



STARTALK Classroom Video Collection: Turkish
San Diego State University/San Diego Turkish School

Unit Theme: Daily Life

Unit Subtheme: Weather

Lesson Goals:

At the end of this lesson, students will be able to

- respond appropriately to visual cues in the play,
- read and write simple weather terms, and
- act out weather expressions in Turkish.

Part 1

Students watch a culturally authentic shadow puppet play at the beginning of class. The instructors then use a Turkish puppet play and traditional instruments to introduce basic weather expressions.

Questions to consider

- Why did the instructors choose to open with a video of an actual shadow puppet play?
- What did the instructors do to focus the students' attention on the play?
- How did the instructors add interest to the shadow play?
- What were the students expected to do during the play?

Part 2

Students work with new vocabulary as they identify pictures of different weather scenes.

Questions to consider

- How did the instructors introduce reading into the lesson?
- What are the advantages and disadvantages of this approach?
- What other activities could be done with the visuals and labels in future lessons?

Part 3

Students work together to check their understanding and then move from receptive skills to productive skills as they write the new vocabulary under the appropriate picture.



Questions to consider

- How are students being encouraged to take responsibility for their own learning?
- How did the instructors scaffold the learning task as students moved from receptive skills to productive skills?

Part 4

Students demonstrate comprehension of the new vocabulary at the end of the lesson by labeling images and by using gestures.

Questions to consider

- How do the final activities allow students to demonstrate their understanding of the new vocabulary?
- What is the advantage of structuring a closing activity in such a way that it involves all students?

Reflect on the Lesson

- Which of the 5Cs were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?



Background Information

San Diego State University/San Diego Turkish School

Language: Turkish

Level: Novice

The elementary students in this video attend the San Diego Turkish School on Saturdays. They are heritage learners who may or may not speak Turkish at home. Most understand spoken Turkish. The lesson that is shown here is similar to one that was taught during the summer STARTALK program. Students in the summer program did have the opportunity to create an original shadow puppet show.

Program Director: Norman Leonard

Instructors: Gul Goksel and Aydin Goksel

Age of Learners: 6-11 years

Reference:

Karabağ, H. H. (Producer and performer). (2008). *Karagöz* [Shadow play]. Available from http://www.videosofturkey.com/video_details.asp?id=135