Leicester Middle School

Teacher: Amany Malek Grade level : Introduction to Arabic

Unit title: Family Age Group: Grade 7 Date: 4-3

Where are my family from?

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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?**Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.****Objectives****:**By the end of the lesson, students should be able to:*1- revise “ I am from”2- name their country, state, and city3- Ask “where are you from?”***Recycle words and phrases:****1- Greetings and introductions.**2- Classroom language.**3- Numbers from 1 to 12**4- Howmany?*5-the students’ Arabic names6- The family members.7- love**New Words and Phrases:****مثل**أمريكاأنا من أمريكا أبى - أمى ………. من أمريكا ولاية ماساتشوستسمدينةمن أين أنت؟ |
| Step 2—Assessment Evidence |
| Ss should form sentences about where they are from. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?***Material needed:**A powerpoint presentation cards for playing connect 4 in pairsdicesheets for playing snakes and ladders*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.****Warm up: ( 10 mins)***The teacher welcomes her students in Arabic saying hello in Arabic. .T reads the objectives of her SS. T reminds her Ss of some of the basic sentences for classroom language. A student takes attendance. T revises classroom language. T distributes classroom jobs.T start this day to read the date, for example, Tuesday, 3 of March, 2020THe song for warm up is <https://www.youtube.com/watch?v=t5-8yQytLe8&list=PLex0v3ct64KsEmlEAAPR-bMX5IGLSmLbt&index=2>**Presentation:5 mins** T revises I am from America, from the state of massachusetts in Arabic. T presents “ from the city called” by using pp.**Activity 1 : Connect 4 in pairs: 7 mins**T divides the class into pairs, each pair receives a sheet of paper. on the top of the page they need to fill the squares with 7 different names. The pair plays rock, paper and scissors to determine who will start the game.. However, they need to make correct sentences about the cities to put an x or o.**Activity 2: snake and ladder: 10**Each pair will receive a sheet of paper and dice. The players will move their pieces from left to right, starting at 1, following the numbers on the board, then the next row from right to left and repeat. If a player rolls a 4, then the player would move their piece four places.When a player lands on a top of a snake, their playing piece will slide down to the bottom of the snake. they need to say in Arabic where they are from. Each square is labelled after a country, a city or a state.Note: write the name of the American cities and states in English. Ss will form sentences in Arabic using the cities and states. **Presentation: 3 minutes**T presents mn Ayna Ant? Using PPt.**Activity 3: Ball tossing: 10**Using the ball, she tosses it to a student first. She asks the question and prompts her Ss to say the answer. T tries that with some other students. When they are ready, they can toss the ball to each other. Asking and Answering questions.**Activity 4: clock buddies: 10**they will get the clock buddies sheet from their binders. when the teacher names the timing in a clock. they need to find their clock buddies and stand in silence. When the teacher says begin, they will ask and answer questions about where they are from.**Exit ticket:(5 minutes)**On their way out of the classroom, Ss will say goodbye in Arabic to the teacher. |
| Step 4—Reflection |
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*