**Backward Design Lesson Plan Template**

**School: Scioto Darby Elementary School**

**Teacher Deng Xinxin Grade level Chinese 1**

**Lesson title Counties and nationalities**

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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 say 6 different countries in Chinese .Students will learn how to ask a person’s nationality. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?** When the students see flags and iconic items they can say the countries’ names.
* The students can ask and answer with the sentence pattern 你是哪国人？我是...
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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?** Warm-up

Review the color song. * Lead-in
1. Look at the cover picture of the song. Figure out which counties do the national flags represent.
2. listen to a new song.
* Presentation
1. Learn to say 6 counties’ names
2. Get to know the full name of the UK, where Australia is, why we call 中国China.

 Swatter games.1. Learn to ask and answer 你是哪国人？ 我是...

Sing the sentence in different ways.Ask and answer between SS and teacher, SS and SS.* Practice
1. Guessing game

A student closes eyes and chooses a flashcard. SS ask 你是哪国人？He/She guess 我是... for 3 times.1. Role play

 Watch a video. Learn to say the sentences. A students to be the register. Other SS choose different nationalities. Practice in teams. Show time. |
| 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?*Role play is the best integrated output activity. SS love it too. But more time need to be given to practice. And they also need to practice stage performance skills. I’ll give them more chances to play and to show. |

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