<table>
<thead>
<tr>
<th>Name</th>
<th>Joseph Hamd</th>
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<tr>
<td>Subject / Level:</td>
<td>Arabic II</td>
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<td>Lesson Plan Title:</td>
<td>Cairo</td>
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**Materials (include links to online materials)**
1. [https://www.laits.utexas.edu/aswaat/video_s.php#/1/buswaab_travel/](https://www.laits.utexas.edu/aswaat/video_s.php#/1/buswaab_travel/)
   for above link, find رحلاتي و إسفاري, under Regular Intermediate
2. [https://www.youtube.com/watch?v=HODSnxpoTvT4](https://www.youtube.com/watch?v=HODSnxpoTvT4)

**Lesson Objective**

**Stated Objective:** To understand how one person describes Cairo, and to compare/contrast Cairo with the student’s city in the US.

**Differentiation Strategies:** Pictures to help supplement understanding

**The Student Can Statements:** What will they be able to do at the end of the lesson? Organize these under the 5Cs in the sections below. To be clear, a lesson does not have to cover all modes of communication or all 5Cs.

**Communication**
- **Interpretive:** interpret a video describing Cairo, and interpret pictures to tell the story of the description
- **Interpersonal:** discuss the video in pairs and comparing home city with Cairo
- **Presentational:** present to the group on the video

**Culture:** helps students to have greater context of Egypt and its importance as one of the largest countries in the world in terms of population + the importance of nightlife in Egypt (no disparity between day and night)

**Connections:** Connect with what technology and/or discipline.

**Comparisons:** Compare and/or contrast what with what?

**Communities:** Use language outside of the classroom how?

**The 5Es Plus 1 Lesson Sequence**

**ENGAGEMENT:** These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. Here students encounter the material, define their questions, lay the groundwork for their tasks, make connections from new to known, and identify relevance.

Estimated time: 5 min

What are you, the teacher, doing? And what are the students doing?
- Show two videos on Cairo, one from modern day, and the other being the first minute of the film Cairo station
- Ask the students to write down observations in English: what do you notice? What grabs your attention? What is special/interesting to you?
EXPLORATION: Next, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept/new learning. Students must spend significant time during this stage of the model directly involved with material. Inquiry drives the process; teamwork is used to share and build knowledge base.

Estimated time: 25-30 min

Stated Objective: If you have not stated your objective - be sure you do so before you begin this section.

Students will watch 30 seconds of a native Arabic speaker describing his experiences in Cairo. Students will first watch the video with a partner and make a list of words they understood and add to the partner’s list. Second students in groups will circle words they hear using the handout. Third students will fill in the blanks

EXPLANATION: Student explanations should precede introduction of terms or explanations by the teacher. The learner explains the discoveries, processes, and concepts that have been learned through explanation. The teacher supplies resources, feedback, vocabulary, and clarifies misconceptions. List higher order thinking questions that the teacher will use to solicit student explanations and help them to justify their explanations.

Estimated time: 7-10 min

What are you, the teacher, doing? And what are the students doing?
• I will allow them time to match the photos to the descriptions, then I will ask them to explain their thinking, what did the speaker say first? What came afterwards, etc. ?
• Students will match the photos to the description in the video by numbering the photos 1-

ELABORATION: The next stage of the model serves to help students elaborate on their understanding. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. In collaboration with others, students can construct a deeper understanding of the concepts. Elaboration can lead to new inquiry.

Estimated time: 5-7 min

What are you, the teacher, doing? And what are the students doing?
• Here is where the students will be reading a quote from the listening assignment and working to infer the highlighted words in red. I will write synonyms which they know on the board so that they can infer the meaning of the new words. The goal here is the cultural understanding of Mediterranean life: people stay out late and don’t sleep as early as traditional Western societies.
**EVALUATION:** The penultimate stage is an *on-going process* by **both instructor and learner** to check for understanding. Rubrics, checklists, teacher interviews, portfolios, problem-based learning outputs, and embedded assessments. Results are used to evaluate and modify further instructional needs. Evaluation should be embedded throughout the lesson as well as at the end of the lesson in a variety of ways. Ask, how will students demonstrate that they have achieved the lesson objective?

Estimated time: 5-7 min

What are you, the teacher, doing? And what are the *students* doing?
- I will ask students to compare their city with Cairo, or any other city in the US with that of Cairo.

**EXIT STRATEGY:** The final stage is lesson closure, an important cognitive process that each student must go through to wrap up learning. Closure activities, which may be less than one or up to five minutes long, provide the learner with an opportunity to recap the new or reviewed knowledge that he or she has acquired, thus meeting the lesson objective. Ask students to summarize, review a partner, create an image, or circle back to the opening to effectively solidify their learning.

Estimated time:

What are you, the teacher, doing? And what are the *students* doing?
- I will ask students to draw a picture of Cairo and include at least three details based on the information the speaker gave.