

World Language Lesson Planning Template

COURSE OVERVIEW	
Course Name:	LY214 (Levantine Arabic Beginner Course)
Course Proficiency Target:	NH_IL

UNIT OVERVIEW	
Theme:	Let's Eat!
Essential Question:	How is what I eat similar to or different from some staple foods of Arabic- language- speaking countries?
Performance Objective: <i>I can + language function in each of the three modes + context + proficiency level information</i>	I can identify, interact, and present information about the three main meals using sentences and questions with some details.

LESSON PLAN	
Learning Outcome: <i>I can + language function + context</i>	I can identify some of the staple Arabic food, the food eaten for each of the main meals, and compare them with my typical meals.
Core Vocabulary & Forms:	<p>Note: Students learned fruits and vegetables in the previous semester</p> <ul style="list-style-type: none"> -Food Keywords, such as breakfast, lunch, dinner, chicken, fish, meat, rice, salad, soup, cheese, bread, olive oil, salt, sugar, dessert, etc. - Essential verbs, such as to eat, to prefer, etc. - Staple Arabic dishes, such as Couscous, Falafel, Hummus, Tabouleh, Kibbee, Baba Ghanoush, Labne, etc. - Practice using the comparative adjectives structure: Subject + comparative adj (pattern "Af3al")+ than + other noun/pronoun

SEQUENCE OF LEARNING		
Focus of Learning <i>A brief bell-ringer to focus students' attention and begin to engage with the day's learning.</i>	-The teacher and the students will bring in pictures of their favorite typical foods to share with the class visually. They will be asked to categorize whether they are breakfast, lunch, or dinner. The teacher models first to introduce the three meals words in Arabic (الفطور، الغداء، العشاء)	<i>Time: 2 m</i>

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<p>Preview of Learning <i>Reviewing the day's learning outcome and agenda.</i></p>	<p>Ask a student to read the "I can do" statement and agenda of the day.</p>	<p><i>Time: 2 m</i></p>
<p>Learning Episode #1 <i>Primetime 1: Providing students with new input, information, or skills (often whole class)</i></p> <p><i>Downtime: Students work to apply new input, information, or skills (often pair/group work)</i></p> <p><i>Primetime 2: Providing students with additional input, information, or skills OR Students demonstrating their learning of new input, information, or skills (often whole class or group work)</i></p>	<p>Primetime 1</p> <ul style="list-style-type: none"> - The teacher leads a discussion of foods that students already know in American culture, and they also exchange information about prior knowledge of foods of Arab culture. - The teacher shares a few new foods and their origin country with the students. - The students fill in column K with what they already know about foods from Arabic-speaking countries. In column W, copy the list that the teacher prepared new foods that they do not already know. After watching the video "Arabic Food and Cuisine" and class discussion, the students will then fill out column L with what they have learned. - The teacher walks around to provide assistance, asks the students to share their findings, and confirms their work. - The teacher introduces the first activity. <p>https://www.youtube.com/watch?v=QsTfwqxp3dU</p>	<p><i>Time: 8m</i></p>
	<p>Downtime</p> <ul style="list-style-type: none"> -Students read and analyze two infographics that compare Arab and American popular dishes of the three meals and provide some essential information related to food meals according to Arab regions and countries. -Students utilize the acquired knowledge and infographics to complete the tiered activity. -Students then sit in pairs and compare their findings before sharing it with the class. 	<p><i>Time: 7m</i></p>
	<p>Primetime 2</p> <ul style="list-style-type: none"> -Students share and compare their tiered activity information. - The teacher confirms their finding and clarifies any misunderstanding - The teacher asks the students to share a favorite American meal, compare it to one of the Arabic food meals, write them on the board, and guide them to construct and practice the comparative structure. They can also compare the differences between the three meals in both cultures. 	<p><i>Time: 8m</i></p>

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	<ul style="list-style-type: none"> - The teacher also allows students to practice expressing their favorite Arabic and American dishes and explain why. - If needed, the teacher can provide sentence frames to scaffold the new structure, elaborate, and help the students communicate more confidently. 	
<p>Brain Break <i>A 1-2 minute activity to allow students to rest and recharge</i></p>	<p>Fairouz with the Early Morning Coffee</p> <p>Students enjoy drinking their favorite morning drink (coffee or tea) while listening to Fairouz.</p> <p>Some Cultural Background: Most Arab especially in the Levantine region, wakeup in the morning to get ready for a busy day. Their houses and entire neighborhood smell like coffee. They enjoy drinking their morning coffee while listening to Fairouz’s iconic songs on the radio/TV. So, no matter how they spend their mornings, they make sure to grace their day by enjoying Fairouz’s heavenly voice.</p> <p>https://youtu.be/ZpV_IKxyC80</p>	<i>Time: 2m</i>
<p>Learning Episode #2¹ <i>Primetime 1: Providing students with new input, information, or skills (often whole class)</i></p> <p><i>Downtime: Students work to apply new input, information, or skills (often pair/group work)</i></p> <p><i>Primetime 2: Providing students with additional input, information, or skills OR Students demonstrating their learning of new input, information, or skills (often whole class or group work)</i></p>	<p>Primetime 1</p> <ul style="list-style-type: none"> - Students read a post derived from https://ar.beirut.com/2460 that talks about one of the most famous Lebanese breakfast places in Beirut. - First Scan: Students describe the pictures from the text and guess what the main idea is. - Second Scan: Students complete 1-3 think dots activities.. - Third Scan: Students complete 4-6 think dots activities. <p>The students can work alone or with a partner.</p> <ul style="list-style-type: none"> - The teacher walks around to provide assistance, then allows students to share and discuss their findings, and confirms their work. 	<i>Time: 6m</i>
	<p>Downtime Pair activity:</p> <p>For this pair activity, the students can choose their partner based on their activity choice. The students can pick one of the following activities to show their knowledge of some of</p>	<i>Time: 6m</i>

¹ Depending on the length of the class, additional Learning Episodes may be added, including a Brain Break between each one.

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	<p>the Arabic food meals, share their perspectives and compare them with their own home meals.</p> <p>Options:</p> <ul style="list-style-type: none"> - Express in words what you see in the video to advertise for <i>Abu Hassan Restaurant</i>. Remember that you are competing with other restaurants, so make it sound very appetizing. <p>https://youtu.be/AFEPqZHhLD4</p> <p>OR</p> <ul style="list-style-type: none"> - Create an advertisement for your new restaurant that serves both your favorite Arabic and American breakfast food. Make sure to list the main dishes while explaining why they are good to attract customers. Location and prices are highly recommended too. 	
	<p>Primetime 2</p> <ul style="list-style-type: none"> - Whole-Class Share-out: The students share their advertisements and vote for their favorite one. They must justify their votes. 	<i>Time: 5m</i>
<p>Check for Learning <i>A brief formative assessment to determine whether students have achieved the learning outcome.</i></p>	<ul style="list-style-type: none"> -Using what you have learned about foods from Arabic-speaking countries, turn and talk to your partner, tell him/her in Arabic two dishes that you like and two that you don't find pleasing for each of your own culture and Arab culture. Make sure to justify your answers. - The teacher walks around, and provides some verbal feedback, if necessary 	<i>Time: 3m</i>
<p>Celebration of Learning <i>Returning students' attention to the learning outcome.</i></p>	<ul style="list-style-type: none"> - Exit Ticket: Students complete a post-assessment to check on their performance regarding today's lesson objective. 	<i>Time: 1m</i>

Reflection:

Did your students meet the learning outcome? How do you know?

What went well?

What would you change if you were to teach this lesson again?