8 Leicester Middle School

Teacher: Amany Malek Grade level : Introduction to Arabic

Unit title: Greeting Age Group: Grade 7

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| Step 1—Desired Results |
| ***Standard Outcomes*** *for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*  *Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.*  ***Objectives****:*  *By the end of the lesson, students will be able to:*  1- Orally greet each other in Arabic.  2-Tell their names.  3- Ask about their peers' names.  ***Key Vocabulary and Grammar:***   1. *مرحبا* 2. *أهلا* 3. *أنا اسمى* 4. *و أنت* 5. *مع السلام*ة |
| Step 2—Assessment Evidence |
| **Students should be able to** make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Material needed:**  A power point presentation  Sheet of paper ( clock buddies)  a ball  *What happened during my lesson? What did my students learn? How do I know? What did I learn? How will I improve my lesson next time.*  ***Warm up: ( 5 mins)***  The teacher welcomes her students in Arabic saying hello in Arabic. T revises some classroom language learned yesterday such as bathroom please, water please and what does it mean?  **Presentation: (10 mins)**  T presents Hello and welcome اهلا و مرحبا using TPR. T introduces her name using أنا اسمى . T asks the first student near her و أنت. T encourages him to say his name.  **Activity 1: Name Circle: (10 mins)**  The students are seated in the shape of half a circle. Each student looks to the one next to him and says hello and welcome, introduces himself and asks the one next to him about his name. This action continues till the last person turns to the teacher and asks her و أنت؟  **Activity 2: Clock buddies: (15 mins)**  *T gives to her students the sheets of paper labelled Clock buddies or الأصدقاء. T explains the activity.* Each student will receive a clock handout with a blank line next to each hour. Each student then goes to classmates to find a buddy for each hour. For example, this is Joey's clock buddies' chart, and 12 of his classmates are listed on it. If we were to pull out Rick's chart, we'd see that Joey's name is on Rick's 1 o'clock slot, and other children's names fill out the rest of his clock. T models the activity*. T assigns time for the students to choose their clock buddies.*  *T asks her students to pair up by selecting certain hour. They will greet each other and ask each other about their names. The teacher models the activity. T goes around monitoring the classroom and provide assistance as needed.*  **Activity 3: Hello Bingo( 10 minutes)**   * T gives each student a bingo card of 2 x 3 squares, on which the characters are already drawn and match those you have in the bag. * The teacher takes the first flashcard from the bag and says *“hello”* in the manner of the picture, and shows the children that if they have the same character on their bingo card then they must cross it out. * Choose one pupil to take the next card from the bag. Encourage the student to say hello in a similar way to the character on their card. * Instruct the children to cross off another bingo square if they have the corresponding picture on their grid and repeat. * The first group to cross out all the pictures on their bingo card wins.   ***Revision Good bye:( 5 mins)***  T presents the phrase مع السلامة to end the conversation. She acts it out as if she is leaving and going away. T ask her students to repeat.  **Exit ticket:(5 minutes)**  On their way out of the classroom, Ss will say goodbye in Arabic to the teacher. |
| Step 4—Reflection |
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,