**Backward Design Lesson Plan Template**

**School: Campus International High School**

Teacher Yassin Essaid Grade level 9 th (novice)

Lesson title means of transport

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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 different modes of transport in Arabic.*
2. *Students will be able to say the Arabic names of some of the modes of transport.*
3. *Students will be able to ask and answer questions related to how they get to school.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**In order to show that they have learnt the target modes of transport, students have to demonstrate clear understanding of the different means of transport in Arabic by successfully accomplishing the activities that are going to be conducted. Thus, students show that they have fully grasped the words while labeling pictures, playing games related to this theme, and talking about the means of transport they and others take to school.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?** *Warm up:*

*After greeting students, I will ask them in their mother tongue how they usually get to school.**T: how do you usually get to school?**e.g**S1: I get to school by the school bus.**S2: I get to school by car.* *S3: I get to school by bus.**S4:…………………..etc* *I will tell the students that our lesson today is about means of transport.** *First stage : Presentation:*
* *Through the use of laptops , I am going to ask students to work in groups by going online and try to find the name of six modes of transport in Arabic . When the groups are done, I will ask them to compare their lists of the modes of transport in Arabic that they have come up with and see if any groups have similar lists.*
* *Through the use of the projector I will conduct a power point presentation of some means of transport one after another. For example, I will show them a picture of a car and say ‘sayara’, and then a picture of the bus and say ‘hhafila’ and so on and so forth. I am going to pronounce the name of each mode of transport twice.*
* *Through the use of repetition drills students are going to repeat the introduced means of transport twice while showing them the picture of each one .*
* *Then for the sake of checking understanding, I will show on the screen a poster of the means of transport that have been introduced and say the name of one of the means of transport, students then listen and point to the mode of transport that has been mentioned.*
* *Second stage: Practice*
1. *I give students a worksheet with the pictures of the modes of transport and then I will be saying the name of each mode of transport. Students listen to me and number the pictures according to the order I am saying them.*
* *2. The class is divided into teams of four. With the use of laptops they are going to log in to the gimkit game that I have created beforehand. In this game students get extra practice of the modes of transport that have been introduced and it also serves as a way to check students’ understanding.*
* *The third stage: Production:*

*After being modeled , students are going to ask and answer questions related to how they get to school in Arabic using the following formula: e.g**S1: How do you usually get to school?**S2: I get to school by bus. And you?**S1: I get to school by car.* |
| 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.* |