**Backward Design Lesson Plan Template**

**School: Naselle Grays River Valley School**

Teacher Jing Li Grade level Kindergarten

Lesson title Peking Opera

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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?**The students learn what Peking Opera is and can make a peking opera mask by themselves.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**1.I can ask the students what do they know about the Peking Opera after this lesson and students will answer me according to my questions.**2.Students will be able to make their own Peking Opera facial mask.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?**First, I will show a video of introducing Peking Opera to my students.**<https://www.youtube.com/watch?v=PnMRIzpO4nU>* *Second, I will show a specific video of what the Peking Opera facial mask is like.**<https://www.youtube.com/watch?v=yRzYHHgagIw>**Third, I will show my students what actors will do in the Peking Opera. I showed my students a Peking Opera video of the famous Monkey King who they have already learned in the former lessons.**<https://www.youtube.com/watch?v=-VOCDFIW4xg>* *Fourth, I will show a real Peking Opera facial mask and ask my students if there is anyone would like to wear it.**Fifth, give the students a piece of coloring paper and they will design their own favorite facial mask and color it. And then with the teacher’s help, they will make it into a mask.* |
| 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.**My students love all the videos and they think Peking Opera is very cool. They are very excited to see Monkey King appeared in the Peking Opera. They feel great to wear the real Peking Opera facial mask. And they enjoy making the Peking Opera mask by themselves.* |

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