**Lesson Plan: Arabic Level 1 (Novice)**

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| **Lesson Focus** | Let me take you on a tour of my school |
| **Time Suggested** | 75 minutes |
| **Materials needed** | Video cameras for small groups of students, whether provided by the school or using students’ camera phones; worksheets (see appendices); picture of an Arab classroom |
| **Objectives, and standards** | By the end of this lesson, students will be able to do the following:   1. Give a tour of their school to a visitor 2. Introduce places and people in their school using the demonstratives *هذا، هذه، هؤلاء*   Standards:  Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.  Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. |
| **Opening Routine/Activities** | This lesson will require a background knowledge of some school vocabulary, especially the names of classroom items and school subjects.  When students walk in, they should see a warm-up already on the board. The warm-up is a picture of a classroom, preferably in the Arab world.  Directions: “List everything you see in this picture.” |
| **Main Learning Activities** | **Main activities**:   1. Discussion of warm-up: Teacher should ask students to name the items the see in the picture, repeating them back with the demonstratives هذا، هذه or هؤلاء added and emphasized: "نعم، هذا باب." "نعم، هؤلاء طلاب." "نعم، هذه غرفة." 2. Introduce the main lesson: Teacher should write the three words هذا، هذه، and هؤلاء on the board. Students have heard their teacher use these during the warm-up and have probably heard them and even used them before. Teacher should ask students what they think these words mean and what they think the difference might be. Teacher can explain that these words all mean “this” or “this is” and that students will discover the differences for themselves in the next activity. 3. Teacher should give the handout to students (appendix i). Students need to find a partner who has the *opposite* handout from them so they can exchange information. (A1 needs to find A2). Students exchange the captions that they have on their papers. 4. Students then try to extrapolate rules from the examples they’ve seen and confirm with their teacher. 5. Teacher helps students review these words in a fast-paced manner: He or she either prepares real examples of a group of classroom objects, or a PowerPoint presentation with pictures of classroom objects on it. Each slide should have two classroom objects or school places on it that students have studied. Teacher will say a demonstrative pronoun هذا هذه or هؤلاء and ask students which object they are referring to. Students hold up their right hand for the object on the right, their left hand for the object on the left, or both hands if it could be either object. This provides students a chance to practice hearing these words, associating them with objects, and multiple chances to get them right. 6. To check their understanding, student turn to page B1/B2 and try to put captions on all the objects there. Teacher goes over the answers to be sure everyone is on the same page. 7. Students now begin to segue to the task of preparing to give a tour of their school. Teacher tells students: a visitor is coming to our school! He speaks Arabic. What do you want to show him? Students brainstorm lists of places in Arabic as well as important people. Students then plan out whether they would need to use هذا هذه or هؤلاء when presenting this place to someone. 8. Teacher releases students to go into the hallways and film themselves in pairs or small groups (depending on the availability of technology) giving a tour of their school. Students should review proper hallway behavior ahead of time. 9. When students come back to the classroom, they can show their teacher their work preliminarily and/or share in small groups. |
| **Closure** | Teacher assigns homework: Students should use free online video editing software like Magistro (http://www.magisto.com/) to create a presentable version of their school tour, to be presented in class later. |
| **Assessment & Record Keeping** | * Teacher checks for student understanding when teaching هذا هذه هؤلاء by looking at student papers and students’ physical responses. * Teacher collects student homework to check for overall understanding. |
| **Additional Planning Decisions** |  |
| **Post-Lesson Follow-ups** | * What went well? * What needs more work in the next class/ lesson? * What activities should I do differently next time? |

Appendix i: Sheet for discovering the difference between the usage of هذا هذه هؤلاء

الإرشادات: Each picture has a caption telling what object it is. Work with a partner to find the missing captions, then try to deduce the rules for using هذا \ هذه \ هؤلاء

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الإرشادات: Each picture has a caption telling what object it is. Work with a partner to find the missing captions, then try to deduce the rules for using هذا \ هذه \ هؤلاء

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هذا \ هذِهِ \ هؤلاء

هذا \ هذِهِ \ هؤلاء are all different forms of “this” in Arabic.

1. Ask your partner about the missing captions from side (A) your paper and write down what they tell you.
2. Tell your partner the captions you have, which are written on your paper.
3. Write down the an example of a noun that was matched with each relative pronoun:

هذه: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

هذا: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

هؤلاء: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What rules can you create, based on the examples you have seen, for when to use each?

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1. Look at side (B) of your other sheet and write a caption for each picture, using the rules you have established.