***Mohamed Salem Tiguit***

***Frederick Douglass High School***

***Arabic 1 :* What’s in my bedroom?**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level** | **Novice** | **Grade** |  | **Date** |  | **Day in****Unit** |  | **Minutes** | **80** |
| **Unit Theme and Question** | **Furniture: what’s in my bedroom?** |
| **Daily topic:** | **Rooms in the house** |
| **STANDARDS** | **LESSON OBJECTIVES** |
| What are the communicative and cultural objectives for the lesson? | **Communication***and***Cultures** | *Which modes of**communication will be addressed?* | **St** | **ude** | **nts can:** |
| 1. identify the names of some items in the bedroom in Arabic.
2. ask and answer questions about rooms of the house in Arabic.
3. use the names of r items in the bedroom in simple phrases or sentences.
4. Draw a dream bedroom
 |
| * Interpersonal
 |
| * Interpretive
 |
| * Presentational
 |
| **If applicable,** indicate how Connections  Comparisons  Communities  Common Core will be part of your lesson. | **Connections** |  |
| **Comparisons** | Comparing a traditional Moroccan bedrrom to an American one |
| **Communities** |  |
| **Lesson Sequence** | **Activity/Activities**What will learners do? What does the teacher do? | **Time\***How many minutes will this segment take? | **Materials**  **Resources** **Technology** |
| **Gain Attention / Activate Prior Knowledge** | * After greeting students, we revise the last lesson about rooms of the house
* Teacher Asks students where do they eat, play , have a shower and where do they sleep as a last question.
* Teacher introduces the names of items in the bedroom in Arabic and makes a transition to the new lesson by telling the students , today we are going to study items in the bedroom and show them some flashcards.

(سرير ، مصباح ، كرسي ، وسادة ، نافذة ، ، طاولة ، ساعة ، سجادة ، لوحة ، خزانة الملابس) | **15** | **PowerPoint presentation** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Provide Input** | * Teacher shows the video of items in the bedroom and asks them to listen well
* Teacher replays the video again pausing for students to repeat the words related to items in the bedroom.
* Students begin to repeat the new vocabulary using some Arabic expressions they heard in the video.
 | **20** | Youtube |
| **Elicit Performance / Provide Feedback** | **Speaking activity:*** Teacher begins to show the pictures again one after another asking students; (what’s this ما هذا ؟ ما هذه ؟ )
* Students give their answers;

هذا مصباح هذه وسادة * Teacher divides the class into pairs; one student asks in Arabic about a picture, the second gives the answer also in Arabic.

**Matching activity:*** Teacher divides his class into small groups, giving each group pictures and name cards of the items in the bedroom they have just learned.
* Each group has to match each picture with the correct name card.
 | **20** | **Pictures Name cards** |
| **Elicit Performance / Provide Feedback** | **My dream house:**1. Teacher asks the students to draw their dream bedroom
2. The students talk about their dream bedroom using sentences like :

In my dream bedroom , there is …………… and give examples of the words we have studied | **20** | **Papers pencils crayons Name cards** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Closure** | Teacher asks the students to add some rooms items in the bedroom that we haven’t studied today , and asks them to look for them in Arabic as a homework | **5** |  |
| **Reflection** | The lesson wasa great success and fun especially when the students describe their dream bedroom  |

\*