

Columbus Int. High School Arabic Lesson Plan

Teacher Mohamed Abouraya Grade level Arabic 2

Lesson title Jobs

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?

1. The students are able to say the names of some jobs in Arabic.
doctor - teacher - nurse - cook - police officer - engineer - driver - dentist

طبيب - مدرس - ممرضة - طباط - ضابط - مهندس - سائق - طبيب أسنان

2. The students will be able to talk about their future jobs in Arabic.
I would like to be

أنا أحب أن أكون

Step 2 – Assessment Evidence

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

1. The students will recognize jobs from pictures and acting.
2. Students speak about their future job in Arabic.

Step 3 – Learning Plan

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

1. Warm up:

I give every student a piece of paper to write their future career and why they like it.

2. Presentation:

- I start the lesson by presenting the names of the jobs through flashcards.
- I present three jobs in a time to give students time to practice.
- Also I present the jobs that they may be interested to know in Arabic.

3. Practice:

- **Listen and write**

I say the names of jobs again, and every student has a piece of chalk to try to write the job I am going to say.

- **Charade game**

Every student come in front of the board holding all the flashcards where his/her friends only see the picture. They should act the job and their friend guess what it is.

- **Taboo (Aka Hot Seat)**

Divide the class into Teams A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. Bring two chairs to the front of the room so that when seated, a student is facing his or her respective team and their back is to the blackboard or white board. One member from each team sits in their team's chair. The teacher writes a word, phrase, or sentence on the board. The students in the chairs mustn't see what's written on the board. Once the teacher yells 'go', the teams have one minute, using only verbal clues, to get their seated teammate to say the item written on the board. The only rule (or taboo) is that they MUSTN'T say the item written on the board, in full or part. The first student in the hot seat to utter the word scores a point for their team. When the round is over, two new team players are rotated into the hot seat and a new item is written up. The first team to score X number of points wins.

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?*

- The lesson went smoothly. Students were interested in knowing some other jobs.
- The students learnt about some jobs in Arabic. They also know the places where people with these jobs work.
- The students were interacting, active and participating happily.
- I always should think of new enjoyable activities.