

Lesson Name: TAIWANESE FOOD FANS

	Learning Outcomes	Instructional Activities	Est. Time	Materials	Essential Questions
F I R S T L E S S O N	To know and understand the camp rules and class expectations.	<u>Warm Up:</u>	3mins	Slideshow	Do you like...? What are these? What is this?
		Introduction – Name, Country, Hobby			
		Recap Camp Rules – 10 Points			
		Play a video about Taiwanese food.			
	To look, listen and follow instructions.	Show pictures of different types of hand-held fans.	1min	Slideshow	What is this? What are these?
		Introduce the project – Taiwanese food fans.			
	To identify student’s local delicacies in English and to know the singular and plural forms for each type of food.	<u>Lesson Focus:</u>	9mins	Worksheets, Glue sticks. Pencil/Pen	What are you eating?
		<u>Part 1</u>			
		Hand out the worksheet. Students stick it into their notebook.			
		Introduce the vocabulary – 17 different types of Taiwanese foods in singular and plural form. Students complete the blanks in the worksheet accordingly.			
To use the vocabulary correctly in a conversation.	Introduce the first conversation question: “What are you eating?” and the response: “I am eating (a/an)...”	9mins	Slideshow Giant worksheet.		
	Students practice responding using their worksheet.				
To know the construction of a fan.	Walk around and assist students who look confused.	3mins	Slideshow Copies of Taiwanese Food		
	Reintroduce “fans” and the different parts: Fan & Handle.				
	Display different pictures of Taiwanese foods and ask students to choose one they want as their fan. Hand out the labels and have students write out the name of their				

	<p>To make decisions and write his/her chosen food in English.</p> <p>To identify and label the parts of the tongue and 4 different taste buds.</p> <p>To follow instructions.</p> <p>To use the vocabulary correctly in a conversation.</p> <p>To follow instructions.</p> <p>To identify and respond to their own opinions about each food.</p> <p>To use the vocabulary</p>	<p>chosen food.</p> <p>Part 2 Introduce 'tongue' and 'taste buds.' Have students write the vocabulary onto their worksheet.</p> <p>Introduce and discuss the 4 different types of taste buds: 'sweet,' 'sour,' 'bitter' and 'salty.'</p> <p>Have students take out 4 thin color markers. On their worksheet, have students color the different parts on the tongue and the legend. Display different types of food that correspond to the 4 taste buds.</p> <p>Introduce the second conversation question: "How does it taste?" and the answers, "It tastes..."</p> <p>Have students take the lids off the same 4 colored markers and as a class, color in the "It tastes" column according to the how each food tastes.</p> <p>Refer back to the label and have student complete the second part and respond to whether they like or don't like the food they have chosen. Tell students to write their names at the back.</p> <p>Part 3 Introduce the last conversation question: "Do you like it?" and the answer: "Yes, I do/No, I don't." Have students complete the last column with 'Y' for yes and</p>	<p>3mins</p> <p>5mins</p> <p>8mins</p> <p>3mins</p> <p>2mins</p>	<p>examples.</p> <p>Labels</p> <p>Slideshow.</p> <p>Worksheet.</p> <p>Thin Color Markers (same 4 colors)</p> <p>Giant worksheet example.</p> <p>Labels</p>	<p>How does it taste?</p> <p>Do you like it?</p>
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N	<p>create their fan.</p> <p>To plan and manage their time well to finish their fan.</p> <p>To follow the steps to create their fan.</p> <p>To read and say the vocabularies learnt.</p> <p>To reflect on their learning and personal performance.</p>	<ol style="list-style-type: none"> 2) Color the shape (no white), using color markers. 3) Outline the shape, using a black colored marker. 4) Cut it out, using scissors. 5) Stick the label on the back of your fan, using a glue stick. 6) Write your name and team, using a pen or pencil. <p>Recap 6 steps and the scheduled time to complete each step. Introduce the early finishing activity – Taiwanese Food word search.</p> <p>Hand out white pieces of paper and student’s labels.</p> <p>Students create their fan following the 6 steps. Walk around and double check students have drawn their fan big. Students check their creation with you.</p> <p><u>Closure:</u> **If time is available, review vocabulary.</p> <p>Reflect on student’s performance of the rules – points</p> <p>Students clean up and are dismissed. Say goodbye.</p> <p>-----</p> <p><u>Break/Own time:</u> Laminate student’s fans. Trim a small portion around their fan to demonstrate tomorrow’s activity.</p>	<p>2mins</p> <p>35mins</p> <p>1min</p> <p>15mins</p>	<p>Whiteboard maker, Fan handle, Label, Recyclable Bin.</p> <p>Word search sheets Student’s labels</p>	<p>Can I ...? Is this OK?</p> <p>Did you ___(rules)___?</p>
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T H I R D L E S S O N	<p>To confidently share their hobbies with the class.</p> <p>To remember the vocabulary and confidently respond to the conversations learnt.</p>	<p><u>Warm Up:</u></p> <p>Recap the introduction with questions. Ask students their hobby and have each student answer the question.</p> <p>Recap Camp Rules – 10 Points</p> <p>Without using their books and “using their brains,” have students recap all 3 conversation questions and practice answering them using the vocabulary learnt.</p> <p>Commend students for their effort!</p> <p><u>Lesson Focus:</u></p> <p>Have students take out their notebooks and open up to their worksheets.</p>	15mins	Slideshow	<p>What is my name?</p> <p>Where am I from?</p> <p>What are my hobbies?</p> <p>What is your hobby?</p> <p>Do you remember?</p> <p>What are you eating?</p> <p>How does it taste?</p> <p>Do you like it?</p>
	<p>To understand how the three conversations connect. To identify and correct common errors.</p> <p>To join in and confidently answer the questions asked.</p> <p>To cooperate and help their peers.</p> <p>To celebrate victory and</p>	<p><u>Part 1</u></p> <p>Introduce the ‘Conversation Game’ (combination of all three sentences per food in random order) and review three common pronunciation/grammatical errors:</p> <ol style="list-style-type: none"> 1) “I <u>am</u> eating” OR “I’<u>m</u> eating,” NOT “I eating...” 2) “It taste<u>s</u>,” NOT “It taste” OR “It taste is...” 3) “Yes, I <u>do</u>,” NOT “Yes, I like.” <p>Boys VS Girls. Remind students to answer in sentences and tell them it’s only singular foods only. ***</p> <p>Play the game. Select students with their hands up and their study buddies without their hands up. Remind students to help their study buddies.</p>	5mins	<p>Notebooks/ Worksheets Slideshow</p> <p>Whiteboard/ Whiteboard Markers</p>	<p>What are you eating?</p> <p>How does it taste?</p> <p>Do you like it?</p>

<p>be resilient to defeat.</p> <p>To look, listen and follow instructions.</p> <p>To read and locate the vocabularies learnt.</p> <p>To be proud of their creations.</p> <p>To read and say the vocabularies learnt.</p> <p>To be able to reflect on their learning and personal performance.</p>	<p>Tally the scores and commend those students who joined in and helped their study buddies.</p> <p>Part 2</p> <p>Introduce the term “laminare.” Show students that you have laminated their fans and the purpose of it.</p> <p>Instruct students to trim 0.5cm around their fans. Show students an example.</p> <p>Hand out fans to students. Students follow instructions and throw their trash in the bin.</p> <p>When students have finished, tell them to bring it to you so you can cut two lines and clip their handle in. ^^</p> <p>Tell them to finish their word searches and let them work with their study buddies and friends.</p> <p>Hand out student’s fans back to them.</p> <p><u>Closure:</u></p> <p>Go through the answers on the word search. Have students share their answers to the class.</p> <p>**If time is available, review vocabulary.</p> <p>Reflect on student’s performance of the rules – points</p> <p>Students clean up and are dismissed. Say goodbye.</p>	<p>13mins</p> <p>2mins</p>	<p>Student’s laminated fans</p> <p>Scissors, Trash Bin, Fan Handles Stanley Knife</p> <p>Word Searches</p> <p>Slideshow</p>	<p>Where is _____?</p> <p>Who has found _____?</p> <p>Did you ___(rules)___?</p>
<p>Differentiation/Modification</p>				

Study buddies – Students with high-levels of English are paired with lower-leveled students.

Lesson 2:

Modification (more time) – Draw a meal with 2-3 types of food on their fan (maybe their favorite).

Lesson 3:

***Modify the game to singular and plural foods.

^^^If there is time, have students come and clip their own handle in but it's a little difficult. Students who have finished their word searches, can help their friends or come and help you clip their team's handle in and return it to their peers.

Extra Lessons:

Learn the ingredients of each type of food. Write it on their label and the taste per ingredient.

Divide the food into drinks, desserts and main meals.

Learn the festivals and what types of food they eat at the festival.

Learn about costs of food.