**Backward Design Lesson Plan Template**

|  |
| --- |
| 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 say the names of working places in Arabic.   ( school/hospital/bank/hotel/office/airport/bakery/workshop/clinic/company/embassy)  • مدرسة/ مستشفي/ مصرف/ فندق / مكتب / مطار/ مخبز/ ورشة/ عيادة/شركة/سفارة)   * Students will be able to ask and answer questions about working places. * Students will be able to make simple sentences in Arabic. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * SS read and write the Arabic words for working places. * SS make sentences using” The teacher/doctor/engineer/pilot”….. works in/at “school/hospital/company………….” * SS play games. * SS write a short paragraph about their family members’ jobs and working places. * SS ask and answer questions about working places using" where does the doctor/teacher/baker….work?” |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Materials**: Flashcards, colored pens, white board, worksheets and videos  **Warm-up:**   * To revise jobs and family members using flashcards.   **Presentation:**   * To use flashcards to present the new vocabulary. The students will recognize the meaning as soon as they see the flashcard. Then, I write the word in Arabic on the board. I ask the students to read it. Finally, I say it asking them to check their pronunciation. * To follow the same steps to introduce the other words for working places and stop meanwhile to help them remember the words they have learned by showing them the flashcards asking “what is this?”   Practice:   * To ask students to compete writing the Arabic words for working places. * To ask students to work in pairs asking and answering questions using” where does the teacher/ doctor/…..work? = He/she works in/at school/hospital…. * To play “the four corners” game. I give a word of working places for each corner in the classroom and ask one of the students to close his/her eyes and counts from one to ten in Arabic then say one of the four words .The other students move around but stop at one of the four corners when their friend stops counting. The student who is in the corner with the word mentioned is out. * To play “Kim’s game”. I put some cards of working places on the board and ask students to say the musical instrument word of each one then ask them to close their eyes. I remove one of the cards. The students open their eyes and say the missing word for working places. * To ask students to work in small groups writing a short paragraph about their family members saying their jobs and where they work. * To ask students to make sentences talking about themselves saying the name, a job and where he/she works. For example “I am Jeans. I am a teacher. I work at school”. * **Homework**:   To ask students to draw one of the working places wring a sentences under it saying the place and the person works in/at it. |
| 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?*  The students enjoyed the lesson and showed great interest in learning about working places. They had the chance to revise jobs and family members. |