**February lesson plan**

**Teacher: Yahya Ismael Lesson Plan Grades: 9- 12**

**Lewiston High School, ME**

**Grade level: Arabic 1 Title: The weather**

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| Step 1—Desired Results |
| By the end of the lesson my students will be able to:  - Describe the weather in each season using adjectives such as (hot=حار, cold=بارد, warm= دافئ ,rainy=ممطر , breezy=عاصف ………….etc) .- Say the names of the four seasons in Arabic.- Compare the seasons in USA and the Arab World.- Answer questions about what's their favorite season in Arabic. |
| Step 2—Assessment Evidence |
| 1. Repeating correctly the names of seasons and adjectives describing the weather in Arabic.
2. Connect the name of the season to the right adjective to describe it through looking at the pictures.
3. Write short sentences about each season using في فصل الـ....... يكون الجو...... .
4. Role-play a dialogue to ask and answer about their favorite season.
5. Watching a short weather forecast video then they answer questions about it.
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| Step 3—Learning Plan |
| * I introduce the topic by asking students about the school calendar, when would they get the Spring break and what they are going to do then.
* The next step is to ask students to listen to an Arabic song talking about the seasons and try to sing along. After making sure they understand the theme of the song ask them to listen again and try to recognize the Arabic names of the seasons in the song.
* Then the teacher asks students to work individually to match the names of the seasons with their photos, after they finish they exchange their answers with a partner to check them.
* After that the teacher asks students how they managed to recognize the seasons in the photos and introduce the Arabic adjectives to describe the seasons.
* Students do a rearrange exercise to form sentences to describe the seasons; after they finish they practice reading their sentences aloud.
* Then the teacher gives them five minutes to talk together to discuss the differences between the seasons in USA and in the Arab World after watching the forecast short video.
* The last step is to ask Students to work in pairs to practice role-play in short dialogue to ask and answer about their favorite season of the year.
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| Step 4—Reflection |
| * My students were interested in learning some of the differences and similarities between the seasons in USA and in the Arab world, especially our long summers and mild winters .
* The next time I teach this lesson again I will give more details about the activities practiced in each season.
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,