**Backward Design Lesson Plan Template**

**School: Nicotra Early College**

Teacher Manal Salem Grade level Intermediate

Lesson title Places of work

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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 :*  *- say the names of working places.*  *- ask and answer questions about working places.*  *-* answer questions about where activities take place    - write a letter telling about their family members and their places of work. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *SS read and write the Arabic words for working places.*  *SS make sentences using” The teacher/doctor/engineer/pilot”….. works in/at “school/hospital/company………….”*  *SS play games.*  *SS write a short letter to a pen friend about themselves, their family members’ jobs telling them about their places of work.*  *SS ask and answer questions about working places using" where does the doctor/teacher/baker….work?”* |

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| Step 3—Learning Plan |
| ***Learning activities - Answer’s the question, how do I teach it?***  ***Materials****: Flashcards, colored pens, white board, worksheets,power point presentation and videos*  ***Warm-up:***  *The teacher get the ss play a Kahoot game to revise the previous lesson.*  *- The teacher introduces the lesson topic, learning objectives and expectations to the students.*  The teacher models a mini-dialogue to students in which they are going to use their newly learned words.  T teaches ss through power point presentation. They learn how to say the places in Arabic. Ss work in pairs to ask and answer questions about places.  **Activity one:**  *- Ss play“the four corners” game. T gives a word of working places for each corner in the classroom and ask one of the students to close his/her eyes and counts from one to ten in Arabic then say one of the four words .The other students move around but stop at one of the four corners when their friend stops counting. The student who is in the corner with the word mentioned is out.*  ***Activity two:***  *Ss play the flyswatters. Two students step in front of the board. They are shown 4 pictures of the lesson's vocabulary. The teacher says a word. The first student to hit the word is the winner.*  ***Activity three:***  *One of the students acts as the teacher in the flyswatter activity. They say the word an asks ss to point to the pictures.*  **Activity four:**  *SS write a short letter to their friend telling them about their family members and where they work.* |
| 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 well. Students were eager to participate. They liked the flyswatter activity. They, also, liked writing letters to each other and sharing.*  *Students learned the names of five places they go to very often.*  *I believe that my students learned the lesson as they demonstrated that when they could name each place they were asked about. In addition, most of them could remember vocabulary about food, family members and connect it with the new vocabulary about places. However, few of them had trouble trying to remember the vocabulary from past lessons. So, I reminded them and asked other students to answer these questions to remind them, too. Also, few students couldn’t pronounce some new words. Therefore, I broke each word into many syllables and repeated each one of them individually one more time and then repeated the whole word to them. It was a an opportunity for scaffolding and reviewing previous lessons.*  *Next time, I will add more examples and pictures to my next presentations to make it more fun and do more repetition and word breaking to make it easier for students to get the right pronunciation. Also, I will definitely continue to relate past and present lessons together so that students won’t forget.* |

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