**School: Buxton Center Elementary School**

Teacher Wang Yu Grade level 1st Grade

Lesson title Sentence structure: “这是我的.”(as a review of “This is” and possessive pronouns) 3/1/2017

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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?*  1. By the end of this unit, ss will have learnt the meaning and pronunciation of “这是我的. This is mine.” |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Ss will be able to guess who an item belongs to using “这是我的. This is mine.” or “这是…的. This is …’s.” |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **This is mine.**  **Stage1 Lead-in:** T collects ss’ different items and display them in the front. T picks up **her** pen and asks the class “这是你的吗? Is this yours?” T asks different ss and they can give their own answers, which should be “不是. No, it isn’t.” but ss can give other answers.  **Stage2 Conveying meaning:** T holds her pen and shows to the class, at the same time saying “这是我的. This is mine.”  **Stage3 Drilling:** Individually  **Stage4 Practice:** (1)T picks one of ss’ items in the front to show to the class and the owner will say “这是我的. This is mine.”  (2)T picks one of the items and ss guess who it belongs to using “这是我的. This is mine.” or “这是…的. This is …’s.” |
| 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.*   1. Ss were able to relate this sentence to the one they learnt on Monday, which is “这是你的吗? Is this yours?” 2. Showing ss’ own items is an efficient way to get ss engaged in the lesson. |

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