**Backward Design Lesson Plan Template**

**School: P.S.290, Ridgewood, NYC**

Teacher Chen Yu\_\_\_ Grade level K - 5th grade

Lesson title Daily Mandarin

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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 this lesson, students will be able to   1. Greet each other with what they learned in the first 2 weeks; 2. Say xiexieni谢谢你thank you, bukeyi不客气you’re welcome, zaoshanghao 早上好good morning, wanan 晚安good night (K-2nd Grade) 3. Say duibuqi对不起I’m sorry, meiguanxi没关系No problem (4th-5th Grade) |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. The students will make a small dialogue of greeting and self-introduction in pairs, using你好hello，再见goodbye, 我叫my name is, 我来自I come from，你叫什么what’s your name，你来自哪里where are you from; 2. The students will say xiexieni谢谢你thank you, bukeyi不客气you’re welcome, zaoshanghao 早上好good morning, wanan 晚安good night (K-2nd Grade),Say duibuqi对不起I’m sorry, meiguanxi没关系No problem (4th-5th Grade) according to the situation shown in the pictures on the board; 3. The students will act out the situations on the pictures and talk to each other using proper daily Mandarin words; 4. The students will match the Mandarin expressions with the English meaning;(3-5th Grade)   The assessment will also be conducted informally throughout the lesson by my observation and monitoring throughout listening and speaking practice and presentation activities. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  I. Revision: (8 min)  (use Communicative Language Teaching, create a desire to communicate)   1. Warm up and revision : the teacher greets the students in Chinese 你好! 我叫Chen Yu! 我来自中国(Hello! I’m Chen Yu. I come from China !) 你叫什么what’s your name，你来自哪里where are you from？ 2. Show all the words and sentences on the board and ask Ss to recognize and read aloud; 3. Ask Ss to work in pairs and make a small dialogue using these expressions and sentences (teacher shows all the mandarin words on the board to give Ss support) 4. sing the song of nihao你好 and dance with the video;   II.Presentation and practice of xiexieni谢谢你thank you, bukeyi不客气you’re welcome: (6 min)   1. Show Ss the picture of the situation of a girl helping a boy fastening shoe laces, ask them what the boy should say to the girl, and teach them to say in Mandarin: xiexieni谢谢你thank you, bukeyi不客气you’re welcome; 2. Ask Ss to repeat 5 times to the pace of my clap: one clap, one time of saying xiexieni谢谢你thank you, bukeyi不客气you’re welcome; 3. Show them three pictures of thank you situation, and ask them to describe the situation and say xiexieni谢谢你thank you, bukeyi不客气you’re welcome;(picking individuals out to say it)   III. Presentation and practice of duibuqi对不起I’m sorry, meiguanxi没关系No problem (3th-5th Grade): (6 min)   1. Show Ss the picture of the situation of a girl biting a boy, ask them what the girl should say to the boy, and teach them to say in Mandarin: duibuqi对不起I’m sorry, meiguanxi没关系No problem; 2. Ask Ss to repeat 5 times to the pace of my clap: one clap, one time of saying duibuqi对不起I’m sorry, meiguanxi没关系No problem; 3. Show them three pictures of saying sorry situation, and ask them to describe the situation and say duibuqi对不起I’m sorry, meiguanxi没关系No problem;(picking individuals out to say it)   IV. Presentation and practice of zaoshanghao早上好good morning, wanan 晚安good night: (6 min)  (in the same steps as the last two )  V. Play a game : (15min)   1. Give each student a thick paper picture, two students have the same picture; 2. Ask Ss to look at their picture and think about what daily Mandarin expressions can apply to it; 3. Ask Ss to leave their seats and walk around to find the one who has the same picture as him; 4. After finding their partners, Ss work in pairs and act out the situation of the picture saying Mandarin;(teacher walk around and observe, giving help when necessary) 5. Ask each pair to act out their picture in front of the class;   VI．Class closing: (4 min)  Show all the Mandarin daily expressions on the board and their English meaning, ask Ss to match the Mandarin with the English. |
| 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. The students are very active and happy when they sing the song and dance with it, and this shows music is the best motivator. I can try to use a song in every class ; 2. It’s good to have students play the game of finding the partner and act out the picture. In this way they move around relaxing their body and use mandarin in a fun way; 3. Ss enjoy looking at the pictures as the pictures are ones with small kids or animals on them. So choosing the proper material that is appealing to the Ss is important. 4. The last activity of matching is a little difficult for the 3-5 G students. Some of them like the challenge while some are discouraged. Next time I will not include all the 6 expressions. Instead I will only include 4 expressions to reduce the difficulty. If there is no time in class to do it, I can give them worksheets of the matching as their homework. |

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