**May Lesson Plan (No.1 5.1-5.5)**

**School: Buxton Center Elementary School**

Teacher Wang Yu Grade level 1st Grade

Lesson title “It is warm today.”

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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 the unit, ss will have learnt the meaning, pronunciation of expressions describing weather, i.e. “今天冷。It’s cold today.”, “今天热。It’s hot today.”, “今天暖和。It’s warm today.”, “今天凉快。It’s cool today.”, “今天下雨。 It’s raining today.”, and “今天下雪。 It’s snowing today.” |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Ss will be able to match the weather when they hear it with the correct picture. 2. Ss will be able to change/relate “今天 today” to other time expressions they’ve learnt, such as “春天 spring”, “夏天 summer”, “秋天 fall”, “冬天 winter”, “昨天 yesterday”, “明天 tomorrow”, “上午 in the morning”, “下午 in the afternoon”, etc. 3. Ss will be able to use the weather descriptions to tell the reasons why they like or don't like a season, e.g. “我喜欢夏天，因为夏天热。 I like summer, because summer is hot.” to share their opinions with others. |

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| Step 3—Learning Plan |
| 1. Weather   Step1: Lead-in: Calendar. What day and date is it today?  T: “今天星期几？ What day is it today?”  Ss: “今天星期一。 It’s Monday today.”  T: “今天我们有什么课？ What special do we have today?”  Ss: “今天我们有图书馆。 We have Library today.”  (During the lead-in part, all the language that ss use is supposed to be previously learnt, but accuracy is not focused at this step.)  Step2: Conveying meaning: (pictures)  T shows pictures with different weather “cold”, “hot”, “warm”, “cool”, “raining” and “snowing” and at the same time “今天冷／热／暖和／凉快／下雨／下雪。 It’s cold/hot/warm/cool/raining/snowing today.”  (T may start with “raining” and “snowing” because these have been mentioned multiple times before.)  Step3: Drilling pronunciation: Chorally and individually  Step4: Practice:  (1)T make each picture with a number. T describe the weather and ss say which number it is.  (The aim to practice listening and also check ss’ understanding)  (2)T points at a picture and ss say what weather it is.  (To check pronunciation and understanding of meaning)  (3)”我喜欢夏天，因为夏天热。 I like summer, because it’s hot in summer.”  Ss talk with the person next to them and use the descriptions of weather in their conversations to tell each other the reasons why they like or don't like a season. |
| 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,