**Backward Design Lesson Plan Template**

**School: Beethoven Secondary**

Teacher Xiaoyue Wang Grade level 4-7

Lesson title What’s your phone number?

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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 should know three Chinese radicals (speech, rock and white), four characters (dian hua hao ma which means phone number) and a question word duo shao (how many, how much)*  *Students should be able to ask and answer about phone numbers.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *Students will design a cellphone with Chinese numbers, ask for the phone number of their classmate and share their phone number with others.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. *Review four characters: you, I, he and she* 2. *Learn a new radical bai (white) and a new character de (of , ‘s). Make for words with this character: your, my, his and her* 3. *Learn two new radicals speech and rock. Make two characters hua (talk) and ma (number). Learn the new word: dian hua (phone) and hao ma (number)* 4. *Learn the question word: duo shao (how many, how much)* 5. *Learn the sentence: ni de dian hua hao ma shi duo shao? (What’s your phone number?) and answer the question with numbers.* 6. *Design a cell phone with Chinese numbers.* 7. *Do a survey*   *Ask three phone numbers of your classmates in Chinese and write them down.*  *Make a presentation to announce the numbers.* |
| 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 learn the sentence of asking and answering the question about phone number. I know their learn result through the activity. I learn that students sometime are struggling with several pronunciations so they are too shy to speak. I will design more exercises to help students practice the pronunciation.* |

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