**Backward Design Lesson Plan Template**

**School: Baltimore International Academy**

Teacher Abdelrahman Dawoud Grade level primary one Arabic immersion

Lesson title Geometry shapes in Arabic

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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 name of 8 geometry shapes**-read and write those shapes**-ask and answer questions with “how many”**-relate some classroom objects to the shapes studied**-do hand activity : design and cut shapes* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**Learners trace the words and then write them on their own**Learners identify the shapes once they saw the picture**Learners use rearrange activity to form the given words**Learners ask and answer questions using “How many sides…?”**Learners learn the concept of group work and cooperation in order to achieve success* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?**Step one: I introduce the shapes to students using realities: paper box, cylinder, square, triangular shapes and so on.**Step two: I identify the spelling of the shapes on the board and discuss some linguistic issues like short and long vowels.**Step three: we work together and practice the pronunciation. I give implicit feedback**Step four: I give different activities to different groups like cut and glue, tracing, color your shape, build your shape* *Step five: students orally are introduced to “How many” question form and the way to answer* |
| 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?**Students learned the names of 8 shapes, built their own shape and asked questions using “How many”.**The activity of building shapes was the most engaging and next time I will ask students to write on the shape before they glue it.* |

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