**Backward Design Lesson Plan**

**School: Tonopah Valley High School**

Teacher Shen Yan Grade level Novice 1

Lesson title Family Members

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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 address their family members in Chinese.* * *Ask and answer about family members.* * *Draw a family tree and write family members’ names in Chinese characters on it.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * *SS will choose three cards of family members, and walk around the classroom to talk with classmates, ask yes or no questions about family members, if one student guess the term right, the other should give the card to him. At the end, who with the most cards win the game.* * *Tongue twister about family members. SS will compete within groups first, and then the best one from each group will compete with each other.* * *Family tree drawing. SS will draw a family tree according the model and write down the family members* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. *Present the Chinese character jia “家” (family), and explain how dose this character come from?* 2. *Show a picture of my family, and introduce my family members in English and Chinese.* 3. *Present more pictures focusing on introducing more family members in Chinese.* 4. *Watch a video about family members on Youtube for reviewing the words.*   *Guessing game: SS will choose three cards of family members, and walk around the classroom to talk with classmates, ask yes or no questions about family members, if one student guess the term right, the other should give the card to him. At the end, who with the most cards win the game.*   1. *Tongue twister competition: Tongue twister about family members. SS will compete within groups first, and then the best one from each group will compete with each other.* 2. *Bingo game: put the family member cards in different spots of the bingo form.* 3. *Family tree drawing. . SS will draw a family tree according the model and write down the family members* 4. *Quizlet revision: SS go to quizlet to review what they have learned in this lesson.* 5. *Exit ticket for SS to summarize what they have learned and give feedback.* |
| 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.*  *SS are pretty interested in knowing how to address their family members in Chinese. But they get confused when they know we use different address for paternal grandparents and maternal grandparents. Then I think the tongue twister will help them to remember the words. However, it’s hard for SS to read all sentence after just know how to speak “ba ba”(father) and “ma ma” (mother). So next time I will establish more steps before SS can reach higher tasks.* |

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