**Lesson Planning & Internalization Template**

**Course: Summer vacation / عطلة الصيف**

**Date: 06/16/2022**

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| **Launch** | **Standards and Objectives** | **What are the standards for this lesson? What are the standards asking the students to do?**  **1) The approaches to learning: a mixture of more than one method to include as many students as possible despite their different learning styles.**  **2) The physical development and health: demonstration of eye-hand coordination and fine motor skills of the students.**  **3) Social and emotional development: regulation of responses to needs, feelings and events of the students.**  **4) Communication, language and literacy: an emerging demonstration of understanding spoken words, syllables and sounds.**  **5) Cognition and knowledge of the world: students ask questions and make observations.**  **How will they show you they have mastered the standards (assignment, learning steps, etc.)?**  **1) Mechanical repetition of few words related to the activities of summer vacation.**  **2) Total physical response.**  **3) Ability to correctly pronounce the new items in Arabic.**  **5) Demonstrating to the learners the differences and similarities about how kids spend their summer break in Morocco and USA.**  **6) The importance of summer break to relax and start fresh the following school year.**  **Write the objectives for this lesson: Students will be able to...**  **1) Make students know few items related to summer vacation.**  **2) Help them understand the reason why they need summer holiday.**  **3) Broaden their vocabulary repertoire concerning the activities they may do during summer break in the target language.** |
| **Unit Connections** | **How does this lesson help students meet the learning goals/targets/standards of this unit?**  **- Students will be able to know few words related to the activities they can do during summer break.**  **- They will be able to associate what they learn at school with the real life.**  **- They will be able to ask and answer questions about what activities they can do in summer holiday in the target language.** |
| **Conceptual Understanding** | **What do students need to walk away with, in their understanding, after teaching this lesson?**  **1) They will walk away knowing the equivalents of some items related to summer break in Arabic; they may already know them in English.**  **2) They will develop a jargon to use while speaking about their summer holiday.** |
| **Learn** | **Intentionality** | **How will you monitor student learning and intentionally check for progress? Outline the strategies (i.e., group work document, rubrics, turn and talk, etc.)**  **1) Mechanical drills, individually and in groups.**  **2) Total physical response.**  **3) Game - Summer holiday hopes/ Write-up.** |
| **Outline the work of the lesson** | **Do Now/Warm Up (5 minutes)**  **It would include both the preparatory activities and the motivation:**   1. **Greetings in Arabic and the students would enjoy the routine song and at the same time do some body movements to prepare themselves for the session.**   **Guided Practice (20 minutes)**  **Presentation:**   1. **I will start with some pictures about the activities during summer holiday; the students will be brainstormed in English.** 2. **I will introduce the activities to them in the target language- Arabic:** 3. **السفر /assafar/ Travel** 4. **اللعب /allaeb/ Playing** 5. **التطوع / attatawu/ Voluntary work** 6. **Through the use of repetition drills, students must keep repeating the items till they memorize them well.** 7. **Modeling of the formula in the target language - Arabic.**   **Student a: ماذا تحب أن تفعل في عطلة الصيف؟**  **/mada tuhebbu an tafaal fe utlate assayf? /**  **What do you like to do in summer holiday?**  **Student b: … في عطلة الصيف, أحب**  **/fe utlate assayf, uhebbu …/**  **In summer holiday, I like …**  **Controlled practice and semi-controlled practice:**  **1) To check understanding, a poster of some activities will be projected on the board, a volunteer will touch the appropriate picture that has been mentioned (use of a swatter)**  **Independent Practice (15 minutes)**  **After being modeled in the presentation stage, students are going to rehearse the formula related to how to ask /answer questions about the activities they can do during summer holiday.**  **Student a: ماذا تحب أن تفعل في عطلة الصيف؟**  **/mada tuhebbu an tafaal fe utlate assayf? /**  **What do you like to do in summer holiday?**  **Student b: … في عطلة الصيف, أحب**  **/fe utlate assayf, uhebbu …/**  **In summer holiday, I like …** |
| **Misconceptions** | **How will you address misconceptions? What scaffolds need to be in place for student success? Write them below.**  **- Concerning scaffolding, gradually, I would introduce three items only to make them up to 4/5 as a maximum number for a Kindergartener.**  **- While remedial teaching at the end of the week will be assigned to address any possible misconceptions.** |
| **Assessment** | **Formative Assessment** | **How will student knowledge be assessed throughout the lesson?**  **There would be respect of the three types of assessment: diagnostic, formative and summative.**  **In order to show that they have learned the target items and formula, students have to demonstrate clear understanding of the activities during summer holiday in Arabic by successfully accomplishing the activities that are going to be conducted. Thus, students show that they have fully grasped the words while labeling pictures, playing roles and talking about some of the activities they can enjoy in summer break in Arabic.**  **Create a student exemplar. Write your exemplar below.**  **Knowledge of Vocabulary and Formula:**   |  |  | | --- | --- | | **Three basic pieces of furniture in the living room:**  **السفر /assafar/ Travel**  **اللعب /allaeb/ Playing**  **التطوع / attatawu/ Voluntary work** | **Addition of other items in scaffolding namely**  **السفر /assafar/ Travel**  **اللعب /allaeb/ Playing**  **التطوع / attatawu/ Voluntary work**  **القراءة / alkeraa/ Reading**  **الرسم /arrasm/ Drawing** | | **Student a: ماذا تحب أن تفعل في عطلة الصيف؟**  **/mada tuhebbu an tafaal fe utlate assayf? /**  **What do you like to do in summer holiday?**  **Student b: … في عطلة الصيف, أحب**  **/fe utlate assayf, uhebbu …/**  **In summer holiday, I like …** | **Student a: ماذا تحب أن تفعل في عطلة الصيف؟**  **/mada tuhebbu an tafaal fe utlate assayf? /**  **What do you like to do in summer holiday?**  **Student b: … في عطلة الصيف, أحب**  **/fe utlate assayf, uhebbu …/**  **In summer holiday, I like …** | |