**Backward Design Lesson Plan Template**

**School: Bearden High School**

Teacher: Mr. EL Mouden Grade level: Different

Lesson title: Numbers 1-20

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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 should be able to: :*   * ***Review the greetings and introductions*** * ***Use the numbers 1-20 to tell information about ages and phone numbers*** * ***Role play a short dialogue and exchange basic information about names, age and phone numbers*** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * *Write a dialogue in Arabic between two characters using forms of greetings, ask and give names and say goodbye.* * *Watch a video and recognize numbers and match them with their Arabic corresponding words.* * *Count and pronounce numbers from 0 to 20 in Arabic* * *Do multiplications and subtractions with numbers 0 to 20 in Arabic* * *Listen to dialogue and recognize the names and ages of the people* * *Ask and answer questions about their and other people’s phone numbers and ages* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Activity 1: Review (greetings and Introductions) (15 min)*  *Warm up: greet the students in Arabic, they should respond adequately*  *T hands Worksheet 1 and ask Ss to think of a dialogue between two characters using correct greeting forms and include expressions to ask and give names and say goodbye.*  *Peer-assessment: Ss exchange their worksheets and check them following a checklist on the board.*  *Activity 2 : Numbers (30 min)*  *Ss watch a video of numbers in Arabic and match them with their Arabic corresponding words in Arabic* [*https://www.youtube.com/watch?v=2iwcaVUAK\_4&t=26s*](https://www.youtube.com/watch?v=2iwcaVUAK_4&t=26s)  *Ss practice the pronunciation in pairs*  *Counting game using a ball: throw the ball to one another as the class counts up. Use a timer and make it competition between two team. The winner is the team that can get to 20 as quick as possible.*  *Rock, Scissors, paper game*  *T drills the calculation signs*  *Ss do the calculation exercise and create theirs to test their friends*  *Activity 3: Listening comprehension*  *Listening 1*  *Ss watch a video and fill in the provided worksheet about the people’s names and ages*  *Listening 2*  *Ss watch again and should recognize the question used for asking for age.*  *Activity 4: phone numbers and age survey*  *Ss use the provided customized worksheet to survey as many students as possible about their names , age and the fake phone number each of them is given on his/her worksheet. They should ask about the person’s name, age and phone number in Arabic.*  *Activity 5: Role plays*  *Ss are instructed to practice a dialogue in pairs. Their dialogue should include the following:*  *Greeting*  *Ask and give the name*  *Ask and give the age*  *Ask and give a fake phone number*  *Say “pleased to meet you”*  *Say goodbye*  *Using a name picker tool from* [*www.classtools.net*](http://www.classtools.net) *two pair are randomly picked up and come in front of the class to act a dialogue.* |
| 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.*  *More oral drilling for the numbers from 11-20* |

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