**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…”* |
| 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.* |
| 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,