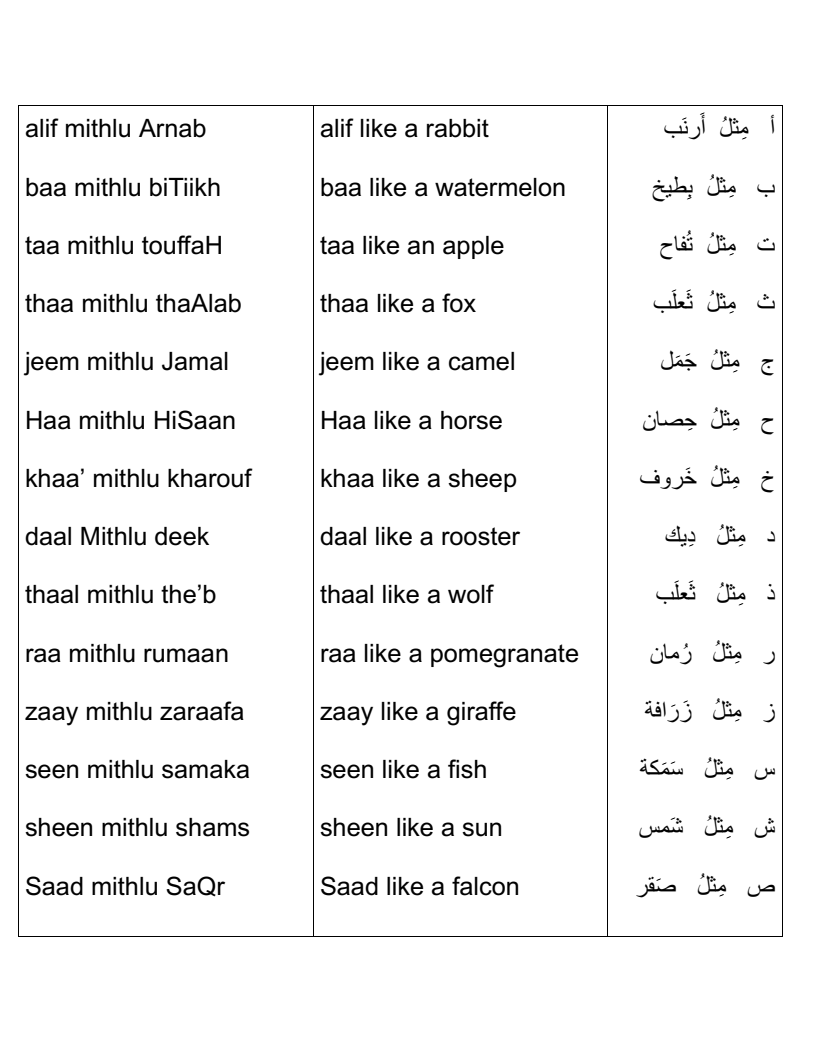
**Lesson Plan**

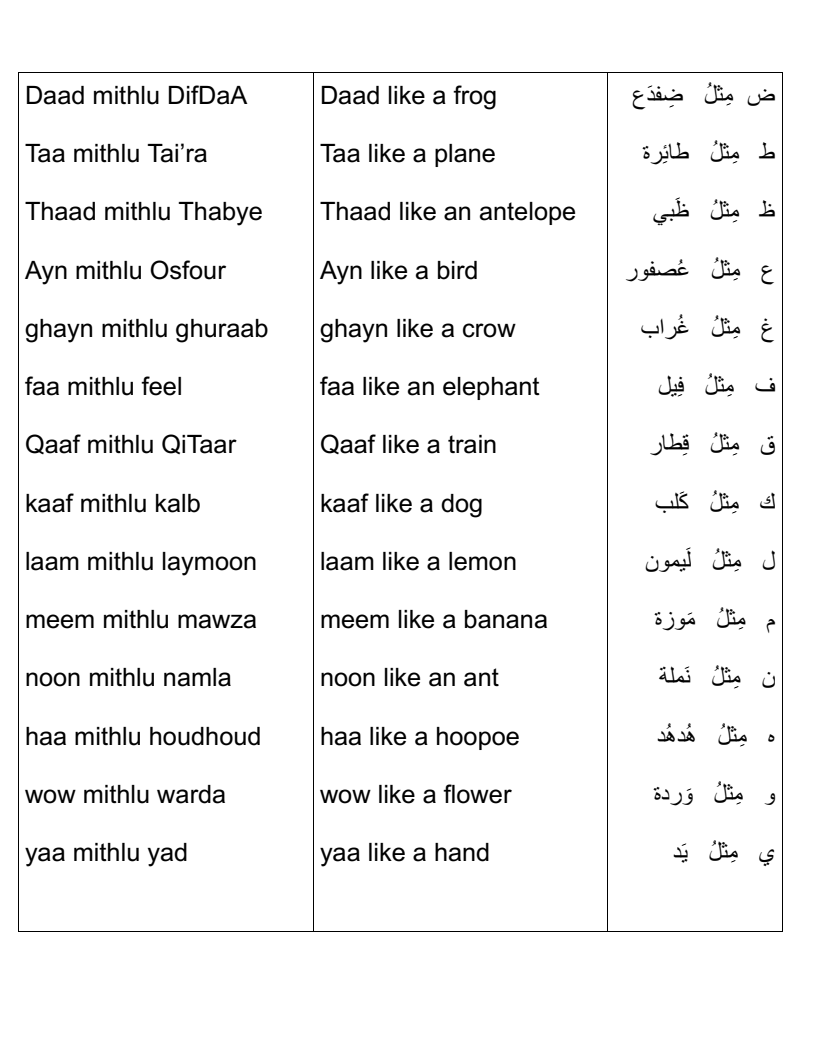
Teacher’s name: Kettani Moulay Tahar Grade level: 6th 7th 8th Language level: Novice low

Duration: 55 min

Lesson title: Arabic alphabet and composition

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| **Step 1—Desired Results** |
| **Lesson goals**  *What should students know, understand, and be able to do as a result of the lesson?*  SWBAT compose words they picked up from an Arabic alphabet song |
| **Essential Questions**  *What leading questions can you ask of students to get them to understand the Big Ideas?*  *ألف مثل ماذا ؟*  *باء مثل ماذا ؟*  *...* |
| **Lesson Objectives**  *Identify General Learner Outcome (GLO)*  Students will be able to:  Compose words they picked up from an Arabic alphabet song |
| **Step 2—Assessment Evidence** |
| **Performance task** *— What will students do to show what they have learned?*  **Performance criteria** *— How good is good enough to meet standards?*  Sing the Arabic alphabet song chorally  Work in pairs to compose words they picked up from the song and write them in the right frame. |
| **Step 3—Learning Plan** |
| **Materials needed**  Overhead projector  Composition worksheet (attached) |
| **Learning activities**  *Step-by-step instructions from start to finish (including the amount of minutes needed per activity), detailed enough for another teacher to follow. What teaching methods/activities will you be using?*  (15 min)  - T greets SS, checks on their news, and assigns class captains.  - The captains start the collectively agreed upon “class procedures”  - Ss start the bell ringer work (100 XP on Duolingo)  - Optional (5 min): energizer (catchphrase, yes/no hot seat, 5 second rule)  - T projects today’s class objectives: (sing the Arabic alphabet song / word composition)  *- T plays the Arabic alphabet song* <https://youtu.be/5yO433hdR2M>(5 min)  *- Ss drill the song chorally with the help of the lyrics worksheet. (5 min)*  *-T models how to cut the strips of paper where you can find all forms of the letters and compose the first word in the song أرنب using the corresponding worksheet (2 min)*  *- Ss start listening to the song and work on the composition of words they hear in the song in pairs. (15 min)*  *-Ss should write in the appropriate frame each word that is composed, and T validates.* |
| **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?*  *(THIS SECTION CAN BE FILLED IN AFTER YOU HAVE CONDUCTED YOUR LESSON AT THE WORKSHOP)* |





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