**Backward Design Lesson Plan Template**

**School: Baltimore International Academy**

Teacher Abdelrahman Dawoud Grade level Parents’ club

Lesson title Arabic Alphabet “ ب ت ث

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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?*  *Learners will be able to*  *- pronounce the letters ب ت ث*  *-read and write those letters*  *-identify those letters at the beginning, middle or end of a word*  *-learn how to introduce themselves* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Learners trace the letters and then write them on their own*  *Learners know how to pronounce the sounds with long and short vowels*  *Learners circle the letters in different places of words*  *Learners perform simple dialogues to introduce themselves* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Step one: I introduce the unique features of Arabic alphabet to learners: number, direction of writing, transparency, connections*  *Step two: I write one letter a time on board and show learners different variations of it.*  *Step three: learners start tracing and writing the letter in their worksheets.*  *Step four: I read a loud some of the vocab provided and ask them to circle the letter mentioned.*  *Step five: learners listen to short and long vowels with the sound of the letter and imitate it.*  *Step six: I perform a model dialogue to introduce myself with one of the learners and then, they practice this in pairs.*  *Step seven: I sum up what was disused in the session briefly waiting for feedback* |
| 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.*  *Leaners showed a great interested in the lesson. I was satisfied with the output as they practiced the four skills. They listened spoke ad learned to read and write new letters. They also practiced language function.*  *Next time I will use transliteration with new vocab because the learners are hasty and wants to learn everything in no time. This helps achieve my goal* |

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