**Backward Design Lesson Plan Template**

**School: Naselle-Grays River Valley School**

Teacher Li Jing Grade level Kindergarten

Lesson title Addition within 5

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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. *After this lesson, the students should be able to solve the addition math problems within 5.* 2. *Students should also be able to say the number sentence in mandarin.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. *The students could solve the addition problems on worksheets.* 2. *The students could read the number sentence in mandarin as a group and individually.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Activity 1 : I will first play an activity called “ Tiger, tiger, what time is it ?” In mandarin, the game is called “*老虎老虎，几点了？*“ In the game, I will act like the tiger and stand in front of my students with my back. Then the students will ask me what time is it. I will answer them using a number and they will walk towards me according to the number I said. They ask again and again until I think they are very close to me. When I think they are very close to me, I will not answer them with a number again but I will answer them that I am going to eat and I will turn around and touch a student’s shoulder to indicate that I win or the students can run away when I turn around to indicate that they win. During this game, I will write down the numbers every time after I said it on the whiteboard and when the one round of the game is over, I will ask the students a question. How many steps all together they have walked. They may use their fingers or brain to figure out the question. And I will tell them that today we are going to learn addition.*  *Activity 2 : Then I will give each of my students a card with number on it. And I will let them find a partner with who they could make a sum of 3 and then 4, and then 5. The fastest group can show their work in from of the others and I will write down their numbers on the board and teach the students how to read the number sentence in mandarin.*  *Activity 3 : I will give the students a paper with Christmas tree on it and then I will give each of them 5 puff balls to decorate the trees but they have to decorate the tree twice which means they have to do addition to make 5. Then they will share their work with their partners and say the number sentence in mandarin.*  *Activity 4 : I will give my students a piece of math worksheet about addition within 5 to see whether they have mastered or not.* |
| 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 did a pretty good job and they like to play the games.* |

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