**Backward Design Lesson Plan Template**

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

**Teacher:** Amal Botros

**Grade level:** k-2

**Date:** 3/5/2019 through 3/8/2019

**Lesson title: The Body Parts in Arabic**

|  |
| --- |
| **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 of the body parts.*
* *Identify the body parts in Arabic*
* *Make simple sentences contain the body parts and the number of each.*

***Vocabulary to review:****Hello (marhabaa) مرحبا* *You are welcome(ahlan wa sahlan) أهلا وسهلا* *Good morning (sabah el-khair) صباح الخير*The family members in ArabicThe Animals in Arabic.***Key Vocabulary/Grammar:***head (raas)shoulders (katef)knees (rokba)legs (regl)nose (anf)ears (ozonan)eyes (ainan)face (wageh)mouth (fam) |
| **Step 2—Assessment Evidence** |
| *Performance task—What will students do to show what they have learned?**The students will be able to say the body parts words when they are asked to describe different body parts using Arabic.* |

|  |
| --- |
| **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:** (5 minutes)

\*\*\* Review the animals words in Arabic by having students sit on the carpet and sing along with the song.**Animals Songs:**play a video of **the animals in Arabic**. The students will listen to the words and try to repeat to know its pronunciation in Arabic.<https://www.youtube.com/watch?v=XWY_N7S51SY> Play the song of **the animals** in Arabic with Adam wa Mishmish. <https://www.youtube.com/watch?v=Cdk84RRmIMo> **Learning Time**:(5 minutes):Ask the students will come to the carpet. The teacher will show the students flash cards on the projector that has the different body parts and ask them to repeat the words to master their pronunciation of each word.**Introducing the Body Parts words:** (5 minutes)Play “Head, Shoulders, Knees, and Toes in Arabic:<https://www.youtube.com/watch?v=UIcOrc_Hf6I> Listen to Adam wa Mishmish song for the Body Parts:<https://www.youtube.com/watch?v=VBjlmwF99OI> The body parts song of Karaza:Ask the students to stand and practice the song using their body parts to point to each.<https://www.youtube.com/watch?v=LdZBsrpGB-o> **Play "Flashcard Exercises"** (10 minutes)Get everyone sitting on the floor and facing the front of the class. Give out body flashcards so that each student has at least one card. Shout out a random flashcard word (e.g. "ears") with an action (e.g. if the student has “ears” they touch their ears). All students with the ears flashcards have to do that action. Ask the group “What card did they have?” Students *should* respond with the correct word in Arabic. If they do not, ask again and have the group respond with the correct Arabic word (model for them if necessary). Continue with other words and different actions (e.g. feet - touch their feet, head - touch your head, etc.).**Play "Teacher Says"**(10 minutes)This is the game "Simon Says" but using the word "teacher", instead. Go straight into the game by saying "Teacher says touch your (knees)". Do the action and make sure everyone else follows along. Do a few more "touch your eyes, touch your toes", etc. Then at some point give a command without the "Teacher says" part (e.g. "Touch your mouth"). First time round, everyone will touch their mouth, so make it very clear that they shouldn’t do this when you don’t say "Teacher says". After a while your students will get the hang of it. Play the game faster and faster. When a student makes a mistake they have to sit the rest of the game out. The last student standing is the winner.**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*
* *pictures of different items*
 |
| **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.* |

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