**Backward Design Lesson Plan Template**

**School: Nicotra Early College**

Teacher: **Manal Salem** Grade level : **Intermediate**

Lesson title :  **At the Museum.**

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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 :***  Recognize vocabulary related to museums and ancient sites.  *Ask for and provide information about museums.*  *Design tickets for the Egyptian and Brooklyn Museum.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Students watch, write down lists of the introduced words, reading the words, revising the lists for any missed information.*  *I use the cards to check for understanding and revising what they have learnt in the previous activity).*  *Student work in pairs to match the words and sentences with the pictures and meanings on the board by using cards and small magnets.*  *Pupils are asked to design ticket for the Egyptian and Brooklyn Museum.Museum.* |

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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.*  ***Activity one:***  *- The teacher has a bunch of flipped flash cards with the new vocabulary. T spins the random wheel name picker. The student selected should choose a flash card and say what the picture is.*  ***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 design tickets for both the Egyptian and Brooklyn Museum.* |
| 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.*  *Ss enjoyed designing the tickets.*  *The presentation was a hit and helped the students to practice more* |

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