

Rooms of the house

Language Level	Novice	Grade	9-12	Date		Day in Unit		Minutes	50
Unit Theme and Question	My house: where do you sleep?								
Daily topic:	Rooms of the house								
STANDARDS	LESSON OBJECTIVES								
What are the communicative and cultural objectives for the lesson?	Communication and Cultures	<i>Which modes of communication will be addressed?</i>		Students can: 1- identify the names of some rooms of the house in Arabic. 2- ask and answer questions about rooms of the house in Arabic. 3- use the names of rooms of the house in simple phrases or sentences. 4- know some rules of keeping house healthy. 5- Draw some rooms of their houses.					
		✓ Interpersonal							
		✓ Interpretive							
		✓ Presentational							
If applicable , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	Connections	Environment – weather – maths							
	Comparisons	Comparing the style of houses in Egypt and U.S.							
	Communities	Describing the popular style of housing in the community where students live.							
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	<ul style="list-style-type: none"> After greeting students, I revise yesterday's lesson by using flashcards and the smart TV. (door – window – house – room – television - fridge) Teacher asks questions about the pictures;(باب – شباك – ثلاجة – تلفاز – غرفة – منزل what is this? / What do you see? Is this a door? Is this a door or a window? Students responds quickly individually, giving only short Arabic answers (yes / no). Teacher introduces the names of some rooms of the house using PowerPoint presentation. غرفة النوم – غرفة الجلوس – غرفة الطعام – الحمام – المطبخ 			5	Pictures PowerPoint presentation				

<p>Provide Input</p>	<ul style="list-style-type: none"> • Teacher shows the video to the class, asking students to concentrate of new vocabulary. • Teacher replays the video again pausing for students to process images and words of some rooms of the house. • Students begin to repeat the new vocabulary using some Arabic expressions they heard in the video. • This is my house. I sleep in the bedroom • هذا بيتي . أنا أنام في غرفة النوم 	<p>10</p>	<p>https://www.youtube.com/watch?v=dG2IODMud6U</p>
<p>Elicit Performance / Provide Feedback</p>	<p>Speaking activity:</p> <ul style="list-style-type: none"> • Teacher begins to show the pictures again one after another asking students; (what can you see what is this? Is it a bedroom? Is it a bedroom or a dining room?) • Students give their answers; • هذا مطبخ • هذه غرفة النوم • Teacher divide the class into pairs; one student asks in Arabic about a picture, the second gives answer also in Arabic. <p>Matching activity:</p> <ul style="list-style-type: none"> • Teacher divides his class into small groups, giving each group pictures and name cards of the rooms of the house they have just learned. • Each group has to match each picture with the correct name card. 	<p>10</p>	<p>Pictures Name cards</p>
<p>Provide Input</p>	<ul style="list-style-type: none"> • Teacher shows the video to the class, asking students to concentrate of new vocabulary and revise some vocabulary of yesterday's lesson. • Teacher replays the video again in mute mode. This time, he asks students to say what are the names of things they see in the video. 	<p>10</p>	<p>https://www.youtube.com/watch?v=REmgm6JPYvE</p>
<p>Elicit Performance / Provide Feedback</p>	<p>My dream house:</p> <ol style="list-style-type: none"> 1- Teacher gives students papers, pencils and crayons to draw their dream house. 2- Teacher gives a house outline to students and asks them to color this house using certain colors. <p>Four corners:</p> <ol style="list-style-type: none"> 1- Teacher prepares name cards for the five rooms students have just studied. 	<p>10</p>	<p>Papers pencils crayons Name cards</p>

	<p>2- Teacher arrange four boxes of the names of rooms in Arabic.</p> <p>3- Teacher divides students into four groups giving a name to each group.</p> <p>4- Teacher explains instructions; first, teacher says the name of a certain room in Arabic giving it number 1. Then, one student of each group try to find the card with the correct name. Each student only goes to one corner. At the same time, four students search for the right card in the four corners. Each student sticks the card under his group name on the board with number 1.</p> <p>5- Teacher say the names of the other rooms giving students time to find the right card; each room is numbered 2,3,4 & 5</p> <p>6- When students finish, teacher declare the winner group; the group finishes first with right order of rooms.</p>		
Closure	<p>Exit ticket: Every student has to show his dream house to the class using the Arabic expressions he has just learned.</p> <p>* هذا بيتي * هذه غرفة النوم</p>	5	
Reflection	<p>The lesson went on very well and all the students were engaged and could say the Arabic names of the rooms of the house. They could ask and answer each other (what can you see? and What is this? Is this a door? Is this a door or a window? They were enthusiastic to draw their dream house. They wanted to learn more about the names of the other things in their houses like bed, curtains, stove, table, chair, sofa ..etc.</p>		

* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.