Unit of Work

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| Language: Hindi Stage/Year: Year 3  | Duration: 10 weeks  |
| My Kitchen Rules (MKR) 2019Unit description, goal task:In this program, the students will engage in a variety of activities to develop an understanding of cross cultural significance through food. Students will read a recipe in the target language and work on a ‘cooking video’ project in pairs. They will also create a bilingual recipe card for their chosen Indian dish.  | Key concept(s): The students will engage in learning experiences that highlight India-Australia links relating food.  |
| Learning intentions: We are learning to: * Write a procedural text
* Write sentences using active verbs
* Use verbs in imperative forms
* Research and understand diversity of Indian culture through food

  | Success criteriaI can: * interact with others in Hindi
* write ingredients used in a specific recipe in Hindi
* verbalise and write a recipe of a chosen dish
* pronounce Hindi words accurately
* application of language structures and vocabulary relevant to the concept
* use of culturally appropriate language, gestures and behaviour
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| Objectives and outcomes LHI2-1C: interacts with others to share information and participate in classroom activities in Hindi. LHI2-2C: locates and classifies information in texts. LHI2-4C: composes texts in Hindi using modelled language. LHI2-5U: recognises pronunciation and intonation patterns of Hindi. LHI2-6U: demonstrates an understanding of basic Hindi writing conventions.  |
| LHI2-7U: demonstrates understanding of elements of Hindi grammar in familiar language patterns. LHI2-8U: demonstrates an awareness of how familiar texts are structured. LHI2-9U: recognises how terms and expressions reflect aspects of culture.  |
| Suggested vocabulary:वाद​ च मच, ख टा, कटोरा, मीठा , चा​ , नमकनकू , बेल​ न, कड़वा, वाद ट, अडं, े चीनी, नारयल, आटा, See the program for more vocabulary words.   | Sentence structures  |
| Resources YouTube clips related to the concept of food Websites for researching food in different parts of India Online vocabulary quizzes Worksheets and exercises Flashcards, pictures and posters Interactive whiteboard (IWB) activities  | Hindi has three imperative forms which correspond to three forms of the second person personal pronoun; they are त​ ू(you-intimate), ​*tum*​ तमु (you-familiar) and आप (you-formal). The formal imperative corresponds to आप . It is formed by adding the suffix- iye/ai to the verb stem. ​*(aap) khaaye,laaye, daale, milaye*​ – Please eat- खाएं, लाय ,डाल , मलाएं. The recipes are written in third person , hence, using formal imperative form of pronoun. See the recipe cards for more details.  |
| Sequence of language teaching/learning activities, games, etc differentiation and preparation for task  | Resources  |
| *Learning Intention:*  *I am learning to: identify different tastes in Hindi.* *Success Criteria*I can: * Familiarize with the vocabulary related to the text.
* Name the ingredients to make a dish in Hindi
* Name taste for different foods
* contribute to class discussions about vocabulary words used
* verbalise things that I liked about the recipe and share it with the class.

Lesson 1 and 2: Building the field This activity is designed to revisit the genre of recipes and ingredients. Bring into class a shopping basket of ingredients for a common Australian dish, eg lamingtons. Take the ingredients, one at a time, out of the basket and ask students what they are. Students respond in English and the teacher says the word in the target language. Ask students what they think they could make with these ingredients. When students identify the correct dish, produce the lamingtons (or whatever), cut them up and distribute to students to taste. (Check for health and religious limitations, etc first.) Brainstorm a few words to describe dish: eg sweet, sour, delicious. In target language students discuss whether they think the dish is 'delicious' or 'unpleasant'. (Or students can practise 'I like it', 'I do not like it'.) and write the sentences in their books. Students make their picture dictionary for the ingredients.  | Resources/Vocab words  |
| *Learning Intention:*  *I am learning to: identify different tastes in Hindi.*  *Success Criteria*I can: * Familiarize with the vocabulary related to the text.
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| Lesson 3 and 4: *Learning Intention:* We are learning to write a procedure of an Indian recipe.  *Success Criteria:* I can: * identify the ingredients in Hindi
* verbalise/write step by step instruction in sequence in Hindi

•use correct vocabulary for steps and ingredients in Hindi  This activity introduces a traditional recipe and food dish to the class. Teacher can choose to cook any traditional dish dish in front of the students (eg bhelpuri, rose milk, etc). Alternatively they could mime the process. Either way, it will be necessary to have the ingredients on hand. * + If miming the cooking, plan a distinctive, simple movement for each cooking step, eg a wrist action for 'whisk', a wiggling of fingers for 'boil', an opening oven door action for 'bake', an up and down action for 'chop' etc.
	+ In front of the class, prepare/mime the preparation of a very simple dish familiarising students with ingredients and actions in Hindi. This should take no longer than 12–15 minutes.
	+ Allow students to try the dish (check for health and religious limitations, etc first) – or one prepared earlier – and have a discussion around 'Is this delicious or unpleasant?’ ● Students add the names of the ingredients to their picture dictionary.
	+ Write the name of the dish on the board and, as students recall the names of the ingredients, attach relevant pictures to the board. Students repeat names.
	+ Write names of ingredients next to pictures and write heading 'Ingredients' in Hindi/Tamil.

Compare the target language names of the ingredients with their English equivalents. * + Ask students to recall how the recipe was 'cooked'. Responses will be a mixture of English and the odd remembered Hindi words. As they remember, write very simple instructions on the board in the target language until the complete recipe is there.
	+ A reference poster or display could be made with the pictures and words for all of the foods encountered so far.
 | Bhelpuri Pufffed rice Onions Boiled potatoes tomatoes Salt Tamarind chutney Coriander chutney Picture dictionary Pictures of the ingredients   Vocabulary words Potatoes, onions, tomatoes, salt, tamarind, coriander, whisk, chop, boil, grind आल, ू याज, टमाटर, नमक, इमल ,ध नया  Find instruction words for recipe at the end of the program in Hindi.  |

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| Lesson 5 and 6: We are learning the names of different cooking methods and cooking equipment. *Success Criteria:* I can: * Familiarize with the vocabulary related to the text.
* Practice the language in group work.
* Match names relating to cooking activities with pictures.
* Identify and name different cooking equipment in Hindi

  |  | Simple recipes in the appendix. Recipe card in Hindi : Mango lassi/ coconut laddoo Picture dictionary Memory game: cooking activities Names of cooking equipment   ​Vocab words Cooking equipment  Spoonच मच​ Grater Bowl कटोरा​ Knife चाक​ ू Rolling pinब​ ेलन   |
| Distribute the picture dictionary of ingredients and one of the simple recipes e.g. poha, mango lassi,  |
| chapatti, coconut laddoo in Hindi. In groups, students use the picture dictionary to work out an  |
| ingredients list for the recipe.  |
| Ask, in Hindi, 'What do we need?' and, in pairs, students practise asking and responding to the  |
| question, based on their list. “Do we need …?”  |
| Newly encountered ingredients can be added to their picture dictionary. Once finished with this activity, revise the dish used in previous lesson (bhelpuri)  |
| Mime the actions necessary to make the dish used in Activity 3. Refer to the recipe instructions and call  |
| out the words that describe the cooking action introduced in Activity 2  |
| Play a memory game with the pictures and names relating to cooking activities.  |
| Provide each pair of students with a set of cards and put them, mixed and face down, on the desk or floor. Students take it in turns to turn two cards face up and read the word aloud. When they have a matching pair they keep it. (They do not, however, get another turn, so that all students have an opportunity to participate.) The winner has most pairs when all the cards are matched.  |
| The same game can also be played with the pictures and names of cooking equipment.  |
| Compare Hindi language words relating to cooking activities with their English equivalents, as well as  |
| discussing cultural differences related to the ways in which different people prepare their food.  |
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| *Lesson 7:* *Learning Intention:* * To be able to read and analyse a text in Hindi.

  Success Criteria: * Familiarize with the vocabulary related to text. ● Sequence Hindi text in correct order ● Practice the language in group work.
 |  | Recipe cards, Sequencing sheet, A3 paper, glue, scissors   |
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| Cut the copies of recently discussed recipes (Bhelpuri, poha, mango lassi, coconut square and chaat)  |
| into sections – ingredients in one section, each line of the procedure in other sections – students could  |
| work in groups to reassemble the recipes in correct sequence.  |
| Beginners could refer to the recipe.  |
| Teacher hands out 'correct' recipe and students compare versions. The cut up recipes can be glued on paper for display.  |
| Lesson 8-10:  Students to work in pairs on ‘MKR project’​ . Each team will work on their task performance/product, to perform​ in week 10.  Students choose a traditional Indian dish and research the ingredients used and recipe to prepare the dish. Give students time to rehearse the ingredients in Hindi. Rehearse your script and use the template provided to: * Talk about your ingredients (quantity, names in Hindi)
* Discuss the procedure
* Talk about any nutritional fact about any of the ingredients. ● Share any interesting fact about your dish.

The students video record themselves cooking the dish. Think of the props you would need and mime the actions necessary to make the dish.  |  |   |

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| Presentation, performance of goal task: Due at the end of the term  |
| Evaluation:

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| How did the unit rate in these areas?  |   |   |   |   |
| ● *Time allocated on topic*   |   |   |   |   |
| ● *Student understanding of content*   |   |   |   |   |
| ● *Opportunities for student reflection on learning*  |   |   |   |   |
| ● *Suitability of resources*   |   |   |   |   |
| ● *Variety of teaching strategies*   |   |   |   |   |
| ● *Integration of Quality Teaching strategies*   |   |   |   |   |
| ● *Integration of information and communication technology (ICT)*   |   |   |   |   |
| ● *Literacy and numeracy strategies used*   |   |   |   |   |
| ● *Learning across the curriculum content incorporated*  |   |   |   |   |

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| Name of the dish Cultural significance  |   |
| Ingredients: All the ingredients are in Hindi. I have an interesting fact about any one ingredient used.  |   |
| Recipe: I have used the template to write the procedure bilingually (Hindi and English) All the steps are clearly written Verbalise the procedure  |   |
| Props  |   |