

Hello Projects: Let's Cook!

Lesson One:

Textbook Page Materials	Activity Description
Page 1	1. Read and match the cooking vocabulary to each picture. Have the students write the correct word below each picture. *If the students don't know what a word means, they can try and find it in the recipe on page 2. Then guess the meaning from context. 2. Brainstorm the different foods/dishes that you peel/grate/slice etc. Write them in the brainstorm box at the bottom of the page.
Page 2	1. Read the Recipe Have the students highlight or underline all of the cooking words in the recipe on page 2. Then read through the recipe together as a class.
Paper or notebook to write recipe	1. Brainstorm Japanese Foods and write them on the board 2. Ask the students what foods they can make. Ask, "How do you make...?" Have them use the cooking vocabulary words and describe how to make different foods together as a class. 3. Split the class into pairs or small groups. Each group chooses one food from the board and writes a quick recipe for that food. 1. Ingredients 2. Instructions (Show them how to use First / Next / Then etc.) 4. Each class shares their recipe with the rest of the class.
Small cards or scratch paper for each student to write food descriptions on	1. Guessing Game The teacher models the game by describing a few different foods as an example. Each description should be written on a small card with the food name at the top. Example 1: Yaki Soba It's a popular dish at festivals. To make it, you sauté noodles, meat and sliced vegetables. Example 2: Pancakes It's a sweet breakfast food. To make it, you mix eggs, flour and milk. Then you cook it on a frying pan. 2. Students get cards to write their own descriptions Write prompts on the board to help the students get started It's (sweet / spicy / popular ...) It's a (breakfast/lunch/festival) food To make it ... etc

Homework: Students write descriptions to 3 different foods to use as a warm up game next lesson.

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Lesson Two:

Textbook Page Materials	Activity Description
Student food description cards	1. Students take turns reading the food descriptions that they wrote for homework. The other students in the class try to guess what food it is.
Page 3	1. Game Prep It! Split the class into pairs or small groups and play the board game on page 3.
Page 4	1. Let's Read "Must Try!" Give students time to underline all of the adjectives that describe the food and circle all of the cooking verbs before you read. 2. Read as a class and have the students decide what Korean food they want to try and why. Then write it at the bottom of the page.
Page 5	1. Journal Help the students answer the questions together on page 5. 2. Tell each student to choose 3 Japanese foods to describe and write them on page 6. They can find adjectives to describe the food from the journal or their own ideas.

Homework: Students write Journal on page 7.

* Recommended Bonus Activity:

Read the picture book Magic Ramen by Andrea Wang

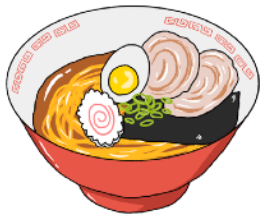
Ask your students questions while you read and after you are finished.

What kind of cooking techniques did Momofuku Ando use in the story.

What adjectives were used to describe the food?

What other cooking words did you learn?

You can do the attached worksheet with your students as well.



MAGIC RAMEN

By Andrea Wang

1. Why did Momofuku Ando want to make instant Ramen?

2. Was inventing instant ramen easy for Mr. Ando?

3. If you could make any food instant and available to everyone all over the world, what food would you choose? Why?

Draw a picture of what your instant food package would look like. Then, write about the ingredients and how it would taste.

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Lesson Three:

Textbook Page Materials	Activity Description
Pages 9 - 10	1. Look at all of the food on pages 9-10. As a class, talk about each food. Use adjectives to describe the different foods and make a list of adjectives on the board. Next, talk about the different ingredients that are in each food. Finally, talk about how each food is made/prepared using the cooking verbs on page 2.
Pages 9 - 10 Cards from Pages 40-42	1. Game: Guess What Food Cut out the cards on page 40 & 42 and place them face down on the table. First, the teacher picks a card and the class takes turns asking questions using the prompts at the bottom of page 10.. Is there any...? Are there any...? Is it...? Once the class knows the answer, they guess. *If the students are making grammar mistakes, fix now. Explain that with count nouns we use "are there...?" and with noncount we use "is there...?" practice a few times to make sure. Now, Split into teams One player from each team gets a card. Their teammates ask questions and try to guess. Once they guess, the next player on their team picks a card and they keep playing. Keep playing until there are no cards left. If you have time, mix the cards and play again.
Tablets or something with the internet. Or pre printed international menus	1. International Menus Ask your students what kind of international food they know about and want to try. Make a list on the board. (Italian / Korean / Chinese / French / Thai / Vietnamese / Australian / American / Canadian etc.) 2. Split the class into groups and have them look at the different menus and talk about them with their group. Write some question prompts on the board. Do you you want to try? Why? (It looks _____) How do you think this is prepared? Have you ever eaten?

Homework: Students rewrite Journal on page 8 with the teacher's corrections.

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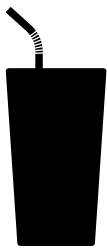
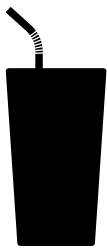
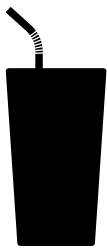
Lesson Four:

Textbook Page Materials	Activity Description
Page 8	1. Read/share journals in pairs or small groups.
Page 11	1. Interview Time Split into pairs and have students interview their partners using the questions on page 11. If you want, compare answers as a class. What is the most popular breakfast/lunch and dinner? How were most of the meals prepared?
Page 12	1. Let's Read "My School Lunch" After reading, ask the students what day sounds the most delicious? How is American school lunch and Japanese school lunch different? 2. Students write their answer to the question on the bottom of page 12.
Internet and display or pre printed photos from the link or other sources online	1. Look at different school lunches from around the world https://www.boredpanda.com/school-lunches-from-around-the-world/?utm_source=google&utm_medium=organic&utm_campaign=organic Talk about what foods are in the different lunches. Ask questions... Is this healthy? Does it look good or bad? Do you want to try it? Why or why not? How do you think it is prepared?

Homework: Students fill out information on pages 13-14 to prepare to write their journal.

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Lesson Five:

Textbook Page Materials	Activity Description		
Pages 13-14	Students share their answers on page 13 and 14 with the class. Write the different foods they wrote about on the board. Take a vote and see which school lunch is the most popular.		
Pages 17-18	Recipe Cards Read the recipe card for chocolate milk as an example. Then split into small groups or pairs. Have students work together to fill in each recipe card with the cooking verbs from page 2. Then decide which food is being described on each card and write it on the line at the top. - Check answers together on pages 29-30		
Small Cards Colored Pencils	Make Recipe Card Karuta Make a couple of examples to show the class. Example: <table border="1"> <tr> <td data-bbox="432 1279 703 1637">  </td><td data-bbox="703 1279 997 1637"> Banana Smoothie First, peel the banana. Then, put it in the mixer. Add, milk, ice and honey. Mix and enjoy! </td></tr> </table> Have students work in small groups to make karuta cards. The number of cards each team makes depends on the class size and how many cards you want for the game. If there is time at the end of the class, you can play the game. If not, you can play a as a warm up game next lesson. Or students can make more cards next lesson.		Banana Smoothie First, peel the banana. Then, put it in the mixer. Add, milk, ice and honey. Mix and enjoy!
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Homework: Students write their journal on page 15.

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Lesson Six:

Textbook Page Materials	Activity Description
Recipe Card Karuta	1. Play Recipe Card Karuta
Page 11	1. Play "How Do You Make...?" Battle Split the class into 2 teams. 1 player from each team chooses one of the foods from Round 1 to describe. Say ready GO! Each student starts to describe the food. The team to guess correctly first wins a point. If they guess incorrectly, they lose a point, so the better be sure! Once Round 1 is finished each team chooses a new player to lead Round 2. Which team gets the most points?
Page 12	1. Let's Read "My School Lunch" After reading, ask the students what day sounds the most delicious? How is American school lunch and Japanese school lunch different? 2. Students write their answer to the question on the bottom of page 12.
Online video platform like YouTube & TV or projector	1. Watch a kids cooking show online. I recommend 'Kids Cook with Zoe Braaibroodjie / South African Grilled Cheese Recipe' 2. Have students listen along and try to write out the recipe. 3. You can watch other videos if you have time. Ask the students questions about the food and if it looked easy or difficult to make.

Homework: Students rewrite Journal on page 16 with the teacher's corrections.

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Lesson Seven:

Textbook Page Materials	Activity Description
Page 16	1. Read/share journals in pairs or small groups.
Recipe Card Karuta	1. Play Recipe Card Karuta
Page 20	1. Let's Read "My Favorite Food" After reading, Ask What are tamales made of? What words described tamales? Do you want to try Tamales? 2. Students write their answer to the question on the bottom of page 20..
Pages 21-22	1. Help students fill out the Journal questions on page 21. 2. Students can share about their favorite foods in front of the class or in pairs of small groups. 3. Help students fill out the mind map about their favorite food on page 22.

Homework: Students write Journal on page 23.

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Lesson Eight: PROJECT TIME!

Textbook Page Materials	Activity Description
	1. Play Recipe Card Karuta or another fun game from the book as a warm up.
Pages 25 - 26	1. Cooking Show! Tell the class that their project will be to make a cooking show.. You can watch another kids cooking show video online as an example or to give your students courage/motivation. 2. Split the class into teams/groups and have them use the mind map on pages 25 -26 to organize their thoughts, make decisions and make a plan.
	Here are more steps to take over the next few weeks of the project. 1. Students split into groups and each person shares what foods they can make and what food they would like to teach the class to make. Then, the group has to make a decision together. 2. Students fill out information on pages 25 and 26 together. 3. They plan who will bring what to class or ask the teacher where to get the materials they will need. 4. They write a script and plan out their presentation about how to make the food 5. Practice the presentation with their group. With imaginary or fake food. 6. They present and teach the class to make the food 7. Eat together 8. Students write a letter to the other teams about what they liked about their food/recipe and their presentation. 9. Students can also write a journal about their presentation or making a cooking video. Did they enjoy it? What was easy, difficult, fun... etc.

Homework: Students rewrite Journal on page 24 with the teacher's corrections.