Backward Design Lesson Plan Template

School: leicester High School

Teacher: Bouchra Ait Msguine Grade level: Novice

Lesson title: Al Otlah العطلة

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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?  -Learn vocabulary related to vacation  - Ask and answer questions about vacation plans  -Conjugate verbs in the future tense  -Learn letter س |
| Step 2—Assessment Evidence |
| Performance task—What will students do to show what they have learned?  Match vocabulary items related to vacation to their equivalents in English and practise pronouncing them.  Deduce the future tense rule from example sentences  Practise conjugating verbs in the future tense  Write their own future sentences  Engage in a conversation asking and answering questions about the coming vacation  Learn and practise writing the letter س |

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| Step 3—Learning Plan |
| Learning activities - Answer’s the question, how do I teach it?  Students will watch an interactive video of verbs and vocab related to vacation and their equivalent in English, then work in pairs to do a matching exercise.  Students put the vocabulary under two categories: nouns and verbs  Teacher introduces the question: ماذا ستفعل/ستفعلين خلال العطلة؟  Students notice the verb`s beginning with س and deduce the rule of the future tense in Arabic.  Students work in small groups and use the verbs learnt in the previous activity to make simple sentences like: سأعمل ...  سأذهب إلى...  سأسافر إلى...  سأعتني ب …  سأمضي الوقت مع ....  And magazines to cut pictures from and make them match their sentences.  Students work in pairs to ask each other the question : ماذا ستفعل/ستفعلين خلال العطلة؟  And answer using the sentences written in groups, the vocabulary learnt throughout the lesson and conjugating the verbs in the future tense to talk about their future holidays.  Teacher introduces the letter س and has students practise writing it in isolation medial and final positions and in different words with different diacritics symbols: fathah, dammah, kasrah and sukoon |
| 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 same verbs and vocabulary items can be recycled or used to teach the past tense. |