

# ONLINE LESSON PLAN

## **Inclusive Best Practices Project Educating Students with Complex Support Needs 2008-2010**

Respondent: **Barbara Simpson**  
**Clearfield Area High School**  
**Clearfield Area School District**

Date of lesson to be observed/taped: **May 22, 2008**

### **1. Lesson Title**

*Introduction to Unit 7C: "Deutsch Aktuell"*

### **2. Teacher(s) Name(s)**

**Mrs. Barbara J. Simpson, German Teacher, Clearfield Area High School**  
**Paraprofessional: Mrs. Tara Pleskonko, Educational Interpreter**

### **3. Grade Level(s):** Grades 9-12 (mostly 9th grade)

### **4. Content Area:** German I

### **5. Description/Abstract of Lesson**

- Pronounce new vocabulary list
- Review conjugation of "kennen", a known verb meaning "to know"
- Introduce a new verb "wissen", meaning "to know", and differentiate with exercises
- Listen to first half of a story on CD and translate out of textbook
- Assign homework in workbook packet

### **6. Primary Lesson Objectives**

- (1) Use all new vocabulary in context
- (2) Use and distinguish between kennen & wissen
- (3) Listen to/read/understand/relate story using new vocabulary and grammar concepts
- (4) Describe a typical shopping trip to a German department store

**7. Cognitive Level:**

Knowledge  
Comprehension  
Application  
Analysis  
Synthesis  
Evaluation

**8. Standards and Anchors Addressed:**

1.1 Learning to read independently;  
1.2 Reading critically in all content areas;  
1.3 Reading, analyzing and interpreting literature

**9. Guiding questions for this lesson:**

(1) How do you pronounce the new vocabulary?  
(2) What is the difference between kennen and wissen, in meaning and conjugation?  
(3) How can we apply these skills to a literature story in order to increase our fluency in speaking German?

**10. Assessment Tools:**

Quiz/Test  
Performance Task with Rubric  
Peer Assessment/Review  
Writing Sample

**11. Learning Connections:**

One student in the class is hearing-impaired and has been deaf since birth. Her interpreter sits across from her and uses sign language. Student cannot understand my speaking in German or read my lips when speaking German. I must be facing student at all times. I normally use more German for this lesson, so that anyone watching it will understand what we are doing.

Students have just learned the vocabulary and colors, and are preparing to be video-taped in a "Fashion Show" the following week. The day following my lesson, students will learn to convert the value of the Euro to U.S. dollars, using math skills. They will then be able to talk about the price of clothing items, and compare prices between clothing in Germany (using catalogs and newspaper inserts) with clothing in the United States.

## 12. Instructional strategies used in this lesson:

Cooperative Learning  
Demonstration  
Instructional technology  
Guided Practice  
Memorization  
Note-taking  
Teacher Questions

## 13. Learning Activities or Tasks:

- I will check homework assignment by walking around room and noting names in grade book. Students will have written vocabulary words three times each to learn the spelling.
- I will pronounce the new vocabulary words, and students will be asked to conjugate a known verb in their notebooks. I will introduce a new verb with the same basic meaning. The verb is used "to know a person". The other verb means "to know a fact". Students will have to work with a partner to identify objects for each verb.
- I will then provide a clue to the irregular conjugation of this verb, and students will figure out how to conjugate it based on prior knowledge of similar verbs.
- We will do two exercises in the textbook to assess whether students can comprehend the difference and irregular conjugation.
- We will then listen to part of a story which uses the new verb. Students will hear it once without their textbooks, and try to summarize it relying only on their listening abilities. Then they will follow this second time using their books, and we will translate it using the "think-aloud" process, which works terrifically with a story. The story is about teenagers in Germany going shopping in town for clothing, an activity to which all American students can most likely relate.
- Students will be assigned several workbook exercises to determine their understanding of the lesson.

## 14. Classroom Organization and Learning Environment

My classroom is very "busy", filled with materials from the German-speaking countries. Students are literally surrounded with realia from wall-to-wall. There is plenty of board space to use. The desks are arranged as a horseshoe within a horseshoe, to increase interaction with me and each other. The hearing impaired student sits in the front of the inner horseshoe, directly opposite her educational interpreter.

I also have an LCD projector which I use frequently. The screen is in the front of the room students face it.

**15. How and where will your students work?**

Groups  
Horseshoe

**16. Materials and Resources:**

Textbook  
CD that accompanies textbook  
Manipulatives  
Educational interpreter will “sign” during the lesson with the hearing impaired student

**17. Lesson Evaluation/Teacher Reflection;**

To be completed following the lesson