

Grade 2	Lesson: My School Roles Meine Schülerrollen	Reference to English Interconnections Lesson School Roles pg. 6
Social Studies Standard(s): Standard II Objective 2		
Content Objective(s):		Language Objective(s):
Students will connect the people in their school with the 3 w's (who, what, and where) in small groups. <i>I can identify who, what, and where about the people in my school.</i> <i>Ich kann Folgendes über die Leute in meiner Schule sagen: wer sie sind, was sie sind und wo sie sind.</i>		Students can read who, what, and where, when playing the dice game in small groups. <i>I can read who, what, and where when playing the dice game in small groups.</i> <i>Ich kann „wer, was und wo“ lesen, wenn ich das Würfelspiel mit einer kleinen Gruppe spiele.</i>
Essential Questions: How are people in our community both similar and different		Required Academic Vocabulary for Word Wall: Listen: what, who, where was, wer, wo Speak: who, what, where was, wer, wo Read: who, what, where was, wer, wo Write: Sentence Frames: This is the_____.(person) <i>Das ist der /die __. (Person)</i> _____(person) works in the_____ (place). <i>__ (Person) arbeitet in der/im __ (Ort).</i> The____(person)_____(verb). <i>Die/Der __ (Person) __ (Verb).</i>
Materials: 6 - 6 sided cubes with one of the following words on two sides - who?, what?, where? - Picture of people in your school (students, teachers, principal, media specialist, lunch worker, custodian, secretary, bus driver, crossing guard, etc...) - Labeled pictures of the places those people work (library, office, cafeteria, bus, crosswalk, etc.) - List of verb cards associated with what the people do conjugated to fit the sentence The person____. (cleans, drives, makes lunch, cleans, helps us, answers the phone, helps the school, etc.)		Additional Lesson Vocabulary: Secretary, principal, custodian, librarian, lunch worker, bus driver, dice, cafeteria, office, library, bus, cleans, answer the telephone, checks out books, makes lunch, drives the bus, etc. <i>Sekretärin, Direktor, Hausmeister/Hausmeisterin, Bibliothekar/Bibliothekarin, Cafeteria Arbeiter/Arbeiterin, Busfahrer/Busfahrerin, Würfel, Cafeteria, Büro, Bibliothek, Bus, putzt, ans Telefon gehen, Bücher ausleihen, Mittagessen vorbereiten, den Bus fahren, etc.</i>
Lesson: My School Roles		Instructional Time: 25 minutes

Note: This lesson is also on Day 1 of the first week of lessons given to new teachers to Dual Immersion. You do not have to teach it on Day 1, but that is where you can find it as well as here.

This lesson would work well after a tour of the school. On the tour, use labeled pictured cards to emphasize the workers titles, what they do, and where they work.

Opening: (3 minutes)

T: "Today we are going to talk about the people in our school." Heute reden wir über die Menschen in unserer Schule.

T: "Who are some of the people in our school?" Wer sind die Leute in unserer Schule?

S: will respond, "the teachers" or "the students" ... die Lehrer, die Schüler...

T: "Yes, I will start a list of the people in our school with the picture cards. There are teachers. I will write teachers first and put a picture of your English teacher on the board." Ja, ich werde eine Liste mit den Menschen in unserer Schule beginnen. Es gibt Lehrer. Ich werde das Wort Lehrer aufschreiben und ein Bild eures Englischlehrers auf das Board pinnen.

T: "Now I want you to tell your neighbor who the other people in our school are." Jetzt möchte ich, dass ihr eurem Nachbarn sagt, welche Menschen es noch in der Schule gibt.

S: will turn to their neighbor and say, "the principal" or "the custodian" or "the secretary" (the students might use their names rather than their titles).

T: "Now raise your hand and tell me, who are the people in our school?" Meldet euch nun und sagt mir, wen es alles in eurer Schule gibt.

S: will respond.

- As the students tell you the people in the school place the labeled picture cards on the board. Make sure none of the major people are missed. (note be sure to use the articles in front of the nouns if your language uses them)

T: “This helps us answer the question “who”. Now our objective says we need to learn where. Let’s look at each one our list and tell where he or she works.”Das hilft uns dabei, die Frage „wer?“ zu beantworten. Jetzt müssen wir die Antwort auf die Frage „wo?“ lernen. Lasst uns auf unsere Liste schauen und feststellen, wo er oder sie arbeitet.

- Point to the first word such as “teacher” and ask **“Where does this person work?”**Wo arbeitet diese Person? If the students do not remember the name of the location, show the word cards and ask them to choose the correct place. Place the labeled picture card next to the person card. This will become the “Where” column. Continue with each person asking the students to tell their neighbor where that person works and placing the labeled picture card in that column.

T: “We have answer who and where. Our last question to answer is “what”. What does each person do? There may be more than one answer for each person, but let’s think of the some of the possibilities. Wir haben die Fragen „wer und wo“ beantwortet. Unsere letzte Frage lautet „was?“. Was tun diese Leute? Es kann mehr als nur eine Antwort auf diese Frage geben. Lasst uns an ein paar Möglichkeiten denken.

Point to the first word such as “teacher” and ask **“What does a _____do?”** Was macht ein/eine__? If the students need help, show the possible word cards and ask them to choose which verb(s) fit that person. The student can tell their neighbor first and then raise their hands to tell the teacher. Place the word card(s) next to the appropriate person to make a “what” column like this sample:

Who	Where	What
Teacher	Classroom	Teaches
Custodian	School	cleans

Introduction to New Material (Direct Instruction): (1 minutes)

T: “Today we are going to play a game. First we will play as a whole class, then I will separate you into groups of 5, so pay attention.” Wir werden heute ein Spiel spielen. Wir werden zuerst alle zusammen als Klasse spielen, danach teile ich euch in Fünfergruppen ein. Also passt gut auf.

T: “Here is a 6 sided cube. There is a word on each side of the dice. Each word is written on two sides.” Hier ist ein sechseitiger Würfel. Auf jeder Seite des Würfels steht ein Wort. Jedes Wort steht auf zwei Seiten.

- Go over the words on the cube as a review. Ask the students what they mean and then have them repeat the word together.

Guided Practice (12-15 minutes)

Modeling Cycle

Teacher Does with students:

T: “I am going to show a picture of a person in our school.” Ich werde euch ein Bild von einer Person unserer Schule zeigen. (choose a picture of one of the people at the school)

T: “And now I am going to roll the dice.” Und jetzt würfle ich. (roll the dice)

T: “What word did the dice land on?” Auf welchem Wort ist der Würfel gelandet?

S: will answer with the word the dice landed on.

T: “Tell your neighbor the answer to the question.” Sagt eurem Nachbarn die Antwort auf diese Frage.

S: will tell their neighbor the answer. “This is the principal.” “The principal works in the computer room.” “The principal helps students.”...

T: “So, raise your hand if you know the answer. What is the answer?” Meldet euch, wenn ihr die Antwort kennt. Wie lautet die Antwort?

S: will respond.

T: “Well done! Let’s do one more as a class.” Gut gemacht! Lasst es uns noch einmal gemeinsam versuchen.

Five Students Do:

- Ask give students to come up to demonstrate the game.
- Assign each student a number 1,2,3,4 or 5. Tell them you will choose a number to be the spokesperson for the group.

- Pick another picture and have a student roll the dice. The teacher asks the question on the dice and tells which number will be the spokesperson. **"Who is this? Person #3 is the spokesperson. Everyone tell #3." Wer ist das? Person #3 ist der Sprecher. Jeder sagt es #3.** The students in the group tell #3 the answer. Then #3 tells the teacher the answer.
- Clarify any misunderstandings and praise positive behavior.

All Students Do:

T: "Alright, now I am going to separate you into groups of 5." **Ok, ich werde euch jetzt in Fünfergruppen einteilen.**

T: "In each group, I will give you a number. Remember that number by holding up that many fingers. You are #1, #2, #3, #4, and #5. " **Jeder in der Gruppe bekommt eine Zahl. erinnert euch an diese Zahl, indem ihr die Zahl mit euren Fingern zeigt. Du bist #1, #2, #3, #4 und #5.** (Continue around the groups until you are finished. Be sure to review their numbers by asking all of the #1's in the class to raise their hands. Then #2's, #3, etc. This helps to make sure that everyone has a number.)

T: "Now that you are in groups of 5 I am going to give each group a 6-sided dice. Don't touch the dice until I say." **Jetzt, wo ihr in Fünfergruppen eingeteilt seid, werde ich jeder Gruppe einen sechseitigen Würfel geben. Fasst den Würfel nicht an, bis ich es sage.**

T: "Just like before I am going to pick a picture. Then you will roll the dice. I will tell you which student number is the spokesperson. Answer the question on the dice within your groups. After you answer the questions within your groups I will ask your spokesperson to tell the whole class your answer." **Genau wie zuvor werde ich ein Bild auswählen. Dann werdet ihr würfeln. Ich werde euch sagen, welche Zahl von euch der Sprecher sein wird. Beantwortet die Frage auf dem Würfel innerhalb eurer Gruppe. Nachdem ihr in eurer Gruppe die Frage beantwortet habt, werde ich euren Sprecher bitten, eure Antwort der Klasse mitzuteilen.**

T: "I picked this picture. Roll your dice. Tell student #4. And when your group has decided on an answer, show me by having the spokesperson raise his/her hand." **Ich habe dieses Bild ausgewählt. Würfelt. Sagt es Schüler #4. Und wenn sich eure Gruppe auf eine Antwort geeinigt habt, lasst es mich wissen, indem der Sprecher seine/ihre Hand hebt.**

S: *will roll their dice and tell the answer to the question on the dice to the spokesperson.*

T: "The spokespersons will now tell the class the answers to your questions. Group #1, what was your question?" **Der Sprecher wird nun der Klasse eure Antwort auf die Frage mitteilen. Gruppe #1, was war eure Frage?**

S: *will answer, "my question was _____."*

T: "What was your answer?" **Was war eure Antwort?**

S: *will answer.*

- Go through all the groups.
- Continue through each picture and question.

Closing: (5 minutes)

T: "Well done today. We have one more picture left. This time I want each group to answer all three questions on the cube for this person, "who", "where" and "what". I will walk around the room and need you to tell me the answers you decided on. You will have 3 minutes to talk about it as a group." **Das habt ihr heute gut gemacht. Wir haben noch ein Bild übrig. Diesmal möchte ich, dass jede Gruppe alle drei Fragen auf dem Würfel über diese Person beantwortet. Wer, wo und was. Ich werde im Zimmer rumlaufen und ich möchte, dass ihr mir die Antworten sagt, für die ihr euch entschieden habt. Ihr habt drei Minuten lang Zeit, darüber als Gruppe zu sprechen.**

S: *will discuss as a group all the answers to the questions on the cube for the last picture on the board.*

T: "Tell me about the picture on the board." **Erzählt mir etwas über das Bild auf dem Board.**

S: *will tell the teacher the answers for the person on the board.*

T: "Well done!" **Gut gemacht!**

Assessment:

Group Work
Extra Ideas:

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I FOLD ON SOLID LINES
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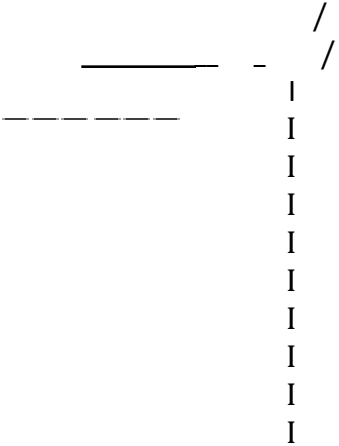
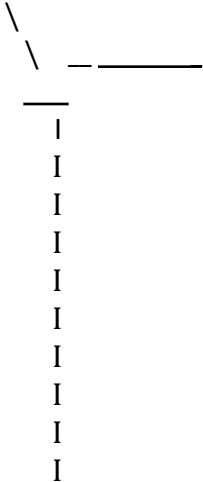
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Wo?	Was?	Wo?
	Wer?	
	Was?	

Beschriftungen für Orte in der Schule

die

Cafeteria

das

Büro

die

Turnhalle

die

Toilette

die Bücherei

der

Computer-ra

um

**das Kunst-
klassen-zim
mer**

das

Musik-

zimmer

der

Gang

Schulrollen

Bildkarten

Take pictures of the School personnel and insert them in the place of these examples with the names of the people.

Sekretärin



Direktor



Hausmeister



Bibliothekarin



Cafeteria Arbeiterin



Busfahrer



putzt

hilft Schülern

fährt

leiht Bücher
aus

serviert das
Mittagessen

geht ans

Telefon