**Meine Familie: Family Member Vocabulary and Project**

**Notes:** This lesson would be part of a culminating project for the current chapter of German my placement class is working on. As my placement classroom does not have in class access to computers, I have included two forms of the lesson, one which allows for use of a computer lab, and one which could be used if a computer lab was not available.

**Background Information:**

Grade Level/Class: German 1

Allocated Time: 72 Minutes

Grouping: Individual Projects

Work Completed Before Class: Through this Chapter 3, students have learned to describe people based on physical appearances, how to say what activities they like to do, and how to say where they live. Students have also learned how to describe rooms, and how to ask for or offer food, but these will not be incorporated into this lesson

**Goals and Rational:** Family is an important part of daily life; thus, being able to talk about members of our family is important when learning a foreign language. It is also important to realize, that, though the vocabulary and phrases learned in chapter 3 are important on their own, it is essential that students learn to combine the elements of grammar and vocabulary one knows in order to effectively communicate more complex ideas. This project also provides speaking practice and creates a sharable artifact illustrating learning.

**Objectives**:

Students will understand vocabulary for various family members and be able to use it correctly.

Students will be able to create sentences describing family member's appearance, interests, and living situation.

Students will also illustrate their ability to create original works and communicate information through various mediums through the creation, sharing, and online publishing of a Prezi.

**Standards/Benchmarks**:

**1.1.N.SL.b:** Ask and answer basic questions **family and friends**

**1.1.N.SL.e:** Ask questions about physical appearance, character and personality traits of friends and family

**1.1.N.SL.h:** Exchange information in the target language on familiar topics such as **family life**

**1.1.N.RW.b**: Exchange information by asking and answering basic questions in writing about family, and friends

**1.1.N.RW.e:** Ask questions in writing about physical appearance, character and personality traits of friends and family.

**1.1.N.RW.h:** Exchange information in writing in the target language on familiar topics such as family life.

**1.2.N.L.b:** Understand interpersonal communication on topics of personal interest such as family life.

**1.3.N.S.b:** Present brief personal descriptions on familiar topics in target language such as family and home.

**1.3.N.W.c:** Write brief personal descriptions on familiar topics in the target language such as family and home

**5.2.N.a:** Willingly use the target language within the classroom setting

**ISTE.NETS.S.2.b:** communicate information and ideas effectively to multiple audiences using a variety of media and formats

**ISTE.NETS.S.1.b:** create original works as a means of personal or group expression.

**Teacher Preparation**:

Prior to the lesson, the teacher will have created and printed hand outs for students featuring the English family words and accompanying blank spaces for students to fill out during instruction.

The teacher will have created a flashcard set for family words on Quizlet and made it available to students. If there is time, a bonus set of less used words (step\_\_\_\_, \_\_\_\_\_-in-law, twin \_\_\_\_\_, second cousin, ex-\_\_\_\_\_\_, etc.) could also be created and made available to students.

The teacher will have created and printed a rubric for the family tree presentation.

The teacher will have created a sample presentation which would be considered "excellent" or A-level work and published this presentation to a student accessible web page.

The teacher will have created the document for the anticipatory set.

Directly prior to class, the teacher will start the projector and pull up the Quizlet vocabulary cards and have the anticipatory set projected on the screen as students enter the room.

**Assessment:** Students will be assessed based on their presentations. Presentations will be assessed by the guidelines given in the rubric.

**Instruction:**

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| 2 minutes | **ANTICIPATORY SET** As students enter the room, a screen with the phrases below and two images (one of a young blonde woman with blue eyes and glasses and one of an older man with grey hair and glasses) will be projected on the screen.  "Ich bin blondhaarig.  Ich habe blaue Augen.  Ich bin jung.  Ich habe eine Brille.  Wer bin ich?"  As students are seated, they are to answer the question in their notebooks.  Following the bell, go over the correct answer with students. | |
| 7 minutes | **INPUT**  Distribute Vocabulary Sheet  Using the Quizlet cards, introduce the vocabulary for family members such as mother, father, brother, sister, cousin, aunt, uncle, grandpa, grandma, etc.  During this presentation, have students record the German after the English equivalent on their sheets. | |
| 20 Minutes | **GUIDED PRACTICE**  Instruct students to write 4 questions about someone's family using question forms previously learned.  Ex: "Was machst deine Mutter gern?"  "Wie heißt dein Vater?"  "Was möchten deine Großelter essen?"  "Hast du eine Schwester?"  Walk the room as students compose their questions  Once most students have completed their questions, start DEUTSCH ZEIT.  Have students ask and answer each other's questions. | |
| 5 Minutes | **INDEPENDENT PRACTICE**  Distribute Rubric for family tree project.  Explain project to students:  They will be creating a family tree in prezi which introduces at least six family members on their family tree (more family members may be included on the family tree and not introduced and the family members do not need to be the student's actual family). Each introduction will feature at least six sentences about that family member answering the following questions:  What is his/her name?  How old is he/she?  How is he/she related to you?  What does he/she look like?  Where does he/she live?  What does he/she like to do? | |
| 38 minutes | IF IN LAB  Direct students to the prezi page and online example presentation.  Release students to create their presentations.  Walk the room to provide assistance to those in need.  As the hour ends, assess student progress to determine how much time will be needed to complete the project.  Inform students that they should complete as much of the presentation at home as possible and be prepared to share the presentations with you (provide written instructions on how to do so) and present to the class tomorrow. | IF LAB IS UNAVAILABLE  Illustrate on the projector how to find the prezi site and example presentation  Have students compose their six introductions in class  Assign students to complete presentations at home on pezi and share them with you (provide written instruction on how to do this)  Be available via e-mail to answer any problems which arise as students complete their projects at home. |