**Backward Design Lesson Plan Template**

**School: Scioto Darby Elementary School**

**Teacher Deng Xinxin Grade level Chines e 1**

**Lesson title Personal and public identities**

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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 be able to know how to count from 1 to 10 in Chinese . |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   * When someone shows the hand gestures/ claps/ knocks at the table, students can count and say the word of number. * When the students hear the word of number, they can point to the correct one. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Review the greeting song. * Teach 一、二、三.   Focus on Pinyin first. Introduce the pronunciation system of Pinyin.  Focus on characters. Guess how did ancient Chinese invented 一、二、 三. Guess how to write 四.   * Teach 四、五.   Focus on intonations.Make connection with English intonations.   * Teach 六、七、八、九、十.   Focus on hand gestures. Just one hand to show 1-10. Make the students to guess.   * Game 1: listen and say.   The teach claps or knows at the table. Students say the numbers.   * Game 2: look and say.   The teacher show the hand gestures, and the students say the numbers. The fastest group gets a score.   * Game 3: The flay swatter game.   Choose 2 students as a round. The teacher says a number, and the one who chooses the right one faster gets a score. Then students say the numbers.   * Say a chant. * Summary. |
| 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?*  Students loved the games a lot. They focus on the competition and tried their best to win. They learn how to count and say 1-10 in Chinese because their respond were quick and correct. Next class, I will give them more challenge and teach them how to write Chinese characters. |

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