

Review – Getting it Assessment	5 sec.	Gesture towards my watch measure them w/ hands,	Bitte, das ist die Zeit. Keine Sorge, nur eine Überholung.	Stop working	Nothing	of their brain (Krashen's Affective Filter) The more directions I give them in German, the more German they hear; increased comprehensible input, increased meaning (Krashen's Acquisition Hypothesis). I want to encourage them, they can feel pride that they are understanding without actually speaking a lot of the language.
Review – Assessment Getting It	5 sec.	Gesture towards the students, the Farben sign and the board	Also, bitte sagt mir; welche Farben erinnert euch? Ja, welche Farbe hast du?	Observe my gestures and listen to my directions	Nothing	I am asking the students to provide their answers so that they all get a chance to speak, as well as get any answers from their fellow students that they missed. This way I can listen to their pronunciation, see which words were harder, and let them do their own review work. I am assessing what needs to be done to help them, as well as what needs to be improved by me next time.
Review – Preparation Getting it Assessment	45 sec. 1 min 40 sec.	Listen to the students' answers, put the coloured signs on the board, separating the cognates from more difficult words, correct pronunciation → held problems → Show Mike he should read the colors	(Praise – sehr gut, toll, ausgezeichnet. Pronunciation clarification) → 'u' - weiss we the best u colors for them to choose from (not read)	In turn say their solutions	Grün, lila, rosa, Schwarz, weiss, rot, braun, blau, gelb, orange	The coloured signs are being used again to trigger for some students the connection of the colour to the word (visual and logical intelligences). I am checking for comprehension and pronunciation.
Review – Getting it Assessment	15 sec. 35 sec.	Point at the coloured signs group into cognates Read each colour to help everyone Mike w/ pronunciation	Also hier sind die Farben. Erinnert euch, diese Farben sind wie die Englischen, und diese sind schwieriger	See the groupings of words, listen to me speak	Nothing	I am reminding the students of the memory strategy used last week, that most of the words are like English only pronounced differently; also the cognates/non cognate groups.
Review – Music Clip	20 sec. 10 sec.	Gestures towards my ears, the computer.	Also jetzt hören wir ein Stück	See my gestures, hear the directions given	Nothing	Warm up activity with support (signs on the board). Scaffolding: initial exercise

Preparation Assessment Getting it		Gesture with hands in front of me in a negative fashion. Point at the Farben-sign	Musik. Ihr sollt nichts schreiben, nichts tun, nur zuhören. Bitte für die Farben zuhören.			of just picking out colours. Increased comprehensible input from exposure to a native speaker with a different voice. Appeals to musical and auditory intelligence.
Review – Music Clip Assessment Giving it Getting it	20 sec. 15 sec.	Play the music clip, observe the students' reaction	Nothing	Listen to the clip	Nothing	Scarfolding: I am playing the clip once initially so the students don't become overwhelmed at the speed of the speech. I want them to have an idea of what's coming ahead so they don't feel pressured to all of a sudden understand everything and perform perfectly. I am also getting an opportunity to gauge their reaction to the song, whether they find it amusing, silly, helpful.
Review- Music Clip Getting it Assessment	10 sec.	Point at the coloured signs, hold coloured chip high in the hair, point towards ears	Also denkt ihr, ihr könnt die Karten ganz schnell finden? Und hochheben?	Observe my gestures, listen to my directions	Ja	I am leaving the signs up to give the students who weren't here last day a few more moments to take in the words; I don't expect them to participate fully in the listening opportunity, but I want them to be prepared because I am moving on after this exercise.
Review – Assessment Giving it	15 sec. 15 sec.	Point at computer, point at students and hold coloured paint chip high, point at ears. Point at cards and mimic spreading them out in front of me	Also jetzt hören wir die Musik wieder. Dieses Mal, sollt ihr die Karte hochheben wenn ihr die Farbe hört. Vielleicht sollt ihr die Karten auf den Tisch stellen, damit ihr die Karten schnell holen könnt.	See my gestures, hear my directions, spread their coloured cards out in front of them	Nothing	I am making these instructions really clear so that we can move through this activity easily. I continue to check comprehension, and also get them moving a little. The livelier I keep the class in such a short time span, the better I feel about how it's progressing.

Hand out coloured cards
gestaltliche Farben gelöst?
Point at the computer, point at students and hold coloured paint chip high, point at ears. Point at cards and mimic spreading them out in front of me
Also jetzt hören wir die Musik wieder. Dieses Mal, sollt ihr die Karte hochheben wenn ihr die Farbe hört. Vielleicht sollt ihr die Karten auf den Tisch stellen, damit ihr die Karten schnell holen könnt.

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