Lesson Plan

**Part I**

**Title of Lesson/Session:** Das Wetter **Subject or Content Area:** German II – The weather **Associated SOL(s):**

GI.1 The student will exchange simple spoken and written information in German.

3. Ask questions and provide responses about self and other familiar topics, such as family members, personal belongings, school and leisure activities, time, and weather.

GI.2 The student will demonstrate skills necessary to sustain brief oral and written exchanges in German, using familiar phrases and sentences.

1. Initiate, sustain, and close brief oral and written exchanges with emphasis on the present time.

GI.3 The student will understand simple spoken and written German presented through a variety of media and based on familiar topics.

1. Identify main ideas and some details when listening and reading.

2. Comprehend simple, culturally authentic oral and written materials, such as announcements, messages, and advertisements that use familiar vocabulary and grammatical structures.

GI.4 The student will use verbal and nonverbal cues to understand simple spoken and written messages in German.

1. Differentiate among statements, questions, and exclamations.

GI.5 The student will present information orally and in writing in German, using a variety of familiar vocabulary, phrases, and structural patterns.

1. Present information gathered from informal conversations, class presentations, interviews, readings, and/or a variety of media sources.

2. Describe basic information about such topics as self, family members and others, events, interests, school, recreational activities, and personal belongings with emphasis on control of the present tense.

4. Demonstrate increasing attention to accurate word order, punctuation, accents and other diacritical marks, and spelling when writing.

GI.6 The student will present rehearsed material in German, including brief narratives, monologues, dialogues, poetry, and/or songs.

2. Communicate ideas in an organized manner, using appropriate visual and/or technological support.

GI.7 The student will develop an awareness of perspectives, practices, and products of German-speaking cultures.

4. Identify some products of German-speaking cultures, such as natural and manufactured items, creative and fine arts, forms of recreation and pastimes, dwellings, language, and symbols.

GI.8 The student will recognize that perspectives, practices, and products of German-speaking cultures are interrelated.

2. Identify major cities and geographical features in German-speaking countries and the reasons they are significant in the cultures of those countries.

GI.9 The student will connect information about the German language and German-speaking culture(s) with concepts studied in other subject areas.

2. Relate content from other subject areas to topics discussed in German class, such as current events from German-speaking countries or the influence of German-speaking settlers on various regions of the United States.

GI.10 The student will demonstrate understanding of the significance of culture through comparisons between German-speaking cultures and the cultures of the United States.

3. Demonstrate an awareness of unique elements of the student’s own culture.

GI.11 The student will compare basic elements of the German language to those of the English language.

1. Recognize cognates, genders, level-appropriate idioms, and differences in sound systems and writing systems.

**Material type (simulation, lesson plan, presentation):**

Lesson plan, web page, PowerPoint presentation (in PDF format), Word documents, student handouts, downloads **Primary Audience:** High School grades 9-12 **Technical requirements/Materials:** computer, LCD projector, Smart Board, speakers, textbook, printer, laminator

(optional), bilingual dictionary, notebook, colored pencils, pens or pencils

**Authors:** textbook authors (varies depending on county), Sabine Kainz (cloze and word-search handout), Babette Kohlross (memory game), Mareike Stellmacher (Domino game), Verena Zettl-Kainz (weather instrument PDF) Bea Pody (web page, Wetter PowerPoint presentation/PDF, assignment handout, Wetterbericht handout, quiz)

**Comments: (instructional strategies, variations, etc.)**

**Part II**

**Overview**

Students will learn weather vocabulary and climate and weather conditions in Germany. They will also make connections with their science knowledge and explore the metric system. Finally students will understand the impact of their knowledge on local architecture and on their own travel plans.

**Goals**

1. Record and utilize weather-related vocabulary  
2. Deduce contextual meaning of weather-measuring instruments  
3. Restate measurement units

4. Compare and contrast weather reports

5. Evaluate climate exceptions

6. Compose a full-sentences weather report

7. Interpret effects of climate on daily life

**Instructional Topic:**  The Climate and Weather in Germany

**Prerequisites:** knowledge of middle school science on weather and meteorology

**Directions for weather unit:**   
  
Visit web page www.deutschfueralle.weebly.com.

Print out documents under links and make sufficient copies for all students

Distribute instructions to students.

Lesson is self-contained.

Teacher is needed only to assist with pronunciation as necessary and to assist with prompts for the science portion.

If substitute needs to fill in, students should help each other with pronunciation. Last item (game) provides listening prompts. It can be played at the end of day 1 and day 2, regardless of completion of individual units. Competitive (team) mode should be reserved for second day or as a review.

**Interest Approach (or Purpose)**  
Students may be surprised to find that they can understand difficult scientific texts way beyond their foreign language level based on their content area knowledge.

Students discover that metric units are used exclusively outside their country. Although they have been exposed to the existence of Celsius, they probably never had to actually convert from one unit to another.

Students discover that wind is not measured in miles per hour, but in Beaufort. If enough students are interested, teacher should take 5 minutes to explore Beaufort on Wikipedia, either in German or English – or both.

Students discover that Germany’s climate is virtually the same as Virginia’s. However, summers are usually decidedly cooler. Students make connections as to adjusting clothing needs in case of summer travel to Germany. By extension, it is desirable to have students discover the lack of a need for air conditioning in German houses and buildings in general.

**Performance Objectives**

**PO1** Each student will watch the teacher-provided PowerPoint presentation on weather. Teacher will model meaning and pronunciation. Working individually, each student will identify the new vocabulary words, pronounce and record them in his/her vocabulary notebook, German word with all given forms (article, plural, past tense, participle etc.) in the left column, an English translation, German definition, illustration and/or example in the right column. Each student will reinforce vocabulary by playing two teacher provided group games. Each student will then proceed to apply new vocabulary by illustrating selected vocabulary and completing a cloze activity and a word search in a guided practice activity. Successful completion will be considered evidence of satisfactory performance. Grading will be in points from 0-28. Students may use their notes including their vocab notebook as a resource.

**PO2** Working individually or with a partner, students will study the PowerPoint “Windmessgeräte”. Based on the graphics and their knowledge of science and meteorology, each student will correlate information and deduce the meaning of ten weather-related and non-teacher-provided words. Each student (pair) will record ten such words, check the dictionary and make corrections. Each student will then enter these words in their vocabulary notebooks and turn in the original paper to the teacher. Grading will be in points from 0-20: One point per word for effort, one point for success/correction.

**PO3** Each student will access the weather page on website www.deutschfueralle.weebly.com as described in the tutorial and read the passage on climate in Germany and the instructions for “Du bist dran” (“your turn”). Each student will click on the links for www.Wetter.de and www.weather.com respectively. From the German web site, each student will download a weather report on a German city from the list provided on the handout. Student will then answer the questions on the handout “Wetterbericht” and fill out the left portion of the table on the worksheet. From the American website, each student will download a weather report on his/her hometown and use the information to fill in the right portion of the table. Students will then discuss their research results. The task is considered successful if students complete the worksheet without assistance. Performance exceeds expectations if students make scientific deductions as to variables in longitude and latitude as far as sunrise and sunset are concerned, or if they deduce that Germany’s climate is influenced by the Gulf Stream. Students may use their notes and all web links on Deutsch für alle. Discussion is encouraged once worksheets are complete. Students may make corrections during discussion in order to receive their desired grade from 0-70 pts with 10 pts extra credit available. (PO4 included in grading)

**PO4** Each student will access webpage on weather on website www.deutschfueralle.weebly.com and read passage on German climate. Student will then convert metric measuring units into Fahrenheit scale by either using the teacher/website provided formula, or by using the conversion table on the conversion link. Students will also obtain a weather report on a German city of their choice (from a provided list) and will convert morning, noon and night temperatures from Celsius into Fahrenheit. Finally, students will obtain a weather report on their home town and convert morning, noon and night temperatures from Fahrenheit into Celsius. The task will be considered 100% successful if all questions have been answered fully, correctly and in correct German, 10 temperatures have been correctly converted and entered into steps as specified on the assignment sheet. To receive up to 10 points extra credit, student must demonstrate successful application of formula rather than use the conversion table. Space for calculations has been provided under Step 4. (Grading is included under PO3)

**PO5** After reading the passage on German climate (P3), each student will color code and label a Germany map according to the type of climate (normal, colder, warmer). Using the paragraph on German climate and their knowledge of science and meteorology as reference for the science portion, and their textbook for reference on geography, students will evaluate the reasons for the climatic oddities and will write a short paragraph on the back of the map handout explaining them. Grading for the map will be in points awarding 1 point each for the right color, correct location and correct label; and another three points explaining the color code for 12 points total. Grading for the paragraph will be 15 points, five per area depending of level of explanation (completely-mostly-somewhat-barely-not) for a total of 27 for the handout.

**PO6** Having accessed www.weather.com for a previous exercise (PO3 and PO4), each student will compose a full sentence weather report on their hometown by using the data entered into the “Wetterbericht” handout. In order to complete this task successfully, each student must cover the following aspects: temperature (morning, noon, and night), wind, cloud cover, precipitation (chances, type, amount), sunrise, and sunset. Each student must convert all data into the metric system and Celsius. Students should use their completed “Wetterbericht” handout as a resource. They may use www.weather.com. The task will be graded from 0-20 points, depending on completion, effort and success.

**PO7** Students will discuss in class the effects of climate in Germany on criteria architect need to consider when designing homes. Students will also discuss the impact on their own decision of what clothing to pack when considering a trip to Germany, both on a general and a seasonal level. Based on the previous discussion, each student will then write a short paragraph as an answer to the “Thoughts for the Day” questions “1. How would your newly gained knowledge impact your preparations for a trip to Germany?  Year round?  Seasonally?” and “2. What do architects in Germany need to consider regarding local climate conditions?” As resources, students may use their notes and the information on the web page for weather on www.deutschfueralle.weebly.com as well as their handouts. No other internet resource may be used. Grading will be 0-5 points per question. The answers are considered to be partially to completely successful based on in how far they reflect all major aspects of the class discussion (completely, mostly, somewhat, barely, not).

**Activities:**

1. You will watch a PowerPoint presentation (in PDF format) and copy all new vocabulary into your vocab notebook as you always do: German on the left; definition, picture, example, and/or translation on the right.

2. Demonstrate you new knowledge by completing the worksheet. **Turn in**.

3. You will practice your new words with two games (Dominos and Memory). Play with the partners from your last co-op group. You may use your vocab notebook. Should your partners be absent or take too long to complete the previous assignment, you should start on your own.

4. Now you will explore instruments that measure weather. The text is difficult and you are not expected to understand every word. Based on your knowledge in science from middle school, try to figure out ten (10) weather-related words that have not yet been introduced. Write the German words on a piece of paper, and then write what you think the English word may be. You may work alone or with one partner. No group work. – After checking with your teacher to show that you finished, check your answers with a dictionary. Copy the words and translation into your vocab notebook. **Turn in corrected answers**. Don’t forget your name(s).

5. **Extra credit**: If you are finished earlier than your classmates, you may take a moment and e-mail your teacher the German words or expressions for the six pictures on the website. Remember: Extra credit is given only if all other assignments are complete.

6. Read the paragraph on the climate in Germany. Print the Germany map; use your textbook and the paragraph as a resource. Answer questions two and three on back of the map. Convert the average temperatures. You can use the conversion table. Extra points if you show your work for conversion actually using the formula.

7. Print the weather worksheet (or get a copy from your teacher). Follow all instructions on work sheet. Compare and contrast weather in a German city with the weather in your hometown. Use the links at the bottom of the web page as a resource. **Turn in.**

**Note**: You will need the information from the table for your homework. When finished with the assignment, you may start on your homework.

8. **Extra credit**: Besides temperature, what else is measured in a different way than what you are used to? What is the international unit called? Find the formula in Wikipedia? E-mail the formula (copy and paste) with an explanation to your German and your science teacher.

9. Discuss “Thoughts for the Day” questions:

a. How would your newly gained knowledge impact your preparations for a trip to Germany?  Year round?  Seasonally?  
b. What do architects in Germany need to consider regarding local climate conditions?

10. Not an internet activity! If you complete your assignments at least ten minutes before the bell, we will play a competitive weather game on the Smart Board.

Homework: **Wetterbericht** (20 pts.) (Write this title, your name, block and date)

Compose a weather report for your hometown in **sentence form** in German. You may use the information from your last worksheet, the internet or information from a newspaper. To receive full credit, make sure you cover the following aspects: temperature (morning, noon, and night), wind, cloud cover, precipitation (chances, type, amount), sunrise, and sunset. Convert all data into the metric system.

**Materials:**2. Internet – www.deutschfueralle.weebly.com (Wetter), E-mail  
3. Presentation hardware/software (PowerPoint, Word, PDF), projector, printer, laminator, Smart Board

4. PowerPoint presentations: “Das Wetter”, “Wettermessgeräte”

5. Other materials supplied by student (paper, pencils, colored pencils)  
6. Handout – Wetter ABC/word search/ cloze

7. Handout—Deutschlandkarte (Germany map)

7. Handout—Wetterbericht (weather report work sheet)

8. Student supplied materials: pens, pencils, colored pencils, vocab notebook, binder (for handouts)

**Resources:**

* Handout – Assignment Sheet/Tutorial
* webpage – www.deutschfueralle.weebly.com and links (see below)
* webpage–www.wetter.de
* webpage–www.weather.com
* webpage–www.wbuf.noaa.gov/tempfr.htm
* Domino game
* Memory game
* Textbook
* Dictionary

**Assessment:**

* informal: crossword puzzle (attached)
* formative: Quiz #14 (attached)
  + - Matching (6 pts)
    - Marking and labeling map (8 pts)
    - Interpreting authentic weather report, true false (8 pts) (+ 2pts extra credit)
    - Composition (8 pts)
    - Deductive independent reasoning (2 pts)
* summative: Benchmark: Matching vocabulary (6 pts), multiple choice interpretive questions (2 pts)

**Task Review:** Students will explore weather related subjects through various activities and in various settings. Through their research they will comprehend Germany’s climate as well as the impact of geography and climate on daily life.

**Student examples:** n/a

**Additional Notes/Comments:** This is a two-day 90-minute each session conducted just before the end of the quarter. One additional 90-minute unit may follow for review before the Benchmark. This unit places heavy emphasis on connections to science. Students are encouraged to use visual clues, cognates, and activate knowledge from other content areas in order to decipher and understand long unknown words in a foreign language. The teacher’s role is to help with pronunciation and direction.

Special needs are addressed by offering a large variety of activities, allowing for partner and group work, providing virtual and hands-on resources