**Teacher: Ahmed Mohamed Watertown middle School**

**Grade level: Arabic 1 “Grade 6” Lesson title: Song**

**“ Habibi Ya Nour Elin” By: Amr Diab**

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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? By the end of the unit.*   1. Read and write new words in the song.   **حبيبي**  **نور العين**  **ساكن**  **خيالي**  **عاشق**  **بقالي سنين**  **ولا غيريك**  **في بالي**  **اجمل**  **عيون**  **الكون**  **شوفتها**  **الله**  **سحرها**  **معايه**  **كفاية**  **تنور**  **ليالي**  **قلبك**  **نداني**  **وقال**  **بيحبني**  **الله**  **طمنتني**  **معاك**  **البداية**  **وكل**  **الحكاية**  **للنهاية**   1. Listen and use different aspect of the language “ Ammeah” and how is it differ from “Fosha” “ Standard Arabic” 2. Feel the rhythm and the harmony of the Arabic music. 3. Sing along following the melody and the music. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. The SS will be asked to listen to the words of the song and hold up the cards, which represent the word they are listening to. 2. They will sing the song with the music. 3. The will write the words of the song on their small white borads. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it? “ This will be repeated for the three days of the song”*  **Step one “Warm up” (5 minutes)**  The teacher tells the students that they will learn an Arabic song by the famous international singer “ Amr Diab”. He shows them a picture of the singer. He tells them that a lot of people sang this song around the world. The teacher plays a movie for an American woman sings the same song by “Amr Diab”. This will help him to get his students motivated to learn and sing the song.  **Step two “Presentation”: (10 minutes)**  The teacher presents the words of the song on the white board. He shows how are the words said in Ameah” The song is an authentic material” and how it differs from the “Fosha”.  **Step three “ Listen and hold up the card”: (5 minutes)**  The teacher gives the 10 cards of the 10 new words of the first part of the song. He asks them to come in front of the class. He asks everyone to read his card and tells them that he will play the song and whenever they hear the word in the card they have, they hold it up.  **Step three “ Listen and say”: (5 minutes)**  The teacher plays the first part of the song again and asks the students to sing or say the word when he pauses it.  **Step four “ Listen and write”: (5 minutes)**  The teacher gives a handout of the first part of the song with missing words and asks the students to listen and write the missing words in the handout.  **Step five “ Sing along”: (5 minutes)**  The teacher plays the first part of the song and asks the students to sing a long with the singer. This time they can read from the papers they have.  **Step six “Sing along”: (10 minutes)**  The teacher plays the first part of the song and asks the students to sing a long with the singer. This time they can not read from the papers they have. |
| 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.*  ***Teaching songs is really interesting, exciting and fun.***  ***The songs are a good way to teach authentic material.***  ***The students feel happy when they sing in Arabic and dance.*** |

Adapted from Tomlinson and McTighe, *Integr*