**Backward Design Lesson Plan Template**

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

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

Lesson title 12 zodiac animals

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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. Know what is Chinese zodiac and what are the 12 animal signs;
2. Say the 12 animals in Mandarin;
3. Sing the zodiac song in Mandarin;
4. Know about the legend of Chinese zodiac.
5. Know about the meanings of Chinese zodiac animals and the traits that each zodiac animal is associated with.(G3-G5)
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*1. The students will say the 12 animals in Mandarin**: 鼠牛虎兔，龙蛇马羊，猴鸡狗猪**;
2. The students will tell the legend of Chinese zodiac;
3. The students will find out what animal sign this year is and what animal zodiac he/she is.
4. The students will sing the zodiac song in Mandarin and dance following the video;
5. The students will find out his traits matched with his zodiac animal;

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: (5 min)(use Communicative Language Teaching, and Total Physical Response Teaching) 1. Warm up and revision : the teacher greets the students in Chinese nihao你好hello! zaoshanghao早上好Good morning ,恭喜恭喜gongxigongxi, 新年好xinnianhao, 新年快乐xinianluaile;
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, wanan 晚安good night, 我爱你，中国 I love you , China，and let the students say the correspondent Mandarin.
3. Ask Ss to clap their hands while saying the numbers 一 yi，二 er，三 san，四si, 五 wu , 六liu，七qi，八ba，九jiu，十shi in a fast and rhythmic way;

II. Lead in of the Chinese zodiac : (2 min)1. Show them a picture of a rat and ask students what animal sign is this year: the year of rats ;
2. Tell them what the Chinese zodiac is.

III. Know about the legend of Chinese zodiac : (8 min)1. Watch a video of the legend;
2. Ask them 3 questions about the legend:
3. Why is there Chinese zodiac animals ?
4. Which animal is the first one to get to the other side of the river ?which is he second ? which is the last ?
5. Is there a cat in the zodiac ? Why not ?
6. Guide the students to say the 12 animals in order with the prompt of pictures;

IV. learn the 12 animals in Mandarin and practice (the K-G1 will only say the first 6 animals): (15 min)1. Teach Ss to say the12 animals with body movements, and 4 animals a group;
2. Ask Ss to practice and remember the 12 animals in Mandarin;
3. Group competition: divide the class in 3 groups ,each student has got a card with an animal on it and see which group has the most students who can say his animal correctly; they have 2 minutes to prepare.

V. find out what zodiac animal students are and what their personalities are : (8 min) 1. Show them the years of the animals and ask them to find out the animal of that year. 2. Show them the traits of each animal and ask them to read the traits of his zodiac animal.VI．Learn the song: (10 min)1. Teach Ss to sing the song sentence by sentence with body movements;
2. Ask Ss to sing the song following the teacher;
3. Ask Ss to sing the song and dance following the video;

 VII. Class closing: (3 min) Revise the 12 zodiac animals; |
| 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. Ss are very active when they are asked questions about the legend of the zodiac. So it’s always important to ask questions and facilitate thinking;
2. Ss are very interested in the zodiac animals, which shows that teaching about culture is a very good way to arouse interest and culture is a very important part of language learning;
3. Ss enjoy singing with the body movements. So I will always involve body movements in my class;
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,