**Backward Design Lesson Plan Template**

**School: J.W. Reason Elementary**

**Teacher:** Amal Botros

**Grade level:** 3 - 5

**Date:** 2/21/2019 through 2/26/2019

**Lesson title: Arabic words of the Animals**

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| **Step 1—Desired Results** |
| ***Standard*** *Outcomes for Learning:*  *Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.*  ***Objectives:***  *By the end of the lesson students will be able to:*   * *Use the Arabic words to name animals* * *Identify some Arabic animals names.* * *Make simple sentences have the animals words.* * *Use the adjectives to describe animals.*   ***vocabulary to review:***  *Hello (marhabaa) مرحبا*  *You are welcome(ahlan wa sahlan) أهلا وسهلا*  *Good morning (sabah el-khair) صباح الخير*  My name is (ana esmy ….) أنا أسمي  "I like ..." (ana oheb….)  “ I don’t like…” (ana la oheb)  The family members in Arabic  The adjectives in Arabic  ***Key Vocabulary/Grammar:***  cat (ketta) قطّة  dog (kalb) كلب  sheep (ganam) غنم  elephant (feel) فيل  mouse (faar) فأر  chicken (dajaja) دجاجة  goat (meaz) ماعز  donkey (hemar) حمار  horse (hesan) حصان  cow (bakara) بقرة  rabbit (arnab) أرنب  lion (asad) أسد |
| **Step 2—Assessment Evidence** |
| *Performance task—What will students do to show what they have learned?*  *The students will be able to say the adjective words when they are asked to describe different things as they see their pictures.* |

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| **Step 3—Learning Plan** |
| *Learning activities - Answer the question, how do I teach it?*   * **Transition time:** (5 minutes)   Through this time, the students will get ready for starting the Arabic class. The teacher will start by greeting them in Arabic and check their being ready to start.   * **As a kind of warm up:** (5 minutes)   \*\*\* Review family members in Arabic by having students sit on the carpet and sing along with the song.  Then, the students will review the Family Members through listening and singing along with this song.<https://www.youtube.com/watch?v=MYYTD5h5ZZE>  **Animals Songs:** (5 minutes)  play a video of **the animals in Arabic**. The students will listen to the words and try to repeat to know its pronunciation in Arabic.  <https://www.youtube.com/watch?v=XWY_N7S51SY>  As a kind of enhancing the Arabic words of the animals, the students will listen to **Old Mcdonald had a farm in Arabic .**  <https://www.youtube.com/watch?v=P4NiVhUpnPc>  Play the song of the animals in Arabic with Adam wa Mishmish.  <https://www.youtube.com/watch?v=Cdk84RRmIMo>  **Learning Time**:(5 minutes):  Ask the students will come to the carpet. The teacher will show the students flash cards on the projector that has different animals and ask them to repeat the words to master their pronunciation of each word.  **Application Activities:**  **Don't Drop It!** (5 minutes)  This is a great vocab practice game for animal vocab. Have all students sit in a circle. Use a ball and toss it to one student. But you must say one animal word as you pass. The student then throws to another student and says a different animal word. If the student you threw it to drops it, he/she is out. Also, if the student can't think of an animal word within a few seconds he/she is out. The game keeps going until you have one winner.  **Hint Animal Game.** (5 minutes)  As a review of animals flashcards, the teacher holds some cards without showing any to the students. Then the teacher tells the kids that they are going to receive 3 hints, so they need to listen carefully. For example: 1. I am yellow. 2. I have long hair. 3. I am strong. Who am I? Well, a lion of course! You can make it in different levels depending on how much Arabic the teacher uses or which vocab are used.  **Time to get ready for the next class:** (5 minutes)  The students will be asked to go back again to their seats to get ready for their next class. The students will do that in turn as of their tables numbers or colors as it depends on their rules in their classrooms. When they become on their chairs they will listen to a calming Arabic Song (Namat Al-Shams) to help them calm down.  <https://www.youtube.com/watch?v=JimnhX0ejzE&index=12&list=PLp7PEyLw31uPV82hxi4r7YCVgNryKrK-D> |
| **Step 4 - Materials** |
| * *Whiteboards* * *Dry erase markers* * *Erasers* * *pictures of different items* * *beach ball* * *plastic animals* * *blindfold* |
| **Step 5—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.* |

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