**School: Buxton Center Elementary School**

Teacher Wang Yu Grade level 1st Grade

Lesson title Math: Word problems (additions within 20) 2/2/2017

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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?*   1. By the end of this unit, ss will be able to solve word problems when they are given in Chinese and will be able to decide when to use additions. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Ss will be able to write down an addition within 20 to solve a math problem given in Chinese. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Word Problems (additions within 20)**  **Stage1:** Lead-in: T says some statements in Chinese with “…have/has…”, or “…eat/drink…”, which ss have learnt.  Eg: “我有三个苹果。I have 3 apples.” “Jordan有四个蓝莓。Jordan has 4 blueberries.”  “Leah吃七个饺子。Leah eats 7 dumplings.”  Ss  **Stage2:** Conveying meaning: T: “我有三个苹果。Jordan有五个苹果。我和Jordan一共有多少苹果？”(I have 3 apples. Jordan has 5 apples. How many apples do Jordan and I have in total?)  (Note:T writes down the names and numbers beside them and circles the two groups while asking the question. )  Ss: (3+5=8).  (Note: It is absolutely fine if ss give a subtraction or just don't know how to make the equation.)  T writes down the addition and “一共 (in all/altogether)” next to “+”. T reads the question again and stresses on “一共”.  **Stage3:** Practice for fluency and accuracy: All the ss sit in a circle. One s comes to the circle. T randomly calls another s to have a competition with the first s. T reads additions within 20 and the s who gives the answer correct and faster gets to stand there and go on with playing the game.  Practice in small groups: T reads to ss in groups of 4/5 word problems in Chinese. Ss writes down the equations. |
| 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.*   1. Because when the ss are assessed all the questions will be given in English, my co-teacher will lead the ss to do some consolidation practice in English also. 2. It always helps to get to activate ss’ existing knowledge before moving on to the next stage, no matter when it’s math or Chinese language. |

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