**Backward Design Lesson Plan Template**

School: Merrick Academy Charter School

**Teacher**: **Amina Chlouchi**  **Grade level**: **Kindergarten 4**

**Lesson title: Celebrations / Fateh Muharram & New Year's Eve**

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| **Step 1—Desired Results** |
| *Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer the question, what should students know, understand, and be able to do as a result of the lesson?*  **By the end of the lesson, the students should know:**  a) The broad meaning of the word celebration:  b) Examples of celebrations.  c) Presents people exchange / do during celebrations.  d) The expressions to greet each other in the New Year.  **Students should also:**   1. Understand there are other New Years in the world - Fateh Muharram in Morocco and the Arab world. 2. Be able to understand the notion of celebrations and some common activities shared during those different celebrations. |
| **Step 2—Assessment Evidence** |
| *Performance task—What will students do to show what they have learned?*  Students would have both assessments formative and summative:   1. Ask the students about their favorite celebration(s). 2. Ask them about the presents they want to exchange with their relatives and friends this New Year. 3. Ask them about their resolutions for the 2022 New Year... 4. Ask them to share with their friends the music and food they like to enjoy during New Year Eve. 5. As a final step, the kids would be able to make resolutions for the next New Year's Eve. |

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| **Step 3—Learning Plan** |
| *Learning activities - Answers the question, how do I teach it?*  **Warm-up (5 mins)**  It would include both the preparatory activities and the motivation:   1. Greetings in Arabic and the students would enjoy the routine song and at the same time do some body movements to prepare them for the session.  * Do you enjoy celebrations? What do you like in your favorite celebration ...?   **Presentation (7 mins)**  The use of a PPT Photo Presentation about celebrations.  **NB**/ The choice of three celebrations: عيد ميلاد/eid melad/ ; السنة الجديدة /sana ljadida/ ; عِيد /eyd/  **Choral repetition of the celebrations (8 mins)**  عيد ميلاد/eid melad/ ; السنة الجديدة/asana ljadida/ ; عِيد /eyd/  **Addition of vocabulary related to celebrations (Scaffolding) (3 mins)**  Presents= هدايا  Resolutions= قرارات  Family visits= الزيارات العائلية  Foods= مأكولات  Drinks= مشروبات  Happy New Year to You = كُلّ عام وَأَنْتُم بِخَيْر  (Reminder of singing=الغناء; dancing = الرقص)  **Total Physical Response activity (6 mins) Individual work**  Each student would have the opportunity to pass to the board to do the activity.  **Coloring (10 mins) / Teamwork**  Choosing the appropriate colors to color both the Christmas tree and the Doom.  **Follow up activity (6 mins)**   1. Drawing either a Christmas tree or a Doom. |
| **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?*   1. During this lesson, students were motivated to learn celebrations in Arabic and asked for the equivalent in their own language. 2. Individual differences among students exist and each student has his / her own rhythm of learning while most of the students prefer coloring. 3. I will improve my lessons by opting for new methods and techniques to cope with the kindergartners’ emotional and intellectual development. |

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