**Lesson Plan Template for Content-Based Instruction**

**Teacher’s Name: Naomi W.J. & Katie A. Date: Week of June 13th**

**Grade/Class/Subject: 2nd/Conversational English Time Period: All**

**Unit/ Topic: Restaurants in America/Ordering food on an American menu**

**Lesson Title: How do I order my favorite foods?**

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| **Content Objectives**: By the end of the lesson, students will (know and do): The students will be able to accurately read an American menu, deduce foods from their descriptions, and understand correct phrasing and questions used when ordering food at an American restaurant.(Know how to read a menu, deducing what the foods are based on their descriptionsKnow how to order food off an American style menu Know how to ask questions about food they would like to order) |

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| **Language Objectives:**  |
| **Function** (in –ing form, eg. “Retelling a story” ) | **Form**(grammatical term and/or example, eg. “Past Tense: ‘The boy went to see his grandfather;’”) |
| 1) deducing based on description | Understanding of basic adjective stems +y e.g. cream-y (like cream), salt-y (salt-like flavor), tast-y (has good/lots of taste), spic-y (full of spice) |
| 2) ordering in a polite manner | Use of phrases such as “I would like to order…”, “May I have…”, and “I’ll have a/the…” |
| 3) asking questions about foods concerning flavor, content/ingredients, and price | * Use of question words in both questioning and use conceptually 🡪 “What meat do the tacos have in them?” vs. “I don’t know what to eat for dinner.”
* Use of descriptive questions 🡪 “Is it spicy/sweet/fresh?”
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| **Review Vocabulary** (previously taught vocabulary that students likely need review of) | **New Vocabulary**(new vocabulary to be explicitly taught that is critical to an understanding of the content) | **Signal Words**(vocabulary that may need to be taught or emphasized that link concepts in meaningful ways, such as conjunctions and time markers) |
| SpicyCreamyDeliciousHamburgerRestaurantMenu | IngredientsTortillaBrothAlfredoType (of restaurant)Specialty CustomerWaiter/Waitress | OrderingFavoriteLike Don’t like  |

By the end of the lesson, students will (do X function using Y form with Z vocabulary):

1. Students will be able to participate in dialogue practice using their completed menu activity and vocabulary/phrase worksheets.

**Special Cross-Cultural Considerations:** *Include here anything relevant to culture that you will either incorporate as part of your lesson or that you need to be attuned to in terms of your students’ background to ensure a lesson that is culturally responsive*.

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| *Comparison of cultural (American vs. Korean) foods to ensure comprehension* *🡪 Chicken Noodle Soup = what Americans eat when they don’t feel well* *🡪 Juk = rice porridge, the cultural equivalent to American Chicken Noodle Soup* |

**In order to break down the information in terms of how the teachers intend the students to attain the skills listed in the lesson objectives, the KUD chart separates the lesson into sections.**

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| **Knowledge** | **Understanding** | **Do** |
| **Students will know….*** Descriptive adjectives regarding food
* Restaurant classification (i.e. American, Italian) and the types of food usually served in each type.
* Phrases to use when ordering food
* How to describe and read descriptions of food on menus
 | **Students will understand…** * The different types of interactions within restaurants between customer and server
* Phrasing orders
* How to navigate food menus
* What phrases to use when asking questions about food
 | **Students will perform…*** Students will complete the menu descriptions with the food name
* Engage in discussion of menu items
* Determine which phrase to use when ordering
* Use their menus to participate in dialogue with their classrooms
* Answer questions regarding the dialogue performed by the teachers
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**Materials:** *Include here all the materials that you need, including textbook titles and the page numbers you will refer to.*

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| *Restaurants Powerpoint – attached file**Naomi and Katie’s American Bistro Menu Activity Worksheet – attached**Pink Panther “I would like to buy a hamburger clip” -* [*https://www.youtube.com/watch?v=Z6oeAdemFZw*](https://www.youtube.com/watch?v=Z6oeAdemFZw)*How do I order my favorite foods Worksheet – attached* |

**Lesson Sequence:** *This may be adjusted as necessary to accommodate unique lesson plan features*. *For each step, explain what the teacher will do, the expectation of what the students will do, and how long the stage should take.*

1. MOTIVATION: *Describe how you will build content background and introduce* ***the specific language functions/forms*** *that you will target.*

TIME: **­­­­­­­­­­­­­­­\_\_\_5 minutes\_\_\_\_\_\_\_\_\_\_\_**

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| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| * At the beginning of the class the teacher will have slides with basic questions such as “how is the weather” and “How are you today” meant to engage the students in discussion.
* After the initial group discussion, the teachers will ask “What is the last restaurant you went to” or “What are your favorite types of restaurants”. The teachers may choose to list some examples (American, Japanese, Korean, etc.).
* After the students have responded, the teachers will then announce the topic of “restaurants and food”.
 | * At the beginning of the class, the students will engage with the teacher and answer the questions on the PowerPoint.
* The students will respond as a class and individually, randomly, as will be determined by drawing popsicle sticks with their student number.
* The students will then be asked “What are your favorite types of restaurants”, to which they will respond, thinking about the topic and question. They will offer examples of their favorite foods and restaurants.
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| Formative Assessment (*How will you gauge whether or not students are connecting to the background the teacher is providing?)*: |

1. PRESENTATION: *Describe the specific* ***techniques*** *you will use to make your presentation of new content and linguistic material comprehensible to students, to provide opportunities for interaction through appropriate questioning, to engage* ***learner strategies****, and to* ***assess*** *whether or not students are “getting it”.*

TIME: **­­­­­­­­­­­­­­­\_\_\_7-10 min (per part)\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| Part 1: Food names * The teacher will present the class with a PowerPoint containing pictures and names of types of food in various categories.
* As they read through each slide, they will ask students to guess the foods or compare the foods to similar cuisine in their country.

Part 2: ordering phrases* First, the teacher will show the class a video clip from the movie Pink Panther.
* After the clip, the teacher will ask the students questions regarding the video, prompting them to connect the content to their own experiences. The questions may be along the lines of “what was the man trying to order in the video” and “was he clear in his speech”?
* After the video, the teachers will present the students with a worksheet containing phrases commonly used in restaurant settings. The phrases are divided into 2 categories: Ordering and Questions.
* When presenting each category, the teacher will give a dialogue example, after which the student will be asked to identify which of the phrases was used in the dialogue, and why it is appropriate for that situation.
* The students will then be instructed by the teacher to practice the dialogue examples on the worksheet within their groups.
 | Part 1: Food Names* The students will be shown a PowerPoint presenting different foods and categories. During which, they will be asked to compare the food to similar items in their own country. They should be actively engaging and responsive to the material presented on the slides.
* The students will also be asked to guess the foods presented, to which they should be responsive and engaged.

Part 2: Ordering Phrases* The students will be shown a video clip from the movie Pink Panther
* After watching the video, the students should respond to the questions asked, such as “What was the man trying to order” and “was he clear in his speech”?
* After the clip, the students will be given a worksheet that has phrases used in restaurants, when ordering food. The students should read over the phrases as they are presented by the teachers, responding when necessary.
* As the teachers act out dialogue examples, the students should be listening for the key phrases used and in which context they are appropriate.
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| Formative Assessment (*How will you gauge whether or not students are comprehending/using the targeted language forms as presented?)*:Throughout the presentation, the teachers will be calling on students (both individually and as a class) to read and respond to questions about the material. When performing the dialogue, some of the students will be given a role, and asked to participate in the acting out of a given situation.  |

1. PRACTICE/APPLICATION: *Describe the* ***activities*** *you will use to allow for meaningful practice targeting the lesson’s objectives, the* ***learner strategies*** *you will engage, and the* ***formative assessment*** *you will provide to gauge whether or not students’ practice is moving them along closer to the target)*

TIME: **­­­­­­­­­­­­­­­\_\_\_\_10-15 minutes (per part)\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| Part 1: Foods and restaurants* After presenting the various types of foods and restaurants found in other countries, the teacher will place the students in groups of four.
* When in the groups, the teacher will explain the menu activity. The activity revolves around the students examining a menu and reading the descriptions of the food, and then guessing the type of food being described.
* The teacher must be clear in announcing that the groups should be speaking ENGLISH ONLY.
* After the activity has been explained, the teacher will hand out the worksheet (1 per group).
* Once each group has received a worksheet, the teacher will have the class read through the first item on the worksheet, in order to model what is expected in this activity.
* After the students have been given time to complete the worksheet, the teacher will reveal the slideshow containing the answers to the descriptions.
* On the slideshow, the teacher should take time to explain the “difficult” words, which are underlined, and explain the vocab that appears to be tricky for the students.

Part 2: Ordering Phrases* After presenting the worksheet and phrases to the students, the teacher will instruct the students to examine the dialogue example on the back of their worksheet.
* In the 4 part dialogue, each student will receive a role, and must fill out the blanks using their menu form the previous activity.
* The teacher will provide the students with an example of how to perform the dialogue, asking for student volunteers.
* After the students have been given an appropriate amount of time to practice, the teacher will ask various groups to show the class their dialogue.
 | Part 1: Foods and Restaurants* After engaging in the presentation of foods and restaurants, the students will be instructed to get into groups of 4 for the next activity.
* Once in their groups, the students will listen as the teacher explains the menu activity.
* The students will receive their menu worksheet and participate as the class works on the first description together.
* For the activity, the students will read through the descriptions of each food with their groups, and discuss which food they think is being described.
* When working on the menu activity, the students must speak with their group members in ENGLISH ONLY.
* If a student has a question, they may raise their hand to receive help from the teacher.
* Once they have been given time to complete the menu activity, the students will attentively listen and engage with the class as the answers are revealed.
* As the teacher explains the words that may be new to the students, the students will repeat or speak as necessary.

Part 2: Ordering Phrases* When given the worksheet with phrases and dialogue examples, the students will read through the information, engaging with the dialogues when instructed.
* The students will then re-enact the dialogue on their worksheet in their groups.
* Each group member will receive a role, and for their role, each student will select a menu item from their previous activity to use in the dialogue.
* The groups will then complete the dialogue by filling in the blanks and then practice speaking in groups.
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| Formative Assessment (*How you will gauge whether or not students’ practice is moving them closer toward achieving the objective in a meaningful way?)*Part 1: The students will complete the menu activity in their groups. After the teachers present the food and restaurant types, the students will use their new knowledge about food to complete a menu worksheet. The students will be given the scenario:“A new restaurant has opened in Seoul, but the chefs are having trouble naming the foods they have on their menus. After reading the descriptions for the food, what names do you think would work best for the foods?” |

EXTENSION: *Describe the student-centered* ***activities*** *you will use for students to further apply language skills toward greater mastery of the targeted content and language objectives, either independently or with a group. This should be an opportunity for developing higher-order thinking skills and using language in communicative ways.*

TIME: **­­­­­­­­­­­­­­­\_\_5 minutes \_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| The teacher will…(*specifically what the teacher does*) | The students will… (*specifically what the students should do* ***in response to*** *what the teacher does*) |
| First letter, Last Letter* At the end of class, the teacher will introduce the game First Letter, Last Letter.
* For the game, the students will be placed in pairs and given a piece of paper for the activity.
* The teacher will explain the game to the students: the students will decide who will go first. The teacher will write a word on the board, and the first partner will identify which letter the word ends with, and they must then write a word that begins with that letter. The second student will then identify the last letter of their partner’s word and then choose a word that begins with that word.
* The teacher will then explain that this game of First Letter Last Letter will be following the theme of “foods”. So, the words that the students write must be a food.
* Example

Apple- eggs- soup- pizza- a…….* After the game has been explained the teacher will explain that they will set a timer for 2 minutes, and the group that has the most words (spelled correctly in English) will receive a prize.
 | * The students will pair with the person sitting next to them and listen to the explanation of the game given to them by the teacher.
* Within each pair the students will decided who will go first.
* After writing down the word given to them by the teacher, the first partner will identify which letter the word ends with, and they must then write a word that begins with that letter. The second student will then identify the last letter of their partner’s word and then choose a word that begins with that word.
* Each word written by the student must be within the category “foods”, or they will not receive a point for that word.
* The class will be given 2 minutes to write as many words in the pair as possible.
* The pair with the most words spelled correctly in English, will receive a prize.
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| Summative Assessment *(Describe the ways in which you plan to determine whether or not students achieved the content and language objectives for the lesson. Be specific in terms of not only what the students will do to demonstrate their knowledge and skills, but how you will evaluate what they produce.)*:After this lesson, the students will be assigned a creative project as their summative assessment. Since the lesson was focused on foods and restaurants, the students will be asked to create their own restaurant menus. Each menu must contain:* A restaurant name and logo
* A theme for the restaurant (American, Mexican, Korean, Chinese, etc.)
* 6 Food items with descriptions
* Prices for each item

The students will be graded on their grammar, creativity, and knowledge of foods and restaurants. The students will be encouraged to include menu items other than those discussed in class, to show further engagement in the topic.  |