

**Classroom Objects**

Language Level	<b>Novice</b>		Grade	9-12	Date		Day in Unit		Minutes	<b>50</b>
<b>Unit Theme and Question</b>	<b>Classroom Objects</b> : What do you see inside the classroom & inside your bag?									
<b>Daily topic:</b>	<b>Classroom Objects</b>									
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>									
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>		<b>Students can:</b> <ul style="list-style-type: none"> <li>Identify and read the names of some classroom objects in Arabic.</li> <li>Say what they can see from classroom objects in Arabic and draw them.</li> <li>Describe the shape, color or function of these classroom objects.</li> <li>Ask and answer questions about means of classroom objects.</li> </ul>						
		✓ Interpersonal								
		✓ Interpretive								
		✓ Presentational								
<b>If applicable</b> , indicate how Connections • Comparisons • Communities will be part of your lesson.	<b>Connections</b>	Color – size – price								
	<b>Comparisons</b>	Students compare what they have inside their bags.								
	<b>Communities</b>	Asking students about the most common classroom objects in their school.								
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?			
<b>Gain Attention / Activate Prior Knowledge</b>	<ul style="list-style-type: none"> <li>After greeting students, I revise yesterday's lesson by using flashcards and the smart TV. (bag – flag – table – clock - chair)</li> <li>Teacher asks questions about the pictures – (حقيبة – علم – طاولة – ساعة – كرسي) what is this? / What do you see? Is this a chair or a table?</li> <li>Students responds quickly individually.</li> <li>Teacher introduces the names of some new classroom objects in Arabic using some flashcards and the smart board.</li> </ul>				<b>5</b>		Flashcards Name cards Realia			
<b>Provide Input</b>	<ul style="list-style-type: none"> <li>Teacher shows the video to the class.</li> <li>Teacher replays the video again pausing for students to process images and words of new classroom objects.</li> </ul>				<b>10</b>		<a href="https://www.youtube.com/watch?v=5AtVs9XcfCw">https://www.youtube.com/watch?v=5AtVs9XcfCw</a>			

	<ul style="list-style-type: none"> <li>Students begin to repeat the new vocabulary and make a list. (book – notebook – pen – pencil – stapler – rubber/ eraser كتاب – دفتر – قلم جاف – قلم رصاص – دباسة - ممحاة</li> </ul>		
<b>Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>Teacher begins to show the pictures again one after another asking students; (what can you see what is this? Is it a book? Is it a book or a notebook?) ما هذا؟</li> <li>Students give their answers;</li> <li>هذا كتاب</li> <li>هذه دباسة</li> <li>Teacher divide the class into group, giving each group pictures and name cards of the new classroom objects. Each group have to match each picture with the suitable name card.</li> </ul> <p><b>Memory game:</b> Teacher plays a memory game with the students. I ask two students to say as many words as she/he can about classroom objects. The winner is the student who can say more correct words. I continue the game with other students.</p> <p><b>Open your bag:</b></p> <ul style="list-style-type: none"> <li>Teacher asks students to open their bags to name the objects they find in.</li> <li>Teacher gives students enough time to name all the object they find, but must in Arabic.</li> <li>Students try individually to name the objects they find in Arabic.</li> <li>This activity continues until all students describe the items in their bags.</li> <li>Then, teacher asks students to compare what are found inside their bags using the Arabic expression: I have ...../ I don't have ....</li> <li>..... أنا معي / I have ...</li> <li>ليس معي / I don't have ...</li> </ul>	<b>10</b>	Flashcards Name cards Realia Students' own bags
<b>Provide Input</b>	<ul style="list-style-type: none"> <li>Teacher shows another video to the class.</li> <li>Teacher asks students questions about what did they see in the video.</li> <li>Students ask and answer questions.</li> <li>Students can raise name cards of the classrooms they heard in the video. Or they can raise the real objects they have in their bags.</li> </ul>	<b>10</b>	<a href="https://www.youtube.com/watch?v=fNV1HhBhxJY">https://www.youtube.com/watch?v=fNV1HhBhxJY</a>

<p><b>Elicit Performance / Provide Feedback</b></p>	<p><b>Four corners activity.</b> Teacher divides the class into four group for each corner. Each group has the same name cards and pictures. First, they have to match pictures of classroom objects with the right name card. Then, each student says the name raising the correct picture. The winner is the group to finish correctly first.</p> <p><b>Quiz- quiz Trade.</b></p> <ul style="list-style-type: none"> <li>• I give each student two cards; a white one and a yellow one.</li> <li>• I ask each student to write on the <b>white</b> one (I have in Arabic) the front and the name of the classroom object on the back.</li> <li>• Then, I ask each student to write on the <b>yellow</b> one (I don't have in Arabic) the front and the name of the classroom object on the back.</li> <li>• when Students finish, they leave their places to find a partner.</li> <li>• When a student finds a partner with similar classroom objects, he writes his name.</li> </ul>	<p style="text-align: center;"><b>10</b></p>	<p>4 Boxes of pictures and Arabic name cards</p>
<p><b>Closure</b></p>	<p><b>Exit ticket:</b> Students will draw their favorite classroom objects and bring them the following day. They have to use the two Arabic expressions (I have / I don't have) to speak about classrooms objects.</p>	<p style="text-align: center;"><b>5</b></p>	
<p><b>Reflection</b></p>	<p>The lesson went on very well and all the students were engaged and could say the Arabic names of some classroom objects. They could ask and answer each other (what can you see? and What is this?). Over the next days, I am going to teach them Arabic names of other classroom objects</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.