Backward Design Lesson Plan Template

Teacher Lin Li Grade level 1st Grade

Lesson title Fruit & Story *The Very Hungry Caterpillar*

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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?*  After completing the class, students will be able to   1. Enunciate pear, apple, plum, orange and strawberry in Mandarin; 2. Recognize and say pear, apple, plum, orange and strawberry in Mandarin. 3. Color the fruit, show and practice naming; 4. Follow teacher and say the story *The Very Hungry Caterpillar* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. Individual presentation in saying pear, apple, plum, orange and strawberry in Mandarin;  2. Indicate to another student to find fruit by naming;  3. Students could be able to follow and say the story *The Very Hungry Caterpillar* |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  I. Warm up (5’)  Teacher shows the students the story book of *The Very Hungry Caterpillar* and read it in Mandarin by modifying it into simple and repeatable story telling: On Monday, the very hungry caterpillar eats an apple; on Tuesday, the very hungry caterpillar eats two pears; on Wednesday, the very hungry caterpillar eats three plums; on Thursday, the very hungry caterpillar eats four strawberries; on Friday, the very hungry caterpillar eats five oranges.      II. Presentation (10’)   1. Teacher repeats the story three times and presents the word cards about pear, apple, plum, orange and strawberry on the board randomly. 2. T repeats the story and encourages the students to point and find the right word card. 3. T pauses, enunciates each word when a student finds the right word according to the story telling, and encourages the students to enunciate after teacher.   III. Practice (15’)   1. Warm and cold game:   Example:  T shows the students the word card *apple*, asks a student to read and invites a better pronunciation student to come and close his/ her eyes.  T hides the word card in the classroom and leads the whole class to say the word by lower volume, which indicates that the student is far away from the word, or by a higher volume, which indicates that the student is near the word.  (If the students get familiar with the game, T could invite a student to come and hide the word card.)     1. Little teacher time:   T shows the word cards, asks the student to read and places them on the ground.  T invites two students to come.  T does a model by repeating the story and encourages the student to find and get the word card on the ground.  T invites different students to come and act like a little teacher and encourages the student to say in sentence.  IV. Product (15’)   1. Artwork: Coloring the fruit 2. Story retelling: Teacher encourages the students to retell the story by presenting their art works. |
| 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?*  Students are familiar with the story and they can pick up the words and the sentence easily. Students are having fun with the game Warm and Cold, especially when they had the chance to hide the card for their classmates. When coloring the fruit, they did in a quite different way which is a good resource to discuss colors and to exchange different observation to living.  Through this lesson, I learned that:   1. It’s useful to combine teaching with stories, which the students have already been familiar with. 2. Teacher could find ways to withdraw from the games and let the students to participate in the game by their own after doing a model for the students. Students love to play with peers by their own.   I will improve my lesson next time:   1. Try to use the complete sentence as often as possible during teaching. 2. Give the students more time to practice in sentences. |

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