**Backward Design Lesson Plan Template**

**School: moos Elementary School**

Teacher Mengmeng Zhang Grade level Novice

Lesson title My Chinese Zodiac

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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. *SWBAT understand how to find their zodiac and the characters of different zodiac.*
2. *SWBAT read the zodiac in mandarin.*
3. *SWBAT**understand the culture and the rule of 12 zodiacs.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. *Students can find their own zodiac and read it out.*
2. *Students can describe the character of zodiac.*
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*1. *1. Greeting and Lead-in: Closing Reading Activity Pack*
2. Learn about Chinese zodiac with close reading passages and share what they are most interested about zodiac.
3. *2.Draw the animals for each section. Cut out the circle and then display if you like.*
4. *3. Group Briefly introduce the background of the zodiac and the character of zodiac.*
5. *4. Find your own zodiac and try to read it .*
6. 5. Finish the worksheet of zodiac refer to the background and zodiac character 6.Group work: share your worksheet information (your zodiac, how did you find it, how do you think the character? Whether it describes you?)

7.exchange group and share your ideas with different goup. |
| 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.**Most of the students are interested in this topic, they learnt about how to find their zodiac and characters of the zodiac and some of them find their family’s zodiac.* *Next time I will prepare more zodiac animals paper, as most of the students in a class ,they are in the one or two same zodiac, so some of the zodiac animals pictures are not enough to use.* |

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