

Technology-Enhanced Language Project Plan

This worksheet will help you to create an engaging lesson for the World Languages classroom that utilizes technology to support the National Standards for Foreign Language Instruction for Communication and 21st Century Learning Skills.

Lesson Name	Going to a Persian restaurant
Lesson Topic	Ordering food
Time Suggested	5 hours in three sessions
Lesson Location/Meeting Software	Classroom, Yekta restaurant in Rockville
Technology Used	Toondoo my brain shark

Lesson Overview

Briefly describe the lesson.

I will explain that we are going to a Persian restaurant and the students will order their food in Persian language. They learn sentences and phrases that they need to order food. For example: Please give me the menu, I want rice and kebab. For drink I prefer Dough (special Persian drink that consists of yogurt , salt and water with a touch of mint)

Learning Objectives

What will students know and be able to do at the end of this lesson?

KNOW: they will know the vocabularies. They will know all the ingredients like meat, rice, yogurt, salad shirazi and etc. They will use polite language to talk to waiter or waitress to order their food

DO:They will know how to order in a Persian restaurant and how to greet each other and how to talk to the waiter or waitress in a formal mode. They will keep in mind what is Persian culture always younger people have respect for older people.

Learning Outcomes

How will you know that students can do that? What will the evidence be that they have met the lesson objectives?

By ordering their food in a nice, clear language, I will see if they learned their vocabularies and sentences that they need.

Instructional Plan

What instructional activities will be used? What tasks will students need to complete?

Opening Activities/Introduction to Material:

The session before field trip I will give them the vocabularies they need by the help of my flash cards. We already had used my brainshark to have pictures of items that we need (for example cucumber , tomato , onion , olive oil and lemon for salad shirazi). This Yekta restaurant is attached to a big grocery store that has everything for making Persian food.

Main Learning Activities:

Ordering the food .Greeting to each other and waiter and talking about their feelings to be in a Persian restaurant with the teacher and their fellow students.

Closing Activities:

In the third session they will role play, one student as a host or waiter and one student as a guest or customer.

Standards-Based Instruction

How does this lesson address the three communicative modes – interpersonal, interpretive and presentational?

Interpersonal Communication:

They will talk to each other and do (taarof) which is very common in Persian culture. They will talk to waiter in order to have their favorite food. They can greet and use formal language with elderly people and strangers.

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Interpretive Communication:

They will write one or two paragraph about the day we went to Yekta and what was interesting or funny for them .

Students understand and interpret written and spoken language on a variety of topics

Presentational Communication:

As during the lunch at Yekta they took pictures and videos from the items on the table , now they can present them to the calss and talk about the sour taste of Sumac and about Dough and yogurt ,cucumber. With the help of Toondoo program they can make comic strips and compare American restaurants with Persian restaurants.

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Post Lesson Assessment

How will you measure the effectiveness of the lesson once it has been completed?