

Food in Japan

English Year 3-4

OBJECTIVES

Achievement Objectives:

ENGLISH

Listening, Reading, and Viewing

Ideas

- Show some understanding of ideas within, across, and beyond texts.

INDICATORS:

- uses their personal experience and world and literacy knowledge to make meaning from texts;
- makes meaning of increasingly complex texts by identifying main ideas;
- makes and supports inferences from texts with some independence.

Speaking, Writing, Presenting

Processes and strategies

Students will:

- Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

INDICATORS:

- seeks feedback and makes changes to texts to improve clarity and meaning;
- is reflective about the production of texts: monitors, self-evaluates, and describes progress with some confidence.

Purposes and audiences

- Show some understanding of how to shape texts for different purposes and audiences.

INDICATORS:

- constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form;
- expects the texts they create to be understood, responded to, and appreciated by others;

Ideas

- Select, form, and express ideas on a range of topics.

INDICATORS:

- forms and expresses ideas and information with reasonable clarity, often drawing on personal experience and knowledge;
- begins to add or delete details and comments, showing some selectivity in the process.

Learning Area: English

Year Level: Year 3 - 4

Curriculum level: Level 2

Unit Duration: 10 weeks

Disclaimer for education resources (July 2018)

This resource is part of a range of education support tools produced on behalf of the Asia New Zealand Foundation to increase New Zealand students' knowledge and awareness of Asia, and increase educator confidence to include Asia content in their curriculum. The content of these resources does not necessarily reflect the thoughts and views of the Foundation. Some primary resources reflect the views held by individuals and those prevalent/recognised during significant historical periods.

<p><u>Language features</u></p> <ul style="list-style-type: none"> • Use language features appropriately, showing some understanding of their effects. <p>INDICATORS:</p> <ul style="list-style-type: none"> – uses oral, written, and visual language features to create meaning and effect; – uses a large and increasing bank of high-frequency, topic-specific, and personal content words to create meaning; 	<p>Learning Area: English</p> <p>Year Level: Year 3 - 4</p> <p>Curriculum level: Level 2</p> <p>Unit Duration: 10 weeks</p>
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INTEGRATION INTO OTHER LEARNING AREAS

TECHNOLOGY

Technological Practice

- Develop a plan that identifies the key stages and the resources required to complete an outcome.
- Investigate a context to develop ideas for potential outcomes. Evaluate these against the identified attributes; select and develop an outcome. Evaluate the outcome in terms of the need or opportunity.

Technology could be integrated into this unit by investigating Japanese food is packaged and the students could design their own packaging for a Japanese food such as sushi.

HEALTH AND PHYSICAL EDUCATION

Healthy Communities and Environments

Students will:

Societal attitudes and values

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

Community resources

- Identify and use local community resources and explain how these contribute to a healthy community.

Rights, responsibilities, and laws; People and the environment

- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Health and Physical Education could be integrated into this unit by discussing healthy eating and the differences between Japan and New Zealand.

MATHEMATICS AND STATISTICS

Geometry and Measurement

Measurement

- Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time.
- Partition and/or combine like measures and communicate them, using numbers and units.

Statistics

Statistical investigation

- Conduct investigations, using the statistical enquiry cycle:
 - posing and answering questions;
 - gathering, sorting, and displaying category and whole number data;
 - communicating findings based on the data.

Maths could be integrated into this unit by looking at the way food is measured. Currency could also be studied to compare how much food costs in Japan and how much it costs in New Zealand.

Values:

Diversity
Community and participation
Respect

Key Competencies:

Using language, symbols, and texts
Relating to others
Participating and contributing

Principles:

Cultural diversity
Inclusion
Community engagement
Future focus

Assessment Opportunities:

The Success Criteria have been developed to formatively track student progress and achievement.

During the unit the students will produce at least three published pieces of writing which can be assessed using the Success Criteria. The three pieces of writing include a haiku, instructions about how to make food and a food review.

The students also have the opportunity to designing a visual to inform others about food hygiene. This can be used a piece of assessment. Students will also create a menu which provides another opportunity to assess their understanding of visual language.

At the end of the unit as part of the dining experience, the waiters will discuss the meaning of their foods. This will enable the teacher to assess their knowledge and understanding of what they have learnt. The diners will provide the cooks with feedback about their dish which could also be used as an assessment tool.

At the end of the unit, students will reflect on the task which will provide further evidence for the teacher.

Resources:

Below is a list of the School Journals that have a Japan theme. These can be used to further support a literacy programme.

Part/Level	No./ Month	Year	Title
1	5	1991	White Rabbit and the Sharks
1	2	1993	Lunch at a Japanese School
1	1	1994	Who will marry Princess Rat?
1	3	1994	Staying in a Japanese Home
1	1	1995	Three Strong Women
Material Masters 1-11			

Unit Focus:

Food is a focus of this unit because

- it is an important part of culture.
- helps a culture to express its National Identity.
- it is important in all cultures as it brings people together.

There are three writing genres that are taught during this unit. These include procedural writing, poetry and discussion. Specifically, during this unit students will learn how to write;

- a haiku
- instructions about how to make food
- a food review

Context:

Context:

During this unit the students will learn about Japanese food. Students will be exploring the history and traditions of food in Japan. Once they have learnt as much as they can about Japanese food they will turn the classroom into a restaurant where half of the class will have the opportunity to be guests and half will prepare the food and be waiters at the restaurant.

Below is an overview of the lesson sequence;

LESSON 1 Having a Tea Ceremony

LESSON 2 What do we know?

LESSON 3 Learning about Japan

LESSON 4 Finding Japan on a map

LESSON 5 Maneki Neko

LESSON 6 Common foods in Japan

LESSON 7 A haiku about food

LESSON 8 Spreading germs

LESSON 9 Designing a visual to inform others about food hygiene

LESSON 10 and 11 Good manners

LESSON 12 Using chopsticks

LESSON 13 – 15 How to make Sushi

LESSON 16 Food reviews

LESSON 17 Making Sushi

LESSON 18 and 19 Designing a dish

LESSON 20 and 21 Writing instructions

LESSON 22 Reviewing menus

LESSON 23 Creating a menu

LESSON 24 Designing a restaurant

LESSON 25 and 26 Eating

BLOOMS STAGE 1 KNOWLEDGE**LESSON 1 – Having a Tea Ceremony**

WALT talk about how Japanese culture is reflected in a tea ceremony.

I can talk about what a tea ceremony is.

I can ask questions to find out more about a tea ceremony.

I can talk about why things happen during a tea ceremony.

As a start to the unit, surprise students with hosting a Tea Ceremony in the classroom. To support the students with the procedures of the ceremony, ask a Japanese parent or member of the community to play the role of the host so that the teacher can lead the actions of the class.

Have the ceremony set up for after a break such as lunchtime. When students arrive at the class they enter to an area of the classroom or outdoor area where they take off coats and jackets and an interior waiting room, where they store unneeded items such as coats, and put on new socks. Give each of the students a cup of hot water and tea. When all the students are ready move them to an outdoor waiting bench to wait for the host by the host.

The host bows silently to each guest and then the students wash their hands and rinse their mouths with water to “purify themselves”. Students then move into the classroom which symbolised the tea house. They remove their footwear and sit upright on their legs in order of prestige. When all the students are seated the host enters and welcomes each guest.

Serve the students a snack. When they have finished the students move through to the place they initially started. The host places a flower arrangement in the room and sets up the tea.

The host rings a bell and the guests again purify themselves. The host then enters and cleanses each utensil—including the tea bowl, whisk, and tea scoop and then prepares thick tea. Bows are exchanged between the host and the guest receiving the tea. The guest then bows to the second guest and raises the bowl in a gesture of respect to the host. The guest rotates the bowl to avoid drinking from its front, takes a sip, and compliments the host on the tea. After taking a few sips, the guest wipes clean the rim of the bowl and passes it to the second guest. The procedure is repeated until all guests have taken tea from the same bowl; each guest then has an opportunity to admire the bowl before it is returned to the host, who then cleanses the equipment and leaves the tea room. The host gives each guest an individual bowl of tea.

The host then collects the utensils, and the guests leave the tea house. The host bows from the door, and the gathering is over.

Talk to the students about what they have just experienced and how they felt during the ceremony. The students can ask the visitor questions about the ceremony.

[Here is a video](#) of a tea ceremony.

Explain to the students that their learning this term is about Japanese food and that they will be exploring the history and traditions of food in Japan. Once they have learnt as much as they can about Japanese food they will turn the classroom into a restaurant where half of the class will have the opportunity to be guests and half will prepare the food and be waiters at the restaurant.

BLOOMS STAGE 1 KNOWLEDGE

LESSON 2 – What do we know?

WALT talk about what we already know

WALT talk about what we want to know

I can rate myself about how much I know about Japan

I can say the things I know about Japan.

For a quick assessment of the knowledge that students already have about Japan, ask students to stand on a continuum from one side of the room being “I know a lot about Japan” to the other side of the room being “I do not know a lot about Japan”. This will provide information that can be used to help group students throughout the unit.

Ask students to get into pairs for this activity. Hand out some sticky notes to each pair and tell them to draw or write one thing that they know about Japan on each sticky note. In particular ask them what they know about Japanese food. To collate the ideas of the class, the students place each of their sticky notes on a whole class “What we already know about Japan”.

When all the sticky notes have been added. Ask the students to place any notes that are similar on top of each other. Continue to move and rearrange the notes to see what the students know.

Display this on the class wall. This can be added to throughout the unit.

On a second large piece of paper ask the students what they want to learn about food. These questions can be answered throughout the unit.

Watch this short video to learn a little more about Japan.

[Ernie's Journey to Japan](#)

BLOOMS STAGE 1 KNOWLEDGE

LESSON 3 – Learning about Japan

WALT find facts about Japan

I can use the headings to help me find information.

I can use key words to find information.

I can find the correct information.

Set students the challenge of finding 10 facts as quickly as they can from the website <http://web-japan.org>

Using the Asia New Zealand Foundation PowerPoint accompanying this unit “Quick facts about Japan” students race each other to find the answers. Students may choose to do this activity in learning groups or independently.

The answers to this activity can be found in Material Master 1.

BLOOMS STAGE 1 KNOWLEDGE

LESSON 4 – Finding Japan on a map

WALT use a map.

I can look at a globe and point to Japan.
I can look at a map of Japan and say where its capital is.
I can identify what the capital of Japan is.

Find Japan on a globe or map. How is New Zealand similar to Japan? If any students within the class are from Japan, ask them to share with the class any knowledge that they bring to the discussion.

Hand students Material Master 2. They can work together using resources from within the classroom to find the answers. Go over the answers with the class.

Allow students to explore [360 Cities](#) as well as [Google Earth](#). For 360 cities students can view 360-degree imagery of cities within Japan. They achieve this by typing the location in the search bar. 360 Cities has also recently added ambient noise to many of their newer panoramas.

Hand students Material Master 3. Students need to match the statement with the correct city. As an extension activity for those that finish early, they could;

- add another
- add to the description of the city

BLOOMS STAGE 1 KNOWLEDGE

LESSON 5 – Maneki Neko

WALT recall information about Maneki Neko.

I can retell the story of Maneki Neko.
I can talk about why Maneki Neko is an important symbol for Japanese people.

Hand out Material Master 4 to students and ask them to find something that appears in each of the photos.

Once they have identified that there is a waving cat in each of the pictures, show them Material Master 5.

Ask the students if they have seen one of these before or if anyone knows anything about maneki neko. Explain that there are many stories about maneki neko but it is agreed that it is a good luck charm and therefore many people have them in their shops.

Read the story of maneki neko.

<http://muza-chan.net/japan/index.php/blog/japanese-stories-maneki-neko>

Challenge students to complete a Maneki Neko themed Kahoot with students to test their listening skills!

[Here](#) is the link for the teacher. Once the teacher has clicked on this link, write the game pin on the board for students so that they can then log into the game.

Students log on to <https://kahoot.it> and then enter the code that the teacher has written on the board.

BLOOMS STAGE 2 COMPREHENSION

LESSON 6 – Common foods in Japan

WALT discuss the taste of food.

I can say at least one word that describes each food I try.

I can talk about if I like the food or not.

Before this lesson, check for student food allergies etc.

In this lesson, students have the opportunity to try 10 ingredients that are common in Japanese foods. First, they will smell the food with their eyes closed to try and guess what it is and then they will open their eyes and look at the food. Sit students in a circle and have each of the ingredients hidden from view so that students are not able to see the packaging. After they have tried each food they complete Material Master 6.

- Japanese Rice (Gohan)
- Japanese Soy Sauce (Shoyu)
- Miso Paste
- Bonito Flakes (Katsuoboshi)
- Rice Vinegar (Komezu)
- Soba Noodles
- Seaweed Sheets (Nori)
- Dehydrated Seaweed (Wakame)
- Panko Bread Crumbs

BLOOMS STAGE 2 COMPREHENSION

LESSON 7 – A haiku about food

WALT express our understanding about food.

I can write the first line with 5 syllables

I can write the second line with 7 syllables

I can write the third line with 5 syllables.

Discuss with students that Haiku are a Japanese poem form that has been around for a long time and have lines of five, seven and five syllables. [Click here](#) for more information to share with students about haiku. Traditional haiku describes nature in simple but beautiful language. However, today they will write a haiku about Japanese food.

Show photos, videos and books that show the food of Japan.

Here are two examples of YouTube videos for the students to watch

[Best food in Japan](#)

[Top 10 foods in Japan](#)

Refer to the previous lesson of tasting foods and the list of words that were recorded. Use these images and words as inspiration for the students to write their own haiku.

Complete a brainstorm of words that describe what students see that they can use as support for their own poems. Students write at least 3 Haiku and then choose the poem that they like the best to publish.

Make a class collection of the Haiku that can be displayed and enjoyed within the classroom and with visitors to the class.

BLOOMS STAGE 2 COMPREHENSION**LESSON 8 – Spreading germs**

WALT compare eating lunch in New Zealand and Japan
WALT explain how germs are spread.

I can find two differences between eating lunch in New Zealand and eating lunch in Japan.
I can say at least two different ways germs are spread.

Read School Journal Part 1 Number 2 1993 page 6-7, Lunch at a Japanese School

Students compare and contrast what it is like when they eat lunch in New Zealand with what it is like when Japanese students have lunch. Use the Venn Diagram in Material Master 7 for this. On the left side the students write things that are different from Japan about eating lunch in New Zealand. On the right-hand side students write things that are different from NZ about eating lunch in Japan. Where the two circles intersect, students write things that are the same in both countries.

Look closely at the bottom picture on page 6 in the School Journal or refer to Material Master 8. Ask the students why are the children wearing those clothes?

Scoop approximately one teaspoon of Vaseline into your hand and add a teaspoon of glitter, rub the Vaseline and glitter into the palm of your hands.

Begin to walk around the classroom and touch objects and students. As you touch students, pens, board etc, the glitter will be spread around classroom.

Make the analogy between glitter and germs, that the glitter spreads everywhere very quickly, just like germs do. Discuss how germs can be transferred from one person to the other very easily particularly when people are working with food.

Ask the students ways that we can stop germs from spreading. Some ideas might be

- Wash hands
- Turn your head away from food when sneezing or coughing
- Tie your hair back
- Keep dogs and other animals away from food
- Sit on chairs and not on food preparation surfaces
- Wipe down benches before and after food preparation
- Throw away food that has fallen on the floor/ground.

BLOOMS STAGE 3 APPLICATION

LESSON 9 – Designing a visual to inform others about food hygiene

WALT show what we know about germs

I can add drawings to my poster.
 I can include at least 3 ways to stop germs from spreading
 I can make my poster appealing to others.
 I can proof read my design before I publish my work.

Review the ideas that students suggested from the previous day.

Tell them that today they will need to produce a sign or some form of visual representation to remind themselves and others about how to keep germs away when they are preparing food. These will be displayed in the classroom and some of them could also be taken to the staff room, other classrooms or food preparation areas to inform others about food hygiene.

BLOOMS STAGE 3 APPLICATION

LESSON 10 and 11 – Good manners

WALT establish what good food manners are in Japan.

I can name at least 4 good or bad manners when eating in Japan.
 I can listen carefully to the ideas of others.
 I can work co-operatively in a group.
 I can identify good or bad manners in other groups performances.

Explain to students that good table manners are a way of showing respect and that good manners vary between different cultures. Good manners make sharing a meal a pleasant experience for everyone. Ask students what they believe are good and bad manners around food in New Zealand. Below are some of the ideas that the students may discuss.

- Do not begin eating until everyone is served.
- Do not talk with your mouth full.
- Chew with your mouth closed.
- Don't rest your elbows on the table.
- Ask politely for things to be passed if you cannot reach them.
- Do not complain about the food.
- Do not lick your fingers or your knife.
- Ask to be excused when you have finished eating and want to leave the table.

Before starting this discussion, there may need to be an initial discussion about how some families have different ideas from other families and that there is also variation in cultures because New Zealand is made up of many people from a range of cultures.

Explain to students that the next task is to create a short role play to demonstrate either Good manners in Japan or Bad manners in Japan. Before they plan their role play they will be given time to research. Organise students into small groups.

Firstly the students research good and bad manners when it comes to eating in Japan. They record these on a large sheet of paper. Here is a link to a Blendspace [Good manners around eating in Japan](#) that will support them with their research.

Once students have written down all their ideas, these are shared back to the whole class. The first group starts and tells one idea that they found, the other groups have to listen carefully so that they do not repeat the same idea that other groups have shared. The next group shares a new idea that they found. This continues until no groups have any new ideas.

The students work within their group to come up with a short role play to present to the class that illustrates either Good manners in Japan or Bad manners in Japan. When each group presents their role play to the class, the audience needs to watch carefully and identify which role the group took on and how they knew that the students were showing good manners or bad manners. After each role play there will be a short discussion about what the role play showed.

BLOOMS STAGE 3 APPLICATION

LESSON 12 – Using chopsticks

WALT write instructions for how to use chopsticks.

I can include a title that shows what is to be made.

I can list all the equipment.

I can write all the things that have to be done

I can start each step on a new line.

I can write my steps in a sequential order

I can write my instructions in the present tense.

Discuss with students that in Japan they eat with chopsticks unlike in New Zealand where we mostly use knives and forks.

Hand out chop sticks out to each student. Ask students to select one item from their lunchbox and then tell them to eat it using chopsticks. Alternatively, hand students out a large slice of fruit such as apple to eat using the chopsticks. There may be some students that use chopsticks regularly who can support those who do not to use them.

If there are students in the class that use chopsticks, ask them to teach the rest of the class to hold them correctly. As they are doing this, the teacher writes the instructions that include

Purpose - The title shows what is to be made.

Equipment - All the equipment needed is listed.

Steps:

- All the things that have to be done are there.
- Each step is written on a new line.
- Logical sequence
- Verbs - Each step begins with the action word that tells the reader what to do.

Present tense - All instructions are written in the present tense.

If there are not students in the class that are able to instruct the class how to use chopsticks, watch the video [How to use Chopsticks](#).

Once completed, review the written instructions that the teacher has recorded and ask the students to identify the features of the instructions.

Develop Success Criteria with students about what needs to be included to make a successful set of instructions. Display this on the wall, so that students are able to refer to this in the following sessions when they will be writing their own instructions.

BLOOMS STAGE 4 ANALYSIS

LESSON 13 – 15 How to make Sushi

WALT write instructions on how to make sushi.

I can include a title that shows what is to be made.

I can list all the equipment.

I can write all the things that have to be done

I can start each step on a new line.

I can write my steps in a sequential order

I can write my instructions in the present tense.

Share with students that in the coming sessions they will have the opportunity to make sushi. However, before doing so they will need to complete some instructions so that they know what they will need and then what they will do.

The teacher demonstrates how to make sushi. This could be videoed so that students are able to re-watch the process if necessary. [Click here](#) for a short video that explains how to do this.

Review the Success Criteria from the previous session. This could be glued into their books or inserted into an online document so that the students can tick off each criteria as they complete it.

Students may work in pairs, independently or with teacher support for this task.

BLOOMS STAGE 4 ANALYSIS**LESSON 16 – Food reviews**

WALT examine the parts of a food review.

I can talk about why people write food reviews.

I can identify the parts of a food review.

The students could work in small groups or pairs to analyse the food reviews in Material Master 9. Provide students with highlighters and pens to mark what the reviews have in common and are therefore a feature of a food review. This will form the Success Criteria for students when they write their own review in Lesson 18.

Examples of Success Criteria could be:

I can rate the food.

I can name what I ate.

I can use adjectives to describe the way the food looks.

I can use adjectives to describe the way the food tastes.

I can end with a summary.

As the class develops a class set of Success Criteria for the Learning Intention, display it on the classroom wall for students to refer to.

WALT write a food review.

BLOOMS STAGE 4 ANALYSIS**LESSON 17 – Making sushi**

WALT follow our instructions.

I can read one instruction at a time and then do what it tells me to do.

I can recognise any errors in my instructions.

I can make any necessary changes.

For this lesson it would be useful to have helpers in the classroom such as parents or caregivers or other members of the community to support the students as they are making their sushi.

For this lesson the teacher and/or helpers could support a small number of groups to make their sushi while the rest of the class could start on Lesson 18, designing a dish. Alternatively, all of the students could make their sushi, carefully following the instructions that they created. When all of the groups have finished making their sushi they swap with another group who then gets to try the sushi.

The second group writes a review of their sushi.

BLOOMS STAGE 4 ANALYSIS**LESSON 18 – Writing a sushi review**

WALT compose a food review.

I can rate the food out of 5.

I can talk about what I ate.

I can describe the taste.

I can end my review with a conclusion.

Before beginning this lesson take down off the wall the exemplar Success Criteria that was developed in Lesson 16.

Model how to write a review and include the ideas of the students in this. Material Master 10 shows examples of two reviews written about sushi that could be modified.

Ask students to identify the key features that were discussed in Lesson 16. When they have done this, check it against the Success Criteria that was developed in Lesson 16.

The Success Criteria could be glued into their books or inserted into an on-line document so that the students or one of their peers can tick off each criteria as they complete it.

Allow students to write their review while the teacher provides extra support for those that need it. Before conferencing with each student, ensure they have proof read their own work and ticked off all of the Success Criteria.

BLOOMS STAGE 5 SYNTHESIS**LESSON 19 and 20 Designing a dish**

WALT design a unique dish.

I can use more than one recipe.

I can include Japanese flavours in my dish.

I can use the websites I have been shown.

Share the Blendspace [Traditional Japanese Food](#) with students. When they are designing their dish they can take the ideas from these websites to create their own unique dish.

Discuss the conditions they will be using when they prepare their food as well as the time that they will be allocated to do this. Make students aware of the limitations around the equipment and possibly ingredients that they have available to them.

Divide class into 4 groups so that each group will design one dish that they can make together.

BLOOMS STAGE 5 SYNTHESIS

LESSON 21 and 22 Writing Instructions

WALT write instructions about how to make my dish.

I can include a title that shows what is to be made.

I can list all the equipment.

I can write all the things that have to be done

I can start each step on a new line.

I can write my steps in a sequential order

I can write my instructions in the present tense.

Students may work in their groups for this task or independently, depending on the needs of the students. If the students work in groups, the teacher may need to assign each student a role so that the group is able to work co-operatively together to produce one set of instructions. If students work independently, once they are all finished they could combine what they have done to make one set of instructions that each person has had the opportunity to contribute to.

Review the Success Criteria from Lesson 12. This could be glued into their books or inserted into an on-line document so that the students can tick off each criteria as they complete it.

BLOOMS STAGE 5 SYNTHESIS

LESSON 23 Reviewing menus

WALT examine the parts of a menu.

I can talk about why people have menus.

I can identify the parts of a menu.

The students could work in small groups or pairs to analyse the menus in Material Master 11. Provide students with highlighters and pens to mark what the reviews have in common and are therefore a feature of a menu. This will form the Success Criteria for students when they create their own menu in the following lesson.

Examples of Success Criteria could be;

I can include the name of the restaurant

I can add subheadings or sections.

I can choose a name for my dish.

I can describe what is in my dish.

I can add a picture of my dish.

I can write the price of my dish.

As the class develops a class set of Success Criteria for the Learning Intention, display it on the classroom wall for students to refer to.

BLOOMS STAGE 5 SYNTHESIS

LESSON 24 Creating a menu

WALT design a menu.

- I can include the name of the restaurant
- I can add subheadings or sections.
- I can choose a name for my dish.
- I can describe what is in my dish.
- I can add a picture of my dish.
- I can write the price of my dish.

Review the key features of menus that were discussed in the previous lesson. Have small sheets of these for the students to refer to and check off as they are designing their own menus.

Brainstorm with the class the ways that they could choose to create their menu and then allow the students to select the tool that would work best for them.

Support students while they are creating their own menu. Remind them to refer to the Success Criteria.

BLOOMS STAGE 5 SYNTHESIS

LESSON 25 Designing a restaurant

WALT plan how to best use our classroom space.
WALT list what we will need.

- I can draw the classroom.
- I can draw the best place to put tables for the diners.
- I can plan for the correct number of places.
- I can think through everything that I will need.
- I can write a list that includes everything I will need.

Remind students that for the end task of the unit they will be creating their own restaurant. To do this they will need to plan how the classroom can be turned into a traditional Japanese restaurant.

In their groups, students plan the layout of the classroom i.e. tables, where the kitchen is going to be, where the washing up space is going to be etc

The students will need to make a list of everything they will need to turn the classroom into a restaurant i.e. table cloths, menus, chopsticks, napkins etc

Share the following websites with students

<https://www.japan-guide.com/e/e2040.html>

<http://www.jnto.go.jp/eng/indepth/cultural/experience/cm.html>

BLOOMS STAGE 6 EVALUATION**LESSON 25**

WALT compose a food review.
WALT follow our instructions

I can rate the food out of 5.
I can talk about what I ate.
I can describe the taste.
I can end my review with a conclusion.
I can read one instruction at a time and then do what it tells me to do.

In this session half of the class will set up the restaurant, eat the food and then complete a review, while the other half of the class prepares their food, serves their guests and then cleans up the tables and dishes.

After the students have eaten the dish, refer to the Success Criteria and have copies available for them to tick off each criteria as they complete it.

Allow students to write their review while the teacher provides extra support for those that need it. Before conferencing with each student, ensure they have proof read their own work and ticked off all of the Success Criteria.

Dining experience Group A
Waiters Group B
Dining experience Group C
Waiters Group D

To give the waiters feedback about their food, have the students form two large donuts. To achieve this, have Group A form a large circle and then have Group B make a circle inside their circle so that Group B is facing Group A. For the second circle have Group C form a large circle and then have Group D make a circle inside their circle so that Group D is facing Group C. The students in groups A and C read their reviews to one person and then move clockwise to the next person so that Group B and D have an opportunity to listen to multiple reviews.

BLOOMS STAGE 6 EVALUATION**LESSON 26**

WALT compose a food review.
WALT follow our instructions

I can rate the food out of 5.
I can talk about what I ate.
I can describe the taste.
I can end my review with a conclusion.
I can read one instruction at a time and then do what it tells me to do.

This session has the same format as Lesson 25 however this time they swap roles. Once more half of the class will set up the restaurant, eat the food and then complete a review, while the other half of the class prepares their food, serves their guests and then cleans up the tables and dishes.

After the students have eaten the dish, refer to the Success Criteria and have copies available for them to tick off each criteria as they complete it.

Allow students to write their review while the teacher provides extra support for those that need it. Before conferencing with each student, ensure they have proof read their own work and ticked off all of the Success Criteria.

Dining experience Group B
Waiters Group A
Dining experience Group D
Waiters Group C

To give the waiters feedback about their food, have the students form two large donuts. To achieve this have Group B form a large circle and then have Group A make a circle inside their circle so that Group A is facing Group B. For the second circle have Group D form a large circle and then have Group C make a circle inside their circle so that Group C is facing Group D. The students in groups B and D read their reviews to one person and then move clockwise to the next person so that Group A and C have an opportunity to listen to multiple reviews.

BLOOMS STAGE 6 EVALUATION**LESSON 27**

WALT reflect on the learning process.

I can talk about the things went really well for me in my learning.

I can talk about my work habits as part of a team.

I can discuss something that I would change.

I can share what I enjoyed most about my learning.

Discuss the importance of reflection and why it is important to reflect on processes that we go through.

Ask students questions using the Think – Pair – Share process. This is where the students are given time to Think about the answer to the questions themselves. After they have had an opportunity to Think independently, they then make a Pair and discuss the question with that buddy. Once students have shared with a buddy they then have an opportunity to share their ideas with the whole class.

Go through the process of Think – Pair – Share for the following questions;

What things went really well for you in your learning?

What things do I need to work on for next time?

Is there anything I would change?

What did you enjoy most about your learning?