**Backward Design Lesson Plan Template**

**School: Lewiston High School**

Teacher Sabrin A.Gawwad Grade level : 10-12 (Novice-mid)

Lesson title: Food & drinks.

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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?*   * *Say the names of different food, drinks, fruits and vegetable in Arabic.* * *Use the verbs related to food & drinks with the suitable pronoun (eat, drink, prefer, like, cook, bake, boil, grill, fry, roast) يأكل، يشرب، يحب، يطبخ، يطهو، يخبز، يسلق، يحمر، يشوي* * *أنا أشرب، آكُل، أطهو....* * *Read a menu in Arabic* * *Use polite expressions to order food & drinks من فضلك،، لو سمحت...* * *Learn how to order food and drinks/ create a conversation at a restaurant.* * *Talk about their favorite food. (cooked, baked, fruits, vegetables)* * *طعامي المُفَضَل هو.......* * *Compare between the Egyptian and the American food.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * *Ss will read a whole menu in Arabic.* * *They will act as at a restaurant; waiters & clients.* * *Make the whole order in Arabic using the suitable expressions perfectly to get their fool for free.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Activity ( 1):*   * *Ss watch videos about the different meals*   [*https://www.youtube.com/watch?v=d4lM3g2uFMU*](https://www.youtube.com/watch?v=d4lM3g2uFMU)   * *Role play*   *Vocabulary list (1) : breakfast-jam – honey – cereal – bread – eggs – cheese – beans – falafel – milk*  *T introduces the list (pictures, word cards, video)*  *Ss write each word under the picture.*  *Activity ( 2 ) answer the questions:*   * *T divides the class into groups.* * *Each group takes one minute to think of an answer to the question written on the board “what do you eat for breakfast?”* * *Each student takes on minute to share with the group what they eat.* * *The same activity is repeated to talk about what food they like least.*   *Vocabulary list ( 2) : Luch- dinner- chicken – meat – fish – rice – fries – pasta – vegetables – tea – coffee*   * *T introduces the list.* * *Ss learn how to read and write these words.*   *Activity ( 4 )*   * *Watch an Arabic video " a conversation at a restaurant."*   [*https://www.youtube.com/watch?v=cC\_zDBrHQtU*](https://www.youtube.com/watch?v=cC_zDBrHQtU)   * *Ss read a menu from the Egyptian cuisine.* * *Ss (role play) the same situation using the Arabic menus that they have* * *Ss practice in pairs asking and answering “What they like to have for lunch/ dinner?”* * *Ss a whole order in Arabic phrases & expressions.* |
| 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?*  *Students learned the names of the three meals in Arabic. They also learned how to order food and talk about their most/ less favorite food. The students were very excited and happy to say and eat Egyptian food ☺* |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,