Backward Design Lesson Plan Template

Teacher Rezk Amer Alsaidy

Course: Arabic 1

Lesson title: Introduction to Arabic learning, greetings and introducing oneself

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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?*   * The outcomes: By the end of the lesson, the students will be able to:   1. Understand the importance of learning Arabic.   2. Understand the features of Arabic language.   3. Use appropriate formal greetings.   4. Introduce oneself.   5. Distinguish between second person pronouns ( singular male and female) |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Can tell how many countries and people speak Arabic. 2. Can tell why Muslims including the non-Arabs need to learn Arabic. 3. Can greet each other and introduce oneself. 4. Can ask each other using the correct second person pronoun ( singular male and female). |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Materials needed:   - Power Point presentation.  - Flip charts.  - Authentic listening text.   * **Learning activities:**    1. **Warm-up: ( 8 minutes )**      + 1. Why do we study Arabic?        2. Where is Arabic spoken? How many people speak it?        3. What are the main features of Arabic language?        4. How is Arabic written?        5. What classroom rules do you think will help you learn Arabic best?   2. **Introduction to lesson: ( 15 minutes )**      + The teacher introduces the lesson objectives and essential questions. Students discuss essential questions related to the topic why we study Arabic.      + The teacher uses the Powerpoint presentation which shows three maps: the world map, the Arab world map and the Islamic world map. It also includes some statistics about the number of Arabs and Muslims who speak Arabic all over the world.   - Students listen to language examples presented by the teacher  and they repeat several times. Then they listen to an authentic  text where two native Arab speakers greet each other and  introduce themselves.  **3. Guided practice: ( 15 minutes )**   * + - Students work in pairs, greeting each other and introducing themselves. The teacher goes round for helping. Finally the teacher checks understanding by letting each pair to act out the dialogues.   **4. Review: ( 5 minutes )**  - The teacher repeats the powerpoint presentation once more then  he acts out the dialogue using both hands to represent two  speakers. Finally, he plays the authentic audio which includes a  greeting conversation between two native Arabic speakers.  **5. Closure/ extension: ( 2 minutes )**  - The teacher tells the students that he will send them the learing  materials and the useful website links to their Engrade account  so that they can practise at home.   1. Samy Yossef ( Salamu Alikom)   <https://www.youtube.com/watch?v=vmtwNpdSa8E>   1. Hakim ( Asalamu Aliakom)   <https://www.youtube.com/watch?v=ux5IYEb1nHU>   1. Greeting People   <https://www.youtube.com/watch?v=MN3B0ICcksY&list=PL67C39551FF78271B> |
| Step 4—Reflection |
| *The students were interested to know aboyt the Arab World and the Arabic language and by the end of the lesson, they could make conversations greeting each other in Arabic.* |

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

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أنا ماجد.

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