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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** | **Clothes: clothing styles in the US and Morocco** | | | | | | | | | | | | |
| **Daily topic:** | **Describing people** | | | | | | | | | | | | |
| **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:**   * Review the colors and body parts * Recognize and name the clothes * Describe what one and/or others are wearing * Ask and answer questions about outfits: what are you / is he wearing? * Write a short descriptive paragraph to describe someone | | | | | | | | | |
| ✓ Interpersonal | |
| ✓ Interpretive | |
| ✓ Presentational | |
| **If applicable,** indicate how Connections • Comparisons •  Communities • Common Core will be part of your lesson. | **Connections** |  | | | | | | | | | | | |
| **Comparisons** | Culture: types of clothes in the US and the Arab world | | | | | | | | | | | |
| **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** | Review of colors and body parts  Interactive memory matching game on the smart board | | | | | | | 15 min | | Smart board | | | |
| **Provide Input** | Sts watch a video about the clothes and match the pictures with the correct names in the provided worksheet | | | | | | | 10 min | | Worksheet 1 | | | |
| **Elicit Performance / Provide Feedback** | Pinch cards activity:  Sts in pairs use the pictures of the clothes to check each other understanding and pronunciation | | | | | | | 5 min | | Flash cards with pictures of the new words from the video | | | |
| **Provide Input** | T introduces and model how to say I’m wearing and ask what you are wearing: أنا أرتدي .........و انت ماذا ترتدي؟  T asks a pair of students to model it too. | | | | | | | 5 min | |  | | | |
| **Elicit Performance / Provide Feedback** | Sts follow the modeled structure and practice in closed pairs and then in open pairs | | | | | | | 15 min | |  | | | |
| **Provide Input** | T divides the class into two teams. Each member of a team choses an other student of the other team and writes a description of him/her describing the body and clothes. | | | | | | | 10 min | |  | | | |
| **Elicit Performance / Provide Feedback** | When students are done with the descriptions, one team stands in facing the board and their back to the other team. The other team start reading their descriptions in turns without saying the name. the person being described should recognize himself and turn around. | | | | | | | 20 min | |  | | | |
| **Homework** | Students choose their favorite star and write a body and clothes description of her in a poster with pictures and labels | | | | | | |  | |  | | | |
| Homework presentation on the next day  Gallery:  Sts put their posters on the walls around the classroom. Sts are split into two groups and take turns to present each other’s posters | | | | | | | 15 min | |  | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? | Most of the activities above were at the level of the students.  The non-heritage student still need more time and help with the writing task. | | | | | | | | | | | | |