Leicester Middle School

Teacher: Amany Malek Grade level : Introduction to Arabic

Unit title: Arabic Names Age Group: Grade 8 Time: 60 minutes

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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. Stay in the target language for 2 minutes. 3. Write their first name in Arabic.   ***Recycle words and phrases:***  numbers  family members  body parts  color  Languages  ***New words***  Their first name in Arabic |
| Step 2—Assessment Evidence |
| Ss will make a vocabulary book and write their first name on the cover from the right. |
| Step 3—Learning Plan |
| ***Materials needed:***  ***Cards stock***  ***sentence slip***  ***white board markers***  ***colored paper***  ***rubber band***  **Warm up: (5 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 October in Arabic). T prompts them to say the number of the day. T praises her Ss.  **Activity 1: speak for 3minutes: (5 minutes)**  T encourages her Ss to speak and stay in the target language for 3 minutes. If they do not want to speak at the beginning. It is all right.  T Keeps encouraging them. By the end of 3minutes, T celebrates that with your students.  **Presentation: (5 minutes)**  T asks her Ss to look at their name tags. They should be able now to locate their first name. T writes her first name on the board and say it while writing it. T counts the letters. T explains that each letter said will be written.  **Activity 2: Write your name: ( 10 minutes)**  T gives each student a sentence slip and a marker. Ss copy their names on the sentence slip several times and try to memorize the name. T also explains that it does not matter whether you know the letters or not. They should think of it as drawing not writing. T gives an example with her name first. She goes around monitoring the class and giving assistance as needed.  **Activity 3: name puzzle: (10 minutes)**  T takes a card stock and writes her name on it. Then, She cuts her name into pieces using the scissors. Each piece has a letter. T shuffles the pieces. Then, she tries to reconstruct her name again and see if she remembers the order. Ss are asked to do the same. T goes around monitoring the class and giving help when needed.  **Activity 4: Two name puzzle: (10 minutes)**  T shuffles her name with another student. They both try to construct their names and finding their letters. Ss are asked to work in pairs and shuffles their puzzles. T goes around monitoring the class and giving help.  After that, T asks groups of students to mix their names together and see if they can construct their names  **Activity 5: Vocabulary Book: (10 minutes)**  T gives each student 6 colored cards and a rubber band. They are instructed on how to make a vocabulary book. They finally write their first names on the cover from the right in Arabic.  **Exit ticket:(5 minutes)**  On their way out of the classroom, They show the teacher their vocabulary book. |
| Step 4—Reflection |
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,