**Backward Design Lesson Plan Template**

**School: \_Wright Elementary School\_\_\_\_\_\_\_\_**

Teacher \_\_Gu Zhen\_\_\_\_\_\_\_\_\_ Grade level \_\_\_\_G3-5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson title \_\_\_\_Family (2)----I love my family\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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?*  The students will be more familiar with the words about family members in Chinese.  About 80% of the students will be able to sing the song Oh My Family.  About 90% of the students will be able to read a book called I love my family. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Observation-They will sing the family member song with the music.  Students will raise their hands to read the sentences in book. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  1. Review the rainbow song.  2. Look at the pictures of the family and review the family member baba, mama, yeye, nainai,  jiejie,didi,gege,meimei  3. Learn to sing the song Oh My Family.  4. Thanks giving is coming, how do we show our love to our family in Mandarin? Demonstrate the sentences\_\_\_\_ love /loves\_\_\_\_.  5. Read a book I love my family-students raise their hands to try to check whether they pronounce right, then I demonstrate. ( I love my dad, I love my mom, I love my elder brother, I love my elder sister. I love my self. I love my family.)  6. (We have a music teacher in the same room) first ask whether the students love music teacher, then check whether the students know to express their love to their teachers with sentence I love \_\_\_\_\_\_\_\_. |
| 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.*  Students need more different activities to access to the language, which helps them remember better.The book offers the same sentence patter, by reading it, students feel kinds of success and practice it. |

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