**Backward Design Lesson Plan Template**

**School: Jackson High School**

Teacher Wu Xiaohong Grade level 9 and 10

Lesson title What color do you like?

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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?*  *By the end of this class, students will be able to respond to the colors said in Chinese and say what colors they like in Chinese.*  *Students will know what red color means in China.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  *When the teacher say a color, every student move around in the classroom and point at the color.*  *When the teacher asks “what color do you like” in Chinese, students can answer it in Chinese.* |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  *Step 1:*  *Show the cards about colors one by one and at the same time point at something that is the same color.*  *Step 2:*  *After teaching the words about colors with cards, ask students to move around the classroom and point at something with the same color the teacher says.*  *Step 3:*  *Put all the cards on the board and ask students to read what is on the board.*  *Then take one or two away and ask students “which is missing”?*  *Step 4:*  *Give students some handouts with pictures and ask students to color it with the colors they like. Then begin to teach “ What color do you like?” “I like…” . Ask students to write it down on their paper” I like … color in Chinese”*  *Step 5:*  *Divide students into two groups and form a inner-outer circle. Ask students to talk about the colors they like in Chinese with their picture.* |
| 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 practiced their listening , speaking and writing. They learned how to say colors and understand when I say colors to them. When they can react quickly to what I said and found the correct color, I know they can understand. When I took away some words and ask them to say what is missing, they can tell me , so I know they can say it.*  *Students like to do activities and whatever I want to teach or do , I’d better finish it within 25 minutes. Then I need to do something different to keep the students engaged.* |

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