***Demographic Information:***

Student Teacher’s Name: Rafef Saed

Grade Level: 4th grade

Subject Area: Arabic

Time: 45 minutes

School: The Dearborn academy charter school

District: Dearborn

Unit theme: clothing and shopping.

Lesson Plan Title: Learn the body parts (التعرف على اعضاء الجسم)

Physical Setting: 4th grade classroom.

***Important Facts:***

My fourth grade contained 28 students, in which 24 heritage students, 2 non-heritage and 2 students with learning disabilities. When teaching the class I will take into consideration the differences among the students and implement the needed accommodations such as: 1- shortened the assignments to 5 spelling words 2- answer three questions instead of five 3- read and write the first paragraph of the whole lesson.

***Key Concepts:***

Body parts, directions, comforts, pain, medication, treatment, physician, dentist, doctor, nurse, ambulance. الرأس، العينان، اليدان، الأذنان،القدمان, الفم، الأنف، الساقان، يمين، يسار، راحة،ألم، دواء، علاج، طبيب، أسنان، طبيب، ممرضة، مستـشفى، سيارة إسعاف

***Skills students need for lesson and skills taught:***

Students will use their motor skills while teacher enhance other skills such as; reading, writing, listening, and speaking skills.

***GLECS/ACTFL***

**GLECS/ACTFL**

**STANDARDS FOR LANGUAGE B/ARABIC LANGUAGE LEARNINGCHECK LIST**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard #** | **Description** | **Strands** | **Domains** |
| 1.1  Interpersonal | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions | COMMUNICATION | Vocabulary Usage |
| 1.2  Interpretive | Students understand and interpret written and spoken language on a variety of topics | Comprehensibility |
| 1.3  Presentational | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | Language Control |
| 2.1 | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied | CULTURES | Gain Knowledge and Understanding of Other Cultures |
| 2.2 | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied | Cultural Awareness |
| 3.1 | Students reinforce and further their knowledge of other disciplines through the foreign language | CONNECTIONS | Connect with Other Disciplines and Acquire Information |
| 3.2 | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures |
| 4.1 | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own | COMPARISONS | Develop Insight into the Nature of Language and Culture |
| 4.2 | Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |
| 5.1 | Students use the language both within and beyond the school setting | COMMUNITES | Communication Strategies |
| 5.2 | Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. | Participate in Multilingual Communities at Home & Around the World |

***GLCE:***

***GLEC/ACTFL Standards: 1.1 1.2 2.1 3.1 3.2 4.1 5.1 5.2***

***Objectives:***

• SWABT Use and contextualize “parts of the body” expressions and key words.

• SWABT Express their thoughts, ideas, and opinions in oral and written forms of Arabic.

• SWABT Ask and respond to questions.

• SWABT Name and describe part of the body in Arabic.

• SWABT Apply new vocabulary words.

• SWABT Recognize different prepositions and use them in sentences.

• SWABT Compare and contrast Arabic cultural conceptions to the human body.

• SWABT Recognize and demonstrate appreciation for practices, beliefs and values of the Arabic culture.

***First day objective:***

• SWABT Learn about the parts of the body. التعرف على أعضاء الجسم

• SWABT Use and contextualize “parts of the body” expressions and key words.

***Rational***

The purpose of the unit is to introduce the students to the Arabic culture and costumes as an important part of it. Also, check out the Middle Eastern costumes and how it differs within the Middle East from one country to another. Teach them the clothing as an important part of any culture and that it varies from place to place, teach them the differences between the way the Arabic people dresses, and the American, as well as, have them compare and contrast between the two. Additionally, talk to them about morals, respect, and that we have to always respect other people differences and believe, including the way they dress. In the lesson I will also connect the Arabic class to other subjects such as science by teaching them the body parts in Arabic and by emphasizing on the importance of their body hygiene, in relation to health issues.

***Overview***

I start the daily routine with greeting, weather, and calendar. Use the board to present the title and "رزنامتي". Post the weekly wisdom and talk about it, and then teach the lesson related vocabulary using different strategies and hands on activities. In addition, throughout the lesson, I will Use different strategies such as; the flash card strategy to practice the new vocabulary, Scaffolding strategy, Listen-Think-Pair-Share, Use10 + 2 (Ten Plus Two), Use realia to explain the vocabulary, Casual Mapping Strategies, and Coaching Model strategy. Also, using the smart board to display the lessons about rain from the website:

http://www.schoolarabia.net/asasia/duroos\_1\_2/alom/body2/body\_4.htm

http://www.schoolarabia.net/asasia/duroos\_1\_2/alom/body/body1.htm

www.youtube.com/watch?v=vpEXVxoZSVk

www.youtube.com/watch?v=tO2ZWvakSmc

I will also use SIOP strategies such as:

SIOP 9: Introduce, write repeat and highlight vocabulary for students to see.

SIOP 25: Students engaged 90-100%- less “teacher talk” no “down-time”

SIOP 20: Hands-on materials- manipulative

12-6SIOP 12: A variety of questions/ thinkingCude, Bloom’s Taxonomy.

***Resources, materials, and tools:***

• ***Primary resources***:

1- Arabic text book “my language”.

كتاب لغتي- قراة و تعبير/ للسنة الثانية

كتاب لغتي- قراة و تعبير/ للسنة الثانية- دفتر الأنشطة التطبيق

القواعد المشوقة/ الجزء الأول

2- “My language” work book.

• ***Secondary resources:***

Flash cards, visual materials, worksheets, smart board to display the exercises, vocabulary, spelling sheets, authentic materials, old clothes, tape, white boards, pencils, dry erase marker, and the Arabic educational websites;

1- <http://www.schoolarabia.net/asasia/duroos_1_2/alom/body2/body_4.htm>

2- <http://www.schoolarabia.net/asasia/duroos_1_2/alom/body/body1.htm>

3- [www.youtube.com/watch?v=vpEXVxoZSVk](http://www.youtube.com/watch?v=vpEXVxoZSVk)

4- [www.youtube.com/watch?v=tO2ZWvakSmc](http://www.youtube.com/watch?v=tO2ZWvakSmc)

• This lesson is unit #4 in my teaching curriculum, in this lesson students will learn about the body parts, and clothes, fashion in Arabic, which is easily relatable to the students every days lives and experiences. It is relevant to their daily life as body and the way they dress are part of their daily activities.

• The reason behind choosing lesson about clothing because it is an interesting topic for upper elementary, and middle school students. They are at the age of taking care of their look and physical appearance, while establishing their personalities by choosing and shopping for their own clothes. It is also a topic where I can use variety of hands on activities and group work and reach all the different levels of students in my classroom. At the end the students can go shopping and communicate in the target language.

***Procedure/Lesson Development***

As for the procedures used in the classroom, I will have a set of signs that I create for my students to minimize teacher talk and let the students be in control of their own learning. I will teach these signs at the beginning of the year such as thumbs up – thumbs down, fifty-fifty to show me if they got the lesson objective or not. Another sign is to show me that they got the correct answer by tapping with their thumb on their chest, etc.

***Introduction***

***Daily routine 3 minutes***

* I will enter the classroom and say "قيام" stand up to get the students’ attention and then ask them to sit down “"جلوس which I had been teaching them in the prior lessons as part of the Arabic culture. The greeting reflects the teacher –student relationship in the Arab world, where students show their respect to their teacher by standing up when they see the teacher, and sit down when the last asks them to do so. Then I will ask about the weather to engage the students in a teacher-student conversation. Finally, for the daily routine I, and my students, will go over the calendar and the days of the weeks in Arabic. I use the greetings, weather, and calendar, for all the grades I teach daily. Then I will begin the unit with the wisdom of the week in Arabic, it is normally a quote that related to the lesson I am teaching. The wisdom will be "كن جميلاً ترى الوجود جميلا" which means “be beautiful and you will see the whole world beautiful”. We will talk about the quote for couple of minutes which will be the gate to enter the lesson. We will start the lesson with warm up activity as groups. After teaching the vocabulary we will use these vocabularies in a reading passage about summer and winter clothes.
* I will start the lesson with asking my essential questions to evaluate the amount of information the students have in the unit I am giving, and to enhance their critical thinking.

Questions such as;

***Essential Questions;***

1. What are the names of the main parts of the body?
2. Who is Ibn-Sina?
3. What was some famous Arabic scientist?
4. What are the main Arabic views about the human body?
5. How are privacy and the human body perceived in Arabic culture?
6. How are beauty and the human body perceived in Arabic culture?

After engaging the students in this conversation, I will write my language objective and content objective clearly on a special board that is visible for all students. And then share them with the students.

***Lesson***

***Integrating technology 3minutes***

* I will put a short video about the different types of clothing. I will have the video ready before the students get to class, in this way I will make sure that I don’t waste time with technology difficulties.

***Warm up activity 7-10 minutes***

* I will divide Students into pairs/groups (mix high achieving students with low achieving, heritage and non-heritage). I will also make sure that I don’t put the students who cannot work together in the same group. Then I write the word “clothing” in Arabic on the board and ask students to brainstorm associated vocabulary for the topic. Each pair/group should write the words in their Arabic notebook. This activity requires students to use vocabulary on the lesson topic, allowing me to gloss over any already known words and focus on unknown material. In addition, if I opt for students to write the words on the board, then the words can be used later in the lesson.

***Introduce the clothes vocab 7-10 minutes***

* After settling down the class I will pile different pieces of clothes in which attract the students, and grab their attention. Then I will ask for a volunteer to stand at the front of the class with me. I will tell the class that the volunteer is going to get dress up – with as many different types of clothes as possible! Pull out the first clothing item (e.g. a t-shirt). Elicit / teach and chorus the word for the item. Then help my volunteer to put it on. And after the entire class says the item’s name correctly, I will repeat the same thing for each item. I will make sure that I put the items in order starting from the undershirt to the hat.

***Practice the vocabulary words 20 minutes***

* After teaching elicits vocabulary, I will practice the words with them by playing vocabulary flash card game. In this game I will have my vocabulary words in flash cards pictures exactly as the old clothes. I will put the pictures on the board then write down each vocabulary word under the picture (In Arabic). I will then read the words with my students as a review and ask them to put their heads down ( in Arabic)and remove one of the cards from the board, then I shout out open your eyes( in Arabic)correct word. Now all students shout out the missing card. I will keep doing this until all the flash cards have been elicited. I will ask my high achieving students to write the words on the board so they can practice the writing skill while I will be giving them feedback on the spot.

At the end I will ask the students if they met the objective. Thumbs up, yes-thumbs down, no, in between fifty fifty.

***Type(s) of Teaching Described:***

* ***Inductive/Inquiry Teaching:***

By asking questions and have the students brainstorm it, such as the warm up question on the board in my lesson.

* ***Cooperative Group Teaching:***

I will model the content for the students and they will independently or in groups to finish the assignment. I will also have my shy or new students with high achieving students. Students learn better from peers. I will assign roles for the students in the group taking into consideration their personal characteristics and learning styles.

***Strategy/ies listed and explained***

* Using flash card to present the new vocabulary.
* Use the board to present the title and "رزنامتي"
* Scaffolding strategy.
* Listen-Think-Pair-Share.
* Use10 + 2 (Ten Plus Two) strategy
* Use realia to explain the vocabulary.
* Casual Mapping Strategies
* Coaching Model strategy.
* Using the smart board to display the lessons about rain from the website:
* http://www.schoolarabia.net/asasia/duroos\_1\_2/alom/body2/body\_4.htm
* http://www.schoolarabia.net/asasia/duroos\_1\_2/alom/body/body1.htm
* www.youtube.com/watch?v=vpEXVxoZSVk
* www.youtube.com/watch?v=tO2ZWvakSmc

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| --- | --- | --- | --- | --- |
| **Language Skills:** | **Reading** | **Writing** | **Speaking** | **Listening** |
| **Objectives:**  **Students will be able to:** | Whole Group   * Perform the Arabic calendarby using their Arabic calendars, the smart board, and the wipe board. * Recognize the new lesson’s vocabulary using **realia** to explain the above words: through display the human body using the above websites. * Define the above words using their bodies. | Whole Group   * Compose the days of the week and the date on the board.   Small groups   * Use casual mapping strategy to   Design a human body and to label each part. | Whole Group   * Recall the day of the week and the date in Arabic. * Listen to their teacher sharing the objectives.   Small groups   * Introduce the human body map ( as small group) | Whole Group   * Listen to the teacher share the objectives of a day. * Listen to their peers read the calendar in Arabic * Watch and listen to the small lessons about body parts through the above website. * Listen to their peers presenting their body maps. |
| **Activities/Procedures** | **Reading** | **Writing** | **Speaking** | **Listening** |
|  | * One of the students will take the teacher’s role and present "رزنامتي" * I will share with the students the objectives of the lesson. * Introduce and explain the lesson using the **smart board**.   and **Use10 + 2** (Ten Plus Two) strategy. | التمهيد للدرس: كيف تعتني بجسمك؟  ولماذا يجب أن نحافظ على نظافة أجسامنا؟  ( Activating Prior Knowledge )   * Write the students responses on the board. * Students will work insmall groups of 2-3 by using (Listen-think-pair-share) strategy. | * Teacher shares the objectives of the lesson. * Demonstrates the lesson. * Each group will come up to present their body maps to the whole class. | * Students are listening to “ رزنامتي presented by one of their classmates * Listen to the teacher read and explain the new words, and the class activities directions. * Listen to the short movie on the above link * Listen to their peers presenting their body maps. |

***Method of Practice:***

* ***Guided Practice***

Students will in groups Independent Practice—describe how students will independently use what has been taught -- this can be done in class or at home

***My Role***: I will be the facilitator and the role model.

* ***Modeling:*** I will be role modeling what I am giving the students, then I will pick one of the student to do it for the rest, then all students will rehearse what’s been giving.
* ***Facilitating:*** I will depend on ***student centered*** approach instead of ***teacher centered*** approach, and have the students work in groups and my role will as the facilitator and monitor students work and provide them with the help needed.
* I will explicitly link the Arabic lesson to other subject areas such as science when teaching the students about body parts, and body hygiene. Also link to social studies when talking about the Middle East countries, and their costumes and how are they affected by the weather, and the Geographic.
* To address the different learning levels of students, I will differentiate my instruction including, flexible grouping and immediate corrective feedback. In addition, I will be looking at each individual student and determine whether or not he/she is succeeding. I will also be following the curriculum and the students progressing, but with initial focus on the individual child.

***Closure***

Me and the students will state the objective at the beginning of the period, and recall it during the class period and then as a closure they will state it again.

* After having the students stating the lesson objective for the day, I will ask them to go home and practice the vocabulary words they learned because it will help them with the next day lesson. I will give them a picture -vocabulary worksheet to practice at home, and recall in order to be ready for the next day lesson (Type of the clothes we wear).

***Accommodations/Adaptations***

* First, it is important to be aware of the student’s present level of academic achievement and functional performance (PLAAFP). The classroom teacher and the IEP can help me in this matter.
* I will take into consideration the differences among my students and implement the needed accommodations such as: 1- shortened the assignments to 5 spelling words 2- answer three questions instead of five 3- read the first paragraph of the whole lesson.
* I will group the students into 4-5 groups depend on their learning levels.
* For my new students, I will gather them on the round table with packets that have the clothes with the first letter of each item and teach the students alphabets of alphabets.
* For one of my students who has a violence history, he will be my partner and assistant during the class period. In this way I will engage him with the rest of the class and at the same time monitor him closely without affecting the rest of the students.

Methods of Assessment and Evaluation utilized, such as:

* I will use formative assessment throughout the lesson. At the end of the unit, in the last day, I will give them a summative assessment. I will ask them to write the correct vocabulary word under the picture where my novice students able to do. The second part of the assessment will be to use these words in a sentence, for my intermediate students. However the high achieving students should be able to write a paragraph about clothing and shopping.
* FA: Assessing the speaking and listening skills by engaging the students in question and answer.
* FA: Observe students’ reading to رزنامتي
* FA: class work (reading; the Arabic calendar/ speaking; students will say the meaning of the new words using Arabic language).
* FA: homework) Worksheets about “الملابس" prepared by the teacher.

I will be monitoring the students while they are working in their groups and encourage them to be able to ask a question and answer, I will have them rotate. I will start with the high achieving students and leave the students with learning difficulties until the end, so he//she will listen to the question rehearsed more.

At the end students will learn what I wanted them to learn which the vocabulary is needed for the unit, I will give the students immediate feedback as I will be monitoring the classroom

***Teacher Reflection***

I will reflect during and after the lesson and change my instructions to gain insight into my practice, and I will go back and adjust my lesson upon my students. Check if I met my objective for the day check if the criteria support the learning objective. Check if the learning objective was reflected in the students’ work. Evaluate strategies used, did I use the correct teaching strategy, is there a better strategy that meet the learning objective. Why a certain strategy worked while another did not. Recognize the challenges during the lesson, and think about possible solutions. Think about some things happened for which I was not prepared and think about solutions to avoid it. List down three positive things I think went well with the lesson, and find out why. Think about one or more appropriate ideas for follow-up activities. Collect and analyze data on my teaching - make use of SETU qualitative feedback. Ask an experienced colleague to review one of my lessons and get feedback. Also I will ask my students for informal feedback as well. By teaching the lesson and meet my content, and language objectives.