

# Backward Design Lesson Plan

School: Anne Chesnutt Middle School, Fayetteville, NC

Teacher: Mohammed Etify Grade level: Exploratory Arabic; grade 6

Lesson title: Fruits

Time: 55 minutes

## Step 1 – Desired Results

### Standard Outcomes for Learning (ACTFL Standard 1.1) –

\* Use single words and simple memorized phrases for fruits, likes and dislikes to present to an audience:-

Kiwi - كيوي - pears - إجاص - mangoes - مانجو - oranges - برتقال  
strawberry - فراولة - apricot - مشمش - grapes - عنب - I like - أنا أحب

\* Understand how to respond to simple memorized questions in the target language, which focus on the key vocabulary of the lesson, in classroom activities and different content areas.

- What color is.....? ما لون
- Do you like.....? هل تحب
- Which fruit do you like most? أي الفواكه تفضل؟

\* Recognize examples of cognates and loan words.

Kiwi - mango

- Consolidate the previously taught vocabulary and phrases.

## Step 2 – Assessment Evidence

### Performance task – What will students do to show what they have learned?

- Students will work in groups to color fruits and name their colors in the target language.
- Students will play a flyswatter game to identify the fruit whose name was said by the teacher.
- Students will roleplay a simple conversation asking about name, country of origin and favorite fruit using the previously taught language.

## Step 3 – Learning Plan

### Learning activities - Answer's the question, how do I teach it?

**Materials used:** Realia (a kiwi fruit), poster for fruits, flyswatters, handouts, crayons.

**Technology used :** Screen projector, video presentation

<https://www.youtube.com/watch?v=zORUo6Lsns8>

Random name selector online (to identify colors).

#### **Warm-up :- ( 4 minutes)**

Teacher greets students in Arabic and shows them a kiwi fruit. He asks in Arabic “What color is the kiwi?” ما لون الكيوي getting answers as a whole class. The teacher then displays a video clip for colors to revise and consolidate the vocabulary of the previous lesson.

<https://www.youtube.com/watch?v=zORUo6Lsns8>

#### **Activity one ( 16 minutes)**

The teacher divides the class into three groups and distributes handouts for fruits, asking them to use the crayons to color them as a group. The teacher moves round the classrooms and whispers the names the fruits each student is working on asking them to repeat individually. When students are done coloring the fruits, the teacher asks students to tell the whole group the name of the fruit they colored. The teacher then gives feedback by pointing at the poster of fruits and naming them. Finally, the teacher uses the random name selector to choose students to tell the color of their fruit by asking them “ What color is.....?” ما لون

#### **Activity two: Flyswatter game (15 minutes)**

First, the teacher asks for volunteers to do a flyswatter game, two students will do the activity, one student will record points, and one will be the judge on whom picked the correct answer first. The teacher names the fruit and the students try to swat the correct picture of fruit; the faster of the two gets a point. Students then take turns to do the activity.

### Step 3 – Learning Plan (contd.)

#### **Activity three: Talking cards ( 10 minutes)**

The teacher hands students blank sheets of paper. He models the activity by drawing an apricot next to the word (.....♥ *Liʻ* ). The teacher then says aloud “I like apricots” . He then asks the students to do the same. In the end, the teacher selects students using random name selector and ask them “which fruit do you like most?”

#### **Activity four:(roleplay)**

The teacher reminds students about the questions they have previously studied such as “what is your name/ Where are you from?” He then adds the question “which fruit do you like most?” The teacher then tells the students that they will pretend to be meeting for the first time and ask each other these questions. At first, the teacher gets two of the most responsive students to model the conversation, then he ask the students to do the activity in pairs.

### 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.*