**Backward Design Lesson Plan Template**

**School: Baltimore International Academy**

Teacher Abdelrahman Dawoud Grade level Parents’ club

Lesson title Arabic Alphabet “ ب ت ث

|  |
| --- |
| 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* |

|  |
| --- |
| 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,