**Backward Design Lesson Plan Template**

School: Merrick Academy Charter School

**Teacher**: **Amina Chlouchi**  **Grade level**: **Kindergarten 3**

**Lesson title: Adverbs of place / ظُرُوفُ الْمَكَانِ**

| 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:**   1. Know the linguistic input of: 2. What an adverb is. 3. Providing examples for each adverb. 4. Using the adverbs in context. 5. Understand there are adverbs in both Arabic and English. 6. As a result of the lesson, the students should be able to reuse the adverbs of place in real life / both inside the classroom and out of it.. |
| 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 where the bunny /al-arnab/ الارنب is. 2. Do a matching exercise. 3. Ask students to use the adverbs of place to locate the objects of the classroom (they can use the names of the objects in English, but what is important is to use the adverbs of place in Arabic). 4. As a final step, the kids would be able to reuse the adverbs of place appropriately in real life situations. |

| 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 everyday song in Arabic while having body movements. 2. Questions to the students: 3. Setting the scene for the lesson; for example, where are we now? We are in the classroom … and cue them with the equivalent in Arabic; for example in = /fee/ في ?   **Presentation (7 mins)**  Students watch the video and try to remember some adverbs.  أمام /amama/ ; خلف /khalfa/ ; فوق /fawka/ ; / تحت /tahta/ ; بين /bayna/  NB/ the use of both synonymy and antonymy is allowed.  **Choral repetition of some adverbs of place (8 mins)**  **a)**  أمام /amam/  **b)**  خلف /khalf/  **c)**  بين /bayna/  **d)**  أسفل /asfal/  **e)**  فوق /fawk/  **f)**  في /fee/  **Total Physical Response activity (6 mins) Individual work**  The students should figure out where the bunny /al-arnab/ الارنب is.  **Addition (Scaffolding) (3 mins)**  The gradual addition of more adverbs.  اليسار/lyassar/ ; اليمين/lyameen/  ; أعلى /aala/= فوق /fawka/  تحت /tahta/ = أسفل /asfal/    **Adverb Acting Game (10 mins) / Team work**  The use of index cards to act out the adverbs of place.  **Follow up activity (6 mins)**   1. The students would learn the adverbs of place with their equivalents in English. 2. Every student would form a phrase about where he/she prefers to put their toys at home. |
| 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 adverbs of place in Arabic and asked for the equivalent in their own language. 2. They learnt that the adverbs of place exist in Arabic as well. 3. Individual differences among students exist and each student has his / her own rhythm of learning while most of the students prefer coloring. 4. 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,