

STAGE NAME	STAGE AIMS	DESCRIPTION/PROCEDURE (HOW) (What teacher says, does etc. – what SS will say do etc.)	DIFFERENTIATION/ANTICIPATED PROBLEMS & SOLUTIONS
<p data-bbox="192 272 577 427">TIMING INTERACTION PATTERN (S-T, T-S, S-S etc.) (WHAT)</p> <p data-bbox="192 475 577 544">9:00 Sts arrive at the classroom</p> <p data-bbox="192 671 577 783">Administration 5 minutes T-S, S-T</p> <p data-bbox="192 879 577 991">Warmer - Taboo 5 minutes T-S, S-S</p>	<p data-bbox="584 480 943 635">To create a relaxed food related atmosphere To connect with yesterdays lesson</p> <p data-bbox="584 683 943 794">Give information to sts about various school related things</p> <p data-bbox="584 890 943 1241">To focus and engage sts at the beginning of the day To offer opportunities to recap on language from yesterdays lessons To give an opportunity for those absent yesterday to have some understanding of vocabulary</p>	<p data-bbox="949 480 1592 592">T to play 'Honey honey' by Abba taken from Mama Mia form YouTube T to ask sts about connection to lesson</p> <p data-bbox="949 683 1592 751">T to tell/discuss with sts any administration items that have arisen</p> <p data-bbox="949 890 1592 1118">T to explain that each st will be given a card with 3 words from yesterdays lessons on it. In 2 groups, sts will describe the word to the rest of the group without saying the actual word. Sts have 5 minutes to get through as many words as they can. T to time</p>	<p data-bbox="1599 480 2029 555">Poor wifi connection T to connect using 4g on phone</p> <p data-bbox="1599 683 2029 831">This information may not be known until the day so it's difficult to plan a time. I have gone for an average time</p> <p data-bbox="1599 890 2029 1358">I would normally do this activity as 'backs to the board'. However, sts cannot sit on chairs used by others due to covid restrictions. Standing could have worked but there are 2 sts who find standing in front of the class anxiety provoking, so this way seemed the best fit. It may be difficult for those absent yesterday, T to reassure they can just do their best.</p>

<p>Lesson plan 2-3 minutes T-S, S-T</p>	<p>To give sts the opportunity to understand the lesson aims and objectives and relate them to the 4 pillars. Sts have the opportunity to ask questions about the lesson intention</p>	<p>T to go through aims and objectives on the google document. This document is also available on google classroom as well as on the big screen in the classroom. T to ask sts to relate aims and objectives to the 4 pillars.</p>	<p>Sts may need guidance and reminder about the 4 pillars. T to put on google docs as a reference Technical problems - all materials available offline on google classroom Sts may forget laptops, phones, tablets - lesson available on the class big screen or sts can share with other sts</p>
<p>Engagement 2-5 minutes T-S, S-T</p>	<p>Social learning opportunity 4 pillars (C, I-C, PD) To engage sts with the topic of cooking To gage st interest and knowledge of cooking programs To give opportunities for sts to notice and discuss personal preferences and cultural differences</p>	<p>T to ask class the following questions: 1. "Do any of you watch cooking shows?" 2. "Are they popular in your country?" 3. "Have any of you watched any cooking programs since being in Britain?"</p>	<p>It's possible sts won't feel confident to answer. If this happens T to offer own preferences to help generate discussion. S* may want to talk a lot and this can impact on the rest of the sts. T to be aware of sts reactions and move discussion on if needed</p>
<p>Introduction to celebrity chefs 5 minutes T-S, S-T</p>	<p>To give sts the opportunity to identify British chefs they have seen or heard of To give sts the opportunity to hear about a variety of British chefs For sts to see how a celebrity chef presents 4 pillars (C, I-C)</p>	<p>T to ask "have you heard of any British chefs?" T to show picture of Nigella Lawson and show short video clip of her. T to ask sts what 'sustenance' is. Being more than food and nutrition ties in with cooking shows. T to show pictures of Gordon Ramsay, Heston Blumenthal, Mark Pierre White, Mary Berry and the Hairy Bikers T to link Mary Berry to British Bake off which is part of the second lesson today</p>	<p>Sts may not have heard of any of the celebrity chefs. T to explain in a little more detail</p>

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<p>Webquest About 15 minutes T-S, S, S-T</p>	<p>To provide opportunities for sts to collaborate as a group Sts can make a decision about who they want to learn about Sts to develop note taking and identify important facts to share Sts have the opportunity to develop reading skills and infer meaning of unfamiliar words from context Sts have the opportunity to practise speaking and listening to each other (L, C, PD)</p>	<p>T to explain that each picture on the google document has a link underneath. In groups, Sts will pick a celebrity chef each and do some research. Sts to find at least 5 interesting facts to share with their group. T to put sts into groups by numbering sts T to offer how long sts would like, the guide is around 15 minutes</p>	<p>Sts may not know what is interesting or important. T to offer guidance Fast finishers have the opportunity to research another celebrity chef</p>
<p>Lead in to next phase 5 minutes T-S, S-S, S-T</p>	<p>Social learning opportunities Develop time keeping and note taking skills Promote individual responsibility and roles within a group 4 pillars (C, I-C, PD)</p>	<p>In groups of 3 sts discuss the following questions: 1. Are you good at cooking? 2. Do you have a favourite recipe? 3. Do you have a signature dish T ask groups to nominate a time keeper, a note taker and someone to feedback the group T to show picture of personal favourite recipe</p>	<p>Sts may not understand the term ‘signature dish’, T to clarify Some groups may spend too long on question 1 or find it difficult to move talkative sts on. T to monitor. Hopefully the time keeper will help with this</p>
<p>Sequencing 2-3 minutes T-S, S-T</p>	<p>To introduce sts to recipe sequencing and use appropriate language To give opportunities for sts to notice and discuss individual and/or cultural differences 4 pillars (L,C, I-C)</p>	<p>T to ask sts “do you know how to fry an egg?” T to ask sts to call out the equipment, ingredients and method If time, show video clip to check answers</p>	<p>Some sts may not know how to fry an egg. That doesn’t matter at this point they can listen to others answers Some sts may not feel confident calling out answers or feel others are louder than they are. T to be aware and nominate if needed Sts may find this activity too simple. T to explain the importance of being able to explain sequencing in order to be able to do later activities</p>

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Language input 5-8 minutes S-T, S-S or S, S-S, S-T	Systems related opportunity To provide sts an opportunity to expand and/or reinforce their knowledge of verbs used in cooking recipes To promote decision making in the class so that sts can learn in their preferred way For sts to consolidate the language in a gap fill exercise for homework (individually or in pairs) 4 pillars (L, PD)	T to ask what verbs we use in recipes? T to show cooking verbs on google document without first letters. Sts are to add first letter to each work to create a verb used in cooking T to demonstrate example of first word T to offer the opportunity for sts to work alone or in pairs Sts to check answers in pairs T to monitor T to ask the following Ccq's: 1. What would I be doing if I marinated some vegetables? 2. If my sauce gets too runny, what do I need to do? 3. What is it called if I want to cook some soup for half an hour, but I don't want the liquid boiling? 4. If I baste my chicken, what am I doing? T to show sts a gap fill recipe for their homework, using cooking verbs	Sts may find the decision to work alone or in pairs difficult. T to assist Fast finishers can add to the list of verbs
Introduction to next stage 2 minutes T-S, S-T	introduction of celebrity chef Jamie Oliver to familiarise sts with him before the next exercise	T to ask if sts recognise the picture of Jamie Oliver What is he famous for?	T to offer a brief explanation if sts don't know who he is
Prediction 1 minute T-S, S-T	Metacognitive, study skills opportunities Sts make a prediction based on the information given	T to show ingredients of a recipe Jamie will cook. Sts to read ingredients and predict the dish that might be shown on the video clip T to board predictions	Some sts find predicting difficult so won't express their ideas. They can write their ideas down and don't have to share them

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Watching and listening 6 minutes T-S, S, S-T	Skills related learning opportunity Sts listen for information 4 pillars (L)	T to play video clip Sts to look out to see if their predictions were right	Some sts prefer to listen individually. They can watch on google class with headphone in or go to the classroom next door to listen alone If the wifi phones sts have the opportunity to use their phones and share if they don't have internet data
Recalling information 3 minutes T-S, S-S	To offer memory skill opportunities To offer collaborative working opportunities 4 pillars (L, PD)	T to ask sts to recall the order of the ingredients Jamie uses. They can use the ingredients listed earlier on the document as a prompt. Sts have 2 minutes and work in pairs	Sts may get stuck and not be able to remember, pairing sts often helps with this
Answer checking 1 minute S-T	To check memory recall	T to board order and give answers If there is lots of time left, T to replay video for sts to check themselves	
Recreating task St led T-S, S-S	Systems related learning opportunity Sts consolidate language learnt Skills related learning opportunity - sts write using the language learnt 4 pillars (L)	In groups, sts recreate the Jamie Oliver dish giving step by step instructions using the verbs listed on the google document Sts should write the instructions down. T to monitor and assist T to how long sts would like	This is a multi level class and 2 sts find writing difficult. T to make sure they are in a group with stronger sts who can assist with this. Sts may need direction with amount of time needed, especially st *
Optional activity	This activity is a filler if sts finish all other activities To provide an opportunity for sts to create their own recipe. It could also be a warmer for tomorrows lesson	T to put sts into groups. Sts to come up with 5 ingredients and give these to another group. Sts have to create a recipe using these ingredients and present them back to the class. Sts vote for the best recipe	

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