**Backward Design Lesson Plan Template**

Teacher: Wu Jiaman Grade Level : K1-4, 7-8

Lesson Topic: Colors

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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?*After this lesson, students will be able to:1. Say and read 9 colors in Chinese: **red; blue; green; yellow; orange; white; black; blue; purple; pink**
2. Identify the color when they hear the color in Chinese or when they look at the color
3. Express their preferences in colors -“你喜欢红色吗？Do you like red?”-“我喜欢/我不喜欢。I like/ I don’t like.”
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. Students can find the correct color card when they hear the Chinese word of the color
2. Students can pronounce the correct color in Chinese when they are shown a color on flashcards
3. Students can recognize the characters of color
4. Students can answer the question “你喜欢……吗？” to express their preferences by using the sentence pattern “我喜欢/我不喜欢”
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* 1. **Vocabulary Acquisition (TPR):**
* T asks Ss what animal is black and white. Ss answer panda. Then T shows a panda puppet to teach them 黑色black and 白色white. Ss repeat the word when T point and say the correct color, but they need to keep silent when T say it wrong.
* T adds a new color 蓝色blue. The whole class plays a square-hopping game when they hear the color 蓝色 or 白色. After Ss get more familiar, T says three in a row and Ss need to hop three times according to the color.
* T shows 红色red，黄色yellow and绿色green, teaches Ss how to pronounce them. Then play a game: traffic light. Ss stop, slow down or walk according to the color heard.
* T shows 橙色orange，紫色purple and粉色pink. Ss listen and do the gestures of orange, grapes or flower when hearing the color. T say and do, T say S do, T do S say.
* T shows how to write the characters and Ss take notes.
1. Review
* Shout out the color when T show the color card
* What’s missing? T takes away one of the color card and show Ss the rest. Ss need to find out which card is missing and shout it out.
* Find color in your clothes. Ss point to the color when hearing the color.
* Find the color card when hearing the color.
1. Group Assessment – Shout out the color

Students are divided into four groups and each group gets a set of different colored cards.Teacher has a list of things with a typical color such as banana and strawberry. Every time teacher utters one item, students are supposed to raise up the card that has the same color and shout out the Chinese name for the color.1. Matching Game-Recognize the characters

Ss are give a set of color cards and a set of character cards. They need to work in a group to match the color with the character.1. Sentence Practice

a) Teacher passes a ball around and whoever catches it answers teacher’s question “你喜欢什么颜色？” by saying“我喜欢…色。”b) Teacher demonstrates how to ask and answer what color a certain thing is by saying “这是什么颜色？” and “这是…色。” until students get the meaning of the question and answer. Then play guessing game with discolored pictures, teacher asks “这是什么颜色？” and students try to guess the answer in a full sentence. Each correct answer is worth one point for their group. After the activity, a winning group will be chosen.c) Two corners. T show a color card and ask “你喜欢……吗？”Ss go to different corners and take turns to ask the other group the sentence and answer it.6. Project: Color song.Students color the picture on the worksheet according to the lyric of the song. They learn to pronounce the sentences and then learn to sing and dance to the song. At last, Ss follow the video and sing and dance to the song together to further remember the colors they learn during this lesson. |
| 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.*Students are very engaged in the games. It’s really important to design engaging activities to help them learn. They also love the song and they can sing and dance to the song very quickly. |

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