**Backward Design Lesson Plan Template**

**School: Naselle Schools**

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

Lesson title \_\_Chinese New Year\_--calligraphy ‘ 福’\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 class,Students will be able to tell the when Chinese New Year is, what Chinese people do during Chinese New Year.Students will be able to tell the origin of Chinese New Year ( The story of Nian).Students will be able to make a Chinese New Year decoration ‘福’ , tell the meaning of it, how we put it on the door/wall and why. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*Students will be assessed formatively with questions during the class.Students will make ‘福’, tell the meaning of it, how we put it on the door/wall and why. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* Warm-upListen and Sing along with the song ‘ 新年好（ Happy New Year）’ https://www.youtube.com/watch?v=AI9zudQqP70Students tell what they know about Chinese New Year.Presentation Students watch a short video about Chinese New Year, and then answer the questions below. (https://www.youtube.com/watch?v=lEtADJI97Q0)1. When is Chinese New Year? ( The first day in Chinese Lunar Calendar every year. Explanation of Chinese Lunar Calendar: https://www.youtube.com/watch?v=rOaBd266xbc)
2. What do Chinese do during Chinese New Year? (Decorating the house, mainly use the color red. Have a big meal with family members. Pay a visit to relatives and friends. Watch Chinese New Year Gala…)

Ask students to guess why we mainly use red things to decorate during Chinese New Year, and then show students the video telling the origin of Chinese New Year.(The story of Nian: https://www.youtube.com/watch?v=P1AKwg7Ng2s)Stop and ask students questions to check their understanding, below are the questions.1. What is this monster called? (Nian)
2. Where does Nian live?(Deep in the sea)
3. When does Nian come out? (The first day of every year in Chinese Lunar Calendar)
4. What do people do to hide from Nian? (Flee to the mountain.)
5. How does the man defeat monster Nian? (Decorate the house with red things and use firecrackers.)

Students tell the story. (Each one of them only say one sentence, and the next one try to continue the story.)ProjectTell students the meaning of the character ‘福’ （Good fortune),show them the strokes of it and have them practice writing it with Chinese painting brush. Correct the way they use brush and ink while they are practicing.Show students how to put the character ‘福’ in the middle of square-shaped red paper.Students finish the project under teacher’s guidance.Tell students that we put the character upside down, for the pronunciation of ‘upside down’ and ‘coming’ are the same in Mandarin. When someone sees the character and say ‘ Your福 is upside down’ in China, it will sound like’ Your good fortune is coming.’ Exit slipTell me how to read the character ‘福’, the meaning of it , and how to put it in your house. |
| 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 our Chinese New Year series club. This is the first lesson about Chinese New Year in the series. All the students could tell the features of Chinese New Year. They took the ‘福’ back home, many of them told their family the meaning of it and put it up in the right way. For kindergarteners and 1st graders, it’s a little hard for them to tell the story one after another. So I changed the strategy immediately by asking them to discuss in groups and then answer the questions I ask. Through this, I can still figure out if all of them understand the story and be able to tell it. |

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