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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 قهوة  هذا حليب | | | | | | | 10 mins | | **Data show and computer** | | | |
| **Provide Input** | * The teacher introduces and models the expressions about likes and dislikes.   أنا أحب  أنا لا أحب  هي تحب  هي 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.