**School: Ashford School**

Teacher :\_Sarah Elgammal Grade level 5-8\_

Lesson title: Family Tree

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| Step 1—Desired Results |
| *What should students know, understand, and be able to do as a result of the lesson?****By the end of this lesson, Students should be able to:***Ss will ask and answer questions about their family.Ss will know about family ties and members in the Arab culture.Ss will compare and contrast family ties in the Arab world to the U.S.*-*Recognize the family members titles in Arabic-Pronounce the family members titles in Arabic.-Use the possessive using : my+ family member title |فرد العائلة+ي-Ask and answer: man hatha ? من هذا؟                              man hathihi ? من هذه؟* Say "ana ohebo" I like………أنا أحب

Use I have & I don't have with the family members أنا عندي أب / أنا ليس عندي جد/ أنا عندي أخان...***Essential Question:***  - Can you describe the members in your family?***Lesson Objectives:*** *Students will be able to:*Identify all the family members.Introduce their family members. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?* - Students will describe their family. - Students will ask and answer questions about their family. Recall the titles of the family members after watching a video Draw their family tree using the new vocabulary with the suitable member.Use `man hatha`  من هذا؟ for male family members and `man hathihi` من هذه؟ for female family membersAsk and answer questions about family membersهل عندك أخوات بنات ؟ كم عددهم؟ Put the name under the suitable picture.Activity: competition :dividing the class into 2 groups, put four cards of هذا / هذه (2 for each team with the same set of words) on the board with sticky backs then ask the two teams to put the suitable word under هذه او هذهActivity 2Students will play a game of pictionary on the board (Class will be divided into teams of two, one ,member of each teach will draw a family member on the board and the team has to guess the correct word. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Teacher started by showing a presentation about family members and making the students guess who the people on it before they hear the name or see the letters.**Introducing the two terms عائلة and أسرة and explained the difference with pictures, then as them to compare their families and find out whether it's أُسره أو عائله**The next step was to have students draw their own family tree and write the names of their family members.**Teacher made them view a video about the family members in Arabic and asked them to take notes on their family trees. A quick pair work followed to check if they picked up all the terms before a class drill to recall the target vocabulary.**Students view another video with the same family members but using the possessive.**after viewing the video students tell the difference between  the first and the second and**-Deduce how to say’ my’ in Arabic. the use of ي at the end of the words**-Notice the use of hatha and hathihi before the family members and guess the meaning and difference: `this is` هذا for male and هذه for female.* *After that students work in pairs using the phrases hatha and hathihi to present their family members**-teacher introduces the question `who is this?`man hatha\ man hathihi*من هذا؟\ من هذه؟- Students engage in dialogues asking about the people in their partners` family trees and answering the same questions about their own. students change partners as the teachers plays music and resume dialogues with a different partner as she stops ita follow up activity is to have students bring a real family photo and introduce them to the class using hatha and hathihi and the family members vocabulary plus the possessive *ي***New Vocabulary**: جد، جده، أب، أُم، أخ، أُخت، ابن، ابنه، عم، عمه، خال، خاله، زوج، زوجهResources: Cards, pictures, ppt, <https://www.youtube.com/watch?v=x1sMUbnIw74><https://www.youtube.com/watch?v=CcSHmOYVR18> |
| 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?**The students were actively engaged in the lesson and enjoyed using Arabic to talk about their families. They had fun when they started to draw the family members. They learnt and used the phrases effectively and showed readiness to learn more by asking questions about how to say `this is my dog` for example.**Some of them, really, have very big families while others may not know where their families are, so, I think, it would be better to give them pictures of families and ask them to describe it individually or in groups..* |