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 Target Language: German
 Focus of Lesson: Comparatives

Grammar Presentation Lesson Plan

Communicative Objective: Students will be able to compare articles of clothing and discuss which outfit to buy for a winter trip to the mountains.

What do students already know about this topic?

Students have already heard and used vocabulary relating to travel, weather, clothing items (e.g. die Jacke, die Mütze, die Hose), money, numbers, shopping (e.g. kostet), descriptive adjectives (e.g. schön, hässlich, gut, schlecht), possessives (e.g. unsere, meine), seasons (e.g. winter, sommer, herbst, frühling).

Key vocabulary: schöner, hässlicher, teurer, billiger, wärmer, besser, schlechter, die Jacke, die Mütze, die Hose, winter

Lesson Components:

Time	Activity	Class Arrangement, Materials, Goal
2min	Warm Up Part 1: S review clothing vocabulary by asking their partner "Was ist das?" and pointing to clothing items that they are wearing. (e.g. Das ist eine Hose.)	S-S, PPT, review vocabulary
5min	Warm Up Part 2: S review adjectives (teuer, billig, hässlich, schön) by answering questions about clothing items in the whole group.	T-S, PPT, review adjectives
10min	T introduces comparative construction using pictures from Warm Up Part 2 (e.g. Die Mütze ist teurer als die Jacke.) S practice comparative vocabulary chorally and individually (schöner, hässlicher, teurer, billiger, wärmer, besser, schlechter). T makes special note of warm→ wärmer and gut→ besser. T shows der Komparativ slide as summary.	T-S, PPT, comparative vocabulary and speaking
3min	T introduces context for project with the help of visuals, gestures, and realia.	T-centered, PPT + realia, context setting
5min	S individually choose which outfit they want and circle their choices on a handout. Then S write at least 3	S individually, handout, writing practice

	comparative sentences using the vocabulary that we just practiced and the following construction: ___ ist ___-er als ____.	
10min	S present their choices in small groups (e.g. Das ist mein Outfit.) and then S negotiate to come to an agreement on the best Outfit.	S-S, handout, communication
10min	S present their group's final choice to the class (e.g. Das ist unser Outfit) and discuss why they chose the parts of the Outfit using comparatives. Class votes on their favorite Outfit.	S-S, handout, communication
5min	T shows the winning Outfit on the board, and describes it using comparatives from Der Komparativ slide.	T-centered, PPT, reviewing and summarizing der Komparativ

Total time: 50min

Extension of learning: For homework, students compare the weather in different locations to choose where they want to go on another class trip. They will read a short paragraph about various locations, and then write a few sentences describing where they want to go. (e.g. Ich möchte nach Mallorca fahren. Mallorca ist wärmer als Berlin.)