**Task-Based Backwards Design**

Lesson Title: My Back-To-School Backpack!

Proficiency Level: Novice (Low/Mid)

Grade Level: Elementary

Task Type: Information-gap, output-based, focused

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| **Stage I: Desired Results** | |
| Meaning-Based Goal(s) and Objective(s):  Students will be able to identify the supplies they need for school.  Students will be able to instruct a friend on how to “pack” their backpack for school. | |
| Essential Questions:  What kinds of things do we bring to school in our backpacks?  How can we describe things we bring to school in our backpacks to a friend? | |
| Enduring Understandings:  There are many important things we need to help us learn at school. These items have different sizes, colors, and shapes. Some of those items come to school with us in our backpacks. We prepare for a day at school by identifying and packing the items we need in class. We are able to share about ourselves and what we do in school by sharing about objects in our backpack. | |
| **Stage II: Acceptable Evidence** | |
| Performance Tasks:  Students successfully identify the missing items in the backpack and match their picture to their partners (or to the teacher’s picture). | Other Evidence:  Students create a picture dictionary of school items and are able to share about the items using descriptors like size and color. |
| **Stage III: Learning Experiences** | |
| |  |  | | --- | --- | | **Teacher Actions** | **Learner Actions** | | **Pre-Task** | | | *Guessing Game: What’s in the backpack?* | | | Bring in a backpack filled with mystery items and engage the students in a full class discussion about what could be in the backpack. A sample question sequence might include concrete yes/no or embedded answer questions appropriate for novice-level learners like: *What is in the backpack? Is it big? Is it small? Is it red? Is it yellow?* | Students listen to examples from the teacher and make their own guesses | | After several questions, invite a volunteer to pull out one of the objects in the backpack. The teacher helps encourage varied use of language. (e.g., “It is very small. It’s blue. It is a crayon.”).  Repeat the question/reveal steps for as long as there is student interest. | Students are watching the volunteer, one student picks and object. Together the class helps describe the object. The volunteer student holds and shows off the object to the class. | | Periodically circle back to ask the class “Who has the scissors?” or “Who has the crayon”) to continue to draw students’ attention to the various school supply items. | Student listen and answer the questions and hold up the objects or point to the objects. | | Prompt the students to list out all the items as they put them back in the backpack to conclude the activity. | Students help list the items and place them back into the backpack | | Ask the class “what do you bring to school in your backpack?” | Think-pair-share items they bring to school in their backpacks | | **During-Task** | | | *\*Check that the task aligns with the criteria for tasks and SLA ingredients below\**  *My back-to-school backpack task* | | | Display a large picture of an empty backpack (on chart paper for example) and be positioned to “add” the correct school supplies to the empty backpack so that it matches the volunteer’s picture.  Make sure to have multiple objects of the same type in different colors/sizes (e.g., crayons of different colors) to encourage use of different descriptors).  The teacher encourages the class to help arrange the objects in the backpack providing feedback as necessary. | One volunteer student holds a picture showing a backpack with several school supplies items inside. The volunteer should be positioned so the teacher cannot see the picture, but the rest of the class can. The rest of the class is observing.  Students help the model student describe the objects and tell the teacher which objects are inside.  The task is complete when the class has finished collaboratively describing the items in the backpack and the teacher’s backpack is “full”. | | Lead the class in comparing the two backpacks to see if they have the same supplies.  This modeling can be repeated whole class with new objects or in pairs or small table groups (with circulating and feedback). A competitive “speed” element can be added (either between group mates in multi-student groups or between pairs in a class to see who can “fill” their backpacks first and most accurately). | Class listens and provides responses to compare the backpacks and “check” if they are right or wrong. | | **Post-Task** | | | *Vocabulary review* | | | Distribute a picture dictionary page of the school supply items (e.g., a blank page of pictures, unlabeled or with traceable labels of each item) that came up in the lesson. | Students color in the school supplies and label the pictures. | | After students are finished, facilitate a full group conversation about the colors the students chose to use for each school item. Elaborate on the color choices counting the number of students who chose to color a certain item the same color (i.e., yellow pencils). Draw comparisons to the colors of the school supplies visible in the class. | Student share out what they drew, colors they used and show off their dictionary pages. |   **Alignment with TBLT Task Criteria**   |  |  |  | | --- | --- | --- | | **Criteria** | **✔** | **Explanation** | | A primary focus on meaning | **✔** | The goal of the task is to figure out which objects are in the backpack which will require a focus on meaning making. | | An informational or communicative knowledge gap | **✔** | In the pair activity the learners cannot see each other’s backpack worksheets so they must communicate to solve the task. In the whole class version, they help the teacher who cannot see the filled backpack. | | A use of learners’ existing resources | **✔** | No specific language is provided. Learners use whatever words/vocabulary they have to solve the task. | | A clear, non-linguistic outcome | **✔** | The outcome is the students found the right objects for the backpack. |   **Alignment with SLA Ingredients**   |  |  |  | | --- | --- | --- | | **Ingredient** | **✔** | **Explanation** | | Input | **✔** | There is lots of exposure to real-world and comprehensible input about school supplies from the teacher during all task phases, as well from peers during the task. | | Output | **✔** | Learners produce output in variety of ways orally (in the pre-task and task) and in writing if applicable (during the post-task). | | Interaction & Negotiation for Meaning | **✔** | Learners must interact to solve the task which requires negotiation for meaning. The task is not possible to finish without negotiation for meaning. | | Provision of Feedback | **✔** | During the task, the teacher provides feedback whole class or to small groups as needed. Peers might also provide each other feedback when there are miscommunications. |   Total time ~60 minutes | |
| Materials needed:   * Backpack with school supplies of various shapes, sizes, and colors. * Copies of a worksheet with filled in backpack with different school supplies and a blank backpack. * Copies of blank dictionary pages. * Crayons/colors | |