

Backward Design Lesson Plan

School: Anne Chesnutt Middle School, Fayetteville, NC

Teacher: Mohammed Etify Grade level: Exploratory Arabic; grade 6

Lesson title: Body parts

Time: 55 minutes

Step 1 – Desired Results

Standard Outcomes for Learning (ACTFL Standard 1.1) –

- * Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.

Head رأس – eyes عَيْنان – an eye عَيْن - ears أُذُنَان – nose أَنْف – mouth فَم –
shoulders كَتِفَان – chest صَدْر – stomach بَطْن – arms ذِرَاعَان – hands يَدَان
– legs ساقَان - feet قَدَمَان

- * Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.

- I have..... لي.....

- Our monster has..... وحشنا له.....

Step 2 – Assessment Evidence

Performance task – What will students do to show what they have learned?

- Students will identify body parts on a poster in Arabic as a whole class.
- Students in small groups will point to different body parts mentioned in a song.
- Students will point to body parts the teacher say aloud.
- Students will draw and talk about body parts of a monster in pairs.

Step 3 – Learning Plan

Learning activities - Answer's the question, how do I teach it?

Materials used: blank poster of body parts – whiteboard – paper and crayons.

Technology used : Screen projector, video presentation

<https://youtu.be/olQBCykILz0?t=6>

Song:-

<https://www.youtube.com/watch?v=LdZBsrpGB-o>

Random name selector online.

Warm-up :- (10 minutes)

Teacher greets students in Arabic, writes the “I can statement” on the board and then starts to present the new vocabulary of the lesson by asking “How many eyes do I have?” using gestures. The teacher gets answers as a whole class. The teacher then displays a blank poster of a human body and labels the eyes in Arabic saying the word in Arabic aloud. The teacher points at a different body part and asks “what is this? ما هذا؟ هذه؟”. He answers the question and gets students to repeat as he labels the picture. The teacher repeats the steps for each part of the body.

Activity one (15 minutes)

The teacher displays a video for the new vocabulary:

<https://youtu.be/olQBCykILz0?t=6> making pauses as necessary. Having finished the video, the teacher tells students that they are going to listen to a song. He asks them as a whole class to point at the different body parts as the song is being sung. The teacher displays the video:

<https://www.youtube.com/watch?v=LdZBsrpGB-o> monitoring the students’ activity and pointing at his/her body parts.

Activity three: (10 minutes)

The teacher uses the random name selector to choose groups of three students. He/she plays the song and asks them not to look at the screen as they point to the body parts mentioned in the song. He/she then says random parts of the body asking SS to identify them by pointing. The teacher repeats the activity once more with a different group.

Step 3 – Learning Plan (contd.)

Activity three: Drawing (18 minutes)

The teacher tells the students to imagine that there was monster appeared in Nevada Desert that has similar body parts to the human. He introduces the word “monster *مَوْحَش*” in Arabic and asks the students to draw, color and talk about it with their partners. The teacher models some sentences, for example “our monster has yellow legs/ our monster has green hands...etc.”

Closure: Exit ticket :(1 min) SS describe a body part of their monster 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?*

The students enjoyed the lesson. It went on smoothly. I had observation during this lesson and got positive feedback.

- Students might need more implicit practice into the (noun- adjective) order in Arabic in further lessons because of the difference of order in English (adj + noun)

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