



# STARTALK LEARNING PLAN

## Designing Learning Experiences

<b>Date:</b> Nov	<b>Grade Range:</b> 6th Non-Heritage	<b>Targeted Performance Level:</b> Novice Mid - Novice High	<b>Total Time for this Plan:</b> 55 minutes
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### Curriculum Connection

<b>Program Can-Do Statement &amp; Performance Assessment Task</b>	
<i>Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.</i>	
<b>Program Can-Do Statement:</b>	<b>Performance Assessment Task:</b>
I can give a presentation about a famous athlete, celebrity, or historical figure.	Students will create digital posters that focus on a personal hero to support a presentation that will include the hero's name, age, and nationality as well as information about her/his personality, biography, and heroic characteristics. Students will then review the posters created by their classmates and make suggestions for information that can be added. Students will share their personal hero posters again in a short presentation at the closing ceremony for the program.

<b>Learning Episode #1</b>		<b>Number of minutes for this episode: 15</b>
<b>Lesson Can-Do Statement</b> <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
<p><i>I can recognize individuals from their physical and character traits. (Interpretive)</i></p> <p>I can identify the person being described when I read and/or hear about them. (Interpretive)</p>	<p>Basic physical characteristics: old, young, tall, short, has glasses, long hair, short hair, has mustache, has beard</p> <p>رجل- امرأة- كبير السن- كبيرة السن- لحيّة- يرتدي نظارات- شائب- محجبة - أصلع- شاب - فتاة</p> <p>له / لها ، ليس له</p> <p>Basic character traits: nice, generous, kind</p> <p>ذكي- مُتَكَبِّر- متواضع- مساعد- حنون (محب) هو- هي</p>	<p>The teacher provides an envelope that has four pictures of people and cut-outs of various activities/actions that depict character traits. The teacher describes the physical traits of one person in one the four pictures, then s(he) provides a description of what he/she does and students match the activity or action verb with the person.</p>

## Learning Experiences

*What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order to meet the needs of all learners.*

### Activity 1: Chat Station



Watch this Activity in Action

The teacher places pictures of well-known famous and ordinary people performing actions that represent various character traits. In pairs, students stop at each station and talk with each other about what they see and what physical and character traits they can identify in the picture. The goal of this activity is to give students the opportunity to use the vocabulary they have learned from the 1st and 4th program Can-Do Statements. Students rotate on the teacher's signal from picture to picture. They talk to one another to decide on the best response to the question posed and share them as a whole class. The teacher monitors pairs and provides feedback and support.

### Activity 2: Using Photos to Introduce New Vocabularies



Watch this Activity in Action

The teacher uses the pictures of well-known famous people. S(he) uses these pictures to review and introduce new character traits using the actions depicted in the pictures. For example: introducing the word humble by talking about how the policeman is kneeling to tie the shoes of a small child who is passing by, or how a famous soccer player like Zidane is taking the time out of his busy schedule to visit and stay with a sick child.

### Activity 3: Guess Who did What



Watch this Activity in Action

The teacher provides an envelope that has four pictures of people and cut-outs of various activities/actions that depict character traits. The teacher describes one of the four persons physically, and students guess the picture of the person. Then the teacher provides a description of what he/she does and students match the activity or action verb with the person.

## Materials Needed

*What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*

- [Photos of famous people](#) for Chat Station: Mohammad Salah, Steve Jobs
- [Guess who did What](#) - Content of the handout envelope: pictures and words
- [PowerPoint](#)

## Learning Episode #2

Number of minutes for this episode: **20**

### Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can exchange information about the characteristics of a person of my choice. (Interpersonal)

### Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

ماهي صفات الشخصية؟  
ماشکل الشخصية؟  
هل هي اهل هو .....؟  
ما مهنته؟ ما مهنته؟  
ماذا تعرف عن هذه الشخصية؟  
لماذا هو متميز؟ لماذا هي متميزة؟

### Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Students exchange the information they wrote in their Frayer graphic organizer about their favorite person.

### Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

#### Activity 1: Give One, Get One, Move On



The teacher gives each student a graphic organizer with a picture of a famous Arab figure that the students are familiar with. Students spend approximately three minutes writing three important traits they know about this person, highlighting the characteristics they have learned so far. Students stand in two lines (A/B). On the teacher's signal, students tell one characteristic to their partner and listen to and write one from their partner. The procedure repeats at least three times.

#### Activity 2: Frayer Model



The teacher shows a series of pictures of the famous Egyptian soccer player Mohammad Salah. S(he) directs the students to use the pictures to determine character traits according to evidence presented in the pictures. The teacher provides students with a copy of the Frayer Model graphic organizer. Students write the name of their favorite person in the middle circle, provide basic information about the person in the first box, describe the person physically in the second box, describe the person's character traits in the third box, and list the person's distinctive accomplishments in the fourth box.

#### Activity 3: My favorite person



Students pair up or work in groups to share information about their favorite persons and their character traits they value. The students ask and answer questions to find out what character traits their favorite persons have in common. Students regroup and exchange information with another partner or group. The goal is to find further common traits or distinguishing traits of their favorite person.

### Materials Needed

What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

- [Handout](#): Give One, Take one, Move One
- [Powerpoint](#): Picture of the famous Egyptian player, Mohammad Salah
- Frayer Model: Handout

[https://www.nbss.ie/sites/default/files/publications/frayer\\_model\\_-\\_vocabulary\\_strategy\\_handout\\_\\_copy\\_3.pdf](https://www.nbss.ie/sites/default/files/publications/frayer_model_-_vocabulary_strategy_handout__copy_3.pdf)

## Learning Episode #3

Number of minutes for this episode: **20**

### Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

I can recognize key biographical details. (Interpretive)

I can generate questions inquiring about further information. (Presentational)

### Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

هادئ - حنون- عصبي  
يسافر- يعمل- يحب أن ...  
يسكن في ...  
ولد في ...  
هو ..... لأنه .....  
أعتقد أن ...  
هل - أين- ماذا-

### Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Students watch a video and complete a visible thinking chart with the biographical information about what they heard. Then students complete the last column of the chart about things they wonder about the boy in the video.

### Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

#### Activity 1: Visible Thinking Routine part 1: I See, I Think

 Watch this Activity in Action

The teacher tells the students they are going to see a video from a children’s TV program. The program gives children a chance to shadow a successful person in the job of their dream. The teacher models what the students need to do.

S(he) uses gestures, facial expressions, previous learned materials, simplified real-world contexts (situations). The teacher distributes a handout that has a chart with four columns labeled: I see, I think, I learned, I wonder. Students watch the video without sound and list what they see, such as, “I see a girl”, “I see a big family.”

As a whole class, students share what they see and the teacher writes what they say on the board. Throughout the process, the teacher helps students to differentiate between what they see and what they think (making assumptions).

#### Activity 2: Visible Thinking Routine, Part 2 – I Heard I Learned

 Watch this Activity in Action

The teacher plays the video with the sound on and students fill in the Third Column of the visible thinking chart with information collected about the boy. Students compare their answers with a partner then share their findings with the class. If the teacher notices that the students did not have enough information about the boy in the video, the teacher will play the video one more time to give students the chance for deeper understanding. After that, the teacher will ask, “Do you wonder anything about this boy?”

#### Activity 3: Visible Thinking Routine, Part 3 – I Wonder

 Watch this Activity in Action

In the Fourth Column of the visible thinking chart, students list what they wonder about this boy, the program, or anything else they have questions about. The Fourth Column allows students to think beyond the video and builds their critical thinking. As a whole class, students share their questions and the teacher rephrases and writes them on the board.

## Materials Needed

*What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*

- [Aljazeera for Children](#) “Tareeq Alnajah” - [the designer of video games](#)
- [Visible Thinking Handout](#): I See, I Think, I Learned, I Wonder

**Add additional learning episodes as needed by copying a learning episode box.**

## Post-Lesson Reflection

*After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:*

- What were the strength of the lesson? Which activities helped to maximize learning?
- Did all learners meet the goals of the lesson? Why or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?

### For learning Episode 1

- Chat station: With the pictures posted in the classroom, the teacher includes some higher order questions to increase students’ curiosity about the characters and to make students go beyond simple descriptions of what they see in the pictures.
- In order to teach new vocabulary about character traits, I divide students into groups. Each group watches segments from “Ways to Success”, Aljazeera for Children. They listen to the parents when they describe their children and identify the adjective they use to describe their personal traits, the examples they give to justify the trait, and how these characteristics are suitable for the career they will pursue when they grow up. As a group, they complete a graphic organizer with the information they found. Using a Jigsaw model, they regroup to exchange information on their findings.

### For learning Episode 2

- Give One, Get One, Move On Instead of writing and exchanging only words about characteristics, the teacher will ask students to give reasons for each characteristic. For example why do you think this person is humble?
- Using the Frayer Model, students choose someone in the community they respect and write about him/her using a series of sentences. They use the same pattern they heard in the video to give evidence about each characteristic they use to describe the person.

### Learning Episode 3

**Visible thinking activity** The teacher uses the same strategies for this activity but with a different video. The video that the teacher uses requires a higher level of thinking and more complex language. The pictures in the video do not reflect the content exactly.