Backward Design Lesson Plan

Teacher Zheng Meng 郑萌 Grade level 6-8,beginner

Lesson title one’s face

Time length 53 minutes Date：May 19, 2016

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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?*  At the end of the class, students will be able to  -say 2 actions 指你的（point at your), 遮住（cover)  -say 10 face parts (头发hair，眉毛eyebrow，眼睛eye，鼻子nose，嘴巴mouth，耳朵ear，额头forehead，脸颊cheek，下巴chin，脸face)  -respond to the actions relating to 10 face parts.  -recognize pinyin flashcards(with characters) for the 10 face parts.  (Students have already learned one action with 6 words about face in the first class, the second action with 4 words （额头forehead，脸颊cheek，下巴chin，脸face ）about face in the second class.  This is the third time of class) |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students will say the full action in Chinese when they see one.  Students will react to an action when they hear one.  Students will pick out the correct flashcards for the action they see. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  Step one Check Bell Work (7 minutes)   1. Greet students and ask them personal information as usual. 2. Review facts about Duan Wu Jie from last class. 3. Review 10 words about face and 2 actions words.   Step two Practice the 4 new words about face using two actions (10 minutes)   1. Teacher modeling: teacher says all actions and act one by one , students following the action( a verbal repetition is encouraged) 2. Check understanding: teacher says all actions one by one without moving, students react with actions. 3. Practice: Students stand in two lines and move in a carousel mode. Students with their back to the screen are the speakers, who need to say an action and show relevant face part flash cards to their partner. Students facing the screen are the actors, who need to do the actions as they hear. The circle keeps going until everyone gets a chance to be both a speaker and an actor.   Step three Activity 1- see it and say it (5 minutes)  A. Have a scorekeeper from one team, and 1 judge from other teams. Practice before real start to make sure all students understand the rule.  B. When it starts, teacher will do actions and have students say the actions out quickly. A correct answer gets one point, a correct and faster answer gets two points for the team.  C. If the competition gets really fierce, teacher can ask a student to stand for their team and keep the activity going.  Step four Make flashcards and practice 2 actions and 10 face part (15 minutes)  A. Students make flashcards. Encourage those who finished earlier to start practicing.  B. When everybody is done. Students will practice in pairs  C. Teacher checks with the class and decide to practice more or move to next step.  Step five Activity 2: telephone-pass the action and say (15 minutes)   1. Students will practice in groups. 2. Teacher shows an action and face part card, the first student passes the action to the next person, and the next does the same until it reaches to the last person. The last person has to say the full action out. The first team that finishes the task wins a point. 3. When students compete in teams, each team stand in lines, with everybody facing the wall and the first student facing the teacher. 4. Once a around is over, the first student will move to the end of the line to be the speaker.   Step six Sponge activity-if time permits-listen and check (3 minutes)  Teacher plays an audio about one’s face. Have students identify what part of the face is mentioned in the audio. <https://www.youtube.com/watch?v=V-5j4kkQP0M> |
| 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?* |

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