**Backward Design Lesson Plan Template**

**School: Plantation Middle School**

**Teacher Huang Can Grade level Chinese beginners**

**Lesson title self-introduction**

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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 introduce themselves.  Students will be able to master the greetings in Chinese. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * The students will introduce themselves in a conversation or presentation. * The students will greet their classmates and teacher in Chinese automatically. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Greet the students in Chinese and encourage them to greet their group members. * Raise a question “” (What’s your name?) and direct them to answer “” (My name is……) one by one. * Write the sentences on the white board and let the students copy in the notebook and practice the strokes. * Help them to make a conversation with their partners using the sentences. * Instruct them to design a name card for themselves. * Make them present their name card, say hello, introduce themselves and ask about the next person’s name. |
| 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?*  Some students needed more help with pronunciations because I found it was difficult for them to speak out the characters even with pinyin though we kept learning pinyin. I usually go to them and tutor them. Next time I will ask some high-achieving students to help them. |

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