**Backward Design Lesson Plan Template**

**School: PSJA Memorial ECHS**

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

Lesson title: Places 3

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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:* * *Identify more vocabulary of transport*
* ***Ask and answer about means of transport***
* ***Use the question ”How do you go to …?” and answer with means of transport***
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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 identify means of transport by flashcards and swat game*
* *Students will role play questions and answer about means of transport*
* *Students will use vocabulary of transport in context*
* *Students will create a dialogue on the bubble dialogue given*
* *Students will do a survey on their class on how each one goes to school.*
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| Step 3—Learning Plan |
| *Warm-up: (5 mins)** *The teacher plays a power point game to revise places in the community and ask for directions randomly.*
* *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 means of transport, pauses for a moment and then says the name of that means.*
* *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 means of transport*
* *Teacher says the words and students repeat them for more listening and correct pronunciation of the newly learned words (drilling/repetition, ear training)*
* *The teacher shows students a simple map of the city and ask them about the direction of certain places “How do you go to…?” students answer using a means of transport*

*Activity 2 (practice)** *The teacher models a mini-dialogue to students in a power point presentation*

 *For example: - “How do you go to..?” The answers should include means of transport**Activity 3: (production)* * *The students, then, work in pairs with copies of the map to present the information the teacher modelled. One of them can point and ask the other to answer and then they change roles.*
* *Students complete the survey of the class and present it.*

*Activity 4: concept checking (Public speaking).** *The teacher listens carefully to students’ presentation and corrects any misuses of the targeted vocabulary, structure or mispronunciations.*
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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,