Qingming Chinese Language Lesson Plan

Teacher Eva Zhao Grade level 6-8

Lesson title Qingming Festival (45 minutes 6-11 students)

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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 will demonstrate their understanding of the concept of Qingming** * **Students will explain why the traditional Qingming activities are done.** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  **Write a paragraph to explain what the traditional activities are for Qing Ming and why the traditional Qing Ming activities are done.** |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Step 1: Qing Ming PPt   To introduce what we are going to learn today.     * Step 2 Puzzle Reading Activity * Group the students, 2 students in one Home Group. Give out both reading A and B materials to each home group. Have one of the group member read Reading A and the other one read Reading B. Give out the Puzzle worksheets, have the students draw on puzzle piece 1 about what happening in the reading material for what they have read. * Have the students who read Reading A get together to make an Expert Group A and Have the students who read Reading B get together to make an Expert Group B. Students take turns to share what they have drawn on puzzle piece 1. Have them draw on Puzzle piece 2 if they learn any new information from others. * Back to the home group and share with the home group member retell the story that you have read and what you drawn. Students draw on puzzle piece 3 on what you learn from your group members. Write a paragraph on puzzle piece 4 about what you have learned about Qingming Festival. * Making Kites |
| 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?* |

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