**Backward Design Lesson Plan Template**

**School: Beethoven Secondary**

Teacher Wang Xiaoyue Grade level 4nd to 7th

Lesson title How old are you?

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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 should know the Chinese characters he and she, and the phrases duo da and ji sui (how old).*
2. *Students should be able to ask and answer about the age of themselves and others.*
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| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?**Students will tell the age of others through a guessing game.**Students will make a self introduction about their birthday and age.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*1. *Warm up activity*

*Half of the class will have card that has a date in Chinese on it and the other half will have the English date. They are going to match up with a classmate who has the same date.* 1. *Learn the vocabularies and sentence*

*How old are you? I’m ...**How old is he / she? He/she is ...*1. *Guess the age*

*A competition between boys and girls. They will guess the age of the person in the picture. Who guess the age correctly will win on point for their group.*1. *Make a self introduction about their birthday and age.*
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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.*1. *Students took part in the activities and practised the language they learned.*
2. *Students learned to ask and answer about the age.*
3. *I know their learning product through activities.*
4. *I learned that students like challenge and competitions during class. I could design more activities of this kind.*
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Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,