|  |  |
| --- | --- |
| **Text title** | O Tannenbaum |
| **Author** | Unknown (traditional) / Hans Weigel (alternative version) |
| **Suggested teaching** | Year 7 Term 1.2 Week 6 / 7 (Before Christmas) |
| **Number of lessons** | 2 |

|  |  |
| --- | --- |
| **Text composition** |  |
| Total number of words  (including words that are repeated) | 27 |
| % known words  (if following NCELP SOW) | 30 % known  19 % cognates |
| % words in most frequent 1000 words\* | 63% |
| % words in most frequent 2000 words\* | 74% |
| % words in most frequent 3000 words\* | 74% |
| % words outside of most frequency 5000 words\* | 26% |

**Phonics**Note: The SSC (symbol-sound correspondences) shown are those that students have already met (as per NCELP SOW) **before** the suggested teaching slot.

Words from the text are listed more than once where they include multiple SSC.

|  |  |
| --- | --- |
| **SSC** | **Words from the text** |
| a | Tannenbaum |
| e | Tannenbaum; deine; Sommerszeit; Winter; wenn; es |
| ei | deine; Sommerszeit; nein; schneit |
| z | zur; Sommerszeit |
| w | wie; Winter; wenn |
| ie | wie |
| o | O; Sommerszeit |
| i | sind; nicht; im; Winter |
| ch | nicht |
| u | du; nur; zur |
| ü | grün; grünst |
| ä | Blätter |
|  |  |

**Vocabulary**

|  |  |
| --- | --- |
| **Recycling of prior vocabulary  (as per NCELP SOW before suggested point of teaching)** | wie; sind; du; nein; es |
| **Understanding (Near) cognates** | in; Winter; wenn |
| **Encountering new vocabulary** | Tannenbaum; grün; dein; Blatt; nur ; zu ; Sommerszeit ; auch ; schneit |
| **Extending / deepening vocabulary knowledge** | |
| *Previously met* | *In the text / lesson resources* |
|  |  |
|  |  |

**Grammar**

|  |  |
| --- | --- |
| **Previously met** | **In the text / lesson resources** |
| verbs | recognizing grünst as a verb (2nd person singular) |
|  |  |
|  |  |
|  |  |
|  |  |

**Additional meaningful practice across modes and modalities**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Mode**  (Comprehension / Production) | **Modality** (Oral/Written) | **Included Y/N** | **Details** |
| Read aloud known/unknown words | Production | Written | Y | Practice saying or singing the song |
| Transcribe familiar words (and translate) and/or zero-error translation | Comprehension Production | Oral | N |  |
| Transcribe (e.g. in gap-fill) unfamiliar words | Production | Oral | N |  |
| Aural 🡪 written translation | Comprehension | Oral | N |  |
| Dictogloss | Comprehension Production | Oral | N |  |
| Bi-modal presentation Listen and read | Comprehension | Oral Written | Y | Phonics exercises |
| Spot the difference, then write the differences | Comprehension Production | Oral Written | Y | Listen for the differences between the traditional and alternative versions |
| Running dictation  (plus translation) | Production (Comprehension) | Oral | N |  |
| Text comprehension tasks – open questions, multiple choice, translation | Comprehension | Written | Y | Multiple choice intro / multiple choice for title of alternative text / discussion of the meaning of the alternative text |
| Comparison of two texts or two versions of the same text (sounds / words / imagery / rhymes / rhythm / style / meaning / tone / performance?) | Production | Written or Oral | Y | Traditional and alternative version |
| Spoken performance (from memory) | Production | Oral | N | Practice saying or singing the song |
| Creation of new text (substitution, in the style of, new genre) | Production (based on comprehension) | Written | Y | Write a second verse of the original or the alternative version |
|  |  |  |  |  |

**Detailed lesson planning  
Lesson 1**

**Objectives:**

* Develop a literal understanding of the text
* Revisit SSCs
* Using contextual properties and word properties to deduce meaning

|  |  |  |  |
| --- | --- | --- | --- |
| Timing (mins) | Task | Resource | Purpose |
| 5 mins | Listen to song and answer multiple choice questions | Audio file + question slide | Introduction to the text |
| 5 mins | Introduce Tannenbaum | Visual support slide | New vocabulary |
| 5 mins | Geistesblitz (60 seconds) – brainstorming related vocabulary | Visual support slide | Anticipating meaning using the context |
| 5 mins | Phonics u oder ü | Audio file + gap fill slide | Revisit SSCs |
| 5 mins | Phonics ei oder ie | Audio file + gap fill slide | Revisit SSCs |
| 5 mins | Phonics au and sch | Textual support slide | Introduce SSCs necessary for speaking / singing text |
| 5 mins | Speak or sing text | Text on slide | Practice pronunciation |
| 5 mins | Verbing nouns | Text support slide + link to cartoon | Using word form cues to deduce function and meaning |
| 10 mins | Translate text | Text on slide | Using different types of knowledge (known words, cognates, contextual information, and word form) to understand a text. |

**Lesson 2**

**Objectives:**

* Understanding the impact small changes can have on the meaning and message of a text
* Moving from literal meaning to ovearching themes
* Using structure and themes to extend a text

|  |  |  |  |
| --- | --- | --- | --- |
| Timing (mins) | Task | Resource | Purpose |
| 10 mins | Vergleichen – listen to the text for differences with the text displayed | Audio recording  Slide with the new text | Listening for differences in vocabulary – introducing the alternative text |
| 5 mins | Wieso – how do the changes in the text change the meaning of the song | Visual support slide | Guiding students to a different interpretation of the text |
| 5 mins | Wie nennen wir das ? – multiple choice with different titles as options | Slide with multiple choice options | Checking understanding |
| 10 mins | Creative production – write a new verse of the traditional or alternative version | Visual support slides with suggestions | Creative production |
| 5 mins | Geistesblitz (60 seconds) | Visual support slide | Preparing for homework - vocabulary |
| 10 mins | Jetz bist du dran - example of how to use the structure and theme to extend the text | Textual support slide | Preparing for homework - structure |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |