**February Lesson Plan**

**School: Washington Latin Charter School**

Teacher: Tamer Genedy Grade level: Advanced Arabic

Lesson title: Role of woman in the Arab world

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| Step 1—Desired Results |
| *\* Students read two paragraphs about woman in the Arab world.*  *\* Students answer given questions about what they have read.*  *\* Students share ideas.*  *\* Students work in small groups.* |
| Step 2—Assessment Evidence |
| *\* Students can read a given passage and answer related questions.*  *\* Students can express opinions and ask about the others' point of views.*  *\* Students can evaluate and sum up some in some points..* |

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| Step 3—Learning Plan |
| *\* Warm up ( 5 min ):*  *I ask students to take some time thinking and then write some stereo types that they had about woman in the Arab world before studying Arabic. They are asked to list some questions that they still have concerning the role of woman in Arab countries. I collect the cards on which they wrote their notes and questions.*  *\* Sharing ( 10 min ):*  *I form groups of two or three students. I ask them to share ideas and discuss what they have written on the cards concerning today's topic. I move around groups to make sure they are working and speaking only in Arabic. I can enrich the discussion by asking further questions like: What do you mean? Do you agree? Can you give more examples?*  *\* Free discussion ( 5 min ):*  *I ask one of each group to sum up what they have talked about in his / her group. They talk to each other as groups and I just watch them talking and expressing their ideas. I only correct any wrong concept when necessary.*  *\* Reading ( 10 min ):*  *Students are given a passage from an article about the role of woman in the Arab history. It is from one of the Egyptian newspapers. I translated some words for them and these are the crucial words in the passage. Yet, there are some important words that I didn't translate and leave students to guess the meaning throughout the context. There are some questions about the passage to make sure that they understand. The questions are of two kinds: direct questions that ask about things written in the passage, and critical thinking ones that need students to think and analyze things.*  *\* Answering questions ( 10 min ):*  *Again in groups, they discuss what they had written as answers. They talk first then write their notes. I make sure that they are working and that they understand what to do.*  *\* Homework (5 min):*  *I ask students to send me voice recording comparing the role of woman in America with hers in the Arab world.* |
| Step 4—Reflection |
| ***What happened during my lesson?***  *Students practice listening, speaking, reading and writing.*  *Students work in groups.*  ***What did my students learn? How do I know?***  *They learned how to ask and answer about a given topic, sharing ideas and analyze things.*  *I know that when I hear them ask and answer using the target language.* |