**Backward Design Lesson Plan Template**

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

 **Teacher:** Wessam Abdelnaby

**Grade level:**2-5

**Date**: January 22nd, 2020

**Lesson title:** Jobs

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| **Step 1—Desired Results** |
| **Standard (Outcomes for Learning):**-Express self in conversations on very familiar topics using a variety of words,phrases and simple sentences.-Present simple basic information on very familiar topics by producing words and list notes.**Objective - By the end of the lesson students will be able to:**- identify the names of jobs in Arabic.- say some workplaces’ words in Arabic.- use the verb (work) and (want) in sentences with masculine / feminine Arabic words.- write their dream jobs’ words in Arabic.**Key Vocabulary/Grammar:****Revised Vocabulary:****Jobs: Workplaces**- waiter نادل /نادلة - restaurant مطعم- cook طاهي / طاهية - teacher معلم / معلمة - school مدرسة- doctor طبيب / طبيبة - hospital مشفى - policeman شرطي - police station قسم الشرطة**New Vocabulary:**- pilot طيار - airport مطار- air hostess مضيفة طيران- Farmer فلاح - farm مزرعة- astronaut رائد فضاء - space agency وكالة فضاء- firefighter رجل فضاء - fire station محطة إطفاء- want to be يريد أن يكون**Revised Structure:**- The teacher works in a school. .المعلم / المعلمة) يعمل/ تعمل في المدرسة)- The doctor works in a hospital. .الطبيب / الطبيبة) يعمل / تعمل في المشفى)- The policeman works in a police station. .الشرطي/ الشرطية يعمل/ تعمل في قسم الشرطة**New Structure:**- The pilot works at the airport. . الطيار يعمل في المطار- The farmer works in a farm. . الفلاح يعمل في المزرعة- The astronaut works in a space agency. . رائد/ رائدة الفضاء يعمل/تعمل في وكالة الفضاء - I want to be a ………………………. ……………….. أريد أن أكون |
| **.-Step 2—Assessment Evidence** |
| **Performance task—What will students do to show what they have learned?** - work in pairs to say sentences about jobs and their workplaces in Arabic.- draw and write their dream jobs.- make the jobs’ hats and say their names.   |

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| **Step 3—Learning Plan** |
| **Learning activities - Answers the question, how do I teach it?** **(10 minutes)****Review:**-The teacher greets the students and asks them about the weather and what is today and elicits the Arabic words from the students. - The teacher asks the students to sing the Days of the Week song.  **Warm up:**-The teacher shows the students some jobs’ flashcards they have learnt in the previous class and asks them to name them in Arabic.   **(10 minutes)****Presentation:****Listen and Repeat:**- The teacher introduces the jobs in Arabic through a power point presentation.- The students listen to the words and repeat them.- The teacher shows the students a flashcard of a job and another one of a workplace, then the teacher asks the students to say a sentence about them. **(10 minutes)****(4th: 5th Grades)****Look, Match and Say:**- The teacher gives the student jobs’ worksheets and asks them to work in pairs to say sentences about the pictures using the verb (work).- The teacher asks the students to come to the carpet and asks for volunteers to share what they said.**(4th and 5th Grades)(15 minutes)** **Read, Draw and Write:**- The teacher introduces the verb (want) and asks for volunteers to say sentences about what they want to be when they grow up using this verb.- The teacher gives the students a worksheet to draw their dream job and write the word in Arabic, then the students work in pairs to talk about their dream jobs. **(2nd and 3rd Grades) (10 minutes)****Make a hat:**- The teacher introduces the verb (want) and asks for volunteers to say sentences about what they want to be when they grow up using this verb.- The students work in pairs to talk about their dream jobs in Arabic.- The teacher shows the students how to make jobs’s hats and asks the students to pick up the paper of their favorite job and make it.- The teacher goes around to help the students.**(2nd:5th Grades) (5 minutes)****Exit Ticket:**The students say a job or a workplace they learned in this class and go back to their seats to be ready for the next class. |
| **Step 4 - Materials** |
| **Materials needed to complete the lesson:*** PowerPoint presentation
* Flashcards
* Worksheets
* Crayons
* Scissors
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| **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