**Backward Design Lesson Plan Template**

**School: Nicotra Early College**

Teacher Manal Salem Grade level 10- 11- 12

Lesson title Fruit

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| Step 1—Desired Results |
| *Standard Outcomes for Learning (ACT FL Standard 1.1)*  *Communications: Students say and share what fruit they like and don't like.*  *Cultures: Students will learn about popular fruit in the Arab world and in the U.S.*  By the end of this lesson, students will be able to:  - Recognize and say the names of eight kinds of fruits in Arabic  - Express their likes and dislikes about fruit in Arabic  *- Understand how to respond to simple memorized questions in*  *the target language.*  *What is your favorite fruit?*  *I like/ I don't like*  I want/ I don't want........ |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Ss will produce simple sentences to express preferences.*  *- Students will identify fruit.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Materials used: flash cards, white board, poster- flyswatters.*  *Technology used : Screen projector, power point presentation, video presentation.*  *online name picker.*  *https://youtu.be/d8POYQxQ7fg*  *Warm-up :- (10 minutes)*  *Teacher greets students in Arabic and* asks them about the food eaten in Thanksgiving. The teacher elicits pumpkin and says it in Arabic. The teacher asks whether pumpkin a fruit or a vegetable and introduces the fruit through flash cards and power point presentation.The teacher plays the fruit song and asks the students to sing along to review the words in Arabic. The teacher models a conversation with a student. The teacher asks what is your favorite fruit? Students answer.  -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:  what is your favorite fruit?  I like........  I don't like.........  Activity one: (flyswatter ) : (10 mins)  The teacher encourages volunteers to do a flyswatter activity on the  target vocabulary.  Activity two: (mega flyswatter) : (10 mins)  The teacher gets the winners to compete against each other  identifying not only the vegetables but also the fruits (2 posters as  indicated in the picture below). The winner gets a prize.  Activity three: (pick a fruit):( 10 mins)  Using the name picker, a student come to the board, choose a card from flipped ones, try to guess the fruit. Then turn the card and say what is the fruit in that card. Another student would say a sentence using I like or I don't like....  Activity four: What is that fruit? (10 minutes)  The teacher asks a volunteer to come , eyes closed, students have to taste a piece of fruit and they have to say what they are eating. This is ..........  Activity five: posters ( 16 minutes)  Students work in groups to make posters of trees with their favorite fruit. |
| 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 have enjoyed the drawing activity.*  *The tasting activity was very fun and encouraging for them .*  *Next time, I may include more competitive activities for students to practice* |

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