**Backward Design Lesson Plan Template**

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

**Teacher Chen Yanyi Grade level Chinese 2**

**Lesson title Transportation**

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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?*  Students will understand the paragraph about the weather, and know how to compare the weather between two areas, at the same time, students can write some characters and read the paragraph fluently:  听说台湾和Florida的天气差不多。去年七月，我去台湾，觉得台湾比Florida更热，那里的最高温度是一百度。台湾的天气那么热，可是我还是天天出去玩。我不怕热，而且台湾有很多有名的小吃。我喜欢吃和玩。 |
| 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？今天冷还是昨天冷？今天比昨天冷对不对？ * Running dictation. Students work in pairs. One of them will be the RUNNER first, the RUNNER need to run to the hallway to read one sentence and remember it, and then run back into the classroom to tell the WRITER in mandarin. The other one will be the WRITER, and he/she need to write down what the RUNNER told him/her. To finish 9 sentences, the RUNNER may have to run back and forth to complete the paragraph. After finishing 4 sentences, students have to switch their roles. When they finish all sentences, they have to reorder the sentences to make it make sense, and then check in with the teacher. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Read the passage together as a review. * Counting 1-10 and then divide the students into different groups according to the number. * Give the students instructions to do the running dictation. |
| 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 can work together to do the reading comprehension, which strengthens their teamwork spirit. By running dictation, 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,