**Backward Design Lesson Plan Template**

**School: Merrick Academy Charter School**

**Teacher: Amina Chlouchi Grade: Kindergartners**

**Lesson title: Animals**

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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?**  Students will be able to:  Linguistically,  1) Know the names of animals in Arabic.  2) Differentiate between domestic and wild animals.  Culturally,  Discover the animals Morocco is known for. |
| **Step 2—Assessment Evidence** |
| **Performance task—What will students do to show what they have learned?**   * When the students hear the word of animals in general, they will know what they are. * When the students see the animals, they will know their names in Arabic. * The students will know how to do brief introduction about their own domestic animals = pets. |

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| **Step 3—Learning Plan** |
| **Learning activities - Answer’s the question, how do I teach it?**  **Warm up (5minutes)**  The very day song to motivate the students.  **Presentation (10 minutes)**   * Watch the animals’ video. * Teach new words for lion, duck, horse ... etc.   Do you know what animals are known in Morocco? Camel.  Remind the students of the national animal in USA, Eagle.  NB/Show them videos about camels. **(5 minutes)**  Focus on some of the features of both the camel and ostrich such as patience for the former and speed for the latter.  **Scaffolding: (5 minutes)**   * Teach the words of fish, bird and rabbit.   Some other animals that you can keep at home.  **Productive stage (15 minutes)**   * Teach the sentence What pets do you like? I like...   Use flash cards to teach each word in the sentences.  Show just a part of the cards and let the students guess what pets they are.   * New sentence he’s/she’s/it’s ...   Games:  a) Guess what the animal is?  b) Introduce your pet’s name and color.   * **Follow up activity (5 minutes)**   Students draw the pictures of their pets and if they do not have one, they can draw their favorite one. |
| **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?**  Online teaching is different from the in-person one. Some games and activities used in the classroom cannot be used online besides there’s no real contact to be sure learning is taking place effectively. |

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