

Family Lesson Plans

Beginning/Emerging Level Unit



Introducing Family Vocabulary:

1. The teacher draws a web on the board with the word “Family Traditions” in the center circle.
2. The teacher shares examples of his/her own family traditions.
3. Students work in pairs or small groups to discuss ideas of personal family traditions.
4. The teacher distributes a large unlined piece of drawing paper. The students fold the paper in half. On the right, they draw a picture representing a family tradition. On the left they write a description of the tradition.
5. The teacher could bind all of the stories together to form a class booklet.

German Language Sample Unit Plan

The sample lesson plan below is meant to be integrated into the daily content lesson plan. The number of days and activities are suggestions for the teacher. Each teacher will individualize the approach. The lesson plan takes students from the silent period of language production to actively using the language. This same procedure can be used to introduce any vocabulary in a second language.

Activity Sequence

1. 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. Click on the link for pronunciation: next to the German word, click on the yellow button next to the , and click on the play button.
 - a. Visual of father – “Das ist der Vater.” (This is the dad.)
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Vater>
 - b. Visual of mother - “Das ist die Mutter.” (This is the mom.)
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Mutter>
 - c. Visual of grandfather. – “Das ist der Großvater.” (This is the grandfather.)
“Das ist der Opa.“ (This is grandpa.)
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Gro%DFvater>
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Opa>
 - d. Visual of grandmother – “Das ist die Großmutter.” (This is the grandmother.)
Das ist die Oma. (This is grandma).
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Gro%DFmutter>
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Oma>
 - e. Visual of son – “Das ist der Sohn.” (This is the son.)
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Sohn>

- f. Visual of daughter – “Das ist die Tochter.” (This is the daughter.)
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=Tochter>
2. TPR (Total Physical Response) (Day 1)
- Place the family visuals on the chalkboard, wall, etc.
 Demonstrate the meaning of the German command word “Fasst... an” (Touch)
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=anfassen>
 For example, say “Fasst die Großmutter an.” and touch the visual of the grandmother. Model the “Fasst an” command with the remaining family members.
 - (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. “Fasst den Sohn an.” (Touch the son.) 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.)
3. Charades (Day 3) After a brief review, the teacher does the following steps:
- 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 the daughter, etc. The teacher models the phrase and action until all family members have been practiced.
 - The students do the actions and phrases with the teacher.
 - The teacher says the family phrase in German while the students do the action.
4. 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 family members. The teacher points to one of the visuals a child is holding and asks “Ist das _____ (family member in target language)? “Ja oder nein?”
 If the statement is true, the students respond with “Ja.”
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=ja>
 If the statement is false, the students respond with “Nein.”
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=nein>
 Continue until all students have had a turn.
5. 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?” (Is it the son or the grandmother?) The students should answer with “Es ist die Großmutter.”
6. Single Word Answers (Day 6)

- a. The teacher calls six students to the front of the room and gives each student one of the family members.
 - b. The teacher asks “Wer hat _____ (family member in target language)?”
<http://dict.leo.org/ende?lp=ende&p=wlqAU.&search=wer>
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.
7. Stage 3 – Speech Emerges (Day 7)
- a. The teacher holds up the family visuals and the students identify each in German.
 - b. 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.
8. Games – Play games such as “Memory” to practice the German family vocabulary.

Resources:

<http://www.enchantedlearning.com/language/german/label/family/>
Labeling page for family vocabulary from Enchanted Learning