

Backward Design Lesson Plan Template

Teacher: Ezzat Hassan
Grade level: Arabic 1

Mentor High School
Lesson title: Classroom objects (lesson 2)

Step 1 — Desired Results
<p><i>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?</i></p> <ul style="list-style-type: none"> Students will be able to identify and read the names of some classroom objects in Arabic. (book, bag, pencil, compasses, stapler, chair and map) (كُتَاب، حَقِيْقَةٌ، دِيْبَالَة، مَكْرَسِي، مَقْرِيْعَة) Say what they can see from classroom objects in Arabic and draw them.
Step 2 — Assessment Evidence
<p><i>Performance task— What will students do to show what they have learned?</i></p> <ul style="list-style-type: none"> Students will say, read and write the names of some classroom objects in Arabic. Students will talk about some classroom objects. Students will ask and answer about some classroom objects. Students will draw cards for classroom objects.
Step 3 — Learning Plan
<p><i>Learning activities - Answer s the question, how do I teach it?</i></p> <ul style="list-style-type: none"> After greeting students, I revise yesterday's classroom objects by using flashcards and the smart TV. (pen, chair, protractor, eraser and chalk) I ask students what can they find at their bags. I introduce the names of some classroom objects in Arabic using some real objects, flashcards and the classroom TV (with the help of Airplay). Students repeat the names of classroom objects in chorus and individually. I show students the flashcards for different classroom objects and they say their names. I play a memory game with the students. I ask two students to say as many words as she/he can about classroom objects. The winner is the students who can say more classroom words. I continue the game with other students. I divide students into two groups to talk about the usage of different classroom objects. Quiz- quiz Trade. I give each student a card. I ask each student to write a question (about a classroom object) on the front and answer on the . they leave their places to find a partner. One

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