**Backward Design Lesson Plan Template**

**School: Bonny Eagle High School**

Teacher: Jing Li Grade level: 9-12

Lesson title: Colors, Tourist Attractions and Bejing Opera.

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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. Ss will be able to say the following colors in Mandarin: red(红色), green(绿色), orange(橙色), pink(粉红色), black(黑色), brown(棕色), blue(蓝色), grey(灰色), yellow(黄色), purple(紫色), silver(银色), golden(金色), and white(白色). 2. Ss know some Chinese tourist attractions by coloring the map of China 3. Ss will be able to say the sentence patterns:   这是什么颜色？这是\_\_\_\_\_\_\_\_。(What color is it? It’s\_\_\_\_\_\_\_\_\_.)  你喜欢什么颜色？我喜欢\_\_\_\_\_\_\_\_。(What color do you like? I like\_\_\_\_\_\_\_\_\_.)  你不喜欢什么颜色？我不喜欢\_\_\_\_\_\_\_\_。(What color do you dislike? I dislike\_\_\_\_\_\_\_\_\_.)   1. Ss get the basic information of Beijing Opera. 2. Ss color a Beijing Opera mask and design a Beijing Opera mask of their own. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Ss can say these 13 colors in Mandarin when they are shown these colors. 2. Ss can make a conversation by using the sentence patterns in the inner-outer circle practice :   这是什么颜色？这是\_\_\_\_\_\_\_\_。  你喜欢什么颜色？我喜欢\_\_\_\_\_\_\_\_。  你不喜欢什么颜色？我不喜欢\_\_\_\_\_\_\_\_。   1. Ss can finish the worksheet about the Beijing Opera. 2. Ss can design their own Beijing Opera mask. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*     1. **Lead-in:** Tell Ss what are they going to learn today. 13 colors in Mandarin. 2. **Markers:** Give each of Ss 10 markers of the following colors: red(红色), green(绿色), orange(橙色), pink(粉红色), black(黑色), brown(棕色), blue(蓝色), grey(灰色), yellow(黄色), purple(紫色). Teach Ss how to read them in Mandarin while they are coloring the paper. 3. **Color the map of China according to the directions:** There are instructions on the paper and the students need to use the correct color to color the correct part. 4. **Introduce tourist attractions:** T introduces the information of the tourist attractions mentioned in the map. Show Ss some videos of these tourist attractions if necessary. 5. Picking out: Two Ss compete with each other. In front of them there will be a lot of pieces of different colorful paper. T or another student gives directions by saying the colors and the Ss pick out the correct colorful paper pieces. The winner is who pick out the most. 6. **Teach the sentence pattern:** 这是什么颜色？这是\_\_\_\_\_\_\_\_。   你喜欢什么颜色？我喜欢\_\_\_\_\_\_\_\_。  你不喜欢什么颜色？我不喜欢\_\_\_\_\_\_\_\_。  Use the inner-outer circle to practice it.   1. **Beijing Opera:** Ss watch a short video and finish the worksheet.(This is a formative assessment) 2. **Color a Beijing Opera Mask:** Ss choose a pattern of the Beijing Opera masks they like and color it. 3. **Design a Beijing Opera Mask:** Ss design a Beijing Opera mask themselves. 4. **Sing a song:** Ss learn how to sing a song about Beijing Opera and learn the following colors: silver(银色), golden(金色), and white(白色). |
| 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.*  This is a lesson plan for a whole week. Because the students have already learnt Chinese for some time, they find it easier to learn to speak Mandarin than the beginning of the trimester. The Ss really do a good job because they can remember how to say all the colors and the sentence patterns without referring to their notebooks. The tourist attractions and Beijing Opera also arise their interests in visiting China in the future if they have a chance. If I have the costumes of the Beijing Opera and the Ss can wear it and have a try how to sing a Beijing Opera or we can organize a field trip to watch Beijing Opera, that would be awesome. |

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