**Backward Design Lesson Plan**

**School: Tonopah Valley High School**

Teacher Shen Yan Grade level Novice 2

Lesson title Seasons and weather

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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?** *Know how to say 4 seasons in Chinese.*
* *Know 7 Chinese words to express weather.*
* *Talk about your favorite season in Chinese.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?** *Ss can point out the right picture referring to seasons on their pinch card after hearing the Chinese words from teacher. And they can point to one picture and ask their face partner “shen me ji jie? (What is this season?)”*
* *Ss can speak out the Chinese word according to their team members drawing about weather. e.g. xia yu (raining), xia xue(snowing)*
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*1. *After learning the words about seasons, Ss are asked to choose a picture which is represented one season, and fill color in the picture. When the coloring work is done, Ss are asked to go around in classroom, and ask their classmates “zhe shi shen me ji jie?”(What is the season?), if their classmates give the right answer, they need to sign their name on their classmates card. In the end, count who gets the most signature.*
2. *After learning the words about weather, Ss are divided into two groups, in each group, Ss are asked to draw the picture about weather in turns, and the rest of team members are supposed to speak out the corresponding Chinese word. Let’s see who can guess more words in the same limited time.*
3. *Ss are asked to choose one capital city in one state of United States, and describe different weather in different seasons about this city.*
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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.**I made the last activity “introduce the weather of one capital city” as a report, and graded on students’ performance. But I found it’s difficult to grade on them without a rubric standard. Because some students can speak five sentences about weather while using all the words we have learned, but some students can only speak one sentence. So, next time, before giving out a report task, I need to prepare the rubric standard.* |

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