Backward Design Lesson Plan Template

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

Lesson title Musical Instruments Language Level Arabic 3

|  |
| --- |
| 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=rVfu9s9i8oY5) 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,