



CTAE Module: **Introduction to Business & Technology**  
Language: **German**

Lesson # **1** of Week # **3**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

**Stage 1: *What will students know and be able to do at the end of this lesson?***

At the end of this lesson, the student will be able to say “I can . . .”

- write an informal, personal letter

What vocabulary do students need to learn for this lesson?

These are the vocabulary topics. Please see word banks and vocabulary resources which accompany the lessons for specific words.

- Private Briefe

\*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?

- Opening and closing a letter



**Stage 2: *What will be the evidence that students attained the lesson's learning targets?***

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

- Students will correctly identify the elements in a personal letter.
- Students will write their own personal letters in German.



**Stage 3: What will be the roadmap to reach the lesson’s learning targets?**

What activities will you use during the lesson?


Icon Legend:




= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
<p><b>Bell-Ringer: Kommunikationsmedien</b>                      The teacher distributes the activity sheet as students enter the classroom and instructs students to complete the bell-ringer. In this activity, students work together with peers to come up with different types of written communication. Students may use technology or dictionaries as needed. Students should label the forms as informal or formal. Students should also write about/discuss ideas regarding the nature of formal and informal communication. How are they different? How are they similar? After 5 minutes, the teacher ends the activity by asking students to provide the ideas orally.</p> <p> Students can use their cell phones to access online dictionaries.</p>	<p>5 minutes</p>	<p>Briefe schreiben                      Activity Sheet</p> <p>Deutsche Post-                      Briefe schreiben                      (background info                      for teachers)</p>
<p><b>Lesson Set-Up:</b>                      The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	<p>1 minute</p>	



Activity	How many minutes?	Resources
<p><b>Activity 1: Briefarten</b> Using the same activity sheet, students should match various descriptions to types of letters. Students may access technology or dictionaries as needed to help with new vocabulary. Students should compare their answers with a partner. The teacher then leads the whole class in reviewing the correct answers.</p> <p> Students can use their cell phones to access online dictionaries.</p>	5 minutes	Briefe schreiben Activity Sheet
<p><b>Activity 2: Die Bausteine eines privaten Briefes</b> Students should label the parts of a personal letter. Students should work with a partner and use dictionary resources to help them complete the task. The teacher then leads the whole class in reviewing the correct answers.</p> <p>Suggestion: To make this activity more kinesthetic, the teacher could provide students with a copy of the letter template (from activity sheet) and then flashcards denoting the different parts of the letter and have students physically label the letter. This could also be done in a game/race format to heighten student engagement.</p>	10 minutes	Briefe schreiben Activity Sheet
<p><b>Activity 3: Gründe für Briefe</b> Students should match lines from sample letters with various letter themes. Which lines are appropriate for which examples of personal letters? Students should work individually to complete the activity and then share their answers with a partner. Finally, the teacher leads the class in reviewing the correct answers.</p>	10 minutes	Briefe schreiben Activity Sheet



Activity	How many minutes?	Resources
<p><b>Activity 4: Briefe schreiben</b></p> <p>Prior to class, the teacher should collect objects that will suggest a particular type of personal letter. Here are some possible suggestions: a seashell, a get-well card, a friendship bracelet, a heart, a graduation tassel, etc.</p> <p>With a partner, students will write a personal letter based on an object given to them by the teacher. Students should be sure to incorporate the elements of a personal letter which were discussed in activity 2.</p>	15 minutes	
<p><b>Ticket-Out-the-Door: Briefphrasen</b></p> <p>Students should work with a partner and write down a list of often used phrases in personal letters: i.e. <i>Wie geht es dir? Mir geht es gut. Lieber/Liebe/Bis bald. Es tut mir leid, dass ich so lange nicht geschrieben habe. Etc.</i></p> <p>Teachers should encourage students to register with <a href="http://www.letternet.de">letternet.de</a> in order to find German pen-pals. Show the website!</p>	5 minutes	<a href="http://www.letternet.de/web/friends/home">http://www.letternet.de/web/friends/home</a>
<p><b>Lesson Wrap-Up:</b></p> <p>The teacher brings student attention back to the lesson’s “can do” statements and asks students to evaluate the degree to which they have achieved them. The teacher may even have students turn to a partner and prove their new-found abilities. This wrap up ensures that students realize, through their own reflection, that they are able to do new things as a result of this lesson.</p>	1 minute	