**Lesson Plan: Arabic Level 1 (Novice)**

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| **Lesson Focus** | What hobbies do Arab youth like? What hobbies do you like? |
| **Time Suggested** | 50 minutes |
| **Materials needed** | https://www.youtube.com/watch?v=lAaeKHPnuTY&index=42&list=UUN-GXKJr6imEY0SQENMW7lwhttps://www.youtube.com/watch?v=ptZqxIEZz1M&list=UUN-GXKJr6imEY0SQENMW7lw&index=8Video: Sanad From Morocco (on al-Masdar)Video: Girl talks about sports she likes (on al-Masdar)Video: Muhammad in France talks about his hobbies (on al-Masdar) |
| **Objectives, and standards**  | By the end of this lesson, students will be able to:1. Ask and answer questions about their own interests and their classmates’ interests
2. Identify and understand key words from authentic and semi-authentic videos relating to hobbies and interests
3. Orally compare and contrast their hobbies and interests with those of Arab youth
4. Present a visual comparison between the hobbies and interests of the Arab youth whose videos they watched and those of their classmates

Standards:Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |
| **Opening Routine/Activities** | The class opens with a written-warm and activation of previous vocabulary. Students enter to find a warm-up already on the board, asking them to brainstorm a list of the hobbies and interests they have. Required prior knowledge: vocabulary for hobbies. |
| **Main Learning Activities** | **Main activities**: 1. Go over warm-up: Students share answers from their warm-up with each other orally.
2. Teacher goes over the objective for the day: students will be able to 1) understand key words in authentic and semi-authentic videos and 2) compare and contrast the hobbies that students enjoy in their class with the hobbies that Arab youth in the videos they view enjoy.
3. Each student chooses 4-5 hobbies and interests that he or she knows the vocabulary for and surveys the rest of the class to find out how many like and how many dislike each hobby. The teacher can either give a set list of hobbies to each student to ask about or let students choose what to ask about.
4. The teacher lets students know that they will now be focusing on their listening skills and finding out what some Arab youth like to do. The teacher has students watch and listen to each video (noted in “materials”) and write down the name of the person talking and his/her interests. There are several ways to do this, depending on the technology available in the classroom: 1) The teacher can show all the videos to the class as a whole, one at a time. 2) The teacher can pre-load the videos onto different computers and have students watch them at rotating stations. 3) The teacher can create QR codes for each video and have students watch them on their smartphones alone or in pairs using earbuds. If students are working individually, the teacher circulates to make sure that students are not abusing their access to technology.
5. When students have finished, they compare with another student they weren’t working with to make sure that they got the same information.
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| **Closure** | For homework (or in class for students who finish watching the videos early), students must create a graph of some kind that represents either a difference or a similarity they found between the interests of the students in the videos and the interests of the students in their class. For example, they might make a graph showing that 30% of students in their class mentioned they like soccer, versus 50% in the videos. It is a good idea to provide students with models here. Students should also label their graphs in Arabic.Possible extension: Ask students to research at home in English: what statistics are available on the most popular hobbies in the US and the Middle East? What constitutes a representative sample size for a survey? How representative are the graphs they’ve created? |
| **Assessment & Record Keeping** | Teacher should collect students’ notes on the videos along with the graphs when they turn them in. |
| **Additional Planning Decisions** |  |
| **Post-Lesson Follow-ups** | * What went well?
* What needs more work in the next class/ lesson?
* What activities should I do differently next time?
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