Backward Design Lesson Plan Template

Teacher Chen Jinyun Grade level 11&12

Lesson title Directions

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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?*  At the end of the class, students will be able to  1. pronounce correctly four direction words: front, back, left, right and two action verbs jump and run;  2. recognize these six words and memorize them;  3. use sentence pattern: school bag is on the left/ right/front/back of the book. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students will match the characters with photos showing directions  Students will act out when the teacher says the word left, right, front, back  Students will perform a dance of directions  Students will recognise these six words on the flashcards  Students will do pair work to question each other the meaning of these six characters |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  Step 1  Warm up 5 mins  1.Review all the verbs we learned: eat, jump, climb, run, pull, shout, fly, swim, sleep;  2. Show a one minute cartoon about characters: following, shade, run, jump ;  3. Lead in to directions and verbs we will learn today.  Step 2 10 mins  1. TPR pattern : Say left/right/front/back while acting out; then just say the words and ask students to act; then let students say the words by themselves.  2. Students perform a dance with moving left, right, front, back and jumping with the teacher. Then teacher gives instructions and students dance by themselves.    Steps 3 10 mins   1. Students work in pairs to act out the directions by using character flashing cards. 2. Students put one book and schoolbag on their desks and rearrange them according to different instructions from the teacher such as the book is in front of the school bag or the book is on the left of the schoolbag. 3. Invite students to give instructions and the other students do it. Give prizes to students who win.   Step4 10 mins   1. Write the whole sentence on the blackboard and ask students to write them down on their notebooks. 2. Send worksheet to students and ask them to match the characters with pictures/arrows. 3. Listening task: students tick in the right box under a photo when hearing the right sentence which matches the picture.   Step 5 10 mins  1. Character practice: provide each student a white board and encourage them to write each character for five times.  2. Writing contest: the teacher says left, students who can write it down first win.  3. Give prizes to winners.  Step 6 5 mins  1.Exit slip What have you learned?    2.Homework  Characters practice on copying sheets  Perform direction dance at home. |
| 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 actually could learn more than four direction words because they can remember their pronunciation and how to write them very fast. I think next time I’ll try eight words and two sentence patterns or three sentence patterns. |

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