**Backward Design Lesson Plan Template**

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

**Teacher:** Amal Botros

**Grade level:** k-2

**Date:** 1/15/2019 through 1/18/2019

**Lesson title: The Arabic Words for Vegetables (part 3)**

|  |
| --- |
| **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 speak about the vegetables.* * *Identify the vegetables in Arabic when they hear its words.* * *Use the vegetables in Arabic in simple conversations and say its color in Arabic as well.*   ***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  Arabic numbers from 1-10  "What is your favorite fruit?"  "I like ..." (ana oheb….)  “ I don’t like…” (ana la oheb)  The colors’ words in Arabic  The Fruits in Arabic  ***Key Vocabulary/Grammar:***  The vegetables in Arabic |
| **Step 2—Assessment Evidence** |
| *Performance task—What will students do to show what they have learned?*  *The students will be able to say the words of vegetables in Arabic through the activity they have as an application on the lesson. Through having a competitive activity, the students will use the Arabic words unintentionally.* |

|  |
| --- |
| **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:** (10 minutes)   \*\*\* Review counting in Arabic by having students stand up and count to 10 on their fingers.  Then, the students will review the Arabic Numbers through listening and counting along with this song.  <https://www.youtube.com/watch?v=A6qWYMEYRXo>  \*\*\*If necessary, they can also listen to this song: <https://www.youtube.com/watch?v=zORUo6Lsns8>  Review fruit vocabulary that students have already learned using flash cards. The teacher holds up a flash card and students name the fruit. Repeat until students show consistency.  ***let’s watch a video about the fruits in Arabic to review colors and fruits and introduce new vegetables (this is an interactive video which allows time for students to participate):*** (5 minutes)  <https://www.youtube.com/watch?v=fU7DlrkBTUk>  Adam wa mishmish song: <https://www.youtube.com/watch?v=OvK6z6WC55o>  ***Fruits and Vegetables matching game:*** (20 minutes)  MODELING/ EXPLAING: Explain to students that they will get to play a matching game in a group to review all of the fruits and vegetables that they have learned in Arabic. Show students how to set up the cards (there will be 16 cards, 4 rows of 4). Count with the students in Arabic as you put the cards in each row. Tell the students that their job is to say the name in Arabic and find the pictures that match. The person who has the most matches at the end of the game wins.  ASK STUDENTS:   * Will you play by yourself, or in a group? * Will you take turns with your friends? * Do you need to say the name of the picture? * Will you put the card in a different place?   GUIDED PRACTICE: Explain that you will practice a game together and play teacher vs. students. Set the cards up together, counting by 3, and ask students who should go first. Show students how to turn over the card, say the name, and try to find a match. Call volunteers to take a turn for the students. The other students are watching to see if the volunteer:   * Keeps the card in the same spot * Says the name of the fruit or vegetable Arabic   Continue taking turns with the students until you have completed the game. Show students how to count the matches to see who wins.  INDEPENDENT PRACTICE: Have students return to their tables and play the matching games in small groups. Walk around to check on each group and provide support as necessary:   * Rules of the game * Vocabulary (names of fruits/vegetables) * Specific Positive reinforcement (I like how \_\_\_\_\_\_ waited until it was his turn, You are being above the line and following the rules - I saw you keep the card in its spot, I heard you name the fruit - GOOD JOB!)   If a group finishes playing the game, encourage them to play again. OR challenge them to name the color AND the fruit/vegetable, OR keep track of how many times a person has won using a dry erase board and marker (whoever wins 3 times first, wins).  **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* * *Flash cards of vegetables and fruits (6 sets of 12 cards)* |
| **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.*  *The kids enjoyed playing a matching game. Through this activity, they have used the Arabic words for the vegetables and fruits. They helped each other when one of them forgets the word of the picture they get of the flipped card. I would do the game in groups to focus on the Arabic words.* |

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