

Backward Design Lesson Plan Template

Teacher Ezzat Hassan
Grade level: Arabic 1
Lesson title: Body Parts

Mentor High School
2015-2016

Step 1–Desired Results
<p><i>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?</i></p> <ul style="list-style-type: none">• The outcomes: By the end of the lesson, the students will be able to:<ol style="list-style-type: none">1- Talk about the body parts.2- Ask and answer questions about the body parts.3- Say what we can do with these organs and How many we have of them.
Step 2–Assessment Evidence
<p><i>Performance task– What will students do to show what they have learned?</i></p> <ol style="list-style-type: none">1. Point to the correct body part when they hear its name..2. Match the names of body parts with their pictures.3. Talk about the body parts and their use.
Step 3–Learning Plan
<p><i>Learning activities - Answer's the question, how do I teach it?</i></p> <ul style="list-style-type: none">• Materials needed:<ul style="list-style-type: none">- PowerPoint presentation- Songs- Realia- Flashcards.- Handouts.• Learning activities:<ol style="list-style-type: none">1. Warm-up:<ul style="list-style-type: none">- I play a song about body parts in Arabic and ask students to guess the topic of the lesson.2. Introduction to lesson:<ul style="list-style-type: none">- I show the students a PowerPoint slide that has 6 parts of body(eye, nose,hair, ear, mouth and teeth) then I point to each part saying its name in Arabic. Then, I point and the students say the name of the parts themselves.- I use this procedure to introduce different body parts and their uses.3. practice:<ul style="list-style-type: none">- I give out the students quiz flash cards then I ask each student to tell the class which picture of body part he/she has .- The students play the Fly Swatter Game. Four students come to the board. One of them says the name of body part and the other three try to touch it first to be a winner.4. Guided practice:<ul style="list-style-type: none">- I give the students handouts that have the names of body parts and pictures. They work in groups or pairs to match the Arabic name of a body part to the suitable picture. While they are working, I go round for helping.- I play the following games with the students:- Game one: Say what I say and point to it. I say the name of a body part, Students say it and point to it. Those who point wrongly lose.

- Game two: I say the name of a body part, students point to it. Then I say other body parts and point to something else. Those who follow me this time lose.
- I ask students to form pairs to talk about the use of these body parts and how many they have of each of them.

5. Closure/ extension:

- I play two songs that has the names of body parts in Arabic.
<https://youtu.be/uY46-KNh20M>
<https://youtu.be/KY1cQ0oMR1w>

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 students enjoyed the lesson and they could achieve the objectives of the lesson. Next time, I am going to review the names of the body parts of this lesson then teach other new parts.

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