Backward Design Lesson Plan Template

Teacher Lin Li Grade level 1st Grade

Lesson title Happy Birthday to China! (Oct. 1st)

|  |
| --- |
| 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?*After completing the class, students will be able to 1. Say happy birthday to China(中国，祝你生日快乐！) in Mandarin;
2. Apply happy birthday song to celebrate the National Day in China.
3. Indicate the color *red* and *yellow* when they’re shown by Chinese flag;
4. Make a Chinese flag.
 |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. Students could name the color red and yellow in Mandarin by finding different things but in the same color in the classroom;2. Students could sing happy birthday song;3. Students could be able to say in a complete sentence in Mandarin: 中国，祝你生日快乐(Happy Birthday to you, China). |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* I. Warm up (5’) 1. Teacher shows the students the numbers from 1 to 10 in Mandarin and asks the Ss to recognize them. 2. Teacher puts up ten and one in Mandarin and show the Ss to say the date in Mandarin: 十月一号 (Oct. 1st) 3. T leads Ss to say the date in sentence: 今天是十月一号。 4. T asks Ss to think whose birthday is it today by pointing to different students and Teacher herself. II. Presentation (10’)1. T presents Chinese Flag in PPT and tells Ss that today is the birthday to China and it is called National Day in China.
2. T introduces some famous scenic spots in China through PPT: the Great wall, the Terra-cotta, Capital Beijing and get Ss familiar with China.
3. T shows the map of China to the Ss and leads Ss to say and find the Great Wall, the Terra-cotta, and Beijing on the map.
4. T shows Ss the Chinese flag and introduces Chinese flag to the Ss, focusing on the main color yellow and red.
5. T asks Ss to name and find the same color but in different things in the classroom.

 III. Practice (15’)1. T models how to say Happy Birthday to China and encourages students to say by arms movement and finger movement to make a heart.
2. T invites a student to come and leads the other students to say Happy Birthday to China.
3. T leads and encourages Ss to sing Happy Birthday to China by giving Ss a sticker as praise.

4.Product (15’) Artwork: Making a Chinese FlagT shows Ss how to cut a star and make a Chinese flag by gluing a big yellow star on the left upside corner and gluing other four yellow stars with the angle centered to the big star on a piece of red paper. Ss’ time to make a Chinese Flag.T puts up Ss’ artworks on the blackboard and helps Ss to consolidate the sentence by individual teaching. |
| 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?*National Day Celebration is a good topic and teaching period for the students to know China and it is a good opportunity to practice singing happy birthday song again. In my lesson, students learned to name red and yellow by finding different things, which explored their observation to the world around. They found red in their clothes, the characters on the wall, even little tiny spot in my teaching aide. By presented to different pictures of China, students learned to say happy birthday to China and practice more by sticker stimulate.Through this lesson, I learned that:1. It’s better to find some simple ways for the students in the first grade to get to know the holiday in China, which cloud be achieved through integration with daily conversation, simple art works, little movement and simple show or performance.
2. The first Graders love to move and observe the surroundings by themselves.

I will improve my lesson next time:1. Clear presentation of stars in the flag. Because some students didn’t put the stars in the right place.
2. Develop more activities in practicing target words or sentences.
 |

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