fairy tale opera), and how the opera is often performed at Christmas time in Germany.</p> <p>19. Show some excerpts from the opera Hänsel und Gretel, in particular the dance duet <i>Brüderchen komm tanz mit mir</i>, and teach students the lyrics of the song and the steps of the dance. Arrange students in two circles, with boys forming the inside circle and girls the outside circle. Ask students to sing along as they perform the actions.</p> <p>20. Arrange students in small groups and ask them to rewrite the lyrics and actions to the song Brüderchen komm Tanz mit mir, for example, <i>Schwesterchen, komm sing mit mir</i> or <i>Liebe Mama schwimm mit mir</i>. Revise with students vocabulary related to family members, body parts, and verbs. Prepare a lyrics work sheet with blank sections for key words, for example, _____, <i>komm _____ mit mir. Beide _____ reich' ich dir</i>. Ask each group to perform their song for the class. Use a device to record the performances for later use or to share with parents.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> rework the song lyrics to <i>Brüderchen komm Tanz mit mir</i> use family related vocabulary in their new lyrics work together in a group pronounce the lyrics accurately in German competently perform the song with actions for the class. <p>21. Read to students a simple version of Goldlöffchen und die drei Bären. Arrange students in pairs and ask them to discuss each of the characters. Revise with students adjectives to describe characters and objects in the story.</p> <p>22. Prepare sets of flash cards, with images of key parts of the story, to enable students to sequence the story. Re-read the story to the class and ask students to work in groups to silently sort the cards into the correct sequence. After the reading ask students to discuss in their group the story and make any adjustments necessary. Once they are confident with the sequence, provide them with story sentence strips, and ask that they match these to the pictures. Challenge the groups to choral read the story to the class.</p>	<p>Costumes or crowns for kings and queens</p> <p>Song Hänsel und Gretel https://lyricstranslate.com/en/h%C3%A4nsel-und-gretel-hansel-and-gretel.html</p> <p>Full opera of Hänsel und Gretel https://www.youtube.com/watch?v=fyV80L9d0bk</p> <p>Opera Hänsel und Gretel, the dance duet <i>Brüderchen komm tanz mit mir</i>, https://www.youtube.com/watch?v=baw1Y1GHsgU</p> <p>Song lyrics Brüderchen komm tanz mit mir https://www.youtube.com/watch?time_continue=16&v=rSEdjGuhzAk</p> <p>Story Goldlöffchen und die drei Bären https://www.thegermanproject.com/stories/goldilocks</p> <p>Sets of picture cards based on the story Goldlöffchen und die drei Bären for sequencing.</p> <p>Sentence strips for the story Goldlöffchen und die drei Bären</p>
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				<p>23. Teach the rap song <i>Die drei Bären</i> from 33 <i>Szene</i>. Encourage students to chant and clap to the rhythm memorising the simple, repetitive sentences.</p> <p>24. Play the game <i>Wer bin ich?</i> based on the characters in <i>Goldlöckchen und die drei Bären</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Wer bin ich?</i> Modify Part A and Part B to include characters from the three fairy tales. Part A – drawing a line to match the description of a family member (or fairy tale character) with their picture and name. Part B – writing a <i>Wer bin ich?</i> riddle in German using the model in Part A, based on a family member (or fairy tale character). The riddle should be 5 sentences in length. Students then take turns to read their riddle to the class. Class members attempt to solve the riddle. ▪ <i>Mein Familienalbum</i> Part C – describing three fairy tale family characters for their story, in at least three sentences, and drawing simple illustrations. For each character students write the name of their fictional family member and how they are related to the student. Then they write three things about them, for example, how old they are, their hair or eye colour, what they like doing or where they live, for example, <i>Das ist mein Vater. Er heißt König Albrecht. Er ist sehr alt. Er hat blaue Augen und graue Haare. Er wohnt in einem Schloss.</i> <p>25. Review the conventions of a fairy tale, in particular how they begin. Revisit the three fairy tales studied this term and read the first paragraph of each. Focus on the opening sentences. In English it is traditionally <i>Once upon a time...</i> In German it is usually <i>Es war einmal...</i> (but could also be <i>Vor vielen Jahrhunderten ... Vor vielen Jahren ...</i> or <i>Es lebte einst...</i>). Hand out a large selection of fairy tales in German, enough for one per student, and have students focus on the opening sentence of each story. Ask students to call out their findings and write these into a graph on the interactive white board to discover the most common fairy tale starters in German. Advise students that they will need to use one of the sentence starters discussed to create their own fairy tale.</p> <p>26. Ask students to use the characters from their <i>Mein Familienalbum</i> assessment activity and rewrite one of the fairy tales studied this term. Students choose one of the simplified story templates and fill in the gaps with new words. They can use the suggested words on the word list provided or use dictionaries to find other words. Ask students to illustrate and share the tales with each other. Collect the tales and display them, or collate them in a class book of unique fairy tales.</p>	<p>Song <i>Drei coole Märchen, 33 Szene</i>, (page 45) National Journal for Teachers of German, Nr. 1/2013, The Association of German Teachers of Victoria Inc.</p> <p>Game <i>Wer bin ich?</i></p> <p>Assessment task <i>Wer bin ich?</i>, accessible on the School Curriculum and Standards Authority website</p> <p>Fairy tales in German</p> <p>Templates of the three simplified fairy tales with key words missing</p>
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Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Freundschaft Students discuss the concepts of friends and friendship.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • discuss the meaning of friendship as it is expressed in the imaginative texts provided • make simple statements about characters or themes • share information about their own friends • describe friends using possessive adjectives (his, her) • exchange information about their friends, providing their name, age, birthdate, place of residence, characteristics, physical description (hair, eyes, size, clothing), likes and dislikes, strengths and weaknesses • design and make a sock puppet 'friend' • write a description of their sock puppet friend using basic German punctuation rules • introduce their sock puppet to the class • experiment with pronunciation and intonation through role play • notice the difference between German and Australian cultural practices and how these are reflected in language. 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ich habe einen Bruder und zwei Schwestern; Das ist mein Onkel; Meine Schwester ist zehn Jahre alt. Sie hat blaue Augen; Mein Vater ist sehr sportlich und intelligent. Er spielt sehr gern Fußball und liest gern Comics; Ich liebe meine Oma; Meine Mutter ist schön</i></p> <p>Participate in routine exchanges such as asking each other how they are and offering wishes, <i>Guten Morgen Frau Jelek, wie geht es Ihnen? Hallo Selens, wie geht es dir? Nicht schlecht und dir? Gute Nacht Papa! Wir sehen uns morgen Frau Jones; Bis später; Viel Glück! Wie heißen Sie?</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission, using formulaic expressions such as <i>Wie bitte? Ich verstehe das nicht. Welche Seite? Wie sagt man das auf Deutsch?</i></p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>Experiment with the pronunciation of short and long single vowel and diphthong sounds, including <i>ja, rot, singen, Sport, Winter, zwei</i></p> <p>Recognise and use the <i>Eszett</i> and <i>Umlaut</i> to pronounce and write familiar German words</p> <p>Experiment with intonation patterns</p> <p>Use punctuation rules in German such as capital letters for nouns, full stops, question marks, exclamation marks, commas and quotation marks</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • recognising the link between a noun's gender and its definite/indefinite article and nominative pronoun in relation to people, for example, <i>der Bruder, ein Bruder, er</i> • noticing that nominative and accusative indefinite articles denote an unspecified person or object, for example, <i>Rotkäppchen hatte einen Korb</i> • using the possessive adjectives <i>mein/e</i> and <i>dein/e</i> or a form of <i>haben</i> and an indefinite article to express a relationship to a person, for example, <i>Meine Schwester ist</i> 	<ol style="list-style-type: none"> 1. Introduce students to the story of <i>Piggeldy und Frederick – Was ist Freundschaft?</i> Read the story once through and then reread the story, with actions and voices to suit the characters. 2. Provide students with a copy of the story <i>Piggeldy und Frederick – Was ist Freundschaft?</i> and ask them to work in pairs to try and work out the meaning of the story. Direct students' attention to the speech marks. Ask students to identify differences to English punctuation. Assist students to highlight verbs and nouns with different coloured pens. Ask them to identify what they notice about the German nouns in the story. 3. Generate with students a class list of words that students would like to have translated by first asking each group to submit a different word or phrase. Assist students with strategies to support them when using print or electronic dictionaries to find translations of the words. Focus on having students look at and understand the language used in the story to describe what friendship is, for example, <i>Piggeldy asks his brother Was ist Freundschaft? Frederick answers Freundschaft ist, wenn Schwein fest zueinander hält und ganz viel miteinander lacht, damit Schwein nicht aus dem Herzen fällt, auch wenn die ganze Welt zusammenkracht.</i> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ sequence the story <i>Piggeldy und Frederick – Was ist Freundschaft?</i> using a set of cards and listening to the story being read to check for understanding. <ol style="list-style-type: none"> 4. Play for the students the song <i>Freunde machen dich stark</i>. Draw their attention to the chorus and adjectives used to describe friends. Assist students to understand the chorus using gestures and expressive language. 5. Ask students to add to the class list of friendship words and phrases, for example, <i>Freunde machen dich stark; Freunde haben dich gern; gibt dir mehr Mut; viel Spaß.</i> 6. Read to students the story <i>Der kleine Käfer Immerfrech</i>. Use expressive language while reading the story so that students notice the difference between the friendly ladybird and the rude, bossy one. 7. Ask students to compare the two ladybirds in the story <i>Der kleine Käfer Immerfrech</i> using a Venn diagram, for example, their appearance is similar but they have different personalities. Support students to write short descriptive sentences using pronouns <i>er</i> and <i>sie</i> (plural) and <i>haben</i> and <i>sein</i>, for example, <i>Er ist frech. Sie sind hungrig</i>. Elicit from students new adjectives to include in the word wall chart such as <i>freundlich, frech, klein, groß</i>. 8. Read the story <i>Der kleine Käfer Immerfrech</i> again and ask students to join in with the repetitive parts such as <i>Komm, kämpf mit mir!, Wenn du unbedingt willst, and Ach geh! Du bist mir viel zu klein.</i> 9. Assist students to modify the text and create new phrases and sentences, for example, <i>Komm, spiel mit mir!, Ach geh! Du bist mir viel zu schnell</i>. Write up new sentences on the interactive whiteboard leaving gaps for students to add the verb and adjective. In groups ask students to brain storm new verbs and adjectives. List these on the side of the board to create a drag and drop game. Students take turns to drag a verb and an adjective into the correct spaces. Choral read the new phrases. 10. Read to students the story <i>Der kleine Käfer Immerfrech</i>, and point out how to tell the time. Have students join in with the opening sentence of each page, <i>Um fünf Uhr morgens Um sechs Uhr...Um sieben Uhr....</i> Then hand out pictures of analogue 	<p>Story <i>Piggeldy und Frederick – Was ist Freundschaft?</i> by Elke Löwe, Ravensburger Verlag</p> <p>A2 paper and marker for word wall chart</p> <p>Story <i>Piggeldy und Frederick – Was ist Freundschaft?</i> sequencing sets of cards with picture with text</p> <p>Song <i>Freunde machen dich stark</i> by Ross Anthony https://www.youtube.com/watch?v=aVJoFszgFgM</p> <p>Story <i>Der kleine Käfer Immerfrech</i> by Eric Carle, Gerstenberg Verlag GmbH</p> <p>Template Venn diagram</p> <p>Interactive whiteboard software such as EasiTeach or SmartBoard</p> <p>Flash cards of analogue clocks with the time marked and pictures of the animals that appear at each hour, as in the story <i>Der kleine Käfer Immerfrech</i></p>

		<p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and present short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language and culture when interacting in German, for example, recognising that there are similarities and differences between German and English ways of showing politeness</p>	<p><i>zehn Jahre alt; Ich habe einen Bruder</i></p> <ul style="list-style-type: none"> comparing pluralisation of some nouns in German and English and using <i>die</i> for plural nouns in German, for example, <i>der Apfel/die Äpfel</i> describing a relationship using a possessive adjective, for example, <i>mein/e, dein/e, sein/e, ihr/e</i> understanding and using pronouns to refer to people, for example, <i>ich, du, er, sie</i> (singular); <i>wir, ihr, sie</i> (plural); <i>Sie heißt Anna, Sie heißen Ben und Sarah</i> using present tense forms of irregular verbs such as <i>haben</i> and <i>sein</i> and recognising similarities to the English verbs 'to have' and 'to be' understanding and describing current and recurring actions using verbs such as <i>essen, fliegen, fressen, laufen, leben, schwimmen, sprechen</i> and <i>trinken</i> understanding the meaning of and using common time phrases and cohesive devices, for example, <i>gestern, heute, dann</i> and <i>zuerst</i>. <p>Begin to develop a metalanguage in German for talking about language, using terms similar to those used in English</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use</p> <p>Notice differences between German, Australian and other cultures' practices and how these are reflected in language</p>	<p>clocks with the various times on the hour starting from <i>5 Uhr morgens</i> until <i>5 Uhr nachmittags</i>, then <i>5:15, 5:30, 5:45</i> and finally <i>6 Uhr abends</i>. Include a picture of the animal from the story that appears at each hour. Read the story again and ask students to hold up their flash card when their card matches the time phrase read out in the story.</p> <p>11. Read the story <i>Der letzte Tiger</i> by Rebecca Elliott. This story describes the friendship between Luka and the last tiger and how they come to help one another. After reading, add new words to the wall chart such as <i>Dankbarkeit, hilfsbereit, hilflos, lächeln</i>.</p> <p>12. Teach the lyrics of the song <i>Alle sind verschieden</i>. Identify new adjectives and add these to the wall chart. Then create a class song including all students' names, and an adjective for each, selected by the students themselves, to describe themselves. Sing the new song together.</p> <p>Assessment</p> <ul style="list-style-type: none"> Informal assessment using the following activity: <ul style="list-style-type: none"> character poster. Review the texts covered this term and ask students to select their favourite character. Assist students to design and illustrate a poster describing their favourite character, for example, <i>Luka ist ein Junge. Er ist klein. Er trägt ein rotes, gestreiftes Tshirt. Er hat braune Haare. Er mag im Garten spielen. Sein Freund ist der Tiger</i>. Halfway through the task conduct a gallery walk for students to look at others' work. Provide students with two sticky dots to place on their two favourite posters. Through class discussion develop criteria for judging an effective poster. List the criteria agreed on by the students. This will support students to finish or modify their work to a higher standard. Some students may require support to write their sentences. Formal assessment using the following activity: <ul style="list-style-type: none"> oral presentation. Students present their completed posters to the class, reading their sentences or verbally describing their favourite character. Film their presentation as a record of their progress. Display posters in the classroom. <p>13. Provide students with a variety of language practice activities through accessing the Kahoot! online program. These activities will enable them to review key vocabulary, sentences and structures through quizzes.</p> <p>14. Provide opportunities for students to revise how to exchange information about themselves and their friends, their characteristics, description, likes and dislikes, with a variety of language practice activities from <i>Der grüne Max</i>, Kapitel 3 – <i>Meine Freunde und ich</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Meine Freunde (modified)</i>: <ul style="list-style-type: none"> Part A <i>Die Freunde</i> – modify the text and questions to reflect Anna talking about a photograph of her friends. Students read the text in German and answer the questions in English Part B <i>Mein Fußballteam</i> – modify the activity so that students are required to describe friends in an imaginary football team. They describe five friends using the information in the table. <p>15. Students view several episodes of <i>Deutsch mit Socke</i>. Students then design and make their own sock puppet friend following the instructions on the Goethe-Institut website. Hide the puppets once they are finished in preparation for the next task.</p>	<p>Book <i>Der letzte Tiger</i> by Rebecca Elliott, Verlag Herder GmbH</p> <p>Song <i>Alle sind verschieden</i></p> <p>A4 paper, coloured pencils Anecdotal records Coloured sticky dots</p> <p>Language practice <i>Kahoot!</i> online program at Kahoot.com</p> <p>Interactive whiteboard software <i>Der grüne Max</i>, Deutsch als Fremdsprache für die Primarstufe, by Elzbieta Krulak-Kempisty, Lidia Reitzig and Ernst Endt, Langenscheidt.</p> <p>Assessment task <i>Meine Freunde</i>, accessible on the School Curriculum and Standards Authority website</p> <p>Activity Make a sock puppet <i>Deutsch mit Socke</i> https://www.goethe.de/de/spr/mag/20647735.html</p>
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				<p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using observation, checklist and notes, indicating how students: <ul style="list-style-type: none"> perform in the Barrier game. Students sit back to back with a clipboard, blank paper and coloured pencils. Students take turns describing their sock puppet. The listener attempts to draw the other student's puppet based on their description. Ask students to change partners several times. Compare the puppets with their drawings. Students reflect on how they could improve their descriptions so the pictures to better resemble the puppets. <p>16. Ask students to complete a Stechbrief, inventing personal details about their sock puppet friend. Ask that students include information related to <i>Vorname, Nachname, Geburtsdatum, Wohnort, Haarfarbe, Augenfarbe, Lieblingsfarbe, Hobbys, Liebessessen, Lieblingstier, Das kann er/sie gut, Das mag er/sie nicht, Eigenschaften</i>. Direct students to the word wall, if necessary, to find adjectives to describe the puppet's personality. Once they have completed their description, ask that students find a partner with whom to share their <i>Stechbriefe</i>.</p> <p>Assessment</p> <ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> perform a prepared conversation of 30 seconds with a partner exchange information about their sock puppet friends use their <i>Stechbrief</i> as a prompt for answering questions such as: <table data-bbox="1543 961 2418 1123"> <tr> <td><i>Wie heißt er/sie?</i></td> <td><i>Wo wohnt er/sie?</i></td> </tr> <tr> <td><i>Was ist sein/ihr Hobby?</i></td> <td><i>Was ist sein/ihr Liebessessen/sport/tier?</i></td> </tr> <tr> <td><i>Wie alt ist er/sie?</i></td> <td><i>Was ist seine/ihre Lieblingsfarbe?</i></td> </tr> <tr> <td><i>Wann hat er/sie Geburtstag?</i></td> <td><i>Wie sieht er/sie aus?</i></td> </tr> </table> <p>17. Assign students to groups for Language Practice – Group Rotations to review and consolidate themes, phrases and vocabulary that was presented in this unit so far by working in groups:</p> <p>A group uses flashcards to sequence the story <i>Piggeldy und Frederick – Was ist Freundschaft?</i></p> <p>B group listens to <i>Freunde machen dich stark</i> through the listening post, and sing along with the music</p> <p>C group sorts adjective cards from <i>Der kleine Käfer Immerfreh</i> into three groups.– one to describe the friendly ladybird, one to describe the bossy ladybird, one with adjectives that don't describe either ladybird</p> <p>D group sorts clock face flash cards from <i>Der kleine Käfer Immerfreh</i> into correct order</p> <p>E group reads together the story <i>Der letzte Tiger</i></p> <p>F group listens to the song <i>Alle sind verschieden</i> and matches the name of the person mentioned with the adjective that describes them</p> <p>G group accesses sock puppets in the conversation corner and interviews another group member using questions and responses learnt thus far</p> <p>H group plays games from <i>Der grüne Max, Kapitel 3 – Meine Freunde und ich</i> on the interactive whiteboard.</p>	<i>Wie heißt er/sie?</i>	<i>Wo wohnt er/sie?</i>	<i>Was ist sein/ihr Hobby?</i>	<i>Was ist sein/ihr Liebessessen/sport/tier?</i>	<i>Wie alt ist er/sie?</i>	<i>Was ist seine/ihre Lieblingsfarbe?</i>	<i>Wann hat er/sie Geburtstag?</i>	<i>Wie sieht er/sie aus?</i>	<p>Craft materials for the sock puppets such as eyes, small foam balls, wig hair, ribbons, and hot glue gun.</p> <p>Game Barrier game, using clip boards, white paper, coloured pencils</p> <p>Activity <i>Stechbrief</i>, using a <i>Stechbrief</i> template such as http://4.bp.blogspot.com/-wjm0joFDG0w/UOb_311v98I/AAAAAec/8L7ZRg7PTJ8/s1600/Bild%2BStechbrief.bmp</p> <p>Marking rubric</p> <p>Device for filming</p> <p>Flashcards from story <i>Piggeldy und Frederick</i></p> <p>Song <i>Freunde machen dich stark</i>, by Ross Antony</p> <p>Adjective and clock face cards from story book <i>Der kleine Käfer Immerfreh</i></p> <p>Picture book <i>Der letzte Tiger</i>, by Rebecca Elliott</p> <p>Flash cards: people and adjectives</p> <p>Sock puppets</p> <p><i>Der grüne Max, Kapitel 3 – Meine Freunde und ich</i></p>
<i>Wie heißt er/sie?</i>	<i>Wo wohnt er/sie?</i>												
<i>Was ist sein/ihr Hobby?</i>	<i>Was ist sein/ihr Liebessessen/sport/tier?</i>												
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