**Backward Design Lesson Plan Template**

**School: Scioto Darby Elementary School**

**Teacher Deng Xinxin Grade level Chinese 1**

**Lesson title 12 Chinese Zodiacs**

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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 be able to know the legend, the culture of 12 Chinese Zodiacs. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students will be able to try to say the names of 12 animals and dance with the song. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Warm-up   Listen to the 12 Zodiacs song.   * Lead-in  1. Find out animals in the song. 2. It’s about Chinese zodiac which is different from Western zodiac.  * Presentation  1. Guess what animals are in Chinese zodiac.   2. Let’s watch a story to know about the legend of 12 zodiacs.  3. Which animal is the first place of the Great Race? Why cats and rats are enemies? Now you know the answers.  4. What year were you born in? Different animals has different personalities. Get to know your animals.   * Practice  1. 12 zodiacs dance   Sing and dance with the simple song.   1. Say the names of 12 animals   After singing and dancing with the song for at least 3 times, students can say some names of these animals.   * Summaries   Today we’ve learned Chinese 12 Zodiac. We can sing and dance with the music and you can say some names of them. You can practice the song after class. |
| 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 class?*  Today we talked about 12 different animals. Most of the young students can not say the names of so many animals because that’s a little too many to them. Next class I will try to make a chant or put the 12 animals into groups to help them to remember.  Singing while dancing is a little different too. We should practice more next time. |

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