Backward Design Lesson Plan Template

Teacher Sabreen Kamel Grade level Novice

Lesson title Food Taste in Arab countries.

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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 should know:***   1. Arabic writing starts from right to left. 2. A descriptive sentence in Arabic has certain parts.   ***Students will understand:***   1. There is a difference between Masculine and feminine in description in Arabic. 2. A subject must proceed the adjective in Arabic.   ***Students will be able to:***   1. Write a simple descriptive sentence using “food taste descriptive words” 2. Read the letter and underline the descriptive word of each food item |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  ***Look , think and write:***  T. distributes stripes paper and ask Ss. to look on the bank of the following words and select from words to form one simple sentence according to their understanding of the mini lesson that T. gives.  Words:  هذا \ هذه \ خبز \ طعام \ شراب \ مالح \ حامض \ مر \حلو \ لذيذ \ طازج  Possible answers:   1. هذا طعام لذيذ. 2. هذا شراب مر. 3. هذا طعام مالح . 4. هذا طعام |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  Bell Ringer5 mins:  Students are going to Write the correct numerical number in Arabic next to each word.  Review 5mins:  1-T. revises the Arabic alphabets’ names, sounds and shapes with students via small white boards.  2-T. revises the descriptive food vocabulary meaning and reading.  Mini Lesson : 10 mins  Teacher gives an introduction to Arabic writing.  Teacher points out the difference between the noun and the adjective in Arabic; طعام مالح .\ خبز طازج \  Teacher points out that in Arabic language adjectives follow nouns unlike the accordance of noun adjective in English language.  Teachers give some examples.  Look, think and write: 15 mins.  **Reading 15 mins.**  Teacher gives a letter to the students and ask them to underline the descriptive word of each food item  **Home Work and Exit slip :3 mins**  Teacher asks Ss. to write three things they liked in today’s lesson. And three things they did not understand from today’s lesson as an exit ticket and stick them in the sticky note board. |
| 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?*   1. **My students learned the difference between masculine and feminine descriptive words.** 2. **They created simple sentences from a group of words.** 3. **I am going to train them to write and create more sentences in Arabic using descriptive words.** |

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