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| **Language Level**  | **Novice High/Intermediate Low** | **Grade** | **HS** | **Date** |  | **Day in Unit** | **Early** | **Minutes**  | **60** |
| **Unit Theme and Question** | **Contemporary Life: Living in the City – What Makes a City Special?** |
| **Daily topic:** | **Places In the City**  |
| **STANDARDS** | **LESSON OBJECTIVES** |
| What are the communicative and cultural objectives for the lesson? | **Communication***and***Cultures** | *Which modes of communication will be addressed?* | **Learners can:** * Identify places in a city
* Locate cities in relation to other features
* State simple opinions about a city
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| X Interpersonal |
| X Interpretive |
| 🞏 Presentational |
| **If applicable,** indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.  | **Connections** | Geography: Location of cities in the Arab world. |
| **Comparisons** | Cultural: Aspects of Arab cities |
| **Communities** |  |
| **Common Core** | **Speaking and Listening 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.**Reading 10.** Read and comprehend authentic literary and informational texts independently and proficiently.  |
| **Lesson Sequence** | **Activity/Activities**What will learners do?What does the teacher do? | **Time\***How many minutes will this segment take? | **Materials • Resources •****Technology**Be specific. What materials will you develop? What materials will you bring in from other sources?  |
| **Gain Attention / Activate Prior Knowledge** | * Teacher shows time lapse video on Dubai
* Students watch video and think of words and phrases that they associate with the video.
* Teacher shows video a second time, pausing to allow students to list words.
* Students then pair and compare lists in order to generate a longer list.
* Students then form small groups to generate even longer lists.
* Teacher calls on groups for words/phrases and generates class list.
* Teacher adds additional words as needed during lesson/unit.
 | 10 | Dubai video:https://www.youtube.com/watch?v=TDM18lJ18VA |
| **Provide Input**  | * Teacher shows map of the Emirates locating Dubai and introduces concept of near/far and describe borders.
* Teacher shares blog post on Dubai and proof for/proof against statements making sure that students understand the statements by using pictures, gestures, etc. as necessary.
 | 10 | * Map of the UAE and Dubai
* Reading on Dubai
* <http://www.aljazeera.net/encyclopedia/citiesandregions/2014/11/20/%D8%AF%D8%A8%D9%8A>
* Proof for/proof against statements
 |
| **Elicit Performance / Provide Feedback**  | * Students complete proof for/proof against activity individually.
* Student pair and share results with each other and then with class.
* Students pair and write and then share one additional proof for/proof against statement with another pair of students.
 | 10 |  |
| **Provide Input**  | * Students individually read blog post silently a second time and write 2 questions that are answered in the text.
 | 5 |  |
| **Elicit Performance / Provide Feedback**  | * Students pair to ask and answer questions.
* Teacher calls on non-volunteers to ask questions and other students to answer.
* Teacher then asks additional questions if necessary to highlight missed key sections of the text.
 | 7 |  |
| **Provide Input**  | * Teacher shares images of places in Dubai that relate to video and blog post and models the new question and answer pattern (is there/are there), what is there wish (use the subjunctive mood to express desire to visit the country).
 | 7 | * Images associated with/not associated with Dubai
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| **Elicit Performance / Provide Feedback**  | * Students look at image and refer to vocab list that was generated from video and blog reading to identify what there is/is not in Dubai, what is close and far…
 | 5 |  |
| **Closure** | * Students look at images of Dubai and write as much as they can about the city in 2 minutes by including the subjunctive mood.
 | 2 |  |
| **Enhance Retention & Transfer**  | * Teacher asks students to identify a favorite city and to be ready to share a couple of images of that city saying what there is in that city and its characteristics.
 | 4 |  |
| **Reflection** **– Notes to Self*** What worked well? Why?
* What didn’t work? Why?
* What changes would you make if you taught this lesson again?
* ????
 |  |

* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.

[http://www.aljazeera.net/encyclopedia/citiesandregions/2014/11/20/دبي](http://www.aljazeera.net/encyclopedia/citiesandregions/2014/11/20/%D8%AF%D8%A8%D9%8A)

Text to read

<https://www.youtube.com/watch?v=TDM18lJ18VA>

Time-lapse video to watch

\*Both are included in the lesson plan.