**Backward Design Lesson Plan**

**School:East Hartford High School**

Teacher Xin Fangzheng Grade level: Chinese 1

Lesson title Numbers and Festival

|  |
| --- |
| 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 class, students will able to*   1. *Get to know the reason and ancient story about Mid-autumn Festival.* 2. *Learn how to make a Chinese paper lantern* 3. *Can say the basic expression about Mid-autumn: name of the festival, date, and review numbers.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Students can answer the simple questions designed to the video about Mid-autumn Festival.*  *Students can say and repeat the date and name of the festival.*  *Students can finish the paper lantern.* |

|  |
| --- |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Step 1: Introducde the legend story of Mid-autumn Festival through video and asked simple questions related to the information showed in the video.*  *Step 2: Introduced the food and ways to celebrate the festival to lead in the Paper Lantern.*  *Step 3: Showed them the paper lantern I made before the class and gave colorful papers to the students. Then taught them to cut and fold the paper. During this period, I asked some basic information about the festival. I had printed the information on the paper used for making lantern. Also, during the cutting work, I asked questions about numbers and introduce the culture, and repeated the Chinese expressions.*  *Step 4: Cut the paper tail for the lanterns. The students had the paper with same size. They were asked to cut the paper as thin as possible. Then they were asked to count how many strips did they cut in Chinese. The highest is the winner.*  *Step5: Assembled the lantern and repeated the information showed on the lantern.* |
| 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.*  *Paper lantern is an element of Mid-autumn festival. Through making the lantern, the students get to know more about Chinese culture and they can say date in Chinese.*  *The manipulative ability of the students is different. I need to pay more attention to the student who need special need.* |

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