**Backward Design Lesson Plan Template**

**School: North Warren Regional School District**

Teacher: Wenjie Zhang Grade level: Novice

Lesson Topic: Seasons and Weather

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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?*  By the end of the lesson Ss will be able to :   1. Identify and say the four seasons in Chinese:**，，，** 2. Identify and remember four adjectives to describe temperature:**热、冷、暖、凉、湿、干** 3. Students can use two sentence patterns to describe the temperature of each season: 4. **夏天很热。/冬天很冷。/春天很暖。/秋天有点凉。…** 5. **今天几度？今天\_\_\_\_\_度。** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. Students can say the four seasons in Chinese when seeing pictures or the English meaning on flashcards  2. Students can introduce the features of the four seasons in New Jersey by using the 6 adjectives they have learned.  3. Students can tell the temperature of different cities in Chinese while looking up the weather of different cities. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **Step 1: Vocabulary Acquisition**  Teacher creates a scenario in which American students are requested by Chinese students to introduce the four seasons and weather types in New Jersey. Students take the initiative to search online for the Chinese names of the four seasons and the Chinese adjectives to describe the different features of each season (热，冷，暖，凉，干，湿). They have to find the Chinese Pinyin and Chinese characters. Teacher works as a consultant in terms of pronunciation and character-writing. Students work in pairs to practice the pronunciation. Teacher also adds the word季节(season) on the board.  **Step 2: Remembering words**  1. Teacher shows pictures of Beijing in four seasons in random order and students are expected to raise hands and respond with the right pronunciation. (If pronunciation needs improvement, teacher will point out and guide the whole class to practice saying the word again) Then teacher uses TPR to demonstrate the six adjectives and students speak the Chinese word as soon as they figure out which word the teacher is acting to demonstrate.  2. Flashcards Switch  Each student is given a flash card of a words with English on one side and Chinese pinyin and characters on the other side. They also get a list of all the new words they get during this lesson. They are expected to use the flashcard to test one of their classmates and then they sign each other’s list and switch cards to continue testing another classmate until all the words on the list are signed.  **Step 3: Sentence practice with new words**  1. Review: Teacher asks question 你喜欢什么季节？and 为什么？to guide students review the sentence patterns they have learned previously (我喜欢\_\_\_\_\_；因为\_noun\_ + 很/有点 \_adjectives\_) to check if they have remembered all the new words.  2. Oral practice: teacher provides a list of cities in the U.S. and students pick whichever city they like and look up online to find the features of the four seasons and then use the words they have learned to talk about the four seasons of a certain city in Chinese. They are expected to use “我喜欢\_\_\_\_\_\_。” “\_\_\_\_的春天/夏天/秋天/冬天 + 很 + adjectives.” As soon as one student finished his introduction, another student will be chosen by teacher to repeat what the presenter has just said in English.  **Step 4: Learning new sentence pattern (and review using numbers)**  1. Review: Students count numbers in Chinese to each other. Teacher checks if she needs to guide them in counting again.  2. Teacher introduces a new word 度(which means “degree”) and use a picture showing the temperature of Beijing to demonstrate how to tell the temperature in Chinese “北京今天五度。”. Then teacher reminds students of the character几 which is used in questions about the number of things. Then teacher guides students to figure out the way of asking how many degrees it is in Chinese. Students are supposed to know they should ask by saying“北京今天几度?”  3. Speaking practice  Students work in pairs to pick a city in China and a city in the U.S. and look up online for the temperature and seasons of those two cities. Then they talk about the differences and similarities of the seasons and temperatures between the two cities using sentences and vocabs they have learned. |
| 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 like looking up online for new words and they also like being given the freedom to choose whatever city they like to introduce the weather, which makes the lesson more fun as well as fruitful.  Comparing the seasons between Chinese cities and American cities is also very helpful to arouse students’ cultural awareness. |

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