**Backward Design Lesson Plan Template**

**School: J.W. Reason Elementary**

**Teacher:**Wessam Abdelnaby

**Grade level:**Novice Mid

**Date**:November, 6th,2019.

**Lesson title:**Body Parts, lesson(1)

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| **Step 1—Desired Results** |
| ***Standard (Outcomes for Learning):***  *-Express self in conversations on very familiar topics using a variety of words,phrases and simple sentences.*  *-Understand words, phrases and simple sentences related to everyday life.*  ***Objective - By the end of the lesson students will be able to:***    *- review the colors in Arabic and learn the word (blond).*  *-learn the verbs (touch- say) and adjectives (tall- short)in Arabic.*  *- identify some body parts in Arabic.*  *-describe their hair.*    ***Key Vocabulary/Grammar:***  ***New Vocabulary:***  *head رأس*  *hair شعر*  *eye/eyes. عين/عينان*  *nose. أنف*  *mouth. فم*  *ear/ears. أذن/أذنان*  *blond أشقر*  *tall طويل*  *short قصير*  ***New Structure:***  *-My hair is brown and tall. شعري بني طويل*  *-My hair is blond and short. . شعري قصير أشقر*  *-My hair is black and tall. شعري أسود طويل*  *-I have two eyes, two ears and a nose. أنا عندي عينان وأنف وأذنان* |
| **Step 2—Assessment Evidence** |
| ***Performance task—What will students do to show what they have learned?***  *-Say the colors in Arabic.*  *-Sing the body parts song in Arabic pointing to their own body parts.*  *- Play Simon Says Game.*  *- Describe their hair.*  *-Make Mr Potato.* |

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| **Step 3—Learning Plan** |
| ***Learning activities - Answers the question, how do I teach it?***  ***Warm up: (10 minutes)***  *- The teacher greets the students and asks them (How are you today?) in Arabic.*  *-The teacher shows the students some objects with different colors to review the colors.*    ***Snowman: (5 minutes)***  *As the kids like the snowman and it was the first snowy day, the teacher uses a picture of a snowman to introduce the body parts.*  ***Body parts Song: (10 minutes)***  *- The teacher introduces some of the body parts singing the words and pointing to the snow man and asks the students to do the same.The teacher practice the song with the students to sing and point to their body parts and when they become familiar to the words they can sing fast.*  *-The teacher shows the students some flash cards with the words of the body parts saying the words and the students repeat.*  ***Adm Says Activity: (10 minutes)***  *-The teacher introduces the words (touch and say)in Arabic and tell the kids that they are going to play (Simon Says) in Arabic and it will be ( Adm Ya kol)(آدم يقول).The teacher explains the game to the students and demonstrates it and when the kids become familiar with the words, the teacher can do it faster.*  *- The teacher asks the students to come to the carpet and introduces the adjectives (tall/short and blond) through some flash cards, then the teacher describes her hair using the sentence (My hair is tall/short and….)and asks for volunteers to do the same.*  *-The students work in pairs to describe their hair in Arabic using the words they learnt and the teacher goes around to help them and encourage them to speak Arabic.*  ***Mr Potato and Exit Tickets: (10 minutes)***  *-The teacher gives the students worksheets to make Disney character Mr Potato cutting the body parts and gluing it, each kid says a body part word as an Exit Ticket and goes back to his seat to be ready for the next class.* |
| **Step 4 - Materials** |
| ***Materials needed to complete the lesson:***   * *Realia* * *Flash Cards* * *worksheet* * *Scissors* * *Glue* |
| **Step 5—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 kids learnt the words of the body parts and they had fun doing the activities and playing Adm Says and next time I will bring another surprise for them.* |

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