Backward Design Lesson Plan Template

Teacher Ahmed Mohamed Grade level Novice

Lesson title Birthday**عيد الميلاد**

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| Desired Results |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson?*  ***By the end of the lesson the students will be able to****:*   1. Role play for attending a birthday party, giving a present and thanking.  |  |  | | --- | --- | | Hello | **Alsalmaulikum السلام عليكم** | | Happy Birthday | **عيد ميلاد سعيد** | | This is for you | **هذه لك.** | | Thanks | **شكراً** |  1. Identify the birthday vocabulary through “1- 2 cut the cheese” game.   **كيكة عيد الميلاد – شمع – بالونات – هدية – قبعة**   1. Use the birthday vocabulary in a correct way. 2. Sing “ Happy Birthday song” in Arabic سنة حلوة يا جميل 3. Design a birthday card saying “ Have a good year” in Arabic “ **سنة حلوة يا جميل** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Role play for attending a birthday party in Arabic. 2. Sing “Happy Birthday” song. 3. Play “1 –2 cut the cheese” game and say the new vocabulary. 4. Make a birthday card. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Step one Activating schema: (5 minutes)**  The teacher presents a picture of some people from Egypt in a birthday party. He asks the students to identify any item they know in Arabic. The teacher encourages them to talk and accepts all answers.  **Step two presentation 10 minutes “Read and write” “ Educreation program”**   1. The teacher presents the five new vocabulary on the PPT with pictures. 2. The teacher reads the words one by one spelling each single word and asking the SS to read and copy the words on the “educreation” program on their “Ipads”. They use their fingers to do this. 3. The teacher then presents the pictures only asking the students to write the new words on the “I pads”.   **Step three game “1- 2 cut the cheese”: (10 minutes)**  The place for playing should be ready a head of time; four points in the class floor are painted with a marker to form a big square. The fifth point is exactly in the middle of the square. The students stand on the drawn points on the floor forming a shape of a square. The loser is in the middle. He/ she must say the five words the teacher taught and then says “1- 2 cut the cheese”. As soon as he/ she says the five words and 1 – 2 cut the cheese, everyone should move. The one who couldn’t find a place in the square corners is the loser and he/ she must say the five words again and so on. The other students are watchers. Then they play.  **Step four “Song”: (10 minutes)**   1. The teacher plays the song “سنة حلوة يا جميل “ Have a happy year”. He lets the students listen to the song and try to identify any word. 2. He presents the three words in the song ( The whole song is three words and they are repeated”   **سنة**  **حلوة**  **يا جميل**   1. He gives cards with each word of the three words to three students and asks them to stand in front of the class. 2. He plays the song again and asks the standing students to hold their cards up as soon as they hear the word in they have in card. 3. He plays the song again and asks the whole class to sing along in chorus**.**   **Step five Make a card: (5 minutes)**  The teacher gives cards and asks the students to write the sentence they learned in the song wishing the one who is having a birthday, a happy one. **سنة حلوة يا جميل**"  **Step six Role play: (5 minutes)**  The teacher asks two students to do role play. Pretending that they are in a birthday party and giving presents. They attach the card they made with the present and say **سنة حلوة يا جميل**  The other student thanks the giver.  **Step six “Homework”:** “**Color a Poster ”** **(3 minutes)**  The teacher gives out handouts. The handout contains a picture of the sentence “Happy Birthday” in Arabic and newly learned words on the sides of the word which asks the students to write the words under the pictures and color them at home.  **Step six getting Feedback: (2 minutes)**  The teacher gives out feedback forms to check the smiley face if they liked the class and check the sad face of they didn’t. They stick them to the parking lot while leaving the class. |
| Step 4—Reflection |
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,