**Backward Design Lesson Plan Template**

**School: Irving Elementary School**

Teacher: Mouloud Mahi Grade level 4th

Lesson title Expressing feelings 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 start a conversation, and ask about and express different feelings in Arabic: How are you today? How do you feel? 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 questions and expressions to start a conversation with their peers.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**Students are required to describe the state of emotions they see on pictures projected on the white board, listen to the Arabic words of emotions and use them in simple sentences. They are also invited to use questions about the state of emotions of their friends. Students will demonstrate clear understanding of the expressions in Arabic by matching the word and pictures.*  |

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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 start the session by matching pictures of different people with different states of emotions to the right expressions. Students express their guesses about the current class, then the teacher writes the objectives on the white board.** *First stage: Presentation: 10 min*

*The teacher presents a short video of two kids greeting and asking about each other. Students answer questions about the video: What are the names of the two kids? How do they feel? Students re-watch the video and come up with the questions and expressions used to ask about someone’s feelings. Ss provide the answer in Arabic. The teacher introduces the right expressions.* *students repeat the targeted expressions several times (the teacher makes sure students pronounce these expressions appropriately)* *Students are invited to pose questions based on what they learnt in the video: how do you, your mother, friend, sister…. feel? The teacher emphasizes the correct pronunciation and interaction in Arabic. Students use the different words of feelings. and use the expression (kayfa haluka alyawm/how are you doing today?** *Second stage: Practice: 10 min*

*The teacher models with one of the students a sample conversation using names of different states of emotions. The teaches also invites ss to start a conversation with their peers asking each other how they feel. Repetition and drills help students memorize the targeted words and expressions. Then, Students are invited to step up to the stage and present their performances**The teacher repeats the activity and encourages others to participate.* *The activity is turned into a competition.* * *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,