**Backward Design Lesson Plan Template**

**School: Erving Elementary School**

Teacher: Mouloud Mahi Grade level 2nd

Lesson title Arabic Names of body parts (allotted time: 30 mins)

|  |
| --- |
| 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?*1. *Students will be able to recognize and say the Arabic names of the following body parts: head, hand, stomach, chest, leg, foot and the word body in Arabic*
2. *Students will be able to pictures of body parts to the words in Arabic.*
 |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**Students are required to listen to the Arabic words and point to the suitable pictures. They are also invited to utter the right word when the teacher shows them the picture of the body parts. Students will demonstrate clear understanding of the words in Arabic by sticking the word-cards on the right pictures and by showing their own body parts.* |

|  |
| --- |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?** *Warm up: 5 min*

*After greeting students, the teacher asks them. to stand up, sit down, walk and dance repeatedly for few times. Students will do this while the teacher tries to trick them (only Arabic words are used).** *First stage: Presentation: 10 min*

*The teacher shows students a picture of a body and body parts and asks what do you see here? Ss provide the answer in English. The teacher introduces the words body and body parts in Arabic. He/she repeats it several times (this is a body and these are body parts (in Arabic)) and invites students to repeat so. The teacher emphasizes the correct pronunciation.**The teacher projects the picture of the body parts together. Six targeted body parts are on the white board. T asks what are these? Students answer: these are body parts (Arabic)* *The teacher introduces the six parts and use the expression (this is a head, hand, stomach, chest, leg, foot). Ss add the words -this is and the word and (hatha and wa in Arabic) to form their sentences.* * *Second stage: Practice: 10 min*

*The teacher utters the name of each body part and invites ss to show the appropriate picture. Repetition and drills help students memorize the targeted words. Then, a student is invited to utter the words and another one sticks the right word-card on the right picture.* *The teacher repeats the activity and invites ss to participate.* *The activity is turned into a competition.* * *The third stage: Production: 5 min*

*After modeling, the teacher asks students to introduce themselves (the teacher scaffold on what students saw in previous sessions) and talk about their body parts by stating their names: students greet, introduce their names, their city, their country and then the animal they like and then talk about their body parts. I shake my hand, I walk on foot……* |
| 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.* |

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