**Backward Design Lesson Plan Template**

**School: Erving Elementary School**

Teacher: Mouloud Mahi Grade level 2nd

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

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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?*1. *Students will be able to recognize and say the Arabic names of the following colors: red, green, blue, yellow, black, white, brown, gray and the words Alwan/lawn (colors) in Arabic*
2. *Students will be able to express what colors they prefer and their favorite one in Arabic.*
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| 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 and colorful spots projected on the white board. Students will demonstrate clear understanding of the words in Arabic by sticking the colorful name-tags on the right spots and by expressing their favorite colors.* |

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| 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, run, dance and sleep 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 colorful rainbow and a lot of different colorful discs. The teacher asks what do you see here? Ss provide the answer in English. The teacher introduces the word lawn/alwan (colors) in Arabic. He/she repeats it several times (this is a color/these are colors (in Arabic) and invites students to do so. The teacher emphasizes the correct pronunciation.**The teacher projects the picture of the different colors. eight targeted members are projected on the white board. T asks what are these? Students answer: these are different colors in (Arabic)* *The teacher introduces the eight colors and use the expression (I love the red color, green color, yellow color, blue color, white color, black color, gray color). Ss add the word -a lot (Arabic) to form their sentences and -than- to make comparison.* * *Second stage: Practice: 10 min*

*The teacher utters the name of each color 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 colorful name-tags 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 family members by stating their names: students greet, introduce their names, their city, their country and then the animal they like and then their family members. My grandfather’s, grandmother’s, mother’s, father’s, brother’s, sister’s name is……..* |
| 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,