**Teacher: Yahya Ismael Lesson Plan Grades: 9- 12**

**Lewiston High School, ME**

**Grade level: Arabic 1 Title: Farm Animals**

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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. Learn and identify the names of some farm animals. 2. Say and use the names of some foods like” meat – milk- egg- chicken- lamb meat –caw meat…..etc” 3. Think and speak about the reason why we raise some animals and birds on the farm. 4. Connect the animals to the products they give us. 5. Make a dialogue to speak about the farm animals. 6. Compared between animals, in size, in shape, and why we keep it. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Students look at the pictures and describe what they see an Arabic language. 2. Think about each of the animals why you we keep them on the farm. 3. Students work in pairs to make dialogs about the animals on the farm. 4. Students write simple sentences to describe each picture. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * As I warm-up I asked my students to look at the poster and tell me what they can see it in English. Then I make an introduction about the topic. After that I introduce the Arabic version of the song old McDonald had a farm. * I use a PowerPoint slides to prevent each animal and reason we have is this animal on the farm. * I asked the students to describe the animals using his adjectives they have learned before. “it is big- it is a small animal- it’s beautiful-it’s not as beautiful- we can eat it- we cannot eat it’ * I show students some photos of animal products such as eggs, milk and meat. I ask them where do we get these things from? * I ask the students to do an exercise by connecting the name of the animal to the name(s) of the product it gives us. * Students take note that some animals such as donkeys and dogs don't give us products but services like carrying things or protecting other animals.. * I Write down the question (Why do we keep ……..?/لماذا نربى ........؟) on the board and ask each student to repeat the question with a different name of animals. * At the end I introduce the verb (to get/لنحصل على) and show students how to form the answers to the previous questions. * Students practice in pairs asking and answering about why do we keep farm animals. |
| 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.*   * The students showed great interest in learning the names of animals and food. * Some students had some difficulties in constructing the sentences because they start with a verb and the pronouns are added to the verbs. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,