Backward Design Lesson Plan Template

Teacher Chen Jinyun Grade level Grade 11

Class Length: 50 minutes

Lesson title Animals

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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?*After completing the class, students will be able to 1. recite ten animals Chinese names including panda, monkey, tiger, lion, pig, rat, alligator, bear, cat, dog and rabbit.2. identify the Chinese vocabulary for these animals when hearing the animal names.3. apply the vocabulary to sentence pattern “I like…..” 我喜欢……. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. Students could find the animal when hear the words;2. Students could quickly name the animals when asked;3. Students could step on the animal pictures on the ground as quickly as possible;4. Students can match all animal pictures with their Chinese names in one minute;5. Students can successfully use the sentence patterns by acting out in a circle.  |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* 1. Warm up (3’) Ask what students favorite animals are and compare different animals between China and America. 2. presentation (20’)1) Stick all animal pictures and Chinese characters on the whiteboard, then students imitate what I say and do. Act out while saying the new animal names, then say but delay the actions to check whether students could follow, finally just say the words and watch the students do them. (10’)2) Divide the class into two groups. Students from each group take turns to use the fly swatter to snap the animal when hearing it to win points for their group. (10’)3.Practice (22’)1) Send students a bag of animals to find out the animal I say. The first one who can find the animal will get a sticker.(5’)2) Put all animal pictures on the ground and ask students to step on it when I say an animal. Give some music to help motivate students. (5’)3) Put five animal pictures on the ground in one group. Divide the class into two groups. One student from one group volunteers to do twister. Students from another group will assign the animals to this student who can decide to touch the picture either with hands, feet or head. Finally if the student could successfully touch all five pictures with two hands, two feet and head, he/she wins the competition.(5’)4) Students sit in a circle with an assigned animal and they pass a ball, with music. When music stops, the student who holds the ball will say a sentence:”I like ….. 我喜欢…..”.(7’) 4.Product (5’) 1) Assess whether students could obtain the objectives set for them at the beginning of this class by sending students worksheets to match all animals with Pinyin and characters.(4’)  2) Assignment: Copy the characters in worksheet.(1’) |
| 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?*Students love animals so much. They learn fast when doing activities and remember better when moving around. It’s very important to design good activities which can really involve and engage them. They did very well in this class because they all got 100 points in the matching work. |

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