

Backward Design Lesson Plan Template

Leicester Middle School

Teacher: Amany Malek _____ Grade level : Introduction to Arabic/ novice

Lesson title: Greetings and introductions Age Group: Grade 8 Day: 8,29,2019

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?

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.

Objectives:

By the end of the lesson, students will be able to:

- 1- Revise basic sentences for greeting someone.
- 2- Revise the question "How are you?" and its various responses.
- 3- Ask yes or no questions about how they feel and about their names.
- 4- Introduce themselves properly.
- 5- Hold short conversation with a classmate.

Recycle words and phrases:

- 1- مرحبا
- 2- أهلا
- 3- أنا + الاسم الاول
- 4- و أنت؟
- 5- و انت؟
- 6- مع السلامة
- 7- كيف الحال؟
- 8- بخير، سعيد، حزين، لست بخير
- 9- سعيد
- 10- حزين
- 11- ولد
- 12- بنت

New words:

هل أنت / أنتِ؟
نعم
لا

Step 2 – Assessment Evidence

Performance task – What will students do to show what they have learned?

Students should be able to conduct a full conversation starting with the greeting asking about each other's names, asking about how they are doing and finally conclude the conversation.

Material needed:

Printed quiz

Slips of paper with numbers

PPt

Blank papers for drawing

Activities:

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.

Warm up: (5mins)

T greets her students by saying Hello, welcome in Arabic. T plays the first two lines of the song Hello in Arabic and asks her Ss to follow along. (they were taught from the previous lesson that they can substitute Helal with any name. We, myself and the students, choose Jack).

[مرحب مرحب يا هلال](#)

SS sing the song with the music- only version.

[كاريوكي](#)

T revises how Arabic differs from English in distinguishing between males and females. T also revises fine, not fine, happy, sad.

Presentation: (5 mins)

T presents Yes\ no questions using different words such as names, happy, sad, boy girl using power point presentation.

Activity 1: Glug? (10 mins)

T divides the class into two teams. Ss sat on the carpet Invite one student from each team to the front of the class and whispers in his ear the word he will ask about. He will form a yes or no question. Instead of the word, he will need to use the word Glug and act out the word. The students guess and any one can answer. T models the activity first. Students take turns asking, acting and answering.

Activity 2: Find your pair: (10 mins)

The teacher prepares beforehand slips of paper with numbers on them. Each student takes a slip of paper. T explains the activity. They need to move around and ask yes/ no questions. Are you 1? The other person answers with yes or no. they continue doing this till they find their match.

Activity 3: Who really are you? (20 mins)

Using the same pairs from the last activity, Students will work in pairs to make a dialogue that has the following criteria:

3-Ask about the other person names.

4-ask about how they are.

5-has at least 2 yes/ no questions

6-end with a greeting

On a piece of paper, they should draw where they are?

Activity 4: a quiz (5 mins)

Simple quiz will be given to the students. It is tier 2. They are asked to listen to the Arabic word and choose the correct answer. T models the activity with the first one. Then, the quiz starts. After the teacher collects the paper. It checks answers with the students.

Exit Ticket: (5 mins)

Students go out of the classroom hi five the teacher. They answer her questions, for example How are you or a yes or no question and say goodbye before they leave.

Step 4 – Reflection

What happened during my lesson? What did my students learn? How do I know? What did I learn?