**Backward Design Lesson Plan**

School: East Hartford High School

Teacher Xin Fangzheng Grade level Grade 9-12

Lesson Weather

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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?*  The students can say 7 basic weathers in Chinese,  The students can describe a day with date and weather. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Assessment Evidence  The students can say the weathers out when the see the flash cards.  The students can describe the day with dates and weathers by himself/herself. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Show the students pictures to get the meaning of “天气” 2. Show the weathers with pictures one by one 3. The students are asked to pronounce the characters with the help of pinyin 4. Flash cards to help consolidate 5. Ask questions “这是什么天气” and the students answer “这是…” 6. Characters with pinyin, then no pinyin, then no pinyin and characters, then matching work. 7. The students guess the weather on the paper with the help of other students’ gestures (no voice) 8. Flash cards to review. 9. Introduce the day with sentences 今天是 年 月 日， 星期 ， 天气 。 |
| 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?*    *The students could not tell the characters well. Draw pictures or tell them the reason and development of characters are helpful to the ss.*  *Make longer sentences after do the simple instruction work and let the students challenge themselves and get the sense of confidence and achievement.* |

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