**Lesson Plan for Arabic I First Semester**

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| **Language Level** | **Novice low / mid** | | **Grade** | | **High School** | | **Date** | **19th Oct** | | **Week in the Unit** | | **4rd** | **Minutes** | **90** |
| **Unit Theme and Question** | **My day** | | | | | **Teacher's Name: Mr. Aly** | | | | | | | | |
| **Daily topic:** | **Vehicles.** | | | | | | | | | | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | | | | | | | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | | **Learners can:**   * Name some vehicles. * Read and write numbers from 1 to 99. (Revision) * Use prepositions of place in sentences. (Rev.) * Tell the time. (Rev) | | | | | | | | | | |
| ✓ Interpersonal | |
| ✓ Interpretive | |
| ✓ Presentational | |
| **If applicable,** indicate how Connections • Comparisons •  Communities • Common Core will be part of your lesson. | **Comparisons**  **Communities**  **Connections** | Public transport system. | | | | | | | | | | | | |
| Transportation and geography. | | | | | | | | | | | | |
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| **New Language** | سياره - قطار – تاكسي - مترو الانفاق - حافله – دراجه –  أنا عندى – هو عنده – هى عندها ..... هذا ..... / هذه ..... (Revision)  خلف - فى – على - تحت - فوق – بين – بجانب – امام. (Revision) | | | | | | | | | | | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | | | | | | **Time\***  How many minutes will this segment take? | | **Materials • Resources •**  **Technology**  Be specific. What materials will you develop? What materials will you bring in from other sources? | | | |
| **Gain Attention / Activate Prior Knowledge** | Free Reading | | | | | | | | 5 min. | | Reading sheets. | | | |
| **Provide Input** | Vehicles video. | | | | | | | | 10 min | | Video, Projector, laptop, presentation. | | | |
| **Elicit Performance / Provide Feedback** | The chair game. (means of transportation) | | | | | | | | 15 min | | chairs. | | | |
| **Provide Input** | Numbers. | | | | | | | | 10 min | | Cards, board. | | | |
| **Elicit Performance / Provide Feedback** | Card game for numbers.  Students have cards for numbers, listen to the music, move then stop and ask their peers about the numbers. Finally swap the numbers. | | | | | | | | 15 min. | | Paper, markers. | | | |
| **Provide Input** | A video about telling the time in Arabic. | | | | | | | | 10 min | | Video, laptop and projector. | | | |
| **Elicit Performance / Provide Feedback** | Listening to the time and drawing the hands of the clock. | | | | | | | | 10 min. | | Board, students' binder. | | | |
| **Closure** | Reflection on what they learnt. Open talk. | | | | | | | | 5 min | |  | | | |
| **Enhance Retention & Transfer** | Quiz – kahoot. | | | | | | | | 5 min | | Laptop, mobile phones, projector. | | | |
| **Reflection** **– Notes to Self**   * What worked well? * What didn’t work? * What changes would you make if you taught this lesson again? | * Students liked the quizzes as we made it like a competition. We revised numbers, letters, prepositions and practiced a new one for the vehicles. * Some students still shy to join the open talk when we sit on the floor and reflect on what we have learnt during the week. * I'll continue in encouraging my students to talk but also will allow those who don't want to express about their reflections on a piece of paper. | | | | | | | | | | | | | |