**Backward Design Lesson Plan Template**

**School: Batesville Primary School**

Teacher Gao Zixin Grade level Grade 2

Lesson title Family Members-Period Two

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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. The students will go over Chinese Pinyin they have learnt and practice using them to pronounce the sound of family members, such as and so on.   2.The students will know about the words of family members 家人，爷爷，奶奶，外公，外婆，姑姑，舅舅，叔叔，小姨。  3.The students can have the basic acknowledge of the Chinese character of those words.  4.The students can say the sentence “我爱我的家。”“我爱我的家人。”“我爱我的爷爷。”“我爱我的奶奶。”“我爱我的外公。”“我爱我的外婆。”and so on. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. The students can draw the pictures of family members and introduce them to the class at last express their love for their family.  2. The students can point out the Chinese symbols when they hear the words.  3. The students can act out the movement when when introduce their family members according to and use the sentence patterns to express their love for their family. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1. Warm up: Review about Chinese Pinyin according to the song. Dance to the music of Chinese Pinyin meanwhile sing together with the video.  2. Lead in: Talk about the house and lead to teacher’s house. 家 and 家人  3. Presentation: Use TPR to teacher students all the family members. Teacher defines each family member an action and gives them the way to get familiar with the action. At last, show my students the photo of my family and introduce them by using the sentence patterns: This is ……这是… . I love my family 我爱我的家人  4.Consolidation:  Practice introducing their family members to their neighbour and express their love to their family members”这是我的爷爷/奶奶/外公/外婆”“我爱我的家人”.  Find out Students to make a 2-student team to compete each other by reacting doing the right gesture when hearing the word.  5. Project: Show the flashcard to give the students a visual impact about the Chinese characters. Then use the tree in the classroom to make the students pick up the fruit flashcard from the tree to play the competition and let students to know more about Chinese characters.  To do further step, the teacher will find out another student to do the little teacher job and say the words so that other two teams can listen carefully to their classmates.  6. Song time: Learn the Chinese song”I love my family” and let the students act out the word“爱”(love) through the song. And we all sing the song together. |
| 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.*  My students are very interested in the TPR and Chinese songs and drawing family members teaching . All of them want to join the activities and they all did a great job. Next time I will have more students to be the little teacher so that they will have more chance to say the words. |

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