Backward Design Lesson Plan Template

Teacher Chen Jinyun Grade level 11&12

Lesson title Grocery shopping

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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?*At the end of the class, students will be able to1. recognize Chinese currency (one yuan, five yuan, ten yuan, twenty yuan, fifty yuan and one hundred yuan)2.speak fluently how to ask for prices of vegetables an how many they want to buy;3. recognize whether the price is reasonable and decide whether they need to bargain for a better price ;4. make dialogues of selling and buying vegetables and fruits.5. use sentence pattern fluently: “Duo shao qian?” “San yuan qian” “Pianyi yi dian.” |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*Students will show the right currency note when the teacher requests; Students will present the dialogue of bargaining in front of the class;Students will do role-plays to show their ability to make dialogues on selling and buying;Students will fluently use the sentence pattern “how much is it?” “Ten yuan.” “It’s too expensive. Can you give me a cheaper price?” |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?* Step 1Warm up 7 mins  1.Review all the vegetable vocabulary we learned last week; 2. Lead-in the setting of super market and ask students how much their family usually spend on grocery shopping; 3. Compare American currency and Chinese currency and introduce them the exchange rate between these two currencies. 4. Send them Chinese RMB and ask them whether they could remember when I ask them to show me different currency notes. (Fake ones) Step 2 10 mins 1. Pair work to question each other how much is the currency note.  2. Send dialogue sheets to students with key sentences patterns. Encourage volunteers to read the dialogue. Then I read with students all together. Students work in pairs to practice. 3. Send worksheets with questions and answers for reinforcement. Steps 3 15 mins1. Set the classroom into a Super market with all different vegetable and fruit toys. Ask students to make a shopping list first and then go shopping. 2. The teacher can play the role of boss first and students play the roles of customers and buy things they need. 3. Divide the class into four groups. Two groups are sellers and other two groups are buyers. Sellers are required to set their own prices of vegetables and fruits. Buyers can decide whether to bargain or not. Do role-plays. Students make dialogues and buy things using their money. Switch roles.4. Each group sticks their price tags beside their goods and attaches them on the blackboard.Step4 15 mins1. Invite students to present their dialogues in front of the class. Give prizes to them.
2. Students debate which group’s prices of vegetables are set most reasonable.
3. Students then work in groups of three for a math competition. The teacher gives the question: “One apple is three yuan. I want to buy three apples? How much is it?” The student who could first say the Chinese answer and show the corresponding Chinese currency notes at the same time will win.

Step 5 3 mins 1.Exit slip What have you learned?  2.Homework  Work sheets of math questions in Chinese. Characters practice on copying sheets.  |
| 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 activity of buying things using Chinese currency. They were so much involved in figuring out how much they should pay and how much changes they need to get back. They felt like it was so much related with their real life and therefore, it was so significant to learn. I think I’m going to create more activities like this. |

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