**Backward Design Lesson Plan Template**

**School: Islands High School**

Teacher: Ayman Belhiyad Grade level: 10 th

Lesson title: body parts in Arabic

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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?**By the end of this lesson, students will be able to:* * ***Learn the names of the human body parts in Arabic.***

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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?** *Students will say the correct name of the body parts in Arabic.*
* *She students will recognize the body part once they hear the name in Arabic.*
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| Step 3—Learning Plan |
| *Warm-up: (5 mins)** *The teacher introduces the lesson topic and the learning objectives to the students.*

*Activity 1: presentation (15 min)** *During this activity, the teacher shows a video to the students about the body parts in Arabic. The video includes the names of the major parts in Arabic as well as some questions at the end.*

*https://www.youtube.com/watch?v=olQBCykILz0** *Teacher says the words and students repeat them for more listening and correct pronunciation of the newly learned words (drilling/repetition, ear training)*

*Activity 2 (practice)** *The teacher models a mini-conversation to students in which they are going to use their newly learned vocabulary.*

 *For example: What is this? This is a hand.* * *The students, then, are engaged in the same min-dialogue in pairs, trying to use as many vocabulary items as possible.*

*Activity 3: (production- inner/outer circles)* * *Each student will draw a body part in a sheet and hold it.*
* *Then, all the students form two circles: the inner circle will consist of students answering questions while the outer circle will consist of students who ask questions. They will practice the same question they practiced in pair work (activity 2).*
* *Then, students change roles: the inner circle becomes the outer circle. The students who asked questions will now answer the questions and vice versa.*

*Activity 4: concept checking (game).** *The teacher modes the game for the students. He says the body part vocabulary and students should point to the correct part in their body. Sometimes the teacher may make this harder by pointing to the wrong item on his body to check if students learned the vocabulary item.*
* *Students the same game in that one of them says the words he learned and students responds.*

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| 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?**In the lesson, all the steps were followed and activities were done. The students learned most body parts. Some students still need more time to learn all the vocabulary items. I knew this when I asked students at the end if they have reached the lesson objectives. Some students said that they still need some practice quick revision of the newly learn items is necessary.*  |

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