**Backward Design Lesson Plan Template**

**School: Irving Elementary School**

Teacher: Mouloud Mahi Grade level 4th

Lesson title Emotional States in Arabic (allotted time: 30 mins)

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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 and express the different emotional states in Arabic: I’m doing good, I’m not doing good, I’m sad, happy, tired, angry and sick* 2. *Students will be able to use these expressions in a conversation with their peers.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Students are required to listen to the Arabic words of emotions and point to the suitable pictures. They are also invited to utter the right word when the teacher shows them an emoji. Students will demonstrate clear understanding of the words in Arabic by sticking the word-cards on the right emoji projected on the white board. Students start a conversation asking and answering questions about “how are you doing today?”.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * *Warm up: 5 min*   *After greeting students, the teacher shows them different emojis of different states of emotions and ask them to guess what the lesson is about. Students express their guesses and the teacher writes the objectives on the white board.*   * *First stage: Presentation: 10 min*   *The teacher shows students pictures of different emojis depicting different states of emotions and asks what do you see here? Ss provide the answer in English. The teacher introduces the words related to feelings in Arabic. He/she repeats it several times (this is presented through a presentation on different states of feelings in Arabic, students see pictures of people in different moods and listen to the presentation of the teacher tehn take notes on their handouts.)*  *Students are invited to answer questions based on what the saw in the presentation like: how does Nabil, Samira, Mustapha, Kamal feel? The teacher emphasizes the correct pronunciation.*  *The teacher projects pictures of different emojis and asks students to express what state of emotions they represent. Students repeat the different feelings in Arabic.*  *The teacher introduces the seven feeling words and use the expression (kayfa haluka alyawm/how are you doing today?.*   * *Second stage: Practice: 10 min*   *The teacher utters the name of each emojis and invites ss to show the appropriate picture. Repetition and drills help students memorize the targeted words. Then, a student is invited to utter the words and another one sticks the right word-card on the right emoji.*  *The teacher repeats the activity and invites ss to participate.*  *The activity is turned into a competition. Students are encouraged to ask each other: how do you feel today? And give answers: today I’ m………*   * *The third stage: Production: 5 min*   *After modeling, the teacher asks students to work in pairs and start a conversation by greeting and asking each other how the feel today. (the teacher scaffold on what students saw in previous sessions)* |
| 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.* |

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