

Leicester Middle School

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Food- Fruits

Age Group: Grade 8

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- Read today's date.
- 2- Stay in the target language for 5 minutes.
- 3- recognize the names of the 11 fruits.
- 4- express likes and dislikes and why.

Recycle words and phrases:

numbers

family members

body parts

colors

school subjects

sports

Classroom Objects

Prepositions of place

New words:

Haza

Hazehi

draw

banana

dates

pear

oranges

watermelon

apples

grapes

fig

mango

peach
apricots

Step 2—Assessment Evidence

Ss can name 11 fruits they learned in the lesson. They can also use them in sentences such as I like, I do not like, I want and I do not want.

Step 3—Learning Plan

Materials needed:

PPT

a video

cards

small cards

Beginning: (4 minutes)

T greets her students in Arabic as they enter the room, saying good morning in Arabic. One student takes attendance and the listener should say "yes, I am here". Next step is reading the date. T asks her Ss "What 's the date?". They know how to say the month and the year in Arabic. (T changes the month from writing its number to writing the written form for December in Arabic). T prompts them to say the number of the day. T praises her Ss.

Revision: speak 5 minutes: (7minutes)

T encourages her Ss to speak and stay in the target language for 3 minutes. If they do not want to speak at the beginning. It is all right.

T adds a new rule today. If the teacher asks a student a question and he does not know the answer, instead of keeping silent, he should say " I do not know in Arabic. T Keeps encouraging them. By the end of 5 minutes, T celebrates that with your students.

T differentiates between Haza and Hazihi using classroom objects. T encourages her students to use them during the 5 minutes.

Revision: 5 minutes:

T uses PPT to revise the names of different fruits. In addition, the fruit pictures are on the walls of the room. T asks her SS to point to the right picture. T asks questions such as where is grapes?

Activity 1: I challenge : 20 minutes

Students are seated at their desks. Each one will pick a student to challenge in the fly swatter game. T writes the names of the students on the board. Two by two they come to the board, the winner moves to the second round. Till one last at the end.

Activity 2: Memory card game: 15

in groups of 3, Students will be given 22 shuffled cards for fruits. they will play with the cards facing down. who ever can guess most of the cards, can keep them. then the winner is from each group is reported to the teacher at the end of the game.

Exit ticket:(3 minutes)

On their way out of the classroom, Ss can name most of the fruit they learned today.

Step 4—Reflection

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