

# FANTASY COOKING: MODULE OUTLINE

**Field:** The Imaginative World    **Band:** Middle Primary



## Purpose

Students create and follow fantasy recipes and meals.

## **Core learning outcomes**

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

To see the detailed descriptions, click on the relevant level.

## **Content**

The core content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

## **Sociocultural understanding**

Students discover meals and recipes from **target country** and learn about decorating and celebrating with food.

## **Functions and language elements**

- [identifying and asking about places and things](#): foods, food groups, meals, body parts, left, right
- [describing people and things](#): tastes, colours, faces
- [expressing opinions](#): delicious
- [expressing likes and dislikes](#): I like/don't like
- [expressing thanks](#): formulaic
- [offering and receiving things](#)
- [describing routines and procedures](#): steps in recipes
- [greeting](#): formulaic
- [giving instructions](#): steps in recipes

## Assessment strategy

In Unit 1, [Task 7](#) the teacher can record students' performances in oral interaction. At what [level](#) can students use language to talk about meals?

In Unit 1, [Task 3](#) and [Task 6](#) the teacher can observe students' abilities to listen for key words and phrases. At what [level](#) can students comprehend the detail of food items?

In Unit 2, [Task 5](#) the teacher can record performance notes on students' speaking and writing. At what [level](#) can students use language to present a recipe?



## Teaching considerations

### Sample units

Two work units are provided for this module:



[Unit 1: Fantasy recipes](#)



[Unit 2: Food creatures](#)

## **Teaching considerations**

Be aware of the necessity for cultural variety (including Australian) in the foods chosen and the meals discussed. When asking students about the foods they eat, use a sensitive and non-judgmental approach.

Consult with the classroom teacher about possible financial constraints when asking students to bring food from home.

Adapt the tasks involving making food creatures to suit the ingredients readily available in the local area. Hygiene procedures should be followed so that items made can be consumed by the students.

## **Safety considerations**

Students may be allergic to particular types of foods or have medical conditions that prohibit them from eating all types of foods.

Students should be supervised when using a stove to make pancakes.

You should have ready access to first-aid resources (for example, if allergy or injury occurs, first-aid support should be close by).

## FANTASY RECIPES: UNIT OVERVIEW

### Aim

Students develop fantasy recipes and predict their taste.



### Orientating task

- 1 Listen to a story for ingredients and steps in the preparation of a meal. Present as a recipe.



### Enhancing tasks

- 2 Collect food samples and pictures to make fantasy food-group charts. Report on the chart contents.
- 3 Listen to a text to identify what a creature ate. Plan a day's meals for some creature, ensuring that all food groups are represented.
- 4 Fill in tongue diagrams to show the flavours of different foods in a taste test. Decide which tastes an enchanted creature likes.
- 5 Follow a recipe to make pancake batter. Create pancake fillings and compile a recipe book.

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Follow teacher instructions to make a face with food items on a biscuit or bread surface. Describe the faces, matching descriptions with the faces. Direct a partner to make a mask for a creature.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



### Synthesising task

- 7 Develop and follow a recipe for a creature's meal at the enchanted forest party. Attend the party as that creature and try to persuade others to try the prepared meal.

## FOOD CREATURES: UNIT OVERVIEW

### Aim

Students describe how to make creatures with food products. Present as recipes.



### Orientating task

- 1 The teacher identifies the body parts of a food creature. Students label body parts on an animal picture.



### Enhancing tasks

- 2 Read a body part's name on a card. Become that part as the whole class joins to make the shape of an animal.
- 3 Make a class echidna with food and toothpick spikes. Compile a food vocabulary list.
- 4 Follow the teacher's instructions to make a creature with food. Write the recipe together.

Students' needs and teaching programs will determine the specific content of form-focused instruction.



### Synthesising task

- 5 Design a creature from food products and record the steps in a picture recipe. Prepare and present a creature from one of the recipes.