

**Lesson Plan Template-Arabic Studies**

<b>Performance Range</b>	<b>Intermediate level</b> <b>CU level</b>	<b>Grade</b>	<b>10</b>	<b>Date</b>	<b>October 2020</b>	<b>Day in Unit</b>	<b>Day 15 in unit 1</b>	<b>Minutes</b>	<b>70 min</b>
<b>Theme/Topic</b>	<b>Healthy living- morning routine, House chores and Responsibilities</b>								
<b>Essential Question (s)</b>	<b>What is a typical day in your life? Is your morning routine different than mine?</b>								
<b>Daily topic:</b>	<b>Morning routine and house chores</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>			<b>Learners can:</b> <b>1.</b> Identify four things that a classmate does in their daily routine by using a range of listening comprehension strategies learned in class. <b>2.</b> Use some speaking strategies and apply the vocabulary of their unit to produce a meaningful presentation <b>3.</b> Communicate information by describing their daily routine				
		<input type="checkbox"/> Interpersonal							
		<input checked="" type="checkbox"/> Interpretive							
		<input checked="" type="checkbox"/> Presentational							
If applicable, indicate how this lesson connects to other standards.	<b>Connections</b>	Learners can connect their digital literacy skills by creating a video presentation in Arabic.							
	<b>Comparisons</b>	Learners can compare between their daily routine and Arabic speakers' daily routine. Speakers, who have the same age and who live in UAE, and Canada							
	<b>Communities</b>	Learners can observe and learn about the Arab children responsibilities, attitudes, values and customs in their house and what is expected from them in their family community							
	<b>Other Standards</b>	<b>Cultures:</b> learners can demonstrate understanding of relationships between the practices and perspectives of the Arabic culture particularly in UAE. <b>Communication</b> Learners can present their morning routine and describe their responsibilities around the house. Learners can understand and interpret messages based on the lesson's topic							

<p><b>Lesson Sequence</b></p>	<p><b>Activity/Activities</b> What will learners do? What does the teacher do?</p>	<p><b>Time*</b> How many minutes will this segment take?</p>	<p><b>Materials/Resources/Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?</p>
<p><b>Gain Attention / Activate Prior Knowledge</b></p>	<p><b>Step 1:</b> the teacher will review the vocab of the unit with the students to activate their knowledge about the studied topic. <b>(Listen to interact with the teacher)</b></p>	<p>1- 10 min vocab review of the unit by using the words in sentences orally while interacting with the teacher on Teams</p>	<p>1- Vocabulary list developed by the teacher posted in the student <b>OneNote</b></p>
<p><b>Provide Input</b></p>	<p><b>Step 2:</b> Each pair will choose one video to watch and take notes of the vocab used in the video (house chores and responsibilities) <b>(Interpretive listening)</b> and compare among them during an informal discussion in pairs to learn about the different house chores that they do.</p>	<p>15 min listening activity – videos in the class padlet <b>(pre-task)</b></p>	<p>2- Three Video clips: one from <b>YouTube</b> and two from former heritage students’ Discussion in pairs <b>in the Teams Channels.</b> (discussions should be recorded for the teacher to check later)</p>
<p><b>Elicit Performance / Provide Feedback</b></p>	<p><b>Step 3:</b> learners will prepare a short presentation about the topic (3 scenarios to pick from on padlet ) <b>(presentational speaking)</b></p> <p><b>Step 4:</b> each student will give feedback to 3 of his/her peers by filling in ‘3 petals and 3 thorns’ document on Padlet (link provided below)</p>	<p>3- 20 min prep for a short presentation 4- 20 min presentations and students’ feedback</p>	<p>2- Presentations on Teams 3- Peer Ffeedback sheet developed by the teacher and posted on <b>Padlet (linked to the Teams class)</b></p>

	The teacher will correct explicitly the mispronounced words by using corrective feedback and submit an audio feedback in the student's Notebook <b>(OneNote)</b>		
<b>Closure</b>	<p>At the end of the class. The teacher can ask students about what they learned and the class can come up with a success criteria list. The teacher may prompt students with the following question:  <b>What were you able to do today?</b>                  A few examples of their responses:</p> <ul style="list-style-type: none"> <li>😊 I can talk about my house chores and ask about others house chores</li> <li>😊 I can describe my daily routine when I am trying to schedule an outing with a friend</li> <li>😊 I can understand a video presented to in Arabic</li> </ul>	4- 5 min	
<b>Enhance Retention &amp; Transfer</b>	<p>The vocab list practice is helpful for lexical items consolidation                  The audio feedback will help them with enhancing their pronunciation                  And students can transfer their knowledge of vocab to talk about real life situations and meaningful practices such as talking about their daily life and morning routines and learning about the other Arabic communities in the Middle East.</p>		
<b>Use of Technology</b>			
<b>What technology did you use? Include a link to technology source.</b>	Padlet <a href="https://padlet.com/mmaalouf0/phrooe02bfux">https://padlet.com/mmaalouf0/phrooe02bfux</a> Microsoft Teams Class OneNote		
<b>Why is this technology needed/used? In other words would this lesson be different without it?</b>	YouTube: To activate background scheme and review the vocab Padlet: Interactive platform to share with the class and to learn from each other's Microsoft Teams: Virtual class due to Covid-19 Class OneNote: digital notebook for students		

**Reflection/Notes**

- What worked well? why?  
Listening to the videos on their laptops and having the option to pause and repeat as many times as they liked facilitated the learning and students felt less anxious.  
Working with pairs was fun for them and an opportunity to learn from each other and to collaborate
- What didn't work? Why?  
Time limit, it felt rushed. More time was needed.
- What changes would you make if you taught this lesson again?  
I would add a summative task such as having students interview each other and adding an analytical rubric as a form of feedback (attached on the padlet)