**School: Roosevelt High School**

Teacher Yasser Gawargy Grade level: novice (10th – 12th) graders

Lesson title: Places at School

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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 the lesson students should be able to do the following tasks:**Speaking* * *Describe their school.*
* *Talk about some activities they do at school.*
* *List places and tell when they go to them (revision of days and time).*

*Reading* * *Read names of rooms in the school.*
* *Read some names of their teachers.*

*Writing* * *Spell and copy words they are learning / do a spelling bee.*

*Project* * *Do a project describing their dream school.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned** *Connect two – three words to from a meaningful sentence.*
* *Respond to questions using thumbs up or thumbs down*
* *Match the words to the picture*
* *One word summery*
* *Spelling bee*
* *Project*
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?**Vocabulary list 1: rooms in the school (class – library – computer room – art room – music room - rest room – cafeteria – play ground)** *Teacher elicits list of words which students already learnt to talk about their daily routine and their free time. Ex (I read – I write – I study – I color – I draw- I eat)*
* *Teacher shows the pictures of rooms inside the school.*
* *Students use the previously taught words and connect them to the new vocabulary list. Ex: (I read in the library- I color and draw in the art room – I eat in the cafeteria)*

*Spelling bee** *Teacher divides the class into four groups.*
* *Each group has a set of alphabet cards.*
* *Students put the cards together to make the word they hear from the teacher. Ex: class- library – school – playground*
* *Students who get most of the words correct are winners.*

*Fly Swatter Game:** *Teacher divides students into pairs and they compete to point at the word the teacher says; the student who points first is the winner.*

*Project:** *Students do a project drawing their school.*
* *Students write their favorite classes and favorite teachers.*
* *Students make their own schedule.*
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| 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?**How to improve my lesson:* |

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