Transcript: **TRG 3.4 German Showcase**

Length of Talk: 18:35 minutes

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# Slide 1:

Welcome to this showcase of differentiation with the German SoW. We will explore teaching activities from Y7 German Term 2.2 weeks 3-5, looking at supporting lower proficiency learners through differentiation by support, task and outcome.

# Slide 2:

Week 3 begins the first teaching of strong verbs.

The focus is on selected HF strong verbs.

This builds on previous work on weak verbs and irregular verbs, all to ensure that students acquire a good verb lexicon.

This is essential so that they can understand and create interesting sentences and so that they have a solid bank of verbs which can be manipulated, over the coming months and years, for different persons, numbers, tenses, moods, and aspects.

# Slide 3:

This is the excerpt from the Scheme of Work.

Week 3 contrasts 1st and 3rd person singular forms.

Week 4 develops knowledge and use of strong verbs, this time contrasting 1st and 2nd person singular forms.

This focus lends itself to question and answer tasks.

Lesson 2 focusses in particular on practising in oral modality the strong verb forms.

Week 5 takes the opportunity to contrast the 3rd person singular of both weak and strong verbs with the 3rd person plural form, given that the 3rd person plural of all German verbs is the same form as the infinitive.

# Slide 4:

# Now that we have seen how progression is built in across a series of weeks, let’s now look in closer detail at differentiation to support lower proficiency learners within the resources themselves.

# Slide 5:

Across the series of lessons on strong verbs, we not only practise the strong verbs from each week’s specific vocab set each time, but also recycle the verbs from the previous lessons as well as gradually bringing in previously learnt weak and irregular verbs.   
As we have said, this is to ensure that students acquire a good verb lexicon, in particular focussing on highly frequent verbs.  
To support students’ understanding of the strong verbs used across the activities, where retention is weak, teachers could make use of the Y7 Language Guides in class.   
If students are not able to readily recall the meanings of the verbs used, they can be directed to pages 41-43.   
This supports the reading, listening and production activities across the three weeks.   
Students could be asked to highlight the infinitives in a particular colour.

To promote recall, rather than having the sheet on the desk for constant referral and in order to maintain a degree of challenge, ask students to have this help sheet face down on their desks and that they try to remember vocab before they check the sheet.   
Once checked, they should turn the sheet back over.   
Another way to make use of this sheet would be to ask students to read the sheet for 2 minutes ahead of the activity as a quick refresh, either asking students to make no further reference to it, or limiting the number of times the sheet could be referred to (‘lifeline’ style).

These methods could be particularly useful for mixed ability groups where various levels of challenge are required to meet the span of ability across the group.

Where students’ retention is very poor, then allowing the sheet to be referred to throughout may be of benefit.

**Remember though that some ‘attempt to recall’ is needed to strengthen memory, so it may be better to reduce the number of items students are required to produce, and instruct them to repeat the task, with less support each time. i.e. whilst others produced 5/6 items, they produce 2 or 3, several times, referring to the sheet initially, then reducing their own reference to it.**

# Slide 6:

This is the first lesson where students are introduced to strong verbs.

Consistent with the principle of avoiding introducing too much too soon, the pair of features focussed on here is first person singular and third person singular.

# Slide 7:

Before we move on, some teachers within the network report they find it useful when differentiating for lower proficiency learners to use an even further simplified grammar explanation slide, to minimise written language.

# Slide 8:

An important support opportunity is given here, to teach students how to use reference material to check if verbs are strong or weak.   
This is key in helping students towards independence, as part of their journey to acquiring a good verb lexicon.

# Slide 9:

Let’s take a look at the treatment of the strong vs weak verbs in terms of scaffolding students’ understanding, outside of the input and production activities.   
This series of four activities across weeks 3-5 offers gradual build up to support students’ learning of this new grammar feature.   
Here, students begin working with the infinitive only, to embed the meanings and begin recognising strong (new learning) vs weak (previous learning).

# Slide 10:

In lesson 2, a support opportunity is offered for students to practise recalling whether verbs are strong or weak.   
This consolidation activity is used to help students assimilate their new learning on strong verbs with their previous learning on weak verbs.   
This also primes students for subsequent activities where determining if verbs are weak or strong and conjugating accordingly will be key to the success of the task.   
It is a recognition activity using only the infinitive at this stage.

# Slide 11:

We can see how support is further built in and progresses across week 4.   
Here, both strong and weak verbs are practised as a recognition activity this time in 3rd person singular whereby students supply the infinitive.

# Slide 12:

Now week 5. We include 10 previously taught strong verbs and three verbs that are not strong verbs (two weak and one irregular (haben), as this is the third week of working with strong verbs.  
   
In this progression, students must now conjugate the third person singular, moving on from last week where they provided the infinitive from the 3rd person singular form.

# Slide 13:

Now that we have seen ways of differentiating by support, let’s now look at differentiation by task type to support lower proficiency learners.

This is specifically lesson 1 of Y7 Term 2.2 week 3.

# Slide 14:

This reading and writing activity offers differentiation by task type to set up various levels whilst still using this main slide.

Here is the original activity for reference. Let’s take a look at some options here.

# Slide 15:

# To support lower proficiency learners here, give the choice or direct them to complete this either at full sentence level or just verb phrase. If choosing sentence level, students write out the underlined part. This compels them to focus on verb form AND word order at the same time. If choosing just verb phrase, students write only the bold part in parenthesis. This reduces the cognitive load as students only have to consider verb forms. This approach could be particularly useful for a mixed ability class where various levels of challenge are required within one task.

# Slide 16:

**Answer slide.**

As part of the feedback, those who had completed the text at paragraph level could be targeted to offer translations of the non-underlined parts, thus offering an opportunity for those who had only completed the underlined parts to gain an understanding of the text as a whole.

Again, this approach could be most useful with a mixed ability class.

# Slide 17:

Here the same task has been re-formatted for additional clarity that may benefit a lower proficiency class.  
Comprehension into English could be elicited orally at sentence level as part of the feedback.   
This helps maintain pace, removes any literacy barriers, whilst still exploiting all the options this task has to offer.

Students can be asked if they understand the open and close of the email, maybe using a think pair share approach as a way to offer further support.

**Note**: the sentences could be adapted further as appropriate for the group to remove the focus on word order 2 in sentences 1,2 and 4.

**Slide 18**

# Now onto differentiation by outcome.

# Slide 19:

Here teachers use this slide to introduce the activity.

# Slide 20:

This is the first task of two which gives extended practice in understanding a range of previously taught strong and weak verbs in 1st 2nd and 3rd person singular forms.   
Ahead of the listening, steps one and two of the procedure in the teacher notes will help secure students’ understanding of the answers A-H, that way, students are not going into the listening ‘cold’.   
**Note that these steps are specifically to support lower proficiency learners. Higher proficiency learners could be challenged to complete the task without one or other of these steps.**  
Step 1: highlight the four compound nouns in the text, made up of previously taught language and/or cognates.

Step 2: students read the text and translate it orally in pairs.   
Teacher can elicit translations orally in whole class feedback, as appropriate.   
During the feedback after step 2, teachers can annotate the answers A-H with key words in English to act as visual support during the listening as required.   
Teachers can also talk through strategies to use when listening e.g. key verbs.   
This will help students match the correct answer to each question.

**Note:** they have also completed a pre-activity on question words as a vocab refresher.   
All students will be able to attempt this task, given that it is a match-up format, plus the pre-listening tasks also enable maximum success.   
Differentiation will then be by outcome as students achieve success to a greater or lesser extent.

# Slide 21:

# Now the follow-on activity where here the focus is on writing the corresponding questions. The listening activity and pre-activity vocab refresher will both set students up for maximum success here. Teachers could set differentiated expectations for task completion. For example, all students attempt 3 questions (for example), most attempt 4 and some attempt all 6.

# Slide 22:

One particular activity in this sequence of learning taken from Term 2.2, from week 5 offers a dictogloss activity to consolidate grammar features learnt across weeks 3 to 5 of this sequence.   
In order to support lower proficiency learners, differentiation here can be offered by support, task and outcome.

# Slide 23:

There are various options here in terms of the playing of the audio.   
Teachers can choose to play the audio as eight separate sections by clicking on the individual numbers, or as a full text using the audio play button.   
If using the audio play button, the teacher can also use the pause facility to give students additional thinking time as necessary and the time to make any necessary notes.

The speed of the audio is also relatively slow, to maximize students’ understanding.

# Slide 24:

Teachers could use this as a scaffold during the listening activity to structure students’ listening.   
Notice that the verbs listed appear in the order they are heard within the audio.

During the listening, students tick whether it is ‘he’ (Wolfgang), ‘she’ (Mia) or ‘they’associated with the activity.  
If they can, students write any additional information that they hear e.g. alone / at home etc.   
This then helps students with the write up, as a record of which person to put the infinitive into.

Alternatively it could be used as a stand alone vocab list for use during the listening, if the teachers remove the final four columns.

Teachers could add or remove details as appropriate to the level of the group.

Do bear in mind the ways the vocab sheet could be used to support recall as discussed on slide 5 and the importance of providing some attempt to recall, given it is needed to strengthen memory.

# Slide 25:

To bring the activity to a close and ensure students’ comprehension of the text in its entirety, written sentences can be proposed for translation.   
This step may not be needed if students have managed fairly accurate representations of the text.   
In that case, teachers could simply take some quick feedback then collect the work in for marking for individualised feedback.   
If students have only managed a partial understanding of the text through listening, this could be used.   
Here, in order to gain a full understanding of the text, students have a go at translating the individual sentences, making use of the vocab sheet if necessary.   
Here differentiation would be by outcome.   
Teachers would see successful translations of certainly strong verbs in the ‘s/he’ and ‘they’ form, with the extra detail being successfully translated by some students.   
Conducting whole class feedback once all students had attempted the translations would then bring this activity to its close and ensure understanding for all.

# Slide 26:

No audio

**Slide 27:**

This is a suggestion of how the translation task could be adapted to further support lower proficiency learners, should teachers wish to maintain focus on comprehension of the verbs alone, whilst offering support of the sentence in English, to aid students’ understanding of the whole text.

Teachers could obscure other elements of the text to increase the level of challenge as appropriate.

# Slide 28:

No audio

# Slide 29:

Here we will see how one school who are using the NCELP German SoW with Year 7 have adapted tasks for lower proficiency.   
Kind thanks to Mel Yates, ST at Presdales School for providing these examples.   
Activities are taken from across the suite of three lesson of T2.2 (weeks 3-5).

# Slide 30:

From lesson 1 of 2.2 week 5, where students are consolidating their learning on strong verbs, practising using the third person singular in context.

# Slide 31:

In this adapted version of the task, instead of asking students to conjugate the infinitive into 3rd person singular, the verb form has been supplied.

Teachers could run this activity in one of two ways:

Reading, followed by listening to check the answers.

Listening first to support reading.

# Slide 32:

Earlier we saw how these two activities offer practice in strong verbs vs. weak verbs, bringing in irregulars (next slide).

# Slide 33:

We have already spoken of the gradual increase in challenge that this sequence of activities provides.

# Slide 34:

In this adapted version of the task, teachers have provided a scaffold to help structure students’ thinking and then act as a written record which can then be used as reference in subsequent tasks.

In this particular example, students are to concentrate on 2nd person singular.

Other combinations could be used as required.

# Slide 35:

These are adapted versions of the activities we saw earlier from 2.2 W4 lesson 1.

Here teachers have provided the questions in written format, rather than listening.   
This allows students to still engage with the same content but in a way that the teachers feel is more appropriate for their students.

# Slide 36:

Here, teachers have adapted this into a **reading and writing** activity, rather than asking students to write full versions of the accompanying questions.  
The productive element focuses entirely on the 2nd person singular verb forms.

There is a mixture of weak, strong and irregular verbs here.  
Note that to tweak the comprehension challenge upwards the question order could be mixed.

Here, the questions appear in the order of the text.