|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | |  | |  | | | |  | | | |
| **Textbook:** N/A | | | **Class Length:** | | | 47 mins | | | **School Level: Chuuto** | | | |
| **Name of Lesson Plan: Cooking verbs and recipes** | | | | | | | | | | | | |
| **Target Area:** | Speaking | | | Listening | | | Reading | | | | Writing | |
| **Learning** **Objective**: To have students describe actions seen in the everyday kitchen, and using the appropriate “-ing” and past participle verb forms. | | | | | | | | | | | | |
| **Target** **Vocab**: | | Ingredients, recipe, instructions, serving size, mix, chop, cut, stir, boil, peel, fry, grate, saute, serve | | | | | | | | | | |
| **Target Grammar:** | | Correct use of the “-ing” verb form | | | | | | | | | | |
| **Potential** **Problems** **&** **Solutions**: | | | | | | | | **Assessment**: | | | | |
| **Procedure**: | | | | | | | | **Phase** | | **Time** | | **Interaction** |
| 1. Begin with class greeting. | | | | | | | | N/A | | 10 seconds | | Students, JTE and ALT. |
| 1. Engage students by practicing the B/V pronunciation by using a tongue twister introducing the topic. **“Big Barry Victor bought a very big blueberry cake.”** Have them repeat it after you 3 times at varying speeds while closely monitoring their pronunciation. | | | | | | | | Listening, Speaking,  Engaging | | 3 mins | | ALT, Students |
| 1. Introduce the cooking verbs:  **Mix, chop, cut, stir, boil, peel, fry, grate, saute, serve, pour, roll, spread, steam, grill.** Have students repeat these words after you as you show them the respective flashcards for each term. Some may already know them. Ask them to volunteer the Japanese translation and confirm their answer with the JTE | | | | | | | | Reading, listening, speaking | | 5-7mins | | Students, ALTs, JTE. |
| 1. Introduce new terms: **Ingredients, serving size and Steps/ Instructions** and check the Japanese meaning of these terms. Write them on the board in the order of an actual recipe. Write the steps of your of your easy native recipes while demonstrating each step with pictures of the cooking verbs previously introduced. | | | | | | | | Listening,   Comprehension | | 10 mins | | ALT gives demonstation, JTE checks understanding |
| 1. Split students into groups of 5 and have members decide their leader by playing Janken. Give each group leader a specific picture of a Japanese dish in which they have to make English recipes in their groups. Have them work together to make instructions using the appropriate verb forms given. ALT and JTEs help as needed  Easy dish examples: (Print pictures)  * Japanese curry, Miso soup, Onigiri, Nikujaga | | | | | | | | Study,  Writing | | 10-13mins | | Students, JTE, ALT. |
| 6. Have the group leaders play janken again to decide the order of the presentation. Each group will present their recipe before the class. | | | | | | | | Speaking | | 15 minutes | | Students |
| 1. Teacher feedback and closing greeting. | | | | | | | |  | | 10 seconds | | Students, JTE and ALT |
| **Materials Needed**:   * verb flashcards, easy native recipe & picture, pictures of Japanese dishes mentioned for group activity. | | | | | | | | | | | | |
|  | | | | | | | | | | | | |