**Backward Design Lesson Plan Template**

**School: Lane Tech College Prep High School**

**Teacher Chen Yanyi Grade level Chinese 2**

**Lesson title Food**

|  |
| --- |
| 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?*Students can talk about daily meals they have every day, and know something about Chinese foods culture and what healthy food is. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?** Quick responses: This is every day’s routine after greetings. Teacher leads to review what learned with a question or a statement for the class to have a quick response to what they heard. 今天几月几号？今天星期几？今天天气怎么样？冷不冷？你今天穿什么衣服？你一日三餐吃什么？
* Volleyball reading---presentational communication---奶奶的生日. Students work in pairs. After doing the listening comprehension, students have to work in pairs to practice volleyball reading with their partners, and then present it with the teacher.
* Reading the passage without the assistance of PINYIN. After volleyball reading, students are familiar with the paragraph enough, they are asked to read the paragraph without PINYIN as a new challenge.
 |

|  |
| --- |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?** Read the passage together as a review.
* Pair work.
* Give the students instructions to do the volleyball reading.
* Scaffolding. When they have mastered the main idea and know how to read the passage with the assistance of PINYIN, I just make it more challenging for them to read without the assistance of PINYIN. Students will have a sense of achievement.
 |
| 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 will still do the listening comprehension first. And then students can work together to do the reading comprehension, which strengthens their teamwork spirit. By discussion, students can understand the passage well. I will try to give as many chances as I can to the students to improve their Mandarin proficiency in the future. |

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