

# All About Me- Wo wohnst du?

Content Area: **World Language**  
Course(s): **Generic Course, German I CP**  
Time Period: **2nd Marking Period**  
Length: **2 week**  
Status: **Published**

## Unit Overview

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In All about me, students will learn to say and write where they live. Students will learn about places to live streets, country etc. Students will learn to ask and respond to questions in the first and third person.

## Transfer

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By the end of Unit 1 section students will be able to:

1. Listen to, read and speak about where they live
2. Talk and write about where they live
3. Describe the area they live in and how far/close it is in relation to the school
4. Describe the area they live in
5. Compare German and American culture with regard to suburbs, cities, region

## MEANING:

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## Understandings

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Students will understand:

1. The similarities and differences between teenagers of German speaking countries (Europe) and those of the United States with respect to where they live
2. The similarities and differences of common ways towns, farms and suburbs look
3. the difference between wohnen und leben

## Essential Questions

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1. Where do you live?
2. Do you live far or near?
3. How does your area look compared to the German speaking countries
4. Do students seem to walk more?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. how to say where they live and other live
2. where they live in relationship to the school
3. how they feel about where they live
5. Express themselves correctly

### **Students will be skilled at...**

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Students will be skilled at:

1. speaking about where they live
2. noticing the differences between German countries and American city, suburb, rural areas
3. expressing where they come from in multiple forms
4. compare European countries to US states
5. expressing where others live
6. distance relation to certain points in the target language

## Academic Vocabulary

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|--------------------|-----------------------|
| 1. wohnen          | 1. to live; to reside |
| 2. leben           | 2. to live            |
| 3. weit/ naehe     | 3. far/close          |
| 4. Wo wohnst du?   | 4. where do you live  |
| 5. Ich wohne       | 5. i live             |
| 6. strasse         | 6. street             |
| 7. auf dem Land    | 7. in the country     |
| 8. in der Stadt    | 8. in the city        |
| 9. in einem Vorort | 9. in a suburb        |
| 10.                | 10.                   |
|                    | 11.                   |

## Learning Goal

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In All about me, students will learn to say and write where they live. Students will learn about places to live streets, country etc. Students will learn to ask and respond to questions in the first and third person.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.C.7	Learning about age - and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.

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## Target 1 - Level 1 Retrieval

SWBAT:

1. Identify vocabulary
  2. List generic places to live
  3. identify subjects, verbs and prepositional phrases of place
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. illustrate countries and identify where
  2. diagram and show their understanding of masculine and feminine
  3. Explain differences or similarities between countries
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## **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast to reside- live and "to live"
  2. Compare and contrast where people live and the look of where they live between German-speaking countries with those of the United States
  3. Categorize how close or far they are in relation to a central point with one another.
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Read about German speaking countries and see relations to the etymology of last names based on place
  2. correlate places in the US and German speaking countries that could be similar
  3. be able to have a short conversation with another person discussing where they live in relation to a central point
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### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
4. partner verbal assessment

### **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation

12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. Textbook - reference points
2. teacher created worksheets
3. Writing, audio, and visual representations listed in lesson plans
4. Leveled vocabulary and grammar from web resources
5. Lies mit mir- level 1 reader
6. Beginner's German Reader
7. DW- online news

