Languages: German - Satisfactory - Foundation to Year 2

Portfolio summary

This portfolio of student works shows that the student can interact with teachers and peers through action-related talk and play (WS1, WS2). The student introduces themself, exchanges greetings and farewells and express likes and dislikes. When interacting, the student uses short formulaic expressions and simple statements (WS2, WS5). The student uses repetitive language (WS5) and responds to simple instructions when participating in games, shared activities and classroom routines (WS2, WS3, WS6). The student uses visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning (WS2, WS3, WS6), and reproduces some distinctive sounds and rhythms of spoken German (WS3, WS5, WS6). The student identifies specific words and information in simple shared texts related to their personal world (WS3) and conveys factual information about self, family and possessions at word and simple sentence level. The student responds to and creates simple spoken and written texts, using modelled examples and formulaic language (WS2, WS3, WS4, WS5) and uses short phrases and simple sentences to identify and describe people and objects (WS5). The student uses *nein* and *nicht* for negation, and verb forms *bin*, *bist* and *ist*, with an adjective (WS5). The student explains the meaning and use of different German words and expressions (WS1) and creates texts in German and English for their immediate learning environment (WS4, WS5).

The student identifies similarities and differences between German and their own language (WS4) and culture, noticing that using a language involves behaviours as well as words (WS1). The student identifies ways that German sounds different to English but recognises that it uses the same alphabet and identifies some words that are written the same in both German and English but pronounced differently (WS1, WS2, WS3, WS4). The student identifies features of different types of texts. The student gives examples of words that German and English borrow from each other and from other languages, and identifies different ways of greeting and interacting with people (WS1). The student makes connections between the languages people use and who they are and where they live (WS1).

Reflections on learning German

Sample summary

Students explored language and identity as concepts, including looking at similarities and differences between the German and English alphabets, spelling, pronunciation, greetings and interactions. Students engaged in tasks to identify where German is spoken and why it is learnt in Australia. Students were asked to reflect on their first term of learning German in a formative, round table discussion answering question prompts from the teacher. Student answers were unrehearsed and there were no right or wrong ways of answering questions.

Questions

- What is a language?
- Why are we learning German?

- What is similar/different about the German language? (alphabet, letters, words, greetings, cultural aspects)
- Who speaks/learns German? Where do they live?
- What does it sound like when the teacher speaks German?
- What German words are easy to remember and why?

Achievement standard

Subject

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and make simple statements, such as Das ist … Ich wohne in … Ich mag … They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including ch, u, r and z. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as der Lehrer, eine Freundin, Das ist mein Stift, including some pronouns, for example, ich, du, er, sie, es, wir and possessive adjectives, mein/e, dein/e. They use nein and nicht for negation, and verb forms bin, bist and ist, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words.

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Reflection

Human robot programming - Programmieren Lernen

Sample summary

Students explored a unit on programming, learning and using the German language to program BeeBots and Blue-Bots and to reinforce their knowledge of adjectives of colour.

This task was one of the lead-up activities designed to familarise students with the language and thinking that they would require to program the robots in German. Students were asked to use simple coding commands (*Vorwärts, Rückwärts, Linksdrehung, Rechtsdrehung, Pause, Neu und Los*) to program their partner 'robot' to land on a predetermined colour on a grid created with coloured ovals. Programmed robots also needed to say the colour in German as they landed on the ovals.

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Demonstration

Colour quiz

Sample summary

Students learnt to say and write colours in German and how to pronounce some German sounds. This task consisted of two parts:

- Part 1: Students were asked to create a 'Colour Quiz' for a peer to complete. Students were asked to draw six pictures of their choice and colour them in solid colour. Next to each picture, students had to write three colours in German, one being correct.
- Part 2: Students were given another student's colour quiz. They were asked to look at the pictures and choose the corresponding colour by using a peg and saying the colour aloud.

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Quiz

Welche Farbe ist es?

rot
gelb
lila

grün
schwarz
blau

weiß
rosa
grau

orange
gelb
braun

rot
schwarz
grün

weiß
lila
blau

Annotations

Annotation 1
Poses modelled question to create quiz

Annotation 2
Creates text to assist peer learning

Annotation 3
Uses arrow to identify colour in response to question

Annotation 4
Uses German alphabet to write colours

Annotation 5
Shows that orange is spelt the same in English and German

Annotation 6
Uses basics vocabulary to describe objects

Video

Mein Haustier

Sample summary

Students learnt about a variety terms for, and features of, house pets and had practiced reading and writing names and using descriptive language for these.

In this task students were asked to create a plasticine model of a chosen pet and complete an information card to describe it, including the pet's name, colour, type and body parts.

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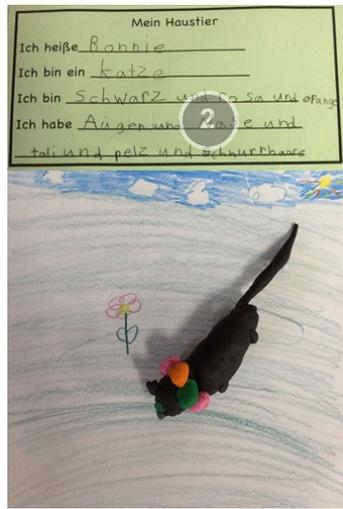
Schnecke

Annotations

1 **Annotation 1**
Makes plasticine pet to match written description

2 **Annotation 2**
Presents information about pet in first person with diagram

3 **Annotation 3**
Describes pet using colours and coordinating conjuction

Katze

Annotations

1 **Annotation 1**
Describes features of pet, including colours, body parts and coordinating conjunction; and recognises common verb forms

2 **Annotation 2**
Uses capital letters for nouns

Wetter

Sample summary

Students created a German weather phrasebook that included German and English translations, as well as a picture to describe each phrase. They learnt how to use a conjunction to join two short sentences. This was the first task in a unit focusing on how to talk about the weather in Germany, and understand that the seasons are at the opposite times of the year in Australia and Germany.

Leading up to the task, students brainstormed a variety of terms used to describe weather conditions in English, then those used in German, they discussed the meaning of the word 'translating' and the fact that some words cannot be directly translated.

Students then created a poster using the weather dictionary and presented it orally to the class.

Achievement standard

Subject

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Weather dictionary

Annotations

1 **Annotation 1**
Creates bilingual text for learning environment

2 **Annotation 2**
Constructs simple sentence to describe the weather with matching picture

3 **Annotation 3**
Uses modelled language to create simple text

Reporting the weather

Welche Farbe ist es?

Sample summary

Students learnt about colours in German and how to pronounce some distinct German sounds. In this task students were given time to practice German pronunciation of colours and recognise differences between English and German pronunciation. Students were asked to identify the colours in German by pointing to the correct pictures and saying the colour aloud, reproducing German sounds. This task was in preparation for playing collaborative classroom colour card games.

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Demonstration