**Backward Design Lesson Plan Template**

**School:** J.W. Reason Elementary

**Teacher:** Wessam Abdelnaby

**Grade level:** Novice- Mid

**Date**: Feb 28th, 2020.

**Lesson title:** Egyptian Vegetables and Fruits Market

|  |
| --- |
| **Step 1—Desired Results** |
| **Standard (Outcomes for Learning):**  -Express self in conversations on very familiar topics using a variety of words,phrases and simple sentences.  -Present simple basic information on very familiar topics by producing words and list notes.  **Objective - By the end of the lesson students will be able to:**  - say the names of some vegetables and fruits in Arabic.  - identify the names of the Egyptian currency.  - make their own paper Egyptian money.  - create a simulation of an Egyptian vegetables and fruits market.  **Key Vocabulary/Grammar:**  **Revised Vocabulary:**  **Fruits:**  - Pineapple اناناس - strawberry فراولة  - apples تفاح - watermelon بطيخ  - oranges برتقال - peach خوخ  - bananas موز - pomegranate رمان  - dates تمر - mango مانجو  - grapes عنب - pumpkin يقطين  **Vegetables:**  - tomato طماطم  - cucumber خيار  - carrots جزر  - potatoes بطاطس  - lettuce خس  **New Vocabulary:**  **Money** نقود  - pound / pounds جنيهات/ جنيه  - piaster / piasters قروش - قرش    **New Structure:**  Client : How much are the potatoes? كم ثمن البطاطس؟  Seller: five pounds. خمس جنيهات  Client : Here you are? تفضل  Seller: Shukran. شكرا Client : Afwan. عفوا |
| **.-Step 2—Assessment Evidence** |
| **Performance task—What will students do to show what they have learned?**  - watch a video about an Egyptian Vegetables and Fruits Market.  - cut and use their paper Egyptian money to buy vegetables and fruits.  - ask and answer about the price of fruits and vegetables in Arabic. |

|  |
| --- |
| **Step 3—Learning Plan** |
| **Learning activities - Answers the question, how do I teach it?**  **(5 minutes)**  **Review:**  -The teacher greets the students and asks them about the weather and what day is today? and elicits the Arabic words.  - The teacher asks the students about their favourite Egyptian food they want to try and elicit the words in Arabic.  **(10 minutes)**  **Presentation:**  **Warm up:**  -The teacher asks the students who went to the market this week?and tells them about markets in Egypt.  **-** The teacher plays a video about an Egyptian Vegetables and Fruits Market, the students watch the video and discuss what they have seen with the teacher.    **Activities:**  **Egyptian Money: (10 minutes)**  - The teacher introduces the Egyptian money through a PowerPoint presentation and shows the students the real money.  - The teacher gives the students paper with the Egyptian currency to cut them.  - The students say the name of the currency in Arabic while they are cutting and the teacher goes around to help them.  **(15 minutes)**  **Vegetables and Fruits Market Simulation:**  - The teacher reviews vegetables and fruits words through flashcards.  - The teacher introduces the question “How much…….?” through a conversation between a client and a seller and the students work in pairs to practice it.  - the teacher divides the class into groups and asks each group to pick up one kind of fruit and another kind of a vegetable to put it in containers on their tables.  - The students start going from one table to another one to buy the fruits and the vegetables they want using their own egyptian money.  **(5 minutes)**  **Exit Ticket:**  The students say two takeaways from the lesson and one thing they want to learn next. |
| **Step 4 - Materials** |
| **Materials needed to complete the lesson:**   * Powerpoint presentation * Flashcards * Paper money * Scissors * paper fruits and vegetables * Containers |
| **Step 5—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