**Backward Design Lesson Plan Template**

**School: Naselle Schools**

Teacher \_\_\_\_Tan Jin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level \_9-12\_\_\_

Lesson title \_\_chinese cooking\_\_- steamed flower rolls\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 the class,  Students will be able to understand and say ‘花卷 flower roll’ and gthe verbs ‘搅拌 Mix  ’, ‘揉rub  ’ , ‘压 press  ‘, ‘卷 roll’ , ‘蒸 steam’, ‘吃 eat’  Students will be able to make steamed flower rolls （花卷）. |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*  Students will be assessed formatively in the process of making flower rolls.  Students will make their own flower rolls. |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*  Hand out the glossary to students three days before the class.  Write the verbs to make a flowchart before class to show students the steps of making the flower rolls.  Ingredients  1. All purpose flour  2. water  3. soda powder  4. chopped green onion  5. oil  6. salt  7. pepper corn powder  Tools:   1. a bowl and big spoon for mixing 2. a big pot 3. a steamer can sit on the pot 4. plastic wrap 5. a regular sized cutting board and knife 6. cutting boards that can be used to rub the dough on 7. brush   Steps:   1. Mix some flour, soda powder and water in the bowl, rub the dough until it’s as soft as an earlobe; 2. Cover the bowl with plastic wrap, put the dough in a warm place until it rise to twice the size; ( Teacher should prepare one raised dough for the first groups previously. Then the dough made for them will be used for the next group, saving the wait time.) 3. Cut the dough into small parts, show students how to make it into 花卷. Boil some water in the big pot. While demonstrating the steps, teacher will tell students what step it is in Mandarin and have students repeat the verbs after her. 4. Teacher says the verbs and asks students to act. Then teacher acts and has students to say the verbs. 5. Students try to make their own花卷. Teacher walks around and asks students what they are doing and expects them to answer in Mandarin verbs. 6. Use brush to put some oil on the bottom of the steamer incase 花卷sticks on the steamer. Then put raw 花卷 into the steamer. 7. Put the steamer on the pot with boiling water. Steam for 15 minutes. Take the 花卷 out and eat with chopsticks.   Assessment  While students are making the flower rolls, teacher walks around and asks students what they are doing and expects them to answer in Mandarin verbs. |
| 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.*  All the students were very engaged in the activities. All the students understand the words and follow directions. Most of them were able to tell teacher the steps by using the verbs in Mandarin when they are making the flower rolls. All the students made their own flower rolls. |

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