**Backward Design Lesson Plan Template**

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

**Teacher:** Amal Botros

**Grade level:** 3 - 5

**Date:** 4/17/2019 through 4/23/2019

**Lesson title: The Four Seasons**

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| **Step 1—Desired Results** |
| ***Standard*** *Outcomes for Learning:*  *Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.*  ***Objectives:***  *By the end of the lesson students will be able to:*   * *Use the Arabic words to name the four seasons* * *Make simple sentences to describe the weather in Arabic* * *Identify the four seasons and understand the description of the weather in Arabic.*   ***Vocabulary to review:***  *Hello (marhabaa) مرحبا*  *You are welcome(ahlan wa sahlan) أهلا وسهلا*  *Good morning (sabah el-khair) صباح الخير*  The family members in Arabic  The Animals in Arabic.  The body parts in Arabic.  The Days of the Week in Arabic.  ***Key Vocabulary/Grammar:***  Summer (Al-saif) الصيف  Winter (Al-shetaa) الشتاء  Spring (Al-rabee) الربيع  Fall (Khareef) الخريف  hot (sakhen) ساخن  rainy (momter) ممطر  cold (bared) بارد  warm (dafee) دافئ |
| **Step 2—Assessment Evidence** |
| *Performance task—What will students do to show what they have learned?*  *The students will be able to use the Arabic words for the days of the week to describe different activities.* |

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| **Step 3—Learning Plan** |
| *Learning activities - Answer the question, how do I teach it?*   * **Transition time:** (5 minutes)   Through this time, the students will get ready for starting the Arabic class. The teacher will start by greeting them in Arabic and check their being ready to start.   * **As a kind of warm up:** (5 minutes)   **Review the Body Parts words:**  Listen to Adam wa Mishmish song for the Body Parts:  <https://www.youtube.com/watch?v=VBjlmwF99OI>  **Review the days of the week with Adam wa Mishmish:**  <https://www.youtube.com/watch?v=rPT4TSdeOv0&t=10s>  **Learning Time**:(5 minutes):  Ask the students will come to the carpet. The teacher will show the students flash cards on the projector that have the four seasons in Arabic. Ask the students to repeat the words until they know how to pronounce each one.  Play this video so the students will listen the words of the seasons and repeat them:  <https://www.youtube.com/watch?time_continue=1&v=oSbBYr53m8M>  Adam wa Mishmish song:  <https://www.youtube.com/watch?v=knd3ppUdrjU>  Karaza Song for the four seasons:  <https://www.youtube.com/watch?v=xw1oy7lbpDw>  **2. Play "Seasons Word Association Draw"**  Divide the class into teams (of 3 or 4 students). Give each team one pen and lots small pieces of colored paper (e.g. Team A has only red paper, Team B has only blue paper, etc.). This is very important as you will be giving scores to each team based on the amount of pictures they have drawn.  Next, put 4 boxes in the 4 corners of your classroom. Each box should be labelled with a season (e.g. one box will have "Spring” written on it, another "Summer", etc.).  Now model the activity: take one piece of paper and draw an ice cream. Elicit the word and then say "Where should I put this?" and gesture towards the 4 boxes. After receiving a reply for summer, go to the summer box and drop the paper in it. Next do the same for spring (a flower), autumn (a pumpkin) and winter (a woolly hat).  Finally drop a prize into each box like stickers. Explain that the team with the most (correct) pictures in each box will win the prize. Place a timer in view of everyone and set 5 minutes. Then say "Go!".  As each team has only one pen they will have to work together to come up with ideas and draw them. Then one player will have to rush to a box and drop the picture into it. Teams will probably find summer and winter easy but may need some prompting from you for spring and autumn. As they are drawing, walk around and ask questions (e.g. What is that?) and elicit / teach vocab. Make sure someone draws some key vocab from the song that will be sung later in the lesson (a picnic, beach, snow).  When the timer goes off get everyone to stop. You are going to count the number of papers each team has in each box – but you are going to be really strict! Throw out any badly drawn pictures which you can’t guess what they are and any pictures that are wrong or are not season specific. Elicit what each picture is when you hold it up. Count the scores and write them on the board. Then tell the class that they have an additional 5 minutes to finish but must not draw any pictures that other teams have drawn. Set the timer for a further 5 minutes and start.  When the timer goes off, be strict again about which pictures earn points and finally give out the prizes to the teams with the most points.  **Time to get ready for the next class:** (5 minutes)  The students will be asked to go back again to their seats to get ready for their next class. The students will do that in turn as of their tables numbers or colors as it depends on their rules in their classrooms. When they become on their chairs they will listen to a calming Arabic Song (Namat Al-Shams) to help them calm down.  <https://www.youtube.com/watch?v=JimnhX0ejzE&index=12&list=PLp7PEyLw31uPV82hxi4r7YCVgNryKrK-D> |
| **Step 4 - Materials** |
| * *Whiteboards* * *Dry erase markers* * *Erasers* * *projector* * *Different colors pieces of papers (5 sets of 5 colors)* * *Four boxes or baskets labelled with the four seasons* |
| **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.* |

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