**Backward Design Lesson Plan Template**

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

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

Lesson title numbers

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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. count 1-5 in Mandarin : **一 yi，二 er，三 san，四si，五 wu**;
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. The students will match 1,2,3,4,5 with Mandarin**一 yi，二 er，三 san，四si，五 wu**;
2. The students will say the numbers of animals shown in the pictures on the board with**一 yi，二 er，三 san，四si，五 wu** ;
3. The students will say the numbers of**一 yi，二 er，三 san，四si，五 wu** according to the sign that teacher gives with fingers ;
4. The students will do the plus and minus maths exercises in Mandarin;(3-5th Grade)
5. The students will count **一 yi，二 er，三 san，四si，五 wu** and count down from**五 wu to一 yi** with the help of fingers;

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, and Total Physical Response Teaching) 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. Teacher does the gestures of xiexieni谢谢你thank you, bukeyi不客气you’re welcome, duibuqi对不起I’m sorry, meiguanxi没关系No problem, zaoshanghao早上好good morning, wanan 晚安good night, 我爱你，中国 I love you , China，and let the students say the correspondent Mandarin.
3. Ask one student to come to the front, demonstrate the Mandarin with gestures and others say what Mandarin it is. (teacher shows all the mandarin words on the board to give Ss support)

II.Presentation of numbers**一 yi，二 er，三 san，四si，五 wu** : (8 min)1. Show Ss number one with one finger, saying **一 yi,** and number two with two fingers saying**二 er** , and the same with**三 san** ;
2. Keep recycling **一 yi，二 er，三 san** 5 times and meanwhile use their fingers to show the proper number ;(use the model, hesitate and stop modelling)
3. The same presentation step with**四si，五 wu.**

III. Practice of**一 yi，二 er，三 san，四si，五 wu**: (6 min)1. Show Ss the pictures of different numbers of pandas with the Chinese characters of numbers on them, ask Ss to say the numbers in Mandarin and use the right gestures;
2. Ask Ss to match the mandarin numbers with proper pictures;
3. Ask Ss to match the mandarin numbers with 1,2,3,4,5;
4. Ask Ss to clap their hands while saying **一 yi，二 er，三 san，四si，五 wu** in a fast and rhythmic way**;**

IV. Competition: (6 min)1. show them pictures of different numbers of animals, let’s see who is the first one to say the correct number in Mandarin. The student who is the first one for most times will get a sticker as a prize.
2. Who can count from 1 to 5 and count down from 5 to 1 with the right gesture of fingers? The ones who do it correctly will get a sticker as a prize.

 V. Play a game : (5min)Which is my favorite number ?1. Teacher count the numbers and skip my favorite number by clapping., ask Ss to guess my favorite number ; teacher tell the reason why I like that number best;
2. Ask Ss to show their favorite number in the same way and also tell the reason why they like it;

VI．Let’s do the maths in Mandarin：(5min) (3-5th Grade) Show 6 plus and minus maths exercises on the board in Mandarin numbers, ask Ss to work them out and say the result in Mandarin.VII. Be a Chinese poet: (5min) (3-5th Grade)  Show Ss a Chinese poem whose first line is missing: 一二三四五，金木水火土；天地分上下，日月照今古。Ask Ss to come up with the last word of the first line with the help of last rhyming words土 tu, 古gu in the other lines: 五 wu,. Then Ss can guess the other four words in the first line. VIII. Class closing: (2 min)1. Count **一 yi，二 er，三 san，四si，五 wu** and count them down together while showing the right number of fingers.
2. Clap and say the numbers with the pace of clappig.
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| 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 when they compete with each other to be first one to say the right number. Therefore I will have them do more competition in future classes ;
2. It’s good to have students play the game of telling my favorite number. It’s a fun and challenging way for them to revise the numbers ;
3. Ss enjoy clapping and saying the numbers at the pace of clapping. So I will involve more body movement in he class.
4. The last activity of being a Chinese poet is a little tricky for students. But there is at least one student in each class worked it out. It’s amazing. I think while something about poem and literature is a little hard for them, it can be fun too. I will keep including these cultural elements in my class in this way.
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,