**Backward Design Lesson Plan Template**

**School: LaSalle Language Academy**

Teacher \_Ghada Shehata Grade level \_6 -7

Lesson title : What do you know about the Arabic language and the Egyptian culture?

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| Step 1—Desired Results |
| By the end of this lesson students should be able:  - have a general idea about the Arabic language.  - Write their names in Arabic.  - talk about historic and touristic places in Egypt.  - talk about some Egyptian foods.  - talk about some Egyptian traditions. |
| Step 2—Assessment Evidence |
| -Students will identify some Arabic letters and greeting words.  -Students will write their names in Arabic.  - Students will talk about some Egyptian cultures and traditions.  - Students will talk about some tourist attractions in Egypt. |

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| Step 3—Learning Plan |
| **Aids:** PPt. - Kahoot - construction paper- word cards- short videos.  **Warming up :** ( 10 min. )  -Introducing myself to the students and getting to know their names.  -Eliciting ideas about how much they know about the Arabic language and Egypt.  -Playing Kahoot to arouse their interest. ( The Kahoot game will have some questions about the Arabic language and the Egyptian culture ).  **Presentation:**  **Activity ( 1 ):** ( 15 min. )  - Introducing the Arabic alphabet using word cards, explaining that in Arabic there are 28 letters and that it is written from right to left.  -Distributing construction paper and encouraging students to write their name tags in Arabic following instructions on the board.  **Activity ( 2 ):** ( 10 min. )  -Playing PPT. to introduce some historic and touristic places in Egypt like Luxor , Aswan and Sharm El Sheikh.  **Activity ( 3 ):** ( 10 min. )  -Asking students if they have ever tried Egyptian food.  -Playing PPT. to introduce the students to some Famous Egyptian food and how they are cooked.  **Activity ( 4 ):** ( 10 min. )  Talking about some Egyptian traditions then playing some short videos about how Egyptians celebrate different occasions.  **Wrap up: (** 5 min. )  Allowing few minutes to answer students’ questions. |
| Step 4—Reflection |
| Students were very excited . They had a lot of questions and wanted to know more about the Egyptian culture. They were very happy to write their names in Arabic . |

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