**Backward Design Lesson Plan Template**

**School: Plantation Middle School**

**Teacher Huang Can Grade level Chinese beginners**

**Lesson title Family Members**

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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 understand the expressions about some family members.  Students will be able to say some family members in Chinese. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * The students will say the family members according to a picture. * The students who represent the corresponding family members will stand up when others say the family member. * The students will complete the hand-outs by themselves. * The students will say out the important expressions about family members to the teacher one by one. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Review the expressions about some family members learnt last block * Direct the students to read the new expressions on the white board. * Show the picture of a family and let the students to say out the family members. * Divide the students into three groups of ten and within one group assign the students to different family members. * The students should stand up when the teacher says the corresponding family members. * Let some students come up and say the expressions to repeat the practice. * Hand out the sheets to instruct the students to finish. * Ask the students to tune in the hand-outs one by one and say the expressions in it to me in Chinese. |
| 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?*  Everyone had a chance to speak to the teacher in Chinese and really learned the expressions. Some students still need improvements in pronunciation, so next time I will review pinyin at the beginning of the class. |

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