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