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| **Language Level** | **Novice Mid-High + heritage sts** | | **Grade** | | **High School** | **Date** |  | | **Day in Unit** | | **1** | **Minutes** | **80** |
| **Unit Theme and Question** | **Weather around the world** | | | | | | | | | | | | |
| **Daily topic:** | **Telling the weather** | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Tell the different weather during the week or seasons * Describe the weather in the day * Exchange their preference of weather. * Write down different weather and countries from a song. | | | | | | | | | |
| ✓ Interpersonal | |
| ✓ Interpretive | |
| ✓ Presentational | |
| **If applicable,** indicate how Connections • Comparisons •  Communities • Common Core will be part of your lesson. | **Connections** |  | | | | | | | | | | | |
| **Comparisons** | Culture: Understand that Arab countries use centigrade measuring temperature not Fahrenheit. | | | | | | | | | | | |
| **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** | Warm up:   1. Hold up separate pictures of the four seasons (review) and ask students is this winter? Winter is cold, windy, rain, then summer sunny, hot, spring moderate, flowers green trees etc. 2. Share with the class the power point, introduce weather and temperature in different states, cities in US using Fahrenheit. 3. الطقس اليوم في نوكسفيل بارد و درجة الحرارة فرنهايت20   Go over all the slides and have students repeat the words such as (sunny, cloudy, windy, hot, cold, warm and the Fahrenheit degree. | | | | | | | 15 min | | PowerPoint presentation | | | |
| **Provide Input** | 1. Activity: What is the weather today?   Introduce the new vocabulary using pictures ( sunny day, rainy, snowy, windy) , you might use the pictures of the power point, ask students to check comprehension using questions:  Is it?  Is this hot, or cold?  What is the weather? | | | | | | | 10 min | | PowerPoint presentation | | | |
| **Elicit Performance / Provide Feedback** | Have students look at the window and describe the weather responding to teacher questions How is weather? هل الطقس مُشمس ؟ غائم ؟ ماطر؟  It is essential to repeat this activity daily for at least 2 weeks. | | | | | | | 5 min | |  | | | |
| **Provide Input** | How is the weather in different countries?  Show a video of news in Arabic with the centigrade or authentic paper  (<https://www.youtube.com/watch?v=8X7T24_1z40>  From 109:130 | | | | | | | 5 min | |  | | | |
| **Elicit Performance / Provide Feedback** | Provide worksheet with different pictures of sun /wind/rain/snow  And have students match the vocabulary with picture, either by cutting and pasting on a different sheet or just drawing a line. | | | | | | | 10 min | | Worksheet 1 | | | |
| **Provide Input** | Interpretive activity: (Listening)  Play the song (<https://drive.google.com/file/d/1EwhFRqGPOB_9IXNtmScjyFvn0nU-eO_b/view?usp=sharing> ) after you have repeated the vocabulary words several times with students بارد بار ممطر ممطر مثلج مثلج حار غائم رياح | | | | | | | 5 min | |  | | | |
| **Elicit Performance / Provide Feedback** | Have the students listen to the song twice before the teacher hands the interpretive sheet (worksheet 2)  Have students work in pairs to fill the worksheet collaboratively, allow students to hear the song again after they fill in the worksheet to correct themselves.  Students will listen again and draw the weather they hear in the song. | | | | | | | 10 min | | Song + worksheet 2 | | | |
| **Provide Input** | Bingo game: (weather in Arab countries capitals)  Before handing out the bingo game worksheet, give each student in the class a single capital city of the Arab countries. Each students has to look into the internet to find what the weather is like in that city today. | | | | | | | 15 min | | Post it notes with names of the Arab capital cities | | | |
| **Elicit Performance / Provide Feedback** | Now, the students get the Bingo board and have to go around asking each other about the weather in all the other capital cities they don’t have. The more bingos they make, the more points they get. | | | | | | | 15 min | | Worksheet 3 | | | |
| **Reflection** **– Notes to Self**   * What worked well? Why? * What didn’t work? Why? * What changes would you make if you taught this lesson again? * ???? | The Video and song need to be repeated more than twice | | | | | | | | | | | | |