

Languages Unit of Work

Language: German Year Level: 2 Duration: 5 x 50mins Unit title: Dressed for Success

Curriculum Pathway & Level: F-10 sequence Level 2

Curriculum Design Focus Question: How might we support Year 2 students to talk about the clothing they wear in different seasons?

Overview

Description of teaching and learning unit	Cohort considerations
In this unit, students will be supported to use German to: - Say and write what they wear in the different seasons - Describe items of clothing - Ask each other about what they wear in various scenarios - Take a role in a fashion parade for seasonal kids' fashion	1 hour session once a week, with a maximum of 50 mins of actual learning time. - Emerging literacy skills in first language

Key Language

Key words/phrases/structures to be introduced in this unit

(die) Kleidung			
Was trägst du?			
Ich trage	einen Rock einen Pulli einen Schal	Er ist	(un)bequem (un)praktisch schön modisch altmodisch hässlich
	eine Shorts eine Jeans eine Jacke	Sie ist	
	ein T-Shirt ein Kleid	Es ist	
	Schuhe	Sie sind	

(die) Kleidung			
Was trägst du?			
	Sandalen		

Key assumed previous language exposure

die Jahreszeiten	das Wetter			Meinungen	Farben
(der) Sommer	Es ist	heiß		cool	blau
(der) Herbst		kalt		fantastisch	rot
(der) Winter		warm		wunderbar	gelb
(der) Frühling		kalt		gut	grün
		wolkig		nicht so gut	lila
		regnerisch		so so	rosa
		verschneit		super	schwarz
					weiß
					orange
					braun
					grau

Curriculum Links: Victorian Curriculum 2.0: Languages –

Strand	Sub-strand	Content Descriptions	Achievement Standard
Communicating Meaning in German	Interacting in German	Students learn to: communicate using formulaic and modelled language relating to aspects of their personal world VC2LG2C01	Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world.
		Students learn to: <i>participate in a range of guided language activities using formulaic expressions, and visual and spoken cues VC2LG2C02</i>	They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language
	Mediating meaning in and between languages	Students learn to: locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases VC2LG2C03	They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language.
		Students learn to: <i>explore and make meaning from sounds, words and phrases for familiar objects or terms in German through play, and discover how languages influence each other VC2LG2C04</i>	Students compare the sounds and rhythms of the German language with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other.
	Creating text in German	Students learn to: <i>create spoken and written texts using words, familiar phrases and modelled language VC2LG2C05</i>	They start to develop written competence by copying letters and words, and then produce the language with support.
			They apply their understanding of some of the conventions and features of the written German language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues. They expand their repertoire of German words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Understanding Language and Culture	<i>Understanding systems of language</i>	Students learn to: imitate the pronunciation and intonation of spoken German, and understand how sounds are produced VC2LG2U01	They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.
		Students learn to: identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases VC2LG2U02	Students identify the different sounds and rhythms of the German language by listening to and viewing a variety of texts.
		Students learn to: recognise and explore how the Roman alphabet and features of language are used to construct meaning in German VC2LG2U03	They recognise that German sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways.
		Students learn to: identify that written and spoken German has grammatical structures and other language features that may be similar to or different from English and/or other languages VC2LG2U04	They begin to explain their understanding of the features and grammatical structures of German using simple metalanguage.
	<i>Understanding the interrelationship of language and culture</i>	Students learn to: reflect on how language, culture and identity are interconnected and discuss how German-speaking communities are similar to or different from others VC2LG2U05	Students explore and recognise the influence of culture on language and identity.
		identify where German is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LG2U06	They recognise that German is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).
Engaging with German Language	<i>Engaging with German Language</i>	Students will learn to: notice that German looks and sounds different to other languages VC2LG2E01	They explore German through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language.
		Students will learn to: develop oral language skills through exploring and listening to the sounds and patterns of the language VC2LG2E02	
		Students will learn to: recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LG2E03	They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken German.

Engaging with German Language and Culture	<i>Engaging with German Culture</i>	Students will learn to: explore connections between language and culture through play and/or imagination VC2LG2E04	Students explore and recognise the influence of culture on language and identity.
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Learning Sequence

Lesson 1

Learning Objectives

We will learn:

- how to describe what we wear in German

Success Criteria

I can:

- tell a classmate what I am wearing in German
- Ask a classmate what they are wearing in German

Review language

Seasons and weather vocabulary and structures

New language

Was trägst du? / Du trägst...

Ich trage....

Clothing nouns

Lesson Elements

Stage 1 (5 mins)

Activate Prior Knowledge

- Use flashcards of **seasons and weather** and choral the previously met vocabulary.
 - Such es! (Find it) game - Display flashcards of **seasons and weather** around the room. The teacher calls a previously learned word or phrase in German, and students look for the matching card and move to stand near it. Practise the pronunciation of the words after each round, through choraling.
- AND/OR

Hand out the flashcards to students standing in a circle. Call out a word or phrase and the person/pair with the correct cards holds it up high. Practise the pronunciation of the words after each round, through choraling.

- Pose the question: What are some of the ways we know that help us to recognise, learn and remember new words in German? (some anticipated responses)
 - Pictures
 - Some are like English
 - Actions
 - Singing

Introduce Learning Objectives

We are going to use some of these amazing strategies you have shared, to learn how to describe what you are wearing in German! Ready for the challenge? (Display LI and SC on board if appropriate)

Stage 2 (35 mins)

Modelling & Demonstration (10 mins)

- Play a song about clothes in German, for example: Kleidung: https://youtu.be/zsU_x0gFG3I?si=ac94h_WfAAN1G4zd
 - First just listen - can you recognise any clothes?
 - Then play again with visual but no subtitles - add to what they recognise
 - Finally play clip with subtitles (in German) as well.

(If selecting another song, sentence builders could be adapted to match.

Eg. <https://youtu.be/kM4Xt0KuBf0?si=Bff2MrgBudid5lu4>

<https://youtu.be/eeZTIHLUwS8?si=K35J06SyU5OqZr60>

https://youtu.be/s3qn9KjaeUs?si=f8Xd1mFJ_bPBjIY0

<https://youtu.be/JqRRNUguv6k?si=TWann6ag0l-vvowj>

<https://youtu.be/Ksnem9iubK8?si=GOTcxRwXm1rQSfFt>

- Draw out connections with English (cognates), and make informed guesses based on visuals.
- Echo and choral the new clothing vocabulary as they recognise it.
- Revisit their understanding of the pronunciation of eg /j/ sounds (nb Jeans as an exception) and -e on the end of words in German
- Notice how they say “I wear/I am wearing” - Ich trage....

Guided Practice (10 mins)

- Hand out flashcards so that each student has one of the clothing items identified. (see list above) Ensure there are 2 or 3 flashcards of each clothing item.
- Have them find the others in the room with the same card as them and sit together.
- Display a sentence builder

Was trägst du?	
Ich trage	einen Rock
	einen Pulli
	einen Schal
	eine Shorts
	eine Jeans
	eine Jacke
	ein T-Shirt
	ein Kleid
	Schuhe
	Sandalen

- Model: Ich trage With your own flashcard using the sentence builder.
- Have them practise in their pair or group.
- Add the question: Was **trägst** du? And demonstrate a little conversation e.g. with a puppet or a super confident student.
- In their group, practise the question and answer.
- Regroup: form new groups of 2 or 3 and repeat the above.
- [Extension: can you add another word to your sentence, e.g. adjective or connective?]

Independent Application (20 mins)

Ein verrücktes Outfit activity

- Hand out a copy of the sentence builder to each student to glue into their book (or have laminated copies).
- In their books, have students draw a picture of themselves or a character wearing a crazy outfit - 3-5 pieces of clothing.(give a time limit)
- Use the sentence builder to label the clothing items in German.
- Then write a sentence using Ich trage.... (remind them about the use of 'und')
- If someone does completes the first one quickly, encourage them to complete a second one with different items of clothing.
- Turn and Talk - have the students share their drawing with a partner and read their sentence aloud, if confident enough.

Stage 3 (5 mins)

Review & Reflect

Choose one of the following:

- **Gallery sharing** - Have students bring their drawings to show in a circle. Ask if anyone would like to read their sentence aloud. Don't force this, though.
- **Flashcard review** - hold up one clothing item at a time. Choral the word.
- **Finger feedback** - how many clothing words do you feel confident in recognising in German? (1-10)

Lesson 2

Learning Objectives	Success Criteria
We will learn: • to say more about the clothing we wear by adding adjectives.	I can: • Describe the clothing I am wearing in more detail

Review language Clothing nouns Colours Familiar adjectives.eg: cool, fantastisch, wunderbar, gut, nicht so gut	New language Fashion-specific adjectives: Er/Sie/Es ist: / Sie sind: • (un)bequem • (un)praktisch • schön • modisch • altmodisch • häßlich
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Lesson Elements

Stage 1 (10 minutes)

Activate Prior Knowledge

- Play Kleidung song: eg. https://youtu.be/zsU_x0gFG3I?si=ac94h_WfAAN1G4zd from the previous lesson and invite the students to sing along with the words they remember
- **Mini whiteboard activity:** teacher says an item of clothing in German and students draw (or write in English) to demonstrate their understanding of the vocabulary. You could also give some confident students a turn to say a word aloud for the activity.
- Optional extra: Student at front of class calls out a sentence.

Introduce Learning Objectives

Today we are learning to say more about clothing we wear by adding adjectives.

- Ask students what an adjective is. (They should have encountered this in English literacy lessons)
- Ask students which ones we already know in German! (Brainstorm) Make a list on the whiteboard for reference later.

Stage 2 (30 minutes)

Modelling & Demonstration (10 minutes)

- Play the video of the Kleidung song again, asking students to listen and watch for adjectives used to describe clothes. As they are identified, echo and choral the new vocabulary.
- Add the words to the list on the whiteboard.
- Display an expanded sentence builder, including the simple one from last lesson.

Was trägst du?					
Ich trage	einen Rock. einen Pulli. einen Schal.	Er ist	blau rot gelb	und	(un)bequem. (un)praktisch. schön. modisch. altmodisch. häßlich.
	eine Shorts. eine Jeans. eine Jacke.	Sie ist	grün lila rosa		
	ein T-Shirt. ein Kleid.	Es ist	schwarz weiß		cool. fantastisch.
	Schuhe Sandalen.	Sie sind	orange braun		

- Display a picture, use a puppet, a doll or your own clothes to demonstrate how to use the sentence builder to describe one piece of clothing: eg. Ich trage einen Pulli. Er ist blau und modisch.

Guided Practice (5 minutes)

- Think, Pair, Share - Ask students to construct another sentence using the sentence builder to describe an element of the picture (perhaps on mini whiteboards) and then share it with a peer. Ask for volunteers to share their sentences with the whole class.

Independent Application (15 minutes)

- Give each student a copy of the new sentence builder to paste into their book.
- **Worksheet:** Write sentences using the sentence builder to describe what they wear in each season. This can easily be **differentiated** by asking for single words only for those with lower literacy skills, and encouraging those above level to write about multiple items of clothing.
- Have pairs share their sentences and give feedback by referring to the sentence builder, helping them to improve their work.

Was trägst du?



Winter



Frühling



Sommer



Herbst



Stage 3 (5 minutes)

Review & Reflect

- Ask a student to share a sentence for each season. Choral the sentences with the class.
- **Traffic light feedback:** Our LI was to be able to say more about our clothes using adjectives. Write your name on a sticky note and stick it to the traffic lights:
Green = I am confident
Orange = I am getting there but still need support
Red= not yet! I am feeling a bit confused

Lesson 3

Learning Objectives

We will learn:

- how to describe clothes for a fashion parade in German

Success Criteria

I can:

- describe my chosen outfit for our fashion parade.

Review language

Seasons

Fashion-specific adjectives:

Er/Sie/Es ist: / Sie sind:

- (un)bequem
- (un)praktisch
- schön
- modisch
- altmodisch
- häßlich

New language

- 'auch'

Lesson Elements

Stage 1 (10 minutes)

Activate Prior Knowledge

- Jahresuhr song or similar <https://youtu.be/WJ0uJo5kJ04?si=aOcDiF6YSvUgAM0s> as a warm up
- Remind students of their worksheet from last lesson. Call out a season eg. Es ist Sommer. Was trägst du? In pairs they give an answer. It may just be a word to start with, then encourage them to try sentences. Invite individual students to share with the class.

Introduce Learning Objectives

Today, we are going to learn how to use German to describe clothes for a fashion parade.

Stage 2 (30 minutes)

Modelling & Demonstration (5 minutes)

- Display expanded sentence builder and images of outfits for each season - one at a time. Elicit from students possible sentences to go with the first image. Eg. Es ist Sommer. Ich trage ein T-Shirt. Es ist blau und cool. Ich trage (auch) eine Shorts. Sie ist rot und bequem.

Was trägst du?							
Es ist	Winter.	Ich trage	einen Rock.	Er ist	blau rot gelb grün lila rosa schwarz weiß orange braun	und	(un)bequem.
	Frühling.		einen Pulli.	Sie ist			(un)praktisch.
	Sommer.		eine Shorts.				schön.
	Herbst.		eine Jeans.				modisch.
							eine Jacke.
		ein T-Shirt.	Sie sind	häßlich.			
		ein Kleid.		cool.			
		Schuhe.		fantastisch.			
		Sandalen.					

- Note that these are the types of sentences they will say for their fashion parade.

Guided Practice (10 minutes)

- Display images for the other seasons in turn. Have students use the sentence builder to create sentences for them in pairs or small groups on mini whiteboards.
- Show their sentences to another group for feedback, referencing the sentence builder.
- Teacher moves around the room, giving feedback as well.
- Take a couple of samples and choral them with the class to practise pronunciation.

Independent Application (15 minutes)

Preparing for the fashion parade

You could decide to do a live fashion parade, borrowing costumes from the drama room, dress-ups from home, dress up soft toys, or even create paper dolls, which can be dressed up. It may depend on the confidence and preferences of your cohort.

Paper doll template ideas:

<https://www.adventure-in-a-box.com/10-free-printable-paper-dolls/>

<https://cleverpoppy.com.au/blogs/clever-poppy-blog/make-your-own-paper-dolls-with-free-printables>

- Divide the class into 4 groups, one for each season.
- Explain the task: You will be preparing a fashion parade to show which clothes each of you wears in that season. Each person (or doll etc.) needs an outfit. Each person needs to write out what they are wearing and describe it, using the sentence builder.
- **Brainstorm** as a group about what clothing will be suitable.
- Each group member can decide on their own outfit.
- Each group member writes their own description in German. Note: you could **differentiate** this by providing a cloze text for those who need support, where they just fill in clothing items and adjectives. For advanced students, encourage them to expand. E.g. they could include the weather. Es ist Winter und das Wetter ist kalt und regnerisch. Ich trage.....

Stage 3 (5 minutes)

Review & Reflect

- Assure students they will have more time next lesson to prepare.
- Have groups share their ideas for outfits and ask any questions.
- Ask students to bring outfits next week if bringing from home.

Lesson 4

Learning Objectives We will learn: • how to present our fashion parade effectively	Success Criteria I can: • describe my outfit for the fashion parade in German
Review language Seasons Fashion-specific adjectives Clothing items	New language

Lesson Elements

Stage 1 (10 minutes)

Activate Prior Knowledge

- **Statues on the runway!** Play music and have the students move along their own runway/catwalk in rhythm
- Use flashcards to choral sentences: Ich trage einen Rock. Er ist schwarz und unbequem. (focus on intonation and pronunciation)

Introduce Learning Objectives

Today we will finish our writing about our fashion parade outfits and then we are focussing on how to effectively present our fashion parade.

Stage 2 (30 minutes)

Modelling & Demonstration (10 minutes)

- Show snippets of videos of a Modenschau. Examples:
<https://youtu.be/GtU5wNB3fbQ?si=n0hHg5-sdCevhz3L>
<https://youtu.be/bwHrzhTbhXE?si=sMdheXol11kNyxtj>
<https://youtu.be/FFsU1dQfjJ4?si=Ht6kC22Q2mRFrBCL>
- Discuss with the class what they notice about showing their outfits on a runway/catwalk
Note: having fun! Walking confidently, not too fast, can be alone or in pairs/groups etc
- Next demonstrate how you as a class will run your fashion parade (Modenschau. Stand at the end of your 'catwalk/runway' and read a text describing what you are wearing. Play some soft background music and demonstrate a catwalk walk! :) Each season-based group will present like this.

Possible adjustments:

- If a student is not confident to read their text, another student (or teacher) could read it before they walk
- If a student does not want to walk the runway, they could just read their text, perhaps show the outfit items, a picture of an outfit, the paper doll they made etc
- If there are students who will just not participate in the runway event, perhaps have them hold up signs in German to about outfits.eg. Fantastisch! Modisch! Praktisch! Cool!
- Descriptions could be pre-recorded and played during the fashion parade

Guided Practice (10 minutes)

- Gather in their seasons groups - students decide which order they will parade in, including if in pairs.
- Play runway music and have one group at a time (or groups in parallel if you have the space) - walk the runway as a first practice.
- Next, display a sample text on the board or projector. Example:
Es ist Herbst. Ich trage eine Jeans. Sie ist blau und bequem. Ich trage auch einen Pulli. Er ist lila und modisch. Ich trage auch Schuhe. Sie sind weiß und cool.
Read aloud (focus on pronunciation of letters and words) and have the class echo. Then choral with appropriate intonation and pronunciation.

Independent Application (15 minutes)

In this lesson phase, students will work on the following:

- Complete their outfit descriptions if they were not done last lesson
- Practise in pairs and then in their group reading their descriptions aloud. Encourage them to coach and encourage each other, as well as ask for help if they cannot pronounce any words.
- If time permits, the group can practice putting their Modenschau performance together: In turn, each person reads their description, followed by a runway walk. Can be done in pairs.

Stage 3 (5 minutes)

Review & Reflect

- 5 finger feedback - how much progress do you feel you made with being able to describe your outfit?
- Review the plan for the Modenschau next lesson 😊

Lesson 5

Learning Objectives

We will learn:

- To experience various roles in a fashion parade in German (announcer, model, audience member)

Success Criteria

I can:

- Present my outfit description in German
- Give feedback to others in German as an audience member

Review language

New language

Lesson Elements

Stage 1 (10 minutes)

Activate Prior Knowledge

- Warm up activity - mini white boards: Call out a situation and have students draw or write down what they could be wearing

Examples:

- Es ist Winter. Du baust einen Schneemann.
- Es ist Frühling und du gehst auf eine Party.
- Es ist Sommer und du spielst Fußball.
- Es ist Herbst. Du spielst mit einem Freund oder einer Freundin.

In their pairs, they describe what they are wearing. "Ich trage...." to each other, then choose about 3 groups to share aloud (choralling) each round.

Introduce Learning Objectives

Today we will be performing our Modenschau (fashion parade) and you will play different roles.

- Announcer: you read your outfit description aloud in German
- Model: you or your soft toy or paper doll will show your outfit on the catwalk

- Audience: Hold up a feedback card for outfits as you watch others

Stage 2 (35 minutes)

Guided Practice (5 minutes)

- Distribute sets of feedback cards using the adjectives practised

Super Outfit!	So modisch!	Sehr praktisch!
Schön!	So bequem!	Super cool!

- Display various outfit images, read another sample text and have students practise holding up the feedback cards as the audience!

Independent Application (30 minutes)

- In their Modenschau (fashion show) groups, students have 10 minutes to don their outfits and have a practice run of their fashion parade in different areas of the room. The teacher moves between groups to guide and support this practice and encourage the students.
- In their Modenschau (fashion show) groups, student perform their fashion shows, as per the instructions
- Student feedback using the cards!

Stage 3 (5 minutes)

Review & Reflect

Smiley face reflection on the unit.

KLEIDUNG - REFLECTION

Name: _____

Think back over our lessons about describing what you wear in German. Firstly, how did you enjoy this unit of work? Circle one!

Fantastisch!



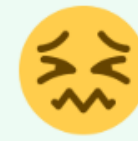
Gut!



So-so!



Schlecht!



What did you learn or do really well?



What do you still need to work on?





Assessment Notes:

Student rubric

<i>Action</i>	<i>Working towards</i>	<i>Developing</i>	<i>Proficient</i>	<i>Advanced</i>	<i>Sophisticated</i>
Notice and show how some words that name and describe clothes are similar to English. (VC2LG2C04)	I can, with support, recognise an item of clothing and an adjective in German that are like English.	I can recognise several clothing words and adjectives that are like English.	I can name 2-3 items of clothing and 2-3 adjectives in German that are the same or similar in English.	I can name 4 items of clothing and 4 adjectives in German that are the same or similar in English, as well as give an example of how they differ.	I can explain that there are many words to name and describe clothes in German, which are the same or similar in English and show with multiple examples how they differ in spelling and pronunciation.
Create a script for a fashion parade in German. (VC2LG2C05)	I can, with support, add words to the sentences my teacher gives me to describe my outfit.	I can independently add words to sentences my teacher gives me to describe my outfit.	I can use the sentence builders to write a description of my outfit in German sentences.	I can use the sentence builders to write a description of my outfit and also add some words and phrases we learned before.	I can independently write a description of my outfit, expanding it to include a variety of words and phrases from different units of work.
I can orally present my fashion parade description in German. (VC2LG2U01)	I can repeat some words in German to describe my outfit when my teacher supports me.	I can repeat some sentences in German to describe my outfit when my teacher or a peer says them first.	I can read my German outfit description aloud with generally correct pronunciation.	I can read my German outfit description aloud with correct pronunciation and intonation, as well as some expression.	I can independently present my German outfit description, with excellent pronunciation and intonation, as well as great expression.

