**Backward Design Lesson Plan Template**

**School: Scioto Darby Elementary School**

**Teacher Deng Xinxin Grade level Chinese 1**

**Lesson title Chinese New Year**

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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?*  Students will be able to know the traditions of Chinese New year.  Students will be able to do paper cutting. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * When someone talk about what do Chinese people eat, wear, do during Chinese New Year, they will be able to join the topic. * When they are cutting red paper they know why and how Chinese people do this. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Listen to a new song Happy Chinese New Year. * Share the information that students found on line before the class. * Watch a video about Chinese New Year.   Talk about the food Chinese people eat, the legend, the New Year feast, the transportation, the lanterns and everything.   * The teacher reads a story to the students.   A story Chinese New Year’s Wishes.  Introduce some more Chinese books in the classroom.   * Paper cutting   To cut a paper lantern step by step.   * Additional activity   If they finished the paper cutting in a short time, they can choose a book to read.   * Summary |
| 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?*  Every time when we are talked about cultural events, classroom management is something that I should pay much attention to. In today’s parer cutting activity, I introduced some books to the students firstly. They really wanted to read so they focused on paper cutting and have something interesting to do after that. Always make them busy is a good way for classroom management. |

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