Class:\_\_\_\_ELL C\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_Arlyce Menzies\_\_\_\_\_\_\_\_\_

Theme/Lesson:\_Reading a Recipe and Food Safety with Quantifiers Date: TBD; February, 2015\_\_\_\_\_\_\_\_\_\_

**LESSON OBJECTIVE(S):**

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| **Content Objective(s)** (Students will know that….) | **ELL or ABE/ASE Frameworks Strands & Standards** |
| 1. Count nouns are items we can enumerate separately and these take plural endings or are irregular plurals. Non-count nouns are things we can’t count separately and are singular. There are specific quantifiers for each.
 | **L/S:** L1.4c Listen and follow instructions with some details (e.g. Get the paper from the top shelf of the closet.)L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations) S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case) **R:** R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem)**W:**W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, expressions of feelings) W1.4c Sequence steps or events, to give instructions, tell a story, or explain a process  |
| 1. When reading and following a recipe, it’s important to follow the sequence and to add the right amounts. These directions are written in Present Simple.
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| **Skill Objective(s)** (Students will be able to…) |
| 1. Read, write, and correctly order a simple recipe (write and order with two mistakes or fewer).
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| 1. Talk about food safety and tell at least one tip using present simple tense.
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**ACTIVITIES: MATERIALS:**

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| 1. Warm-Up: I’ll pass out pictures of different foods. Decide if yours is count or non-count and write it on the board in the correct column. Then, put some items from your pockets or bags onto the table, count yours and your partners’ and report to the class. I will write them on the board under either count or non-count.
2. Review page 16 of *Future 3*, where there is a chart of Quantifiers with Count and Non-Count Nouns.
3. Do pages 18 and 19: Life Skills; Follow a Recipe and Handle Food Safely. Speak in groups about special holiday meals, read a recipe and take note of abbreviations (listed on the board), put the recipe in the correct order, read and discuss Safe Food Handling Instructions, define unknown words. Discuss your own food safety tips.
4. Work with a partner. Talk about one of your favorite holiday dishes to prepare. On strips of paper, write the steps to cooking this dish (or another simple dish you know), one step per strip, un-numbered. Your partner will do the same with his/her recipe. Check the steps with your partner and use the steps on page 18 to check yours. (Complete sentences, Pres. Simple Verbs)
5. Exchange strips with a different classmate (not your partner). Order the steps to a classmate’s recipe and decide what the recipe is for. Check with the author to make sure you are right and ask about any new words. Next, your new partner will read the recipe out loud and you will mime each step of the recipe for the class. Class asks questions and writes down any new vocabulary words. (Peel, braise, crack, scramble, etc.) Class tells what you and your partner made.
 | * *Future 3*
* strips of paper
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**ASSESSMENT(S):**

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| **Performance:** I will collect exit tickets, check book work, circulate and check writing of steps, and observe/listen to recipe presentations.  |

**WRAP-UP & REFLECTION:**

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| Class will talk about the recipes. Do you make the same thing? Do you do anything differently? Do you use different amounts? As an exit ticket, I will give five sentences with a mistake in the quantifier. Students write a correct quantifier on a note card for each one. (Ex: I don’t eat *much* apples. My sister likes *many* hot sauce.) |