Backward Design Lesson Plan Template

Teacher Teriza Malak Grade level Beginners/ Grades 7

Lesson title Conjugating verbs in the present tense

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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:   * Read I, he, she, you (male), and you (female). * Read verbs for open, study, sleep, wake up, love, talk, eat and watch. * Recognize the prefixes put with each verb to make present tense. * Make sentences in present tense. * Read sentences in present tense. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students will:   * Come to the board to put the word cards in order. * Guess what I am doing. * Guess what other students are doing. * Do a worksheet, read sentences and conjugate verbs depending on the subject. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * **Review the pronouns I, he, she, you (male), you (female).** * **Get students in groups to talk about each other, saying sentences like - He is \_\_(name)\_\_\_\_\_\_\_\_. He is from \_\_\_\_\_\_\_\_\_\_\_\_\_ .** * **Introduce the verbs using word cads, make sentences with word cards on the board using the prefixes for verbs.** * **Get students to come to the board to rearrange and make sentences.** * **I do some miming and get students to say what I am doing saying (you are eating lunch) for example.** * **Get some more students to come to in front of the class to mime some actions and other students guess what they are doing. They have to say whole sentences.** * **Give students a worksheet with some sentences with some verbs need to be conjugating. Students read and write the verbs correctly. I go around the class for help.** * **Give a similar worksheet as homework.** |
| 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 very well, students had a lot of fun.* |

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