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

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| **Lesson Focus** | Who should be my roommate? (Habits and daily life) |
| **Time Suggested** | 45 minutes |
| **Materials needed** | Pictures of people doing daily activities, interview packet (see appendix i) |
| **Objectives, and standards** | By end of this lesson **student will be able to do** the following:   1. Ask and answer questions about their habits. 2. Tell what time they do different daily activities. 3. Present information about someone else’s habits 4. Present and defend an opinion in simple terms   *Standards:*  Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  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. |
| **Opening Routine/Activities** | This activity involves vocabulary for daily life, so the warm-up focuses on activating that vocabulary. Put the warm-up on the board so students can begin writing when they come in:  Prompt: You’ve been picked for a study-abroad trip, but you’re going to need to share a room while you’re abroad. What are some questions you would want to be able to ask someone before you pick them as your roommate? Use as many different question words as you can:  متى ماذا مَن لماذا هل أين من أين أي في أي كيف ما  Prior knowledge: Students will need to know how to tell time and words for daily habits. |
| **Main Learning Activities** | **Main activities**:   1. Begin the class by checking to see that students are using question words correctly. When most students have a few questions, ask them to ask their questions to their partner/table group and then to share out a good question they hear. 2. Using pictures on the Internet or from a PowerPoint presentation, highlight some important things that make a good roommate, introducing the word زميل السكن and repeating the phrase في نفس الوقت and focusing on vocabulary students are learning in class: For example, is it good to have two roommates who wake up في نفس الوقت? Is it good to have two roommates who want to shower في نفس الوقت? Etc. 3. Hand out an interview packet to students (see appendix i). Make as many copies of the interview sheet as you want students to do interviews in the class. Students will pretend they are interviewing other students from their study-abroad group to find out who would be the best roommate for them. Students should find a partner to interview first and then move on to a new partner when they’re ready. Students will need 20-25 minutes to do a significant number of interviews. 4. After students have interviewed a number of their classmates, they should go back to their seats and review all of the answers they got, then choose who would be the best roommate for them. 5. Students present a 1-minute, impromptu speech in class about who would be the best roommate for them. Students can either present to the whole class or in small groups depending on the time constraints. Students may be challenged to use لأنّ to defend their choice; if they do not have mastery of لأنّ, they can still give reasons in the form of an oral list. |
| **Closure** | For homework, ask students to write a letter to the choice of roommate that explains why they would be the best roommate for this person. |
| **Assessment & Record Keeping** | * Teacher circulates during classroom activities to observe student performance and identify students who may need extra support. * Teacher collects homework and packet with the homework in order to assess student performance and identify gaps between spoke and written language |
| **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? |

Use this sheet to record the information you find out about your classmates, then give them a rating on how compatible the two of you are, based on whether or not you have similar habits.

Appendix i: Interview sheet for potential roommates

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Rate this person from 1 (least) to 5 (most) on how compatible of a roommate he/she would be for you: \_\_\_\_\_\_\_\_\_\_