Backward Design Lesson Plan Template

**Truesdell Education Campus – Washington DC**

Teacher: **Ali Mohamed** Grade Level: **6th Grade Novice**

Lesson Title: Fruit

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| Step 1—Desired Results |
| ***Standard Outcomes for Learning***1. The students will be able to say eight fruit names in Arabic (apples-bananas-mangoes-watermelons-grapes-pineapples-oranges-strawbwerries)
2. The students will be able to choose some fruit to make fruit salad, using “I eat …….” in Arabic.
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| Step 2—Assessment Evidence |
| ***Performance Task***1. The student will be able to say eight fruit names in Arabic.
2. They will be able to choose their favorite fruit to make fruit salad.
3. They can compete each other in pointing to the fruit when they hear the name in Arabic.
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| Step 3—Learning Plan |
| ***Learning Activities*****Warm up: (5 minutes)**I will show my students some picture with different fruits and ask them ‘How many fruits do you see?’ They have to answer using Arabic numbers. Then I will ask them about their favorite fruit. **Presentation (15 minutes)**1. I will use flash cards of fruit. Showing one fruit at a time.
2. I will get students to repeat after me.
3. I will start with the ones that have the same name or a similar in Arabic and English.

**Practice: (22 minutes)** **Activity 1**: * I will divide my students into groups.
* I will give each group a set of flash cards of the fruit to practice asking each other inside the group about the fruit.
* Two groups then will compete each other; one student from a group stands and asks another student in the other group about the fruit he has in his flash card.

**Activity 2:** * I will ask the student to stay in the same groups.
* I will show a photo of eight fruits on the board using the projector.
* A student from each group will stand near the board and try to be faster in pointing to the fruit when he or she hears the name.
* I will say the fruit names and students point to them.
* I will ask one student to count the points and another one to say the names of the fruit instead of me.

**Exit ticket:**Each student should draw a bowl of fruit salad and say the names of their fruit in Arabic. |
| Step 4—Reflection |
| * The students learnt the Arabic names of fruit and have great fun playing with them.
* I learnt that I should give all students the opportunity to participate in the activities and encourage the shy ones.
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,