

James Slaton

Baking Brownies

Objectives:

SWBAT:
<ul style="list-style-type: none">• Recognize the imperative form and understand orders given by the head Baker• Use “Polar” and “Wh” questions to ask for clarification of orders given by the head Baker• Understand and use appropriate back channeling techniques when responding to the head Baker

Materials:

Kitchen

Oven

Brownie Ingredients (all organic):

- 1/2 cup butter
- 1 cup white sugar
- 2 eggs
- 1 teaspoon vanilla extract
- 1/3 cup unsweetened cocoa powder
- 1/2 cup all-purpose flour
- 1/4 teaspoon salt
- 1/4 teaspoon baking powder

Measuring cups

Mixing bowl

Mixing Spoon

List of the ingredients to give to student (Appendix 1)

List of directions with ingredient amounts removed to give to student (Appendix 1)

Picture directions for 2nd iteration of the task (Appendix 2)

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Procedures:	Time Frame
<p>Prep Work</p> <p>T chooses brownie recipe from the internet or cookbook and modifies the directions to remove all ingredient quantities/oven settings/cooking times etc. T puts ingredient quantities and other information on separate sheet of paper</p>	During planning period
<p>Warm-up: Greet Ss, outline the lesson activities</p> <p>“Today we’re going to practice everything we’ve learned last week by actually baking brownies.</p> <p>First we’ll review some of the special vocabulary we’ve learned for items in the kitchen as well as ways to give directions and respond to directions. Then I’ll assign you roles and explain what you’ll be responsible for during the baking.”</p>	2-3 min
<p>Pre-Task - Review pertinent vocabulary and grammar points</p> <p>Quickly review the vocabulary needed by picking up and showing the ingredients and kitchen tools to the Ss. Students will have already learned this vocabulary but ask them to name the items in case review is needed before the task. Ask each S to give an example of an order they would give in the kitchen to verify they remember and can use “imperative” form. Provide prompt/model if needed. Review “wh” questions, specifically “how much” since it will reoccur often during the task.</p>	10-15 min

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<p>Assign Task Roles</p> <p>Assign one of three roles to each student: Direction giver, ingredient master, or Baker.</p> <p><u>Direction Giver</u> “You’ll be the Direction given. Your role is to read each direction of the recipe to the Baker.”</p> <p>T gives direction list to Direction giver *****</p> <p><i>If doing the modified picture version:</i></p> <p>“You’ll be the Direction given. Your role is to look at each picture and decide what is happening. Then you must tell the Baker what do to. Try to practice using the imperative form of the verbs we’ve practiced, just like in a real kitchen”</p> <p>T gives picture direction to Direction giver *****</p> <p><u>Ingredient Master</u> “You’ll be the ingredient master. Your role is to provide the correct quantity of each ingredient to the Baker, but only when asked. Do not provide any information unless asked by the Baker.”</p> <p>T gives ingredient list to S</p> <p><u>Baker</u> “You’ll be the Baker. Your role is to do the actual baking. You must listen to the directions of the direction giver. If you don’t understand a certain part of the directions, you may ask for clarification. If you do not know how much of an ingredient to use, you must ask the ingredient master for the quantity. Remember, the ingredient master won’t provide the ingredient quantity unless you ask for it.”</p> <p>If only 2 students are able to participate in the task, T will assume the role of Task Master in order to maximize student interaction.</p>	<p>5 min</p>
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<p>Main Task - Preparing ingredients to bake</p> <p>If T is not participating in the task, T observes and takes notes for later feedback. T may provide help if students are struggling with task essential language forms but only when absolutely necessary.</p> <p>If T is participating in task, T will still observe and take notes but also provide information of ingredient quantities when solicited from the Baker. T may also provide help if students are struggling with task essential language forms</p> <p>Students begin following recipe directions. T may prompt DG to start reading the first direction if needed,</p> <p>“Okay, so Direction Giver, what is the first direction on the list?”</p> <p>DG reads 1st direction OR interprets first picture direction and tells Baker what to do Baker responds with appropriate backchannel and clarification question if needed IM provided any information asked by the Baker DG reads next direction and the process continues until the brownies put in the oven</p> <p>A sample interaction is as follows: Direction giver: “Cut the butter” Baker: “How do I cut the cutter” Direction giver: “In squares” Baker “Ok. And how much butter?” Ingredient Master “Half a cup” Baker “ok”</p>	<p>30-45 minutes (or as long as needed)</p>
<p>Feedback and Self assessment</p> <p>T will provide Ss with feedback regarding task objectives as well as solicit self assessment data from Ss in the form of questions like:</p> <p>“How did you feel about that task? Was it difficult or easy?” “What did you have the most difficulty with?” “What did you find the easiest?”</p>	<p>10-15 minutes or until brownies are done</p>
<p>Repeat task with the next dessert recipe for the group dinner. Assign different roles to the students in order to give an opportunity for each student to practice both receptive and productive competencies</p>	<p>1 hour (or until dinner is ready)</p>

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Directions without ingredient quantities

1. Preheat oven
2. Grease and flour a pan.
3. In a large saucepan, melt butter.
4. Remove from heat
5. Stir in sugar, eggs, and vanilla.
6. Beat in cocoa, flour, salt, and baking powder.
7. Spread batter into prepared pan.
8. Bake in preheated oven Do not overcook.

Ingredients

Over: 350 degrees F

8 inch square pan

Bake for 25 to 30 minutes

Original recipe makes 16 browniesChange Servings

1/2 cup butter

1 cup white sugar

2 eggs

1 teaspoon vanilla extract

1/3 cup unsweetened cocoa powder

1/2 cup all-purpose flour

1/4 teaspoon salt

1/4 teaspoon baking powder

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Appendix 2

Example picture instructions

