**Backward Design Lesson Plan Template**

School**: Islands High School** Grade level: **11th**

Teacher /**Hassan El Ghobaisy**  Lesson title: **musical instruments**

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| Step 1—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?*   * Students will be able to say the names of musical instruments in Arabic.   (drum /Daff /[Ney ( Flute)](http://www.traditionalarabicmusic.com/Musical%20Instruments/Ney.htm)/[Oud](http://www.traditionalarabicmusic.com/Musical%20Instruments/Oud.htm) (lute) /[Qanoon](http://www.traditionalarabicmusic.com/Musical%20Instruments/Qanoon.htm)/[Rababah](http://www.traditionalarabicmusic.com/Musical%20Instruments/Rebab.htm" \t "_blank) /[Riq (Tambourine)](http://www.traditionalarabicmusic.com/Musical%20Instruments/Riq.htm" \t "_blank) /violin /piano/guitar)  • طبلة / داف / ناي (الناي) / عود / كانون / ربابة / ريق/ كمنجة / بيانو /جيتار)   * Students will be able to ask and answer questions about music. * Students will be able to make simple sentences in Arabic using” I play…/ I like….” |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * SS read and write the Arabic words for musical instruments. * SS make sentences using” I play/can’t play/I like + musical instrument” * SS play games. * SS find the names of musical instruments in a word search. * SS ask and answer questions about musical instruments using" Do you like+ musical instrument? Yes I do or no, I don’t." |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Materials**: Flashcards, colored pens, white board, worksheets and videos  **Warm-up:**   * Ask students if they are interested in music or not and ask them what instruments they play.   **Presentation:**   * To use flashcards to present the new vocabulary. The students will recognize the meaning as soon as they see the flashcard. Then, I write the word in Arabic on the board. I ask the students to read it. Finally, I say it asking them to check their pronunciation. * To follow the same steps to introduce the other words for musical instruments and stop meanwhile to help them remember the words they have learned by showing them the flashcards asking “what is this?”   Practice:   * To ask students to watch a video of a concert and then ask them to write the musical instruments they could see in the video and read them. * To ask students to work in groups to make simple sentences. For example, “I like the lute. I play the guitar. I can’t play the piano.” * To play “the four corners” game. I give a word of a musical instrument for each corner in the classroom and ask one of the students to close his/her eyes and counts from one to ten in Arabic then say one of the four words .The other students move around but stop at one of the four corners when their friend stops counting. The student who is in the corner with the word mentioned is out. * To play “Kim’s game”. I put some cards of musical instruments on the board and ask students to say the musical instrument word of each one then ask them to close their eyes. I remove one of the cards. The students open their eyes and say the missing word for musical instrument. * To ask students to work in small groups of threes to find Arabic words for musical instruments in a word search sheet of paper. * To ask students to work in pairs asking and answering short questions using “Yes/ No questions” for example: Do you play the lute/ flute/guitar…..? * **Homework**:   To ask students to some worksheets at home. |
| 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?*  The students enjoyed the lesson and showed great interest in learning about music. Games can create a fun atmosphere in the class. |