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

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| **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 the living room in Arabic. 2. ask and answer questions about rooms of the house in Arabic. 3. use the names of r items in the living room in simple phrases or sentences. 4. Draw and describe a living room in one’s dreams house | | | | | | | | |
| * 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 items in the bedroom of the house * Teacher Asks students how to ask and answer ( what items are in your bedroom? ) * After reviewing items in the bedroom in Arabic the teacher makes a transition to the new lesson by telling the students , today we are going to study items in the living room and show them some flashcards.   مكيف ، مصباح،طاولة ، مدفأة، ستائر ، أريكة ، سجادة ، لوحة ، ساعة ، خزانة كتب | | | | | | | **15** | | **PowerPoint presentation** | | | |

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| **Provide Input** | * Teacher shows the video of items in the living room and asks them to listen well * Teacher replays the video again pausing for students to repeat the words related to items in the living room. * Students begin to repeat the new vocabulary using some Arabic expressions they heard in the video such as this is for both masculine and feminine (هذا ، هذه) | **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 مكيف   هذه أريكة    * 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 living room 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 living room 2. The students talk about their dream living room using sentences like :   In my dream house , my living room has …………… and give examples of the words we have studied | **20** | **Papers pencils crayons Name cards** |

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| **Closure** | Teacher asks the students to add some items in the living room that we haven’t studied as a homework | **5** |  |
| **Reflection** | The lesson was a great success and fun especially when the students describe their dream living room , and becaue they have become used to the same activities in this unit | | |

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