**Backward Design Lesson Plan Template**

**School: leicester High School**

Teacher: Bouchra Ait Msguine Grade level: Novice

Lesson title: Fruits

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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?*-Recognize and say the names of fruits in Arabic-Express their likes and dislikes about fruits in Arabic-Learn about exotic fruits and their origins/ talk about local fruits-Conjugate the verb فضل in simple present with three different subjects أنا/هو/هي -Discover the taste of `exotic` fruits |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**-students will say the fruits names in arabic after seeing them on pictures**-Students will ask and answer the question:* *هل تحب ال+اسم الفاكهة؟**نعم أنا أحب ال+اسم الفاكهة/لا أنا لا أحب ال+اسم الفاكهة**-Students will ask and answer the question:**أي فاكهة تفضل/ تفضلين ؟**أنا أفضل ال+اسم الفاكهة**Students will report to the class the answers of their classmates using:**هو/ اسم يفضل  ال+اسم الفاكهة or هي/ اسم تفضل ال+اسم الفاكهة**-Students will use the fruits names in arabic to talk about the fruit number one in the Arab world different countries and and in the different states of the USA.**- Students taste the fruits and recognise them using:**هذا/ هذه +اسم الفاكهة**-* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?**-Teacher starts by making the students view a video about fruits and having them listen and write down each fruit`s name in Arabic below the right pictures on a hand out previously distributed.**-Teacher has students recall and practise pronouncing the new vocabulary using flashcards and asking:**ما هذا؟/ ما هذه؟**هل هذا؟/هل هذه؟**-Students work in pairs to ask and answer questions about the fruits they like and the ones they do not like in Arabic using the expressions:* *هل تحب/تحبين ال+اسم الفاكهة؟**نعم أنا أحب ال+اسم الفاكهة/لا أنا لا أحب ال+اسم الفاكهة**-Students work in small groups and ask their group members:* *أي فاكهة تفضل/ تفضلين ؟**Then report to the whole class their findings using:* *هو/ اسم يفضل  ال+اسم الفاكهة or هي/ اسم تفضل ال+اسم الفاكهة**-Students are assigned to use their chromebooks and search the most popular fruits in the Arab world countries and in different regions in the USA then use:**الفاكهة رقم واحد في ....... هي...........**-Eyes closed, students are a given a piece of fruit to taste and they have to try to guess what it is using: the fruit`s name in Arabic هذا/ هذه* |
| 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.**The tasting activity was very fun for the students and very important I reckon for the 21st century adolescents might not be accustomed to consuming fresh fruits. So, the activity not only makes them practise using new vocabulary item but also makes them discover fresh fruits ` shape, smell and taste.* |

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