**Backward Design Lesson Plan Template**

**School: Capt. Nathan Hale Middle School**

Teacher Chunping Li Grade level grade 8

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?*  *Students will know how to say nine colors in Chinese, red, orange, yellow, green, blue, indigo, purple, black and white.*  *Students will be able to talk about their preferences of colors* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Student will have a color game*  *Students will play a swatter game of colors.*  *Students will present their conversation talking about their preferences of colors.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Activity 1: Greeting the students and leading in the topic colors by showing them a picture of rainbow.*  *Activity 2: Ss learn to say the order of colors of rainbow: hong, cheng, huang, lv, qing, lan, zi.*  *Activity 3: Ss listen to a song of colors and find out what colors are mentioned in the song that they haven’t learned yet.*  *Activity 4: Swatter game to memorize the color words*  *Have the students divided into 2 groups and compete. Students of each group take turns to come to the front and let them compete. The teacher says a color in Chinese, the two compete with the swatters to see who point the color faster. Each round the winner gets a point for his/her team. And at the end, count which team has the most points.*  *Activity 5: color games----TPR*  *The teacher says a color and the students need to find something in the classroom with that color. As soon as they find it, they say Bingo. They compete to see who is the fastest.*  *Activity 6:conversation: talk about preferences of colors by learning to say: 你喜欢什么颜色？*  *我喜欢……色。你最喜欢什么颜色？ 我最喜欢……色。First the teacher demonstrates the conversation with a student. Then students work in pairs to practice their conversations. Then ask student pairs to demonstrate their conversations.* |
| 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?*  *By talking about rainbow, students learn the seven colors very quickly.*  *In the swatter game they are busy trying to memorize the words of colors.*  *In the color game activity, the students move around the classroom to find the colors very quickly.*  *In the conversation activities, they practice talking about color preferences and learn to use the sentence structure: 你喜欢什么…？*  *Next period I will bring in some fruit words and animal words to ask them to talk about their preferences of fruit and animals and practice using “喜欢” which means like and which is a very useful word. So that they can master the use of “喜欢” and enable them to have more topics in Chinese conversations.* |

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