**Backward Design Lesson Plan Template**

School: Madison East High School

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Course: Arabic Grade level: 9-12

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| **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, etc  Links :  <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 pairs  C:\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?*  *…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….* |