Backward Design Lesson Plan Template

Teacher Lin Li Grade level 1st Grade

Lesson title Money & Addition

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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. Know the two digital numbers 10, 11, 12… in a concrete way: using counters 2. Say cent, nickel, dime in Mandarin; 3. Understand the daily talk: ”How much altogether?” “It’s …” 4. Understand and use the sentence “There is …” to tell how much money do they see. 5. Solve the addition 10 plus a number mentally or using play money or the addition table; |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. Students could recognize the value of money when they are shown by cent, nickel and dime;  2. Students could name and introduce the amount of money by using sentence pattern: There is ….;  3. Students could use “It’s…” to answer the question “How much altogether?”  4. Students could show their selection to meet the right amount of money.  5. Students could finish the lesson exercise 6.9 Addition Facts and Money by their own. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  I. Warm up (5’)  1. Teacher shows the students the play money: cent, nickel and dime and asks the students to review together.  2. T puts different cents with a dime or two nickels under the document camera to ask students “How much is it?” and invites student to come to the front and chooses certain amount money for the rest of student.  Ss ask: How much is it?  S1: It’s ….  Ss: Yes. / No.  II. Presentation & Practice (25’)   1. Using white board: Know 10 &   Teacher presents the money first, then pick up a dime and say: I have a dime.  Teacher presents 10 and asks students to count the counters.  Teacher shows the amount of sticks and asks students to present the number in counters.  Teacher says and asks the students to write the numbers on the white board.  Teacher invites students to say a two digital number and the rest of the class show their listening using white board.    2. Choose and add: How much is it?  Teacher presents the money first, then pick up a dime and say: I have a dime.  Teacher asks a student to come, pick up a cent and say: I have a cent.  Teacher asks the whole class: How much altogether?  Teacher leads the whole class to do addition.  Students take turns to choose certain amount money by giving the right answer.   1. Development: Guessing game: How much money does he/ she have?   T invites a student to come and choose money together and shows the class the total amount 15. Then teacher shows her amount of money and asks the whole class: How much does student 1 have?  Students take turns to choose certain amount money by giving the right answer.  III. Product (20’)   1. Exercise on Math book P 213 6.9 Addition Facts and Money T leads students to match body parts with characters. 2. Students show play money to make certain amount. |
| 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?*  The students learned to add 10 plus a number by using money. The students participated actively especially when the students were invited to come and choose play money. They could be able to understand “How much is it?” by answering me the math facts.  I learned that to keep teaching math effectively, I should use concrete tools to make things easier for the students to understand.  I will improve my lesson in this way: add solving problems to help students develop more in Mandarin learning. |

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