Backward Design Lesson Plan Template

Frederick Douglass High School

Teacher: Yasser Gawargy Grade level : Novice

Lesson title: Greetings and introductions

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?

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.

Objectives:

By the end of the lesson, students will be able to:

1- Revise basic sentences for greeting someone.

2- Revise the question "How are you?" and its responses.

3- Introduce themselves, their father and mother properly.

5- Hold a short conversation with a classmate.

Recycle words and phrases:

مرحبا -1

أهلا -2

أنا + الاسم الاول -3

و أن َت؟ -4

و ان ِت؟ -5

مع السلامة -6

كيف الحال؟ -7

بخير / لست بخير -8

Step 2—Assessment Evidence

Performance task—What will students do to show what they have learned?

Students should be able to conduct a full conversation starting with the greeting asking about each other's names, asking about how they are doing and finally conclude the conversation.

Material needed:

Laptop

Activities:

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?

Warm up: (5mins)

Teacher greets students by saying Hello, welcome to Arabic.T plays the first two lines of the song Hello in Arabic and asks Ss to follow along. (they were taught from the previous lesson greetings and numbers to say their age

T revises how Arabic differs from English in distinguishing between males and females. T also revises fine, not fine, Presentation: (5 mins)

T presents how to introduce yourself by saying your name age nationality and country

Activity 1: Glug? (10 mins)

T divides the class into two teams into pairs to practice these presentations and then present it to all students one by one on ZOOMturns asking, acting and answering.

Activity 2: Who really are you? ( 20 mins)

Using the same pairs from the last activity, Students will work in pairs to make a dialogue that has the following criteria:

1-begin with a greeting.

2- Say your name

3-Ask about the other person's name.

4-ask about how they are.

6-end with a goodbye greeting

Exit Ticket: (5 mins)

Students answer my questions directed to each one of them by name

Step 4—Reflection

What happened during my lesson? What did my students

learn? How do I know? What did I learn?

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