**Lesson Plan**

**School: Campus International High School**

Teacher Yassin Essaid Grade level 9,th (novice)

Lesson title feelings

|  |
| --- |
| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answers the question, what should students know, understand, and be able to do as a result of the lesson?*   1. *Students will be able to recognize different words for feelings in Arabic.* 2. *Students will be able to say the Arabic words for feelings.* 3. *Students will be able to ask and answer questions about feelings* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *In order to show that they have learnt the target words for feelings, students have to demonstrate clear understanding of the different words for feelings in Arabic by successfully accomplishing the activities that are going to be conducted. Thus, students show that they have fully grasped the words while labeling pictures, working on projects, and talking about how they and others feel.* |

|  |
| --- |
| Step 3—Learning Plan |
| *Learning activities - Answer the question, how do I teach it?*   * *Warm up:* * *First stage : Presentation:* * *I will give students a worksheet with a number of emojis, each one describing a certain feeling (e.g happy, sad, tired ..etc ) . Students take some time to work in pairs and try to identify which feeling each emoji stands for.* * *Students then watch a short video on feelings and emojis in Arabic and try to circle the ones that have been mentioned in the video.* * *Through projecting different emojis on the screen, I will introduce the words for feelings in Arabic.* * *Through the use of repetition drills students are going to repeat the introduced words for feelings twice while showing them the screen.* * *Then I will show a poster with emojis and the words of feelings that have been introduced, students then listen and point to the emoji that stands for the word of feeling that has been mentioned.* * *Second stage: Practice*  1. *By opting for the bingo game, students get a chance to practice the newly introduced words while they listen to the words for feelings in Arabic and cross out the emoji that stands for each word. The first one to cross out all of them shouts bingo and is deemed a winner.*  * *2. Using the following formula, students in pairs talk about how they feel and ask their partners in Arabic:*   *S1: I am happy and excited today, how about you?*  *S2: I am tired and hungry.*   * *The third stage: Production:*   *Students work on a project on the words for feelings by cutting out emojis from a handout given to them beforehand. They then glue them on a booklet that they have made and use computers to look up words for feelings in Arabic and write them down next to the corresponding emoji* |
| 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.* |