**Backward Design Lesson Plan Template**

School: Merrick Academy Charter School

Teacher: Amina Chlouchi Grade: 3-2

Lesson title: Getting to know others / التعرف على الاخرين

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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. Introducing one to another.
3. Greeting each other in Arabic.
4. Understand the cultural standard of Comparison between the ways Americans and Moroccans greet each other.
5. As a result of the lesson, learners should be able to conduct a conversation with Arabic speakers in real life situations without inhibition.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?* Concerning the assessment evidence, the three modes of assessment would accompany the learners throughout this lesson, namely diagnostic, formative and summative assessments.To start with the diagnostic assessment, it would be in form of an ice-breaker with the expression would you say … or …? The aim here is to activate the schemata of the learners and be able to measure what they **know**, what they **will know** and what they **will learn** in the target language/Arabic.Secondly, in the formative assessment, students would be able to perform tasks in form of dialogues both open-pair and close- pair modes/ information gap; they can make difference between the different expressions and their appropriateness via the social greetings prompt cards. They can also play games. The tasks would vary from controlled, semi-controlled and eventually freer.Thirdly, in the summative assessment, students would be able to do quizzes, present themselves to the class, record themselves speaking through Voice Record Apps; they can also practice what they learnt in class in real life situations by conversing with Arabic speakers in bazaars and restaurants. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?***Warm-up (5mins)**Would you rather say … or …?  I would first provide the learners with a content/ video (less than 4 minutes) as part of the silent period of language acquisition; then, orally illicit from them all the expressions they picked from the video:**(10 mins) / pair work**Marhaba *مرحبا* Ma Ismuka? *مَا اسْمُكَ؟*Ismee *اسْمِي*Ma Ismuke? *مَا اسْمٌكِ*؟  Ismee *اسْمِي* Kaifa Haluka? *كَيْفَ حَالٌكَ؟*  Ana Bekhair/Ana Lastu Bekhair *أَنَا بِخَيْر/* *أَنَا لَسْتُ بِخَيْر*  Kaifa Haluke? *كَيْفَ حَالُكِ؟*  Ana Bekhair/Ana Lastu Bekhair *أنَا بِخَيْر/ أنَا لَسْتُ بِخَيْر***Multiple choice (2 mins) / Individual work** *مَا اسْمُكَ /* Ma Ismuka?a) Where are you from? b) What is your name? c) What is your hobby? أنَا بِخَيْر / Ana Bekhair a) Nice to meet you. b) Hello.  c) I am fine. **NB/ Addition (Scaffolding) (5mins)**1. Synonym of Ah 'lan / أهْلاً =Marhaba /مَرْحَبَا =السَّلاَمُ عَلَيْكُم
2. The equivalent of nice to meet you in Arabic= Tasharr ' afna / تَشَرَّفْنَا

 **Yes/ No questions (2 mins) / pair work**1. Do we say ؟ مَا اسْمٌكِ to refer to what is your name?
2. Do we use أنَا بِخَيْر to mean my name is?
3. Is مَرْحَباَ a synonym of أهْلا  ?

 **Total Physical Response activity (5mins)/ Individual work**The use of the social greetings prompts on the boards/ Students listen and touch the expressions that relate to the spoken expressions.**Line up game (6 mins) / Team work**Students form two paralleled lines and each learner is going to interact with the one in front of him/her in a free anxiety atmosphere.NB/ They exchange the roles**Follow up activity (5mins)**1. Students can present themselves in class if we have sufficient time.
2. A third alternative might be the use of a Voice Record Application to record oneself repeating the learnt expressions for a better pronunciation.
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| 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?* Actually, some aspects of the lesson would be a subject to a possibility of modification, omission or substitution.During my lesson, I did my best to manage and assist my students to understand the lesson well. My students learnt how to introduce one to the other and how to greet each other using different expressions in Arabic; their mastery of the items was clear through their ability to perform multiple tasks. Additionally, I learnt a lot of things during this lesson; the learning process is more productive when there is a positive feedback and respect of the diversity of students’ talents and the way they learn. I also observed there are fast processors and slow ones; that is why, I became more convinced of the saying that goes there is no one size fits all in teaching. Moreover, fixing time on tasks is beneficial for a healthy flow of the lesson. Developing reciprocity and cooperation among students is the key to a fruitful learner-centered approach. Finally, as any other teacher, I surely need to improve my lesson next time providing adaptable task and activities challenging/easier. I will integrate more ICT as well. I will look for more authentic and meaningful input.   |

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