Backward Design Lesson Plan Template

Teacher Lin Li Grade level 1st Grade

Lesson title Numbers 1-8

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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. pronunciate the numbers from 7 8 correctly in Mandarin; 2. indicate the numbers when they’re shown by numbers from 1-8; 3. apply the numbers in hopscotch. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. Students could recognize the right numbers when being asked;  2. Students could indicate the numbers in building a hopscotch together with the teacher;  3. Students can successfully apply the numbers in hopscotch. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  I. Warm up (5’)  1. Teacher leads the students to chant together: 一二，坐好了！(One two, sit well)  眼睛，看老师！(Eyes, on Teacher)  耳朵，听老师！(Ears, to Teacher)  Classroom behavior assessment: T draws beads in an abacus according to individual classroom behavior on the blackboard to highlight the well-listened and well-learning students.  2. T shows the fingers in counting numbers from 1-6, and delays sometime to get the students involved to say or name the numbers together.    II. Presentation (10’)   1. T presents the numbers in flashcards from 1-8 and encourages students to recognize the numbers, and asks the students to repeat with T together. 2. T shows the new numbers 7 and 8 in flashcards, presents the pronunciation and asks the students to follow and say individually. 3. T shows the numbers from 1-8, encourages the students to say by themselves and invites a student to come to the front and help to put them in the grid to build the hopscotch in the classroom.     III. Practice (20’)   1. T does an example to students to do the hopscotch following the rule: jump after students name the numbers. 2. T invites a student to come and leads the other students to count the numbers. T and the student do “Give me five” after finishing the hopscotch. 3. Switch time: T invites two students to come and ask one S1 to count and S2 to jump after S1’s counting. T and 2 students to do “Give me five” after finishing the hopscotch. 4. T invites more students to do hopscotch together. 5. T collects the numbers form the grid and leads the students to count the numbers again.   4.Product (5’)  Jeopardy (Guess and Win)  T shows all the numbers from 1-8 and asks the students to count.  T Hide the numbers and let the students guess first what the number will be.  T gives the guessing clues by showing the numbers quickly sometimes.  Students response quickly.  T gives the numbers to the student who responds correctly.  T ask the students who got the number flashcards to come and line up from 1to 8.  The whole class counts again. |
| 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 numbers are highly practiced in my lesson, including building hopscotch together with the students. The students show their interests in participating in learning numbers by shouting the numbers and their willing to participate in activities. The students learn pretty good measured by the delay time that I gave them each time to wait for their utterance of numbers in Mandarin. And through that delay time for assessment, I could do adjustment to focus on specific numbers, which the students will be weak at.  This successful attempt in mandarin immersion teaching enables me to get these key points in doing my lesson planning next time:   1. Focus on the teaching as well as the participation. 2. Develop or adopt an activity that can fully use the target language. 3. Students will be involved in immersion by doing things. 4. Keep the learning atmosphere in a smooth and attractive way by easy and simplified challenge way! |

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