



2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Hindi Module:	Module 3 - Food and Restaurants Khakra Pizza Recipe	Theme/Topic:	Pizza Around the World		
Age Range of Learners:	12-18	Targeted Performance Level:	Novice High/Intermediate Low	Number of minutes	90



How the food is different in different places but still same in some ways?



DO What are the learning targets/can-do statements for this lesson?	KNOW What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?
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I can identify thematic vocabulary including ingredients for making a special Indian pizza.

I can understand the main ideas and a few details presented in a short video clip about making a special pizza in India.

I can ask for information, details, and explanations during a conversation.

I can give instructions for making a pizza.

- **Imperative forms of verbs:**

Hindi has three imperative forms which correspond to three forms of the second person personal pronoun; they are tuu (you-intimate), tum (you-familiar) and aap (you-formal).

The intimate imperative form is the verbal stem, that is, it is formed by removing the –naa suffix from the infinitive form of the verb. (tuu) khaa – (you) eat. (tuu) paRh- (you) study/read. Such forms are often used to address small children, or among close friends.

The Familiar Imperative is formed by adding the suffix – o to the verb stem. (tum) khaao – (you) eat. (tum) paRho (you) study/read. These forms are used among friends and peers.

The formal imperative corresponds to aap. It is formed by appending the suffix- iye to the verb stem. (aap) khaaye – Please eat. (aap) paRhiye – Please study/read. Such forms are used to address elders or superiors as they confer respect.

The formal imperative forms of verbs lenaa (to take), denaa (to give), karnaa (to do) and piinaa are somewhat irregular. They are liijiye, diijiye, kiijiye and piijiye respectively.

- Thematic vocabulary: ingredients for making a pizza, cooking instructions:

Thematic vocabulary: ingredients for making a pizza, cooking instructions:

- **khaakraa pizza ke liye samagrii-Ingredients for khaakraa**

pizza:

do khaakraa- two khakraas

TamaaTar purée- tomato purée

pyaaj- onion

lahsun- garlic

shimlaa mirch- bell pepper

mirch ke chhote TukRe- chilly-flacks

namak- salt

Processed cheese

Oregano

- **Vidhi-recipe**

It is common to use polite imperative or simple subjunctive constructions to write recipes. The following recipe uses subjunctive contractions.

1. Do kharkaa leN.
2. thoRaa TamaaTar purée ek khare ke upar lagaayeN
3. iske upper kaTe huye pyaaz aur shimlaa mirch ke TukRe phailaayeN
4. ispar thoRaa saa oregano bhii daaleN
5. tiikhaapan ke liye mirch ke chhoTe TukRe bhii daaleN.
6. dusare khaakre par processed cheese daaleN.
7. pahale sabziwale khaakre ko oven meN rakheN.
8. phir cheesewale khaakre ko oven meN rakheN do minat ke liye.
9. Jab cheese pighal jaye to khakre ko baahar nikal leN.
10. Ab sabziwale khakre ko cheesewale kharke par chipkaa deN.
11. donoN khaakroN kaa pizza taiyaar hai.

12. ab ise kaaT kar khilayeN.

- **Asking and answering questions**

For nouns and pronouns:

kyaa- what (for inanimate nouns). For example:
yah kyaa hai? yah kitaab hai. (What is this? This is a book)

kaun- who (for animate nouns). For example:
vah kaun hai? vah Rita hai. (Who is she? She is Rita.)

For adjectives:

kaisaa/kaise/kaisii- how (for adjectives- quality). For example:
mausam kaisaa hai? mausam achhaa hai. (How is the weather? The weather is nice.)

laRke kaise haiN? LaRke hoshiyaar hai. (How are the boys? The boys are smart.)

kitaab kaisii hai? kittab mahaNgii hai. (How is the book? The book is expensive)

kitnaa/kitne/kitnii- how much/how many (for adjectives- quality).

For example:

kitnaa paani?- how much water?

kitne laRke?- how many boys?

kitnii laRkiyaaN?- ho wmany girls?

For adverbs:

kahaaN- where, kab- when, kyoN- why, kaise-how, kidhar- in which direction

- **Narration in the present Tense:**

The present Habitual construction usually indicates regular, frequent activities. It is also used to express narrative constructions in the present tense. The habitual aspect of the verb is formed by adding the right suffix to the verb stem.

-taa (masculine, singular)

-te (masculine, plural)

-tii (feminine, singular and plural)

The appropriate present tense form of honaa is used the mark the tense.

Present Habitual Tense: Verb stem + taa/te/tii + auxiliary honaa (Present)

For example:

Mohan roz subah vidyalaay jataa hai. vahaaN vah paRtaa aur likhtaa hai. vah dostoN ke saath bateN kartaa hai aur unke saath kheltaa hai.

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

Students will read several pizza recipes written in Hindi. They will compare ingredients and methods of preparation. Then they will create a unique pizza that reflects their heritage and post the recipe on the class blog site.

How is my food similar to other foods and culture and still different in subtle ways?

Opening Activity	
<p>The teacher sets the context for the lesson by displaying a variety of visuals depicting pizza from countries around the world. He/She narrates the slideshow intentionally using thematic vocabulary (ingredients, names of countries, sizes and shapes, colors, taste). He/She then focuses on different types of pizza popular in India.</p> <p>http://www.businessinsider.com/pictures-of-pizza-from-around-the-world-2015-6 (pizzas from around the world)</p> <p>Students vote on the pizza they would like to try.</p>	Time: 10 minutes
Learning Episode	
<p>Students practice thematic vocabulary using tasks and games that allow them to internalize the expressions: pair flyswatter, Taboo, online Jeopardy (https://www.superteachertools.net/jeopardyx/), Charades.</p>	Time: 15 minutes
Learning Episode	
<p>The teacher distributes three recipes for Indian pizza (written in Hindi). Students work in pairs to interpret the recipes and record ingredients, procedures, and their impressions of the recipe (will they enjoy the pizza, why or why not; what ingredients make the pizza tasty; etc.) Pairs of students compare their responses with another pair.</p>	Time: 20 minutes
Learning Episode	
<p>The teacher shows the video clip, “Tapri 3 Cooking”; students fill in a graphic organizer to record the ingredients and the procedures used by the cook..</p> <p>The teacher leads a debriefing session using a T-Chart that includes two columns: content and structures. He/She and the students discuss and complete the chart with relevant information. The teacher takes this opportunity to practice vocabulary and structures often used in recipes and food preparation.</p> <p>The teacher plays the video clip a second time; students turn and talk as they respond to pertinent questions about the information presented in the video.</p>	Time: 20 minutes

Learning Episode	20 minutes
Students work individually or in pairs to create a recipe for a unique pizza that reflects their food preferences and their heritage. They write their recipes and draw the pizza they created on large stickie notes that they display on the walls of the classroom.	
Learning Episode	5 minutes
Students take part in a gallery walk to read and comment on one another's recipes. The recipe with the most "likes" wins a gold ribbon.	



<p>Slideshow of pizzas from around the world</p> <p>http://www.businessinsider.com/pictures-of-pizza-from-around-the-world-2015-6 (pizzas from around the world)</p> <p>Pizza recipes in Hindi</p> <p>http://nishamadhulika.com/532-pizza-recipe-in-hindi.html</p> <p>http://nishamadhulika.com/696-tawa-pizza-recipe.html</p> <p>http://www.kalchul.com/index.php/kids-recipes/bread-pizza</p> <p>Graphic organizer and T-chart</p> <p>Large sticky notes</p>
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Video clip, Tapri 3 Cooking

