**Backward Design Lesson Plan Template**

 **School: Suder Montessori School**

Teacher : Guo Jin Grade level : E1(6-8 year old kids)

Lesson title : introduce ourselves and others

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| Step 1—Desired Results |
| 1. To be able to briefly introduce themselves without referring to anything
2. To be able to introduce their friends by using sentence patterns:，她/他叫…(She/He is called…/her/his name is …)， 她/他是我的朋友（She/He is my friend）
3. To be able to introduce themselves and others，我叫…(my name is/I am called…), 我…岁( I am…years old), 她/他叫…(She/He is called…/her/his name is …)，她/他是我的朋友（She/He is my friend）, 他叫…( He is called…/ his name is …), 他是我的爸爸（ He is my dad）, 她叫…(She is called…/her name is …)， 她是我的妈妈（She is my mom）.

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| Step 2—Assessment Evidence |
| Students can use sentence patterns to introduce themselves, their friends and their family members.  |

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| Step 3—Learning Plan |
| Step 1 group setting : 1a. introducing Peking Opera. Then show them how to make a Peking Opera Facial mask and tell them the different meanings of different colors on those masks  1b. send them to different tables to do their project. 1c. pick 4 kids learning with me on the rug Step 2 teaching: 1. Show them all sentence patterns and their meaning on card. Ask them to review. They can ask me help if they have any problems, like how to pronounce them. (2 mins)
2. Give them different matching cards and ask them to match Chinese sentences to their English meanings (2 mins)
3. Help them check the answer (1 min)
4. Fill in all blanks with their own information and read all of them(5 mins)

Step 3 rotating: 1. the 3 rd group (about 10 mins) 2. the 4 th group (about 10 mins) 3. the 5 th group (about 10 mins) 4. the 6 th group (about 10 mins) Step 3 Culture : introducing Peking Opera.   |
| 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.*Most kids can remember the four sentence patterns . And some can say them fluently without any help.  |

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