ICH MAG DEUTSCH!

A PRACTICAL GERMAN PROGRAM

## BY TOMMASINA RODRICK

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ABOUT THE PROGRAM

. This motivating and child-centred program has been designed to simplify the teaching of German across the school, from Kindergarten to Grade 6 (from age 5 to age 12).

. The program can be implemented by a language teacher across the school or by individual class teachers with a background in German. Either way, the children's knowledge is consolidated and then extended each year.

. The rationale behind the sequence charts is that teachers should find them easy to adapt for integration with other classroom subjects.

. The program provides continuity between school years, consolidating language development, and increasing German awareness gradually. It sets realistic goals for the children's abilities and limited classroom time.

. This program can be used in conjunction with other programs that your school or Education Department have written. It can also be built upon by high schools.

. The program is designed to meet the needs of students new to the German language and of those who have a background in it. Newcomers will not be threatened. Neither will native speakers be bored. An enjoyable selection of classroom activities will reinforce the learning process and keep the interest of the children.

. Extensive photocopying and endless searching for resources have been eliminated. The children are encouraged to use their creativity instead. By involving the children in development of classroom activities, they are more inspired to learn.

. *Positive Reinforcement*. The constant thread of this program is the encouragement of class participation through positive reinforcement. At every opportunity, it is suggested that teachers provide small, tangible rewards for trying and verbally praise them as well.

. The program is not set in concrete. Teachers should feel free to adjust activities to suit the children's specific needs, abilities and interests.

. The children's reading and writing skills are heavily supported by the teacher. The children are involved in the following main learning areas on a regular basis:

- listening
- reading
- writing
- communicating
- interacting
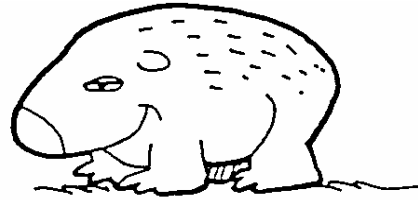
. The lessons in this program can be shuffled about to support other classroom work. This will help to make the program more integrated into the children's overall education, improve its effectiveness in delivery and to establish the legitimacy of foreign language learning alongside mainstream subjects at Primary levels.

. One of the most important features this program has to offer is the **TIME** it saves teachers. Teachers with an already hectic timetable will find that this program allows them to step simply through the lessons and teach effectively and successfully.

. I wish you a happy and successful time in implementing this program.
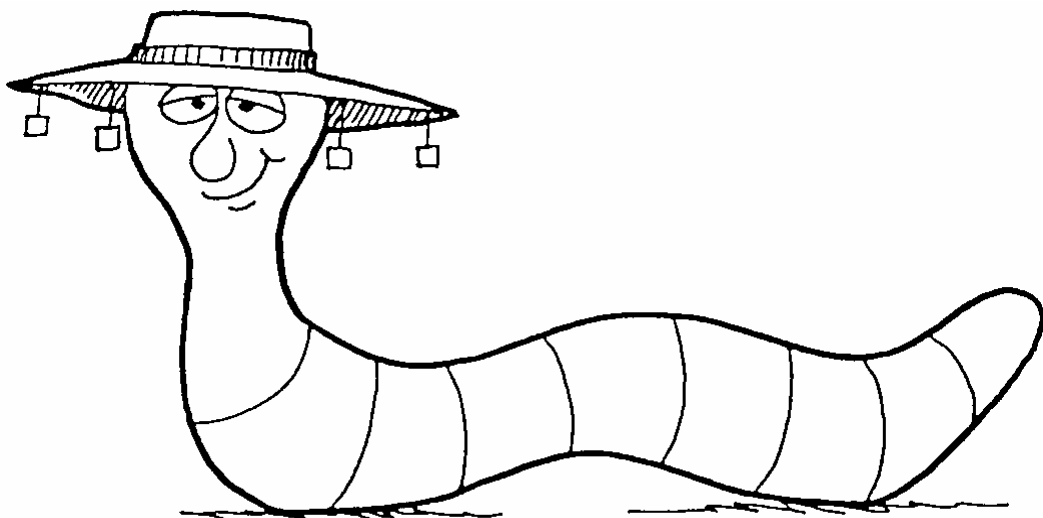
GERMAN LESSON 3 - TIME

KINDERGARTEN

THE CLOCK

Show the children a large clock and discuss the features.   These could include the long and short hand, the second hand, the twelve numbers, electric or battery operated.   Tell the children what the clock is called in German. The children can repeat the word after the teacher.

Each child in the circle can tell the class what his/her special time of the day is.

The children draw a large picture of a clock on a piece of paper.   In the middle of the clock the children draw their favourite activity as discussed previously.   The children can label their clocks in German.
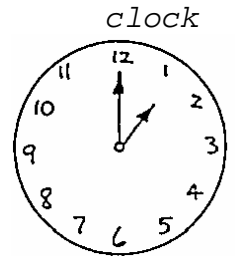
clock

paper

die Uhr   The clock

die Uhr

Follow-up Activity - Time

.   The children can share their work with the class.

ch'n work

GERMAN LESSON 3 – TIME

YEAR THREE

MORNING, AFTERNOON AND NIGHT

Using flashcards and a large clock, revise a
variety of times in German.   The children can
find the matching flashcards from the floor.
Introduce morning, afternoon and night, in
German using flashcards.   Explain how they
relate to AM and PM in English.
Mention how Germans use 24 hour clocks.
Ask the children to think of a special time of
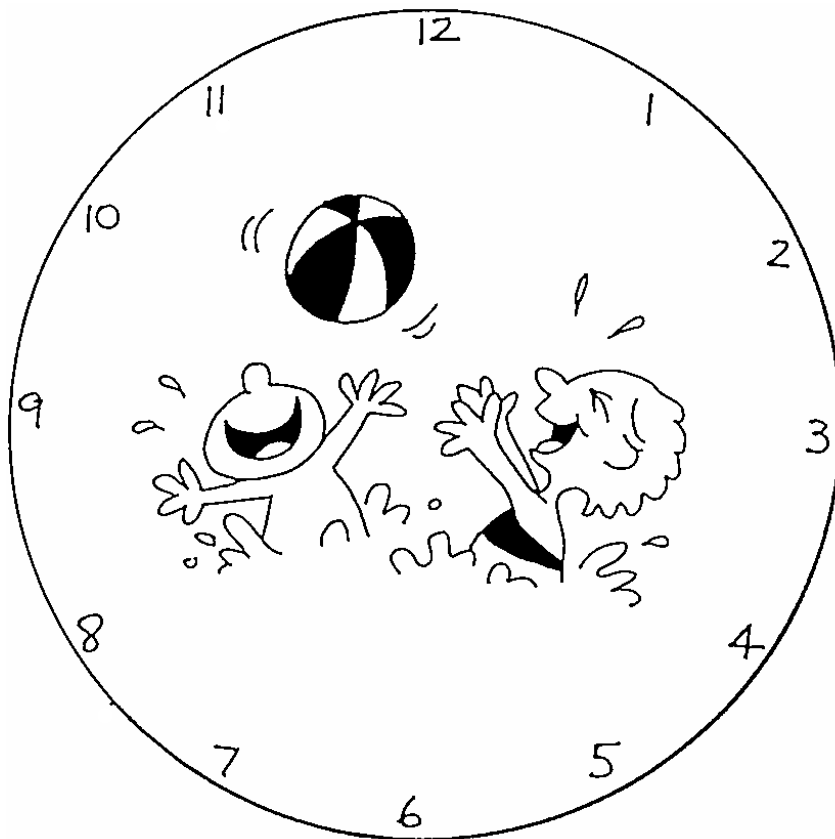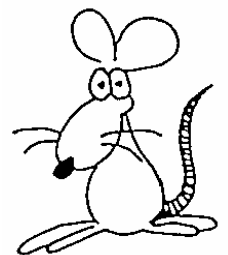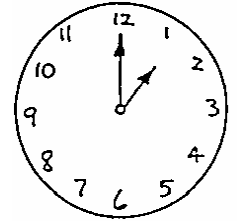the day.   A child at a time can come to the
front of the class, demonstrating his/her time
on the clock.   In German, the child states the
time and whether it is morning, afternoon or
night.   In English he/she also says why that
time of day is special.   For example:

flashcards
lg clock

> Wie spät ist es?
> What's the time?

Es ist neun Uhr morgens.	It's 9:00am	*flashcards*
Es ist halb zwei nachmittags.	It's 1:30pm	
Es ist fünf Uhr nachmittags.	It's 5:00pm	
Es ist halb zwölf nachts.	It's 11:30pm	

Using paper plates, scrap pieces of cardboard
and coloured paper the children can make their
own bright sunny clock.   Encourage the children
to make the clocks on their own, unless they
really need assistance.

paper plates
cardboard
paper
split pins
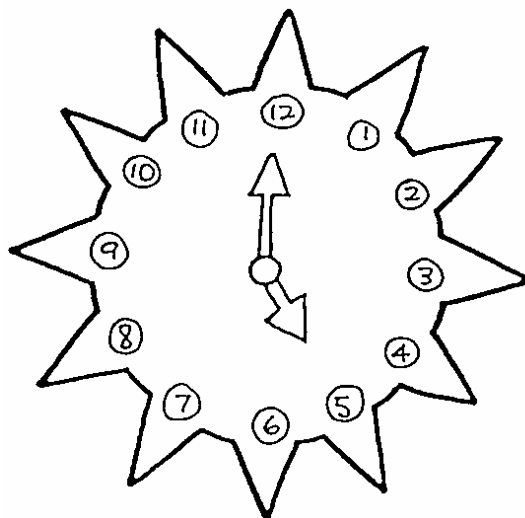
Follow-up Activity - Time

.   The children can go around the class and show a
variety of friends a time in German, using
morning, afternoon and night.   The children
also say what they are doing at that particular
time.

clocks

25

GERMAN LESSON 3 - TIME

YEAR SIX

ALL TIMES

Introduce the rest of the times that a clock   *lg clock*
shows.   Explain to the children that once the
pattern of telling the time has been learned it
will be easy to tell the time in German.   For
example:

zwei Uhr	2:00
zwei Uhr zwölf	2:12
zwei Uhr fünfzehn	2:15
zwei Uhr zwanzig	2:20
zwei Uhr dreißig	2:30
zwei Uhr vierzig	2:40
zwei Uhr fünfundvierzig	2:45
zwei Uhr achtundvierzig	2:48
drei Uhr	3:00
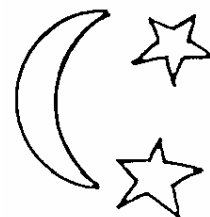
Give all the children a piece of paper and ask   *sm paper*
them to write two times in digital form.   New
times are to be explored.   Form the circle
again and one by one, the children demonstrate
their times on the clock and then say them in
German. Go around the circle twice.
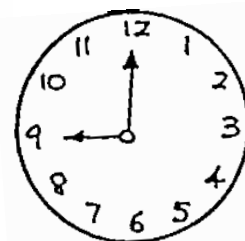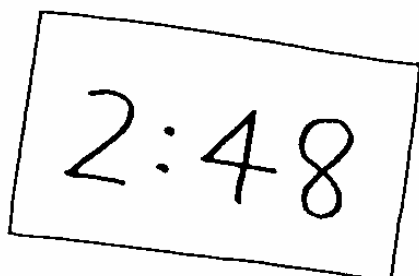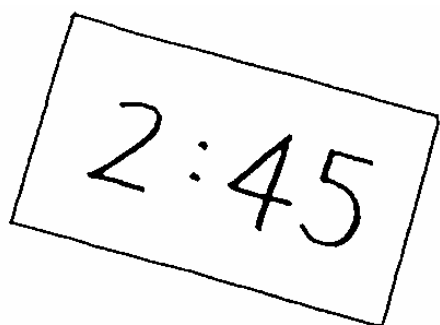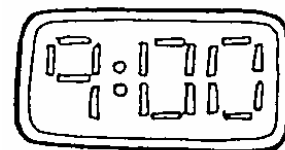
Follow-up Activity - Time

.   The children can write two more times on paper   *sm paper*
     and then go around the class reading them to
     friends, in German.   The listener confirms the
     time or assists.

The following table summarises LOTE Outcomes from ...

Languages Other Than English - a curriculum profile for Australian schools.

COMMUNICATING IN LOTE

OUTCOMES	level 1	level 2	level 3
Oral Interaction	**1.1** '...using single words and formulaic expressions.'	**2.1** '...using phrases or short sentences...'	**3.1** '...incorporating new language items into well rehearsed language patterns.'
Reading and Responding	**1.2** 'Reads short sentences and identifies letters, characters or words.'	**2.2** 'Reads ....one or two sentences.....'	**3.2** 'Reads....several linked sentences....'
Writing	**1.3** 'Writes letters, characters or words...'	**2.3** 'Writes phrases or short sentences ....'	**3.3** 'Writes two or three linked sentences ....'

SEQUENCE CHART AND PROFILING SAMPLE

THEMES AND CONCEPTS

YEAR → ↓ LESSON	KINDERGARTEN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
1 NUMBERS	NUMBERS TO FIVE 1.1, 1.2	NUMBERS TO TEN 2.1, 2.2, 2.3	NUMBERS TO FIFTEEN 1.1, 1.2, 1.3	ADDING AND SUBTRACTING IN ITALIAN 2.1, 2.2, 2.3	NUMBERS TO THIRTY 2.1, 2.2, 1.3	NUMBERS TO FORTY 2.1, 2.2, 1.3	NUMBERS TO ONE HUNDRED 2.1, 2.2
2 NUMBERS	NUMBERS TO FIVE 1.1, 1.2, 1.3	NUMBERS TO FIFTEEN 1.1, 1.2, 1.3	NUMBERS TEN TO TWENTY 1.1, 1.2	NUMBERS TO THIRTY 2.1, 2.2, 2.3	NUMBERS TO FORTY 2.1, 2.2, 2.3	NUMBERS TO ONE HUNDRED 1.1, 1.2, 1.3	NUMBERS ONE HUNDRED TO ONE THOUSAND 2.1, 2.2, 2.3
3 TIME	THE CLOCK 1.1, 1.2, 1.3	ONE O'CLOCK TO TWELVE O'CLOCK 2.1, 2.2, 2.3	O'CLOCK AND HALF PAST 2.1, 2.2, 2.3	MORNING, AFTERNOON AND NIGHT 2.1, 2.2	QUARTER PAST AND QUARTER TO 2.1, 2.2, 2.3	MORNING, AFTERNOON AND NIGHT 2.1, 2.2, 2.3	ALL TIMES 2.1, 2.2, 2.3
4 SENSES AND ACTION	EYES AND SEEING 1.1, 1.2, 1.3	SMELL 2.1, 2.2, 2.3	TOUCHING 2.1, 2.2, 2.3	THE FIVE SENSES 2.1, 2.2, 2.3	ACTIONS 2.1, 2.2, 2.3	THINGS I LIKE 2.1, 2.2, 2.3	ACTION WORDS 2.1, 2.2, 2.3
5 SENSES AND ACTION	EARS AND HEARING 1.1, 1.2	TASTE 2.1, 2.2, 2.3	THE FIVE SENSES 2.1, 2.2, 2.3	ACTIONS 2.1, 2.2, 2.3	I LIKE 2.1, 2.2, 2.3	I LIKE 2.1, 2.2, 2.3	SCHOOL, HOME AND TOWN 2.1, 2.2, 2.3
6 THE CALENDAR	FIVE DAYS OF THE WEEK 1.1, 1.2, 1.3	SEVEN DAYS OF THE WEEK 1.1, 1.2, 1.3	DAYS OF THE WEEK 1.1, 1.2	MONTHS OF THE YEAR 1.1, 1.2	MONTHS OF THE YEAR 1.1, 1.2, 1.3	THE MONTH I LIKE 2.1, 2.2, 2.3	WHAT MONTH AM I? 2.1, 2.2, 2.3
7 THE CALENDAR	FIVE DAYS OF THE WEEK 1.1, 1.2	SEVEN DAYS OF THE WEEK 2.1, 2.2, 2.3	FAVOURITE DAY 2.1, 2.2, 2.3	MONTHS OF THE YEAR 1.1, 1.2	BIRTHDAY MONTH 2.1, 2.2, 2.3	HOLIDAY MONTHS 2.1, 2.2, 2.3	DATE OF BIRTH 3.1, 3.2, 3.3
8 COLOURS	PRIMARY COLOURS 1.1, 1.2, 1.3	FIVE COLOURS 1.1, 1.2, 1.3	MORE COLOURS 1.1, 1.2, 1.3	DIFFERENT COLOURED OBJECTS 2.1, 2.2	DIFFERENT COLOURED OBJECTS 2.1, 2.2, 2.3	QUESTIONS AND ANSWERS ABOUT COLOURS 2.1, 2.2, 2.3	CREATING LONGER ITALIAN SENTENCES 3.1, 3.2, 3.3
9 REVISION 1	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3	ITALIAN MEMORY CHALLENGE 1.1, 1.2, 1.3
10 EASTER	EASTER PATHS 1.1, 1.2	EASTER DOT TO DOT 1.1, 1.2, 1.3	EASTER COUNT AND MATCH 1.1, 1.2	EASTER EGG MAZE 1.1, 1.2	ORDERING EASTER BUNNIES 1.1, 1.2, 1.3	EASTER DOT TO DOT 1.1, 1.2, 1.3	EASTER COUNTING 1.1, 1.2, 1.3

ABOUT THE AUDIO CDs

- The audio CDs have been designed to help language teachers provide students authentic pronunciation models.

- These audio CDs make the integration of language learning in primary schools more achievable.

- The audio CDs cover all the vocabulary (words and sentences) from each lesson in the K-6 Practical Program. Alphabet pronunciation is also included for each language.

- A listening post can be set up in the classroom or library to encourage students to practise their oral language skills.

- Male and female speakers alternate eg Year 1 – male and Year 2 – female.

- The full kit includes 8 CDs in total. One for each year level and an additional one for classroom expressions, greetings and communication skills.

- Each lesson is introduced in English for easy reference.

- The vocabulary is delivered at an easy to follow pace.
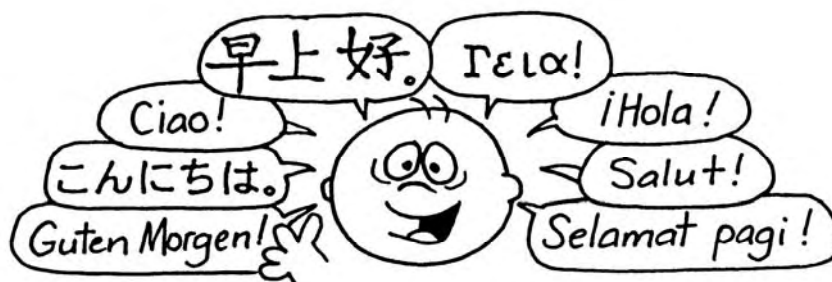
THEMES FOR INTRODUCTION CD	
CLASSROOM EXPRESSIONS	track 1
GREETINGS AND GOODBYES	track 2
COMMUNICATIVE SKILLS	track 3

THEMES FOR EACH CD AND YEAR LEVEL

Lesson 1	**Numbers 1**	track 1
Lesson 2	**Numbers 2**	track 2
Lesson 3	**Time**	track 3
Lesson 4	**Senses and Actions 1**	track 4
Lesson 5	**Senses and Actions 2**	track 5
Lesson 6	**The Calendar 1**	track 6
Lesson 7	**The Calendar 2**	track 7
Lesson 8	**Colours 1**	track 8
Lesson 9	**Revision 1**	track 9
Lesson 10	**Easter or Culture**	track 10
Lesson 11	**Colours 2**	track 11
Lesson 12	**Body Parts 1**	track 12
Lesson 13	**Body Parts 2**	track 13
Lesson 14	**Clothes 1**	track 14
Lesson 15	**Clothes 2**	track 15
Lesson 16	**Weather and Seasons 1**	track 16
Lesson 17	**Weather and Seasons 2**	track 17
Lesson 18	**The Classroom 1**	track 18
Lesson 19	**The Classroom 2**	track 19
Lesson 20	**Revision 2**	track 20
Lesson 21	**Shapes / Length / Weight 1**	track 21
Lesson 22	**Shapes / Length / Weight 2**	track 22
Lesson 23	**Food and Shopping 1**	track 23
Lesson 24	**Food and Shopping 2**	track 24
Lesson 25	**Family and Friends 1**	track 25
Lesson 26	**Family and Friends 2**	track 26
Lesson 27	**Home / Health / Jobs 1**	track 27
Lesson 28	**Home / Health / Jobs 2**	track 28
Lesson 29	**Animals 1**	track 29
Lesson 30	**Revision 3**	track 30
Lesson 31	**Animals 1**	track 31
Lesson 32	**Transport and Holidays 1**	track 32
Lesson 33	**Transport and Holidays 2**	track 33
Lesson 34	**Country and City 1**	track 34
Lesson 35	**Country and City 2**	track 35
Lesson 36	**Our Environment 1**	track 36
Lesson 37	**Our Environment 2**	track 37
Lesson 38	**Revision 4**	track 38
Lesson 39	**Christmas or Culture**	track 39
Lesson 40	**Christmas Cards**	track 40
Language Awards		track 41