**Backward Design Lesson Plan Template**

**School: PSJA Memorial ECHS**

Teacher: Nermeen Fathy Grade level: 9th-12th grades

Lesson title: Places 1

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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:* * ***name places in their environment***
* ***relate vocabulary about places to previous lessons about mainly food, drinks and school subjects***
* *students can use the negative form ”I wasn’t in…..”and positive “I was in…”*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?** *Students will be able to point to a picture of a place and say what it is “This is…”*
* *Students will answer questions about where their vacations take place “I was in..”*
* *Students will eliminate the incorrect answer and select the correct one*
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| Step 3—Learning Plan |
| *Warm-up: (5 mins)** *The teacher plays a Kahoot game to revise the previous lessons*
* *The teacher introduces the lesson topic, learning objectives and expectations to the students.*

*Activity 1: presentation (15 min)** *During this activity, the teacher points to a picture of a place, pauses for a moment and then says the name of that place.*
* *The teacher breaks each word into many syllables so that it becomes easier for students to repeat each individual syllable and later master saying the whole word.*
* *The teacher does the same thing with other words for places*
* *Teacher says the words and students repeat them for more listening and correct pronunciation of the newly learned words (drilling/repetition, ear training)*

*Activity 2 (practice)** *The teacher models a mini-dialogue to students in which they are going to use their newly learned words.*

 *For example: - “where were you during the vacation?” “I was in the club!”* *Activity 3: (production)* * *The students, then, work in pairs to present the information the teacher modelled. One of them can point and ask the other to answer and then they change roles.*

*Activity 4: concept checking (Public speaking).** *The teacher listens carefully to students’ presentation and corrects any misuses of the targeted vocabulary, structure or mispronunciations.*
* *The teacher shows students Adel’s letter about his vacation*
* *Students identify words they already know*
* *Teacher may ask students to write a similar letter about their vacations to each other, put them in envelopes and hand them in the mail box. Then teachers shouts out names of each recipient to ask him/her to read the letter from her/his friend.*
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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?* |

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