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| **Language Level**  | **Novice Mid**  | **Grade** | **10** | **Date** | **1/10/2018** | **Day in Unit** |  | **Minutes**  | **60**  |
| **Unit Theme and Question** | **Food and Drinks in Arabic** |
| **Daily topic:** | **Drinks: what is your favorite drink?** |
| **STANDARDS** | **LESSON OBJECTIVES** |
| What are the communicative and cultural objectives for the lesson? | **Communication***and***Cultures** | *Which modes of communication will be addressed?* | **Students can:** 1. Identify, say and write some names of drinks.
2. Answer simple questions about drinks.
3. Draw a picture of their favorite drink and write/say the learned sentences: I like/ I don’t like, he/she likes/doesn't like
 |
|  Interpersonal |
|  Interpretive |
|  Presentational |
| **If applicable,** indicate how Connections  Comparisons Communities  Common Core will be part of your lesson.  | **Connections** |  Arts (drawing) |
| **Comparisons** | Students compare different drinks |
| **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** | * Teacher shows a video about drinks in general to activate their schemata.
 | 5 mins | **Data show and computer**  |
| **Provide Input**  | * Teacher shows a video about the targeted drinks vocabulary in Arabic as well we their pronunciation and writing pattern.
 | 10 mins | **Data show and computer**  |
| **Elicit Performance / Provide Feedback**  | * Teachers asks the students to name correctly each drink in the slides (some drilling of the Arabic names of drinks is important).
* The teacher asks students questions about the drinks and the students answer:

 ما هذا؟ما هذه؟هذه قهوةهذا حليب  | 10 mins | **Data show and computer**  |
| **Provide Input**  | * The teacher introduces and models the expressions about likes and dislikes.

أنا أحبأنا لا أحب هي تحبهي لا تحب هو يحب هو لا يحب | 10 mins |  |
| **Elicit Performance / Provide Feedback**  | * The students repeat the chunks about likes and dislikes in addition to the Arabic vocabulary about hobbies.
* The teacher asks the students to draw their favorite drink and use the likes and dislikes expressions in Arabic in their sheets.
* The teacher extends this activity to pair and group work in that students express their likes and dislikes to their elbow neighbor. Students ask and write about their friends` preferences.
 | 15 mins | **Worksheets** **White sheets and colors**  |
| **Closure** | * The teacher asks students to summarize what they have learned in this lesson (vocabulary and utterances).
 | 10 mins |  |
| **Enhance Retention & Transfer**  | * The teacher asks students to audio record themselves at home saying the utterances, expressing likes and dislikes and the new vocabulary items.
 |  |  |
| **Reflection** **– Notes to Self*** What worked well? Why?
* What didn’t work? Why?
* What changes would you make if you taught this lesson again?
* ????
 |  |

\* 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.