**Backward Design Lesson Plan Template**

**School: Naselle Schools**

Teacher \_\_\_\_Tan Jin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level \_2-3\_\_\_\_

Lesson title \_\_Monkey King\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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?*  Students are able to know about the story of Monkey King and understand why Monkey King is famous in China.  Students will be able to read the words of colors in Mandarin. The words are ‘red红色’, ‘ yellow黄色’, ‘ blue蓝色’, and ‘white白色’.  Students are able to make a Beijing Opera mask of Monkey King. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students will answer questions about Monkey King in pop quiz.  Students will finish the project—making the mask in class. They should be able to read the words of colors in Mandarin to finish the project. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  Warm-up  Sing a rainbow song in Mandarin. They’ve learnt about the song in previous lesson.  Presentation  Teacher shows the flashcard of four colors. After students say the names of the colors, teacher turns the card to the word side.  Practice  Play a ‘corner game’: ask four students to read the cards of four colors, then give them the cards and ask them to stand in different corners of the classroom. Teacher says a name of a color, the student with the card should raise up the card, and the others should point to the card. The first student pointing to the card can get the card and hold it instead.  Play a ‘flapper’ game: ask student A to be a little teacher, who says a color. Another two student will compete to flap on the card accordingly.  Project  Teacher asks students questions about their favorite novel character.  Teacher tells students the story of Monkey King.  <http://people.wku.edu/haiwang.yuan/China/tales/monkey.html>  Sun Wukong, also known as the Monkey King, is a main character in the [Chinese classical novel](https://en.wikipedia.org/wiki/Four_Great_Classical_Novels) [*Journey to the West*](https://en.wikipedia.org/wiki/Journey_to_the_West). In the novel, he is a monkey born from a stone who then learns supernatural powers, like flying and transformation.He is able to lift his 13,500 [jīn](https://en.wikipedia.org/wiki/Catty) (7,960 kilograms (17,550 lb)) [staff](https://en.wikipedia.org/wiki/Ruyi_Jingu_Bang) with ease. He is also extremely fast, he can ride on the cloud, able to travel 108,000 [li](https://en.wikipedia.org/wiki/Li_(unit)) (54,000 kilometres (34,000 mi)) in one somersault. Sun knows 72 transformations, which allow him to transform into various animals and objects. He also knows spells that can command wind, part water, make protective circles against demons, and freeze humans and demons alike.  Show students a piece of video about Monkey King.  <https://www.youtube.com/watch?v=j9Nh4JQ5B4A>  33’-36’  Students finish the project under teacher’s guidance.  Assessment  Pop quiz. ( See slide show) |
| 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.*  All the students were very interested in the topic. They got very excited to hear about the story of Monkey King. They got amazed when they saw what Monkey King can do through watching the video. All the students finished their project of making the Beijing opera mask of Monkey King. |

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