

**TCLP (2013-2014) Teacher: Ibrahim Abou Bark Khaled**

**School: Columbia Heights Educational Campus Language, Washington, DC**

**Level: Beginners (Arabic 1)**

**Topic: Seasons and weather**

## **Desired Results**

### **Goals:**

#### **By the end of the lesson Ss. Will be able to:**

- demonstrate and consolidate their previous knowledge of months of the year
- Use and contextualize “seasons and weather” key words
- Apply new vocabulary words in order to express thoughts, ideas, and opinions in Arabic
- Ask and respond to questions related to months of the year, seasons and weather cases
- Recognize and practice the three short vowels in Arabic :Fatha, Dhamma and Kasra to form and utter words and phrases related to the topic
- Compare and contrast seasons and weather cases in Arab countries and America

### **Essential Questions:**

- Is there a major difference between Arab countries and America in seasons?
- What are the main weather cases in Arab countries around the year?
- Do Arab countries have time change from a season to another as America does?
- What is the best time to visit some Arab countries?
- What is your favorite season? Why?
- Which months does each season comprise?

### **Objectives:**

#### **By the end of the lesson, SWBAT:**

- identify, use and contextualize “seasons and weather” key words in Arabic.
- ask and respond to questions about months of the year, seasons and weather cases
- notice the different forms and the main role of the three short vowels in Arabic :Fatha, Dhamma and Kasra
- read about the seasons and weather in Arabic
- create an artistic and creative chart to demonstrate their knowledge and mastery of the topic

### **Assessment tools and Evidence**

**Assessment will be through classwork, Formal Writing Assignments and role playing in addition to informal checks such as source book, exit slips and writing to learn**

## **Some assessment procedures:**

*Students will identify and name months, seasons and weather words in Arabic properly.*

*Students will do a quiz on the topic.*

*Students will ask and respond to questions about the topic smoothly.*

*Students will identify the three short vowels in Arabic: Fatha, Dhamma and Kasra in their context and use them to read in Arabic.*

*Students will create an artistic chart on their favorite season calendar and make a presentation to the class.*

## **Learning Plan**

### **Materials to be used:**

*Power point presentation, flash cards, realia, handouts, videos (both cultural and academic), construction paper, crayons, internet access*

### **Learning activities:**

#### **Key Vocabulary:**

فصل- فصول- فصول السنة- الشِّتَاء- الرَّبِيع- الصَّيْف- الخريف- الجو- دافئ- عاصف- ممطر- غائم – مثلج- سيئ- مشمس – حار- جاف

#### **Key structures:**

ما شهُور الشِّتَاء؟ (ديسمبر- يناير- فبراير)  
ما شهُور الخَرِيف؟ (سبتمبر- أكتوبر- نوفمبر)  
شهور الربيع فبراير و مارس و إبريل  
أنا أحب الربيع  
الجو جميل في الربيع  
أنا لا أحب الشِّتَاء  
الجو مشمس وحار وجاف في الصيف.  
كم عدد فصول السنة؟ أربعة فصول  
كم عدد شهور السنة؟ ١٢ شهر

## **Do Now (Review Stage)**

I will divide the class into three groups and hand out the task card with different task for each group as an initial step for refreshing their mind through their previous knowledge of months of the year. I'll ask group 1 to ask and answer about the number of the months of the year and name the 12 months. Group 2 will be asked to represent their favorite months through drawing. Group three will be asked to ask one another about his month of birth and answer. Each group will be asked to share their product with the rest of the class.

## **Warm up:**

I'll start the PPT showing a picture of the 12 months classified as seasons with no English hints and ask the students to comment on the picture and what do months like December, January and February have in common. With the first word about seasons mentioned, I will start naming the seasons in Arabic declaring the objectives of the lesson.

## **Objective announcement:**

I'll brief them on the main goals and objectives of the unit to clarify the expectations and help them achieve these goals.

## **Presentation**

\*\* I'll depend on **heterogeneous groups** in a kind of **peer scaffolding** in an attempt to narrow the gap between the different levels through partner reading, conversations and partner writing.

\*\* I'll depend on **differentiation and stations** in the classroom. In other words, not all activities are mandatory for each student.

## **Cultural Presentation:**

\*\* I'll make a presentation on seasons and weather cases in Egypt and other Arab countries showing them some pictures to some Arab countries with mountains covered with snow such as Lebanon and Jordan that may astonish them as they usually hear about the Arab countries as scorching place with no snow. I'll tell them about similarities and differences between Arab countries and USA in seasons and weather.

\*\* As a phenomenal cultural event in spring, I'll show them a video the spring day (Sham Al-Naseem in Egypt and the outstanding celebration all over the country with this day.

## **Linguistic Presentation:**

***NOTE:** This stage will be more explained and pointed out in the objective calendar attached.*

Using power point presentation, videos, flash cards, miming, and pictures, I will present the first set of the new vocabulary.

I'll ask them to repeat after me.

I'll show the pictures of the seasons and ask them to say the name of it.

I'll get them match the months to the seasons.

I'll get them use the key structures modeling them first and get them drill on that. They will ask about the months of each season and express their favorite season.

When they master the words of the seasons, I will start to point to outside talking about the contemporary weather case and through the PPT, I will match the weather case to the seasons.

I will play a video again as a visual aid for both seasons and weather cases.

## **Practice:**

### **Activity 1:**

I'll play an educational video about seasons and weather cases and ask them to take notes about the words they know (especially the months of the year), then share the words in groups.

### **Activity 2:**

I'll ask Ss to follow the PowerPoint presentation and ask answer about the pictures on the screen using..... هذا الفصل؟ ما هذا الفصل؟ in pairs, then in groups.

### **Activity 3:**

I'll handout flashcards with the Arabic words of the months and ask students to classify the months into seasons and ask the other groups, then talk about their favorite season.

### **Activity 4: Fly Swatter Game:**

In a competitive and attractive activity, I'll tell the students that we will play the fly swatter game. I'll explain the game and set the rules: I will put stickers of months, seasons and weather cases across the board; one student from each team comes to the front of the room facing the class. Each has a fly swatter. When I say a word, they have to touch the correct picture of the item I've said with the fly swatter. The first one to touch the word gets a point for their team. I do this until every person on each group has been at the board once. If there is enough time, there will be another round.

This task is to get Ss completely familiar with the key words.

### **Activity 5:**

First I will model the task talking about my clothes and ask Ss about their clothes, then I'll move the exercises to the pair and group work stage:

أنا أحب الربيع  
الجو جميل في الربيع.

### **Practice: Pair and group work**

In pairs, Ss will make similar sentences until each student has made at least one sentence.

### **Activity 6: Partner Reading:**

I'll hand out reading sheets and ask students to do partner reading. Namely, each student will read one sentence and the next will read the following sentence and so on until they complete the sheet underlining the key words and taking notes.

## **Activity 7: Roundtable Writing:**

I'll ask students in groups to clear their desks except from a sheet of paper and each one will write any word related to the topic and move the paper to his partner for reading the word adding a new word or phrase and so on until the specified time is over.

### **Wind-up: (Production Stage)**

Note all of the students have to participate in this stage.

I will ask students to be as creative as possible to create the calendar of their favorite season using Seasons, months, days, numbers and weather words. I will hand out construction paper, crayons, an exemplar, a rubric and give them a permission to use the internet for any data they need.

### **Homework**

Reading and writing sheet

**NB:** This is a plan for a complete topic, not a single-period lesson, which may be carried out over a different number of periods according to and the teacher's positivity the learners' response.