**Backward Design Lesson Plan Template**

**School: Inglemoor High School**

**Teacher Huang Lijun Grade level IB 200**

**Lesson title clothes**

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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. Students will be able to know how to describe People’s clothes by using: 连衣裙、短裤、袜子、长裤、长裙、外套、男衬衫、牛仔裤、毛衣、套装、领带、帽子、围巾、手套、汗衫、皮带、西装。
2. What should people bring if they go to someplace warm, hot, cool, or cold by using the words above and lead in the grammar “要”.
3. Students know the difference of “穿”、“戴”、“带”, and use the words correctly.
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. Match the pictures with the words.
2. Describe what their classmates are wearing by using “穿”、“戴”、“带”.
3. Translation and answer the questions.
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*Step 1 warm up Students’ Book P17 Match the pictures with the words. Check homework: vocabulary sheetStep 2 revision Listening comprehension Reading the text of Lesson 3 and answer the questionsStep 3 lead in the grammar “要” What should people bring if they go to someplace warm, hot, cool, or cold?Step 4 learn the difference of “穿”、“戴”、“带”Step 5 Pair work Describe what their classmates are wearing by using “穿”、“戴”、“带”.Step 6 Translation and answer the questions on P19 and P20Step 7 Homework |
| 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?*The students engaged in describing what their classmates are wearing. The grammar learning is a little bit difficult but luckily the Translation and answer the questions sessions helped a lot.Next time, give them more time to practice, which will be more benefit. |

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