**Lesson Planning & Internalization Template**

**Course: Who can help you?**

**Date: 03/14/2022**

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| **Launch** | **Standards and Objectives** | **What are the standards for this lesson? What are the standards asking the students to do?**  **1) The approaches to learning: a mixture of more than one method to include as many students as possible despite their different learning styles.**  **2) The physical development and health: demonstration of eye-hand coordination and fine motor skills of the students.**  **3) Social and emotional development: regulation of responses to needs, feelings and events of the students.**  **4) Communication, language and literacy: an emerging demonstration of understanding spoken words, syllables and sounds.**  **5) Cognition and knowledge of the world: students ask questions and make observations.**  **How will they show you they have mastered the standards (assignment, learning steps, etc.)?**  **1) Mechanical drill of the people who can offer help in each situation.**  **2) Total physical response.**  **3) Ability to answer the question who can help me?**  **4) Ability to correctly pronounce the professions of those people who can offer help.**  **5) Those professions exist all over the world.**  **Write the objective for this lesson: Students will be able to...**  **1) Know the names of the specialists who can offer help to kindergarteners when they need assistance, especially in cases of emergency.**  **2) Provide the learners with situations and the right persons to contact.** |
| **Unit Connections** | **How does this lesson help students meet the learning goals/targets/standards of this unit?**  1) **Students will be able to know the names of the professionals who can help them in the target language/Arabic.**  **2) They will be able to ask for help in Arabic.**  **3) They will be able to ask and answer questions about who can help them.** |
| **Conceptual Understanding** | **What do students need to walk away with, in their understanding, after teaching this lesson?**  **1) They will walk away knowing who can help them.**  **2) After being modeled, students will know the formula of asking/answering questions about who can help them.** |
| **Learn** | **Intentionality** | **How will you monitor student learning and intentionally check for progress? Outline the strategies (i.e., group work document, rubrics, turn and talk, etc.).**  **1) Mechanical drills, individually and in groups.**  **2) Total physical response.**  **3) Role play.** |
| **Outline the work of the lesson** | **Do Now/Warm Up (5 minutes):**  **It would include both the preparatory activities and the motivation:**   1. **Greetings in Arabic and the students would enjoy the routine song and at the same time do some body movements to prepare themselves for the session.**   **Guided Practice (20 minutes):**  **Presentation.**   1. **I will start by asking students about whether they needed help before and people they asked for that.** 2. **I will introduce to them only few specialists at this stage Fireperson /etfaee/إطفائي ; Police Officer /shurtee/ شرطي ; شرطية and Doctor /tabeeb; tabeeba/ طبيب ; طبيبة - use of flash cards and pictures.** 3. **Through the use of repetition drills, students are going to repeat the introduced names of the assisting professionals in Arabic.** 4. **Modeling of the formula in the target language- Arabic.**   **Students A: من يمكنه مساعدتي إذا كان حريق؟**  **/man umkenohu mosaadate eda kana hareek ?/**  **(Who can help me if there is a fire?)**  **Student B: إطفائي ; إطفائية**  **/Etfaaee /**  **(Fireperson)**  **Student A: من يمكنه مساعدتي إذا أردت أن أعبر الطريق؟**  **/man umkenohu mosaadate eda aradtu an aabura tarek ?/**  **(Who can help me if I want to cross the road?)**  **Student B: شرطي ; شرطية**  **/shurtee-male-; shurteya-female-/**  **(Policeman; policewoman)**  **Student A: من يمكنه مساعدتي إذا كنت مريض؟**  **/ man umkenohu mosaadate eda kuntu mareed ?/**  **(Who can help me if I am ill?)**  **Student B: طبيب ; طبيبة**  **/tabeeb-male; tabeeba-female-/**  **(Doctor)**  **Controlled and semi-controlled practices:**   1. **To check understanding, a poster of the people who can help will be shown to the students and after listening to each profession, a volunteer will touch the appropriate picture that has been mentioned (use of a swatter)** 2. **A worksheet with the pictures of the people who can help and another with the situations that students can experience. Then, matching the pictures.**   **Independent Practice (15 minutes):**   * **After being modeled in the presentation stage, students are going to rehearse the formula related to how to ask for help when in difficult situations and the right person to contact:**   **Students A: من يمكنه مساعدتي إذا كان حريق؟**  **/man umkenohu mosaadate eda kana hareek ?/**  **(Who can help me if there is a fire?)**  **Student B: إطفائي ; إطفائية**  **(Fireperson)**  **Student A: من يمكنه مساعدتي إذا أردت أن أعبر الطريق؟**  **/man umkenohu mosaadate eda aradtu an aabura tarek ?/**  **(Who can help me if I want to cross the road?)**  **Student B: شرطي ; شرطية**  **/shurtee-male-; shurteya-female-/**  **(Policeman; policewoman)**  **Student A: من يمكنه مساعدتي إذا كنت مريض؟**  **/ man umkenohu mosaadate eda kuntu mareed ? /**  **(Who can help me if I am ill ?)**  **Student B: طبيب ; طبيبة**  **/tabeeb-male-; tabeeba-female-/**  **(Doctor)**   * **The students will play the role of Fireperson; Police Officer; Doctor.** |
| **Misconceptions** | **How will you address misconceptions? What scaffolds need to be in place for student success? Write them below.**  - Concerning scaffolding, gradually, I would introduce more professionals who can help the students after starting by three items only to make them up to 4/5 as a maximum number for a Kindergartener.  - While remedial teaching at the end of the week will be assigned to address any possible misconception. |
| **Assessment** | **Formative Assessment** | **How will student knowledge be assessed throughout the lesson?**  There would be respect of the three types of assessment: diagnostic, formative and summative.  In order to show that they have learned the target items and formula, students have to demonstrate clear understanding of the different names of Specialist as well as the situations in Arabic by successfully accomplishing the activities that are going to be conducted. Thus, students show that they have fully grasped the words while labeling pictures, playing roles and talking about who can help them.  **Create a student exemplar. Write your exemplar below.**  **Knowledge of Vocabulary and Formula:**   |  |  | | --- | --- | | **Three basic names of the Specialists who can help the learners in case of emergencies.** | **Addition of another specialist in scaffolding- Teacher /ustad ; ustada/ أستاذ ; أستاذة** | | **Students A: من يمكنه مساعدتي إذا كان حريق؟**  **/man umkenohu mosaadate eda kana hareek ?/**  **(Who can help me if there is a fire?)**  **Student B: إطفائي ; إطفائية**  **/Etfaaee /**  **(Fireperson)**  **Student A: من يمكنه مساعدتي إذا أردت أن أعبر الطريق؟**  **/man umkenohu mosaadate eda aradtu an aabura tarek ?/**  **(Who can help me if I want to cross the road?)**  **Student B: شرطي ; شرطية**  **/shurtee-male-; shurteya-female-/**  **(Policeman; policewoman)**  **Student A: من يمكنه مساعدتي إذا كنت مريض؟**  **/ man umkenohu mosaadate eda kuntu mareed ? /**  **(Who can help me if I am ill?)**  **Student B: طبيب ; طبيبة**  **/tabeeb-male-; tabeeba-female-/**  **(Doctor)** | **No addition of new linguistic input as far as the formula is concerned.** | |