Backward Design Lesson Plan Template

Teacher Eman Bekheet Grade level 10th, 11th, 12th grade

Lesson title Musical Instruments Language Level Arabic 3

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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?*  At the end of this lesson students will be able to:   * Talk about their hobbies and interests. * Identify the musical instruments in Arabic. * Learn more about different types of music and dance in the Arab countries. * Form sentences using " I play ....... " * Demonstrate their understanding of the basic conversations. * Role play an interview with famous singers.   ***Essential Questions:***  What's your favorite hobby ?  Do you play piano, violin, drums ....etc? |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students can read and write the musical instruments in Arabic.  They can form sentences to describe the instrument that they can play.  They also had an oral conversation to describe a concert they have been to. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Materials Needed:-**  pictures, flashcards, PowerPoint, handouts, web browser, videos.  ***Warm up***  What's your favorite hobby ?  Students are supposed to act or mime their favorite hobby and the rest of the class should guess this hobby.  ***New Vocabulary:***  Male singer, female singer, melodies, lute, theater, party, flute, drum, violin, zither, piano, tambourine  ***New Structures:-***  Do you play the piano ?  Yes, I play the piano.  No, I play the flute.  Do you want to go to the theater?  Yes, I like Fayrouz a lot.  No, I'm sorry. I'm busy  ***Activities:-***  1) Students listen to the music of each musical instrument. They should close their eyes, listen to the music and say the name of the musical instrument in Arabic.  2) In pairs , they had oral conversations. They also learn how to invite a friend to a concert.  3) Living language , they had two clippings about two different concerts for two different singers along with questions to answer.  4) Students watched part of a documentary film about Fayrouz then they used online resources to find her lyrics and learn more about her songs.  https://www.youtube.com/watch?v=rVfu9s9i8oY  5) Students made posters about famous singers and they wrote their biography in Arabic.  6) Students watch short videos for different types of dance in the Arab world like Al-Tanoora, Al-Dabka.  ***Cultural Connections:-***  Students learned a lot about different types of music, dance and musical instruments in the Arab countries. They also worked on projects about different Arab singers.  ***Exit Ticket:***  Students had worksheets to finish. They also had a number of pictures along with the vocabulary. They also had sentences using those pictures. They are supposed to replace the pictures with the words to form sentences. |
| 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?*  This lesson was a great chance to learn more about the students' interests and hobbies. My students are really interested in music and dancing. One of my students is a rapper. I encouraged him to keep it up, this is on a personal level. From a linguistic point of view, they could form Arabic sentences about the musical instruments that they play. They also learned invitations in Arabic. They also wrote a biography in Arabic about famous singers. |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,