2010

STUDENT PROGRAM CURRICULUM TEMPLATE & GUIDE

Host Institution	**University of Pennsylvania, South Asia Center**
Program Name	**2010 Penn STARTALK Intensive Urdu Student Program**
Language(s)	**Urdu**
Age of Students	**14-17**
Target Proficiency Level	**Novice-Low**
Program Setting	**Residential___**
	Non-residential__
	Distance/Online Component___
	Other___ (Please specify)

Duration	**Weeks: 3**	**Contact Hours: 90**
Designed by	**Name: Rubab Qureshi**	**Email: rubab@sas.upenn.edu**

A.   **Brief Description of Program** (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?

You may find it easier to respond to this question after completing the sections on Program Theme, Unit Sub-themes, Standards and Expected Outcomes and Specific Knowledge and Skills.

In this 3-week student program, students will learn how to talk about themselves, their families, and learn about hospitality and celebrations in South Asia. The theme of Family and Celebrations will create a context throughout the program where each student will create posters, presentations, and learn all the communicative skills they would need to interact at a family

reunion, a wedding, or a festival. In addition to information about themselves and their families, students will also explore the history and cultures of cities where Urdu literary production was most prominent and where many Urdu speakers reside today. Novice learners will learn to differentiate between these various communities and cities by researching through blogs, guest speakers, field trips, and through the cuisine which will highlight the local food and trade cultures. Three sub-thematic units will be developed that will focus on five South Asian cities where Urdu speakers reside today and where distinct Urdu cultures developed. Students will explore the unique perspectives, products, and practices of each metropolitan region and how the distinct linguistic, cultural, ethnic, and historical contexts of each city influenced Urdu speakers, families, and social networks. Students will also explore be introduced to the conventions of hospitality and entertainments which are an important part of a variety of celebrations.

B.   **Program Theme**

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

Family and Celebrations

X.   **Unit Sub-themes**

What are the sub-themes that will address different aspects of the umbrella theme? These sub themes will facilitate student learning and enable students to demonstrate what they have learned.

Sub themes	
Unit 1	My Family and I
Unit 2	Cities
Unit 3	Hospitality and Entertaining

Δ.   **Standards and Expected Outcomes**

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Goals	Standards	Students Can…
Communication	1.1 Interpersonal	• Introduce themselves and others: ask and answer simple questions to exchange information about themselves and their families/friends. • Make and receive phone calls to family and friends in Urdu using culturally appropriate

		• language and register. • Express likes/dislikes and emotions with some supporting reasons. • Make plans including time and date. • Follow and give directions. • Purchase and haggle when appropriate for common everyday items.
	1.2 Interpretive	• Gather information from notes and letters written by family/friends. Read maps and small signboards to get around town and provide directions to others on how to get from one place to another. • Listen to short interviews and informational clips to pick up commonly used Urdu words and expressions. • Read Nastaliq script with increasing ease as they develop comprehension skills.
	1.3 Presentational	• Provide a short oral and visual history of their family and where they are from. • Orally present a digital genealogy trees where they describe their family members physically, where they reside, what they do, what they like to do, etc., • Make a poster collage of their favorite family member depicting a short life history and orally present it to the class.
Cultures	2.1 Practices	• Gain an understanding of the ways regional identities are marked in language and culture. • Understand respect and politeness and how it is conveyed through various communication settings. • Be able to differentiate formal and informal language and the appropriate occasions where each is used. • Understand the importance of showing respect and deference to elders in family settings as well in public life.
	2.2 Products	• Explore/use and experience the diversity of distinctive cuisines, crafts, musical traditions of the cities we explore. • Associate certain products (clothes, toys, gifts, and foods) with particular celebrations in various communities. • Become more familiar with everyday routine items of clothing and food and be

		able to distinguish these from food and clothing associated with special occasions.
Connections	3.1 Knowledge of Other Disciplines	• Use maps to find historic places they have read or heard about. • Understand the importance geometry played in the architecture and other arts of South Asia. • Recognize the geographical typology and climate particular to various South Asian cities. • Gain some knowledge of the classification of foods into "hot" and "cold" varieties and the importance this plays in eating and health practices. • Understand how these cities are different than in the past and compare and contrast urban versus rural life and homes.
	3.2 Distinctive Viewpoints	• Know how gender, age, and class influence communication. • Understand the structure of families in South Asian societies (nuclear, joint, multi-generational, kinship, and clan). • Be conscious of how time is valued with relation to family life versus work life.
Comparisons	4.1 Nature of Language	• Know the Urdu sentence structure and how it differs from English (SOV/SVO). • Know the subjunctive mood in Urdu and understand how it is used to convey uncertainty and/or politeness. • Understand the importance of maintaining gender, number, and case agreement in Urdu.
	4.2 Nature of Culture	• Compare and contrast how cities in the US differ from and are similar to South Asian cities. • Recognize the differences between city planning in South Asia versus the US. • Understand the historical significance of forts in particular South Asian cities and learn the types of people who in/near/outside such settings. • Understand the importance of family in South Asian society and how family relationships take overwhelming precedence above other relationships. Topics include:

		-family size -respect/disrespect -honor -proper mannerisms
Communities	5.1 Beyond the School Setting	• Learn about the migratory and settlement patterns of Urdu speakers in the US. • Be able to create connections with organizations and schools in South Asia based on common interests. • Be able to locate local print and web resources to maintain their Urdu skills and links to the community.
	5.2 Life-long Learners	• Visit community centers such as a Sufi center and a Pakistani Church and observe how cultural practices from South Asia are preserved in the US. • Visit a local Chaat house where students learn how to order street food. • Interact daily with guest speakers from the local community and the university who will talk about their experiences in the cities they are from.

E. **Specific Knowledge and Skills**

What specific linguistic, cultural, and other subject matter knowledge and skills will students be learning as they work with this theme?   (e.g., language functions, cultural knowledge/practices/ perspectives, knowledge related to subject matter or concepts.) Identify what students will do in terms of, but not limited to, Linguafolio-like Can Do statements that are aligned with the Standards for Foreign Language Learning in the 21st Century.

Thematic Knowledge and Skills	
Students Can	Students Use
Greeting others and taking leave at the airport, home of relatives, stores, site seeing, shopping, or at the Reunion.	Hello! How are you? Good-bye. See you later. I am doing well.
Comfortably use polite expressions, thank someone, apologize, and excuse themselves	Thank you. You are welcome/It is nothing You did me a favor. May I help you…?
Introduce themselves and others in an age appropriate manner	My name is… I am… years old. I live in…. I am the son/daughter of ….We are from….
Talk about one's family and ask others	family members (father, mother, sister,

about their families	brother..)
	I have… I do not have …
	Do you have…?
	How old is….?
	He/She is …
	Where do they live?
	Do you get to see them often?
Asking about and expressing likes and dislikes, making plans	I like…? I don't like….
	Do you like….?
	When? What time?
	Days of the week, at o'clock
	Join us….I can't come….
	My most/least favorite…
Asking and giving directions	Where is …?
	How do I get to …?
	Go right/left/straight…,
	north, south, east, west
	right, left, next to, above,
	far, near,
Completing transactions in various settings	How much ….? Numbers – 1-20, multiples of 10
	Do you have ….?
	I would like….
	That is too much…
	Can I see the other one…
Ordering something to eat and drink in a restaurant Commenting on certain foods	What is in this?
	May I have…?
	I would like ….
	This is too spicy….
	Can I have some water?
	Where is the bathroom?
	Please bring me…
	This is very good…
	This is very tasty, salty, spicy, sweet, bitter…
Talking about typical cultural foods, their origin, and how they are prepared	I would like to try….
	Where does this dish come from?
	In my family we make this….

	What are the ingredients for the recipe? How do I make…? Boil, soak, sauté, fry… Biryani, Nihari, Haleem, Tandoori, Paratha, Chapati, Nan,
Identifying historical sites and places of interest	This is…. It is located in /near…. Badshahi Masjid, Bara Imambara, Lal Qila, Golconda Fort, Qutb Minar, Clifton, Char Minar, Anarkali, Food Street, It was built by…. I have visited/seen….
Locating South Asian cities where students' families are from and which we are studying	Hyderabad, Lucknow, Lahore, Delhi, Karachi. My family comes from….. My mother's/father's family is from…. Where is your family from?
Discuss and compare favorite hobbies and sports	I play/don't play…. I am interested in…. What do you like to do on the weekend?
Explain familial relationships using appropriate Urdu expressions.	She is my maternal aunt. He is my paternal uncle's son. We are related through… I have known him/her since….
Follow directions for performing yoga, playing games, talking to a doctor or describing where it hurts	Body parts, directions for moving, Touch your feet… Raise your arms… Sit, stand, Head, arms, hands, fingers…
Share information about celebrations, traditions, activities and customs practiced in their home and ask questions about others.	In my house on Christmas, Easter, Hanukkah, Thanksgiving we …. What do you do on Bari Eid, Choti Eid, Shab e Barat, Basant? Do you get gifts? New clothes? What do you eat? Do you play special games

Φ.   **End of Program Performance Tasks**

What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** involve students in receptive communication of oral or written messages, in mediated communication via print and non-print material, or with listener, viewer, reader works with visual or recorded materials whose creator is absent.

- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact or direct written communication between individuals who come into personal contact.

- **Presentational tasks** require students to engage in productive communication using oral or written language, produce spoken or written communication for people with whom there is no immediate personal contact or which takes place in a one-to-many mode, or author or create visual or recorded material for listeners or readers not personally known.

Students will have end of Unit Sub-thematically organized assessments based on Consortium for Assessing Performance Standards from the Foreign Language Educators of NJ. These will be adapted to address our unit sub themes for each week, age level, and proficiency level.

http://flenj.org/CAPS/?page=149 Each TOA will include several tasks and associated rubrics so that students know how they have successfully or not completed the task.

Interpretive tasks:

Novice Students will be looking at several family trees and gather information about the family relationships of well-known families in the US and in South Asia. The will then create their own Urdu family trees in PowerPoint and exchange these with fellow students who will have to either describe the tree orally or write short sentences indicating whose family it is, how many family members, ages, etc.,

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Interpersonal tasks:

Novice Students will plan itineraries for visiting two cities for themselves and a friend or with their families. Students will write short notes to pen pals or cousins whom live in the cities asking for suggestions on what to do, see, and what they should bring. They will record themselves on flip cameras buying things they need for the trip and giving gifts to their partners who are posing as shopkeepers or friends/family receiving gifts.

Presentational tasks:

 Novice Students will first learn about several types of annual festivals and special occasions and then plan and present all how they would mark this holiday/special occasion. They will then create several components for planning and staging the celebration. Invitations, shopping lists, recipes and dishes associated with their occasion, and finally a script and home video recording how the event went.

Γ.   Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students' attitudes and perspectives toward the target language and cultures

Examples	Brief description
Role plays (record using class flip cameras or video rooms in Weigle commons in Library)	• Invite family members over the phone/through formal invitations to the celebration/occasion • Purchase and negotiate with store owners for materials (decorations) and ingredients for the celebration/occasion feast • Try to get directions from locals on the street about how to best get to historical sites in the city • Converse with family relatives you haven't seen for a while and tell them about what you are doing lately- cousins your won age and younger, as well as older family members
Interviews (record using class flip cameras or video rooms in Weigle commons in Library)	• Interview parents about family history and origin with at least 5 questions for each relative. Students will do this in English at first in their homes and then bring in this data to class and work with the teacher and TA to incorporate it into their family tree presentations. • Interview fellow classmates about their likes and dislikes for a city planning survey that seeks to provide activities-resources that are appealing to young people your own age • Interview students about their

	itineraries for the city they are planning to visit • Interview guest speakers about their favorite things from the cities they are from, special food, areas, activities
Information Gap Tasks	• Jigsaw Reading- students in pairs or groups read one section of a short paragraph about a family or city's history or description. Students change groups or partners, exchange information about the other section, and recompose the paragraph in their own words orally. • In pairs students compare partially illustrated city tour itineraries. Using the vocabulary and sample sentences/questions they specify a mutually-agreed upon tour they can both go on.
Venn Diagram work	• compare and contrast likes and dislikes • Compare clothing styles in the US with those in South Asia-formal dress and traditional clothing • Compare and contrast the climates and geographic features of the five cities we are studying, Lucknow, Lahore, Hyderabad, Delhi, Karachi. • Compare cities and families in the US with those in South Asia. urban versus rural life. Students are assessed on organization, inclusion of specific detailed vocabulary, and writing skills.
E-portfolios (Students use USB drives to collect all evidence, audio, video, and written PowerPoint presentations)	• Create video messages like Skype video introductions for pen pals or relatives. • Use the voice boards to leave a message at a relative's house inviting them to the reunion; invite a cousin your own age to go hang out at the local Chat

	house or Falooda shops. Two minute messages including greeting, purpose of call, number to call back and time frame of when they are available, Teachers listen to recordings for grammatical accuracy and pronunciation.
Linguafolio/reflections/exit tickets	• Linguafolio will be used at the start of the program and then at the end of every week • Students will be asked to reflect on their learning process through a daily reflective journal. These will be reviewed before the next day to modify instruction to meet students' individual needs. These journals will be submitted in English for Novice students and in Urdu for Intermediate students. • Daily exit tickets indicating what they can do and what they can't do yet and need to work more towards. Specific structures and communicative tasks they can or cannot do yet. Submitted before students go prepare for guest speakers.

H.   Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	Teachers will use TPR, visuals, and 3d prompts as much as possible to stay in the target language. Students will be provided with a cheat sheet of classroom vocabulary and phrases so that no non-target language interference is present. The parents of heritage students will have a special session on orientation day asking them to maintain the target language at home for the duration of the program. This year we are implementing a curriculum

	specialist who will also be rotating in and out of classes daily and providing feedback to teachers and TAs about how effectively they are implementing instructional strategies, learning objectives, and assessment.
Facilitate student-centered learning	Students will have opportunities for a variety of projects that will allow them to individualize tasks and assessments to their needs and abilities (via role-play, use jigsaw, and brainstorm). Using a variety of scaffolding techniques, thinking aloud and guided practices, teachers will provide enough modeling of the structures for some students to even tutor other fellow students. Teachers will facilitate students' acquisition of structures and vocabulary through pair and group work throughout the day. Students will be encouraged to move around the classroom during activities to work with a variety of partners through the use of stations for the completion of specific tasks While preparing for any activities or assessments students will be encouraged to bring in what they already know to inform their presentations and projects.
Ensure meaningful student-to-student and teacher-to-student communication.	Students will interview each other and their family members about their genealogy in preparation for the planned reunion they want to attend. Students will work in groups. They will discuss and create a menu for their celebrations and decide who will make what.
Integrate language, culture and content	Students will have opportunities everyday to speak with cultural guest speakers from the local Heritage community and University faculty who work on specific aspects of the culture: Sufism, poetry, cultural understandings about diet and health in South Asia. Our frame story of reunions will also allow us to integrate cultural guest speakers who are from particular cities; students can integrate this information

	into their itineraries about the city they want to visit for a festival or family celebration. Students will work with authentic Urdu materials and to gain real information needed for the completion of tasks like menus or advertisements for clothing. They will recognize and differentiate between special and everyday products.
Differentiate instruction based on student need	Student indicated in the application process if they had any background in the language, literacy, and/or to what degree the language was spoken in the home. Based on this criteria, and an initial in-house assessment tool (given on the first day of the program), we will place students in appropriate groups based on similar levels of proficiency or lack of any proficiency. These will be called the House of Vali and the House of Iqbal. These groups will participate in similar classes and activities, but with slightly different assessments for each group as well as more or less input. TAs will be available in each class to provide more individualized one-on-one work if needed as well as in Language lab time. Based on recommendations from last year we are also implementing exit tickets, individualized tutoring session thrice a week, and creating more individualized learner profiles based on data collected through surveys and exams. We will also use mini-lessons, tiered tasks, and open-ended questioning strategies.

I. **Materials & Other Resources**

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable (Students will have these books to consult outside of class and during individualized tutoring sessions, as well as after the program concludes)	• **Teach Yourself Urdu Complete Course (Book + 2CD's) (TY: Complete Courses) (Paperback)** • **Teach Yourself Beginner's Urdu Script (Paperback)** • **Urdu-English/English-Urdu Dictionary and Phrasebook: Romanized (Hippocrene**

	Dictionary and Phrasebook) (Urdu Edition) (Paperback) • **Your First 100 Words in Urdu w/ Audio CD: Beginner's Quick & Easy Guide to Reading Urdu Script (Your First 100 Words InSeries) (Paperback)**
Realia / Authentic materials (We are restricted by the university to leave any items in the classrooms permanently, but will be bringing in materials daily as will the guest speakers)	**Clothing, food implements, rugs, shawls, musical instruments, digitally scanned authentic texts, posters, cds, prayer mats, beads, traditional games (Carom board, Ludo, kites)**
Multimedia	**We will be using a variety of authentic resources available on the web and materials we have scanned as well. Here are some examples:** • http://www.urdutimes.com/ • http://pakistaniat.com/2008/11/17/childrens-poetry-in-pakistan-sufi-ghulam-mustafa-tabassum/ • http://www.youtube.com/watch?v=lDkx4Iqz6Tg • http://www.youtube.com/watch?v=mA5bZE6tx8E • http://www.youtube.com/watch?v=VljIIRny3mc&feature=related • http://en.wikipedia.org/wiki/Dastarkhān
Other	**Urdu self-learning sites and resources** • http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/hu_urdu_learning.html • http://www.crulp.org/software/localization/keyboards/crulpphonetickbv1.1.html • http://www.urduword.com/ • http://urdupodcast.mypodcast.com/

৩. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological Tools	Explanation
Three Flip-cameras	These will be in each classroom for students to record evidence of their completion of tasks requiring making home videos, Skype calls, and to load as evidence on Linguafolio. TAs will also record some activities for the Teacher Training program.

UNIT TEMPLATE

Description

Program Theme	Family and Celebrations
Unit Title/Subtheme	My Family and I
Language	Urdu
Time Frame	30 hours, 5 days
Unit Objectives	Students Can…

End of Unit Performance Tasks (How can students demonstrate what they have learned in this unit?)

What culminating performance tasks will provide evidence that students have achieved the stated learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks.

- **Interpretive tasks** require students to receive and comprehend oral or written communication, for example, print, audio-visual material, speech etc.

- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact, or direct written communication between individuals who come into personal contact.

- **Presentational tasks** require students to produce oral or written communication for people with whom there is no immediate person contact

Interpretive tasks:

Students will identify new vocabulary through listening and reading .Learners listen to the teacher tell his/her biography in the present tense through gestures,

props, and other visuals aids. Collection of personal-life documents, stories, accounts, and narratives which describe turning-point moments in individuals' lives will be used by the learner in retelling their personal narratives.

Interpersonal tasks:

Students will be paired into groups of twos. Each student will serve as a pen-pal of the other, one being a local of of the States and the other being a resident of Pakistan. One pen pal will send the other pen pal a poem to introduce his/her family. The other pen will introduce his family through pictures. Each pen pal will ask the other pen pal questions about their respective families to ensure that they understand. The concluding activity will be for both pen pals to make a detailed album of their families to share and present with other students.

Presentational tasks:

Students will present to their classes their won family tree in a PowerPoint Students will be assessed on the correct inclusion of family terms to label their extended and immediate relatives from their mother's and father's side. Students will also provide a short oral introduction to their family tree and introduce at least their nuclear family members to the class. Including some interesting information about their age or likes and dislikes will be exceeding expectations on this task.

Outline of Unit Lessons (The number of lessons will vary according to the time frame for the unit sub-theme.)

Day 2 Novice-Low	What is the major focus of each lesson for this unit? I am..., You are? They are...	Amount of time for each lesson
Lesson 1	• Greetings/Introductions **Teacher and TA model basic greetings and begin to identify the corresponding words**	**30 Min**
Lesson 2	• Telling others about yourself ◦ **Students learn to do more extended introductions about themselves and a partner**	**30 Min**
Lesson 3	• Basic Classroom Phrases	**30 Min**

	○ **Students learn about basic classroom commands and have these on a activity sheet. They practice these phrases and commands playing Simon says**	
Lesson 4	• Who is in your family ○ **Who is in your nuclear family? Students are given a blank family tree and cut out the family names for basic family and put these in the right places with numbers included and pets.**	**30 Min**
Review and Assessment	○ Using flip camera pairs film each other introducing their partner for a home video project	**30 Min**

Day 2 Novice-High	What is the major focus of each lesson for this unit? I am..., You are? They are...	Amount of time for each lesson
Lesson 1	• Greetings/Introductions ○ **Using YouTube clips, students see and hear different types of greetings and introductions: Formal, informal, and very informal. Students are then asked practice all three types of greetings. Students are split into two groups. One group takes on a variety of personas (mother, brother, friend) as each one comes to the group, one student is asked to introduce this person to the others.**	**30 Min**
Lesson 2	• Telling others about yourself ○ **Students will learn to talk about their birthdays and their zodiac signs. Using the zodiac signs characteristics identify which zodiac characteristic applies to you and your partner. Is it true or not? Who else in the classrooms shares your zodiac sign.**	**30 Min**
Lesson 3	• Who is in your family ○ **Students fill out a family tree using the Simpsons family and the Kennedy family, then fill out their own family tree with some inclusion of numbers**	**30 Min**
Lesson 4	• Basic Classroom Phrases: ○ **Students learn about basic classroom commands and have these on a activity sheet. They practice these phrases with each other in the polite and impolite forms (imperative, subjunctive, and second person plural)**	**30 Min**
Review Lesson and Assessment	• Students cut out words some several sentences related to the day's phrases and vocab. Then in pairs they practice	**30 Min**

	rearranging the words to create new sentences which describe their partner's family and pets. Each student is given a different profile and then after they have arranged them correctly, they orally present these to the class.	

Day 2 Intermediate-Low/Mid	What is the major focus of each lesson for this unit? I am..., You are? They are...	Amount of time for each lesson
Lesson 1	• I am …... ○ **Students will fill out a partially completed letter to a cousin who lives in India /Pakistan**	**30 Min**
Lesson 2	• My favorite/least favorite people in my family are.... ○ Students pick from a grab bag of kinship terms and try to act out in charades their corresponding relative's characteristics ○ **Students will learn to talk about their family's birthdays and their zodiac signs. Using the zodiac signs characteristics identify which zodiac characteristic applies to you and your partner. Is it true or not? Who else in the classrooms shares your zodiac sign.**	**30 Min**
Lesson 3	• I like/dislike because... ○ **Students in pairs interview each other about what they liked about their past school year and then report to another student their partner's likes and dislikes**	**30 Min**
Lesson 4	• Listening and Literacy activity ○ **Students listen to a song and read along with the text in Urdu and circle the words they can identify and then work with partners to compare and trade the words they don't know**	**30 Min**
Review and Assessment	• Journal Entry Task- Now rewrite a email to your cousin describing who they are, their likes and dislikes, and who their favorite and least likeable relatives are. This is a cousin that they will be sharing a room with when they visit.	**30 Min**

[INSERT YOUR PROGRAM LOGO HERE]

LESSON TEMPLATE

Lesson Focus	I am….
Time Suggested	30 Minutes
Materials needed	Sample letter Basic letter http://dsal.uchicago.edu/digbooks/digpager.html?BOOKID= PK1983.N2_1999_V2&object=130
Objectives	Students can understand the main ideas and information in a short note Students can write a short note to a cousin in India/Pakistan introducing themselves and asking about their likes and dislikes (they will be rooming with them during an upcoming visit.
Opening Routine/Activities	Students are read a letter by the TA or Teacher and are given a fill in the blank sheet with comprehension questions (They also have a copy of the letter to look at)
Main Learning	Students then try to read the letter with a partner as they fill

Activities	out the activity sheet and go over the key vocab of a letter
Closure	Students are asked to write a short email to their cousin based on the sample they were given following some of the conventions of the formal letter.
Assessment & Record Keeping	• Students are assessed based on how well they are able to perform in the interpretive and presentational modes in this lesson. Students have to listen and read for comprehension to answer specific questions about the note they are given and then they have to create their own version of a similar note. • Students will be given two opportunities to get the information they need from the given input. Once as it is read aloud and then when they read it with a partner. The activity sheet will provide fill in the blank sentences which will be key structures and vocab they need to make their own note/email.
Additional Planning Decisions	• Students could write a more formal letter to their Aunt or Uncle asking for advice on what to bring and asking if they need anything specific from the US.
Post-Lesson Follow-ups	• What went well? • What needs more work in the next class/ lesson? • What activities should I do differently next time?