

## Grade 8 Food Cluster - Bon appétit!

### Lesson #6: Food - Food Preparation - Cooking Challenge!

<b>FSL Grade 8</b>	<b>Duration: 60 minutes</b>	
<b>Specific Learning Outcomes:</b>	<b>Learning Objectives:</b>	<b>Assessments:</b>
<p>Written Production</p> <ul style="list-style-type: none"> <li>- name, label, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, in written form, providing some details, in a defined, structured and modelled fashion, resulting in a prepared message expressed in the present, that is comprehensible and accurate</li> </ul> <p>Oral Production:</p> <ul style="list-style-type: none"> <li>- name, list, encourage, describe, explain, ask and answer questions, give simple commands, directions, instructions or advice, express needs, desires, wishes and preferences, make suggestions, give compliments, orally, providing some details, in a defined, structured and modelled fashion, with limited spontaneity, resulting in a prepared message expressed in the present, that is comprehensible and accurate.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be able to write recipe directions using French adverbs and quantities.</li> <li>- Students will be able to use the vocabulary they have learned to give clear directions as they write a recipe.</li> </ul>	<p>Formative:</p> <p>Recipe: see that students were able to use French adverbs, quantities and give clear directions in their written recipes.</p>

#### Preparation Required:

- Print and cut apart, “Lesson 6 - Random Ingredients.” Fold these papers in half once they are cut and put them in a bowl from which students can draw.

- Print “Lesson 6 - Vocabulary” handouts for each student.
- Print “Lesson 6 - Adverbs and Quantities” handouts for each student.
- Find a way to divide the class into random partnerships.
- Print and cut out “Lesson 6 - Recipe Challenge” forms for each student.
- Have “Lesson 6 - Vocabulary Video” ready to play.

**Introduction (2 minutes):**

*You have learned enough about cooking that today you get to do a cooking challenge!!! You are going to be competing to see who can create the best recipe when you are given random ingredients.*

**Pre-task (12 minutes):**

To teach students about adverbs ask them to get out their recipe for Beef Bourguignon from “Lesson 1 - Recipes.” Pass out “Lesson 6 - Adverbs and Quantities.” Explain adverbs of manner and time to students. Adverbs of manner describe how to do something in a recipe such as “*mélanger la pâte lentement.*” “*Lentement*” is the adverb of manner because it’s telling you how to mix the batter (slowly). Adverbs of time describe how often to do something such as “*en remuant constamment.*” “*Constamment*” is the adverb of time, as it is telling you how often to mix something (constantly). Ask half the class to look for an adverb of manner and half to look for an adverb of time in the recipe. Have them highlight these in the recipe.

Go over adverbs of quantity with students and ask them to give you an example. Adverbs of quantity describe the amount of ingredient used or effort required. “*Ne mettez pas trop de sel*” is an example of using an adverb of quantity. “*Trop*” is the adverb of quantity in this statement as you are being asked not to use “too much” salt.

Go over how quantities are written in recipes. Explain that for small amounts that can fit on a spoon we approximate weights by the measurements on the chart shown on “Lesson 6 - Adverbs and Quantities.” For larger weights, each ingredient needs to be weighed out, as dry ingredients have much different weights. Students can weigh these to figure them out or do a search (for example search, “How much does a cup of flour weigh?”).

Pass out “Lesson 6 - Vocabulary” handout to students. Play “Lesson 6 - Vocabulary Video” to help students practice their pronunciation and delve deeper into this word list. Students can use this handout as a reference during the task.

**Task (40 minutes):**

Students will work in pairs picked at random. Each pair will draw a slip of paper taken from the “Lesson 5 - Random Ingredients” resource. This paper will tell the students what type of dish they are creating and what two ingredients they need to use in their dish. Students will create a recipe with their partner; they will write down all the ingredients used and directions for how to make the dish. Students may use as many other ingredients as they want as long as the two they picked are included. They may use their vocabulary word lists to help them. Once done, students will gather with others who created the same type of dish. They will present their recipes to be judged. Students will use “Lesson 6 - Recipe Challenge” handouts. The first part of this handout gives students directions about how to present their recipes to the group. The second part of the handout is for students to fill out once each recipe has been presented. The teacher will quietly collect these forms at the end of class and go through them to announce the winners during the next class.

**Post task (6 minutes):**

During the post-task, it is up to you as the teacher to determine what elements students struggled with or were brought up in the task. Examples include vocabulary, pronunciation, or grammatical elements.

The post-task is also a great time to have students share their accomplishments from the task.

**Differentiation/Accommodation:**

- To accommodate this lesson for a lower level, students could do an online search to find recipes with the ingredients they were given instead of creating their own recipe.
- To accommodate this lesson for a higher level, students could create and present their recipes individually instead of in pairs.