

Lesson plan on Recipes

Name: Helen Karas

Date: November 30th

Place: Ecole Arc-en-ciel

Students: Intensive 6th grade class

Previous lesson: Skits on restaurants

Aim: To write a recipe using the language of instructions

Objective:

- Students will be able to write out a recipe based on the models they see in class
 - Through vocabulary and language functions on instructions students will be able to write the ingredients as well as the directions to follow when writing a recipe
 - Ss will also become aware or review the plural form of words when adding the “s” at the end of a word. E.g. 1 tablespoon-> 2 tablespoons

Linguistic content

- Plural form using “s”
- Instructional language
- Vocabulary

Anticipated problems

- Students might not understand how to write a recipe
 - Teacher predicts this problem by making the students look at 2 models of how they would go about writing a recipe and goes over each element so they understand what a recipe should include

Materials needed

- Vocabulary sheet
- Recipe Models
- Instruction sheet with reminder on plural “s”
- White paper
- Examples of some vocabulary words

Warm-up

Time	Activity	What the teacher does	What the students do	Rationale
5 - 10 mins	Brainstorming	<ul style="list-style-type: none">• T asks Ss what are recipes and asks them to share some of their favorite recipes.• T asks them why they think it is important to know how to follow a recipe in English	<ul style="list-style-type: none">• Ss share their favorite recipes with the class• Ss say why they think it is important to know how to follow or write a recipe.	<ul style="list-style-type: none">• T opens activity this way so as to make Ss relate themselves to the subject

Pre-activity

Time	Activity	What the teacher does	What the Students do	Rationale
15 mins	Vocabulary	<ul style="list-style-type: none"> • T tells Ss that before they can begin to write a recipe they need to become familiar with some vocabulary. • In order to do this T gives out the vocabulary sheet to students and asks them to complete it in partners (5 mins). T gives them the language they will need (1) (2 mins) • Once Ss are finished T corrects with Ss and asks them to repeat for pronunciation 	<ul style="list-style-type: none"> • Ss get into partners and begin the activity • Ss share the answers and repeat words when asked to by the teacher. 	<ul style="list-style-type: none"> • The vocabulary sheet is done by the Ss so that they will become familiar with the vocabulary that they will encounter later on.

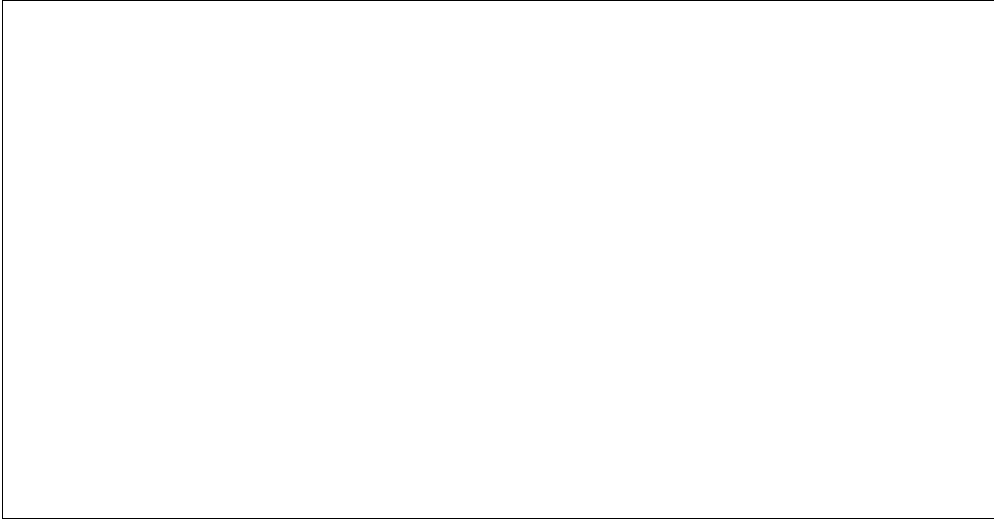
While- Activity

Time	Activity	What the teacher does	What the students do	Rationale
30 mins	Writing a recipe	<ul style="list-style-type: none"> • T passes out the examples to each S and asks them what they notice about the recipes and writes it on the board. (2) T tells them that this is what their recipe should include. • T goes over both recipes with Ss and points out the plural form “s” when talking about “2 cups or 2 tablespoons”. T also points out the directions language “First, Second, Third, and Finally” if they haven’t done so before. (10 mins) • T tells Ss that now it is their turn to make a Disgusting recipe with a partner. Tell them to look at the direction sheet on the back. This is what they have to follow. Ss have 20 mins to create two recipes. 	<ul style="list-style-type: none"> • Ss suggest answers • Ss ask any questions they might have • Ss begin the activity once they have looked over the directions 	<ul style="list-style-type: none"> • T is trying to elicit answers in order to see the structure of a recipe • T points out the plural form so that they include it in their recipes.

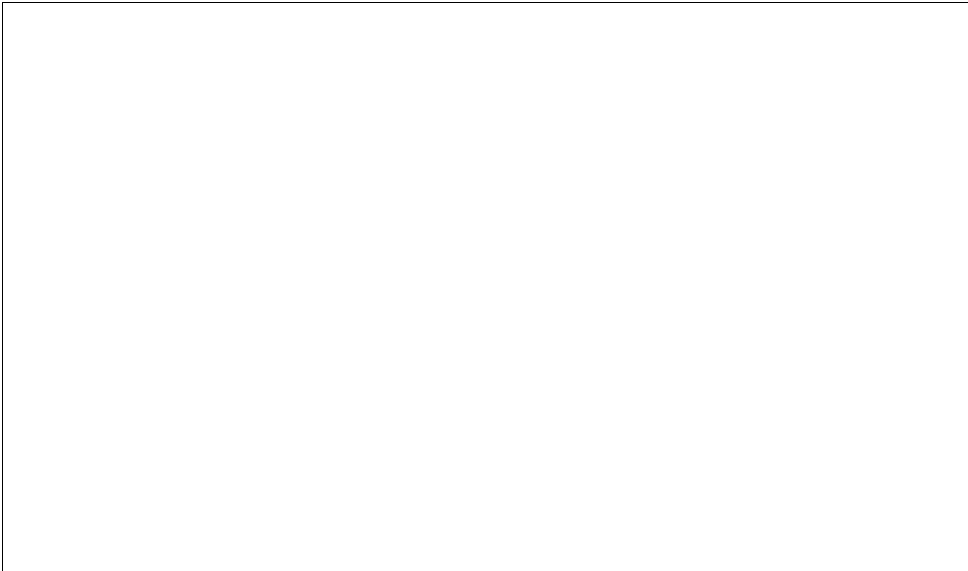
Post activity

Time	Activity	What the teacher does	What the Students do	Rationale
5 mins	Partner-evaluation	<ul style="list-style-type: none">• When the students finish they evaluate themselves using the handout the teacher gives them.	<ul style="list-style-type: none">• Ss fill out the partner evaluation as honestly as possible.	<ul style="list-style-type: none">• T does this to see if Ss practiced the language learned and have used English throughout the activity.

Board work 1

A large, empty rectangular box with a thin black border, intended for writing or drawing during board work 1.

Board work 2

A large, empty rectangular box with a thin black border, intended for writing or drawing during board work 2.

Disgusting Recipes

Ant Chocolate Cake

<u>Ingredients</u>	<u>Directions</u>
<ul style="list-style-type: none">• <u>1 cup</u> of dead Ants• <u>2 cups</u> of Mud• <u>3 cups</u> of flour• <u>½t easpoon</u> of vanilla• <u>2 cups</u> of yesterdays garbage• <u>2 tablespoons</u> of pepper	<ol style="list-style-type: none">1) <u>First</u>, preheat oven to 500 degrees2) <u>Second</u>, mix all the ingredients in a bowl, except the mud.3) <u>Third</u>, put the mix in a cake pan, and put it in the oven for 20 minutes4) <u>Finally</u>, Spread the mud on the cake as icing.

Blood Soup

<u>Ingredients</u>	<u>Directions</u>
<ul style="list-style-type: none">• 4 cups cow's blood• 1 cup of water• 4 cat eyes• 10 fingers• 2 tablespoons of salt• 1 teaspoon of vinegar	<ol style="list-style-type: none">1) First, cut fingers and cat eyes into little pieces.2) Second, heat the 4 cups of blood until it boils.3) Third, put all the ingredients in the pan and mix it together4) Finally, wait 25 minutes then serve the soup in bowls.