**Lesson Plan for Arabic II Second Semester**

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| **Language Level** | **Novice** | | **Grade** | | **High School** | | **Date** | **8th Apr** | | Unit | | 9 | **Minutes** | **90** |
| **Unit Theme and Question** | **At the museum** | | | | | **Teacher's Name: Mr. Aly** | | | | | | | | |
| **Daily topic:** | **A telephone call – (slide 1 – 2)** | | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Ask for and provide information about museums. * Design a ticket for the Egyptian Museum. * Tell the time. (Revision). * Form questions in the future tense. | | | | | | | | | | |
| ✓ Interpersonal | |
| ✓ Interpretive | |
| ✓ Presentational | |
| **If applicable,** indicate how Connections • Comparisons •  Communities • Common Core will be part of your lesson. | **Comparisons**  **Communities**  **Common Core** | How to start a conversation. (language genre) English Vs Arabic | | | | | | | | | | | | |
| Famous museums in the Arab world and historical attractions. | | | | | | | | | | | | |
| Searching the internet for some ancient or Islamic items in Tennessee museums. | | | | | | | | | | | | |
| **New Language** | هل من الممكن ان – متى سوف تأتى؟ – ما هى ساعات العمل؟ – هل يوجد محلات للهدايا؟ – ما ثمن التذكره – هل الاطفال يدخلون مجانا – متحف.  أحمد يلعب فى الحديقه. | | | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | Free Reading and writing.  (Revising some previously taught reading texts then every student chooses one sentence to write). | | | | | | | | 10 min. | | Reading sheets | | | |
| **Provide Input** | Presentation.  (audio / visual presentation /a telephone call between a visitor and a receptionist) | | | | | | | | 10 min | | Presentation, computer, data show, interactive smart board. | | | |
| **Elicit Performance / Provide Feedback** | Students watch, write down lists of the introduced words, reading the words, revising the lists for any missed information. | | | | | | | | 10 min | | Paper, pens. | | | |
| **Provide Input** | Jigsaw. (First I use the cards to check for understanding and revising what they have learnt in the previous activity). | | | | | | | | 5 min | | Word cards, picture cards, magnets. | | | |
| **Elicit Performance / Provide Feedback** | Student work in pairs to match the words and sentences with the pictures and meanings on the board by using cards and small magnets. | | | | | | | | 15 min. | | Word cards, picture cards, magnets. | | | |
| **Provide Input** | Art and design. | | | | | | | | 5 min | | Sheets, markers, scissors. | | | |
| **Elicit Performance / Provide Feedback** | Pupils are asked to design a ticket for the Egyptian Museum. The ticket should show the date, price, time and a logo. | | | | | | | | 15 min. | | Sheets, markers, scissors. | | | |
| **Closure** | Acting a simple conversation using the new taught language. | | | | | | | | 10 min | | Students' binders as a reference. | | | |
| **Enhance Retention & Transfer** | A short video about the history of the Egyptian Museum. | | | | | | | | 5 min | | A video, computer, data show, interactive smart board. | | | |
| **Reflection** **– Notes to Self**   * What worked well? * What didn’t work? * What changes would you make if you taught this lesson again? | * The presentation was a hit and helped the students to practice more as I uploaded it on Canvas so they can have access to it anytime. * Acting the conversation was quite difficult so I allowed the students to quite the conversation in English but utter it in Arabic. * I would allow more peer tutoring. | | | | | | | | | | | | | |