Lesson Objectives

Day 1

Students will:

• Understand that some English words originally come from German words
• Identify, read, and write words that come from German words

Materials:

• Anchor Poster

Day 2

Students will:

• Define words with German roots
• Sort words according to sounds
• Sort words according to whether or not they are compound words
• Spell words that come from German words

Materials:

• BLM 2: Category Cards
• BLMs 3–4: Word Cards
• BLM 6: Take-Home Activity
• Teacher Category Cards
• Teacher Word Cards—same as BLMs 3–4

Day 3

Students will:

• Sort words that come from German according to the number of syllables
• Spell words that come from German
• Explore the meaning of words that come from German
• Use words that come from German in sentences

Materials:

• BLM 5: Word Cards
• BLM 7: Classroom Activity
• BLM 8: Take-Home Activity

Day 4

Students will:

• Identify words that come from German in a reading passage
• Use words that come from German in meaningful sentences

Materials:

• BLM 9: Reading Passage
• BLM 10: Spelling Dictation
• BLM 11: Spelling Peer Check

Day 5

Students will:

• Spell words that come from German

Materials:

• Quick-Check Assessment
Supporting ELs
Pair fluent English speakers with English Learners. Have them work together to draw pictures or role-play to define the spelling words: **wanderlust**—“wanting to travel”; **hinterland**—“an area far from big cities”; **frankfurter**—“a hot dog”; **yodel**—“a type of singing”; **pretzel**—“a snack, twisted in shape”; **blitz** (from blitzkrieg)—“a sudden effort”; **angst**—“a sad mood”; **plunder**—“to rob or take by force.”

Blending Practice
If some students have difficulty reading the words, help them read the words syllable by syllable. Model dividing words such as **concertmaster** and **hinterland** into syllables, using the rules for syllable patterns. Then show students how they can sound out each syllable and blend them together to read the word. For words such as **zeitgeist** and **gesundheit**, model dividing the word into syllables. Tell students that many English words derived from German retain some German spellings. Point out the **ei** spelling for long **i**, and tell students this is a common spelling in words originating from the German language. In German, **ei** always stands for the long **i** sound.

Review Words from French
**Focus Words:** **brunette, ballet, chic, faucet, etiquette, buffet, velvet, petite**

Write the words **brunette, ballet, chic, and faucet** on the chalkboard and read them with students. Ask where these words come from. (the French language) Then have students identify the word features that help them know. Prompt them to identify the word endings **-ette** and **-et**.

Ask students to write the words **etiquette, buffet, velvet**, and **petite** in their word study notebooks. Have them turn to a buddy and use each word in an oral sentence.

Introduce Words from German

**Model**
Write the following words on the chalkboard and read them aloud: **kindergarten, hamburger, waltz**.

**Say:** These are English words that have come from German. However, we don’t use them the way they would in Germany. For example, **kindergarten** comes from German words that mean “child” and “garden,” but in English, **kindergarten** refers to a school class for young children. **Hamburger** comes from the name of the city of Hamburg in Germany and used to be called “a Hamburg steak.” The **waltz**, a type of music or ballroom dance, means “to dance about” in German.

Write the word **kaput** on the chalkboard and read it aloud. **Say:** Some words that we use in English have been borrowed entirely from German. The word **kaput** means “ruined or destroyed” in German, and we use it the same way. For example, we might say a broken toaster is **kaput**.

**Guide**
Refer to the anchor poster and note the English words that come from the German language.

Work with students to brainstorm English words that come from German and write them on the chalkboard. If students are unsure of a word’s origin, they can look it up in a dictionary.

Discuss the meanings of the words on the chalkboard. Help students understand that German words have come into English in different ways, many of which are food related. Others were incorporated into English after World Wars I and II.

**Apply**
Ask students to add the words on the chalkboard to their word study notebooks and use the words in oral sentences.
Spelling Words from German

Unit Spelling Words: wanderlust, angst, hinterland, yodel, blitz, plunder, frankfurter, pretzel

Write this word on the chalkboard: wanderlust.

Explain to students that many words that come from German are compound words. Say: These words may not be familiar to you, but if you divide them into their smaller word parts, wander and lust, for example, you can figure out that wanderlust means “a desire to travel.”

Write the word angst on the chalkboard and say it aloud. Explain that some words come directly from the German language. They are spelled the same and mean basically the same thing. Angst means “a general feeling or mood of gloom or anxiety.”

Write the remaining spelling words on the chalkboard and read them aloud.

Discuss the meaning of each spelling word and ask students to use the words in oral sentences.

Ask students to use each spelling word in written sentences in their word study notebooks.

Assessment Tip

Notice which students have difficulty spelling these words and encourage them to divide the words into smaller parts that they can spell. Have them work in pairs to divide each word and write them as word parts or syllables.

Providing Support

Discuss how some of the spelling words derived their meanings. The German word for plunder means “trash or baggage.” The word blitz comes from the word blitzkrieg, or “lightning war,” a tactic used by Germany during World War II. The word pretzel comes from a German word that refers to crossed arms, sort of like the shape of a pretzel.

Home/School Connection

Students can take home a list of the spelling words and practice reading, writing, and spelling the words with a family member.
Day Two

Providing Support
Tell students that the words poltergeist (polter—“to make noise” + geist—“ghost”) and bratwurst (brat—“lean meat” + wurst—“sausage”) are compound words. Some of the words students will encounter, such as bagel, klutz, and schlep, come from Yiddish, which is spoken by Jewish people and which many people classify as a Germanic language.

Review Words from German
Write the words concertmaster, foosball, and gesundheit on the chalkboard. Say the words aloud together.

Ask each student to turn to a buddy and explain what clues tell them that these words came from the German language. Guide them to identify the compound words and the German word gesundheit. Discuss the meanings of each word.

Sound Sort
Teacher Word Cards: same as BLM 3
Teacher Category Cards: z Sound, -er Ending
Place the category cards in a pocket chart so that the students can see them. Explain that many English words that come from German contain z sounds and many contain -er endings.

Hold up the word card for waltz and read it aloud. Think aloud: When I read the word waltz aloud, I can hear a /ts/ sound at the end and see the letter z at the end of the word. I will place this card in the z Sound category.

Model reading aloud the word card for concertmaster and placing it in the pocket chart.

Give students the word cards from BLM 3. Have them read each word along with you. Ask students to help you place the words in the correct categories in the pocket chart. Guide students to understand that the letter z can make different sounds depending on where it is in a word.

Common Features Sort
Teacher Word Cards: same as BLM 4
Teacher Category Cards: Compound Word, NOT a Compound Word
Place the compound word category cards in a pocket chart so students can see them. Explain to students that they are going to sort words into categories based on whether the words are compound words or not.

Give pairs of students the compound word category cards from BLM 2 and the word cards from BLM 4. Have partners work together to sort the words into the appropriate categories.

After students have completed the sort, discuss the words they sorted into the categories. If students are unsure about a compound word, encourage them to look it up in the dictionary.

Spelling. Write cloze sentences (or have students write them) for the spelling words. Have students trade papers and write the correct word in the blank.

Home/School Connection
Give students BLM 6 to complete with a family member. Students can also take home the word cards and share their sorts with a family member.

Supporting ELs
Because some ELs may not have someone at home who speaks English well enough to work with them on BLM 6, make sure that they understand what they are supposed to do on the BLM.
Sound Sort: Syllables

Write the following categories in a row on the chalkboard: One Syllable, Two Syllables, Three Syllables, Four or More Syllables.

Have students write each of the numbers from 1 to 4 on self-stick notes. Read the word cards from BLM 5 aloud, one at a time. Have students hold up the self-stick note indicating the number of syllables in the word. When all students are holding up self-stick notes, write the word on the chalkboard in the appropriate category and indicate the syllables using slash marks.

Spelling. Note for students that words that do not follow the “i before e” rule (poltergeist, gesundheit, meister, zeitgeist) are pronounced with a long i sound. The word wiener does follow the rule and is pronounced with a long e.

Applying Meaning. Give students BLM 7 and complete the cloze by choosing the word that correctly completes the sentence.
Day Four

Providing Support

Instead of having students read the passage independently, place students in small groups of mixed reading abilities and have them choral-read the passage straight through. Then have them work as a team to find examples of English words that come from German.

Word Hunt

Give students a copy of the passage on BLM 9 and tell them they are going to hunt for words that are German in origin.

Model reading a line and finding and circling a word. Then ask students to complete the word hunt on their own.

After students have completed the word hunt, ask volunteers to share the words they found.

Challenge students to write their own sentences with five of the words they found.

Spelling Dictation

Give pairs of students Spelling Peer Check (BLM 11). Dictate the following words from last week’s spelling words to students, one at a time, and have students write them on their BLMs: vignette, buffet, quartet.

Dictate the following words from this week’s unit, one at a time, having students write them on the BLMs: blitz, hinterland, angst.

Dictate the following sentence and have students write it on their papers: After school, Dan planned to plunder the kitchen for frankfurters and pretzels.

Write the words and sentence on the chalkboard and have students self-correct their papers.

Spelling Practice

Give pairs of students Spelling Peer Check (BLM 11). While one student reads the spelling words from his or her word study notebook, the other student writes the words in the First Try column. After the second student has spelled the words, the first student places a check mark next to words spelled correctly.

For the second try, the first student may prompt the second student by sounding out the words that were spelled incorrectly the first time. If the second spelling attempt is correct, the first student places a check mark in the Second Try column.

Then students switch roles.
Spelling Assessment

Use the following procedure to assess students’ spelling of the unit spelling words:
• Say a spelling word and use it in a sentence.
• Have students write the word on their papers.
• Continue with the remaining words on the list.
• When students have finished, collect their papers and analyze their spelling of the words.
• Use the assessment to plan small-group or individual practice.

Quick-Check Assessment

Assess students’ mastery of English words of German origin using the Quick-Check for Unit 29.

Suggestions for Independent Practice

Flash Cards. Have students find or draw pictures of the words on the word cards and combine them to create flash cards. Have students glue or draw a picture on one side and write the word on the other. They can then use the cards to practice spelling.

Word Hunt. Have students search through books in the classroom or library to find words that are German in origin. Encourage them to check the etymology of words in the dictionary. Ask them to make a list of the words they find in their word study notebooks.

Double Consonant Sort. Give students a mixed set of word cards and have them sort them into two categories: Words with Double Consonants and Words without Double Consonants.

Write a Skit. Encourage student pairs to write a short skit using as many words from the unit as they can. Ask them to put on the skit for the class.

Answer Key Unit 29 Quick-Check

Answer Key BLM 6
1. kindergarten
2. cookbook
3. rucksack
4. concertmaster
5. wanderlust
6. hinterland
7. foosball
8. bratwurst

Answer Key BLM 7
1. rucksack
2. pumpernickel
3. dunk
4. klutz
5. angst
6. gesundheit

Answer Key BLM 8
1. cookbook
2. yodel
3. pretzel
4. kaput
5. loafers
6. paraffin
Unit 29 Quick-Check: Words from German

Answer Questions

Directions: Choose the correct word to complete each sentence.

1. Haley was just back from her trip to New York when ____________ struck again and she set off for Florida.
   rucksack     wanderlust     hinterland

2. The corner ______________ makes the best sandwiches in town.
   delicatessen     pumpernickel     cookbook

3. Sasha, who is a first grader, went to ______________ at a different school.
   zeitgeist     hinterland     kindergarten

4. Aunt Fanny made muffins with ______________ on top for breakfast.
   streusel     feldspar     yodel

Apply

Directions: In the space below, list three to five words you know that are German in origin.

____________   ____________   ____________   ____________   ____________

Directions: Using the words from the word bank, complete the following sort by writing the words in the appropriate category.

<table>
<thead>
<tr>
<th>Compound Words</th>
<th>Words Borrowed Directly from German</th>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>meister, concertmaster, angst, rucksack, hinterland, foosball, kaput, verboten</td>
</tr>
</tbody>
</table>

Think and Write about Words from German

Directions: In the space below, explain how understanding words from German helps you as a reader, speller, and writer.