



Teacher's Manual

SHORT STORIES GERMAN 1.0 READER

Reader ISBN: 978 - 0 - 9816079 - 5 - 5

by Gerhard Maroscher

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Foreword

The lesson plans in this teaching manual are for teaching using the TPRS method, developed by Blaine Ray, in conjunction with the SHORT STORIES GERMAN 1.0 READER. The 1.0 Reader is written for beginning students of German and contains 44 short stories. For each story there is a corresponding lesson taught before the students read the story. Each lesson plan and its corresponding story have target words and phrases. The lessons are intended to guide the teacher through teaching the target words and phrases.

In my classroom I use the 1.0 Reader. I've taught both high school beginners and adult beginners using the 1.0 Reader.

My objective in publishing the four SHORT STORY GERMAN READERS and publishing the lesson plans for the 1.0 Reader is to assist teachers in teaching German with the TPRS method and aid students learning German. My hope is that this teaching manual in combination with the 1.0 Reader helps you to teach TPRS effectively, have more fun teaching, and bring the joy of learning a foreign language to more students.

Gerhard Maroscher

For information about the four SHORT STORY READERS of which the 1.0 Reader is the beginning reader, please visit www.germanreaders.com

An audio CD is available for the 1.0 Reader. The CD contains slow reading of all 44 stories in both German and English.

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For more information about the readers and audio-CDs visit the web site:
www.germanreaders.com

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Recommendation

It is highly recommended that teachers attend a two or three day TPRS workshop before teaching TPRS. The techniques learned in the workshops and the understanding of TPRS that is gained is essential to teaching TPRS. It is also recommended to attend refresher workshops after gaining some classroom experience. TPRS is theoretically quite simple, but it is difficult to pull off in the classroom.

How the lesson plans are organized

Each story in the 1.0 Reader has target words and phrases listed before the beginning of the story. A lesson plan is written for each story in the 1.0 German Reader.

Each lesson starts with a yellow rectangle (see below) with the lesson number and the title of the corresponding story which has the same number as the lesson. Note, lessons are not designed to be one class period long. The lesson plans vary from one period to several periods in length.

Lesson for story # X – Title of story

The yellow rectangle is followed by the “Establish meaning.” prompt. Example follows.

Establish meaning – write target words and phrases on the board. Never leave students guessing as to the meaning. Write down the English meaning for every target word. During the typical lesson, the teacher will occasionally use words that are new to the students. These “out-of-bounds” words should always be written on the board with their English meaning. This will reduce confusion and enable students to focus on target words and phrases.

The “Establish meaning” prompt is followed by an orange rectangle that contains a list of the target words and phrases for the lesson and the title of the corresponding story in the 1.0 Reader. In the 1.0 Reader, the same target words and phrases are listed at the beginning of the story with the same number as the lesson. Example follows.

Sometimes there are lesson hints and suggestions before the target words and phrases.

Target words for story X – Title of story

sagt = says sagen = to say

nein = no

ja = yes

Sometimes there are lesson hints and suggestions after the target words and phrases.

After the target words and phrases comes the “Gesture” prompt.

Gesture – suggestions on how to gesture target words and phrases.

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PQA (personalized questions and answers) – early lessons do not prompt “PQA.” In later lessons there may be PQA prompts with some ideas to be considered for PQA.

Early lessons in this teacher's manual offer a TPR option followed by a TPRS option. The TPR and TPRS options are indicated as follows.

TPR option – detail provided on how to do TPR lesson

TPRS option – detail provided on how to do TPRS lesson

Eventually the TPR options are dropped and the TPRS option is indicated by “SKIT.” In TPRS lingo a skit is often called a story, but since we have stories to read in the 1.0 Reader, in this Teacher's Manual the acting out of a “story” in class is called a “SKIT.” Example follows.

SKIT –The “SKIT” is the main vehicle for teachers to attain CI (comprehensible input) of target words and phrases. In the skit the students act out stories unrelated to the stories in the 1.0 Reader. The target words and phrases of the SKIT are the same as the 1.0 Reader story the students read at the end of the lesson. Since the 1.0 Reader story is unrelated to the skit, the students will be engaged in reading the story in the reader. If the SKIT is the same as the story, students will often think, “I already know this” and not be focused on reading the story in the reader.

Color coding of statements in the SKIT is used to aid the teacher with circling. Circling is a specific form of question asking developed by Blaine Ray which enables attaining many repetitions, thus increasing CI. Each part of speech is color coded to aid the teacher with “circling” each part of speech. There are question prompts to the right of the statement to also help with circling. Example of a color coded statement follows.

Der Hase geht zum Schrank. (+, -, e/o, -, +) wer, wie, wohin

The e/o above refers to an “either/or” question.

There is a great amount of detail on questions that can be asked to attain high number of repetitions (CI). Experienced TPRS teachers will probably want to skim the SKIT for the “skeleton” of the skit. Beginners will probably find the detail helpful.

Each lesson ends with a reading of the corresponding story from the 1.0 Reader. The lesson enables the students to read that story from the 1.0 Reader. The reading prompt is indicated by a red rectangle. Example follows.

Read story X - Title of story X

The number of the lesson in the Teacher's Manual corresponds to the number of the story in the 1.0 Reader

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General comments about the lesson plans

How I taught TPRS - background

I used to teach the first few weeks using TPR (developed by Asher). What I did was initially give students many commands to sit, stand, walk, walk to, jump, often using plural imperative. For them to understand what was being asked I'd demonstrate "sit, stand, etc." This would then change to third person singular as I narrated individuals doing actions, but I did not ask questions. This phase lasted about four weeks of five 50 minute classes per day. The TPR portion would morph into TPRS where there was still plenty of movement and action, but in a skit-like form. Mostly I asked questions about the actions the students had just seen acted out as the vehicle for CI. The TPR phase was basically a silent phase, although some students would on their own start answering simple questions in German in a week or two. In the early weeks the class had a great deal of movement, and was a lot of fun for the kids. I believe this constant physical activity will not work as well with adults, but with high school students it was very effective.

Each year I shortened the length of the TPR portion at the beginning of the first year of German. Eventually I started TPRS during the first lesson by asking questions that required only "ja" and "nein" answers. I also asked "wer" questions. The students would answer "wer" questions with the name of the characters in question such as "der Hund." I was always happy with their answers regardless of how they were pronounced. I feel that especially at the beginning, it is important to have a low-stress class or else some students will shut down and learn less. This is much like what our families did when we were first learning to speak. When the child says "dada" for the first time, everyone is thrilled, and they do not correct the pronunciation. We instinctively know that the little ones will learn the correct pronunciation eventually. And of course, with enough CI, we all mastered our native language. Of course in a foreign language there is a time for working on pronunciation, but not right at the beginning.

The lessons in this teaching manual are mostly geared to TPRS although at the beginning there are TPR and TPRS options, yet the TPRS options are more detailed. In my opinion, starting TPRS very early works best. TPRS has plenty of kinesthetic learning and is quite effective, even for beginners.

Reading -

"Reading" the story in class means the students translate the story into English. It is the only way you can be sure the students understand what they just read to themselves. My students found it helpful for me to read the story in German first (slowly) as they follow along. This was true for high school students and most recently with adults.

After the students listened to the CD or the teacher reading the story, they read the story silently to themselves. Finally a volunteer student or volunteer students read the story in English as the others follow along. This means the class has read the story three times! Students are encouraged to ask questions if they do not understand something. To save your voice, you can use the 1.0 audio-CD and play the recorded reading. The CD has both the German and English for each of the 44 stories in the reader. You have permission to make the MP3 audio available to your students, but please do not make the copyrighted CD available to other teachers.

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Tests - tests are provided with the lesson plans

Out of context vocabulary is a quick, easy, and effective way to measure how well you are teaching and is a good way to determine grades. These tests are very easy to grade. For beginners one can read the test words or one can have the students ask the teacher say any words for them. If 80% of the students got 80% or better on the test, the teacher moves on to new material, while remembering the most frequently missed words and reviewing them in subsequent lessons.

When I taught, especially my first year teaching TPRS, the grades were sometimes lower than the 80/80 goal. I would then cover the material again and re-test. There is a tendency for us to go too fast for many students. It is better to go slow and deep vs. fast and shallow. Re-testing worked very well with me. However, I have a Spanish teacher colleague whose students figured out that if they do poorly she will test them again. Once her students realized this, some of them willfully slowed down the class and did poorly, knowing they would be given a make-up test. Re-testing is therefore OK and should be done, but one must be cautious of too much of a good thing and be ready to change that pattern if necessary. In any case, if the students do poorly, we did not give enough CI and we must recycle lessons to provide adequate CI.

Music

Singing is a great way to learn a language. Some songs are suggested in the lesson plans. Ruth Trice has the copyright on the suggested songs. For a high quality audio CD of the songs email Ruth at dreaming@ystone.net. You may want to supplement these songs with other songs you have used in the past. Singing is a great change of pace and a wonderful way to learn a language.

Coaching tips

I've tried to write these lessons with the TPRS novice in mind. There are a number of coaching tips in the lessons. Use what helps you and ignore the rest. Experienced TPRS teachers may want to skip all the listing of circling questions and just skim the lesson for the skeleton of the SKIT. I've written a few of the things I do during the course of the lessons as an aid for teaching the lesson. There are many ways to teach using TPRS; the way I teach is not the only way. The only thing that determines if a lesson is good or not is the amount of CI (comprehensible input), having a high number of repetitions, and the students staying engaged.

Teaching style

TPRS can be tailored to the personality of the teacher and the type of class. I tend to be active in my classroom and move around a lot and am occasionally silly. This works for me and I get lots of CI. A colleague of mine, who also teaches TPRS, is much more stationary when teaching and seldom as silly as I get during lessons. Her way of teaching works for her and her students and she gets plenty of CI. There is no "TPRS style." All that matters is plenty of CI with plenty of repetitions and students staying engaged.

"Pop-up" grammar

What the students need is CI (comprehensible input), CI, and more CI. And students need to be engaged. Grammar is introduced in very short lessons numerous times vs. long lectures. A 30 second discussion of a grammar point is not out of the question. The rewards of CI-heavy and grammar-light lessons will be great. The students will be able to speak, read, and write much earlier and

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better with lots of CI and only pop-up grammar vs. less input, long grammar lectures, and output heavy exercises. CI should be the meal and grammar the garnish.

There is plenty of time in the future for advanced students to get their grammar lessons. We are now dealing with beginners. 4% of the population loves grammar and has grammar brains. The other 96% don't have grammar brains and don't see the fun or beauty of grammar, but they want to learn German. Let's teach them German and not discourage them. Some of the students, who stayed in German because they felt they were learning something and because it was fun, may actually begin to like grammar as they advance. Each year, as the students advance, they will get more grammar, and they will be able to speak better than traditionally taught students. Our objective, as Susan Gross says, is "for them to open their mouths' and German falls out."

Teaching conversational past

From my experience, the earlier I introduced conversational past, the easier it was for students to learn conversational past. When I first started teaching using TPRS, I did not start teaching conversational past until the beginning of the second year of high school German. Those students struggled with learning conversational past at the beginning of their second year. The following year I introduced conversational past with six weeks left of German 1. Those students learned conversational past more easily when they were in German 2. Each of the subsequent years I started introducing conversational past earlier and earlier. With each change, students had less difficulty learning conversational past, without it hurting their mastery of present tense. Based on that experience, conversational past is now introduced briefly for the first time in the first two weeks of lessons in the 1.0 Teacher's Manual.

With early conversational past tense introduction, by the end of the first year, German 1 students can easily understand, respond to questions, and read conversational past. Yet, their level of competence in present tense does not deteriorate. Toward the end of German 1 many skits are in conversational past while most of the stories are written in present tense. Students have no difficulty with this order of teaching. They don't know any better. They think this is how one teaches and learns German.

It is good to ask ourselves, do we shelter our young children from past tense? You will never hear the following dialogue with a child. "Sorry Mary, we can't talk about yesterday with grandpa at the zoo. You are not yet three years old. We will talk in past tense when you are three. Now let's talk about the visit to the zoo with grandpa. Are you having fun with grandpa at the zoo? What are you seeing at the zoo?" No, we would say, "Did you have fun with grandpa at the zoo? What did you see?" Amazingly our very young children, who are not sheltered from past tense, understand past tense easily. That is what we need to do with our students too. We need to provide CI with sheltered vocabulary and they will understand. We do shelter vocabulary with our young children. You will never hear, "Sara, do you have gastrointestinal distress?" No, the mother will bend over and rub the child's or her own tummy and say, "Sara, do you have a tummy ache?" Parents shelter vocabulary, but do not shelter tense. We should do the same with our students.

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General class atmosphere

The first day of class is the most important day of the year and the first week is the most important week of the year. We make a first impression only once. Keep the class light and fun, yet purposeful.

As classes get more complex and students act out SKITs and as they begin to read the stories from the reader out loud (in English) I have found it is important to thank them. In addition to thanking them with words, saying "Alle klatschen" and clapping your hands as a cue is a great technique. The clapping rewards the student. This group action builds a positive group spirit. Even when students know this is done with everyone, they still appreciate it and it makes them feel good. The positive attitude is catching, as is the opposite attitude. This works just as well with adults as it does with high school students.

Be outwardly pleased with good acting and extra flair an actor brings. Good acting and enthusiasm are valuable. I once had a student who was so enthusiastic while acting that his actions became a distraction. I had to ban him from acting for a while because he was disruptive. It was not malicious, but it was disruptive. He then toned down his acting and was re-instated as a volunteer actor.

"Question words" posted at front of classroom

Post "w" words along with their English meaning at the front of the classroom (wer, was, wie, wohin, usw.). The number of "w" words will increase as the students advance. I do not post "wo" until lesson 8 in hopes of reducing the typical confusion with the two false cognates "wer" and "wo." In my classes, students do not see or hear "wo" till lesson 8. Story 8 is the first story that asks a "wo" question at the end of the story.

It is suggested to affix construction paper (or other paper) above the front whiteboard with the "w" questions written on them. The English meaning is below the German word. Construction paper in different colors is desirable. I feel this combination makes it easier for students to quickly reference the "w" words. It is a good habit to point, with a pointer, at the posted "w" word as you are asking that particular "w" word question. This will assist many students in understanding the question. An example of the posted construction paper "w" words follows.

wer	was	wie
who	what	how/like

In the lessons - Coaching notes and suggestions are in blue print. German questions and dialogue spoken by the teacher in a SKIT are black print.

Additional general notes and comments

Some lessons are long others are short. Lesson length can also be adjusted to suit the class. Sometimes lessons need to be extended to attain adequate CI and at other times they can be shortened. Lessons are not designed to fit into a class period. They are designed to start with target words and end with reading a story that is written for those target words.

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Tests should be unannounced. The objective is to ascertain how much the students have acquired from CI vs. how much they have tried to memorize for the test. Students reviewing words, reading stories again, and doing homework will of course increase their knowledge, but their benefit will come from CI and more CI. Reading stories again at home and listening to the audio on an i-Pod will also provide more CI.

Lesson 1 is on the next page

Lesson for story 1 – Steht auf und setzt sich

Lessons one and two, although written as separate lessons, should be combined. Lesson 1 is the first introduction of vocabulary, but the target words for lesson 2 allow many more repetitions than lesson 1 by itself.

Establish meaning - On the board, write down first target words and phrases in both English and German. As you write down the words, say them in German along with the English meaning.

Suggestion - Write German on top and English on bottom with a line in between, using different colors if possible. Drawing a box around the target word and phrase can also help students to more easily locate target words and phrases when the board becomes crowded. In order to help assure CI we want the students to glance at the board, as necessary, to enhance comprehension. Writing all target words and other defined words on the board will help all students, but it is essential for visual learners. Mention pronunciation points such as “d” at the end of a German word sounds like a “t.”

Example:

der Junge
<hr/>
the boy

To help assure comprehension (CI is our goal) point at the target word as you are saying it, and pause to give students time to process. This is all very simple for us, but we know the language. For students who don't know German, their brains will be in overdrive. Keep stress low and increase CI. Speak slowly.

Target words and phrases for story 1 - Steht auf und setzt sich

der Junge = the boy	
der Mann = the man	
das Mädchen = the girl	
die Frau = the woman	
der Hund = the dog	
steht...auf = stands up	aufstehen = to stand up
setzt sich = sits (action of sitting)	sich setzen = to sit

You might briefly explain “der, die, das” all mean “the” but in German they are masculine, feminine, and neuter. If someone asks “Why do they do that?” you might tell them in a secretive tone “Because it's a foreign language.”

Assign various students or ask for volunteers to be “der Junge, der Mann,” usw. If you have a class without a boy, a baseball cap worn sideways by a girl was “der Junge.” In the case of a class with no girl, I've used a wig with pigtail for “das Mädchen.” This can come in

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handy when a boy plays a girl or a woman in a skit. In my class we had a stuffed dog that moved with the help of a student. It is good to leave no doubt who the various characters are. If you have a class with boys and girls, "Mädchen" and "Junge" are easy to differentiate of course, but then you will need props to distinguish "das Mädchen" from "die Frau" and "der Mann" from "der Junge."

Gesture: Students can gesture the various words. In American Sign Language (ASL) "boy" is indicated by touching the bill of an imaginary baseball cap twice quickly with fingers coming together. "Girl" is indicated by the thumb of the right hand moving down the side of the face starting at the right cheek to close to the chin (tracing the right side of the sash of an imaginary sun bonnet). The gesture for a man might be touching imaginary stubble on a chin (not ASL). A stuffed animal can be the dog. It is great to use ASL, but having the students come up with their own gestures can also be an effective way to have them engaged. Below are two links for free ASL dictionaries that offer video of someone signing the words.

See ASL links if you want to use ASL occasionally

See <http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi> or <http://www.start-american-sign-language.com/american-sign-language-dictionary.html> for free visual signs.

PQA – students don't know enough German for PQA yet.

TPR option – This lesson should be TPR heavy - For this first lesson you may want to just have the boy, man, girl, woman, and dog just go through the actions of standing up and sitting down. The target words for the first story are very limited. Assign various students or ask for volunteers to be der Junge, der Mann, usw. It is important that there be no confusion as to who the boy, the man, the girl, and the woman are. Since there are only two action words "steht...auf" and "setzt...sich" this first lesson will be short and will continue with target words for lesson 2.

TPR option continued - For a more TPR-oriented lesson one can use the imperative „Steht auf!“ and „Setzt euch!“ since it sounds the same as third person singular. In the future the „Setzt euch!“ will need to be „setz dich!“ and „setzt sich.“ This transition is not a problem for the beginner. The entire class can be given the commands. The teacher can demonstrate the desired actions. If nobody notices the difference between the "euch" and the "sich" don't bother to explain at this stage. If they do ask, a very simple short explanation will suffice.

Give commands „Steht auf! Setzt euch!“ and demonstrate as the students mimic. After a few repetitions, the students do the actions and the teacher just gives the commands. Then you can go by rows. „This row, „Steht auf! Setzt euch!“ Then boys or girls, „Jungen, steht auf! Jungen setzt euch! Mädchen, steht auf! Setzt euch!“ Do a few reps alternating between boys, girls, rows, and "alle." It will be entertaining when girls are given the command „Mädchen, steht auf!“ and a boy or two stands up. The same will occur when the boys are given commands.

After a few repetitions of the first target vocabulary, you can add the target vocabulary from the second story. It will be easier to get many repetitions with more target words. The lesson for story 1 morphs into the lesson for story 2.

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You are trying to learn the names of students on the first day. With the seating chart or roster in hand start giving commands. Bob, steh auf! Bob, setz dich! Sarah, steh auf! usw. The students will probably not hear the difference between "setzt sich" and "setz dich." If someone hears the difference, be amazed they noticed and briefly explain.

To help assure comprehension (CI is our goal) point at the target word as you are saying it, and pause to give students time to process. German is very easy for us, but we know the language. For students who don't know German, their brains will be in overdrive. Keep stress low and increase CI by speaking slowly and provide a playful atmosphere. Students do not yet need to speak. They need CI.

TPRS option – It is recommended that the TPR option be done first, then if desired, follow up with the TPRS option for a more TPRS oriented lesson. The TPRS option is in third person singular. It is too early to do a real skit, but not too early to ask questions with yes and no answers.

Once characters are defined the teacher narrates. It is a bit too early for circling (in my opinion) but I do use "wer" questions. At the beginning of the first lesson I just give some commands.

You can introduce the characters. Point at the boy and say "Der Junge." Do this for all characters. Be sure to point at the posted "wer" when asking a "wer" question.

Der Junge steht auf. Wer steht auf, der Junge oder (define) das Mädchen? Ja, der Junge steht auf.

Der Junge setzt sich. Wer setzt sich, der Junge oder das Mädchen? Ja, der Junge setzt sich.

Der Mann steht auf. Wer steht auf, der Mann oder das Mädchen? Ja, der Mann steht auf.

Der Mann setzt sich. Wer setzt sich, der Mann oder das Mädchen? Ja, der Mann setzt sich.

Das Mädchen steht auf. Wer steht auf, das Mädchen oder der Mann? Ja, das Mädchen steht auf.

Das Mädchen setzt sich. Wer setzt sich, das Mädchen oder der Mann. Ja, das Mädchen setzt sich.

Die Frau steht auf. Wer steht auf, die Frau oder der Junge? Ja, die Frau steht auf.

Die Frau setzt sich. Wer setzt sich, die Frau oder der Junge? Ja, die Frau setzt sich.

Der Hund steht auf. Wer steht auf, der Hund oder der Junge? Ja, der Hund steht auf.

Der Hund setzt sich. Wer setzt sich, der Hund oder der Junge?

You can repeat "steht...auf" and "setzt...sich" a few times for the same characters. Students find this humorous as the student has to repeatedly stand up and sit down, but don't overdo. You can say something like "I love my job!" or "I just love ordering people around."

In this lesson or in future lessons have the person who is the dog or the person moving the stuffed dog around say "Wau, wau" or even Woof, woof. Since this is the first lesson the student

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actor might be too shy to bark. But when students loosen up, everyone has more fun and it is easier to stay engaged.

Have students do the above actions again, asking questions that require "ja" or "nein" answers. Write down „ja“ and „nein“ with English meaning so students can answer with „ja“ and „nein.“ The students may be able to say "Junge, Hund, Frau, usw. in response to either or questions. "Wer" questions are not too hard to respond to if you point at "wer" when you ask. You should point and pause for all new words. This will be the only verbal response required for quite a while. We do not want to „demand“ German responses at this point so as not to stress the students at this point. Requiring output now can have long term negative impact on fluency.

With e/o question – for additional reps we need to ask circling questions.

Der Junge **steht auf.** (+, e/o, -, +) wer

If you use e/o questions, explain that in German, when one asks a question the sentence starts with a verb. Write the statement on the board and translate. Then write the question "Steht der Junge auf?" on the board and translate. Then circling can begin. For quite a few lessons it is suggested that the teacher, when asking a question in German, says, „Now the verb is first, so I'm asking a question“. You can, however, stay with questions answered by ja, nein, and Mann, Junge usw.

Steht der Junge auf? **Remind them that this is a question and what it means.** Ja, der Junge steht auf. Steht der Junge oder (define) das Mädchen auf? Ja, der Junge steht auf. Das Mädchen steht nicht (define) auf. Der Junge steht auf. Steht der Junge auf? Ja, der Junge steht auf. Wer steht auf? Der Junge steht auf. Steht der Junge oder das Mädchen auf? Der Junge steht auf.

Repeat these questions with "das Mädchen, der Mann, die Frau, der Hund.

Das Mädchen **steht auf.** (+, e/o, -, +) wer

Das Mädchen **setzt sich.** (+, e/o, -, +) wer

Der Mann **steht auf.** (+, e/o, -, +) wer

Der Mann **setzt sich.** (+, e/o, -, +) wer

Die Frau **steht auf.** (+, e/o, -, +) wer

Die Frau **setzt sich.** (+, e/o, -, +) wer

Der Hund **steht auf.** (+, e/o, -, +) wer

Der Hund **setzt sich.** (+, e/o, -, +) wer

Without e/o question

Same pattern as for including e/o questions, just leave out the e/o questions.

It is suggested to read lesson 1 after the lesson 2 words are taught. One can also wait till the end of lesson 3 to start reading.

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Argument for delaying reading until 2nd or 3rd story.

Beginners need some time with the language and more CI before they are ready to read. Part of attaining CI is the teacher pointing at target words as they are said during **Establish meaning** and whenever possible during the rest of the lesson. During the class the students will repeatedly glance at the target words written on the board with English written below the German. They are assuring themselves that they are really "getting it." Remember, to the students it is a foreign language with strange sounds. These repeated glances, combined with the teacher's speaking and pointing is preparing the students brains for reading.

Reading

Some students easily get the visual part of reading down. Other students need the audio. Some benefit equally from visual and audio. To fully gain the value of reading, it is recommended that students read the story three times as shown below.

- 1) Teacher reading in German (or playing audio) as students read from their copy of the story.
- 2) Silent reading of same story by students.
- 3) Students volunteer to translate the story into English (with kind help from the teacher if needed).

Asking the class to clap for each "reader" (who is actually translating into English) when they are done "reading" is a great way to build the spirit in the class.

Lesson for story 2 – Der Mann lacht

To help assure comprehension (CI is our goal) point at the target word as you are saying it, and pause to give students time to process. This is all very simple for us, but we know the language. For students who don't know German, their brains will be in overdrive. Keep stress low to increase comprehension.

Depending on the length of the class, lesson for story 2 may begin in the same period as the lesson for story 1 with a seamless transition between lesson 1 and 2.

You may prefer to introduce story 2 words at the same time as some story 3 words vs. introducing them sequentially. If so, briefly look at the lesson plan for story 3 and combine. The first few lessons provide a lot of action, TPR, and of course kinesthetic learning. It is likely that the students can handle such a large amount of words and phrases. Of course, enough CI must be provided for the input to „stick“.

Establish meaning – write target words and phrases on the board – German and English.

New target words and phrases for story 2 - Der Mann lacht

der Stuhl = the chair

die Stühle = the chairs

zu dem = zum = to the

geht = goes/walks

gehen = to go/to walk

geht zum (masc./neuter noun) = walks/goes to the (masc. noun)

geht zum Stuhl = walks/goes to the chair

springt = jumps

springen = to jump

springt auf = jumps on

setzt sich auf ... = sits on ...

Mention how to pronounce “st, z, sp.”

Pick a chair that is the “official” chair in the classroom. This will reduce confusion.

Note: To assure good comprehension, supplemental reading is supplied at the end of lesson 2. In the supplemental reading, the lesson 2 vocabulary is split between the two stories, making the stories easier to read than story 2 in the 1.0 Reader. If you like, you can split up lesson two into two separate lessons, each with its own reading and own target vocabulary. In any case, story 2 from the 1.0 Reader should also be read by the students. The supplemental stories 2a and 2b are at the end of this lesson 2.

Gesture:

der Stuhl - students point at the chair. (too early for „zeigt...auf“ – just tell them in English to point.)

geht, springt – fingers can walk and jump on desk. You will need to add „haltet an!“ Just explain meaning – „haltet an“ it is a lot like English so the students will know to stop. Alternate between

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„der Stuhl, geht!, springt!, and haltet an!“ Do various combinations of pointing at the chair, fingers walking on desks, fingers stopping and jumping. Fingers can also walk and jump while they continue walking.

TPR option – It is easy to have this entire lesson be actions.

Give commands to different rows, boys, girls, you two, you three, etc. „Geht! Springt! Haltet an! Geht zum Stuhl!“ For the “Springt!” command they can just jump in place or if they are walking they can jump as they are walking. There are many combinations possible for a high number of repetitions.

You can review story 1 nouns by story 1 character actions. Der Mann geht. Der Mann geht zum Stuhl. Der Mann setzt sich auf den Stuhl. Der Mann steht auf. The same goes for die Frau, das Mädchen, der Junge, und der Hund.

Novel commands: You can say „Der Stuhl geht. Der Stuhl springt.“ A student can do the actions for the chair. This can be intermixed with the other commands given. You could say: “Der Stuhl geht zum Mann.” And have a student make the chair “walk” to the man. Many combinations will work and keep the students engaged.

TPRS option - explain again how one asks a question in German. It is OK to postpone this for a few lessons. If you prefer more TPR type lessons at the start of the year vs. early TPRS lessons, they will work too. As long as you are providing plenty of CI and students are engaged, you are doing it right and students are acquiring the language. How one asks a question should be repeatedly, but briefly, explained in this and future lessons. We need to be sure they actually understand when a question is asked. In the first few weeks I frequently say, “Now this is a question because I am starting with the verb.” Sometimes I write down statements and questions as show below.

A brief explanation for the students on how one asks a question in German.

If the verb is first, it is a question.

Write on the board. “Der Hund springt auf den Jungen” and

S-1 V-2

translate. Explain subject is in position 1 and verb is in position 2, just like in English.

Then write “Springt der Hund auf den Jungen?”

V-1 S-2

Explain meaning as “Does the dog jump on the boy? or Is the dog jumping on the boy?” Explain, when the verb is in position 1, the sentence is a question.

Do not spend much time on the explanations; it will be covered many times in the future. Get on with the fun „stuff“ of walking and jumping of the various characters.

TPRS option – continued

Tell the students to answer questions with “ja” and “nein.”

Help/coach the actors so they know what they are supposed to be doing.

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Der Hund steht auf. (+, e/o, -, +) wer

Point at the words "der Junge" and "steht...auf". Do this for all words. Point and pause. Also point at "wer" each time and pause.

Steht der Hund auf? Ja, der Hund steht auf. Steht der Hund oder (define) der Mann auf? Der Hund steht auf. Steht der Mann auf? Nein, der Mann steht nicht (shake head) auf. Der Hund steht auf.

Der Hund geht zum Stuhl. (+, e/o, -, +) wer, wohin

If you choose, you can introduce "wohin" early, define and write on board. "Wohin" will enable more CI.

Geht der Hund zum Stuhl? Ja, der Hund geht zum Stuhl. Geht der Hund zum Stuhl oder geht die Frau zum Stuhl? Der Hund geht zum Stuhl. Die Frau geht nicht (shake head) zum Stuhl. Geht der Hund zum Stuhl? Ja, der Hund geht zum Stuhl. Wer geht zum Stuhl? Der Hund geht zum Stuhl.

Der Hund springt auf den Stuhl. (+, e/o, -, +) wer

Springt der Hund auf den Stuhl? Ja, der Hund springt auf den Stuhl. Springt der Hund auf den Stuhl oder springt die Frau auf den Stuhl? Ja, der Hund springt auf den Stuhl. Springt die Frau auf den Stuhl? Nein, die Frau springt nicht (shake head) auf den Stuhl. Springt der Hund auf den Stuhl. Ja, der Hund springt auf den Stuhl. Wer springt auf den Stuhl? Ja, der Hund springt auf den Stuhl.

If you like you can pre-introduce "der Tisch" and write on the board as a way to get more reps and ask the question. Springt der Hund auf den Stuhl oder springt der Hund auf den Tisch? Ja, der Hund springt auf den Stuhl.

Der Hund setzt sich auf den Stuhl. (+, e/o, -, +) wer

Setzt sich der Hund auf den Stuhl? Ja, der Hund setzt sich auf den Stuhl. Setzt sich der Hund auf den Stuhl oder setzt sich das Mädchen auf den Tisch? Ja, der Hund setzt sich auf den Stuhl. Setzt sich das Mädchen auf den Stuhl? Nein, das Mädchen setzt sich nicht auf den Stuhl. Der Hund setzt sich auf den Stuhl. Wer setzt sich auf den Stuhl? Ja, der Hund setzt sich auf den Stuhl. One can insert pop-culture figures or cartoon characters into questioning. If there is some famous person you can ask a question about, it will help keep the lesson lighthearted and fun. These pop-figures change all the time. I'll pick one as an example. Setzt sich der Hund auf den Stuhl oder setzt sich Big Bird auf den Stuhl?

Do similar actions and question asking for der Mann, die Frau, das Mädchen, and der Junge. If there is jumping, it is probably best to be simulated jumping.

Occasionally check on comprehension. Mary, what does "Wer springt auf den Stuhl?" mean? Early on as you are saying the German sentence while asking Mary a question, point at the words der Hund, springt, and auf den Stuhl" sequentially to help Mary (and the rest of the class) comprehend and succeed.

You can begin to introduce "Stimmt" by explaining that it means "correct" and write "stimmt" on the board with the English under it. Then say, "Stimmt – that means correct. Der Hund springt auf den Stuhl."

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Novel commands: Maybe you say, "Der Hund springt auf den Jungen." to surprise and engage the students. Having a stuffed animal jump on a boy's head might be considered intrusive by some students – it depends on what your students are like and how well you know them. But if it works, seeing a stuffed dog jump on someone's head or shoulder will engage the students. Wer springt auf den Jungen? Stimmt, correct. Der Hund springt auf den Jungen.

Remember we are after CI, so occasionally check for comprehension. It is probably too early to know who the barometer students are. If some students don't know the meaning, the class needs more repetition of target words and phrases. Be sure to speak slowly and help make meanings obvious with pointing and pausing.

Consider postponing reading until the end of lesson three or consider providing some easy to read sentences written on the board for the class to "read" in preparation for reading the first story.

Note: Reading means the students translate the story into English. It is the only way you can be sure they understand. Students find it helpful for the teacher to read the story in German (slowly) as they follow along. (Audio-CD is available). Then students should read the story silently. Finally one or more volunteers read (translate) the story in English as the others follow along.

This is the only way to assure everyone understands the German. This means they read the story three times! This provides valuable CI. Students are encouraged to ask questions if they do not understand something.

Supplemental reading – consider waiting till after lesson three to read these stories. These two supplemental stories were added in order to provide more reading. For stories 2a and 2b below the target words of story 2 in the 1.0 Reader are split up. This was done because a piloting teacher thought the jump in difficulty, length, and number of target words and phrases from story 1 to story 2 was too hard.

Supplemental reading stories 2a and 2b follow. These stories are not in the 1.0 Reader. You have permission to make copies of stories for your students.

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Geschichte 2a

Target words and phrases

der Stuhl = the chair

die Stühle = the chairs

geht zum = goes to the

zum = zu dem = to the

geht zum Stuhl = goes/walks to the chair

setzt sich auf... = sits on...

setzt sich auf den Stuhl = sits down on the chair

Der Stuhl

Der Junge geht zum Stuhl. Der Junge setzt sich auf den Stuhl. Der Junge steht auf. Der Junge **geht weg**.

Das Mädchen geht zum Stuhl. Das Mädchen setzt sich auf den Stuhl. Das Mädchen steht auf. Das Mädchen **geht weg**.

Die Frau geht zum Stuhl. Die Frau setzt sich auf den Stuhl. Die Frau steht auf. Die Frau **geht weg**.

Der Mann geht zum Stuhl. Der Mann setzt sich auf den Stuhl. Der Mann steht auf. Der Mann **geht weg**.

Der Hund geht zum Stuhl. Der Hund **springt auf den Stuhl**. Der Hund setzt sich auf den Stuhl.

English meaning of words in bold type

geht weg = goes away

springt auf den Stuhl = jumps on the chair

Geschichte 2b

Target words and phrases

springt auf... = jumps on...

springt auf den Stuhl = jumps on the chair

der Tisch = the table

die Tische = the tables

geht zum Tisch = goes/walks to the table

setzt sich auf den Tisch = sits down on the table

springt auf den Tisch = jumps on the table

Der Stuhl und der Tisch

Der Hund geht zum Stuhl. Der Hund springt auf den Stuhl. Der Hund setzt sich auf den Stuhl. Der Hund **springt auf den Fußboden**.

Das Mädchen geht zum Stuhl. Das Mädchen setzt sich auf den Stuhl. Das Mädchen steht auf. Das Mädchen **geht weg**.

Der Junge geht zum Stuhl. Der Junge springt auf den Stuhl. Der Junge **springt auf den Fußboden**. Der Junge **geht weg**.

Der Mann geht zum Stuhl. Der Mann setzt sich auf den Stuhl. Der Mann steht auf. Der Mann **geht weg**.

Die Frau geht zum Stuhl. Die Frau setzt sich auf den Stuhl. Die Frau steht auf. Die Frau **geht weg**.

Der Hund geht zum Tisch. Der Hund springt auf den Tisch. Der Hund setzt sich auf den Tisch.

Das Mädchen geht zum Tisch. Das Mädchen setzt sich auf den Tisch.

Der Junge geht zum Tisch. Der Junge springt auf den Tisch. Der Junge setzt sich auf den Tisch.

Der Mann geht zum Tisch. Der Mann setzt sich auf den Tisch.

Die Frau geht zum Tisch. Die Frau setzt sich auf den Tisch.

Der Tisch **geht kaputt**.

Alle fallen auf den Fußboden.

English meaning of words in bold type

springt auf den Fußboden = jumps on the floor

geht weg = goes/walks away

geht kaputt = breaks

Alle fallen auf den Fußboden. = All of them fall on the floor.

Lesson for story 3 – Der Junge, der Hund und der Zauberstab

Establish meaning – write target words and phrases on the board – German and English.

New target words and phrases for story 3 - Der Junge, der Hund und der Zauberstab

der Tisch = the table die Tische = the tables
der Schreibtisch = the desk (literally – writing table)
und = and
ist = is
die Katze = the cat die Katzen = the cats

Briefly mention pronunciation points such as “sch.”

Gesture - You can use ASL or have the students come up with their own gestures or have students point to the objects in the classroom, which is what my classes do. I don't bother with gesturing “ist” and “und.” Those words are easy to learn anyway. For pointing at objects – have the students point at “der Tisch, der Schreibtisch, die Katze” (if you have a stuffed cat, or someone can hold paper “whiskers” on their upper lip and be the cat in the classroom. Include der Stuhl and some of the other words from lesson 2 as a quick review. If there is more than one of the above items, make sure there is an “official” table and an “official” desk for everyone to point at. For initial repetitions you can also point at the objects as you name them. After a few reps, if everyone seems to be pointing correctly and quickly, change the order and do in sequences of 2 and 3. Then ask them to close their eyes and do pointing. It is good to tell them that closing the eyes is very helpful in learning new words; otherwise they might think it is silly. I usually say “Augen zu!” and gesture with my hand coming down in front of my face, briefly closing my eyes and then tell them to close their eyes in English. In a few lessons they know what “Augen zu!” means. When students have their eyes closed, it is easy to evaluate comprehension. First say one word at a time, then 2 and then three strung together. I tell my students, “If you need to peek, that is OK, that way I can tell if I need to go over the words again.” I often gesture words when their eyes are closed so they can quickly glance at me and then do the gesture. Remember: For CI, speak slowly.

If gesturing is going well, you might also consider a few reps for man, woman, girl, boy, and dog as a brief review.

You may want to explain briefly again how one asks a question in German and write an example on the board and compare it to a statement. Occasionally remind the students “The verb is first, so I am asking a question.” This will help assure comprehension. Soon students will not need these reminders.

Props: Cutting out some paper whiskers for a student to hold on his/her upper lip is a good way to simulate a cat, although puppets can more safely jump than your students. Asking your

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“cat” to say “Miau,” each time you say the word “Katze,” might help keep the class interesting and fun.

PQA – no PQA for quite a few lessons.

TPR option – asking no “wer” questions or questions with the verb first, otherwise the same as the TPRS option below.

TPRS option – some suggestions are below.

If the class has some students saying words such as “Tisch” and “Katze” you can ask “wer” questions and “wohin” questions. I avoid asking “wo” questions until story 8. The first time a “wo” question appears at the end of a story is story 8. This is an attempt to reduce the confusion for English speakers between “wer” and “wo.” They will have been asked “wer” hundreds of times and will know it means who and not where before they encounter their first “wo.”

Eventually you will need to change the order of question asking so your question asking does not become predictable. Students can begin to confuse “I know what question is coming next” with “I know the material very well.” Mixing up the question sequence will prevent this. But for now teachers can just follow the circling “formula” (+, e/o, -, +) wer, w, w, w

Die Katze steht auf. (+, e/o, -, +) wer

Steht die Katze auf? Stimmt. (explain it means “correct” and write on board). Die Katze steht auf. Steht die Katze oder der Hund auf? Stimmt. Die Katze steht auf. Steht der Hund auf? Nein, der Hund steht nicht (shake head) auf. Die Katze steht auf. Steht die Katze auf? Ja, die Katze steht auf. Wer steht auf? Ja, die Katze steht auf.

Die Katze geht zum Tisch? (+, e/o, -, +) wer, wohin

Geht die Katze zum Tisch? Ja, die Katze geht zum Tisch. Geht die Katze zum Tisch oder geht die Katze zum Stuhl? Stimmt (for a few lessons – remind students it means “correct”). Die Katze geht zum Tisch. Die Katze geht nicht zum Stuhl. Die Katze geht zum Tisch. Geht die Katze zum Tisch oder geht der Hund zum Tisch? Stimmt. Die Katze geht zum Tisch. Der Hund geht nicht (shake head and write “nicht” on the board) zum Tisch. Springt die Katze zum Tisch oder geht die Katze zum Tisch? Ja, die Katze geht zum Tisch. Die Katze springt nicht zum Tisch. Wer geht zum Tisch? Stimmt. Die Katze geht zum Tisch. Wohin geht die Katze? Ja, die Katze geht zum Tisch. Geht die Katze zum Tisch oder geht die Katze zum Schreibtisch? Ja, die Katze geht zum Tisch.

Check on comprehension occasionally and not just those that seem to understand or are responding.

Die Katze springt auf den Tisch. (+, e/o, -, +) wer

Springt die Katze auf den Tisch? Ja, die Katze springt auf den Tisch. Springt die Katze auf den Tisch oder springt die Katze auf den Schreibtisch. Stimmt. Die Katze springt auf den Tisch. Die Katze springt nicht (shake head) auf den Schreibtisch. Die Katze springt auf den Tisch. Springt die Katze auf den Schreibtisch? Nein, die Katze springt nicht auf den Schreibtisch. Die Katze springt auf den Tisch. Springt die Katze oder springt die Frau auf den Tisch? Ja, die Katze springt auf den Tisch. Die Frau springt nicht auf den Tisch. Wer springt auf den Tisch? Stimmt.

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Die Katze springt auf den Tisch. Springt die Frau (point at the word "die Frau") auf den Tisch? Stimmt, die Frau springt nicht (shake head to show negation) auf den Tisch. Die Katze springt auf den Tisch.

Pop-up grammar – maybe it is too soon to explain the difference between "springt auf den Tisch" and "ist auf dem Tisch." But if a student asks, you can briefly explain. Most likely the students will not notice the "den" and "dem" difference at this point.

Don't forget comprehension check questions. If a student's translation is correct, praise the student. If not, kindly review the words and how a question is asked. Ask again: Springt die Frau (point at the word "die Frau") auf den Tisch? Nein (shake head), die Frau springt nicht (shake head) auf den Tisch. Die Katze springt auf den Tisch.

At this point we do not have many words for characters yet. We can't have people jumping on a table or a desk. However, none of my stuffed animals were ever injured in a classroom incident, no matter how risky or athletic the actions were. Stuffed animals have even been known to safely fly in the classroom. :)

Der Hund geht zum Schreibtisch. (+, e/o, -, +) wer, wohin

Das Mädchen geht zum Schreibtisch. (+, e/o, -, +) wer, wohin

Der Hund springt auf den Schreibtisch. (+, e/o, -, +) wer

Der Hund ist auf dem Schreibtisch. (+, e/o, -, +) wer

Ist der Hund auf dem Schreibtisch? Ja, der Hund ist auf dem Schreibtisch. Ist der Hund auf dem Schreibtisch oder ist der Hund auf dem Tisch? Stimmt. Der Hund ist auf dem Schreibtisch. Der Hund ist nicht auf dem Tisch. Ist der Hund oder die Katze auf dem Schreibtisch? Stimmt. Der Hund ist auf dem Schreibtisch. Die Katze ist auf dem Tisch. Ist die Katze auf dem Schreibtisch? Stimmt. Die Katze ist nicht auf dem Schreibtisch. Die Katze ist auf dem Tisch. Der Hund ist auf dem Schreibtisch. Wer ist auf dem Schreibtisch? Ja, der Hund ist auf dem Schreibtisch. Wer ist auf dem Tisch? Stimmt. Die Katze ist auf dem Tisch.

Das Mädchen springt auf den Schreibtisch. (+, e/o, -, +) wer

Das Mädchen ist auf dem Schreibtisch. (+, e/o, -, +) wer

Ist das Mädchen auf dem Schreibtisch? Ja, das Mädchen ist auf dem Schreibtisch. Ist das Mädchen auf dem Schreibtisch oder ist die Katze auf dem Tisch? Stimmt. Das Mädchen ist auf dem Schreibtisch. Die Katze ist nicht auf dem Schreibtisch. Die Katze ist auf dem Tisch. Ist das Mädchen auf dem Stuhl? Stimmt. Das Mädchen ist nicht auf dem Stuhl. Das Mädchen ist auf dem Schreibtisch. Die Katze ist auf dem Stuhl. Ist das Mädchen auf dem Schreibtisch oder ist das Mädchen auf dem Stuhl. Stimmt. Das Mädchen ist auf dem Schreibtisch. Das Mädchen ist nicht auf dem Stuhl. Wer ist auf dem Schreibtisch? Stimmt, das Mädchen ist auf dem Schreibtisch und der Hund ist auf dem Schreibtisch. Wer ist auf dem Tisch? Stimmt. Die Katze ist auf dem Tisch.

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Some questions to review the entire action they just saw: Wer geht zum Tisch? Wer springt auf dem Tisch. Wer geht zum Schreibtisch? Wer springt auf den Schreibtisch? Wer ist auf dem Tisch? Wer ist auf dem Schreibtisch?

The students are now ready to read stories 1, 2, and 3. You can choose to read stories earlier, i.e. right after they have first acquired the target vocabulary for a story.

Read stories 1, 2, and 3

Stories 2a and 2b are also available for reading (see end of lesson 2). Since this is a lot of reading at one time, it is helpful to break up reading time with other activities, including starting lesson 4.

It is helpful to beginning students to hear the teacher read the stories as they follow along (or play the 1.0 audio CD). Then have the students read the stories silently. After silent reading, ask for volunteers to “read” the story. The student “reading” the story means that the student is translating out loud to English. This is the only way the teacher can be sure the student understands the German.

Starting with story 4, there are questions at the end of each story.

Every time someone is done acting or done reading a story, I like to say “Alle klatschen” and start the clapping which the students imitate. I briefly say thanks for reading, excellent reading, great acting, thanks for acting, etc. It does not matter much what I say, I just indicate that what they did is appreciated. I believe this sets a very positive tone in the class. Even when the students realize that this is done for everyone, it still feels good to them to see people clapping and to hear the compliments. Recently I started teaching adults. It works great with adults too. It just helps create a friendly non-threatening atmosphere.

Lesson for stories 4 and 5 – Der Mann, die Frau und der Hund/Der Hund, das Mädchen und der Hase

Establish meaning: - write target words and phrases on the board – German and English.

Target words and phrases for stories 4 & 5 – “Der Mann, die Frau und der Hund” and “Der Hund, das Mädchen und der Hase.”

Story 4

schaut...an = looks at

anschauen = to look at

zeigt auf... = points at...

zeigen auf... = to point at...

Story 5

fasst...an = touches

anfassen = to touch

der Hase = the rabbit

die Hasen = the rabbits

langsam = slow, slowly

schnell = fast, quickly

Pronunciation - Discuss pronunciation briefly such as the “z” sound for an “s.”

Props: A stuffed rabbit or rabbit cut out of cardboard or construction paper will be needed.

Teaching numbers - Sometime in the early lessons I begin to count attendance in German. I started this because it helped me with attendance. This is an easy way of learning to count just from this daily exercise. Write or post the numbers on the board/wall. Occasionally you can point at the numbers so students learn the numbers visually too. A few lessons after I count attendance I ask the students “Bitte zählt mit mir.” (explaining the meaning of course). When I say, “Bitte zählt mit mir” we count in unison. For me this is a great way to focus the class to the fact that German class has begun. Originally I did this because I was challenged by taking attendance. The typical start was “Bitte zählt mit mir.” As I pointed to each student we counted in unison eins, zwei, drei, usw. Then - “Vierundzwanzig sind hier, zwei sind nicht hier. Wer ist nicht hier.” Students would tell me who was absent and attendance was done. (I did not bother with “anwesend.”). To help with students getting tired of this daily counting ritual I would occasionally change the speed of counting from slow to very fast, making it almost a race and occasionally slowing down again.

Popup grammar: Give a brief description of separable prefixes and how the separable part ends up at the end of the sentence. Write some simple present tense third person sentences to show how this works.

Gesture

schaut...an – two fingers to eyes then moving toward what you are looking at.

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zeigt...auf = point with index finger. You can use your own gestures, American Sign Language gestures, or gestures chosen by students.

fasst...an – touch desk.

der Hase – make rabbit ears.

langsam and schnell – maybe ask students for a good gestures for slow and fast.

Since there are only a few new target words for both stories 4 and 5, consider teaching both sets of target words in this lesson. You can of course choose to introduce the target words and phrases for stories 4 & 5 separately.

Repeat words one at a time and show students the gestures. Observe students gestures. When a high percentage of students are gesturing correctly each time you say a word, move on to two words and then three words at a time. Model gestures for the first few repetitions. Begin to delay your gestures so students are not keying on your gestures. Then ask students to close their eyes and gesture (silently – no noise when touching their desk) as you say the words. First say words one at a time, then two at a time, then three at a time. Closing of eyes and gesturing is a very effective way of learning and of the teacher assessing. When nearly 100% of the students gesture correctly nearly 100% of the time, move on to the rest of the lesson. However, gesturing can get boring fast. Do not do this more than about two minutes. It depends on the particular class as to how long gesturing is effective.

For ASL video dictionary visit <http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi>

You may want to explain briefly again how one asks a question in German and write an example on the board and compare it to a statement. Occasionally remind the students “The verb is first, so I am asking a question.” This will help assure comprehension. Soon students will not need these reminders.

PQA – not yet

During this lesson use words and phrases from lessons 1 through 3 as you have an opportunity still getting most of the reps of the new words for stories 4 and 5. This will be a great way to review early words and make it easier to attain many reps of the new vocabulary. It will also make the lesson more interesting.

List of words from lesson 1, 2, and 3

der Junge = the boy

der Mann = the man

das Mädchen = the girl

die Frau = the woman

der Hund = the dog

steht...auf = stands up

aufstehen = to stand up

setzt sich = sits (action of sitting)

sich setzen = to sit

der Stuhl = the chair

die Stühle = the chairs

geht zum (masc./neuter noun) = walks/goes to the (noun)

geht zum Stuhl = walks/goes to the chair

springt auf = jumps on

setzt sich auf ... = sits on ...

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der Tisch = the table die Tische = the tables
der Schreibtisch = the desk (literally – writing table)
und = and
ist = is
die Katze = the cat die Katzen = the cats

This is a good time to remember “point and pause” to give students time to process what you are saying) and remember to check on comprehension.

TPR option – there are many action words for TPR

One possibility is to have the “Jungen”, “Mädchen”, or “Frauen” in class to do TPR actions. You can give the plural command “zeigt...auf” and it is the same as the 3rd person singular command you are teaching. You can have all the girls point at, touch, look at, point quickly, slowly, and touch quickly, slowly. Or you can have rows of students doing the various actions. You might consider adding some humor by having someone touch several objects at once. Think of it as yoga in German class. A student may be touching the door or desk with a foot, the wall with a hand, and the board with the other hand. This is quite entertaining and therefore keeps the students engaged.

TPRS option – similar to TPR except that more questions are asked.

Der Junge steht auf. (+, e/o, -, +) wer

Der Junge zeigt auf den Tisch. (+, e/o, -, +) wer, womit

Zeigt der Junge auf den Tisch? Ja, der Junge zeigt auf den Tisch. Zeigt der Hase oder zeigt der Junge auf den Tisch? *Maybe explain again the meaning of “oder” and that a question is being asked.* Ja, der Junge zeigt auf den Tisch. Zeigt der Junge auf den Tisch oder zeigt der Junge auf den Stuhl? Stimmt. Der Junge zeigt auf den Stuhl. Der Junge zeigt nicht (shake head) auf den Tisch. Wer zeigt auf den Tisch? Ja, der Junge zeigt auf den Tisch.

Toward end of questions initiated with the above statement, consider early introduction of and defining “womit”. You could ask – Womit zeigt der Junge auf den Tisch, mit dem Finger oder mit dem Ellbogen? Stimmt. Der Junge zeigt mit dem Finger auf den Tisch. *You can demonstrate pointing with the finger and pointing with the elbow. Do anything to help comprehension.* If this introduction to “womit” seems too soon, introduce “womit” later. There will be plenty of opportunities in the future.

Der Junge geht schnell zum Tisch (+, e/o, -, +) wer, wie Define “wie” for first time and add to “w” question words at the front of the classroom. It is good to designate an official “Tisch” in the room to eliminate confusion. Coach the student on how fast to go to the table.

Geht der Junge zum Tisch? Ja, der Junge geht zum Tisch. Geht der Junge zum Tisch oder geht die Katze zum Tisch. Stimmt. Der Junge geht zum Tisch. Geht die Katze zum Tisch? Nein, die Katze geht nicht zum Tisch. Geht der Junge zum Tisch? Ja, der Junge geht zum Tisch. Wer geht zum Tisch? Stimmt. Der Junge geht zum Tisch. Wohin geht der Junge? *With a pointer, point at “wohin” posted in front of classroom.* Ja, der Junge geht zum Tisch. Geht der Junge zum Tisch oder zum Schreibtisch? Stimmt. Der Junge geht zum Tisch. Er (define - early introduction) geht zum Tisch. Er geht nicht zum Schreibtisch.

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Geht der Junge schnell zum Tisch? *Gesture "schnell" as question is asked.* Ja, der Junge geht schnell zum Tisch. Geht der Junge schnell zum Tisch oder geht der Junge langsam zum Tisch? Stimmt. Der Junge geht schnell zum Tisch. Geht der Junge schnell zum Tisch oder geht der Junge schnell zum Schreibtisch? Stimmt. Der Junge geht schnell zum Tisch. Wer geht schnell? Ja, der Junge geht schnell. Wer geht schnell zum Tisch? Stimmt. Der Junge geht schnell zum Tisch. Wie geht der Junge zum Tisch? Stimmt. Der Junge geht schnell zum Tisch.

Der Junge schaut den Tisch an. (+, e/o, -, +) wer, was

Maybe briefly explain separable prefixes again. Student or teacher could gesture "schaut ...an," gesturing in the direction of the "official" table in the classroom.

Schaut der Junge den Tisch an? Ja, der Junge schaut den Tisch an. Schaut der Junge den Tisch an oder schaut der Junge den Schreibtisch an? Ja, der Junge schaut den Tisch an. Schaut der Junge den Stuhl an? Nein, der Junge schaut nicht den Stuhl an. Der Junge schaut den Tisch an. Wer schaut den Tisch an? Stimmt der Junge schaut den Tisch an. Schaut der Junge oder schaut der Hase den Tisch an? Stimmt. Der Junge schaut den Tisch an. Was schaut der Junge an? Ja, der Junge schaut den Tisch an. Schaut der Hase den Tisch an? Nein, der Hase schaut den Tisch nicht an. Schaut der Hase den Tisch an oder schaut der Junge den Tisch an? Stimmt. Der Junge schaut den Tisch an.

Remember "point and pause" to give students time to process what you are saying and remember to check on comprehension.

Der Junge fasst den Tisch an. (+, e/o, -, +) wer, was, wie

Fasst der Junge den Tisch an? Ja, der Junge fasst den Tisch an. Fasst der Junge den Tisch oder fasst der Junge den Schreibtisch an? Stimmt. Der Junge fasst den Tisch an. Wer fasst den Tisch an? Ja, der Junge fasst den Tisch an. Was fasst der Junge an? Ja, der Junge fasst den Tisch an. Fasst der Junge den Tisch oder fasst der Hase den Tisch an? Stimmt. Der Junge fasst den Tisch an. Der Hase fasst den Tisch nicht an. Was fasst der Junge an? Ja, der Junge fasst den Tisch an. Zeigt der Junge auf den Tisch oder fasst der Junge den Tisch an? *Gesture as you ask the question. Explain you are asking about what the boy is doing now.* Stimmt. Der Junge fasst den Tisch an. Der Junge zeigt nicht auf den Tisch. *Shake head and gesture pointing at the table while asking the last question.* Fasst der Hase den Tisch an? Nein, der Hase fasst den Tisch nicht an. Der Junge fasst den Tisch an. *You might try "Wie fasst der Junge den Tisch an? Fasst der Junge den Tisch wie ein Gorilla an oder fasst der Junge den Tisch wie eine alte Oma (define) an?/schnell oder langsam? This is early for such questions, but you might want to try it. If you can pick the right characters that your class would find interesting or funny, it can enhance the class. I picked Gorilla and "eine alte Oma." Do whatever works with your class.*

Occasionally check barometer students for comprehension. Pause and point at target phrases and words.

Der Hase geht langsam zum Tisch. (+, e/o, -, +) wer, wohin, wie

Coach the student manipulating a stuffed rabbit or pretending to be a rabbit.

Geht der Hase zum Tisch? Ja, der Hase geht zum Tisch. Geht der Hase langsam zum Tisch? Stimmt. Der Hase geht langsam zum Tisch. Geht der Hase schnell oder langsam zum Tisch? *Gesture schnell and langsam as the words are spoken.* Ja, der Hase geht langsam zum Tisch. Er (define) geht nicht schnell. Er geht langsam. *Gesture „schnell“ or „langsam“ as it is said.* Geht der Hase zum Stuhl? Stimmt. Der Hase geht nicht zum Stuhl. Der Hase geht zum Tisch. Der

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Hase geht langsam zum Tisch. Wer geht langsam zum Tisch? Stimmt. Der Hase geht langsam zum Tisch. Wohin geht der Hase? Der Hase geht zum Tisch. Wer geht schnell und wer geht langsam? Stimmt. Der Junge geht schnell und der Hase geht langsam. *If your actors moved particularly slow or fast you can pre-introduce and define "sehr". Der Hase geht sehr langsam "* You can also mention "sehr schnell" for the boy walking to the table.

Der Junge schaut den Hasen an. (+, e/o, -, +) wer, wen (define)

Der Junge zeigt auf den Tisch. (+, e/o, -, +) wer, wohin

Der Hase schaut den Tisch an. (+, e/o, -, +) wer, wohin

Der Hase springt auf den Tisch (+, e/o, -, +) wer, wie

Use schnell and langsam for jumping for the statement above just to get a few more reps of those target words.

Should you feel you need more repetitions of vocabulary; you can throw in some other characters from the previous vocabulary. Class or individuals can point at, look at, touch what words are narrated or move to various locations. You could for example have a character jump to the chair vs. walking to the chair. This of course is easier for stuffed animals.

Another option if more reps are needed - you can retell part or all of the previous actions, keeping location and time of actions as before. You can "walk through" the actions as they are narrated as well as while making the statements and asking the questions.

Read stories 4 and 5.

When someone reads, remember to say, "Alle klatschen."

Lesson – review of vocabulary in stories 1 through 5

This review lesson is included to assure a solid foundation with the beginning vocabulary. Depending on the needs of the class, the review may be extensive, brief, or you may choose to skip the review.

If you have not already done so, affix “was” and “wie” and maybe “wohin” question words written on construction paper to front wall above the board.

Remind students that reading stories again is good homework. Reading is magical.

Establish meaning – write target words and phrases on the board – German and English.

Target word review - words of first five stories

Geschichte 1

der Junge = the boy
der Mann = the man
das Mädchen = the girl
die Frau = the woman
der Hund = the dog
steht...auf = stands up aufstehen = to stand up
setzt sich = sits (action of sitting) sich setzen = to sit

Geschichte 2

der Stuhl = the chair die Stühle = the chairs
geht zum (masc./neuter noun) = walks/goes to the (noun)
geht zum Stuhl = walks/goes to the chair
springt = jumps springen = to jump
springt auf = jumps on
setzt sich auf ... = sits on ...

Geschichte 3 -

der Tisch = the table die Tische = the tables
der Schreibtisch = the desk (literally – writing table)
und = and
ist = is

die Katze = the cat die Katzen = the cats

Geschichte 4

schaut...an = looks at anschauen = to look at
zeigt auf... = points at... zeigen auf... = to point at...

Geschichte 5

fasst...an = touches anfassen = to touch
der Hase = the rabbit die Hasen = the rabbits
langsam = slow, slowly
schnell = fast, quickly

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TPR option - Gesturing can be continued by boys, girls, rows pointing to the imperative "Zeigt auf! Schaut...an! Fasst... an!" The students will not know the difference between third person and imperative. For now, this is OK and causes no harm (in my opinion). They can also jump, walk to tables, desks and touch them. A TPR heavy lesson is a fast way to have students acquire the target words and phrases. It can be accompanied by some question asking such as – "Wer fasst den Tisch an?" The class will answer "Mädchen". You can answer "Stimmt. Das Mädchen fasst den Tisch an."

TPRS Option - To review previous two lessons, start with people and animals going to (geht zu...) and doing the various actions slowly or fast such as walking, jumping, or sitting. Have them touch the various objects such as table, chair, and desk. There is probably no need to go through all the "circling" of questions. But it still may be helpful for the students to get more CI.

Below is the general pattern for getting repetitions of words for the review.

Der Junge steht auf. Steht der Junge auf? Stimmt. Der Junge steht auf. Steht der Hund auf? Nein, der Hund steht nicht (shake head) auf. Der Junge steht auf. Wer steht auf? Stimmt. Der Junge steht auf. Steht der Junge oder das Mädchen auf?

Der Junge geht zum Schreibtisch. Der Junge geht schnell zum Schreibtisch. (You and the class can marvel at how fast the boy goes to the desk.) Wer geht zum Schreibtisch? Ja, der Junge geht zum Schreibtisch. Geht der Junge schnell oder langsam zum Schreibtisch? Stimmt. Der Junge geht schnell zum Schreibtisch. Er (define) geht nicht (shake head to demonstrate meaning) langsam zum Schreibtisch. Geht der Junge zum Schreibtisch oder geht der Junge zum Tisch? (point at desk and then at the table.) Stimmt. Der Junge geht zum Schreibtisch. Wer geht zum Schreibtisch? Ja, der Junge geht zum Schreibtisch.

Pop up grammar: Point out that the noun "der Schreibtisch" is masculine because of "der." But we say zu dem Schreibtisch or zum Schreibtisch. Why? With the word „zu“ the „der“ changes to „dem“. It is the same for „das“ (neuter words). For example: das Haus. Der Junge geht zu dem (zum) Haus.

Summarizing: When „zu“ is used, the masculine and neuter articles „der“ and „das“ change to „dem“. Examples:

- Die Frau geht zum (zu dem) Stuhl.
- Das Mädchen geht zum (zu dem) Tisch.

Der Junge fasst den Schreibtisch an. Fasst der Junge den Schreibtisch an? Ja, der Junge fasst den Schreibtisch an. Fasst der Junge den Schreibtisch an oder fasst der Junge den Stuhl an? Stimmt. Der Junge fasst den Schreibtisch an. Der Junge fasst nicht den Stuhl an. Wer fasst den Schreibtisch an? Ja. Stimmt. Der Junge fasst den Schreibtisch an. Was fasst der Junge an? Stimmt. Der Junge fasst den Schreibtisch an. Der Junge fasst den Schreibtisch langsam an. (motion slowly with your hand – you can also say the word „langsam“ slowly to help with meaning) Stimmt. Der Junge fasst den Schreibtisch langsam an. Der Junge fasst den Schreibtisch nicht schnell an. Wie fasst der Junge den Schreibtisch an? Schnell oder langsam? Stimmt. Er fasst den Schreibtisch langsam an. Fasst der Junge den Stuhl an? Fasst der Junge den Tisch an?

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Springt der Junge auf den Schreibtisch? Usw.

Do same for some of the other potential characters such as das Mädchen, der Hund, die Frau, and have the characters go to the table, desk and chair. Do as much of the above as necessary. By now you may have an idea on who barometer students might be. Be sure to check on comprehension. Recycle if needed. It is important to build a solid foundation at the beginning of the course. Keep it light and interesting. Be amazed by their fast or slow actions!

After this review is a good time for a test. The test to be given at the beginning of the next class follows.

Testing - Results of the test will tell you what needs to be reviewed. If 80% of the students get 80% or above on the test, then move on.

Out of context vocabulary is a quick, easy, and effective way to measure how well you are teaching and is a good way to determine grades. For beginners I like to read the test words or you can have the students ask you to say any words for them if you like. In my case usually 90% of the students are above 80% so I move on. Occasionally the grades were lower than the 80/80 goal. I would then go over the materials, have another lesson or two and then re-test. However, I have a Spanish teacher friend whose students figured out that if they do poorly she will test them again. Once her students realized this, some of them willfully slowed down the class and did poorly. Re-testing is therefore OK, but one must be cautious of too much of a good thing and be ready to change that pattern if necessary.

I like to ask the students to put their pencils on the floor and then we go over the test before they hand in the test.

Test for next class follows

Test #1

Name: _____ Period ____ Date: _____

	German	English
1.	der Junge	
2.	steht...auf	
3.	springt	
4.	langsam	
5.	der Stuhl	
6.	geht	
7.	das Mädchen	
8.	setzt...sich	
9.	der Mann	
10.	der Tisch	
11.	und	
12.	die Katze	
13.	die Frau	
14.	der Hund	
15.	schaut...an	
16.	fasst...an	
17.	der Hase	
18.	schnell	
19.	der Schreibtisch	
20.	zeigt...auf	

Lesson for story 6 – Der Hund geht zur Tür

If 80% of the students scored 80% or above on the last test, move on. If fewer than 80% scored 80, some review is needed. If goal scores were attained, at the beginning of the class review the most frequently missed words. Gesturing is a good review, but one can also do a mini skit or include the most missed test words in the current lesson.

Establish meaning – write target words and phrases on the board including English meaning.

Target words and phrases for story 6 – Der Hund geht zur Tür

die Tafel = the board/blackboard/whiteboard die Tafeln = the boards

die Wand = the wall die Wände = the walls

die Tür = the door die Türen = the doors

zu der = zur = to the

zur (+ feminine noun) = to the (+ noun)

geht zur Tafel = geht zu der Tafel = goes/walks to the board

geht zur Wand = geht zu der Wand = goes/walks to the wall

geht zur Tür = geht zu der Tür = goes/walks to the door

Briefly review pronunciation.

Remember the objective is – CI + many reps + engaged students.

- Keep it light and fun.
- Speak slowly.
- Point at target words as they are being said.
- Pause to give students' brains time to process. (Some have faster processors, but all can learn German.)
- Identify potential barometer students
- Periodically check comprehension by assessing barometer students
- Back up and review when needed. Teachers know the language. It is easy to talk too fast and move too fast.

Often students, including adults, who ordinarily are too shy to act, are willing to be the hands and feet for a stuffed animal they are holding. It is desirable for students to pick characters for skits. It is a bit early for this, but if you can pull it off, great. Der Hund could be Scooby Doo, for example. Der Mann, die Frau, das Mädchen could be some famous person. Ask the students for their input. It is "their" skit, when they pick the characters. This will make the skit more engaging. In a recent skit by adults one of the characters picked by adults was "Wonder woman." Suddenly we had the adult woman "flying" to the various locations in the classroom. I quickly defined fliegt/flies and wrote it on the board. Then the questions were "Geht Wonder Woman

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zur Tür oder fliegt Wonder Woman zur Tür." Students were all paying attention and having fun, especially Wonder Woman.

Gesture - The students know "zeigt auf...", although some probably missed it on the test. If so, this is a great time to review "zeigt auf...". Various people, stuffed animals, rows of students, boys, girls, a man, a woman (once designated as such), can point at "die Tafel, die Wand, die Tür. Consider adding other objects once they are pointing quickly and correctly. "Zeigt auf den Stuhl, Tisch, usw." First say one, then two, then three target nouns at a time. Then say and gesture "Macht die Augen zu". First one, then two, then three at a time with eyes closed. You can pre-introduce "andere" with zeigt auf die andere Tafel/Wand.

TPR option – there are many action words for TPR.

Similar to the TPRS-like option, except there are fewer questions, but plenty of action and many repetitions.

TPRS option - Use „fasst...an, schaut...an, and zeigt...auf“ along with the new target words and phrases. This will make it much easier to achieve many repetitions.

Der Hund **steht auf**. (+, -, e/o, +) wer, wie

Steht der Hund auf? Stimmt. Der Hund steht auf. Steht der Hund auf oder steht das Mädchen auf? Stimmt der Hund steht auf. Usw.

Wer steht auf? Wie steht der Hund auf? Steht der Hund schnell auf oder steht der Hund langsam auf?

Der Hund **geht zur Tafel**. (+, -, e/o, +) wer, wie, wohin

Reminder - periodically check barometer students on comprehension. Speak slowly. Pause and point to give students processing time. Recycle if someone does not comprehend.

Der Hund **schaut die Tafel an**. (+, -, e/o, +) wer, was

Contrasting options: schnell/langsam/zeigt...auf, fasst...an, with schaut...an

Pop-up grammar - Briefly mention separable prefixes – "anschauen" becomes "schaut...an" with whatever is being looked placed inbetween.

Der Hund **fasst die Tafel an**. (+, -, e/o, +) wer, was, wie

Der Hund **schaut die Tür an**. (+, -, e/o, +) wer, was

Schaut der Hund die Tür an? Ja, der Hund schaut die Tür an. Schaut der Hund die Tafel an oder schaut der Hund die Tür an? Stimmt. Der Hund schaut die Tür an. Schaut der Hund den Stuhl an? Nein, der Hund schaut nicht den Stuhl an. Der Hund schaut die Tür an. Wer schaut die Tür an? Stimmt. Der Hund schaut die Tür an. Was schaut der Hund an?

Eventually you will want to change the question asking order, but with newbies, it is probably not yet necessary.

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When you introduce groß, klein, colors and other adjectives there will be many more opportunities for repetitions with each part of speech. Of course, you can pre-introduce any words you want.

Der Hund geht zur Tür. Der Hund geht langsam zur Tür. (+, -, e/o, +) wer, wie, wohin
Consider coaching the actor on what speed to walk and where to walk. Just tell the actor, not the whole class.

Point the meaning of many target words as you are saying them and point at all “w” question words and pause.

Geht der Hund zur Tür? Ja, der Hund geht zur Tür. Geht der Hund zur Tür oder geht der Hund zur Wand? Stimmt. Der Hund geht zur Tür. Der Hund geht nicht zur Wand. Geht der Hund zur Tür? Ja, der Hund geht zur Tür. Geht der Hund schnell oder langsam? Stimmt. Der Hund geht langsam. You might again pre-introduce by writing “sehr” on board. “Der Hund geht sehr langsam.” Geht der Mann zur Tür? Nein, der Mann geht nicht zur Tür. Der Hund geht zur Tür. Wohin geht der Hund? Stimmt. Der Hund geht zur Tür. Wie geht der Hund? Schnell oder langsam? Stimmt der Hund geht langsam. Wer geht zur Tür?

Der Hund zeigt auf die Tür. (+, -, e/o, +) wer, wie
With my adult students I start introducing “worauf”. I write it down each time. It is OK to add anything you want as long as you define it and don't overwhelm the students.

Der Hund fasst die Tür an. (+, -, e/o, +) wer, was
Compare Tür oder Wand oder Tafel? Hund oder Katze? Hund oder Mann? Zeigt auf... oder schaut...an? Compare fasst...an with küsst (make kissing motion with hand) Küsst der Hund die Tür oder fasst der Hund die Tür an? If students decide the dog did one action or both, go along with it. The stuffed animal can just kiss the door or if an actor is actually playing the dog, the actor can pretend to kiss the door. Ja, der Hund fasst die Tür an und küsst die Tür. You can ask around the classroom – Fasst Mary die Tür an? Fasst Joe die Tür an? Usw. Stimmt. Der Hund fasst die Tür an. Mary fasst die Tür nicht an.

An option here is to have the dog jump on the door. **Der Hund springt an die Tür.** If you coach the student handling the stuffed dog, the dog can jump and then crawl around on the door. You can call him “Spider-Hund.”

Follow the same pattern for “die Wand.” Another character or two can do similar actions, only they look at, walk to, look at the wall, touch the wall, and maybe jump on the wall.

Novel commands: If the board and door are close to each other you can give the command make the statements, “Der Junge fasst die Tafel an. Der Junge fasst die Tafel und die Tür an. Der Junge fasst die Tafel und die Tür und die Wand an.” This is a little like the game Twister. It will be entertaining and keep the students engaged. Some of my younger adults also have done silly things like this. The actors and the class enjoy it and they all pay attention!

When using “wie” consider “wie eine alte Oma, wie ein Mann, wie ein Baby. This can be fun if you ask “Wie geht der Mann zu der Tafel?” and then ask “Wie eine alte Oma?” (define of course). The actor can then walk “wie eine alte Oma.” Here are some other phrases to use in the future – “wie Superman, wie King Kong, wie Godzilla, or whatever characters you or the students might find interesting.

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Popup grammar: Mention again „zu“ takes the dative. Examples to write on the board for „die Tür“ and „die Wand“.

- Der Mann geht zur (zu der) Tür.
- Der Mann geht zur (zu der) Wand.

You can compare this to “der” words – “der” changes to “dem.”

This will be re-introduced many times. No need for students to really “know” this yet.

The four cases in German will be introduced later. We are now concentrating on developing the students' ability to acquiring the language without worrying about grammar rules or sentence structure. As they develop the ability to speak, read, and listen, they will be able to understand German grammar much more efficiently than if we were to dwell on it now.

Read story 6 - Der Hund geht zur Tür.

When a volunteer has “read” (aka translated), remember to say, “Alle klatschen.”

Lesson for story 7 – Der langsame Hase und der schnelle Hase

Change of pace: write German alphabet on board and discuss some pronunciation points. Some obvious ones are V = F sound, W = V sound, usw. Do not dwell much on how to pronounce. At this stage it is probably too early to correct students' pronunciation. Then sing abc's to the military marching song. MP3 recordings of Sweet Briar singers are available. Of course you can have the students sing any simple song you know. Singing is a great way to learn a language.

Establish meaning – write target words and phrases on the board – both German and English meaning.

Target words and phrases for story 7 - Der langsame Hase und der schnelle Hase

der langsame Hase = the slow rabbit

der schnelle Hase = the fast/quick rabbit

dreht sich ...um = turns around ... sich umdrehen = to turn around

geht zum Stuhl = zu dem Stuhl = goes/walks to the chair

geht zum Schreibtisch = zu dem Schreibtisch = goes/walks to the desk

er = he

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In my classroom I use two stuffed rabbits, a big one called "der langsame Hase" and a skinny little one called "der schnelle Hase."

This lesson is potentially quite short because only "dreht sich um" and "er" are really new.

Consider pre-introduction of "sagt" as opportunities present themselves. Be sure to write on board and use gesture. The American Sign Language gesture is: right index finger under mouth, pointing to the left, and making a couple of circles clockwise when viewed from the right.

<http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi>

Gesture - Fingers can hop slowly across desk for the slow rabbit and fast for the fast rabbit. The little "finger man" can turn around to "dreht sich um."

TPR option - Rows of people, boys, girls, can stand up and turn around. However, "dreht euch um," is different from "dreht sich um". Students may not notice difference. This is also a good time to review other words that have obvious movements. A rabbit, either stuffed, cutout, or a student willing to make bunny ears can be the rabbit. Some question asking can accompany the actions. Maybe the fast rabbit can be Bugs Bunny?

Novel commands: You can give a command to an actor "Der Junge/Hase dreht sich um" while the actor is sitting down. See if he/she turns around in the chair or with the chair. This can add some spice to the class. Or if student is dressed for sitting on the floor and is sitting on the floor, the command "dreht sich um" can also be entertaining (read engaging) as the student spins and turns around while seated on the floor.

TPRS option - This lesson will review "langsam" and "schnell" by using the rabbits (human or otherwise) in skits. Remember to coach actors. Good acting really helps make the class engaging. Some students will love to act. Remember to say thank you and "Alle klatschen" to reward actors when skit is over. Be outwardly pleased with good acting and extra flair an actor brings. Good acting and enthusiasm are valuable. Only one student ever was so enthusiastic in his acting that I had to ban him from acting for a while because he was disruptive. It was not malicious, but it was disruptive.

Introduce, after coaching actor, "Der langsame Hase." (this rabbit makes very slow hand and body motions as you introduce him). Introduce "Der schnelle Hase." (this rabbit can make very fast motions). Marvel at how slow and fast – "sehr langsam" and "sehr schnell."

Der langsame Hase geht langsam zum Stuhl. (+, e/o, -, +) wer, wie, wohin

Geht der langsame Hase zum Stuhl? Geht er (pause and point at "er") schnell oder langsam? Stimmt. Der langsame Hase geht langsam. Er geht sehr langsam. Wer geht langsam, der langsame Hase oder der schnelle Hase? Ja, der langsame Hase geht langsam. Der langsame Hase geht immer (define) langsam. Wie geht der langsame Hase, schnell oder langsam? Stimmt. Der langsame Hase geht langsam. Wohin geht der langsame Hase? Stimmt. Der langsame Hase geht zum Stuhl.

Reminder: Check barometer students for comprehension

Geht der langsame Hase zum Stuhl oder geht der langsame Hase zum Tisch? Ja, er geht zum Stuhl. Er geht nicht zum Tisch. Geht der langsame Hase zum Tisch? Nein, er geht nicht zum

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Tisch. Er geht zum Stuhl. Wer geht zum Stuhl? Ja, der langsame Hase geht zum Stuhl. Wie geht er zum Stuhl? Stimmt. Er geht langsam zum Stuhl. Er geht sehr langsam.

Ist er (pointing at him) schnell oder langsam? Stimmt. Er ist langsam. Er ist immer (define) langsam. Springt der langsame Hase zum Stuhl oder geht der langsame Hase zum Stuhl? Ja, der langsame Hase geht zum Stuhl. Wohin geht er? Stimmt. Er geht zum Stuhl.

Der langsame Hase schaut den Stuhl an. (+, e/o, -, +) wer, was

Der langsame Hase zeigt auf den Stuhl. (+, e/o, -, +) wer, wie

Der langsame Hase dreht sich langsam um. (+, e/o, -, +) wer, wie

The new word "dreht sich um" will need more reps than those which are already acquired.

Er setzt sich auf den Stuhl. Er setzt sich langsam auf den Stuhl. (+, e/o, -, +) wer, wie

The fast rabbit can now do a similar thing, only he can jump to the chair vs. walking quickly to the chair. Maybe the students can decide if he jumps or walks? If the fast rabbit is a stuffed animal the rabbit can jump in one great leap. If the fast rabbit is a student, there can be a series of short fast jumps. Be amazed at how fast the fast rabbit is.

Read story # 7 Der langsame Hase und der schnelle Hase.

Lesson for story 8 – Im Schrank

Establish meaning – write target words and phrases on the board – German and English.

Target words and phrases for story 8 - Im Schrank

geht zum Tisch/zu dem Tisch = goes/walks to the table

andere = other

der Fußboden = the floor

die Fußböden = the floors

nicht = not (actually the students have probably heard the word many times by now and probably know the word.)

ist auf dem Fußboden = is on the floor

springt auf den Schreibtisch = jumps on the desk

der Schrank = the closet/wardrobe

die Schränke = the closets/wardrobes

geht zum Schrank = geht zu dem Schrank = goes/walks to the wardrobe/ closet

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Gesture – Zeigt auf “den Fußboden, den Schrank, den Schreibtisch. First eyes open, then eyes closed. Fasst den Fußboden an. Fasst den Schreibtisch (their own desk) an. (Ignoring the fact that we are using third person singular and plural imperative as if they were the same.) You can explain imperative and third person if you want. Then narrate individuals doing the same actions in third person.

During lesson, consider using recent words such as “dreht sich um”, this will help assure students are acquiring recent vocabulary. As opportunities present themselves, you may also want to pre-introduce “sagt” using the American Sign Language gesture each time you say it. (Right index finger under mouth, pointing to the left, and making a couple of circles clockwise if viewed from the right. Visit <http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi>)

TPR option – individuals, boys, girls, rows, are run through the actions of touching the floor, walking “zum Schrank” touching the closet. Stuffed animals can walk to the desk, touch the desk and jump on the desk. They can then jump from the desk to the floor. While narrating these actions you can ask a few or many questions.

TPRS option – similar to TPR option, only more questions and not using large groups of people. An actor will be going to the table. Maybe the class can decide who the character might be? Someone from a movie? A monster? If they don't come up with something, that is OK. It can be the student as himself. When students are themselves in a skit, they are always intelligent, good looking, and nice. Those are adjectives they don't know yet. This would be a good time to pre-introduce “nett.” Mike ist “nett.” Mike ist sehr nett. Wer ist nett? Stimmt. Mike ist nett.

SKIT - The characters in the skit can be two rabbits, two students, or wherever the collective imagination leads. Identify two rabbits. “Der Hase“ who is on the chair“ and „der andere Hase, who is on the table or desk. Point at them – “Der Hase. Der andere Hase.“

This is the first time I ask a “wo” question. The reason for the delay is to imprint the students' brains with “wer” first in hopes of reducing the impact of the false cognates of “wer” and “wo” that usually plague English speaking learners of German.

Der Hase ist auf dem Stuhl. (+, e/o, -, +) wer, wo

Der andere Hase ist auf dem Tisch. (+, e/o, -, +) wer, wo

Der Hase springt auf den Fußboden. (+, e/o, -, +) wer, wie

Der Hase ist auf dem Fußboden. (+, e/o, -, +) wer, wo

Der Hase geht zum Schrank. (+, e/o, -, +) wer, wie, wohin

Er schaut den Schrank an. (+, e/o, -, +) wer, was

Er zeigt auf den Schrank. (+, e/o, -, +) wer, wohin

Er sagt: „Der Schrank.“ (+, e/o, -, +) wer, wie

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Mention, "der Hase ist intelligent" (tapping your head) and marvel at his speaking ability.

Der Hase fasst den Schrank an. (+, e/o, -, +) wer, was, wie

Der Hase sagt: „Der Schrank.“ (+, e/o, -, +) wer, was, wie

The "other" rabbit can do the same thing as "THE" rabbit, or different actions, as below, that can be contrasted to the first rabbit's actions.

Der andere Hase ist auf dem Tisch. (+, e/o, -, +) wer, wo

Der andere Hase springt auf dem Fußboden. (+, e/o, -, +) wer, wie, wohin

Der andere Hase zeigt auf den Fußboden und sagt: "Der Fußboden." (+, e/o, -, +) wer, was, wie

Der andere Hase geht zum Schreibtisch. (+, e/o, -, +) wer, wie, wohin

Ist der andere Hase auf dem Fußboden? (+, e/o, -, +) wer, wo

Der andere Hase zeigt auf den Schreibtisch und sagt: „der Schrank.“ (+, e/o, -, +) wer, wie, wohin
Be shocked. Make sure everyone knows this is a mistake and do no reps of the error by "der andere Hase."

Der Hase zeigt auf den Schrank und sagt: „Nein! Nein! Der Schrank.“ (+, e/o, -, +) wer, wie,

Der andere Hase geht zum Schrank. (+, e/o, -, +) wer, wie, wohin

Der andere Hase fasst den Schrank an und sagt: „Der Schrank.“ (+, e/o, -, +) wer, wie

Der Hase sagt: „Gut. Ja, der Schrank.“ (+, e/o, -, +) wer, wie

Read story # 8 Im Schrank

When someone reads, remember to say, "Alle klatschen."

Lesson for story 9 – Der Mann, der Hund und der Hase

Establish meaning – write target words and phrases on the board – German and English.

Target words for story 9 – Der Mann, der Hund und der Hase

sagt = says sagen = to say
nein = no
ja = yes

By now the above target words were probably introduced, without officially „teaching“ and holding kids accountable. However, while story 9 is in present tense, story 9-1 is in conversational past. The stories are the same except for tense.

Remember barometer student comprehension checks.

The following story #9-1 is the same story in conversational past. In preparation for story 9-1, you can do a skit in present tense. Then briefly explain conversational past and contrast conversational past to the present tense. Then retell part of the skit, first in present tense and then retell the same part in conversational past. This is the 1st intro of past tense. It is OK if they don't "get it" at this time.

Gesture - Ja and nein, they already know. They can probably use some reps of "sagt." "sagt" American Sign Language gesture - right index finger under mouth, pointing to the left, and making a couple of circles clockwise when viewed from the right. You can gesture any words you think some students might still be weak on.

<http://www.aslpro.com/cgi-bin/aslpro/aslpro.cgi>

SKIT – a complete skit is provided in case more CI is needed. The main benefit of the skit is that it can be done in present tense and retold in conversational past tense, after an explanation of conversational past. Keep time and space when retelling.

Possible actors: das Monster/das andere Monster – Godzilla, King Kong/der Hund/der andere Hund. The students may need more „dreht sich um“ CI.

Since the monsters will be talking, instruct the actors to have a "monster like" voice. Maybe also coach the "monsters" to do a monster walk. Sometimes a girl can make a very entertaining monster. In some of my classes students developed acting personalities. In one class a petite girl was Godzilla. She really got into her role and thoroughly played the role. Whenever Godzilla was acting, everyone paid attention.

Consider asking the students to name the monsters. This is an opportunity for a pre-introduction of "Wie heißt...? (define of course). Wie heißt das Monster? Wie heißt das andere Monster?

Location 1

Das Monster geht zum Tisch. (+, -, e/o, -, +) was, wer, wie, wohin.

Das Monster dreht sich um. (+, -, e/o, -, +) wer, wie

Location 2

Das andere Monster geht zum Schrank. (+, -, e/o, -, +) wer, wie, wohin

Das andere Monster dreht sich um. (+, -, e/o, -, +) wer, wie

Das Monster schaut den Tisch an. (+, -, e/o, -, +) wer, was

Das Monster sagt: "Der Tisch." (+, -, e/o, -, +) was, wer, wie

zeigt...auf den Tisch/Schrank (+, -, e/o, -, +) wer, wie

sagt Tisch/Schrank (+, -, e/o, -, +) was, wer, wie

zeigt auf den Fußboden (+, -, e/o, -, +) wer, wie, wohin

sagt: Fußboden (+, -, e/o, -, +) was, wer, wie

fast...an (+, -, e/o, -, +) was, wer, wie

sagt (+, -, e/o, -, +) was, wer, wie

Das Monster geht zum Schrank. (+, -, e/o, -, +) wer, wie, wohin

Das Monster dreht sich um. (+, -, e/o, -, +) wer, wie

Das andere Monster dreht sich nicht um. (+, -, e/o, -, +) wer, wie

Das Monster – zeigt auf den Fußboden/Schrank und sagt: (+, -, e/o, -, +) was, wer, wie

Godzilla geht zum Schrank. (+, -, e/o, -, +) wer, wie, wohin

A third actor is introduced

Godzilla zeigt auf den Fußboden und sagt: "Tisch." (+, -, e/o, -, +) wer, wie, was

Das Monster sagt: "Nein! Fußboden." (+, -, e/o, -, +) wer, wie, was

Das andere Monster sagt: "Nein! Fußboden." (+, -, e/o, -, +) wer, wie, was

Godzilla zeigt auf den Schrank und sagt: "Schreibtisch." (+, -, e/o, -, +) wer, wie, was

Das Monster sagt: "Nein! Der Schrank." (+, -, e/o, -, +) wer, wie, was

Das andere Monster sagt: "Nein! Der Schrank." (+, -, e/o, -, +) wer, wie, was

Das Monster zeigt auf Godzilla und sagt: "Idiot" und lacht. (+, -, e/o, -, +) wer, wie, was

Das andere Monster zeigt auf Godzilla und sagt: "Idiot" und lacht. (+, -, e/o, -, +) wer, wie

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Brief conversational past explanation: While I use the “grammar” terms I also say, “the ‘hat’ and ‘ist’ are parts of the verb and the “ge” word. As the students progress, grammar explanations become more traditional. Each year of TPRS more grammar is covered.

A simple explanation

Verb (third person – present = tense) =	sagt = says	as in “He says...”
Verb (third person – conv. past tense) =	hat...gesagt = said	as in “He said...”

Verb is in two parts – “hat” is in second position and the “ge” word is at the end of sentence.

Present tense: Das Monster sagt: “Hallo.”

S-1 V-2

Conversational past: Das Monster **hat** “Hallo” **gesagt**.

S-1 V-2 (1st part) V- last (2nd part)

Same explanation for “ist...gegangen” with the additional explanation that we use “ist” instead of “hat” when the verb is a “transportation” verb where there is movement from A to B.

Do a retell of part of the skit in present and then past tense. This is a pre- introduction of story 9-1 which is the same story as 9, only in conversational past. Then read story 9.

Present tense: Das Monster **geht** zum Schrank.

S-1 V-2

Conversational past - Das Monster **ist** zum Schrank **gegangen**.

S-1 V-2 (1st part) V- last (2nd part)

Read story 9 - Der Mann, der Hund und der Hase

If there is time, for a change of pace, consider ending lesson with abc song to military march tune (mp3 of Sweet Briar singers available) and or some other simple music

A test follows for the next class -

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Test #2

Name: _____ Period: _____ Date: _____

Write the English meaning of the word beside the German word.

1. der Schreibtisch	20. ist
2. der Junge	21. die Katze
3. schnell	22. schaut...an
4. der Mann	23. das Mädchen
5. fasst...an	24. der Hase
6. setzt sich	25. langsam
7. der Stuhl	26. der Hund
8. zu dem	27. die Wand
9. die Tür	28. zu der
10. geht	29. geht zur Tür
11. geht zum	30. dreht sich ...um
12. die Tafel	31. er
13. der Schrank	32. andere
14. springt	33. der Fußboden
15. steht...auf	34. nicht
16. die Frau	35. zeigt auf...
17. setzt sich auf	
18. der Tisch	
19. und	

Lesson for story 9 – 1 - Der Mann, der Hund und der Hase
(in conversational past)

Music - For a change of pace, consider abc song to military marching tune (mp3 of Sweet Briar singers available) or some other simple music. With high school students we have sung "Hop, hop, hop, Pferdchen lauf Galopp" etc. They loved it. There were times where some galloping was going on in the classroom while they sang the song.

Students take test #2. - Consider reviewing the test right after the students have taken it. Just ask students to take everything off their desks except their test paper and quickly go over the test. This immediate feedback can be helpful to the students.

Establish meaning – write target words and phrases on the board – German and English.

New target words and phrases for Geschichte 9-1 Der Mann, der Hund und der Hase

hat...angesehen = looked at	anschauen = to look at	schaut...an = looks at
hat...gesagt = said	sagen = to say	sagt = says
hat...gezeigt = pointed	zeigen = to point	zeigt = points
hat auf...gezeigt = pointed at...		zeigt auf = points at
hat sich umgedreht = turned around	sich umdrehen = to turn around	
	dreht sich um = turns around	
nein = no		
ja = yes		
ist...gesprungen = jumped	springen = to jump	springt = jumps

On the board, write target verbs along with their present tense counterparts, with English meanings underneath each word of course. Explain briefly and contrast present tense and conversational past tense again, including some simple sentences.

Possible brief explanation again of conversational past.

Explain briefly why some verbs start with "ist" ..., and some start with "hat."
ist...ge_____ for transportation verbs and "hat...ge_____ for other verbs.
Transportation verbs involve movement from A to B.
Maybe mention "change of state" for "ist...ge_____".

Consider explaining word order briefly

Present tense

Der Hase **geht** schnell zum Hund.
S-1 V-2

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Conversational past

Der Hase **ist** schnell zum Hund **gegangen**.

S-1 Va-2

Vb - last

Gesture - Gesture briefly the present tense verbs, and then switch to conversational past. Students use the same gesture for the past tense of a verb. For example: For hat...gesagt, the students give the gesture for "says" which they already know as you say "hat...gesagt.". Speak slowly. Conversational past is hard for beginners to aurally comprehend. Once they see the pattern it will be much easier for them to read.

After establishing meaning

Option 1. Review briefly the target words by having a student or a character going through the motions you narrate with some repetitions by asking questions: (+, -, e/o, -, +) was, wer. Possibly do in present tense first and then in past. Then ask past tense questions.

For example.

Der Hund **ist** zum Tisch **gegangen**. (+, -e/o, -, +) wer, wie, wohin

Writing more of the sentences on the board will help the students comprehend. Some will have quite a bit of problem with this at first. Tell them this is just an introduction and they will understand it later, if they don't understand it now. Say, "It will be as easy as present tense after a while."

Option 2 –

SKIT

Consider using the Monster skit from the previous lesson again in past tense. Can retell the entire skit in past tense or better retell a portion in present, followed by retelling the same portion in past tense.

Remember to pause and point at target words and phrases as you circle the questions.

This is the first introduction of conversational past. Mastery is not needed here. Many students will likely have difficulty with this. However, early introduction will make reading, hearing, and speaking conversational past tense easier for them.

By the end of German 1 the students should have little or no difficulty with conversational past and of course have no difficulty with present tense. This enables students to master conversational past in German 2.

Consider previous monster skit – the monster did not jump, so you will get "ist gesprungen" reps in by asking - "Ist das Monster zum Tisch gegangen oder ist der Monster zum Tisch gesprungen?" Ist das Monster gesprungen? Nein, das Monster ist nicht gesprungen. Das Monster ist zum Tisch gegangen.

Before reading story 9 – 1, I ask the students to tell me which words in the first few sentences are the past tense verb. For the first sentence, for example, you can ask them "Which two words mean 'looked at'?" They will pick out "hat" and "geschaut." This is done for a few

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sentences before they hear the story either with the teacher reading the story or from the audio CD. Then they read silently. Finally a student volunteers to “read” (translate into English) the story.

Read story 9 – 1 (same story as #9, only in past tense)

Grammar – depending on age of students, this may be too early to introduce two-way prepositions as well as dative and accusative prepositions. If you introduce the prepositions here, it should be a short introduction. There is plenty of time for re- introduction later. We now need to concentrate on CI. With my high school classes, I briefly discussed the idea of two way prepositions. But with plenty of CI, the students use the correct grammar automatically, even if they don't understand the grammar. Once introduced there are many opportunities for short pop-up grammar discussions. One can ask “Does anyone know why it is “Er ist in der Ecke” when we know it is “die Ecke?” And other times, “Why do we say “ ‘Er geht in die Ecke” if we also say “Er ist in der Ecke?” I probably have more of these “pop-up” grammar sessions with adults. There is plenty of leeway as to how to teach using TPRS. One must remember that the students need CI and plenty of it. Grammar is not the meat of the lessons, it is the garnish.

A short two-way preposition explanation is below – longer explanation than pop-up grammar. Consider the two phrases below

ist auf **dem** Tisch = is on the table

springt auf **den** Tisch = jumps onto the table

We know it is “der Tisch,” yet in one phrase of the above phrases the article is “dem” and in the other phrase it is “den.” Here is an explanation as to why the article changes.

Two way prepositions – do hand gestures for prepositions to aid memorization

- **Two-way prepositions:** an, auf, hinter, in, neben, über, unter, vor, zwischen
 1. position or location or action within a place is ***dative***.
 2. motion or direction toward or into a place is ***accusative***.

How articles change in dative –

der > dem (masculine)
die > der (feminine)
das > dem (neuter)

How articles change in accusative

der > den (m)
die > die (f)
das > das (n)

Many students will not understand the above – but after many short pop-up grammar sessions over a period of weeks or even months almost all, even those without grammar brains, will know the two-way prepositions as well as how the case changes.

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Grammar for lesson with mit

Some prepositions that determine case

- Always **dativ** case prepositions: aus, von, seit, bei, mit, nach, zu, außer
- Always **accusativ** case prepositions: durch, für, gegen, ohne, um

How articles change in **dativ** – der > dem (masculine)
die > der (feminine)
das > dem (neuter)

How articles change in **accusativ** – der > den (m)
die > die (f)
das > den (n)

Eventually the students should memorize the two-way prepositions. It is helpful to use hand gestures to aid memorization. In German 1 we work much more with two-way prepositions than with accusative prepositions.

Lesson for story 10 - Fräulein Piggy, Herr Hase und Frau Frosch

If 80% of the students scored 80% or above on the last test, move on. If fewer than 80% scored 80%, some review is needed. If goal scores were attained, at the beginning of the class review the most frequently missed words. Gesturing is a good review, but one can also do a mini skit or include the words in the current lesson. Try to add some of the most frequently missed words in this lesson as opportunities arise.

Establish meaning – write target words and phrases in both English and German on the board.

Target words for story 10 - Fräulein Piggy, Herr Hase und Frau Frosch

das Fräulein = Miss (unmarried woman)
die Schachtel = the box die Schachteln = the boxes
der Frosch = the frog die Frösche = the frogs
nimmt = takes nehmen = to take
mit = with
mit dem (+ neuter/masc. noun) = with the (+ noun)
die Poolnudel = pool noodle (a flotation device)
mit der Poolnudel = with the pool noodle
schlägt = hits schlagen = to hit

and add

macht...auf

macht...zu (although "macht...auf" and "macht...zu" are not official target words until story 13, it is suggested to introduce these words early. Since "die Schachtel" is a target word, this lesson is a good time for the early introduction.)

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During the lesson you can give the other words to students just so they can write down the words for some other types of boxes such as "der Karton" and "die Kiste" that students will not be held accountable for. This enables you to "feed" the top students, but does not overwhelm the average or slightly below average students. CI will be based on target words, not "other" words. The teacher can of course add any words to the lesson as desired. In a typical lesson it is common to write quite a few words on the board that are not the goal of the lesson. Students write these extra words down and some of the top students retain them after only a few reps in a lesson.

Gesture - maybe students can come up with their own gestures?

die Schachtel – make box shape with hands

der Frosch = the frog – fingers jump like a frog

nimmt = taking/grabbing something motion with hand

mit – fists move together

schlägt = hitting motion

macht...auf – motion of opening a book or a box

macht...zu – motion of closing a book or a box

Gesture words - one, then two, then three at a time. Then eyes closed – first one, then two, then three at a time.

Consider short early introduction with gestures of "reibt", and "sauer"

"reibt" circular rubbing motion

"sauer" shaking fist in anger motion

Consider early, but not extensive introduction of "das Buch, der Stift, der Kuli."

Briefly gesture by pointing at "das Buch, der Stift, der Kuli."

Use with: macht...auf, macht...zu, reibt mit dem..., nimmt
schlägt mit dem...

By introducing "das Buch, der Stift, der Kuli" before the words are target words for a story, it is easier to get repetitions of "mit dem", and "schlägt." Can have entire class, individuals, boys, girls do these actions to get repetitions in.

TPR – brief part of lesson

Bob schlägt das Buch mit dem Stift. (+, -, e/o, +) wer, was, wie, womit

Lisa schlägt den Stift mit dem Buch. (+, -, e/o, +) wer, was, wie, womit

Usw.

Point and pause as always, when using a question word.

"Womit" comes in handy when learning "schlägt." Ex: „Womit schlägt der Frosch das Buch?“

Be sure to point at the "womit" poster at the front of the classroom each time you use the word as well as other "w" words and the target words.

Pop-up grammar – During the lesson there will be opportunities to briefly explain again that "mit" takes the dative and "der" and "das" become "dem," and "die" becomes "der." No need

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to dwell on this, students will have plenty of opportunities to hear this again and will eventually get it. And of course, the many repetitions will cause them to use the phrases properly.

In the lesson it will be helpful to group the “mit der...” statements and responses together and then group the “mit dem...” statements and responses together.

Props – A shoe box, a pool noodle, and stuffed frog.

Feminine nouns that students know and can be used for hitting (schlägt mit) are – die Poolnudel, die Schachtel, die Katze, die Tafel, die Wand, die Tür. It takes some imagination and acting to question someone about “schlägt mit der Tür.” It does not have to get this bizarre of course. All that is needed is CI. Masculine nouns the students know that one can hit with (schlägt mit) are – der Stuhl, der Tisch, der Schreibtisch, der Hase, der Schrank, der Hund. The teacher may have other masculine and feminine nouns that were taught which can be used in the lesson. Some of those items that can be used for “hitting” are a bit of a stretch, but when asking the question “Schlägt der Hase den anderen Hasen mit der Schachtel oder mit der Tür.” The teacher can gesture grabbing the door and ripping it off its hinges and hitting with the big door. As the teacher narrates “Schlägt er mit dem Schreibtisch?” the teacher can pretend to be grabbing the desk to and be ready to “hit” with the desk. This is silly “stuff”, but the students will react and will be paying attention. Their reaction will also indicate if they understood the ridiculous question.

See also skit for lesson 11 which covers nearly the same words before doing this skit.

SKIT-TPRS – students can manipulate the stuffed animals or they can be other characters in the skit. If you have a stuffed pig, it can be Fräulein Piggy.

Location 1

Der Frosch ist auf dem Schreibtisch.

Der Frosch nimmt das Buch (define). (+, -, e/o, -, +) wer, wie, was

Der Frosch geht mit dem Buch (define) zu der Schachtel. (+, -, e/o, -, +) wer, wie, wohin, womit
The “wie” question could be “Wie eine Prinzessin? or Wie ein NFL linebacker? Wie eine alte Oma? Pause and point. Speak slowly.

Der Frosch schlägt die Schachtel mit dem Buch. (+, -, e/o, -, +) wer, wie, wohin, womit
Schlägt wie Superman/wie eine alte Oma – maybe students have a suggestion?

Der Frosch macht die Schachtel auf. (+, -, e/o, -, +) wer, wie, was

Can pre-introduce groß and klein for more reps of Schachtel.

Der Hase ist in der Schachtel. (+, -, e/o, -, +) wer, wie

Remember to check for comprehension)

Der Hase springt aus der Schachtel. – define “aus der Schachtel” - (+, -, e/o, -, +) wer, wie, was

Der Hase ist sauer. (define – this is an early intro of “sauer.”) (+, -, e/o, -, +) wer

Location 2

Der Hase geht zum Schrank. (+, -, e/o, -, +) wer, wie, wohin

This is a 52-page excerpt for evaluation purposes.

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