

Mein Haustier

Learning Scenario created by Sara Hoefler

Performance Range

Novice Low, leading students towards Novice Mid as the school year progresses

Targeted Standards

Interpersonal Communication. Students can ask and respond to basic who, what, when, where questions concerning pets.

Interpretative Communication. Students can read and interpret a graph dealing with. Students can identify information from a poster dealing with pets. Students can read basic information from a child-friendly pet related website in the target language.

Presentational Communication. Students can make and interpret graphs providing information about pets for an audience.

Cultures. Students learn about most popular pets in Germany.

Comparisons. Students learn about the differences between pets and their status in America as compared to Germany.

Targeted Language Learners

Middle school students in a beginning German course.

Instructional Setting

Classroom and computer lab

Learn-Practice-Assess

Pets are a topic of interest for middle school students. Students either have a pet themselves or have reasons concerning why they would like a pet/do not have a pet. Students identify various types of animals as appropriate or inappropriate house pets. Students identify what pets eat and in which section of the home pets live (living room, bedroom, back yard, etc). Students can describe pets as to type of animal, number of legs, and overall color, as well as color of various body parts of a pet. Students who cannot have a pet due to allergies, etc, can make up an imaginary situation in which they do have a pet.

As students advance in language capability, they review everyday objects dealing with pets including the home itself, rooms in a home, and furniture. Students can use stuffed animal representations of pets to show comprehension of a teacher written story concerning the location of pets. The teacher draws a house plan (complete with furniture) of the board in a large format. The teacher tells a simple story and students show comprehension by moving the “pet” to the specified locations in the story. As proficiency improves, students could be asked to write stories themselves for other students to act out at the board.

Assessment include students presenting information concerning their own pets (real or imagined) using a student made map of their home. They explain in simple language the layout of the home and then tell about the areas in which their pet spends time including the activities of the pet.

Once students are able to recognize and communicate simple information concerning common pets, they can gather information from other German classes concerning the pets those students have. Students utilize math skills by formulating a graph of the information gathered. This can be hand drawn or computer generated. Using basic “w” questions, they will provide simple answers (including pointing) to questions concerning the information on their graph.

Adaptations to other ages/grades

Authentic children’s literature at different proficiently levels dealing with pets can be included to make content appropriate for elementary as well as older learners. Younger learners, after having learned the names of common pets, could use stuffed animal representations of the pets to practice prepositions in the classroom. Teacher calls out directions (Put the dog on top of the desk) and students show comprehension by acting out the command. Older students can explain at an Intermediate if they will have a pet as adult and why or why not. Students will use familiar vocabulary to tell about their imagined lives and schedules in explaining why they will have a pet (or not) as well as which pet they will have.

Reflection

Pets is a topic that impacts all students, regardless of if they have a pet or not. The possibilities of the inclusion of target language through age appropriate web sites are almost endless. The range of information in the target language extends from very child friendly (www.kidsweb.de/tiere/tier.htm) to advanced (www.tierchenwelt.de/haustiere/haustier-hund.html).

When students demonstrate understanding of pet terminology at a NOVICE HIGH level and everyday objects related to pets, students could take a teacher modified “quiz” to help them find out the right pet for their personality. Teachers can base their “quiz questions” on a site with higher level language (example: www.testedich.de/quiz14/quiz/1118075496/Welches-Haustier-passt-zu-mir) and modify the language to make it appropriate to the proficiency level of the students.

STANDARDS

COMMUNICATION