**LEARNING PLAN**

**Designing Learning Experiences**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date:** |  | **Grade Range:** |  | **Targeted Performance Level:** |  | **Total Time for this Plan:** |
| 12/8/19 | k | **NL-NM** | 60 minutes |

**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.* | | |
| Pram Can-Do Statement:  1-Interpretive mode:  -Students can recognize and identify some kinds of transportation and where and how they move after watching a video and look at transportation pictures.  2-Interpersonal mode:  Students can exchange their ideas and thoughts about how and where transportation move while working with a peer student.  Students will ask and answer questions with their peer partner about transportation.  3- Presentational mode:  Students will write, draw, and present orally what kind of transportation they chose to finish their graph. |  | Performance Assessment Task:  Students need to complete a graph assignment about how and where the transportation move from place to place. |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Episode #1** | | **Number of minutes for this episode: 20 minutes\_\_\_\_** | |
| **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?* |
| Interpretive mode:  I can recognize and identify some kinds of transportation after watching the video (review).  I can recognize and identify how and where some transportation move from place to place.  I can recognize a culture aspect of using the camel in the past as kind of transportation in the Arabic countries after looking at the picture. | Language:  This is a car, this is a plane, this is a train,...  هذه سيارة, هذه سيارة شرطة, هذه سيارة إسعاف, هذه حافلة مدرسة, هذه طائرة, هذا قطار. هذه شاحنة, ) , هذا قارب, هذه باخرة (سفينة  Culture:  Arab used some animals to move as the camel, donkey, and horse as kind of transportation in the past in the dessert and the farm.  , هذا حصان ,هذا جمل | | Students will review the kinds of transportation that they learned from previous lessons and then will participate in a discusion about how each transportation moves from place to place (ground, sky, and water).  Students will answer the teacher's questions about how and where the transportation move. |
| **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.* | | | |
| -Teacher will use pictures and flash cards to review the name of some transportation that the students have learned in previous lessons.  -Students then will watch a video clip about the transportation and how and where they move from place to place.  -Teacher uses the release of responsibility model ( I do, We do, and you do ) to help students complete the task.  -Teacher will scaffold her instruction to make sure that the students are able to produce new concepts and language themselves.  -Students need to answer teacher's questions about how and where the transportation move;  السيارة تمشي على الأرض, الدراجة و الدراجة النارية تمشي على الأرض, حافلة المدرسة تمشي على الأارض, الطائرة و الصاروخ تطير في السماء, الباخرة و القارب تمشي في الماء\البحر.  \_Teacher review with the students some prepositions (in, on, ). | | | |
| **Materials Needed**  *What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*  *-Transportation's pictures and flash cards.*  *\_The transportation video clip>*  https://youtu.be/-Q6gX4Jwe7A  (قناة كرزة طرق المواصلات) | | | |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Episode #2** | | **Number of minutes for this episode: \_\_\_\_** | |
| **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?*  *Language:*  *أين تمشي السيارة؟* | | **Check for Learning**  *What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?* |
| -Interpersonal mode:  I can exchange information and ideas about how and where transportation move from place to place with my partner using my transportation book.  I can ask and answer questions with my peer partner about how and where the transportation move. | تمشي السيارة على الأرض.  أين تمشي الباخرة؟  الباخرة تمشي في الماء\ في البحر.  أين تطير الطائرة؟  الطائرة تطير في السماء.  Culture:  الجمل يمشي في الصحراء.  الحصان يمشي في المزرعة. | | Students need to work within pair group using their transportation books to exchange information about how and where transportation move>  Students need to ask and answer questions about transportation and how they move>  (how is the car and the bus move? they walk on the ground.  how is the boat and the ship move? they walk in the water.  how is the plane moves? it flies in the sky.) |
| **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.* | | | |
| -Teacher will ask the students to work within pair groups.  -Students will have their transportation books that they created day before to help and guide them forming their questions.  \_Students will identify their transportation to their partner pointing to the pictures at their books.  -Students need to ask and answer questions about the transportation in their books.  \_Teacher will walk between the students guide their work and provide immediate feedback to help students correct their mistakes and get better learning. | | | |
| **Materials Needed**  *What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*  *-Students' transportation books.* | | | |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Episode #3** | | **Number of minutes for this episode: \_\_\_\_** | |
| **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?* |
| -Presentational mode:  -I can draw one kind of transportation under each category of how and where the transportation move.  -I can write the full word or the first letter of one kind of transportation from each category (transportation walk on the ground, in the water, in the sky).  -I can present my finding orally in front of entire class. | السيارة تمشي على الأرض.  الطائرة تطير في السماء.  الباخرة تمشي في الماء. | | Students need to work individually to complete a graph worksheet about where and hoe transportation move.  Students need to choose at least one kind of transportation; draw it and write its name or the first letter of its word on the worksheet under each category.  Students need to be ready to present their final finding orally in front of entire class. |
| **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.* | | | |
| -Teacher models the task in front of the class.  \_Teacher explains the graph worksheet and starts filling the first category.  \_Teacher then ask two students to come and fill the other category.  -When the teacher ensure that the students understand deeply the task and what they need to do, she asks them to take the worksheet and go to their desks.  -Teacher asks each student to work individually to finish the worksheet.  -Teacher walks between the students and guide their work.  -Teacher provides immediate feedback to be sure that each student met the learning goals.  \_ | | | |
| **Materials Needed**  *What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?*  *\_the graph work sheet.*  *-Pencils and colors.* | | | |
|  | | | |

**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 strength 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? |
|  |