Backward Design Lesson Plan Template

Teacher Lin Li Grade level 1st Grade

Lesson title Making dumplings!

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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. Say dumplings(饺子) and mix in Mandarin;
2. Use the sentence “I need some\_\_\_\_” to ask for something.
3. Understand Teacher’s direction and instruction for making dumplings;
4. Make dumplings following Teacher’s demonstration.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. Students could name dumplings in Mandarin;2. Students could ask for something that they need for making dumplings;3. Students could make dumplings following Teacher’s demonstration. |
| 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 pictures of food: cake, ice cream, toast, pizza, hamburger, hotdog, and asks the students to review together. 2. Teacher shows the students the picture of dumpling and ask the students to read by playing the game *Warm and Cold*II. Presentation & Practice (20’)1. T introduces different dumplings by showing pictures to students and tells students that today we are going to make dumplings.
2. T mixes flour and water by using the sentence: ”I need flour.” “I need some water.” and asking students to come and help getting flour and water.
3. T invites individual student to come and help mixing by saying: mixing, making dumplings.
4. T rolls the dough and invites individual student to come and help rolling by practicing saying: roll the dough, making dumplings.
5. T shows the students the fillings, introduces the ingredient of the fillings: beef, celery, and asks the students to come and help mixing by saying: I can mix.

III. Product (20’) Making dumplings1. T cuts the dough into small pieces and shows the students how to press the dough using fingers and palms.
2. T shows the students how to put the fillings on the dough and make dumplings.
3. Students make more dumplings by saying: “I need some \_\_\_\_”.

IV. ExtensionStudents have recess time while the dumplings are steamed. During the snack time, we enjoy the dumplings together. |
| 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?*This was a project lesson that we made dumplings. Students and Teacher did the dumplings together including mixing, rolling, making. My students enjoyed making and they learned to say making dumplings and I can mix through doing. I learned that it is better to do different projects for the First Graders in order to get them involved: learn by doing.I will improve my lesson next time:Do some post learning and extension practice after the project to help students to consolidate the learning. |

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