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| **Language Level**  | **Novice Mid-High + heritage sts** | **Grade** | **High School** | **Date** |  | **Day in Unit** | **1** | **Minutes**  | **80** |
| **Unit Theme and Question** | **Food and drinks**  |
| **Daily topic:** | **Food and drinks for breakfast**  |
| **STANDARDS** | **LESSON OBJECTIVES** |
| What are the communicative and cultural objectives for the lesson? | **Communication***and***Cultures** | *Which modes of communication will be addressed?* | **Learners can:** * Recognize and name food and drinks
* Express preferences about food and drinks
* Talk about what do you eat and drink for breakfast
* Compare each other’s breakfast habits
 |
| ✓ Interpersonal |
| ✓ Interpretive |
| ✓ Presentational |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.  | **Connections** | Nutrition class  |
| **Comparisons** | Culture: Eating habits in the Arab world and USA |
| **Communities** |  |
| **Common Core** |  |
| **Lesson Sequence** | **Activity/Activities**What will learners do?What does the teacher do? | **Time\***How many minutes will this segment take? | **Materials • Resources •****Technology**Be specific. What materials will you develop? What materials will you bring in from other sources?  |
| **Gain Attention / Activate Prior Knowledge** | Miming game to review the daily routines:A student picks a card with a picture of a daily routine and mimes it for the class to guess what it is in Arabic |  | Small flash cards  |
| **Provide Input**  | T uses TPRS technique to introduce the vocabulary of the food and drinks we usually have for breakfast through a pictured story on a PowerPoint presentation.  |  | PPT presentation  |
| **Elicit Performance / Provide Feedback**  | T hands out flash cards of pictures for the new words from the story and retells the story again, sts listen and each time they hear one of the new words they have to pick it and show it.  |  | Flash cards with pictures of the new words with from the PPT  |
| **Provide Input**  | T circles the story again and asks graded questions to check understanding of the story and the new words |  |  |
| **Elicit Performance / Provide Feedback**  | Sts are given scrambled pictures of the story from the PPT slides without any words on then they have to put them in order in pairs and retell the story to each other.  |  |  |
| **Provide Input**  | T draws the attention of the students to how we say eat and drink in Arabic as used in the story as well as re-elicits how to ask for likes, dislikes in Arabic and reviews these verbs conjugation with the different pronouns (I, you, he ,She) |  |  |
| **Elicit Performance / Provide Feedback**  | Sts use the learnt food and drink items to ask and answer each other about which one they eat and drink for breakfast and which they like and dislike.  |  |  |
| **Closure** | Guided writing: Sts are finally given the script of the story as model to use to write their own paragraph of what they usually have for breakfast.  |  |  |
| **Enhance Retention & Transfer**  | Sts use the learnt vocabulary to come up with a suggestion of a healthy breakfast food content.  |  |  |
| **Reflection** **– Notes to Self*** What worked well? Why?
* What didn’t work? Why?
* What changes would you make if you taught this lesson again?
* ????
 | The fact that I only focused on one meal per day helps a lot to give students enough opportunities to grasp, recycle and retain many of the food and drink words. So, that’s how I proceeded: each day I cover only one meal while recycling the previous one and the fourth day focused on culture comparison and dish description and on the fifth the sts prepared and brought some of their cultures famous dishes and presented them and shared them with their classmates.  |