

Date: Jan 12	Grade Range: 9th -12 th	Targeted Performance Level: Novice Mid	Total Time for this Plan: 55 minu
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Curriculum Connection

Program Can-Do Statement & Performance Assessment Task

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 can ask and answer questions about my family, nationality, and heritage.



Students have pictures of families from the target culture and imagine that they are part of the family pictured. Students circulate to determine how their family is similar to and different from other families asking each other questions about “their” family without seeing the pictures of the other families. After completing the initial conversations, students meet with someone who they believe has a family that is nearly identical to their own and compare pictures to verify similarities and differences.

Learning Episode #1

Number of minutes for this episode: **25**

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 select the correct family when the family’s activities and hobbies are described.
(Interpretive)

Vocabulary

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

He practice s– She practices

هو يمارس – هي تمارس

He likes – she likes

هو يحب – هي تحب

*Hobby/hobbies

هواية/هوايات

*Activity/activities

نشاط/أنشطة

*The names of 8 activities/hobbies chosen according to the students’ interests.

Check for Learning

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

Students are provided pictures of family members and action verbs. The teacher reads sentences that include one family members doing an activity. Students match the activity or action verb with the picture.

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: Using Visuals (Photos) to Introduce New Vocabulary



Watch the Activity in Action

The teacher begins the lesson by reviewing what students have learned about the family (vocabulary for family members) asking students to remind her what they have learned. The teacher has pictures posted on the board and asks the students, "What do you see?" "What we will be studying?" Students guess and the teacher solicits and rephrases the correct answers.

The teacher uses a PowerPoint Presentation to introduce new vocabulary and checks for understanding and retention by asking true/false, either/or and finally open-ended questions.

Activity 2: Charades



Watch the Activity in Action

In groups of two, the students play charades; one student acts out an activity and the other guesses what it is. Then students switch roles.

Activity 3: Interpreting Authentic Text



Watch the Activity in Action

The students watch segments of two Arabic shows in which the guests name their hobbies. Students answer by writing the name of the hobby mentioned by the guest under his/her picture. Since the goal of this activity is to assess listening skills, students are allowed to write the name of the hobby in English or Arabic.

Activity 4: Hold-Ups with Picture Signals



Watch the Activity in Action

Students are provided pictures of family members and action verbs. The teacher reads sentences that include one of the family members doing an activity and students match the activity with the picture.

Materials Needed

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

- [PowerPoint](#) Presentation to introduce the new vocabulary
- Roya TV Morning Program - "حلوة يا دنيا"- Street interviews: [What is your Hobby?](#)
- Aljazeera for Children-Game Show-[Family Home](#)
- Pictures Cards: [Hand Out](#)

Learning Episode # 2

Number of minutes for this episode: **30**

Lesson Can-Do Statement

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

Vocabulary

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

Check for Learning

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

I can compare my family with another family. (Interpersonal)

I can describe a family, give information about nationality, family relationships, preferred

*your family
*smaller than
*bigger than

Recycle:

*How many?
*You have

Students survey their classmates to find who has similar, larger and smaller families. Then students make a family tree with pictures of family members and a brief description of relationships, names and ages. Next they present their families

<p>activities, and hobbies. (Presentational)</p>	<p>*I have , I do not have</p> <p>*How to say: one sister, brother, uncle, or other family member, masculine and feminine.</p> <p>Ex: أخت واحدة – أخ واحد</p> <p>*How to say family members in dual, i.e. two sisters, two brothers, two aunts, etc.</p> <p>Ex: خالان - عمتان</p> <p>*Recycle numbers from 3 to 10.</p>	<p>to other groups in a Gallery Walk. Students present their family trees to three groups, sharing activities they do with one member or the whole family, and specifying hobbies of some of their family members.</p>
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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: Focused Instruction: Model/Demonstration Watch the Activity in Action

The teacher begins with focused instruction (I do). She shows the students two balls, one large and one small. She reviews the two words: big and small. Then, “larger than” and “smaller than”.

The teacher shows a picture of her entire family and uses one of the student’s photo books to ask questions such as: How many brothers do you have? How many sisters do you have? Where is your family from? What does your family like to do? The teacher draws a Venn Diagram on the board and fills it in every time she asks a new question. Then, the teacher concludes by saying: my family is smaller or bigger than your family.

Activity 2: Guided Instruction: Venn Diagram Watch the Activity in Action

For guided instruction (you do and we do), the teacher invites two students to do the same activity in front of the rest of the class, following her model. The students take turns asking each other questions and filling out their Venn Diagram. The students conclude the activity with at least one comparative sentence.

Activity 3: Collaborative Learning : Find Someone Who Watch the Activity in Action

The teacher provides students with a grid that has three columns labeled: a family bigger than my family, a family smaller than my family, a family similar to my family. Students circulate asking each other how many brothers and sisters they have with the purpose of finding at least one family that fits in each category.

Activity 4: Independent Learning: Gallery Walk Watch the Activity in Action

Students make a family tree with pictures of family members and a brief description of relationships, names and ages. Next, students will be divided into two groups: one group of three will display their work and present their family members, including their hobbies; the second group of students will be divided between the three stations and will listen to the presentations. They will rotate until each group has listened to the all three presentations.

Materials Needed

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

- Handout: [Venn Diagram](#)
- [Handout: Find Someone Who](#)

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 strengths of the lesson? Which activities helped to maximize the 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?

Learning Episode 1:

- Reviewing what students learned, I use pictures from a video and ask them to tell me what they see using language they learned in previous chapters. I introduce new vocabulary using videos of people practicing various hobbies. Then I connect hobbies to my family. I go beyond I like and I don't like using, Do you practice?, with whom?, when?
- Instead of playing "charades", I asks students to choose two hobbies they like and use the line-up for students to find out how many students in the class like the same hobbies.
- In order to further integrate culture in this learning episode, I show some hobbies that are practiced in the Arabic-speaking world that are the same and different than those from the United States of from the students' cultures.

Learning Episode 2:

- In my classroom, I add an activity where students explore who and why Arabic-speaking families have a family tree in their home. Using a picture of an actual family tree, students learn about the importance of family trees.
- Additionally, I use family websites and Facebook groups that are designed to connect family members around the world. Through the Facebook groups, I teach about the activities that families do together.