

First, organize categories for animals (*Insekt, Vogel, Kriechtier, Lurch, Säugetier, Fisch, Krebstier, Weichtier* = Insect, Bird, Reptile, Amphibian, Mammal, Fish, Crustacean, Mollusk) and then compile a fairly extensive list of animals that you want to learn about in German, sorted into the appropriate categories (see the sample list below).

das Insekt (en)	der Vogel (·)	das Kriechtier (e)	der Lurch (e)	das Säugetier (e)	der Fisch (e)	das Krebstier (e)	das Weichtier (e)
die Biene (n)	der Papagei (en/s)	das Krokodil (e)	der Frosch (·e)	der Löwe (n)	der Hai (e)	der Einsiedlerkrebs (e)	die Schnecke (n)

Once this list is completed, brainstorm about animal body parts that are different from those of humans. The list may look something like the one below.

Der	Die	Das
Rüssel (-)	Mähne (n)	Fell (e)
Höcker (-)	Kralle (n)	Maul (·er)

Now that you have the vocabulary for naming animals and animal body parts, you can begin describing animals. In doing so, you will likely employ a complex grammatical feature, adjective endings. This activity requires you to recognize and produce new vocabulary, describe animals and, in turn, guess other students' animals from their descriptions.

Next, you must use common verbs associated with animals (*fressen, saufen, laufen, schlafen*, and so on). Because many of these verbs are irregular stem-vowel change verbs, they require you to practice and master unusual present-tense conjugations. (For example: *Welches Wüstentier säuft selten? Das Kamel.*)

At this point you are ready to move on to the culminating activity, a Keynote®, PowerPoint®, Prezi®, etc. project on two specific animals. The following Web sites are especially useful for researching animals:

<http://de.wikipedia.org/wiki/Tiere>

<http://www.tierenzyklopaedie.de/>

<http://www.kinder-tierlexikon.de/#Tiere-suchen>

Topics for slides may include the following: *Klasse, Ordnung, Lebensraum, Maß, Gewicht, Aussehen, Fortpflanzung, Nahrung, und andere interessante Einzelheiten* (class, order, habitat, size, weight, appearance, propagation, food, and other interesting details). In preparing individual PowerPoint slides, you are encouraged to write in sentences instead of words and phrases. In addition, when you present your animals to the class, you should make an effort to include more items than those listed in the PowerPoint presentation. Each student must create two written "guessing game" questions, one for each animal, and submit them to the teacher, along with all brainstorming charts, prior to the presentations. (For example: *Welches Tier ist groß und grau und hat einen langen Rüssel und große Ohren? Der Elefant.*) For assessment as well as in preparing students for the final presentation, the following 50-point rubric will be used.

Excellent (10 points) Very Good (9 points)	Good (8 points) Adequate (7 points)	Poor (6 points) Very Poor (5 points)
PowerPoint slides are creative and attractive, and special effects enhance the display	PowerPoint slides are visually appealing; however, slides have fewer pictures and/or employ few special effects	PowerPoint slides lack visual appeal or slides have no pictures
Information presented is in-depth and correct	Information presented may be limited or slightly incorrect	Information presented is very limited or almost entirely incorrect
Grammar is complicated and correct	Some/few grammatical errors and/or simplistic style	Frequent grammatical errors and/or phrase/word-level entries
Oral presentation is original, spontaneous, and correct	Reads from slides and adds some additional, correct information.	Reads from slides
Pronunciation is correct and clear; intonation is interesting	Pronunciation is somewhat American or somewhat monotone	Pronunciation is very American and hard to comprehend

*There will be a 5 point deduction if brainstorming charts are incomplete/missing and a 5 point deduction for failure to submit the two animal questions.