

Rationale:

Students develop an understanding of Korean culture through its cuisine. Students will understand that everyone has a culture and family history that defines where they come from and who they are. Students will be able to learn more information about Korea based on their interest in food and how they can relate to Korean culture.

Content Area/CA State Standard:

English Language Arts- Reading Literature

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

English Language Arts-Writing

CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Lesson Plan:

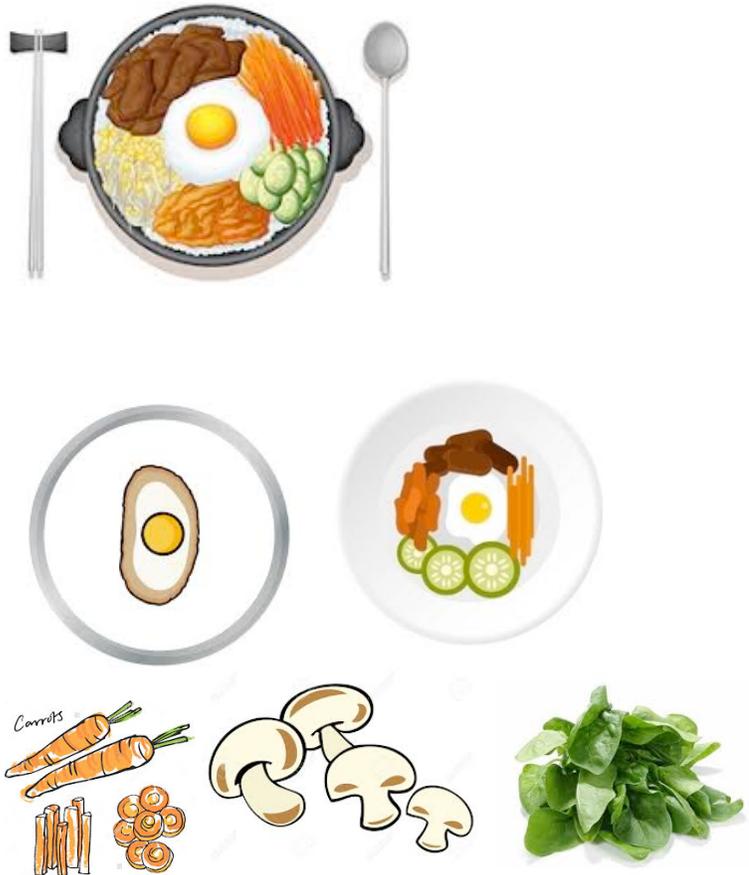
DAY 1

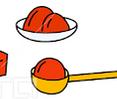
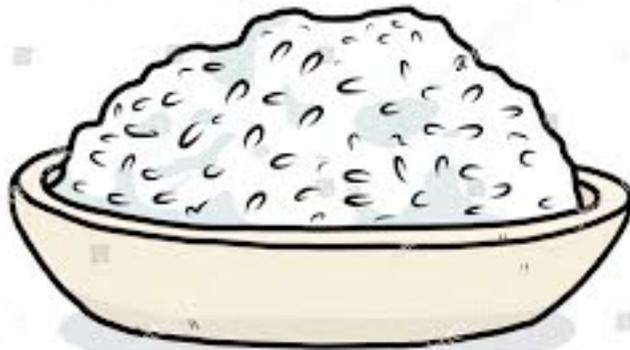
Objective	Students will be able to understand about Korean Culture through it’s diverse and colorful variety of cuisine and ingredients.
Materials	Text “Bee-Bim-Bop” by Linda Sue Park Projector, Laptop, construction paper (white, green, red, yellow, orange, and black), scissors, glue sticks, pencils, writing paper.
Lesson Outline	Today, you will learn about “Bibimbap”
Introduction	
Assessing Prior Knowledge Setting the Stage	<ul style="list-style-type: none"> ○ Who knows what Bibimbap is? ○ Who has tried Bibimbap? ○ Who knows what some of the ingredients are?

Directed Lesson

Play the 5 minute video clip called “Authentic Bibimbap” by Crazy Korean Cooking Express
<https://www.youtube.com/watch?v=yEQB1Sux6uo>

Guided Practice





Differentiation:

High Group- Have students choose and create their own ingredients. Have them assemble their ingredients into their bowl. Have them write about their cooking process by using the order words “First, Next, Then, Last.”

	<p>Intermediate Group- Have students choose from a list of ingredients and cut out the pre-drawn pictures. Have them assemble their ingredients into their bowl. Have them write about their cooking process by using the order words “First, Next, Last.”</p> <p>Low Group- Have students cut out the pre-drawn pictures. Have them assemble their ingredients into their bowl. Have them match the sentences about the cooking process into “First, Next, Last.”</p>
Independent Study	Students can learn more about the history of Bibimbap by using the Internet to explore more books, pictures, and videos about it.
Student Evaluation	Teacher evaluates student performance based on the arts and craft activity, participation, narrative writing piece, and presentation.
Homework/Follow-up Assignment	Students will present their finished product and narrative at home with their family. Students will be encouraged to try eating Bibimbap with their family.

DAY 2

Objective	Students will be able to understand the use of sequence words to describe how they would create their own Bibimbap by using words such as First, Next, Then, and Last.
Materials	Text “Bee-Bim-Bop” by Linda Sue Park Projector, Laptop, graphic organizer.
Lesson Outline	Today, you will describe how to make “Bibimbap”
Introduction	
Assessing Prior Knowledge Setting the Stage	<ul style="list-style-type: none"> ○ Read “Bee-Bim-Pop” by Linda Sue Park – whole group ○ Show the images of the four different variations of Bibimbap. ○ Show the 30 second Bibimbap video clip https://www.youtube.com/watch?v=UgJoUQUYUYA
Directed Lesson	In connection to Day 1’s activity, have students create a detailed instruction manual on how they assemble the different types of ingredients that go into a Bibimbap dish.

Guided Practice	<p>Students will be able to use their projects created from Day 1 to guide their writing.</p> <p>Differentiation:</p> <p>High Group- Have students choose and create their own ingredients. Allow students to make modifications to their recipe as needed. Invite students to write their instructions in a creative and interesting way.</p> <p>Intermediate Group- Have students write a detailed description of their recipe.</p> <p>Low Group- Have students match the sentences about the cooking process into “First, Next, Last” and provide prompts and accommodations as needed.</p>
Independent Study	Students can learn more about the history of Bibimbap by using the Internet to explore more books, pictures, and videos about it.
Student Evaluation	Teacher evaluates student performance based on the arts and craft activity, participation, narrative writing piece, and presentation.
Homework/Follow-up Assignment	Students will present their finished product and narrative at home with their family. Students will be encouraged to try eating Bibimbap with their family.

DAY 3

Objective	Students will be able to use their own creative thinking and express their interests in Bibimbap by choosing their own ingredients to create a dish that represents their culture.
Materials	Text “Bee-Bim-Bop” by Linda Sue Park Projector, Laptop, graphic organizer.
Lesson Outline	Today, you will describe how to make “Your own version of Bibimbap”
Introduction	
Assessing Prior Knowledge Setting the Stage	Show the story and history of Bibimbap. http://koreancuisine.kr/en/inner.php?sMenu=main
Directed Lesson	In connection to Day 1 and 2’s activities, have students use their own imagination and creativity to create their own recipe for a dish similar to bibimbap that represents their own culture.

Guided Practice	<p>Students will be able to use their projects created from Day 1 and 2 to guide their writing and practice. Encourage students to incorporate their own culture into the recipe.</p> <p>Differentiation:</p> <p>High Group- Have students choose and create their own ingredients. Allow students to make modifications to their recipe as needed. Invite students to share about their own personal culture and history. Ask students why they chose certain ingredients and what it means to them.</p> <p>Intermediate Group- Have students choose write a detailed description of their recipe. Have them highlight one main ingredient in their recipe and explain what it represents. Why did they choose this ingredient and why is it important?</p> <p>Low Group- Have students name a dish in their culture that is important to them. Is there a history behind this recipe? Have they had it in the past or with their family?</p>
Independent Study	<p>Students can learn more about the history of cuisine in their own culture by using the Internet to explore more books, pictures, and videos about it.</p>
Student Evaluation	<p>Teacher evaluates student performance based on the arts and craft activity, participation, narrative writing piece, and presentation.</p>
Homework/Follow-up Assignment	<p>Students will present their finished product and discuss the importance of it to their own culture and identity.</p>