

Name Alexander Porcelli
Subject / Level: Arabic 4 (4th year) Intermediate Proficiency
Lesson Plan Title: Should we study Arabic?
Materials (include links to online materials) 1. https://youtu.be/3VliYio3BiE al hurr report on arabic in american schools 2. https://youtu.be/zg6zBhjSK0o UMichigan why we study arabic 3. https://www.limaza.com/لماذا-نتعلم-اللغة-العربية-وما-أهميتها/ Article (needs simplification) 4. http://musawachannel.com/video/لماذا-نتعلم-اللغة-الإنجليزية-وما-هي-أهمية-تعلمها/ why study English? 5. https://mawdoo3.com/لماذا_نتعلم_اللغة_العربية/ Blog post (needs simplification) 6. Hook: https://www.iflscience.com/editors-blog/56-percent-of-americans-dont-think-we-should-teach-arabic-numerals-in-school/ 7. Hook: https://www.factcheck.org/2018/03/u-s-schools-already-teach-arabic-numerals/ 8. Interesting extension/ connection to real-world debate https://www.nytimes.com/2019/01/05/world/europe/france-arabic-public-schools-mosques.html
Lesson Objective Stated Objective: <i>Students will advocate for studying arabic by expressing why they personally study arabic - they will summarize 3 major reasons why studying arabic is important.</i>
Differentiation Strategies: <i>Different products (poster/ short paragraph/ video/ tweet)- Different inputs (video, reading) Different levels of input (more difficult and less difficult reading and video)</i>
The Student Can Statements: <i>What will they be able to do at the end of the lesson? Organize these under the 5Cs in the sections below. To be clear, a lesson does not have to cover all modes of communication or all 5Cs.</i>
Communication <ul style="list-style-type: none"> ▪ Interpretive: Listen to and understand video using comp questions. Read and understand article using reading guide and teacher highlighted vocabulary ▪ Interpersonal: Summarize the reading/ video and answer comp. questions ▪ Presentational: Writing (poster/ paragraph/ tweet/ script for short video)
Culture: Students learn about importance of Arabic in the lives of Arabs and Americans (perspective) connected to studying arabic (practice) and policy decisions
Connections: Connects with international and national issues
Comparisons: Compare and/or contrast what with what?
Communities: Language binds communities to their shared identity/ students have a role to play as advocates
<h2>The 5Es Plus I Lesson Sequence</h2>

ENGAGEMENT: *These activities mentally engage students with an event or question. Engagement activities capture students' interest and help them to make connections with what they know and can do. Here students encounter the material, define their questions, lay the groundwork for their tasks, make connections from new to known, and identify relevance.*

Students will view the report about Arabic numerals in school

Start with a basic “why do you study arabic” the idea to to hook students by connecting the lesson to current issues and controversy

Estimated time: 5 min/ Available for HW night before

What are you, the teacher, doing? And what are the students doing?

- Student summarizes article to partners and offers basic explanation for why americans fear arabic numerals
- Teacher provides sentence frame/ prompt for summary and vocab as necessary

EXPLORATION: Next, students encounter hands-on experiences in which they explore the concept further. They receive little explanation and few terms at this point because they are to define the problem or phenomenon in their own words. The purpose at this stage of the model is for students to acquire a common set of experiences from which they can help one another make sense of the concept/new learning. Students must spend significant time during this stage of the model directly involved with material. Inquiry drives the process; teamwork is used to share and build knowledge base.

Watch the videos/ Read the articles

Students read the articles highlighting words they know

Pairs Follow comprehension questions and use graphic organizer for summary

Pairs report to class

Teacher needs to prepare comprehension questions, key vocabulary, and modified texts before students begin working

Estimated time: 25 min per text

Stated Objective: If you have not stated your objective - be sure you do so before you begin this section.

EXPLANATION: Student explanations should precede introduction of terms or explanations by the teacher. The learner explains the discoveries, processes, and concepts that have been learned through explanation. The teacher supplies resources, feedback, vocabulary, and clarifies misconceptions. List higher order thinking questions that the teacher will use to solicit *student* explanations and help them to justify their explanations.

Students summarize contents of video/ article (answering questions following guide)

Students choose one reason for studying arabic to write on a sticky note and post on the board

Estimated time: 10 min per text

What are you, the teacher, doing? And what are the students doing?

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ELABORATION: The next stage of the model serves to help students elaborate on their understanding. They are given opportunities to apply the concept in unique situations, or they are given related ideas to explore and explain using the information and experiences they have accumulated so far. Interaction between the students is essential during the elaboration stage. In collaboration with others, students can construct a deeper understanding of the concepts. Elaboration can lead to new inquiry.

Students rate “most important” reasons from each source and internalize 3 that they will use

Estimated time: 10 min/ article

What are you, the teacher, doing? And what are the students doing?

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EVALUATION: The penultimate stage is an **on-going process** by both instructor and learner to check for understanding. Rubrics, checklists, teacher interviews, portfolios, problem-based learning outputs, and embedded assessments. Results are used to evaluate and modify further instructional needs. Evaluation should be embedded throughout the lesson as well as at the end of the lesson in a variety of ways. Ask, how will students demonstrate that they have achieved the lesson objective?

Students create their final product advocating for studying arabic

Estimated time: ~45min (across 2 classes and through HW)

What are you, the teacher, doing? And what are the students doing?

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EXIT STRATEGY: The final stage is lesson closure, an important cognitive process that each student must go through to wrap up learning. Closure activities, which may be less than one or up to five minutes long, provide the learner with an opportunity to recap the new or reviewed knowledge that he or she has acquired, thus meeting the lesson objective. Ask students to summarize, review a partner, create an image, or circle back to the opening to effectively solidify their learning.

Estimated time:

What are you, the teacher, doing? And what are the students doing?

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