**Backward Design Lesson Plan Template**

**School: Beethoven Secondary**

Teacher Wang Xiaoyue Grade level 2nd to 5th

Lesson title Body Parts 2

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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. *Students should know the pronunciation of the body parts: tou (head), tou fa (hair), shou (hand) and jiao (foot)* 2. *Students should be able to tell the body parts in Chinese.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Students will draw the body parts when they hear the word.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. *Review the body parts we learned last week with flash cards: yanjing (eye), bizi (nose), zuiba (mouth) and erduo (ear).* 2. *Learn the new words: tou (head), tou fa (hair), shou (hand) and jiao (foot)* 3. *Pair work: one student say the word and the partner point out the body part* 4. *Group work* 5. *Each group will get a big paper and a marker.* 6. *Teacher say a word of body part and one of the group member will draw the part.* 7. *Then switch the paper with another group.* 8. *Teacher say the next word and students draw the body part. Then pass the paper to another group* 9. *When students draw the last body part, hand in the paper.* 10. *Vote for your favourite picture.* |
| 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.*   1. *Students focus on the pronunciation and tried their best to memorize the words. They enjoy the drawing game.* 2. *Students should draw the body parts they hear so that I could know if they understand what they learn.* 3. *I learned that student center activity will help them more engaged on the class.* |

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