STARTALK LEARNING PLAN
Designing Learning Experiences

| Date: 10/2018	Grade Range: Post-secondary	Targeted Performance Level: NM/NH	Total Time for this Plan: 90 min

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.

Program Can-Do Statement:

I can present information about my life.
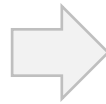
Performance Assessment Task:

Students will create a digital/multimedia presentation that shares key information about themselves. To get to know others in the class, they will share their presentations in small groups or in gallery walk format. As students learn about their classmates, they will record key information on a chart. They will use that information to create a class composite that they will share in class as well as with e-pals.

Learning Episode #1   Number of minutes for this episode: __30__

Lesson Can-Do Statement	Vocabulary	Check for Learning
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.	*How are culture and/or content part of the language chunks and words that learners will use?*	*What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?*
I can identify biographical information when others are introducing themselves. (Interpretive listening)	اسمي – أنا من- باحب (أحب) – أسكن في / ساكن في	Students listen to authentic videos from the X-Factor and identify basic information (name, country of origin of contestants) by selecting matching information from different options on a listening comprehension sheet.

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: Sharing Personal Information for Modeling   (▶) Watch the Activity in Action

The teacher starts her lesson by stating the objective and describing what students will do at the end of the learning episode. The teacher uses a map and pictures to give basic information about herself.
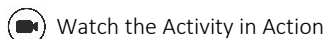
Students listen to the teacher and fill in a graphic organizer. Then, the instructor engages students while she repeats her introduction. She models part of her introduction and stops to ask students about names, where they live, and food they like.

**Activity 2: Let's Talk** (icon) Watch the Activity in Action

For guided practice, the students complete a graph about themselves similar to the one they used to fill in information about their instructor during input. Then, students exchange basic information about where they are from, where they live and their food preferences, while completing another graphic organizer with the information they share.

Activity 3: Identifying Basic Information (icon) Watch the Activity in Action

For this activity the instructor provides sheltered interpretive listening. Students listen to a biographical description of 4 people, read by the teacher. On a graphic organizer that contains 4 ID cards, students choose the correct card information for that person based on the description, and fill in each person's name on the card. Finally, in pairs students compare their answers and make corrections if needed. Through guided practice, the instructor observes student engagement and assesses their readiness to interpret authentic texts.

Activity 4: Interpreting Authentic Text (icon) Watch the Activity in Action
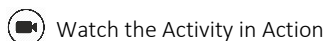
The instructor introduces an Arab celebrity and gives basic information about him while students write that information. Students listen to authentic videos from the X-Factor and identify basic information (name, country of origin of contestants) by selecting matching information from different options on a listening comprehension sheet.

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

- PowerPoint
- Worksheet 1:
- MBC X-Factor - Muhammad Jaafeel
- MBC X-Factor- Maryam Turkey
- X-Factor worksheet

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 recognize others' likes and dislikes. (Interpretive) I can ask and answer questions regarding food preference. (Interpersonal)	أحب- باحب – بتحب- بتحبي أرز- بطاطا- سلطة- تفاح- أناناس - خبز - دجاج- لحم - سمك - عصير- ماء- شاي -قهوة	Students ask and answer questions about food habits and preferences in order to plan a class potluck. Students record their findings on a survey sheet and work with their instructor to tally the class regarding food preferences.

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: Food Preference (icon) Watch the Activity in Action

The teacher shows pictures of food items using supermarket ads and indicates whether or not she likes them. Students respond with a YES or NO (they also have the option of using Yes/ No signs to respond) regarding their preferences and the teacher gives them the food ad corresponding to their preferences.

Activity 2: Memory Game   (▶) Watch the Activity in Action
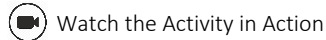
The instructor prepares a game sheet that has 16 square pictures of food and drink items. Students also get a stack of small cards that have the names of these food and drink items. Students work in small groups and take turns reading each card and placing it on the matching picture using هذا / هذه

Activity 3: Food Habit   (▶) Watch the Activity in Action
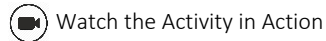
Students listen to the instructor expressing her food preferences at different times of the day using a slide background indicating morning, noon and evening.

The instructor uses the slide to explain to the students how they can fill in the graphic organizer by modeling what they usually eat for breakfast, lunch and dinner. The teacher asks questions and models with students to check if they understand the writing task. Students work individually and complete the worksheet with the food they eat at different times of the day.

Activity 4: Class Tally for a Class Party   (▶) Watch the Activity in Action
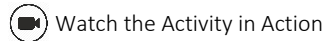
The instructor tells the students that they will have a class party. Students go around the classroom asking each other about food likes and dislikes in order to tally the classroom's food preferences (class is preparing for a potluck, and in order to find out what most people like, a tally is needed of students' food preferences). Students fill in information on their tables then the instructor shows the results on a tally table on the whiteboard.

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

- Supermarket Ads
- Memory Game Grid and small flashcards that has food vocabularies
- PowerPoint Slide
- Tally table for food preferences

Learning Episode #3   **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 give biographical information about myself. (Presentational)	My name I live in I am from I study I like, I don't like	Students line up facing each other and present to their peers their biographical information, likes, and dislikes.

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: Demonstration: Locating Information about Celebrities   (▶) Watch the Activity in Action

The instructor asks the students if they like to learn about Arab celebrities. She shows them a website where they can find information about Arab and international celebrities. Then, she chooses one celebrity that she likes and wants to know about. She demonstrates locating his picture and clicking it to get to his

short bio. Finally, she thinks aloud to demonstrate to students how they can locate basic information from the page they will examine (read).

Activity 2: iPad: My Favorite Celebrity (▶) Watch the Activity in Action

The teacher distributes a handout that has a link to the website where they can find information about Arab celebrities and a cloze exercise to fill in with the collected information. Students use iPads to go to the listed website on the internet and choose two Arab celebrities they like. They find basic information about him/her and complete the cloze exercise with the celebrity's name, country of origin, date of birth and any other details they can recognize.

Activity 3: Comic Life - Constructing my Bio (▶) Watch the Activity in Action

The instructor tells the students that they will be using Comic Life on their iPads to present basic information about themselves. Students listen as the instructor shows a Comic Life poster about herself on the iPad. Students prepare a bio about themselves and collect online pictures that represent them.

Activity 4: Line-Up (▶) Watch the Activity in Action

In order to present to multiple partners, the instructor uses the line-up activity in order to allow students to present their basic information to a variety of partners. The instructor divides students into two groups by counting 1 and 2. Students stand in parallel lines. Each student faces a student in the opposite line and presents to the first partner. When they finish presenting, and with the teachers signal, they move one space to the right, and the student at the end of each line will move to the beginning of the other line. This ensures all students have a new partner for the next round.

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

- My Favorite Celebrity Handout
- iPads
- Layalina Celebrity-Profiles (https://www.layalina.com/celebrity-profiles/)
- Comic Life: http://plasq.com/apps/comiclife/macwin/

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?

Most of the time, Arabic classes are comprised of heritage and non-heritage learners, students who are learning Arabic as an additional language and students who speak languages with some similarities to Arabic such as Urdu, Farsi or Turkish. Thus, differentiation is important to address the needs of all students, to motivate and challenge them. The following are suggestions collected from teachers who attended our workshop on how to adapt this lesson to meet the needs of their students.

Learning Episode 1:

- When modeling, I provide a purpose for introducing myself such as, "You want to know your instructor for this program". Then I talk about myself, such as, "I will be your teacher. My name is, I come from, I lived or I live in, I have been teaching at this, etc. Next, I focus on the basic vocabulary I

want them to practice, repeating it many times. I expect heritage speakers to use more vocabulary. I use them as models for the other students. The most important benefit for all students is immersing them in the target language from the first day of instruction.

- Checking for comprehension at the novice level can happen in a variety of ways without reverting to English. Students can be provided with pictures of the contestants, maps, and cutout names of the four people. When students hear the contestant saying his name and his country of origin, they can match the picture with the map. The video can l be used later to identify other information the contestant provides. For heritage or more advanced students, I give them the chance to identify more information rather than focusing on name and origin.

- Using flash cards from day one and modeling how to write new vocabulary helps students to learn how words are written while simultaneously helping them learn their meanings.

- In order to further integrate culture in this learning episode, it would be good to compare and contrast the Arabic, British or American versions of X-Factor, focusing on how contestants introduce themselves, what basic information they share, and the reactions of the judges. Additionally, the manner in which contestants from different Arabic-speaking countries introduce themselves can be compared and contrasted. For example: the use of dialect when interacting with the host, family and friends who come with them.

Learning Episode 2:

- Maximize the use of supermarket ads by asking students to choose items they can recognize.

- Give students the opportunity to use vocabulary beyond "I like", "I don't like" as well as borrowed words. They can use famous Arabic foods they have seen or tried, and can incorporate quantifiers like, "a lot", "a little", "not at all". The teacher can also introduce common phrases and/or use other verbs in addition to recycling and reviewing basic verbs such as I eat, I drink, etc.

- The teacher can create contexts that allow students to use new or more challenging phrases, encouraging them to push beyond the use of basic vocabulary.

- In order to enhance the integration of culture in this learning episode, students can compare and contrast various ads from different Arabic-speaking counties or from different stores. They can explore which countries and which supermarkets use more English in their ads and why.

Learning Episode 3

- In the section on celebrities, the teacher can ask students what kind of information they expect to find in a short biography. Then, she can use a thinking aloud technique to show how she finds clues through skimming and scanning. For differentiation with heritage speakers or more advanced students, the teacher can ask students to look at the written narrative and identify other information provided in the text including key vocabulary.

- Giving students a purpose to find information is very important in motivating them to accomplish the task and take it beyond simple class requirements.

- For students at the Novice-mid level, it is good to narrow down the number of celebrities to choose from. Giving Novice level students an opportunity to listen to or watch a small segment of a performance prior to choosing could serve to differentiate the task further.

- If iPads or computers are not available for students, designing a collage about themselves could be an alternative, more tactile and kinesthetic activity.

- One way to differentiate between levels is by adjusting the requirements for what students need to include in their Comic Life presentation. Heritage speakers might be asked to include written captions

for their pictures.

- Students can pretend to be a celebrity who has created a short biography and share it with their agent before it is published online.

- In order to emphasize the integration of culture in this learning episode, for higher level students, or for post-lesson learning plans, students can examine the songs or films of these celebrities and compare them to their favorite or other American/British celebrities.