**Teacher: Yahya Ismael Lesson Plan Grades: 9- 12**

**Lewiston High School, ME**

**Grade level: Arabic 1 Title: At the supermarket**

|  |
| --- |
| 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?*  At the end of the class, students will be able to  1. Recognize Egyptian currency (I show them real Egyptian money)  2. Speak fluently asking for prices of vegetables an how much/many they want to buy;  3. Say and identify the names of some vegetables and fruits in Arabic  4. Make a clear dialogue for selling and buying vegetables and fruits.  5. Identify the correct spelling of some fruits and vegetables names. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students will show the right currency note when the teacher requests;  Students will present the dialogue of buying and selling in front of the class;  Students will do role-plays to show their ability to make dialogues on selling and buying;  Students will fluently use the sentence pattern “how much is it? “It’s too expensive. Can you give me a cheaper price?” |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. To activate the schematic of my students, I show them an Apple and cucumber. Then I asked them if they like it or not using Arabic language. 2. I present the flash card is one by one. Showing them the pictures, I say the name around and I ask them to repeat after me. I show them the back of the flash card to see the written word. 3. I asked them an Arabic language to tell me the colors of this vegetable or fruit in Arabic. 4. We play the photographic memory. I put on the flash cards on the board, and then I asked my students to say each of them. I mingle them and I asked my students to say them again with the new order.   Game:  I ask one of my students to be the manager of a Supermarket. I ask I ask another student to pretend to be an assistant. The manager asks the assistant to bring either a type of fruits order vegetables. That assistant goes to The board and Fitch the correct thing. If the assistant fetches a wrong item, he/she is fired. End of the game goes on  1. Set the classroom into a Super market with all different vegetable and fruit toys. Ask students to make a shopping list first and then go shopping.  2. The teacher can play the role of boss first and students play the roles of customers and buy things they need.  3. Divide the class into four groups. Two groups are sellers and other two groups are buyers. Sellers are required to set their own prices of vegetables and fruits. Buyers can decide whether to bargain or not. Do role-plays. Students make dialogues and buy things using their money. Switch roles.  1.Exit slip What have you learned? |
| Step 4—Reflection |
| *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?*  Students loved the activity of buying things using real Egyptian money. They were so much involved in figuring out how much they should pay and how much changes they need to get back. They felt like it was so real life situation. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,