**Teacher:** Sabrien A.Gawwad Amin **School:** Lewiston High Schoo

**Grade level**: 10-12 (Novice intermediate) **Course:** Arabic 1-2

**Lesson title:** Clothes (Cultures & Traditions)

|  |
| --- |
| 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?*   * The outcomes: By the end of the lesson, the students will be able to:   1. Say the Arabic names of some clothes.   (قميص – بنطلون/بنطال/سروال – جينز- شورت – جاكيت – بلوفر – بدلة – بدلة رياضية – بلوزة – جيبة/تنوره - فستان).   * 1. Ask the question “What are you/is he/is she wearing? ماذا ترتدى / يرتدى / ترتدى؟”   2. Answer the question using “I am / he is / she is wearing ……….”   " أنا أرتدى / هو يرتدى / هي ترتدى ..........."   * 1. Compare the Arabic names of the pieces of clothes with the English ones.   2. Connect between the women dress code in the Arab world and religion.   3. Describe their clothes & their colleagues clothes too   4. Design a project about (clothes-cultures & countries) can you recognize the country through people's clothes? Proof.   5. Recognize some traditional clothes from different countries all over the world. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Can say the names of some pieces of clothes in Arabic. 2. Can read and write some Arabic letters that look similar. 3. Can make dialogues with each other asking and answering about the clothes they are wearing. 4. Can draw & describe different clothes items 5. Can recognize some countries & cultures according to the kind of the traditional clothes that people wear in some pictures. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Materials needed:   - Power Point presentation - Flash cards  - Real objects - videos. – Worksheet - Colors   * **Learning activities:**    1. **Warm-up:**       + What clothes do you usually wear on coming to school / attending a wedding party/ doing a sport?   2. **Introduction to lesson:**       + I begin the lesson by pointing to the different pieces of clothes I am wearing saying their names in Arabic and the students repeat after me.      + I introduce some Arabic letters that have similar shapes ( س- ش – ص- ض ) and show the students how they are pronounced and written in different positions in the word. They repeat after me, then individually and finally copy in their notebooks.   **3. Guided practice:**   * + - I show the students some flash cards of the different pieces of clothes asking them either in groups or individually “What are you wearing?” in Arabic and they reply in Arabic as well saying “I am wearing ………”. Making sure they understand, I show them how to change the first letter of the verb “ am wearing أرتدى “ according to the subject “ I , he, she أنا / هو / هي ... "     - I give out the flash cards to the students asking them to work in pairs. One asks “What is he/ she wearing?” and the other answers “He/she is wearing…….” confirming on the subject verb agreement. I go round for helping.     - To make sure they understand, I say the name of each piece of clothes aloud in Arabic and they raise the card or refer to the object saying its Arabic name Again.     - I give the students handouts that have the Arabic letters with their different shapes asking them to fill in the spaces as shown in the example. I go round for helping. Finally, I could call some individuals to come to the board and write different letters.   1. **Review:** * - I point to my own clothes saying “I am wearing..…, ……, …… and …..” then I ask pairs to work together each one tells the whole class what his/her partner is wearing.  1. **Closure/ extension:**  * Draw & Describe activity. |
| 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 lesson went on very well and most of the students could say the Arabic names of the clothes. They could ask and answer each other. Over the next days, I am going to teach them the Arabic names of the other pieces of clothes.   (كرافتة - حذاء – حذاء رياضى – صندل – شبشب – حزام - بيجامة –قبعة – جورب– نظارة – قفاز – ساعة – عقد – عباءة – جلباب - سروال) |

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