

# Backward Design Lesson Plan

School: Anne Chesnutt Middle School, Fayetteville, NC

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

Lesson title: Vegetables

Time: 55 minutes

## Step 1 – Desired Results

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

- \* Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.
- \* 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 the.....? ما لون ال.....
  - What is your favorite vegetable? أي الخضروات تفضل؟  
Use single words and simple, memorized phrases to express needs, preferences, and feelings.  
I like..../ I don't like أنا أحب / أنا لا أحب
- Use readily available technology tools and digital literacy skills to present in the target language.

## Step 2 – Assessment Evidence

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

- Ss will produce simple sentences to express preferences.
- Students will identify vegetables and their color.

### Step 3 – Learning Plan

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

**Materials used:** Plickers cards, whiteboard, poster, handouts.

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

<https://www.youtube.com/watch?v=Pf1Y0JtfMPU>

online random name selector

#### **Warm-up :- (10 minutes)**

Teacher greets students in Arabic and asks them to do the bell ringer. T asks students to use their Plickers cards (pre-printed and distributed; available at [www.plickers.com](http://www.plickers.com)) to answer a quick assessment on colors and fruits. The teacher plays the question on the screen projector. T scans students' answers with T's mobile phone camera. T displays correct answer after each question.

**Note:** Students' data (name and card number) should be previously entered on the website.

#### **Activity one ( 10 minutes)**

The teacher shows a poster and asks “what color is....”, pointing at a type of vegetable. T gets answers as a whole class. T repeats question for different vegetables. Finally the teacher displays a video to reinforce the vocabulary of the lesson

<https://www.youtube.com/watch?v=Pf1Y0JtfMPU>

#### **Activity two: bingo (10 minutes)**

T distributes handouts with vegetables in a table. The students are told that they are going to do a bingo activity. The teacher says random vocabulary for vegetables, Ss check the vegetable they hear. The student who check a complete line (vertically, horizontally or diagonally) first and correctly is the winner.

#### **Activity three: Talking cards ( 20 minutes)**

The teacher uses the whiteboard to draw a vegetable. T writes (I ♥ .... ) before the vegetable. T then says ( I like..... أنا أُحِبُّ ). T draws another vegetable and writes (I don't like.... أنا لا أُحِبُّ ) drawing a sad face before the sentence. T asks students to do the same using a sausage card (piece of paper folded like a sausage). On one side, they draw what they like; on the other what they do not like. The teacher moves around encouraging students. T asks students to discuss in pairs what they like/ dislike before he uses the random name selectors to get students to say what they like and don't like to their peers.



### Step 3 – Learning Plan (contd.)

#### **Activity four:(flyswatter ) : (10 min)**

The teacher encourages volunteers to do a flyswatter activity on the target vocabulary

#### **Activity five:(mega flyswatter ) : (5 min)**

The teacher gets the winners to compete against each other identifying not only the vegetables but also the fruits (2 posters as indicated in the picture below). The winner gets a prize.

### 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?*

The lesson went on well. Students enjoyed the activities. No accommodation/modification was needed.

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

