Backward Design Lesson Plan Template

Teacher Lin Li Grade level 1st Grade

Lesson title Money & Menu

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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. Review and count by 5’ and 10’ from 0 to 100; 2. Count nickels and dimes by skip counting by 5’ and 10’; 3. Count money to 40 cents; 4. Understand the Chinese menu by showing the amount of money for a certain dish. 5. Understand the short dialogue in Chinese restaurant, order food and pay the amount of money. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Students could skip counting by 5’ and 10’ 2. Students could tell the amount of money when they are shown by cents, nickels and dimes separately and all together; 3. Students could name the food on the menu. 4. Students could understand the menu by showing money to a certain dish. 5. Students could complete the short dialogue in a Chinese restaurant by saying: ”I want to eat…” “I want to drink…””They are $....” |
| 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 a-hundred-number chart and asks the students to review skip counting together.  2. T asks individual student to skip count by 5’ and 10’ from 0 and 25.  II. Presentation & Practice (30’)   1. Using play money: skip counting 5’ and 10’   e.g. Teacher presents 2 nickels and asks students: How much money?  Teacher adds 1 more nickel and asks students: How much money? And so on.  Teacher presents 6 nickels altogether and asks students how much money?     1. Pair work: Playing with play money   Teacher invites a student to do the model game for the whole class.  Both Teacher and the student hide some nickels and dimes in hand and present certain amount of money by saying “1, 2, 3 start”.  The first one who count how much money win the money presented.  Pair work for the students.   1. Game time: Boys VS Girls   e.g. Teacher invites 1 boy and 1 girl to play the game.  Teacher presents 36 cents by using nickels, dimes and pennies in a different way.  The boy or the girl who rings the bell first wins the chance to say how much.  Little teacher time: Teacher invites students to be the little teachers and do the presentation of certain amount of money.   1. Using the white board: Know the menu   Teacher leads the students to review the menu first.  Teacher asks how much is a certain Chinese food.  e.g  Teacher presents the menu and asks student how much is pork.  Students show Teacher the amount of money by drawing on the white board.  III. Product (20’)   1. Ordering food and drinks: using money   Teacher presents food on the menu by using small cards.  Teacher presents the dialogue in the restaurant:  A: Hello! What do you want to eat?  B: I want to eat…  A: What do you want to drink?  B: I want to drink….  Here you are $...  Teacher invites a student to come and act the dialogue.  The student gets the small cards of the food he/ she wants to order.  The student pastes the cards on the plate and writes the amount of money.  The student colors the food.   1. Exercise on Math book P 277 & P278 8.3 Money to 40 cents |
| 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?*  All the students showed their interests in learning the Chinese dishes they like and tried their best to practice ordering food. The students practiced situational listening and solving math questions in figuring out the price for the dishes, which was an example for situational learning. Through mini-talk in a restaurant which is an imitate scene and the answers about the price of the Chinese dishes they ordered, I could have a clear idea about the students’ learning.  I learned that:   1. Task-based learning stimulates the students to learn and use what they learned. It’s better to adopt tasks that are suitable for the students according to their ages and learning basis. 2. Situational solving problems give the elementary school students a more clear and better idea to learn math.   I will improve my lesson next time in this way by using role-play with props to enable the students fully participated in situational dialogues. |

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