**Backward Design Lesson Plan**

**School: Ewa Makai Middle School**

Teacher Wu Ning Grade level Grades 7 and 8 Novice

Lesson title Monkey King and Journey to the West

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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?*  *By the end of the class, students will able to*  *1. know the story of Monkey King and Chinese classic novel Journey to the West*  *2. read Pinyin Chart and know how to read Chinese words according to Pinyin*  *3. make and read a mini-book : Journey to the West* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Students can tell the personality of Monkey King according to the color in the painted face in Perking Opera.*  *Students can read the Pinyin chart.*  *Students can read the Pinyin of new words.*  *Students can put the illustrations of the story in right order and make a book.*  *Student can tell the story Journey to the West with their handmade mini-book.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Learn about Monkey King*  *Draw a painted face of Monkey King*  *Place the illustrations of the story of Journey to the West in order and make a mini-book*  *Review the Pinyin Chart and read the story*  *Oral presentation: story telling*  *Step 1: Brief Introduction: Monkey King*  Watch the video and answer: What role is it in Peking Opera? Who is he? What is he doing? <https://www.youtube.com/watch?v=-VOCDFIW4xg>  *Step 2: About the novel: Journey to the West*  *Read about the novel and finish the multiple choice. (student’s worksheet)*  *Step 3: design of the painted face of Sun Wukong*  *Watch the Monkey King facial mask video and talk about the meaning of the colors of Monkey King: https://www.youtube.com/watch?v=MWxD8BJczw0 coloring*  *Step 4: Make the mini story book*  *1. watch the video《大闹天宫》*[*https://www.youtube.com/watch?v=Hu0XosgxCyU&t=323s*](https://www.youtube.com/watch?v=Hu0XosgxCyU&t=323s) *and put the illustrations of the story in right order.*  *2. Paste the pictures in the book and color the pictures, paying attention to the clothes and weapon of the characters.*  *3. Practice telling the story according to Pinyin.*  *Step 5: Oral presentation*  *Story telling: tell the story with the book made.* |
| 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.*  *I think it is necessary to teach students how to pronounce Chinese words with the Pinyin, so they can read Chinese new words by themselves. After we Peking Opera, we learned to paint the face of Monkey King, then we learned the story of Xi You Ji. Students put the pictures in the right order and glue them into the mini book. We reviewed the Pinyin Chart again and tried to tell the story according to the Pinyin in each picture. After coloring the mini-book, students will be asked to tell the story as part of our Project: story telling--Xi You Ji. I posted my sample in our Google Classroom for them to practice. They did quite well for the oral presentation.* |

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