

Lesson Plan Monday, September 19th

Teacher's name: Kettani Moulay Tahar Grade Level: 6th 7th 8th Language level: novice low

Number of students: 6

T= Teacher

SS= Students

Lesson title: Arabic Language: Asking about someone

Step 1—Desired Results

Lesson goals

What should students know, understand, and be able to do as a result of the lesson?

SWBAT ask about someone, confirm or deny, use demonstratives here/there, and show gratitude

Essential Questions

What leading questions can you ask of students to get them to understand the Big Ideas?

Excuse me! Are you Sarah? معذرة, هل أنتِ سارة؟

Lesson Objectives

Identify General Learner Outcome (GLO)

SWBAT:

Sustain a conversation with an Arab:

Ask about someone, confirm or deny, use demonstratives here/there, and show gratitude

Step 2—Assessment Evidence

Performance task — *What will students do to show what they have learned?*

Role-play this basic function orally.

Performance criteria — *How good is good enough to meet standards?*

SS recognize the situation and use the appropriate expression.

SS show good mastery of the correct pronunciation.

Step 3—Learning Plan

Materials needed

Blooket (<https://www.blooket.com/set/63281f0ff7fed22572e24df9>),

Whiteboard,

Chromebooks,

Print pictures (see at the bottom)

Markers.

Learning activities

Step by step instructions from start to finish (including the number of minutes needed per activity), and detailed enough for another teacher to follow. What teaching methods/activities will you be using?

(5 min)

- T greets SS, checks their news, and assigns a class sheriff.
- The sheriff assigns his captains and they all start the collectively agreed upon "class procedures"
- Optional (5 min): energizer (catchphrase, yes/no hot seat, 5 second rule)
- T projects today's class objectives. (Ask about someone, confirm or deny, use demonstratives here/there, and show gratitude)

(5 min)

1. T shows print pictures suggestive of the first expression and elicits the intended expression from SS: *Excuse me!*
2. T enunciates *معذرة!* and the class drills three times.
3. T assigns the picture to a student repeating the pronunciation for them one more time making sure they pronounce it well.

(10 min)

- T repeats steps 1,2 and 3 with the rest of the suggestive pictures and correspondent expressions.

(5 min)

- T instructs SS to work in groups of three to teach each other the newly acquired expressions.

(5min)

- T instructs SS to conduct an inside/outside circle as a collaborative strategy to teach each other and get exposed to all the expressions.

(10 min)

- T hosts a Blooket session for SS to be used with their chromebooks for more consolidation

Assessment:

(10 min)

- T sticks the aforementioned suggestive pictures around the class and instructs SS to conduct a gallery walk in pairs to practise the dialogue:

- معذرة هل أنت/ أنتِ سارة؟

- لا أنا لست كذلك, هو/ هي هنا/ هناك. أو نعم, أنا كذلك.

- شكرا

- عفوا

Step 4—Reflection

What happened during my lesson? What did my students learn? How do I know?

SS got very competitive using Blooket, I had to bring everyone to order constantly.

SS learned the intended linguistic functions and vocabulary.

I know that because they role-played authentic conversations relying only on visual prompts.

What did I learn? How will I improve my lesson next time?

I learned that middle school SS can be very competitive and can take such activities as Blooket very seriously. Next time, I will allocate less time for it.

Excuse me!



Are you...?





yes, I am



No, I'm not.

dreamstime.

She/he is here



he/she is over there



Thank
you



you're welcome



