**Backward Design Lesson Plan Template**

**Hu Xiaomin Tonopah Valley High School Mandarin 1 104 minutes**

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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 be able to know how to say 14 colors in Chinese .**  **Students can use the sentence patterns:**  **它有几个颜色？ta you ji ge yan se**  **How many colors does it have?**  **它是什么颜色的？ta shi shen me yan se de**  **What are they?**  **你喜欢什么颜色？ni xi huan shen me yan se?**  **What’s your favorite color?** |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  **1. When the students see the 14 colors they can say the Chinese names.**  **2. The students can ask and answer with three sentence patterns.** |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  **1. Talking about colors in our daily life.**  **2. Teach 9 different colors by using different activities, like pinch card, pair work, singing color songs.**  **3. Teach 5 different colors by using different activities, like acting as a teacher, color guessing, team work, singing color songs.**  **4. combine colors with sentence patterns:**  **它有几个颜色？ta you ji ge yan se How many colors does it have?**  **它是什么颜色的？ta shi shen me yan se de What are they?**  **5. combine colors with sentence patterns**  **你喜欢什么颜色？ni xi huan shen me yan se? What’s your favorite color?**  **6. Role-play**  **Making dialogues by using three sentence patterns.**  **7. Presentation: testing partners; Dialogues with different partners** |
| 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 loved all the activities which help them to make more focused efforts on their study. They can come to the front and make their own presentations with their partners.** |

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