

# Ich bin hier bloß der Hund

Learning Scenario created by Angelika Becker and Kathy Fegely

## Performance Range

Intermediate Low – Intermediate High / A2-B1

## Targeted Standards

*Interpersonal Communication.* Using the target language, students will interact with a partner to create presentations and vocabulary activities.

*Interpretive Communication.* Students will read individual chapters in an authentic literary work.

*Written Presentational Communication.* Students will write a summary in the target language about the chapter/s they have read and present the summary to the class.

*Spoken Presentational Communication.* Students will present their chapter using their choice of mode. (Role play, PowerPoint presentation, dialogues, comics, Prezi)

*Practices and Perspectives of Culture.* Students interact with a culturally rich authentic text. The topics include geography, family life, daily routines, festivals/holidays, and dog training in the target culture.

## Targeted Language Learners

High school students in at least level 3 German

## Instructional Setting

A public high school with students in grades 7 – 12 meeting Monday through Friday. Students are predominately speakers of English as a native language, although some students speak English as a second language. Classes meet five times a week for 45 minutes or in an A/B block, 90 minutes every other day. The unit takes about ten 45 minute periods or five 90 minutes blocks.

## Materials

The novel *Ich bin hier bloß der Hund* by Jutta Richter.

## Learn – Practice – Assess

Pre-reading Activities

Webquest. Students will find information about the author, Jutta Richter; the background for the story; and an additional text by the author.

Vocabulary and Functional Chunks. Students will learn vocabulary and verbs related to animals.

Anticipatory Guide. Students will match chapter titles to illustrations

Visual and Audiovisual Material. Students will watch selected YouTube clips about dogs and their behavior.

Students write a journal entry about their experiences with pets or any other animal they have encountered. Students will listen to the song, *Es gibt Tage, da wünscht ich, ich wäre mein Hund* by Reinhard Mey and identify themes and vocabulary.

Students will be introduced to proverbs related to dogs. They will receive strips of paper with the proverbs and more readily understandable definitions of the proverbs. Working in small groups, the students will match the definition with the proverb.

In order to prepare the class for independent reading, vocabulary acquisition and presentation, the reading of the first chapter will be teacher directed. As a pre-reading activity, the teacher will introduce a critical thinking and problem solving vocabulary activity (compound nouns) in which the students will combine the components of the nouns to form compound nouns with definitions. After completing the activity, the teacher will read the chapter to the students using circumlocution to explain unknown vocabulary to make the text accessible to the students. To facilitate understanding, students will ask or answer content questions.

Using the anticipatory guide, students select the chapter for which they will be responsible. Student will use two 45 minute/one 90 minute block of class time to read the chapter with their partner, select the new vocabulary they deemed important, and create the activity to reinforce the vocabulary, and decide their presentational mode. Students are given an additional 45 minutes for collaboration in creating their presentations. Any additional time needed must be done outside the classroom setting,

Students present their vocabulary activity to their classmates, providing a summary of the chapter, and sharing their oral presentation in whatever format selected. Formats could include PowerPoint, role play, dialogues and/or interviews, comics, storyboard, Prezi, etc.

After all students have presented, they will prepare the summative activity that could be a written or oral presentation selecting an event in the text to compare with an experience they had with their own pet or a pet they might like to have. This is a follow up activity to the journal entry written earlier.

The summative assessments will be written presentational communication such as an article for school newspaper or written interpersonal communication in the form of a letter or a diary entry. Students might also select spoken presentational communication such as a narration/ monologue or spoken interpersonal communication in the form of an interview.

#### **Adaptations to other ages / grades**

Because all ages have some experience relating to pets, this text is appropriate for all age levels at an A2-B1 target language proficiency level without adaptations based on ages/grades.

#### **Adaptations to other target language proficiency levels**

A1 / Novice Mid to High would need more pre-reading activities, vocabulary/functional chunks training, and teacher directed instruction.

#### **Reflection**

Interpretive communication is achieved through the authentic text which serves as the input basis for interpersonal and presentational tasks. Students acquire both language and cultural knowledge from the book. The YouTube video provides the students with culturally authentic auditory input. The pre-reading activities encourage students to use the target language to write about what they already know

related to this topic and they introduce students to essential vocabulary.

Students are then tasked with selecting vocabulary that is important to them while reading their selected chapter. In collaboration with their partner, they determine their mode of presentation, prepare a vocabulary activity, write a summary, and share with their classmates. At the A2 level / Intermediate Low to Mid, it was necessary for students to use their first language to discuss the presentational styles with their partner. At the B1 / Intermediate High, all discussion took place in the target language.

The 21<sup>st</sup> Century Skills are reflected in this learning scenario, as well as the themes of family, community and everyday life.

*Collaboration.* Students will work with partners or in small groups to read a chapter that they will then present to their classmates.

*Creativity and innovation.* Students will choose their presentational style, their vocabulary activity.

*Critical thinking and problem solving.* Students will compare and contrast their own practices and perspectives with those of the target culture.

*Information, media, and technology skills.* Students will start the unit with a webquest about the author. They will have the freedom to select and media and technology for their presentations.

*Flexibility and adaptability.* The students will have the freedom to select and media and technology for their presentations.

*Initiative and self-direction.* Students will select their own vocabulary words to define and present.

*Social and cross-cultural skills.* Students will collaborate in and outside the classroom. They will apply their background knowledge of other content areas to complete their projects.

*Productivity and accountability.* Students must present their chapters to their classmates according to a predetermined timeframe.

*Leadership and responsibility.* Students must present their chapters to their classmates according to a predetermined timeframe.