**Backward Design Lesson Plan Template**

School: Eastside Charter School

Teacher Wang Rennyu Grade level Grade 7 and 8

Lesson title Pinyin and pronunciation

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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. *At the end of the lesson, the students are able to look at the initials and finals and pronounce them correctly.* 2. *They are able to listen to the recording of words and choose the correct final they hear.* 3. *They are able to pronounce the combination of initials and finals with the tones correctly.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. *I flash the Cards of Pinyin and the students respond to them by say the Pinyin correctly.* 2. *Let them do a quiz. I play the recording of Chinese words and they choose one final to combine with one given initial and vice versa.* 3. *Read a short tongue twister correctly and quickly.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Step 1. Review the Pinyin finials and finials.*  *Give every student a paper of Pinyin, which they have learned before. They work in groups and circle the ones that they are not sure about in 3 minutes. Then play a recording and let them read again.*  *Step 2. Flash cards*  *Divide the students into two groups. I show the cards one by one quickly. The students compete to say it quickly. I can also designate certain students to say it. If they can say it correctly, they will get the points.*  *Step 3. Practise reading the combinations.*  *I pick one card of initials and one card of finals. And let the students read them and combine them with the four basic tones.*  *Step 4. Listening practice*  *Give the students a piece of paper. On the paper, the initials are provided. Students have to listen and fine the right finals for the initials.*  *Step 5. Tongue Twister*  *Give the students a tongue twister “Huama baima”.It has Pinyin with Chinese Characters on it. They practise and have a competition to read it in a short time.* |
| 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 are excited and study attentively. To my surprise, my students can combine the initials and finals and read them correctly. Especially, for the tongue twister, most of them can read the tongue twister correctly. That means they have mastered Pinyin. I will learn to use various teaching activities. New games and new ways of teaching can keep the excitement for learning, but also pay attention to its effectiveness.* |

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