

Flipped Impact Project

LESSON PLAN

I.	
Date:	
Teacher's Name and Surname:	
Students' Level of Proficiency:	Intermediate (B1)
Students' Age:	
Class Size:	
Duration of Lesson:	60'
Institution:	

II.	
Lesson Topic/Theme:	How to Make Donuts! Passive Voice
Lesson Focus (Teaching Point):	Grammar
Materials and Texts Used:	White Board, Board Marker, Computer, Headphones, Projector, Handouts, Ingredients, Spoon, Plastic Knife, Fork, Tables, Gloves, Glass
References:	https://youtu.be/JD3BT8rUGlg https://edpuzzle.com/media/5e4820dcdba02041744c5043 https://flippedimpactproject1.h5p.com/content/1290938519943201397 https://new.edmodo.com/groups/metu-college-fall-2019-2020-30644659
Audio-visual Aids:	<ol style="list-style-type: none"> 1. Donut Recipe Video (Remembering) 2. Fill-in-the-Blanks Handout & H5P (Understanding) 3. Create Your Own Recipe! (Applying) 4. Title and Draw It! (Evaluating) 5. Checklist for the Recipe (Analyzing) 6. A Variety of Recipes (Creating) 7. Writing Handouts (Creating)
Anticipated Problems:	- Technical issues with computer and sound

	<p>system may occur.</p> <ul style="list-style-type: none"> - Lesson may progress faster than anticipated. - Students may be reluctant to participate in activities and discussions because of the lack of motivation. - Students may have difficulty in understanding the unknown vocabulary items and phrases in the video of <i>How to Make Donuts!</i> - Students might be in need of further explanations for instructions.
Solutions:	<ul style="list-style-type: none"> - Teacher brings his/her laptop to the classroom. - Teacher goes on with the evaluation sheet of the course session. - Teacher encourages students with reinforcements such as positive, helping language and small rewards. - Teacher helps them make associations between new and prior knowledge to clarify the unknown words. - Teacher uses modelling as an instructional strategy.
Intelligences Addressed:	<ul style="list-style-type: none"> - Linguistic Intelligence - Visual-spatial Intelligence - Interpersonal Intelligence - Intrapersonal Intelligence - Socio-cultural Intelligence
Pre-requisite Knowledge:	<p>Students are expected to know beforehand;</p> <ul style="list-style-type: none"> - Simple Past Tense - Past Perfect Tense - Simple Present Tense - Present Perfect Tense - Present Continuous Tense - How to Set Up Basic Sentences - Question Formation - Basic Cooking Verbs for Recipes
Goal(s):	<p>Students will be able to;</p> <ul style="list-style-type: none"> - Recognize the meaning of the targeted grammatical structure in written and spoken form. - Practice Passive Voice in a meaningful

	<p>context with the help of the linguistic input given in the activity handouts and recipes.</p> <ul style="list-style-type: none"> - Self-correct when using targeted grammatical structures.
<p>Objectives:</p>	<p>By the end of the lesson, the intermediate (B1) level students will be able to;</p> <ol style="list-style-type: none"> 1. Watch the animated and interactive video which has been prepared by using <i>Powtoon</i> on “<i>How to make donuts</i>” and answer the questions which are embedded in the video. 2. Fill in the blanks in a donut recipe by writing the correct forms of the verbs in brackets and remembering the use of verbs in Passive Voice on <i>H5P</i> website. 3. Writing a short recipe in 100-150 words by using their imagination and integrating some sentences with Passive Voice into their writing task after choosing at least three objects and verbs given by the teacher. 4. Find a title for their friend's recipe and draw its picture by using their computer or phone after carefully reading and evaluating it by understanding the function and form of Passive Voice. 5. Check off the given Passive Voice sentences by deciding whether these statements are true or false in terms of the recipe of their friend. 6. Write how they would adapt their friend's recipe if they had the chance to make it at home by using Passive Voice in 100-150 words after thinking critically on it. 7. Write the relevant recipe, which they have decided to prepare in the classroom, on a paper by using Passive Voice sentences in 100-150 words. 8. Tell orally what they are doing during the preparation of the relevant recipe by using Passive Voice and taking a video.
<p>Rationale:</p>	<ul style="list-style-type: none"> - Teacher intends to attract the attention of students and arouse their curiosity by a creating a meaningful context, which contributes to the concentration and intrinsic motivation of the learners. Also, teacher aims

	<p>to create a relaxing atmosphere for effective learning.</p> <ul style="list-style-type: none">- Teacher aims to help students comprehend the essential elements of the target grammatical structures by giving clear and real -life examples, which plays an important role in the application of a new structure into the context.- Teacher aims to check whether students have understood the structure clearly or not by using concept questions, which helps students to understand both the meaning and use of the grammatical point.- Teacher creates an inclusive classroom environment where each student has an equal opportunity to express their opinions and feelings through evaluation form, which is a great chance.
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III. PROCEDURE

Bloom's Taxonomy	Time	Tasks (Teacher)	Tasks (Students)	Interaction	Purpose
Remembering <i>(Outside the Classroom)</i>	10'	<p>The teacher uploads the animated and interactive video which has been prepared by using <i>Powtoon</i> to the class in <i>Edmodo</i>. Through this video, the students have a great opportunity to learn and review the forms and functions of Passive Voice. Also, the embedded questions into the video help the learners to control their learning process through immediate feedback in <i>Edpuzzle</i>. In this way, the teachers could be aware of the weaknesses and strengths of the students on the relevant topic, which carries an essential role in the preparation of classroom materials and activities.</p>	<p>The students are mainly responsible for watching the uploaded video before coming to class. Also, they are required to answer the relevant questions in the video by understanding the general use of Passive Voice in the daily life. They could keep detailed notes of the topic in order to ask the teacher some misunderstood points.</p>	(I)	<p>To make the students remember the functions of Passive Voice with some examples and questions.</p> <p>To engage the students in the learning process by motivating them to practice the relevant topic in an interactive and colorful way.</p> <p>To check the understanding of the students on the target topics through interactive questions within the video.</p>

<p>Understanding (Outside the Classroom)</p>	<p>7'</p>	<p>The teacher uploads an interactive activity, which has been prepared by using <i>H5P</i>, to <i>Edmodo</i> in which the students are responsible for filling in the blanks in a donut recipe by writing the correct forms of the verbs in brackets (App. A). In this way, the teacher finds a great opportunity to make the learners remember the use of Passive Voice in an authentic context, which prepares them for other steps in this lesson.</p>	<p>The students are required to understand the general use of Passive Voice within a meaningful and comprehensive context by filling in the blanks with the correct forms of the verbs in brackets and by remembering the use of Passive Voice. They could identify the basic forms and functions of the relevant topic in a very limited and controlled way. Also, the students are in control of their own learning by having an excellent opportunity to have an immediate feedback.</p>	<p>(1)</p>	<p>To make them practice the basic forms and functions of the relevant topics within the authentic content.</p> <p>To provide the students with more representative examples of the target structure by reinforcing the key linguistic feature.</p>
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<p>Applying</p> <p>(Outside the Classroom)</p>	<p>10'</p>	<p>The teacher uploads a colorful activity handout to <i>Edmodo</i> in which the students are required to look at the list of cooking verbs and a variety of ingredients, which belong to different categories such as fruit, vegetable, and sauce, given by the teacher (App. B). After deciding how they can create their own recipe by choosing at least three objects and verbs, they are responsible for writing a short recipe in 100-150 words by using their imagination and integrating some sentences with Passive Voice into their writing task. Since in the first activity above, they have had the chance to see how to write a recipe like a professional, the teacher aims to provide them with a creative guided writing exercise in which they can practice the targeted structure in an authentic way. After writing it, the learners should upload their own recipe as a comment under the relevant post in the <i>word</i> format.</p>	<p>The students find the blank template including a variety of pictures and cooking verbs by going to the class in <i>Edmodo</i>. After activating their creative skills, they need to design their own recipe by using at least three ingredients and cooking verbs given by the teacher with the help of the Passive Voice structures. Then, they should upload their writing task under the relevant post</p>	<p>(I)</p>	<p>To make them practice the relevant grammatical structure in an enjoyable and interactive way by using the technological tools and addressing their visual intelligence.</p> <p>To create an interactive and lively context with a variety of colorful pictures, which enhances their motivation and positive attitudes to use the grammatical structure in a writing task.</p>
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<p>Evaluating (Outside the Classroom)</p>	<p>10'</p>	<p>For the purpose of creating an effective transmission, the teacher wants the students to download one of their friend's recipes in the previous activity by giving attention to which person they have been matched (App. C). After carefully reading and evaluating the recipe of their friend by understanding the function and form of Passive Voice, they are responsible for finding a title for their friend's recipe and draw and paint its picture by using their computer or phone. Afterwards, they are required to copy this picture and paste it into the relevant file. They shouldn't forget to upload this file under the relevant post in <i>Edmodo</i>.</p>	<p>The students are required to give their peer feedback and think about the name and the visual image of their friend's recipe by giving attention to the use of the targeted structure in the recipe, which is highly essential to help the learners to understand the difference between passive and active sentences.</p>	<p>(I) (Ss ↔ Ss)</p>	<p>To make students familiar with the topic with an effective and relevant transition by providing a great opportunity to see the grammatical aspect in the real-life context.</p> <p>To check to what extent students understand what they have learned and follow the rules of the grammatical structures.</p> <p>To fix students' grammar mistakes to improve their communication skills.</p>
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<p>Analyzing</p> <p>(Outside the Classroom)</p>	<p>10'</p>	<p>The teacher uploads a checklist handout to <i>Edmodo</i>, which consists of a variety of complex sentences written in Passive Voice, in which the students are required to read these statements related to some recipes and check the recipe of their friend written in the previous stage (App. D). They need to understand and decide whether this statement is true or false in terms of the recipe of their friend. For example, if salt has been added in this recipe, they need to put +. After finishing this part, they should think critically on their friend's recipe and tell how they would adapt this recipe if they had the chance to make it at home by using Passive Voice in 100-150 words. They are allowed to change the ingredients or steps in the recipe of their friend but it should be the same food. After completing this activity, they shouldn't forget to upload it under the relevant post in <i>Edmodo</i>.</p>	<p>Students go to <i>Edmodo</i> and find a checklist with Passive Voice sentences. They need to judge the recipe of their friend by looking at the ingredients and steps. After deciding which statement is true for the recipe of their friend, they need to adapt it to their preferences by writing a short paragraph by using Passive Voice. Then, they should upload their writing task under the relevant post.</p>	<p>(I)</p> <p>(Ss ↔ Ss)</p>	<p>To make students revise the essential elements of a sentence with the relevant grammatical structures.</p> <p>To make the students use the target structure by thinking a real-world situation so that they can evaluate a recipe of another person by using the target structure.</p>
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<p>Lead - In <i>(Inside the Classroom)</i></p>	<p>10'</p>	<p>The teacher enters the classroom by greeting students and asking how they feel. Then, she/he starts the lesson by asking how the students have been doing recently. Also, she asks the students whether they have enjoyed the pre-prepared videos and activities and what they think about the video and handouts, which is an important step for reflective teaching. If there is a student who has not watched the relevant videos yet or done the activities, the teacher asks other students to inform their friend of the today's topic. Then, the teacher makes sure that all the students have done the online steps which will help them to apply their recipes in class.</p>	<p>The students listen to the teacher carefully and share their experiences and answer the teacher's questions. They help their friends comprehend the relevant topic by sharing what they have learned from the interactive videos.</p>	<p>(T ↔ Ss)</p>	<p>To warm the students up for the lesson by establishing the context and make them concentrate on the lesson by setting up a positive mood of speaking and attracting their attention.</p> <p>To create an authentic context, to motivate them to express their ideas in the target language.</p>
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<p>Creating</p> <p>(Inside the Classroom)</p>	<p>40'</p>	<p>Before coming to the class, the teacher has informed all the students of what they are required in the classroom and how they need to become prepared for this lesson. The teacher has made a plan in which the learners are going to find a golden opportunity to use the target structure in an authentic way by preparing some foods with the help of some recipes and using Passive Voice while telling how to prepare these foods and making a video. Before starting the activity, the teacher wants to learn whether all the students have brought the needed ingredients and equipment for their recipes which have been given by the teacher or chosen by themselves (App. E). If there is a student or group (3 people) who is lack of these materials, they are required to go to <i>Edmodo</i> and do the given activities without distracting their friends. After learning who has brought these materials, the teacher encourages all the students to organize the ingredients of their recipes on the table. Then, before starting to make food and making a video, they are responsible for writing the relevant recipe on a paper by using Passive Voice sentences in 100-150 words (App. F). After designing their recipe and deciding whom will make the video, whom will prepare the food, and whom will tell the recipe with Passive Voice sentences, they start to put all</p>	<p>In this section, before coming to the classroom, the students are required to check the requirements of the lesson in <i>Edmodo</i>, which obliges them to bring a variety of ingredients and phone to the classroom based on their decision on one of the given recipes. Since it is essential for them to have these materials to make food, they should make a plan about how they would apply this recipe by discussing with the group members before coming to the classroom. In the classroom session, they are responsible for writing their recipe on a paper by telling the steps of creating this food and using Passive</p>	<p>(I)</p> <p>(T ↔ Ss)</p> <p>(Ss ↔ Ss)</p> <p>(S3 ↔ S3)</p>	<p>To make them more concentrated on the task and aims of the grammatical concept in the real-life by creating a relaxing atmosphere.</p> <p>To help students to gain awareness about general topics by creating a classroom environment in which they are exposed to different perspectives.</p> <p>To help students improve their communication skills by allowing them to express their ideas in a free and peaceful environment.</p>
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<p>Evaluating the Course Session</p> <p><i>(Inside the Classroom)</i></p>	<p>10'</p>	<p>the ingredient together. While the students are studying on the activity, the teacher is responsible for wandering around the classroom and trying to keep the language learners on task in order to control the students' behaviors at the same time. At the end of the activity, after ensuring that all the students have completed the activity, the teacher wants each group to upload their video under the relevant post. The teacher states that she is going to taste each food and evaluate it according to three criteria: design, flavor, and the use of the target structure. Since she couldn't control the use of Passive Voice in the classroom as a result of the limited instructional time, she explains that she will give a point for each group for design and flavor in the classroom but she will decide which group is the best after evaluating each recipe at home in terms of the use of the relevant structure. The first and best group will get a small reward for the day such as a book or bookmark.</p> <p>The teacher wants the students to go to the class in <i>Edmodo</i> and fill out the questionnaires by evaluating their learning experiences in the class session, which could be beneficial for the reflective teaching.</p>	<p>Voice in 100-150 words. After designing their recipe and deciding whom will make the video, whom will prepare the food, and whom will tell the recipe with Passive Voice sentences, they start to put all the ingredient together. After finishing, the first and best group, which has the best design and taste and the most correct use of the target structure, will get a small reward for the day such as a book or bookmark.</p> <p>Students are required to fill out the evaluation form on <i>GoogleForms</i> by going to the class in <i>Edmodo</i>.</p>	<p>(I)</p>	<p>To create a positive classroom atmosphere in which the students find a great opportunity to express their ideas and feelings about the lesson and teacher.</p>
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IV. APPENDICES

APPENDIX A. Fill-in-the-Blanks Handout & H5P (Understanding)

Link for the Activity: <https://flippedimpactproject1.h5p.com/content/1290938519943201397>



Complete the passage with **the correct form** of the verbs in brackets.

Ingredients:

- 2 packages (1/4 ounce each) active dry yeast
- 1/2 cup warm water (110° to 115°)
- 1/2 cup warm 2% milk (110° to 115°)
- 1/2 cup sugar
- 1/2 cup shortening
- 2 eggs
- 1 teaspoon salt
- 4-1/2 to 5 cups all-purpose flour
- Oil for deep-fat frying

Toppings:

- 1-1/4 cups confectioners' sugar
- 4 to 6 tablespoons water
- Colored sprinkles and/or assorted breakfast cereals

App. A. Cont.

In a large bowl, yeast (**dissolve**) in warm water. The milk, sugar, shortening, eggs, salt, and 2 cups flour (**add**). They (**beat**) only until smooth. The ingredients (**stir**) in enough remaining flour to form soft dough.

The dough (**turn**) onto a floured surface and (**knead**) until smooth and elastic about 6-8 minutes. It (**place**) in a greased bowl, turning once to grease the top. It (**cover**) and (**let**) rise in a warm place until doubled about 1 hour.

The dough (**punch**) down. Then, it (**turn**) onto a floured surface and (**roll**) out to 1/2-in thickness. It (**cut**) with a floured 2-1/2-in doughnut cutter. After that, the dough (**place**) on greased baking sheets. It (**cover**) and let rise until doubled about 1 hour.

In an electric skillet or deep fryer, oil (**heat**) to 180°. Doughnuts (**fry**), a few at a time, until golden brown on both sides. They (**drain**) on paper towels.

In a shallow bowl, confectioners' sugar and water (**combine**) until smooth. Dip warm doughnuts in glaze and decorate as desired with sprinkles and/or cereals.

✓ Check

🔄 Reuse

Hi-P

App. A. (Answer Key)

In a large bowl, yeast **is dissolved✓ (dissolve)** in warm water. The milk, sugar, shortening, eggs, salt, and 2 cups flour **are added✓ (add)**. They **are beaten✓ (beat)** only until smooth. The ingredients **are stirred✓ (stir)** in enough remaining flour to form soft dough.

The dough **is turned✓ (turn)** onto a floured surface and **kneaded✓ (knead)** until smooth and elastic about 6-8 minutes. It **is placed✓ (place)** in a greased bowl, turning once to grease the top. It **is covered✓ (cover)** and **let ✓ (let)** rise in a warm place until doubled about 1 hour.

The dough **is punched✓ (punch)** down. Then, it **is turned✓ (turn)** onto a floured surface and **rolled ✓ (roll)** out to 1/2-in thickness. It **is cut ✓ (cut)** with a floured 2-1/2-in doughnut cutter. After that, the dough **is placed✓ (place)** on greased baking sheets. It **is covered✓ (cover)** and let rise until doubled about 1 hour.

In an electric skillet or deep fryer, oil **is heated✓ (heat)** to 180°. Doughnuts **are fried✓ (fry)**, a few at a time, until golden brown on both sides. They **are drained✓ (drain)** on paper towels.

In a shallow bowl, confectioners' sugar and water **are combined✓ (combine)** until smooth. Dip warm doughnuts in glaze and decorate as desired with sprinkles and/or cereals.

Excellent!

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ACTIVITY 2

VERBS

GRILL

MELT

CUT

POUR

SLICE

ADD

BAKE

BOIL

CHOP

BROIL

BLEND

FRY

DIP

PEEL

OBJECTS



FLOUR



CHOCOLATE



CINNAMON



VANILLA



LEMON



TOMATO



LAHVASH



CHEESE



WALNUT



PARSLEY



CUCUMBER



COCONUT

MY RECIPE

YOU NEED TO WRITE YOUR OWN RECIPE BY CHOOSING AT LEAST THREE OBJECTS AND THREE VERBS ABOVE. IN YOUR RECIPE, YOU CAN USE OTHER OBJECTS AND VERBS. DON'T FORGET THAT YOU SHOULD USE PASSIVE VOICE WHILE WRITING IT. YOU CAN BENEFIT FROM THE SAMPLE RECIPE IN THE FIRST ACTIVITY.

You can use this space to write your own recipe. After writing it, don't forget to upload it under the relevant post in the word format. It should be 100-150 words.

Don't mention the name of your recipe.

YOUR NAME AND SURNAME: _____

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APPENDIX C. Title and Draw It! (Evaluating)

ACTIVITY 3

In this activity, after checking which person you have been matched, you need to look at the comments in the second activity in Edmodo and find out the recipe of this person. Then, you should carefully read it and write one title for this recipe. After writing the title for your friend's recipe, you should draw and paint it by using the Paint program in your computer or phone. You should copy this picture and paste it into this file. Then, don't forget to upload this file under the relevant post in Edmodo.

WHICH PERSON YOU HAVE BEEN MATCHED?

You	Your Friend's Recipe
Başak Balıkcı	Deniz Özsinmaz
Can Tolu	Bilge Ayyıldız
Eylül Arslan	Doruk Biricik
Esin Sağlam	Ekin Görey
Aslısu Kılınçkaya	Nur Cihan Küçükay
Elif Bilgiç	Duru Yıkılmaz
Nazlı Ayrım	İpek Akkaya
Deniz Özsinmaz	Duru Enginsu Gök
Nil İşler	Dora Ergül
Sevgi Naz Yüksel	Gamze Mutlu

You	Your Friend's Recipe
Ekin Görey	Aslısu Kılınçkaya
Gamze Mutlu	Eylül Arslan
Dora Ergül	Can Tolu
Duru Yıkılmaz	Nil İşler
Bilge Ayyıldız	Başak Balıkcı
Doruk Biricik	Elif Bilgiç
Duru Enginsu Gök	Esin Sağlam
Nur Cihan Küçükay	Nazlı Ayrım
İpek Akkaya	Sevgi Naz Yüksel

App. C. Cont.

YOUR NAME AND SURNAME: _____

TITLE FOR THE RECIPE:



*The painting of
the recipe of
your friend*

APPENDIX D. Checklist for the Recipe (Analyzing)

ACTIVITY 4

In this activity, you need to evaluate the recipe of your friend with which you have been matched in the previous activity. After reading the statements in the table below, you need to check the recipe of your friend and decide whether this statement is true or false in terms of the recipe of your friend. For example, if salt has been added in this recipe, you need to put +. Then, after finishing it, you should tell how you would adapt this recipe if you had the chance to make it at home by using the passive voice in 100-150 words. You can change the ingredients or steps in the recipe of your friend but it should be the same food. After completing this activity, don't forget to upload it under the relevant post in Edmodo.

CHECK THE RECIPE OF YOUR FRIEND!

		+	-
1.	Salt was added in it.		
2.	Sugar was added in it.		
3.	Oil was poured into it.		
4.	Apples were cut and out in it.		
5.	Sprinkles were spilled on it.		
6.	Flour and salt were combined in a bowl.		
7.	Tomato sauce was poured on the top of it.		
8.	A bit of cinnamon was put into it.		
9.	Cucumber was cut into two halves lengthwise.		
10.	Water was heated and boiled.		

App. D. Cont.

MY ADAPTATION FOR THE RECIPE OF MY FRIEND

YOUR NAME AND SURNAME:

How would you adapt the recipe of your friend if you had the chance to make it at home? Don't forget to use passive voice while writing your adaptation in 100-150 words.

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MY RECIPE

CAREFULLY READ THE INGREDIENTS IN YOUR RECIPE AND BRING THEM TO CLASS.



Tortilla Tuna Wrap

NEEDED

A plastic cutting
knife

Gloves

Spoon

Fork

Plate

INGREDIENTS

2 large flour tortillas

100 g cooked tuna (2
small cans)

Dill (1 bunch)

2 cucumbers (Peeled and
sliced)

Lettuce

2-3 pickled cucumbers

1 bag sour cream

MY RECIPE

CAREFULLY READ THE INGREDIENTS IN YOUR RECIPE AND BRING THEM TO CLASS.



Chocolate Coconut Balls

NEEDED

Glass
Tablespoon
A deep bowl
Gloves
Plate
Toothpick

INGREDIENTS

½ glass of milk
1 pack petit beurre
biscuits
One tablespoon of
cocoa powder
2 tablespoons of butter
Coconut sprinkles
Chocolate (different kinds
of sprinkles)

MY RECIPE

CAREFULLY READ THE INGREDIENTS IN YOUR RECIPE AND BRING THEM TO CLASS.



Biscuit Cup with Cherry

NEEDED

3 cups
A deep bowl
Plate
Spoon
Fork
Gloves

INGREDIENTS

4 rounded tablespoons of
powdered sugar
1 cup of strained yogurt
1 cup of labneh cheese
 $\frac{1}{2}$ jar of cherry jam
2 packets of oat biscuits
A variety of fruits to put
onto it

MY RECIPE

CAREFULLY READ THE INGREDIENTS IN YOUR RECIPE AND BRING THEM TO CLASS.



Biscuit Mountain With Walnut and Banana

NEEDED

Plate
A plastic cutting
knife
Spoon
Fork
Gloves

INGREDIENTS

2 packets of chocolate
biscuits
3-4 ripe bananas
4 cups of pudding
(Danone)
Walnut
Colorful Sprinkles

MY RECIPE

CAREFULLY READ THE INGREDIENTS IN YOUR RECIPE AND BRING THEM TO CLASS.



**Bread and
Tomato
Salad**

NEEDED

Chopping board
A deep bowl
A plastic cutting
knife
Spoon
Fork
Gloves

INGREDIENTS

8-9 slices of bread
4-6 medium tomatoes
2 green peppers
2 cucumbers (Peeled and
sliced)
Parsley (1 bunch)

Sauce

3 tablespoons of olive oil
Lemon
Salt
Chili pepper
White cheese
Thyme
Black olives

MY RECIPE

CAREFULLY READ THE INGREDIENTS IN YOUR RECIPE AND BRING THEM TO CLASS.



Club Sandwich

NEEDED

Chopping board
A deep bowl
A plastic cutting knife
Spoon
Fork
Gloves

INGREDIENTS

6 slices of Hungarian salami
6 slices of bread
2-3 medium tomatoes
4 slices of kashar cheese
4 slices of jambon
Lettuce
1 cup of strained yogurt
2 dessertspoons of mayonnaise

GROUP NAME:

[illegible]

From Our Hearts To Yours!