

Lesson Plan

Teacher's name: Heba Allah Khaled Grade level: 6th 7th 8th

Language level: Novice low

Duration: 90 min

Lesson title: House Vocabulary

Step 1—Desired Results
<p>Lesson goals <i>What should students know, understand, and be able to do as a result of the lesson?</i> SWBAT 1. Identify some items around them in the classroom or in their homes. <u>Differentiate between the masculine and feminine cases with the 3rd person .</u> <u>Ask yes or no questions in Arabic</u></p>
<p>Essential Questions <i>What leading questions can you ask of students to get them to understand the Big Ideas?</i> ما هذا ؟ - ما هذه؟ <i>Use google translate to tell what are these?</i></p>
<p>Lesson Objectives <i>Identify General Learner Outcome (GLO)</i> Students will be able to: <u>Ask and answer yes and no questions in Arabic.</u></p>
Step 2—Assessment Evidence
<p>Performance task — <i>What will students do to show what they have learned?</i> Performance criteria — <i>How good is good enough to meet standards?</i> <i>Have short dialogues in Arabic</i> <i>Ma hatha/i?</i> <i>Hal Hatha /I (name the object).</i> <i>Naʿam hatha /i</i> <i>La Hatha /i</i></p>
Step 3—Learning Plan
<p>Materials needed Laptops – Flashcards – Projector</p>
<p>Learning activities <i>Step-by-step instructions from start to finish (including the amount of minutes needed per activity), detailed enough for another teacher to follow. What teaching methods/activities will you be using?</i> <i>Warm up : Picture Talk</i> <i>Ss watch a gif and start to make comments about it using google translate. The Ss are encouraged to listen to the pronunciation before they respond .</i> <i>T elicits the answers , this helps Ss learn more words.</i> Bell Ringer (7-10 min) - In pairs , Ss work on the vocabulary list for the session .</p> <p>Presenting Vocabulary (7-10 ms)</p> <ul style="list-style-type: none">- T elicits the answers from students , and corrects their pronunciation when needed.- Ss present the vocabulary to each other. <p>Practice : (10 ms) Each Ss use an index card to draw a picture of the words. Ss put the pictures in a hat. - Hot potato : T plays an upbeat song while Ss are passing the hat. When the music stops , whoever has the hat will draw a card and says what it is . If s/he is correct they will need to take the card out.</p>

Gender pronouns with the 3rd person singular (7ms)

T explains the difference according to the ending . T models the structure with the different words.

Ss complete the T chart with Hatha /Hathi

Board Game : (15 – 20 ms)

While the Ss are working on the T chart , the Ss are divided into two teams . Then they will compete to play a board game that is close to snake and ladder

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Structure and language

Inner circle and outer circle

Ss take different cards and ask each other

what is this?

Is it ...?

Yes, it is .

No, it is not .

Step 4—Reflection

The students were not very familiar with the numbers on the board and was confused about how many steps they need to walk.