**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.
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