Lesson Plan: Week of _ 08 _ / _ 26 _
Date: Monday
Name Courtney Diranieh
Subject / Level: Open- Novice to Intermediate (90 minutes)
Lesson Plan Title: Discover your Classmates
Materials (include links to online materials)
   1. Google Slide
   2. Video
   3. Slap Game Pictures
   4. Evaluation Worksheet
Lesson Objective: Students learn/ review basic classroom term such as Teacher, Student, Study, American, Mexican, and also pronouns used to introduce yourself.
Stated Objective: Arabic class is fun and interactive, and at the beginning of the year we need to know who our classmates are! Let’s get to know each other, and introduce ourselves in Arabic.
Differentiation Strategies: Students will have the option to read in transliteration, as well as Arabic letters. Students can also write their answers in transliteration if they are novice learners, or if they are SPED. GT should start trying to recognize Arabic letters and understand which letters connect, or don’t connect.
The Student Can Statements: By the end of this lesson, students will learn/review important classroom terminology to be used throughout the course of the year, including how to ask and reply with their names, where they study, that they are students, and where they are from (including nationality.
Communication
§ Interpretive: Students will interact with a powerpoint semi-led by the teacher, and actively repeated by the student. Students may lead the powerpoint if time. Students will also watch a video of college students at Birzeit University in Ramallah, Palestine introduce themselves.
§ Interpersonal: Students will interact with other students by means of filling out an “information form” in the fashion of “speed dating/cocktail party”. During the video, students will jot down words/ phrases they know that will be useful during the “speed dating” activity. On the second listen, students will jot down new words they think they hear. After the second listen, students will do a “quick write.” During this “quick write,” Students will write down the useful phrases, key words, and new words.
§ Presentational: After the quick write, students will turn to a partner and share. Then, the partners will share with the class, and teacher will write these phrases and words on the board. Students will also engage in the “speed dating” and collect information from their peers in Arabic.
Culture: Powerpoint has a variety of culturally sensitive and appropriate pictures depicting students and teachers of different ethnicities, and video depicts university level students at a Palestinian university
Connections: Connects with students in the classroom, and helps form formative relationships with classmates to lead to a successful year
Comparisons: Helps students understand a slice of life of Arab culture (calling teacher “teacher” instead of “Mrs./Mr.” and shows students studying similar subjects in the university setting.
Communities: Students will be encouraged to introduce themselves to other Arabic speaking students in their other classes at the beginning of the year using these key phrases.
<table>
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<tr>
<th>Pacing/Time</th>
<th>Activity &amp; Planned Questioning</th>
<th>Differentiation</th>
<th>Grouping Method</th>
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<tr>
<td>20 minutes</td>
<td>Engage: Teacher will greet students as they come through the door with مرحبا، صباح الخير. Teacher will walk around the room and say أسميك أستاذة. Teacher will model how students will Explore through the &quot;حفلة كوكبل&quot;. Teacher will proceed through slides and introduce vocab: طالب/ة, أستاذة, أنا/أنت/أنتَ, من, أين.</td>
<td>ELL: Students will have transliteration available. SPED: Students will be directed to Arabic letters, and asked to identify specific letters.</td>
<td>Full Class</td>
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<tr>
<td>5 minute- Video 10 minute- Quick Write</td>
<td>Explore: المتسكعين: Teacher will show video to students about college students at Birzeit University in Ramallah, Palestine. Write down new words as needed to bring back to a partner, and then to the class. After the video, Students will &quot;quick write&quot; what questions they want to ask their classmates based on the video/powerpoint, as well as any new words they think they heard. Turn to partner and share, and then share with the class- teacher writes these phrases/new words on the board in Arabic letters and transliteration- draws pictures to represent the meaning. (look up names)</td>
<td>ELL: Students can use English letters in quick write. SPED: GT: Students will write in Arabic.</td>
<td>Whole Class/ Individual</td>
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<tr>
<td>20 minutes</td>
<td>Explain: Students fill out “Introduction Form” based on their understanding of target vocabulary from the powerpoint, and the video</td>
<td>ELL: SPED: GT: Write City and School in</td>
<td>Partner Work</td>
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This activity can be in the form of Speed Dating or a Cocktail Party (only if the students can handle less structure). Teacher explains step by step of idea of “speed dating” and uses inner/outer circle form or parallel structure form. Each turn is given 1-2 minutes (level dependent), and teacher times on a phone. Students complete form checking off columns- Talib, Taliba, Ostaatha, Amerkia, Meksiki and writes in “city and school” Powerpoint will be on the projector, and teacher will be walking around and assisting Students explain new words to other students as they fill out the Introduction Form

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
<th>ELL:</th>
<th>SPED:</th>
<th>GT:</th>
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<tbody>
<tr>
<td>15-20 minutes</td>
<td>Elaborate: Students check their understanding by playing “slap card” game. Teacher provides cards to students with pictures of target vocabulary. Teacher pairs students to play this game. Teacher starts off by calling out one target vocab word at a time. The first student to slap the correct card can take the card. Student must put word in phrase or sentence or other student can steal the card. Student with most cards at the end wins. Game is repeated until at least 4 students repeat the game as the role of the teacher. <a href="https://docs.google.com/document/d/1Htg1uEIP7xkUt4KjB65A4cJTcTCEl3NC5-7r2mHN5yk/edit?usp=sharing">https://docs.google.com/document/d/1Htg1uEIP7xkUt4KjB65A4cJTcTCEl3NC5-7r2mHN5yk/edit?usp=sharing</a></td>
<td>ELL:</td>
<td>SPED:</td>
<td>GT:</td>
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<tr>
<td>10 minutes</td>
<td>Evaluate: Teacher gives students opportunity to self-evaluate about how the lesson went. Students will complete a label worksheet with pictures of the target vocabulary. Novice students may write in transliteration while intermediate students must label in Arabic. +1: Students will share with teacher one or two of their favorite newly learned words. <a href="https://docs.google.com/document/d/1VPGGeTvqUyiVs367Vokb5v4ZvONcziBZ9jG6aLWTW8/edit?usp=sharing">https://docs.google.com/document/d/1VPGGeTvqUyiVs367Vokb5v4ZvONcziBZ9jG6aLWTW8/edit?usp=sharing</a></td>
<td>ELL: May speak as exiting</td>
<td>SPED: Matching instead of writing.</td>
<td>GT:</td>
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