Backward Design Lesson Plan Template

Teacher: Mohamed Shady Mohamed Mehanny Grade level 8

Lesson title My school bag

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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? By the end of this lesson students will be able to draw their favorite school bag item and say it in a complete sentence using the Arabic language (I have a book, pencil,…………..)* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Student will work in groups to design a poster every student say his  \her favorite item putting it in a sentence after they hanged the poster on the wall during a gallery walk activity. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it? After my daily warm up using one of the game to recycle what I taught.* 1-I will ask them a question if you have a school bag what is in it?  2- Students will answer me in English telling some items.  3-I will select some easy items in pronunciation trying to get them together as in English such as book and notebook or pen and pencil.  3-I will say each item alone using real item or a card and give students the whole chance to listen to me first.  4-Students will repeat in chorus many times.  5-Students will be asked to say every item in a loud voice individually, I will start with brilliant students as a model to encourage the others.  6-I will take the opportunity to classify these items in masculine and feminine as I did before with the classroom objects because it is a critical difference between Arabic and English.  7- Students at this time can point to every item according to the classification using this is but in Arabic (هذا+ masculine item,++feminine itemهذه  8-Student will be invited to come the board to play the fly swatter by hitting the item they hear from teacher then from their classmates in a competition atmosphere.  9-I will introduce the idea of saying a sentence in Arabic using the target language and the previous taught language (I have a book,……………).  10- I will say the sentence in a clear Arabic tone giving them the chance to repeat after me.  11- Students will take the chance to choose the item they like then say the complete sentence in Arabic.  12- Students will work in pairs to say the Arabic sentence to his \her partner then they exchange the roles.  13-Students will work in groups to draw their favorite item in poster, then they say this item in a sentence to the rest of the class during the gallery walk activity. |
| 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?*  *During my lesson I tried to create an active and encouraging atmosphere using some games and engaging activities from the warm up until the end of the lesson. I did my best to introduce the new vocab encouraging them to participate using some activities, then I gave them the whole chance to practice that through drawing and designing a poster for the taught items and then expressing that in a complete sentence in Arabic language in a loud voice for all the rest of the class.*  *I know that when my students drew their items in a complete designed decorated poster. When I find every student from the group pointed to his item and put it in sentence using the Arabic language I think this a good way to measure my students performance and undrstanding.*  *What I learnt out of this lesson that I should pay more attention for students’ time. it would be better if students took more time to participate and express what they learnt.*  *I have to design more activities that help students to participate and practice more during the next lesson. I hope to do better job during the next lessons.* |

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