**Backward Design Lesson Plan Template**

School: Merrick Academy Charter School

Teacher: Amina Chlouchi Grade level: K-4

Lesson title: Arabic Alphabet / الحروف الأبجدية العربية

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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?*  By the end of the lesson the students should:   1. Know the linguistic input of: 2. Identifying the letters from Alif to Yaa through sound and pictures. 3. Pronouncing the Alphabet according to its position along the line. 4. Appreciating the importance of learning Arabic Alphabet. 5. Understand the cultural standard of making comparison between the English Alphabet and the Arabic one in terms of both the number of letters and pronunciation. 6. As a result of the lesson, the students should be able to figure out the letters in words. |
| 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. They would listen to the teacher reading the names of the objects on the pictures and the students find what the first letter is in each word and appoint to it in the Alphabet list according to the line. 2. As a final step, they would memorize the lyrics of the song as it is shared with them on Google Classroom. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Warm-up (6 mins)**  It would include both the preparatory activities and the motivation:   1. Greetings in Arabic and some body movements. 2. Asking the students: 3. Does anyone know how many letters does the Arabic language contain? 4. Would you like to listen to a song? 5. Now, sit still and listen carefully to a song about Arabic Alphabet   **Presentation (6 mins)**  Students listen to the Arabic Alphabet song:  NB/ I do not restrict the freedom of the kindergarteners and let them dance and repeat with it (there is repetition in the song for better performance)  **Total physical response activity (6 mins) Individual work**  There is the use of a certain number of the Alphabet not to overwhelm the students with the large number of letters.  **Addition (Scaffolding) (8 mins)**  The gradual addition of the other letters.  Asking the students to figure out the initial letter in each word.  **Yes/ No questions (3 mins) / pair work**   1. Is ‘Alif’ similar to ‘A’? 2. Is ‘Tae’ different from ‘T’? 3. Is ‘Rae’ similar to ‘R’?   **Giving the torch game (10 mins) / Team work**  Students stand up and in turns give the torch to each other to choose one letter to pronounce.  NB/ If one letter is repeated a lot, the teacher interferes.  **Follow up activity (6 mins)**   1. Students can use the letters together to form words / not necessary to produce meaningful words at this stage. This helps them to associate more with the language. |
| 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 the Arabic Alphabet. 2. They learnt that there is another Alphabet besides theirs. 3. They could make comparison between the number of the Alphabet in their language and in Arabic. 4. I leant that individual differences among students exist and each student has his/her own rhythm of leaning the Alphabet. 5. I will improve by opting for new methods such as the differentiation approach to include as many students as possible. |

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