

Backward Design Lesson Plan Template

School: Leicester Middle School

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Lesson title: Introductory lesson to the Course Age Group: Grade 7

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?

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:

- 1- demonstrate understanding of the expectations of the course.
- 2- practise attention grabbing techniques.
- 3- fill a survey about what cultural aspects they want to learn about Egypt.
- 4- Find 3- 4 reasons why they should learn Arabic

Key Vocabulary and Grammar:

3- mansourah

1- أستاذة
2- مصر

Step 2 – Assessment Evidence

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

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

Step 3 – Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

A powerpoint presentation

Sheet of paper (a survey/ course expectations)

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: (5 mins)

The teacher welcomes her students in Arabic. T displays the seating charts and asks her Ss to sit in assigned seats and introduces herself as Miss Amany. It is the first day in the Semester, T asks their students to introduce themselves. T chooses a student to take attendance for the week and explains to him what he/ she does. T explains the objectives of today's lesson.

Attention grabbers: 3 minutes

T practises with her Ss how to grab their attention Using the bell.

Course Expectations, contents of room 5 and classroom instructions (15 minutes)

T goes through the syllabus expectations with her students and some of the rules and regulations mandated by the school. T also explains the consequences of misbehaving other aspects:

- 1- language used in the class.
- 2- language used in teaching.
- 3- Simple classroom language and where they can find it.
- 2- corners to use while playing a game.
- 3- they should not touch cultural items placed in the room unless they ask permission and the teacher agrees.
- 4- If they want to use the bathroom, t shows them the log to sign their names.
- 5- talking off topic.
- 6- What should they do when they enter the class and when they get out of the class.
- 7- the question corner: where and what should they do.
- 8- What door to get out of the class.

A brief Introduction (5 minutes)

Using PPT, T introduces where is she from the name of the country and the city.

Survey: 10 minutes

T gives her Ss Survey paper. Ss are asked to fill the survey with what cultural aspects they want to learn about Egypt.

Arabic is Different: 10 minutes

T explores with her students some features with the Arabic language and the difference between standard Arabic and Arabic dialects.

Why Arabic: 15 minutes

T asks her Ss to open their chrome book and Type the question “ Why learn Arabic?” T asks her Ss to look for 3: 4 reasons. At the End, they will report to the teacher.

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

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Greeting

Age Group: Grade 7

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?

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- Orally greet each other in Arabic.
- 2-Tell their names.
- 3- Ask about their peers' names.

Key Vocabulary and Grammar:

- 1- مرحبا
- 2- أهلا
- 3- أنا اسمي
- 4- وأنت
- 5- مع السلامة

Step 2—Assessment Evidence

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

A power point presentation
Sheet of paper (clock buddies)
a ball

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: (5 mins)

The teacher welcomes her students in Arabic saying hello in Arabic. T revises some classroom language learned yesterday such as bathroom please, water please and what does it mean?

Presentation: (10 mins)

T presents Hello and welcome مرحبا و اهلا using TPR. T introduces her name using أنا اسمى . T asks the first student near her و أنت . T encourages him to say his name.

Activity 1: Name Circle: (10 mins)

The students are seated in the shape of half a circle. Each student looks to the one next to him and says hello and welcome, introduces himself and asks the one next to him about his name. This action continues till the last person turns to the teacher and asks her و أنت؟

Activity 2: Clock buddies: (15 mins)

T gives to her students the sheets of paper labelled Clock buddies or الأصدقاء. T explains the activity. Each student will receive a clock handout with a blank line next to each hour. Each student then goes to classmates to find a buddy for each hour. For example, this is Joey's clock buddies' chart, and 12 of his classmates are listed on it. If we were to pull out Rick's chart, we'd see that Joey's name is on Rick's 1 o'clock slot, and other children's names fill out the rest of his clock. T models the activity. T assigns time for the students to choose their clock buddies.

T asks her students to pair up by selecting certain hour. They will greet each other and ask each other about their names. The teacher models the activity. T goes around monitoring the classroom and provide assistance as needed.

Activity 3: Hello Bingo(10 minutes)

- T gives each student a bingo card of 2 x 3 squares, on which the characters are already drawn and match those you have in the bag.
- The teacher takes the first flashcard from the bag and says "hello" in the manner of the picture, and shows the children that if they have the same character on their bingo card then they must cross it out.
- Choose one pupil to take the next card from the bag. Encourage the student to say hello in a similar way to the character on their card.
- Instruct the children to cross off another bingo square if they have the corresponding picture on their grid and repeat.
- The first group to cross out all the pictures on their bingo card wins.

Revision Good bye:(5 mins)

T presents the phrase مع السلامة to end the conversation. She acts it out as if she is leaving and going away. T ask her students to repeat.

Exit ticket:(5 minutes)

On their way out of the classroom, Ss will say goodbye in Arabic to the teacher.

Step 4—Reflection

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Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Greetings and Introductions Age Group: Grade 7 Date: 27-1
music (auditorium)

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?

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 from last lesson.
- 2- Name some musical instruments which are part of the Arabic music ensemble.
- 3- identify some famous Egyptian singers.

Recycle words and phrases:

- 1- مرحبا
- 2- أهلا
- 3- أنا اسمي
- 4- وأنت؟
- 5- وانت؟
- 6- مع السلامة

7- تشرفنا

New words and phrases

names of several musical instruments

Step 2—Assessment Evidence

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

name different musical instruments which are part of the Arabic musical ensemble

Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

A power point presentation
realia

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: (5 mins)

The teacher welcomes her students in Arabic saying hello in Arabic. T reads the objectives of her SS. T ask her Ss if they can name any Arabic musical instruments.

Presentation:

Using ppt presentations, t will introduce her students to the different musical Arabic ensemble. T will show them the pictures first and then show them a video of the melodic sound the instrument produces.

Afterwards, T will introduce them to famous singers and bands in Egypt. T will play videos of their famous songs as well.

Exit ticket:(5 minutes)

On their way out of the classroom, Ss will say goodbye in Arabic to the teacher.

Step 4—Reflection

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

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Greetings and Introductions Age Group: Grade 7 Date: 24-1

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?

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 from last lesson.*
- 2- *Say nice to meet you in Arabic.*
- 3- *make cards for the new words.*

Recycle words and phrases:

- 1- مرحبا
- 2- أهلا
- 3- أنا اسمي
- 4- وأنت؟
- 5- وانت؟
- 6- مع السلامة

New words and phrases

pleasure to meet you

Step 2—Assessment Evidence

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

A power point presentation
Sheet of paper (clock buddies)
a ball

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: (5 mins)

The teacher welcomes her students in Arabic saying hello in Arabic. T reads the objectives of her SS.

Activity 1: Hello Bingo(10 minutes)

- T gives each student a bingo card of 2 x 3 squares, on which the characters are already drawn and match those you have in the bag.
- The teacher takes the first flashcard from the bag and says "hello" in the manner of the picture, and shows the children that if they have the same character on their bingo card then they must cross it out.
- Choose one pupil to take the next card from the bag. Encourage the student to say hello in a similar way to the character on their card.
- Instruct the children to cross off another bingo square if they have the corresponding picture on their grid and repeat.
- The first group to cross out all the pictures on their bingo card wins.

Activity 2: Why do you learn Arabic: 10

T asks her Ss to tell her why they want to learn Arabic.

Presentation: 5

T presents the new words pleasure to meet you. T asks her students to repeat.

Activity 3: Clock buddies: (10 mins)

T asks her students to get their clock buddies from yesterday. T asks her students to pair up by selecting certain hour. They will ask each other how they are and answer the question. Then, they change roles. The teacher models the activity. T goes around monitoring the classroom and provide assistance as needed.

Activity 4: Make your own cards :(the rest of the class)

T ask her SS to make their own cards for the basic greetings they have just learned.

Exit ticket:(5 minutes)

On their way out of the classroom, Ss will say goodbye in Arabic to the teacher.

Step 4—Reflection

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

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Greetings and Introductions Age Group: Grade 7 Date: 28-1

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?

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 from last lesson.*
- 2- *Revise musical instruments.*
- 3- *express how they feel.*

Recycle words and phrases:

- 1- مرحبا
- 2- أهلا
- 3- أنا اسمي
- 4- وأنت؟
- 5- وانت؟
- 6- مع السلامة
- 7- pleasure to meet you

New words and phrases

بخير

سعيد

حزين

لست بخير

Step 2—Assessment Evidence

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

- A power point presentation
- Sheet of paper (clock buddies)

a ball

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: (10 mins)

The teacher welcomes her students in Arabic saying hello in Arabic. T reads the objectives of her SS. T reminds her Ss of some of the basic sentences for classroom language.

T revises musical instruments. T plays the sound of an instrument and asks her ss to name it.

T revises greetings as well by going to students and start a conversation with them.

Presentation: (5 mins)

T presents new words . لست بخير , حزين , سعيد , بخير using powerpoint. T repeats the words several times.

Activity 1: Point to the right picture: (5 mins)

T holds two cards in her hands. T asks her students to listen and point to the picture they hear. T provides her students with immediate feedback.

Activity 2: Line up with movement: (5 mins)

T asks her students to stand as one straight line with their backs to the board. T gives each student a card. T asks her students to listen, take a step forward and raise up the card they hear.

Listen and dance: 10 minutes:

T plays a music. students still holds their cards when they listen to the music they keep dancing. When the music stops, they go to the nearest one exchange the card after telling him\her what card they hold. When the music starts, they start dancing and moving again.

<https://www.youtube.com/watch?v=QUBvVTNRp4Q>

Activity 3: make sentences: (10 minutes)

T asks each student to choose a card. T makes sure that each one knows what his card is. One will throw the ball to any person in the room and calls his name using Ya. the other person will act the feeling and say the sentence in Arabic.

Activity 4: Cultural tip 10 minutes

T introduces to her students how men greet men and how women greet women. She display0 the video and asks them compare.

[how Saudi greet each other](#)

Activity 5: Make your own cards :(the rest of the class)

T ask her SS to make their own cards for the basic greetings they have just learned.

Exit ticket:(5 minutes)

On their way out of the classroom, Ss will say goodbye in Arabic to the teacher.

Step 4—Reflection

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

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Greetings and Introductions Age Group: Grade 7 Date: 29-1

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?

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 greetings and how they feel.
- 2- Ask "How are you?"
- 3- say boy or girl in Arabic.

Recycle words and phrases:

- 1- مرحبا
- 2- أهلا
- 3- أنا اسمي
- 4- وأنت؟
- 5- وانت؟
- 6- مع السلامة
- 7- pleasure to meet you
- 8- بخير
- 9- سعيد
- 10- حزين
- 11- لست بخير

New words and phrases

happy for female
sad for female
boy
girl

كيف الحال؟

Step 2—Assessment Evidence

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

A power point presentation
Sheet of paper (clock buddies)
a ball

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: (5 mins)

The teacher welcomes her students in Arabic saying hello in Arabic. T reads the objectives of her SS. T reminds her Ss of some of the basic sentences for classroom language.

T revises greetings as well by going to students and start a conversation with them.

Presentation: (10 mins)

T revises new words بخير, سعيد, حزين , لست بخير. using powerpoint. T presents how are you in Arabic and the different responses the students should make. T differentiates between masculine and feminine in Arabic.

(use the ball activity again. Ss call their names using ya, and ask kayfa Alhal? throw the ball the other Student answers)

Activity 1: Clock buddies: (10 mins)

T asks her students to get their clock buddies from yesterday. T asks her students to pair up by selecting certain hour. They will They will ask each other how they are and answer the question.

Then, they change roles. The teacher models the activity. T goes around monitoring the classroom and provide assistance as needed.

They are asked to make a full conversation

أهلا

أهلا

مرحبا

مرحبا

أنا اسمي وانت؟

أنا اسمي.....

كيف الحال؟

أنا بخير

تشرفنا

مع السلامة

Activity 1: Listen to the song and answer: (10)

T plays the first two lines of the song. Ss listen first and tell her if they recognize any words they hear. Then, they listen again and try to repeat. Finally, they listen and then answer the question.

مرحب مرحب يا هلال

T can then play the music only and asks her students to sing the first two lines.

كاربوکی

Presentation: (15 mins)

T presents the new words boy and girl. T presents the two words using I and you in Arabic.

Arabic names

T gives her students Arabic names for both boys and girls. T asks her students to read them. T tells the two sentences together. I am Amany I am a girl in Arabic.

Activity 5: Make your own cards :(the rest of the class)

T ask her SS to make their own cards for the basic greetings they have just learned.

Exit ticket:(5 minutes)

On their way out of the classroom, Ss will say goodbye in Arabic to the teacher.

Step 4—Reflection

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

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Greetings and Introductions Age Group: Grade 7 Date:30-1

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?

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 greetings and how they feel.
- 2- Say a boy or a girl in Arabic.
- 3- Write their first names in Arabic.

Recycle words and phrases:

- 1- أهلا
- 2- أنا اسمي
- 3- وأنت؟
- 4- وانتِ؟
- 5- مع السلامة
- 6- pleasure to meet you
- 7- بخير
- 8- سعيد
- 9- حزين
- 10- لست بخير

كيف الحال؟

happy for female

sad for female

New words and phrases

boy

girl

the students' Arabic names

Step 2—Assessment Evidence

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

A power point presentation
Sheet of paper (clock buddies)
a ball

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: (10 mins)

The teacher welcomes her students in Arabic saying hello in Arabic. .T reads the objectives of her SS. T reminds her Ss of some of the basic sentences for classroom language.

T revises greetings as well by going to students and start a conversation with them.

T plays the first two lines of the song. Ss listen first and tell her if they recognize any words they hear. Then, they listen again and try to repeat. Finally, they listen and then answer the question.

مرحب مرحب يا هلال

T can then play the music only and asks her students to sing the first two lines.

كاربوکی

Ss need to respond on how they are in Arabic.

PresenPresentation: (15 mins)

T presents the new words boy and girl. T presents the two words using I and you in Arabic.

(Play with the ball)

Arabic names1

T gives her students Arabic names for both boys and girls.
T asks her students to read them. T tells the two sentences together. I am Amany I am a girl in Arabic.:

Activity 2: Write your name: (10 minutes)

T gives each student a sentence slip and a marker. Ss copy their names on the sentence slip several times and try to memorize the name. T also explains that it does not matter whether you know the letters or not. They should think of it as drawing not writing. T gives an example with her name first. She goes around monitoring the class and giving assistance as needed.

Activity 3: name puzzle: (10 minutes)

T takes a card stock and writes her name on it. Then, She cuts her name into pieces using the scissors. Each piece has a letter. T shuffles the pieces. Then, she tries to reconstruct her name again and see if she remembers the order. Ss are asked to do the same. T goes around monitoring the class and giving help when needed.

Activity 4: Two name puzzle: (10 minutes)

T shuffles her name with another student. They both try to construct their names and finding their letters. Ss are asked to work in pairs and shuffles their puzzles. T goes around monitoring the class and giving help.

After that, T asks groups of students to mix their names together and see if they can construct their names

Activity 5: Make your own cards :(the rest of the class)

T ask her SS to make their own cards for the basic greetings they have just learned.

Exit ticket:(5 minutes)

On their way out of the classroom, Ss will say goodbye in Arabic to the teacher.

Step 4—Reflection

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

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: Greetings and Introductions Age Group: Grade 7 Date: 31-1

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?

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 greetings and introductions
- 2- write their first names in Arabic
- 3- Ask yes or no questions about how they feel and their names.

Recycle words and phrases:

- 1- أهلا
- 2- أنا اسمي
- 3- وأنت؟
- 4- وانت؟
- 5- مع السلامة
- 6- pleasure to meet you
- 7- بخير
- 8- سعيد
- 9- حزين
- 10- لست بخير

كيف الحال؟

happy for female

sad for female

boy

girl

the students' Arabic names

new words and phrases?)

هل أنت؟

هل انت؟

The new words are only taught after the names, assignments and puzzles are finished.

Step 2—Assessment Evidence

Students should be able to make a short conversation in Arabic in which they have to greet each other, say their names, ask about the other person(s)' names and conclude the conversation by saying goodbye.

Step 3—Learning Plan

Learning activities - Answer's the question, how do I teach it?

Material needed:

A power point presentation

a ball

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: (5 mins)

The teacher welcomes her students in Arabic saying hello in Arabic. .T reads the objectives of her SS. T reminds her Ss of some of the basic sentences for classroom language. A student takes attendance.

T can then play the music only and asks her students to sing the first two lines.

كاربوكى

Ss need to respond on how they are in Arabic.

Revision: 10

(name puzzle first for class 2

making the puzzle, then name puzzle second)

Competitions between students who can write their names in Arabic faster.

Activity 1: draw yourself? (20 mins)

- T asks her students to draw a picture of him/ her next to steve.
- Take the portraits of the children, mix them up and randomly choose one. Show the self-

portrait to the class and ask who it is: "Who's this? What's his/her name?"

- Encourage the pupils to guess who is in the picture.
- Once the class has identified the right person, ask them to say his/her name. Say "What's your name?"

- When the pupil answers by saying their name or with the fuller sentence "My name is (Martin)", the teacher then asks the whole class to greet Martin "Say hello to (Martin)". More advanced pupils can ask how he is "How are you,

(Martin)?” The pupil in question should be encouraged to answer: “Fine, thank

Activity 2: Finish making cards for week 15 :(the rest of the class)

T ask her SS to make their own cards for the basic greetings they have just learned.

Activity 3: A movement song:10

https://www.youtube.com/watch?v=mBf2LkZizFo&list=LL_lkS8RgFxDuClbJ8X-gEBA&index=5&t=0s

Exit ticket:(5 minutes)

On their way out of the classroom, Ss will say goodbye in Arabic to the teacher.

Step 4—Reflection

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

