Backward Design Lesson Plan Template

Teacher Sabreen Kamel Grade level Arabic 1: Novice

Lesson title: Seasons and weather day 2.

|  |
| --- |
| 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 know:*  **Each season of the year can be described according to the weather status usingممطر\ ضبابى \ عاصف \مشمس \ ثلجى \ غاشم \دافىئ \ حار \ بارد**  *students will understand :*  a conversation about weather between two persons in Arabic .  *students will be able to:*  Ask: what’s the weather like? كيف الطقس؟  And answer: its \_\_\_\_\_ using the descriptive words of the weather. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. *Students review 12 vocabularies about weather through oral discussion.* 2. *Students review seasons of the year via oral discussion.* 3. *Students create their season poster.* 4. *Students ask and answer question about weather* |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Opening : 5mins 2. Yesterday we were talking about seasons of the year. I want you to think about “كم عدد فصول السنة “what are seasons of the year. 3. Turn into your table and tell your mates which one is your favorite season and why? 4. I will give students time to tell why they do like certain seasons.   2. INTRODUCTION TO NEW MATERIAL 5 mins  a…… ***For me I like winter (الشتاء) in Egypt why?! كيف الطقس ؟ because الطقس معتدل***  b. I will introduce the power point presentation that introduces students to the question “كيف الطقس ؟” and the one word answer through the descriptive words of the weather status.  c. slide after slide I will remind the students with the question and the answer.  3. GUIDED PRACTICE. 5mins  A. Match the picture with its description :  I will explain to the students what to do as they will match each picture with the correct description of the weather words.  B. Match the picture with each season :  Students are going to match the picture with the name of the season it reflects.  *4.* INDEPENDENT PRACTICE (YOU DO)  *A: in pairs 10 mins.*  Use the work sheet in front of you to ask your partner about the weather on each picture. ( students are going assess each other as peer assessment )  B: In small groups (Groups of five) 15 mins.  I will give each group one season and each group has to make a poster and ;   1. to draw the weather status of each season . Write the each descriptive word in Arabic 2. Write each words sound 3. Present each poster using the question كيف الطقس ؟   5. Share 5 mins  Each group will present and get free hall passes.  ***Homework and Exit Slip: 5 mins***  ***Read the following article about the weather in Egypt and answer the questions in Arabic.***    ***Exit slip***  ***Write three weather words in Arabic as an exit ticket.*** |
| 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?*  *Students were in need to repeat the vocabulary more than one time as they were difficult for some of them.* |

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