Backward Design Lesson Plan Template

Teacher Lin Li Grade level 1st Grade

Lesson title Pandas

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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 completing the class, students will be able to   1. Say panda, bamboo, eye, ear, mouth, nose, hand, foot, black, white in Mandarin; 2. Correctly count, add and name the body parts of the panda; 3. Use the sentence “Panda has two ears, two eyes and a mouth” to introduce panda. 4. Match body parts with characters indicated by pictures; 5. Draw and make a paper panda. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  1. Students could name body parts in Mandarin;  2. Students could introduce panda using sentence pattern: panda has….;  3. Students could match body parts with characters indicated by pictures;  4. Students could make a paper panda. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  I. Warm up (5’)  1. Teacher shows the students the flash cards: hair, eye, nose, mouth, ear, and asks the students to review together.  2. Guessing game: What’s this?  T invites a student to come to the front and chooses a picture for the student.  Ss ask: what ‘s this?  S1: Is it an ear?  Ss: Yes. / No.  II. Presentation & Practice (20’)   1. What’s more?   T adds one more flash card and asks students to observe and find.  T presents hand and foot with flash cards.  2. TPR: (1) T says and students follow T to point to different body parts  (2) T delays the action and let students listen, think and act it out.  (3) T correctly acts it out.  (4) T gives directions and students act out.  (5) T invites 1 Student to give directions and the rest of students act it out.  (6) Students do TPR in pair work.   1. T shows students the different body parts with different colors in PPT and encourages students to name body parts using numbers and colors: a big eye, two long ears, a small mouth, etc.   T asks how many ears/ eyes, etc. are there and the students count, add and name the body parts.  4. Fly swatter (Boys VS Girls)  T invites a boy and a girl to come and names the body parts and the students try to response quickly by using fly swatter to touch the right answer.  Little teacher time: T invites a student to come and act like a little teacher to name the body parts.   1. T presents a picture of panda using sentences: panda has two black ears. Panda has two black eyes. Panda has two black hands. Panda has two black feet. Panda has a white face. 2. Video time   T shows students the video of panda and asks students what’s panda’s favorite food?  T presents bamboo by asking students does panda like eating pears/ apples?  T leads students to say panda likes eating bamboos. (Game: Cold and warm)  III. Product (20’)   1. T leads students to match body parts with characters. 2. T does a model to introduce panda and invites students to introduce panda using one sentence: panda has two black ears.   IV. Extension  Make a paper panda   1. T leads students to draw panda’s body. 2. T shows students to cut body parts for panda. 3. T shows students to paste body parts to panda. 4. T leads students to introduce panda: panda has … 5. T invites student to come to introduce their panda. |
| 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?*  The students participated actively especially when the students were shown by different colors of eyes, they could be able to use what they have learned so far to answer me in a complete sentence to express their eyes of colors, which exceeded my expectation.  I learned that to keep teaching effectively, I should keep students move and busy with different activities.  I will improve my lesson in this way: modify the time for teaching, especially for different activities! |

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