Highland Middle School

Teacher **Mohamed Kandeel** Grade level **Novice grade 6th**

Lesson title : This is my Family

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| 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. Students say the six family members in Arabic.   Father – mother – brother – sister – grandfather – grandmother  اب – أم - أخ – أخت – جد – جدة   1. Students write the family members in Arabic. 2. Students recognize the family members through pictures and say them in Arabic. 3. Students use the demonstrative pronouns “this is…” for masculine and feminine هذا .... – هذه..... to introduce his family. 4. Students know how teaching Arabic started in the US. |
| Step 2—Assessment Evidence |
| ***Performance task—What will students do to show what they have learned?***   1. On the board, students write the family members in Arabic. 2. In their notebooks, students write the family members with their proper names in Arabic. 3. Students choose his favorite member of the family, then draw and write his name in order to introduce him. 4. Students say the Arabic family member when see them in pictures in the PPP. |
| Step 3—Learning Plan |
| ***Learning activities - Answer’s the question, how do I teach it?* :**   1. **Power point:**   **Introduce the six family members in Arabic to students.**  **Father – mother – brother – sister – grandfather – sister**  **أب – أم – أخ – أخت – جد – جدة**  **I use the power point project in my introduction.**  **I make a lot of repetition to make sure of their pronunciation.**  **They repeat individually and chorally.**   1. **Writing:**   **On the board, I write the family members in Arabic. Ask students to write them in their copybook.**  **They read and repeat them from their notebooks.**   1. **This is:**   **I introduce some students with their names using “this is” in Arabic for masculine and feminine.**  **Ask students to introduce their family the same way.**  **This is my father. This is my mother, and so on.**   1. **Drawing:**   **Ask the students to choose a family member to draw and write his name and relativity in Arabic. This is my father.**   1. **Song:**   **Play the song of the family. Students sing with it.**  [**https://www.youtube.com/watch?v=qtcr84PaNxE**](https://www.youtube.com/watch?v=qtcr84PaNxE)   1. **Arabic:**   **Show the students a video about teaching Arabic in the US.**  **Discuss with them how it became important to learn about other languages and cultures.** |
| 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?***   1. The students were very excited about learning the family in Arabic. They were very excited to draw their favorite family member and introduce him in Arabic. 2. They asked me about the kids’ language to call their father and mother like mommy and daddy. I gave them these words but asked them to focus on the standard ones. 3. The students told they can’t wait to go home and call their in Arabic and show them their drawings. I asked them as usual to teach their family what they have learned that day. |