

## Lesson Plan: Kitchens & Cooking

<p><b>Warm up:</b> Conversation Circle  <b>Time:</b> 10 minutes  <b>Focus points:</b> Build schema for lesson, cross-cultural sharing  <b>Materials:</b> Conversation Card: <i>Kitchens &amp; Cooking</i></p>	<ul style="list-style-type: none"> <li>• Show students Conversation Card: <i>Kitchens &amp; Cooking</i>. Talk about the pictures.</li> <li>• Questions for discussion could include:             <ul style="list-style-type: none"> <li>○ What is your favorite food?</li> <li>○ Who does most of the cooking in your house?</li> <li>○ Did you eat at a table or on the floor in your home country? Did you use utensils?</li> <li>○ Does everyone in your family eat together?</li> <li>○ What are popular foods in your home country?</li> <li>○ Who chooses what you eat?</li> <li>○ Do you like to cook?</li> </ul> </li> <li>• When your students share food traditions from their home countries, you could bring up images on google of the foods they are talking about for further understanding. The teacher can share food traditions from the United States.</li> </ul>
<p><b>Presentation:</b> Cooking vocabulary  <b>Time:</b> 20 minutes  <b>Focus points:</b> Recognizing and saying cooking terms  <b>Materials:</b> Powerpoint, realia of cooking items</p>	<ul style="list-style-type: none"> <li>• Through a powerpoint presentation, show students the pictures of cooking vocabulary with the word next to it. You can choose as many words as you think is best for your students.</li> <li>• As each picture/word is shown, use realia if possible to further demonstrate, and say the word a couple different times. For example, for the word mix, you can use a wooden spoon and a large bowl to demonstrate the action. In addition, you could bring in strawberries or another fruit to demonstrate chop and slice.</li> <li>• Have the students then each word out loud twice. Use Total Physical Response (TPR) as you teach the cooking verbs (mix, chop, etc).</li> <li>• Do a comprehension check every four-six words to review. For example, you could lift up a frying pan and the students would need to say <i>frying pan</i>, or you could chop strawberries and the students would need to remember <i>chop</i> and do a chopping action.</li> </ul>
<p><b>Activity:</b> Basketball Vocabulary Game  <b>Time:</b> 20 minutes  <b>Focus points:</b> Learning the cooking vocabulary; repetitive oral practice of cooking vocabulary  <b>Materials:</b> American Kitchen card set; small basketball, wastebasket</p>	<ul style="list-style-type: none"> <li>• Have the students break into two teams and form two lines.</li> <li>• Each team sends up one member at a time. The teacher flashes one of the American Kitchen vocabulary cards and the first one to raise their hand and say the correct answer gets a point for their team. If they answer correctly, they get to shoot the basketball for another point.</li> <li>• Keep score on the whiteboard and continue taking turns until all the flashcards are completed.</li> <li>• Give prizes if desired.</li> </ul> <p style="font-size: small; margin-top: 10px;"><i>(Kendra Grabowski, GU, 2017; based on an idea from <a href="http://www.eslkidstuff.com/esl-kids-games/vocabulary-games.htm">www.eslkidstuff.com/esl-kids-games/vocabulary-games.htm</a>)</i></p>
<p><b>Activity:</b> Making Chex Mix  <b>Time:</b> 20 minutes  <b>Focus Points:</b> Learning basic cooking measurements; practice reading a recipe; using cooking vocabulary in</p>	<ul style="list-style-type: none"> <li>• Pass out the recipe cards (at least one recipe card for every two students).</li> <li>• Show the students the different measuring cups and spoons available.</li> <li>• Going around the circle, give each student one ingredient that they are going to have to measure and add to the bowl.</li> <li>• Practice reading the directions together.</li> </ul>

<p>an authentic way; interaction with one another</p> <p><b>Materials:</b> Chex Mix recipe cards (bring enough for every two students); Chex Mix ingredients and bowls; measuring spoons and cups; access to microwave; small ziplocs so they can all take some home</p>	<ul style="list-style-type: none"> <li>• The teacher can encourage the students to practice using the cooking vocabulary in an authentic way while making the Chex mix.</li> <li>• Have all the students try the recipe they made together, and then divide up the extra chex mix into ziplocs for them to take home.</li> </ul> <p><i>(recipe from www.Chex.com)</i></p>
<p><b>Presentation/Activity:</b> Prepositions of location</p> <p><b>Time:</b> 25 minutes</p> <p><b>Focus Points:</b> Introduction of prepositions of location, practice using prepositions of location</p> <p><b>Materials:</b> Spoon and bowl, notecards for prepositions, sentence strips</p>	<ul style="list-style-type: none"> <li>• Present and demonstrate the prepositions of location using a bowl and a spoon: <i>in, in front of, behind, on, beside, around, under, between, through.</i></li> <li>• Do a comprehension check of the different prepositions. For example, put the spoon under the bowl and the students would say <i>under.</i></li> <li>• Write out the prepositions on notecards. Put the prepositions in a bowl for the students to draw out of one at a time.</li> <li>• Give the bowl and spoon to the student drawing the preposition.</li> <li>• Have them say the sentence as they are doing the action. For example, if they draw the word <i>in</i>, they would put the spoon in the bowl and say, <i>The spoon is in the bowl.</i></li> <li>• Write <i>The _____ is _____ the bowl.</i> on a sentence strip or white board if needed</li> <li>• Add in additional realia for variation.</li> </ul>
<p><b>Extension Activities:</b></p>	<ul style="list-style-type: none"> <li>• Go on a field trip to a Food Bank.</li> </ul>