**Backward Design Lesson Plan Template**

**School: Chariho Regional High School**

Teacher Wangling Grade Novice

Lesson title colors

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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?**1.Students will be able to speak out 10 words of colors in Chinese correctly. (红red, 黑black,白white,灰grey,橙orange,棕brown,紫purple,绿green,黄yellow,蓝色blue,）**2.Students can recognize the right colors when I say them in Chinese.**3.Students will be able to make short dialogues with the sentence patterns* *----这是/那是什么颜色?( What color is this? /that?)**----这是？那是(This/ That is ...)**4.Culture: Students can learn something about the facial makeup in Chinese opera and can finish decorating one makeup with different colors on the paper imitating the masks I brought from China.**5. Students will have fun by putting on the masks on the faces and presenting their works to the class.*  |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. *Students can remember, read out the words about the ten colors on the flash cards correctly.*

*2. Students can recognize and tell the colors in Chinese when asked to point to the color of different objects.**3. Students can use the words and make short dialogues using the colors and the two sentence patterns.**4.Students can know some culture about facial makeup in Chinese opera and have fun coloring them and take photos at the end of this lesson.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?**1.Greeting and Review.*1. *T: 起立（stand up）,同学们好(good morning )！ Ss: 王老师好(good morning MS wang！T：请坐(please be seated)*
2. *Review the contents that we have learned in the last block.*
3. *Lead in: What color is my sweater? What color is the door? What color is your bag? Today we will learn ten colors in Chinese.*
4. *Teachers’ explanation and presentation: Flash cards with ten colors*

*(红red, 黑black,白white,灰grey,橙orange,棕brown,紫purple,绿green,黄yellow,蓝色blue,）*1. *Group work*

*Divide the class into four groups and ask them to collect as many objects with different colors as possible* *5. Students are asked to learn and make short dialogues with the two sentence patterns* *----这是/那是什么颜色?( What color is this? /that?)**----这是？那是(This/ That is ...)**6.Coloring the makeup on the paper.**Tell the Students something about the facial makeup in Chinese opera and ask them to finish coloring one on the paper imitating the masks I brought from China.**7.Students will put on the masks on the faces and present their works to us and then all of us take some photos.*  |
| 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?**During the group work, the students were so active in collecting different objects with different colors and they really did a good job in making the dialogues with the two sentence patterns. All of them offered to present in front of the class. They showed great interest in the masks about Chinese opera and some of them put on their face when they were coloring. We really had much fun when we were taking the photos with the masks on and with their works. My reflection is that sometimes teachers really need to find ways to make the class interesting and fun.* |

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