**Backward Design Lesson Plan Template**

**Frederick Douglass High School**

**Teacher:** Yasser Beshay **Grade level:** Novice

**Lesson title:** Jobs

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| **Step 1—Desired Results** |
| **.-Step 2—Assessment Evidence** |
| **Performance task—What will students do to show what they have learned?**  - work in pairs to say sentences about jobs and their workplaces in Arabic.  - draw and write their dream jobs.  - make the jobs’ hats and say their names. |

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| **Step 2—Learning Plan** |
| **Learning activities - Answers the question, how do I teach it?**  **Review:**  -The teacher greets the students and asks them about the previous lesson and.  **Warm up:**  -The teacher shows the students some jobs’ flashcards they have learnt in the previous class and asks them to name them in Arabic.  **Presentation:**  **Listen and Repeat:**  - The teacher introduces the jobs in Arabic through a power point presentation.  - The students listen to the words and repeat them.  - The teacher shows the students a flashcard of a job and another one of workplaces, then the teacher asks the students to say a sentence about them.    **Look, Match and Say:**  - The teacher gives the student jobs’ worksheets and asks them to work in pairs to say sentences about the pictures using the verb (work).  - The teacher asks the students to come to the carpet and asks for volunteers to share what they said.  **Read, Draw and Write:**  - The teacher introduces the verb (want) and asks for volunteers to say sentences about what they want to be when they grow up using this verb.  - The teacher gives the students a worksheet to draw their dream job and write the word in Arabic, then the students work in pairs to talk about their dream jobs.    **Fly Swatter Game:**  - The teacher introduces the verb (want) and asks for volunteers to say sentences about what they want to be when they grow up using this verb.  - The students work in pairs to talk about their dream jobs in Arabic.  - The teacher shows the students how to play Fly Swatter game by hitting the right word when they hear it. They play in pairs and the faster to hit with most point is the winner  **Exit Ticket:**  The students say a job or a workplace they learned in this class and go back to their seats to be ready for the next class. |
| **Step 4 - Materials** |
| **Materials needed to complete the lesson:**   * PowerPoint presentation * Flashcards * Worksheets * Pencils |
| **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