Backward Design Lesson Plan Template

Teacher Eman Bekheet Grade level Arabic 2 & Arabic 3

Lesson title Feast of Sacrifice ( Eid Al-Adha )

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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 this lesson, students will be able to* Talk about the feasts in the Arab world
* Learn about so many social aspects in the Arab countries like family ties for example.
* Compare the feasts in both countries. e.g. Egypt and the US
* Greet other people in Arabic
* Use the new language items in order to use them to communicate with other people.
* Describe the feasts and events in both countries in Arabic.
* Translate words into Arabic.
* Practice writing in cursive way.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*Students are required to practice the language by doing tasks and activities through which they can use the language effectively. They can greet each other. They can read and write the vocabulary and use them in sentences of their own. Students aren’t only learning a language but also they’ve to know about the culture. We can find a kind of connection of the language and the culture. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* ***Warm up:***What are the most important feasts in your country?What is Eid Al-Adha?How do we celebrate this Eid in the Arab countries ?Why do we celebrate Eid AlAdha?What do Muslims do on that day?***Materials needed:***Videos, songs, handouts, pictures, network***New Vocabulary:***Eid Ul-Fitr, Eid Ul-Adha, Eid Cookies, candy, sweets, sheep, cash gift, Gift, relatives, family members, visit, neighbor, Eid celebration, Eid Special greetings, children , Guest, joy, Prepare , clean , cook , Vacuum , do laundry.***New Structure:***1) Kol A’m w antom b khair ….. Eid Saeed (Happy feast) ….. Eid Mubarak ….2) Students use verbs and nouns to form a sentence describing the feasts.***Activities:-***1. Listen to the song and write words you listen to in the table.
2. Look at the pictures and write the correct word.
3. Make a postcard with the Arabic greeting on it along with their signature. They will make other postcards for Halloween, Christmas and Thanksgiving.
4. Look at those pictures and put them in order. Then they start writing a paragraph about them.
5. Using the new learned language structures, they are asked to start a conversation to talk about festivals and feasts in their country as well as the Arab countries.
6. Translate these words into Arabic.
7. Use the new vocabulary in sentences of your own.
8. Apply the expressions and vocabulary in order to talk about the Halloween, Thanks Giving, Christmas…etc
9. Write your own diary to explain what you will do during the Halloween on the 30th October.
10. In pairs, Read the sentence and use the appropriate pronoun.
11. Think pair & share…..

Students are going to get information about different feasts. Individually, they are going to present and share it with his \ her colleagues.  |
| 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?*  When I started talking about the feast, the students started to ask questions about that feast. Also, they started to compare the stories in the BIBLE and The HOLY QURAN. I intend to seize the chance of our feast in order to share ideas about both cultures. Most of students were excited and questions started to arouse. I tried to make it more interesting through talking about Halloween. It’s important to find something very close in order to use it in their real life situations.  |

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