Backward Design Lesson Plan Template

Roosevelt High School

Teacher: Yasser Gawargy Grade level 10 to 12

Lesson title: Food

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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?****By the of the lesson students will be able to:**** Use the Arabic words to speak about the vegetables.
* Identify the vegetables in Arabic when they hear its words.
* Use the vegetables in Arabic in simple conversations and say its color in Arabic as well.
* Express what vegetables they like in an Arabic sentence.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned*Through the game of "Go and Hunt" the students will get the vegetables that are hidden around the room and name them in Arabic.• Through the activity of the "The Missing vegetable", the students will be able to use the Arabic words to name the missing vegetable of the line.e Through the activity of the "Blind Fold" the students will say the vegetable word of the vegetable they have and describe it with its color as they studied the colors earlier.• During the "Matching Game". the students are expected to use the Arabic words of the vegetables as each one will have a turn to match.Performance criteria — How good is good enough to meet standards?Say the vegetables aloud clearly and correctly.Identify the vegetables in Arabic and use them in very simple phrases. |
| Step 3—Learning Plan |
| Learning activities - Answer’s the question, how do I teach it? Materials needed:Some real vegetables "potatoes — Tomatoes — carrot — pepper — lettuce — corn Four sets of vegetable cards**Learning activities**Step by step instructions from start to finish (including number of minutes needed per activity) and detailed enough for another teacher to follow. What teaching methods/activities will you be using?Learning time to teach the vegetables vocab: (5 minutes)The teacher will ask the students to sit on the carpet to watch a video of the words of vegetables in Arabic on the projector. The students will have the chance to repeat the words as they watch the video.let's watch a video about the fruits in Arabic to introduce new vegetables (this is an interactive video which allows time for students to participate):https://www.youtube.com/watch?v=fU7DlrkBTUkThe teacher will start to teach the vegetables words to the students as they see a picture for the word they learn. The students will repeat the word as they pronounce it correctly.1. Play "Find the Vegetables" (5 minutes)

Bring some vegetables to the class. The vegetables will be in a basket for vegetables. Before the students start the class, hide the vegetables all around the room — in draws, behind books, under things. Begin the main part of the lesson, have everyone sit down and say to the students "Let's look for some vegetables!". Then, stand up and demonstrate that they are searching for something. Find one of the vegetables and show it to the students while doing so. Then, take it over to the basket and drop it in saying "Put it in the basket". Then get everyone to hunt around the room until all of the vegetables have been found and placed in the basket.1. An application activity: (5 minutes)

The teacher will arrange group in 2 or more teams and will have each team line up on opposite sides of a large open space. Then, the teacher will place vegetable containers in the middle of the space, between the teams. On "Go!" each team member takes turns running to grab a vegetable container and returning to their team to say the item's word in Arabic. All team members should run in place, stretch, or do jumping jacks when waiting for their turn. The team with the most items, correctly pronounced word, wins.3. Play "The Missing Vegetable" and "Blindfold touch (minutes)Line all the vegetables up on a desk. Say "Close your eyes" and get everyone to cover and close their eyes. Take away one of the vegetables and hide it behind your back — everyone must open their eyes and shout out the missing vegetable. Play this until all of the vegetable vocabulary have been practiced. Keep the vegetables lined up on the desk. Take out a blindfold and model the activity — put on the blindfold then touch and feel one of the vegetables. Look confused and say the wrong word (e.g. touch a cabbage and say "Is it a carrot?"). Get the students to help you until you guess correctly. Then blindfold one student, turn him/her around 3 times and help him/her to go to the desk and touch/feel one vegetable and say what it is. Give all of the students a go.Vegetables Matching Game: (18 minutes)It is a funny way for the kids to learn the words of the vegetables that they have learnt during the class time. The teacher would express " I Like or " I don't like .. ..." in Arabic with the matches the students do.MODELING/ EXPLANING: (5 minutes)Explain to students that they will get to play a matching game in a group to review all of the vegetables that they have learned in Arabic. Show students how to set up the cards (there will be 16 cards, 4 rows of 4). Count with the students in Arabic as you put the cards in each row. Tell the students that their job is to say the name in Arabic and find the pictures that match. The person who has the most matches at the end of the game wins.ASK STUDENTS:Will you play by yourself, or in a group?Will you take turns with your friends?Do you need to say the name of the picture? Will you put the card in a different place?GUIDED PRACTICE: (5 minutes)Explain that you will practice a game together and play teacher vs. students. Set the cards up together, counting by 3, and ask students who should go first. Show students how to turn over the card, say the name, and try to find a match. Call volunteers to take a turn for the students. The other students are watching to see if the volunteer:Keeps the card in the same spotSays the name of the fruit or vegetable ArabicContinue taking turns with the students until you have completed the game. Show students how to count the matches to see who wins.INDEPENDENT PRACTICE: (8 minutes)Have students return to their tables and play the matching games in small groups. Walk around to check on each group and provide support as necessary:Rules of the gameVocabulary (names of vegetables in Arabic) Reinforcement for the sentences of "l like. and "l don't like... ..." in Arabic.Specific Positive reinforcement (l like how waited until it was his turn, you are a great model as you are following the rules - I saw you keep the card in its spot, I heard you name the fruit - GOOD JOB!) |
| 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,