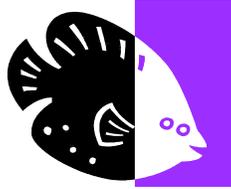


Activities for Family

Go Fish

Students create cards with a family word and an illustration of the family word. They then play Go Fish. The class is divided into groups of four. One person deals five cards to each member of the group and the extra cards become the draw pile. Members of the group ask for the family cards from the other group members until they collect sets of three or four.



Create a Family Tree

Teach students how German names work. Use maiden names with class members to create a family tree with traditional German names. For other languages, students may also create family trees either of their real family or an imaginary family.



Family Photos

Students bring photos of their family or an imaginary family that they wish they had, and then tell about the family in German. This activity can be done at any level. First year students can simply identify the family members, and students at upper levels can describe and give other information about each family member.



Meine Große Familie

This is a fun song from *Sing, Dance, Laugh and Learn German*.

Family Questions

Ask students the following questions. The questions are written with the words in German, but the teacher may substitute in any other target language. Also, students may ask each other these questions, or each student can be given a question and then survey the rest of the class and report the results using some type of graph.

1. What is the name of your *Vater* (father)?
2. What is the name of your *Mutter* (mother)?
3. How many *Brüder* (brothers) and *Schwestern* (sisters) do you have?
4. What are the names of your *Brüder* and *Schwestern*?
5. Where do your *Großmutter/Oma* (grandmother) and your *Großvater/Opa* (grandfather) live?
6. What do you like most about visiting your *Großmutter/Oma* and *Großvater/Opa*?
7. What is the name of your favorite *Vetter* (boy cousin) or *Kusine* (girl cousin)?
8. What do you like to do when you visit your *Onkel* (uncles) and *Tanten* (aunts)?
9. Do you have a *Stiefmutter* (step mother) or a *Stiefvater* (step father)?
10. Do you have any *Halbbrüder* (half brothers) or *Halbschwestern* (half sisters)?



Characteristics

For each of the following people write a characteristic: physical, intellectual or emotional. The people should be listed in German, and the students may write the characteristics in either German or in English.

Person	Characteristic
Mutter	
Vater	
Schwester	
Bruder	
Großmutter oder Großvater	
beliebter Vetter oder Kusine	
beliebte Tante oder Onkel	



Comic Family Tree

Create a tree out of construction paper. Cut out comic figures to represent your family members. Glue these on your tree. Include at least 10 different people / pets. Label your family members with their first names and their relationships to you in German. Decorate your tree.



Target Language Bee

Play like a spelling bee. Students translate given family words into German and then spell them.



Charades

Students play charades by acting out activities the various family members might do. An example would be mowing the lawn, and the students would guess father in German.



German Language Sample Unit Plan

Activity Sequence

Stage One: Preproduction or Silent Period (Day 1)

The teacher shows visuals that represent a father, mother, grandfather, grandmother, son and daughter while modeling the phrase in German that represents each visual. Review several times.

1. Visual of father - "Das ist der Vati/Vater."
2. Visual of mother – "Das ist die Mutti/Mutter."
3. Visual of grandfather – "Das ist der Großvater."
4. Visual of grandmother – "Das ist die Großmutter."
5. Visual of son – "Das ist der Sohn."
6. Visual of daughter – "Das ist die Tochter."

TPR (Total Physical Response) (Day 1)

1. Place the family visuals on the chalkboard, wall, etc.
Demonstrate the meaning of the German command word "**fass an.**"
For example, say "**Fass die Großmutter an.**" And touch the visual of the grandmother. Model the "**fass an**" command with the remaining family members.
2. (Day 2) Review by repeating Day 1 procedures. Next, ask a pair of students to come to the front of the room and point to the family member according to the command given by the teacher. Ex. "**fass den Sohn an.**" Continue practicing the family members until all children have had a turn to identify the family members. (Note: A class set of the family visuals could be made so all the students at their desks could practice the vocabulary simultaneously with the pair of students at the front of the room.

Charades (Day 3) After a brief review, the teacher does the following steps:

1. The teacher says one of the family phrases and does an appropriate action to represent the phrase. For example, mow the lawn for dad, jump rope for daughter etc. The teacher models the phrase and action until all family members have practiced.
2. The students do the actions and phrases with the teacher.
3. The teacher says the family phrase in German while the students do the action.

Stage 2: Early Speech Production – Yes-No Questions (Day 4)

The teacher calls six students to the front of the room and gives each student one of the family members. The teacher points to one of the visuals a child is holding and asks "**Ist das _____ (family member in German, e.g. ist das der Vater?)**" "**Ja oder nein?**" If the statement is true, the students respond with "**Ja.**" If the statement is false, the students respond with "Nein." Continue until all students have had a turn.

Either-Or Questions (Day 5)

The teacher holds up one of the family visuals and asks an either-or question Regarding what the visual represents. The students answer with the appropriate family member phrase. For example: The teacher holds up the visual of the grandmother and asks, “**Ist das der Sohn oder die Großmutter?**” The students should answer with “**Das ist die Großmutter.**”

Single Word Answers (Day 6)

1. The teacher calls six students to the front of the room and gives each student one of the family members.
2. The teacher asks, “**Wer hat _____ (family member in German, e.g. wer hat die Tochter)?**” The students answer with the name of the student who is holding the appropriate family visual. Continue practicing until all students have had a chance to participate.

Stage Three – Speech Emerges (Day 7)

1. The teacher holds up the family visuals and the students identify each in German.
2. The students identify the family members in German from their Family Pictures stories.
3. The students construct a family tree identifying their father, mother, and grandparents. The students tell a partner in German who each of the family members are.

Games – Play games such as “Memory” to practice the German family vocabulary.