**Backward Design Lesson Plan Template**

**School: Beethoven Secondary**

Teacher Wang Xiaoyue Grade level 4th Grade

Lesson title Numbers

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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. Students should know the pronunciation of the eight consonants: b, p, m, f, d, t, n, l  2. Students should know the characters of numbers from 11 to 99  3.Students should understand there are certain rules while we are counting numbers  4.Students should be able to write numbers from 11 to 99 |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1.Students will match the pronunciations of numbers with characters and English translation  2.Students will fill in the number chart from 1 to 99 |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Review vowels, tones and consonants 2. Spelling practice: b, p, m, f, d, t, n, l 3. Review the numbers from 1 to 10 4. Matching game   There are three colors of cards. One has Chinese numbers 1-10, one has Pinyin of numbers, and one has English numbers. Students will put the cards with same numbers together.   1. Find out the rules to count numbers from 1 to 100 by filling the number chart with different levels. The higher level, the more numbers are missing from the chart, which means there are less hints to find the rules. Students could choose levels they want to try. |
| 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. *Students enjoy challenging themselves with higher levels and they did a great job.* 2. *Students found out the rules to count numbers.* 3. *They could fill in the number chart by themselves.* 4. *During the matching game, the classroom got a little loud. I need to learn more about classroom management.* |

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