**Backward Design Lesson Plan Template**

School: Madison East High School

 TCLP teacher’s name: Mahmoud Hegazy

 Course: Arabic Grade level: 9-12

|  |
| --- |
| **Step 1—Desired Results** |
| **Lesson Goals:***What should students know, understand, and be able to do as a result of the lesson?** Students learn about the similarities and differences between celebrating birthdays in The USA and (Eid Al Melad) party in Egypt.
* Students understand why some families in Egypt have different ways of birthday celebration and what types of gifts are expected to be presented in such a celebration.
* Students learn how the Egyptian have fun while celebrating the birthday parties compared to the US by watching videos in English and elaborate by answering some follow-up questions collaboratively.
* Listen to 2 birthday songs in Arabic and try to identify the words that repeat and then learn meanings.
* Have fun by celebrating birthday (the Egyptian way) and doing a cross word puzzle about birthdays in the US.
* Have a chance to create a Tellagami animated video and upload it to Seesaw.me.
 |
| **Essential Questions** *What leading questions can you ask of students to get them to understand the Big Ideas?** How do people celebrate the birthday in the US?
* Have Did your parent(s) celebrate your birthday party last year? (I ask my students to bring some birthday photos on that day.)
* Have you ever attended a birthday party in an Arab country such as Egypt, Morocco or Jordan? What was it like?
* Do you have any games played in this occasion in the US? Could you describe one? What are the most popular songs people play on that day?
 |
| **Lesson Objectives***Identify General Learner Outcome (GLO)* Students will be able to:* Compare and contrast American birthday party with the Egyptian one.
* Exchange some birthday photos and comment on them.
* Watch a video and answer follow-up questions.
* Write a 2 paragraph composition about: the similarities and differences between celebrating birthdays in the US and Egypt.
* Do a word puzzle based on birthday celebration.
 |
| **Step 2—Assessment Evidence** |
| **Performance task** *— What will students do to show what they have learned?***A performance criterion —** How good is *good enough to meet standards?**By the end of the lesson, student will be able to:* * Mention the main similarities and differences between celebrating birthdays in The USA and (Eid Al Melad) party in Egypt.
* Answer questions based on their understanding of songs in Arabic (one of the songs mixes between Arabic and English for more convenience).
* Discuss and answer questions based on videos in English.
* Write a 2 paragraph composition about: similarities and differences between celebrating birthdays in The USA and (Eid Al Melad) party in Egypt.
* Do a word puzzle based on birthday celebration.
 |
| **Step 3—Learning Plan**Please be prepared to demonstrate *at least* *one* of these activities during your workshop presentation. You will have 15 minutes for your demonstration |
| **Materials needed**IQ board – sheets - realia related to birthday celebration such as colorful ribbons or paper hats - PPT- videos- songs, etcLinks :<https://www.youtube.com/watch?v=P9di198-0Tc><https://www.youtube.com/watch?v=3UYUz1ma0nc><https://www.youtube.com/watch?v=zEwE8aqunPY><https://www.youtube.com/watch?v=lWGeAn89dyw><https://www.youtube.com/watch?v=Rtfg4BCwMhs><https://www.youtube.com/watch?v=Zc4p91D6I8Y> |
| **Learning activities***Step by step instructions from start to finish (including amount of minutes needed per activity), and detailed enough for another teacher to follow. What teaching methods/activities will you be using?***Activity one 15 mins***( Pre listening ) Think, pair and share**I write these three questions on the board or show them on ppt:* * How do people celebrate the birthday in the US?
* Have Did your parent(s) celebrate your birthday party last year? (I ask my students to bring some birthday photos on that day.)
* Have you ever attended a birthday party in an Arab country such as Egypt, Morocco or Jordan? What was it like?

*Every student finds answers, discuss them with a partner and them share them with the class. Next, students can exchange the birthday photos and have some time to comment on the photos.* **Activity two: 15 mins***Watch this video/ these videos and answer these questions:*1. *What is the video about?*
2. *What is the biggest difference between birthday celebration in Egypt and here in the US?*

**Activity three** *(group work)* ***7 mins.***1. *Students work in groups of threes to find at least three similarities and three differences between birthday celebration in Egypt and here in the US?*

|  |  |  |
| --- | --- | --- |
| **No.**  | **Similarities**  | **Differences**  |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **Optional** |  |  |
| **Optional**  |  |  |

*I draw the same table on the whiteboard and ask students to add new items. Every new item added is a credit to the group. If it is repeated, a credit is deducted.* **Activity four** : **7 mins** Students can work individually or in groups to complete this puzzle and then check in pairsC:\Users\zz101616.MMSD\Desktop\birthday-crossword-puzzle-printable_362111.jpg **Activity five: 8 mins**Now, it is time to have fun: my students and I celebrate the most approaching birthday of a student in the class (the Egyptian way). I play the most popular Egyptian song for birthdays, students have to congratulate their classmate using the Arabic phrase (Eid Melad Saied) and then we may have a circle dance as the Egyptian do in birthday celebrations. **Home assignment:** * Students are asked to either write a 2 paragraph composition about: the similarities and differences between celebrating birthdays in the US and Egypt.
* OR: make a tellagami animated video (4 minutes) and upload it to Seesaw.me
 |
| **Step 4—Reflection** |
| *What happened during my lesson? What did my students learn? How do I know?* *What did I learn? How will I improve my lesson next time?**…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….* |