8 Leicester Middle School

Teacher: Amany Malek Grade level : Introduction to Arabic

Unit title: Arabic Calligraphy ( Cultural lesson) Age Group: Grade 8

Day:25 /11/2019

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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 will be able to:*   1. Read today's date. 2. Explore the art of Arabic Calligraphy. 3. Learn about it Cultural and historical importance. 4. Create a calligraphy piece.   **New words:**  **Salam ( peace)** |
| Step 2—Assessment Evidence |
| Ss create a calligraphy piece. |
| Step 3—Learning Plan |
| ***Materials needed:***  ***Chrome books***  ***calligraphy pens***  ***Special pens and ink***  ***Blank paper***  **Beginning: (3 minutes)**  T greets her students in Arabic as they enter the room. One student takes attendance and the listener should say "yes, I am here".  Next step is reading the date. T asks her Ss "What 's the date?". They know how to say the month and the year in Arabic. (T changes the month from writing its number to writing the written form for November in Arabic). T prompts them to say the number of the day. T praises her Ss.  **T annonces that James Sweeney has won the November student of the month.**  **Presentation: 2 minutes**  T Tells her Ss that they are going to have Arabic Calligraphy lesson. The steps are published on their google classroom under the lesson entitled Arabic Calligraphy.  T revises how are the basic rules of writing in Arabic such as direction of writing from right to left and letters are connected. Arabic letters has dots. T goes through the objectives of the lesson.  **Activity 1: Ed puzzle video entitled "Introduction to Arabic, Ottoman & Persian Calligraphy: 15 minutes**  The students need to log in their Ed Puzzle account. Watch the video and answer some questions.  T asks her Ss what did they learn from the video, Just a quick feed back.  **Activity 2: A quiz " Can you Identify these logos? ( 10 minutes)**  On their google classroom, there is a link to a quiz that has 7 pictures of famous brands such as Mcdonalds, KFC and Burger King. Ss take time to answer the questions and see how many can they recognize.  **Activity 3 : ARABIC CALLIGRAPHY: 3AMMIYYA EXPRESSIONS ( ( 10 minutes)**  The third step is to read the article and go through the expressions. T explains the instructions. They should pick only one and write it inside their vocabulary book. T asks her Ss which expression they have chosen and why.  **Activity 4: Arabic Calligraphy example:5 minutes**  T explains that they are going to watch one of the best known calligraphers in the world writing one word: Salam. T explains what is the meaning of this word in Arabic and how to use it. T plays the video. Ss are instructed to watch and take mental notes.  **Activity 5: Write your masterpiece:15 minutes**  T introduces her students to the different types of calligraphy pens and reed pens. Each student gets a piece of paper and a calligraphy pen. They try to write it in a beautiful shape inserting different shapes.  **Exit ticket:(3 minutes)**  On their way out of the classroom, Ss show the teacher their calligraphy piece. |
| Step 4—Reflection |
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,





