

Backwards Design Template

Name of lesson/ unit: Winner's Never Quit by Mia Hamm

Grade Level: k 1 2 3 4 5 6 7 8
 9 10 11 12 college

Subject Area: ELA Math Science Technology
 Social Studies/ History Fine Arts
 PE/Health Foreign Languages

Links to Standards: These links will take you to a web page

[CCSS ELA](#)

[CCSS Math](#)

[CCSS History/SS](#)

[Next Gen Science](#)

[Fine Arts](#)

[PE/Health](#)

[Computer Science/Technology](#)

[Foreign Languages](#)

Stage 1-Desired Results

Content Standard(s):

Copy and paste them here:

RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

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<p>Understanding(s): Students will understand that . . .</p> <ul style="list-style-type: none"> → that characters have different points of view within a story. → that characters feelings need different expression when reading. <p>express and state feelings</p> <p>Other Notes:</p>	<p>Essential Question(s):</p> <p>How can you tell how the character is feeling?</p>
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Stage 2-Acceptable Evidence

<p>Performance Task(s) How do the students prove they understand the concept(s)? students will complete... What are the tasks?</p> <ul style="list-style-type: none"> → graphic organizer: <ul style="list-style-type: none"> - "based on what character says/ does prove how they feel!" create a rubric → write a story that continues the story. 	<p>Other Evidence and <u>Formative</u> Assessment works:</p> <ul style="list-style-type: none"> → teacher will observe students reading → complete a paired reader's theatre story (use rubric to assess)
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Rubric: Create a rubric at <http://rubistar.4teachers.org/>

Copy the url to the created rubric and paste it here:

Stage 3- Learning Plan

<p>Learning Activities: Type your lesson plan here:</p> <ul style="list-style-type: none"> ③ → Extend the story... "if you were the character, what would you do...?" ④ → Voice-overs: given a situation, show how the character would feel/sound ① → Play voices of characters and have students write on slates an emotion of how the character feels. Ask how they know.

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② → read main story, do graphic organizer, discuss characters/traits

⑤ → readers theater practice, preparation, and performance.

Adapted from Grant Wiggins and Jay McTighe-*Understanding by Design*

Lesson Contributors: Please type your names and your district's name:

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Directions: Save this pdf and email it to trossman@roe35.org

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Thank you for sharing!