



SHALL WE COOK?

—A Recipe for Learning—



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PURPOSE

The students use a recipe from an American cookbook while learning various aspects of Japanese language and culture. While actually preparing sukiyaki, the students perform tasks according to instructions given in the *te*+form, study aspects of Japanese language—particularly cooking-related verbs and names of ingredients—and learn about Japanese culture. After cooking and eating sukiyaki, they study differences and similarities between American and Japanese cooking. At the same time, they deepen their understanding of Japan from various angles and through activities touching on other subject areas, such as by calculating quantities of ingredients (mathematics) and researching the places where the ingredients are produced (social studies/geography).

POINTS TO BE STUDIED

LANGUAGE OBJECTIVES

TARGET FUNCTIONS

- ❖ Following instructions

TARGET EXPRESSIONS

- ❖ ~てください
- ❖ いただきます, ごちそうさまでした

TARGET VOCABULARY

- ❖ 牛肉, しょうゆ, 油, 水, 玉ねぎ, 竹の子, 長ねぎ, ほうれん草, さとう, 米, はし, ごはん, 茶わん, 切る, まぜる, かきまぜる, 入れる, 煮る, 加える, はかる

CULTURAL OBJECTIVES

- To think about the points of difference and similarity between Japanese and American cooking (e.g., ingredients, ways of eating, side dishes, tableware)
- To think about differences between Japanese and American recipes

OTHER OBJECTIVES

- To read and understand a recipe and actually prepare a dish
- To understand the metric system (converting from pounds, ounces, inches, etc. to their metric equivalents)
- To research the products that different regions of Japan produce and the products that Japan imports from the U.S.

SOURCE MATERIALS

Betty Crocker's Cookbook, Golden Press

Handout #1*

Handout #2*

Handout #3*

PROCEDURE

Previous study

The students have studied relevant verbs and names of ingredients, and have practiced converting from pounds and ounces to grams, prior to this lesson. For the conversions, the teacher writes different conversions on the board after explaining that a different measuring system is used in Japan. The teacher shows the students how to change the units on the board, and has them practice using a work sheet and a calculator. They may also practice conversions using cookbooks, newspapers, advertisements or other materials with measurements shown.

1. Review (10 mins.)

Show students various objects. For each one ask *これは何ですか* and have them answer in Japanese. Review the meanings and *te*+form of verbs written on the blackboard.

2. Measuring ingredients (20 mins.)

Have students convert ingredient amounts written in pounds and ounces to grams and actually measure them out using scales. During this step, give instructions in Japanese such as *ざいりょうをはかってください*.

3. Cooking (45 mins.)

The students cook *sukiyaki* by following the teacher's instructions, using Japanese as much as possible during this step.

4. Eating *sukiyaki* (10 mins.)

The class eats the *sukiyaki* with rice prepared in advance, and reviews the expressions *いただきます* and *ごちそうさま*.

5. Discussion (15 mins.)

The students express and discuss their opinions on similarities and differences between Japanese and American food. They may use English during this

discussion. Ask them what they think about Japanese dishes, and what the similarities and differences are between American and Japanese dishes.

6. Evaluation

- ❖ Discussion
- ❖ Work sheet (Handout #2)
- ❖ Describing own thoughts and impressions in writing

STUDENT RESPONSES

- The Japanese food looks beautiful. They always decorate the food to look good.
- I would love to try some of the food, but I may have to say no thank you to some. I don't want to eat octopus, squid, etc. But I love *sukiyaki*.
- We use the same ingredients, but we cook differently. We don't use soy sauce at home.

Remarks

- By having the students work out the problems in handout #3, or having them look up where in Japan the ingredients for *sukiyaki* are produced, the teacher can link this lesson to other school subjects, such as mathematics and social studies.

Reference resources

『小学校社会科地図帳』(帝国書院)

<http://www.teikokushoin.co.jp>

From the committee

This lesson plan exemplifies the important practice of seeking out aspects of everyday life that can serve as learning materials. Learning while cooking *sukiyaki* is fun, and even children can take part in such a lesson with enthusiasm. There is a danger, however, that they will get so caught up in the cooking side of it that they forget to use Japanese. To avoid this, the teacher should use Japanese, and make the students respond in Japanese, as much as possible, such as by asking “今、何をしていますか,” “次は何をしますか,” “それは何ですか,” and “何が必要ですか.”

Conversion sheet

4 ounces = 1/4 pound

1 pound = 454 grams

16 ounces = 1 pound

1 inch = 2.54 cm

Recipe

ざいりょう

ぎゅうにく 1 pound
 しょうゆ 1/3 cup
 さとう 1/3 cup
 あぶら 2 tablespoons
 みず 1/2 cup
 ながねぎ 1 bunch
 たまねぎ 2
 たけのこのかんづめ 1 can
 ほうれんそう 3 ounces
 ごはん 3 cups

つくりかた

1. ぎゅうにくをこまかくきります。
2. ねぎをきります。
3. たまねぎをこまかくきります。
4. ほうれんそうをきります。
5. しょうゆとさとうをまぜます。
6. なべにあぶらをいれます。
7. なべにぎゅうにくをいれます。
8. なべにしょうゆとさとうをいれます。
9. なべにみずをくわえます。
10. きったやさいをなべにいれます。
11. ざいりょうをにます。
12. ごはんといっしょにたべます。

なまえ _____

How did you cook your sukiyaki?

Rearrange the following procedures to make an original recipe.

1. なべにあぶらをいれる。
2. しょうゆとさとうをいれる。
3. ざいりょうをきる。
4. やさいをいれる。
5. じる。
6. ぎゅうにくをいれる。
7. みずをくわえる。
8. しょうゆとさとうをまぜる。

(3) () () () () () () (5)

WORK SHEET

なまえ _____

Answer the following measurement problems using your conversion sheet.

2 in. + 3 in. = cm

4 ounces + 12 ounces = grams

454 grams + 454 grams = ounces

1 pound + 1 pound = grams