

Teacher: Ezzat Hassan
Grade level: Arabic 1

Mentor High School
Lesson title: Jobs

Step 1—Desired Results
<p><i>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?</i></p> <ul style="list-style-type: none"> The outcomes: By the end of the lesson, the students will be able to: <ol style="list-style-type: none"> Say the Arabic names of some jobs and working places. (مدرس / معلم / مدرسة / معلمة / طبيب / طبيبة / طيار / محاسب / ممرضة) Use the two verbs “like and work” in different shapes with different subjects “I, he, she and we” Review family members in Arabic. Say a complete sentence in Arabic “My + <u>a family member</u> is a + <u>job</u>. He/she works in a + <u>working place</u>.”
Step 2—Assessment Evidence
<p><i>Performance task—What will students do to show what they have learned?</i></p> <ol style="list-style-type: none"> Say sentences about their families. Collect different words together to make sentences. Listen to a native speaker talking about his family then answer some questions.
Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

- Materials needed:
 - Power Point presentation
 - Flash cards
 - Real objects
 - Fly Swatter game.
- **Learning activities:**
 1. **Warm-up:**
 - How many sisters/brothers/uncles do you have? (this helps review family members and a good introduction to jobs)
 2. **Introduction to lesson:**
 - I begin the lesson by referring to each job shown on the monitor and saying its name in Arabic using the sentence "This is". The students understand that I am talking about the jobs and repeat after me. Then I explain the difference between the masculine and feminine names of jobs in Arabic.
 3. **Guided practice:**
 - I also show the students some flash cards of jobs asking them either in groups or individually " What is his/her job?" in Arabic and they reply in Arabic as well saying "He/She is".
 - I give out the flash cards to the students asking them to work in pairs. One asks "What is his/her job?" and the other answers "He/She is" Confirming on the masculine and feminine forms. I go round for helping.
 - To make sure they understand, I say each Arabic job aloud in Arabic and they raise the card or refer to the object saying its Arabic name Again.
 4. **Review:**
 - A Fly Swatter game. Two students compete together. I say the job and the fastest to touch it is a winner. Next each student asks his pair "What is his/ her job?" and the other answers, then they exchange rules.
 4. **Closure/ extension:**
 - I point to the names of the jobs they have studied and say a complete sentence "He/She is" and the students repeat after me.

Backward Design Lesson Plan Template

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 lesson went on very well and most of the students could say the Arabic names of the jobs (8 objects) . They could ask and answer each other. Over the next days, I am going to teach them Arabic names of other jobs like :

(طبيب اسنان/ رسام/ مهندس/ سكرتيرة/ موظفة استقبال/ قاضي/ محامي/ رجل أعمال)

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