**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 |
| **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