

Lesson Plan by Ms. Ruth Mifsud

Subject: German

Topic: Kleidung (clothes)

Date: 26<sup>th</sup> April 2010

Class: Form 2 Coral

Teacher's Scores	S31	P24	T16	C16
Class Average	S29.23	P20	T22.38	C24.69

The activities in this lesson basically involve Technical Reasoning, Sequence and Precision. Confluence will be addressed mainly in the homework/follow-up activity. Considering my own scores in Technical Reasoning and Confluence, I admit I had to stretch these patterns to come up with relevant and effective activities. Since Precision is avoided by some students in this class and many others use it only as needed, it is my intention to make students aware of the necessity to stretch Precision in this lesson, since it involves knowledge and application of new vocabulary. I will use group work to give students the opportunity to contribute towards a common goal and at the same time to observe how others think and act in particular situations. For example, Deline Pace (P11) will observe how others look up details and make the best use of any information available. Donatella Debattista (T11) will observe how others in the group go about the task of not exceeding €100 when buying clothes. However, this does not mean that those with stronger pattern scores must be very strong-willed. For one, this is not always possible, and secondly I do not wish that very strong-willed students take over the activity and the *weaker* ones will merely be passive observers. Since my own scores and the students' scores in Sequence are strongest, I will use it when displaying vocabulary on the board, hence facilitating learning and recall of the articles of the nouns (very important in German). The group task that involves Sequence will be assigned to the students with the highest score in Sequence. Here I will be accommodating these students only to facilitate the lesson since we will be racing against time. On the contrary, the Precision writing task will be challenging to all.

<p><b>General Aim:</b>  By the end of <i>Lektion 12</i> the students will recognise, understand and use vocabulary and language on <i>Kleidung</i>. The 4 language skills, i.e. listening, reading, writing and speaking, will eventually be used and sustained in this and other following lessons.</p>	
<p><b>Learning objectives:</b>  By the end of the lesson, students should be able to</p> <ul style="list-style-type: none"> <li>❖ name various clothes and match with corresponding pictures;</li> <li>❖ identify adjectives and positive/negative comments to describe clothes;</li> <li>❖ use the new vocabulary in a problem-solving task;</li> <li>❖ demonstrate newly-learned vocabulary in a free task using their imagination.</li> </ul>	<p>Knowledge: (Precision/Sequence)</p> <p>Knowledge/Comprehension: (Sequence/Precision)</p> <p>Application: (Technical/Precision/Sequence)</p> <p>Application: (Confluence)</p>
<p><b>Prerequisites:</b>  Students should already know that</p> <ul style="list-style-type: none"> <li>• nouns in German can be Masculine(der), Feminine(die), Neuter(das) and Plural(die);</li> <li>• when a noun is used as the Direct Object of a sentence, it will be used in the Accusative.</li> </ul>	

**Resources used:**

Flash cards for vocabulary and pictures;  
Activity sheets for group work/homework/follow-up;  
Board;  
Web-site.

**Introduction of vocabulary:**

Each student is given a picture and a vocabulary-card, the latter having a definition at the back. Student A reads word with definition to be matched with a picture that another student has got. Eventually the new words together with the corresponding picture will be displayed on the board under the heading *Kleidung*.

Teacher asks students what they think of the clothes, while displaying the new adjectives(opposites).

*Findest du die Jacke schön oder hässlich?/Gefällt dir das Kleid, oder nicht? Ich finde.....*

*Ist das positiv oder negativ?*

Students should be aware of every task's objective/s throughout the lesson.

This is a challenging task for most students since only 2 use Precision first so here Precision should be stretched by most. **Stress the importance of reading for enrichment of vocabulary. Also definitions need not be in English/Maltese.** Since the majority are strong-willed in Sequence, I will display vocabulary according to gender to aid recognition and recall.

Here Precision will also be stretched to elicit more detail for description. **Students should understand that one needs to be curious and ask questions to enhance vocabulary (as I am doing now!)** Again, by using 2 separate lists to

Some examples will be written on the board:

Der Rock ist hässlich.

Ich finde den Schal toll.

Das T-Shirt gefällt mir (nicht),etc.

### **Main Activity:**

In groups, students are given an activity that involves a similar problem-solving task with a slightly different scenario.

Using €100, students must assist a girl to buy clothes for a party and a birthday gift, without exceeding the given amount of money.

Then one student will organise the chosen clothes in a list according to the gender of the noun.

The other 2 students will write positive/negative

display positive and negative comments learning will be facilitated.

This will be done in a group to encourage students to observe how others react to particular tasks. Students with a high score in Technical Reasoning will enjoy this part of the lesson, while those with a use as needed or avoid score will hopefully benefit from it. **Students should know that they all must contribute towards the final result and that Technical Reasoning must be stretched.**

This will be done by the person with the highest Sequence in the group. Under the circumstances of the lesson we require someone to work at ease and fast. **Students should be aware of this.**

After finishing the classification of nouns, this student will join the others in this Precision task.

comments on the clothes chosen in a space provided.

**Closure/Assessment:**

Tasks will then be displayed on 4 separate charts and seen/collected to assess whether the lesson objectives have been achieved.

**Homework or Follow-up activity for the following lesson:**

Students imagine the wardrobe of their idol (singer, actor, actress, model, etc.) and draw or find pictures of his/her clothes which they will then label or comment upon. This is a free task, i.e. students are given the opportunity to express themselves in any way they feel comfortable in.

Students should be made aware that the challenge here will be to write as many sentences as possible to describe the clothes chosen. All students need to stretch Precision.

This exercise will aid the teacher to evaluate whether the lesson objectives have been reached. This exercise should be evaluated in conjunction with the **final feedback** on the lesson which will follow.

Here highly confluent students will have the opportunity to show their originality. Others should make an effort to be as creative as possible. However, all learning patterns may be manifested in this task. But students should understand that it is not always possible to accommodate oneself. Occasionally we may be

Students are given a German web-site which they may refer to for more detailed vocabulary on clothes.

Another task will be asking students to search on the internet for a German proverb that has to do with clothes which they will then share in class.

### **Final Feedback:**

Teacher asks students for feedback on lesson. While referring to the 4 words (Sequence, Precision, Technical Reasoning and Confluence), students will identify each of these learning patterns with the different activities done during the lesson. Teacher asks students which part of the lesson they found most relevant or enjoyable or challenging. Why?

faced with a challenging situation in life so it would be reasonable to try to stretch one's weaker learning patterns.

Those who are more Precise will enjoy looking for more relevant detail on the topic. This applies to these 2 last tasks.

Students should be aware what learning patterns were embedded in this lesson, why they were accommodated at times and why not. This exercise may already have been done during the course of the lesson so it may be eliminated at the end to avoid repetition.