**Backward Design Lesson Plan Template**

**School: Baltimore International Academy**

Teacher Abdelrahman Dawoud Grade level primary one Arabic immersion

Lesson title Jobs in Arabic

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| 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?*  ***Learners will be able to***  *- pronounce 8 Jobs*  *-read and write those jobs*  *-identify the difference between masculine and feminine forms of a job.*  *-speak about the places of work*  *-connect these jobs to the ones jobs in their community or small family*  *-express preferences for future jobs* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Learners trace the words and then write them on their own*  *Learners identify the job once they saw the picture*  *Learners use rearrange activity to form the given words*  *Learners produce short sentences about a job using jig-saw activity* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  ***Things I DO***  ***Step one****: I introduce the jobs to students using YouTube video, I pause sometimes to focus on one job a time. I play the video again without pause.*  ***Step two****: I identify the spelling of the jobs on the board and discuss some linguistic issues.*  ***Things YOU DO***  ***Step three****: students use cut and paste activity to match job pictures with words*  ***Things WE DO***  ***Step four****: students orally are introduced to how to differentiate between masculine and feminine forms of one job, then they give me more examples.*  ***Step five****: students use jig-saw activity to form simple sentences. Then, they read and write them. The teacher moves around to check.* |
| 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?*  *Students learned 8 of the most common jobs. They practice masculine and feminine forms. At the end of the lesson they could identify and write them.*  *Next time I will slow down the video and pause many time to make sure that students understand.* |

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