**Lesson Planning & Internalization Template**

**Course: In the garden / في الحديقة**

**Date: 04/25/2022**

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| **Launch** | **Standards and Objectives** | **What are the standards for this lesson? What are the standards asking the students to do?**  **1) The approaches to learning: a mixture of more than one method to include as many students as possible despite their different learning styles.**  **2) The physical development and health: demonstration of eye-hand coordination and fine motor skills of the students.**  **3) Social and emotional development: regulation of responses to needs, feelings and events of the students.**  **4) Communication, language and literacy: an emerging demonstration of understanding spoken words, syllables and sounds.**  **5) Cognition and knowledge of the world: students ask questions and make observations.**  **How will they show you they have mastered the standards (assignment, learning steps, etc.)?**  **1) Mechanical repetition of few words related to the garden.**  **2) Total physical response / Use of swatter.**  **3) Ability to correctly pronounce the new items in Arabic.**  **5) Gardens exist everywhere in the world / they are the lungs of the globe.**  **Write the objective for this lesson: Students will be able to...**  **1) To make students more aware and conscious about the garden.**  **2) To enhance their interest in learning things in the garden in Arabic.**  **3) To broaden their vocabulary repertoire concerning the components of the garden.** |
| **Unit Connections** | **How does this lesson help students meet the learning goals/targets/standards of this unit?**  **- Students will be able to know few words related to the garden in Arabic.**  **- They will be able to associate what they learn at school with the real life / Garden Tour.**  **- They will be able to ask and answer questions about what exist in the garden.** |
| **Conceptual Understanding** | **What do students need to walk away with, in their understanding, after teaching this lesson?**  **1) They will walk away knowing the equivalents of some garden items they already know in English.**  **2) They will develop an interest in gardening.** |
| **Learn** | **Intentionality** | **How will you monitor student learning and intentionally check for progress? Outline the strategies (i.e., group work document, rubrics, turn and talk, etc.)**  **1) Mechanical drills, individually and in groups.**  **2) Total physical response.**  **3) Game/Remember the five words.** |
| **Outline the work of the lesson** | **Do Now/Warm Up (5 minutes):**  **It would include both the preparatory activities and the motivation:**   1. **Greetings in Arabic and the students would enjoy the routine song and at the same time do some body movements to prepare themselves for the session.**   **Guided Practice (20 minutes)**  **Presentation.**   1. **I will start with a picture of the school garden; the students will be brainstormed in English.** 2. **I will introduce to them only few items related to garden: حديقة /hadeka/ Garden; شجر /shajar/ Trees; ورود /wurud/ Flowers.** 3. **Through the use of repetition drills, students must keep repeating the items till they memorize them well.** 4. **Modeling of the formula in the target language - Arabic.**   **Student a: ماذا يمكن أن نجد في الحديقة ؟**  **/mada yumken an najed felhadeka? /**  **What can we find in the garden?**  **Student b: . في الحديقة, يمكن أن نجد الشجروالورود**  **/felhadeka yumkin an najed ashajar wa lwurud/**  **In the garden, we can find trees and flowers.**  **Controlled practice and semi-controlled practice:**  **1) To check understanding, a poster of the components of the garden on the board, a volunteer will touch the appropriate picture that has been mentioned (use of a swatter)**  **Independent Practice (15 minutes)**  **After being modeled in the presentation stage, students are going to rehearse the formula related to things we can find in a garden:**  **Student a: ماذا يمكن أن نجد في الحديقة ؟**  **/mada yumken an najed felhadeka?/**  **What can we find in the garden?**  **Student b: . في الحديقة, يمكن أن نجد الشجروالورود**  **/felhadeka mumkin an najed ashajar wa lwurud/**  **In the garden, we can find trees and flowers.** |
| **Misconceptions** | **How will you address misconceptions? What scaffolds need to be in place for student success? Write them below.**  **- Concerning scaffolding, gradually, I would introduce three items only to make them up to 4/5 as a maximum number for a Kindergartener.**  **- While remedial teaching at the end of the week will be assigned to address any possible misconception.** |
| **Assessment** | **Formative Assessment** | **How will student knowledge be assessed throughout the lesson?**  **There would be respect of the three types of assessment: diagnostic, formative and summative.**  **In order to show that they have learned the target items and formula, students have to demonstrate clear understanding of the things we can find in the garden 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, playing roles and talking about the components of the garden.**  **Create a student exemplar. Write your exemplar below.**  **Knowledge of Vocabulary and Formula:**   |  |  | | --- | --- | | **Three basic names of things we can find in the garden.** | **Addition of other items in scaffolding طيور /tuyur/ Birds فراشات /farashat/ Butterflies.** | | **Student a: ماذا يمكن أن نجد في الحديقة ؟**  **/mada yumken an najed felhadeka?/**  **What can we find in the garden?**  **Student b: . في الحديقة, يمكن أن نجد الشجروالورود**  **/felhadeka mumkin an najed ashajar wa lwurud/**  **In the garden, we can find trees and flowers.** | **Student a: ماذا يمكن أن نجد في الحديقة ؟**  **/mada yumken an najed felhadeka? /**  **What can we find in the garden?**  **Student b: . في الحديقة, يمكن أن نجد الشجروالورود**  **/felhadeka mumkin an najed ashajar wa lwurud/**  **In the garden, we can find trees and flowers.**  **Students a: ماذا أيضا ؟**  **Student b: . يوجد كذلك الطيورو الفراشات**  **/ yujad kadalek atuyur wa lfarashat/**  **There are also birds and butterflies.** | |