Backward Design Lesson Plan Template

Frederick Douglass High School

Teacher: Yasser Gawargy Grade level 9 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 food. * Identify the food items in Arabic when they hear its words. * Use the food items in Arabic in simple conversations and say its color in Arabic as well. * Express what vegetables they like in an Arabic sentence and ask questions about preferences. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned*   * Students will say the food items words of they see on the screen 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 and match them with the pictures. * Students listen to people’s likes and dislikes and react in a listening activity where they need to (tick) or an (x). * Identify the food items 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 pictures for “salad — bread — rice — soup — meat — chicken”  **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:  The teacher will ask the students to watch a video of the words of food items in Arabic. The students will have the chance to repeat the words as they watch the video.  The teacher will start to teach the food items 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 "bring food items"   Students try to bring the food items they have available in their house and ask other students about the items they have   1. Food item Matching Game:   It is a funny way for the Students to learn the words of the food items 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:  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 having Arabic words and English words. Tell the students that their job is to say the name in Arabic and find the card that match. The person who has the most matches at the end of the game wins.  Show students how to count the matches to see who wins.  INDEPENDENT PRACTICE: (Listening Activity)  Students prepare a sheet of food Items written vertically in English and four names of people written horizontally and then listen and put a tick or an X in front of the item they listen to according to what they like and dislike |
| 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,