Backwards Design Lesson Planning Template - SAMPLE

Directions: Use this planning worksheet to follow the three steps of the backwards design process in order to plan an effective lesson.

Subject Math	**Lesson Date** October 5
Content Standard Determine the volume of a rectangular prism with whole number side lengths in problems related to the number of layers times the number of unit cubes in the area of the base.	

Step One: Write a Student-Centered Learning Objective – Must be specific, measurable, and clearly stated.

Behavior – WHAT the learner will be able to do. Includes a verb!	Calculate volume of a rectangular prism
Condition – HOW the learner will perform the behavior. Refers to a tool, reference, aid, or context they will or will not be able to use.	When given a formula
Criterion – How WELL the learner must perform to demonstrate content mastery. Refers to a degree of accuracy, number of correct responses, or time imit.	4 out of 5 examples
Learning Objective – Put all three parts together.	When given the correct formula, students will accurately calculate the volume of a rectangular prism at least 4 out of 5 times.

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Step Two: Create a Plan for Assessment – Used to gather information about a student's progress towards mastery of the learning objective, help the teacher identify what instruction is working well and what needs refinement, and informs the students about their learning.

Type of Assessment	Options to Consider	Specific Plan
Diagnostic / Pre-Assessment – Used to check prior knowledge before a lesson.	☐ Self-Assessment ☒ Writing Prompts ☐ Running Records ☐ Performance Task ☐ Other	Student warm-up – journal prompt: Write what you know about volume of a 3-D shape.
Formative – Used during a lesson to check progress, identify any misconceptions, and give feedback to students.	☐ Learning / Response Log ☒ Admit / Exit Ticket ☐ Think / Pair / Share ☐ One Minute Paper ☒ Other	Students will complete an exit ticket with 2 sample volume problems. Students will solve sample problems on white boards.
Summative – Used at the end of a lesson to check student mastery of the objective.	☒ End of Unit Tests ☐ Final Exams or Mid-Term Exams ☐ State Tests ☐ Culminating Project ☐ Portfolio	Students will have a 10 question quiz at the end of the week, 5 questions will involve calculating volume.

Step Three: Choose Learning Strategies and Activities – How you present new content to your students, and how your students will actually interact with the content. Add additional rows as needed.

Strategy 1: ☐ Direct Teach ☐ Demonstration ☐ Cooperative Learning ☒ Discover /Inquiry-Based Learning ☐ Project-Based Learning ☐ Other: _____	Activities Planned: ☒ Active ☐ Passive Students will use base 10 blocks to find the area of a 2X4 rectangle (8 units). They will then explore what happens when they stack more 2X4 rectangles on top of the original. (Two levels - volume is 16 units, 3 levels – volume is 24 units, etc.). Students will be encouraged to try other examples until the concept of volume is solidified in their mind.
Strategy 2: ☒ Direct Teach ☐ Demonstration ☐ Cooperative Learning ☐ Discover /Inquiry-Based Learning ☐ Project-Based Learning ☐ Other: _____	Activities Planned: ☐ Active ☒ Passive Students will watch a Khan academy video introducing volume. This will then lead to a class discussion about the formula for volume and how it is related to the hands-on work they just did. (https://www.khanacademy.org/math/basic-geo/basic-geo-volume-sa/volume-rect-prism/v/how-we-measure-volume)

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Strategy 3: ☐ Direct Teach ☐ Demonstration ☐ Cooperative Learning ☐ Discover /Inquiry-Based Learning ☐ Project-Based Learning ☒ Other: _____Practice_____	Activities Planned: ☒ Active ☐ Passive Independent practice worksheet, with sample problems done first on their individual whiteboards for a quick check for understanding.
Strategy 4: ☐ Direct Teach ☐ Demonstration ☐ Cooperative Learning ☐ Discover /Inquiry-Based Learning ☐ Project-Based Learning ☒ Other: ___Assessment_____	Activities Planned: ☐ Active ☒ Passive Students will complete an exit ticket as they leave class. The 3 questions on the exit ticket will be formatted similarly to the questions on the district unit assessment.

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