

Lesson Outline: Lesson One (50 minutes)

Candidate:	Field Supervisor:
Date:	Mentor:

Lesson Part	Activity description/Teacher does	Students do
Formal/ Informal Assessment of Prior Learning or Pre-assessment (Sequence start)	To begin the unit on the six essential nutrients and be able to apply their knowledge to the kitchen, the students need to know how to properly demonstrate knife skills. Previously in the week, they learned how to dice an onion. I will pre-assess them by reviewing the information that they learned in relation to dicing an onion. I will ask them what kind of knife we are using, and what the cut was called when cutting the onion.	Answer questions about skills we learned as a class yesterday.

Title	Lesson 1: Knife Skills: Why Should We Carrot all?	
Standard	8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.	
Central Focus (CF)	Students will be able to demonstrate knowledge of knife skills and why they are an asset when cooking, explain the significance of the six essential nutrients and their food sources, be able to cook stir fry, and be able to reflect on nutrients used in various recipes.	
Academic Language	Demonstrate (function), nutrients, julienne, slicing, knife skills, stir fry	
Learning Target (LT)	Students will be able to successfully demonstrate the practice of julienne and diagonal slicing knife skills. They will be able to determine reasons why using correct knife skills are important to use in the kitchen.	
Instruction	<p>-Greet and welcome students to class. Have the daily goals (learning target), learning activities, and assignments to remember posted on the board for the day.</p> <p>To begin the lesson for the day, I will discuss what the plans are for the week/unit. Students will be learning about the essential nutrients that our body needs to survive and food sources that they come from. With that, they will also get to practice identifying their knowledge of nutrient sources in food by producing a meal. I will explain that in order to produce a good dish, there are kitchen skills that are required to provide safety, efficiency, and quality when cooking. Within these, a necessary skill is to know how to properly use a knife and cut vegetables.</p> <ul style="list-style-type: none"> • Review what we already know (dicing an onion) <ul style="list-style-type: none"> ○ Show document (1.1) that was started yesterday, explain that dicing onions is already complete, and today we will fill in the boxes on julienne and diagonal slicing. • Introduce what we will learn today (julienne, and diagonal cuts). I will then prompt the students to predict what they think a julienne cut is. If they do not know, I will tell them that a julienne carrot is supposed to look like small matchsticks. I will then continue prompting them by asking how I should get a round long carrot into evenly cut rectangles. As the demonstration starts, I will ask them simple questions of what should be common knowledge: what needs to be done before cutting the carrot (wash and peel), and when peeling a carrot should I go toward or away 	<p>-Students will listen and observe carefully during the demonstration, while actively participating in answering questions that I ask, engaging in any conversation facilitated by me.</p> <ul style="list-style-type: none"> • Predict what julienne carrot will look like • Help figure out how they think the cut should be done • What needs to be done before cutting the carrot? • When peeling, should I go toward or away from my body? <p>-Draw a picture of what julienne carrots are supposed to look like, and write any notes necessary to help remember the process.</p> <p>-Engage in the learning and the demonstration: ask</p>

	<p>from myself? (Away). I will then ask them to draw pictures of what the cuts should look like, and write down any tips to remember when I am demonstrating it, so that they have something to reference when practicing on their own.</p> <ul style="list-style-type: none"> • During the demonstration, I will be using a document projector, a cutting board, and a chef's knife and show how to properly julienne style cut a carrot. <ul style="list-style-type: none"> ○ I will begin by saying that all vegetables must be thoroughly washed before use. I will then wash the carrot and explain that for the purposes of this lab, we will also be peeling the carrots. ○ I will explain how to peel a carrot (away from your body) and where to put the excess peels and carrots you will not be using (compost). I will instruct all students to have a small bowl nearby when cutting to put all of their vegetable remains aside- then when they are finished with cuts, they can put all of the excess vegetable material in the compost bin. ○ I will then instruct the students to cut off each end of the carrot, so that the peeled carrot is ready for cutting. ○ I will demonstrate julienne cutting the carrot by cutting the carrot into smaller size pieces (about 1.5 inches long). I will then cut off the round edges of the carrot, showing students as I go so that the carrot resembles a rectangle. ○ I will continue to instruct the students to use the proper hand form, and slice the rectangle carrot into three or four strips. Then I will show them how to turn the carrots (all pieces) onto their side, stacking them on top of each other, and instruct them to slice again two or three times across, resulting in having several matchstick shaped carrots ready for cooking. ○ I will then instruct the students to move all finished carrot slices to a bowl, and set it aside for future use. 	<p>questions when feel lost or need clarification.</p>
<p>Informal Assessment</p>	<p>-When I am finished demonstrating how to correctly julienne style cut a carrot, I will inform students that they will be practicing this task on their own, in their kitchen units. I will remind them that their aprons need to be put on, their hair needs to be tied back, and their hands washed. I will tell them that each person has been provided one carrot to practice on that has already been placed in their units.</p> <p>-I will also remind and instruct them to use their peer grading sheets from yesterday's onion (Instructional Material 1.1). I will display this sheet on the document projector, showing what they should already have completed, and showing what specifically they need to have filled in for this task (a grade for julienned carrots and a peer signature). I will instruct the students that within each kitchen unit, have two students cutting their carrots at a time, and have the other two students observe and assess how their peers are doing on a scale of 1-3 following the rubric provided, and signing off in the box provided on their worksheet.</p> <p>-I will also be walking around the classroom and offering individual assistance when needed, encouraging students when doing well, and offering instructional scaffolding when they need further</p>	<p>Listen for specific kitchen instructions on what they need to know before they start, put aprons on, tie hair back, wash hands, wash carrots, peel carrots, and julienne cut carrots. Two students will be cutting at a time, the other two will peer grade. When they are finished, the students will switch so that all students will get a chance to practice and grade each other. Then they will take a seat and wait for further instruction.</p>

	<p>assistance. During these student-working times I will take the opportunity to seek out IEP students or struggling students, including my student who is an English Language Learner, making sure that he understood the task from the demonstration, and asking if he needs further instruction.</p>	
Practice Activity	<p>I will give the students a one minute warning of when I would like them to be seated and observing again, making it clear that they will be returning to their kitchens, so it need not be completely cleaned up. I will then demonstrate how to successfully complete the diagonal slice knife skill when cutting celery.</p> <ul style="list-style-type: none"> • I will remind them again that this knife skill also uses the same hand formations and routines (claw, how to hold the knife etc.). • I will tell them that each kitchen has been provided 2 stalks of celery, and make it clear that each student will cut ½ a stalk of celery. • I will then demonstrate that this technique involves washing the celery, cutting off the ends, turning the celery at an angle and rocking back and forth with the chef's knife to create a diagonal sliced celery stalk. • I will then show the finished product and explain that this is a simple way for celery to look nice and cook efficiently. 	<p>-Students will return to their tables after finishing their carrots.</p> <p>-Students will watch, listen, engage in conversation, and ask questions when necessary during the demonstration of celery cutting.</p> <p>-Draw a picture of what the celery cut is supposed to look like, and write any notes necessary to help remember how the cut is done.</p>
Informal Assessment	<p>-I will then instruct students to return to their kitchen units and complete the same process as the carrots except this time they will be practicing with celery. I will tell students to continue to use their compost bowl for excess vegetable that they don't need on their cutting boards. I will instruct them to once again use the rubric and table (showing the example on the document projector) to peer review their peers in the kitchen.</p> <p>-I will tell them that once they have finished with the cuts, put all vegetables into one big bowl, wrap and label them with your kitchen number and put it into the refrigerator.</p> <p>-Tell the students that they will receive a 2-minute warning for when they need to be all cleaned and seated.</p>	<p>-Students will return to their kitchens.</p> <p>-Two students at a time will practice the diagonal cut while the other two grade.</p> <p>-Students will then switch and the other two students will practice the skill while the others grade.</p> <p>-Students will wrap and label their vegetables and put them in the refrigerator.</p> <p>-Clean kitchen units/ work efficiently in the time provided, and have a seat when finished.</p>
Closure Assessment of Student Voice	<p>Have students give a thumb scale (up, middle, down) to how they felt about doing each cut. Which one was the easiest, which one was the hardest? Pay attention to their answers, and reflect on whether or not they feel they met the learning target.</p> <p>Ask students, "why should we carrot all?"</p> <ul style="list-style-type: none"> • Prompt students to come up with a few reasons why knife skills are important in cooking and discuss these as a class. <ul style="list-style-type: none"> ○ They should be able to come up with a few reasons: safety, evenness of cooking, aesthetically pleasing, efficiency in the kitchen. If any are not mentioned, tell them the other reasons. • Vegetables have a couple essential nutrients in them that we will be learning about more in depth later this week. Knowing what nutrients are provided in certain vegetables and being able to use them in our cooking efficiently will help us as future cooks! 	<p>-Give a thumb scale (up, middle, down) to how they felt about doing each cut. Answer which one was the easiest and which one was the hardest?</p> <p>-Engage in closing conversation about why knife skills are important.</p>

Lesson Outline: Lesson Two (70 minutes)

Candidate:		Field Supervisor:	
Date:	Grade: 9-12	Mentor:	

Lesson Part	Activity description/Teacher does	Students do
Formal/ Informal Assessment of Prior Learning or Pre-assessment (Sequence start)	<p>To informally assess prior learning, the students and I will discuss what we learned in the previous class, lesson one. I will ask specific table groups to provide an answer for several questions pertaining to lesson one.</p> <ul style="list-style-type: none"> What are the two types of knife skills we learned, what shapes were they? What do you need to remember about holding the knives? Why are these skills important to know and remember for the kitchen? <p>-Also ask if the students can recall any information about the essential nutrients, or nutrients in general. And begin lesson by recalling this information and getting conversation started.</p> <ul style="list-style-type: none"> What are some nutrients that you can think of? 	<p>Answer questions when called on, provide specific information on what to know when using knife skills and recall why they are important.</p> <p>-Begin discussion on essential nutrients by seeing what the students already know.</p>

Title	Lesson 2: Essential Nutrients	
Standard	9.5.3 Prepare food for presentation and assessment 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment. 14.2.4 Analyze sources of food and nutrition information.	
Central Focus (CF)	Students will be able to demonstrate knowledge of knife skills and why they are an asset when cooking, explain the significance of the six essential nutrients and their food sources, be able to cook stir fry, and be able to reflect on nutrients used in various recipes.	
Academic Language	Demonstrate (function), nutrients, knife skills, predict, stir fry	
Learning Target (LT)	Be able to explain the six essential nutrients and why they are essential for the human body. Be able to provide accurate examples of foods that offer the different nutrients we need, be able to successfully make stir-fry, and be able to predict which essential nutrients are found in stir-fry.	
Review Inquiry Instruction	<p>-Greet and welcome students to class. Have learning target, learning activities, and assignments to remember for the day posted for reference.</p> <p>I will begin class by discussing the prior learning mentioned above and start a discussion on essential nutrients by asking if students recall how many there are, and seeing if we, as a class, can name all six. I will then hand out the worksheet (2.1) and have students begin to fill it out with this information.</p> <p>I will then ask the students why they think the word “essential” is tagged to the beginning of these six specific nutrients? With some prompting from me, the students will be able to identify that if these nutrients are essential- we should aim to provide our bodies with all them every day. I will then tell them as well that they are essential because our bodies cannot produce them without getting them from a food source.</p> <p>Explain that the goal of this unit is to teach them all how to identify which foods contain which nutrients, so that you are</p>	<p>-Students will engage in discussion about previous knowledge.</p> <p>-Students will participate in classroom discussion and collaborate with table groups to come up with which part of the sandwich provides which essential nutrient.</p> <p>-Discuss as a class other sources of food that provide each specific essential nutrient.</p>

	<p>more aware of what you eat- and can know what nutrients you are receiving during all of your meals. I will then show a picture of a sandwich, on the worksheet that the students will also have (Instructional Material 2.1), and inform the students that this sandwich has every essential nutrient you need.</p> <ul style="list-style-type: none"> • Ask the students if they can identify which parts of the sandwich contain which nutrients. • Go through each nutrient one at a time and ask one table to collaborate and come up with what they think the answer is. • Go over each nutrient one at a time and continue instruction by defining the nutrient and giving other examples of food from that nutrient category. <ul style="list-style-type: none"> ○ Carbohydrates: (the bread of the sandwich). Explain that they provide energy, complex ones provide slow and steady energy (ex. whole grains (fiber), vegetables), and simple carbs provide short spurts of quick energy because they are broken down very easily by the body (ex. Refined sugars, candy, white flour, soda, cereal, fruits) ○ Protein: (the turkey in the sandwich). The body's building blocks- provides growth and healing after injury. (ex. legumes, meat, poultry etc.) ○ Fats: (the cheese in the sandwich). Supply the body with most concentrated source of energy. <ul style="list-style-type: none"> ▪ Monounsaturated: olive oil, sunflower oil, canola oil, avocado, nuts. ▪ Polyunsaturated fats: soybean oil, safflower oil, walnuts, seeds, fish, tofu. ▪ Bad fats: trans fats: commercially baked goods, margarine, shortening, fried foods, candy bars. Saturated fats: high fat cuts of meat, whole fat dairy products, butter, cheese, and ice cream. ○ Vitamins: (the pickles in the sandwich). Helps the body perform specific functions: fruits, vegetables. ○ Minerals: (the tomatoes in the sandwich) Become part of the body's bones, tissues, and fluids. They are used in minute amounts only. Ex. vegetables, fish. ○ Water: fruits and vegetables, and water. 	
<p style="text-align: center;">Informal Assessment</p>	<p>Give student a quick verbal quiz by having each table name a food source of a specific nutrient.</p>	<p>Give one food example per table of a nutrient that I assign.</p>
<p>Practice Activity Support</p>	<p>Transition into cooking time: I will hand out stir-fry recipes, and have the students read the recipe out loud to their table. -I will show students that I already have rice cooking. Tell them that I am making brown rice, but because it takes longer to cook, but they will be making jasmine rice. I will tell them that I added ½ cup of rice and 1 cup of water to a sauce- pan, and brought it to a boil, and when it came to a boil, I turned the heat to low, and</p>	<p>-Tie hair back, wash hands, put aprons on. -Go to kitchens and make rice. -Return to seats to watch demonstration.</p>

	<p>have been letting it simmer. I will then instruct them that I would like them to go to their kitchens and do the same- I will give them a time limit of 5 minutes.</p>	
Informal Assessment	<p>When seated, ask if all kitchens got their rice cooking and on low heat/simmering?</p>	<p>Be able to say that every kitchen successfully started cooking the rice.</p>
Practice Activity Support	<p>When students are seated, start demonstrating how to cook the stir-fry.</p> <p>-Start with vegetables because they will take the longest to cook. "You each have a large skillet like mine in your units. When you go back, take those out, measure oil and put it in the pan, heat it to medium at the highest, because we do not want your oil to burn. Then, start cooking your vegetables that you chopped yesterday. (Stir-fry them until they are crisp-tender)."</p> <p>-Instruct students to then practice the chiffonade cut of the cabbage. We are doing this knife skill last, because it will take the least amount of time to cook. Demonstrate the cut; explain that each of them needs to try this cut with one leaf of cabbage. They should bring their sheets from yesterday (Instruction Material 1.1) into the kitchens with them, practice individually, and be graded by their peers just like yesterday. Instruct them to give each other a grade, and add the cabbage to the vegetables that are being stir-fried.</p> <p>-While the vegetables are cooking, tell them that another person in their group will be in charge of the tofu.</p> <ul style="list-style-type: none"> • Demonstrate that each kitchen will get a certain amount (already in your unit) and you will use your knife skills to cut the tofu into ½ in. cubes. Once those are ready to go, add the tofu to the vegetables and continue stir-frying them. <p>-While the tofu is cooking, have other students be prepared to start making the sauce. Explain that all they need is measuring utensils and a small bowl. Demonstrate measuring all of the ingredients needed, stir it all together and set it aside. (Also demonstrate grating the ginger. Explain that students will come up to the demo table, grate just a tsp. or so, and add it to their sauce.</p> <p>-Tell them that once sauce is made, they can push their vegetables (demonstrate how to do this) to the sides of the pan, and add sauce to the middle. Stir it around for about 30 seconds and let it heat up and thicken, then stir all ingredients together in the skillet and coat it with the sauce.</p> <p>-Tell students that they can then plate their rice and stir-fry, go back to their tables, and eat it. Then I will allow them time to clean up at the end of class.</p> <p>-Clarify any questions the students may have about the demonstration.</p> <p>-Repeat the order of how to complete the lab: Have the "master-chef of the week" of each kitchen group delegate responsibilities for the group, and write the responsibilities of each person on their recipes. Remind them that they need to:</p> <ul style="list-style-type: none"> • Heat pan, add oil, and stir fry vegetables. • Practice chiffonade cuts, peer grade, and add to the stir- 	<p>-Watch and listen carefully when I am giving the demonstration.</p> <p>-Ask any questions they may have in order to complete the lab successfully.</p>

	<p>fry.</p> <ul style="list-style-type: none"> • Cut tofu and add to the stir-fry. • Make sauce and add to the stir-fry. • Check on rice when class timer goes off and turn the heat off, let sit until ready to eat. • Plate and Eat 	
Informal Assessment	-Dismiss students by table group to their kitchen units when they have a plan written on their recipe of who is going to do what.	Have "master-chef of the week" delegate responsibilities to the rest of the group and write down what the plan is.
Practice Activity	<p>-Have students start cooking their stir-fry the same way that I demonstrated how to do it.</p> <p>-I will watch and help during this time, going through the kitchen units and offering assistance when needed.</p> <p>-Eat stir fry</p> <p>-Clean up/ work on kitchen tasks</p>	<p>-Work on assigned tasks and work efficiently together.</p> <p>-Cook stir-fry, plate stir-fry, return to tables, eat and evaluate with others in conversation.</p> <p>-Clean up/ kitchen tasks.</p>
Closure Assessment of Student Voice	<p>Lead a quick discussion:</p> <ul style="list-style-type: none"> • How does your stir-fry taste? What are the 6 essential nutrients? What do you think your stir-fry provides in terms of nutrients? (Mention that we will discuss this first thing tomorrow). 	-Talk about how their stir-fry tastes, if they felt successful in making the stir-fry, recall their understanding of what the six essential nutrients are, and predict the nutrients they are eating in their stir-fry.

Lesson Outline: Lesson Three (50 minutes)

Candidate:	Field Supervisor:
Date:	Grade: 9-12
	Mentor:

Lesson Part	Activity description/Teacher does	Students do
Formal/ Informal Assessment of Prior Learning or Pre-assessment <i>(Sequence start)</i>	<p>-Name the six essential nutrients (Call on specific tables to provide one nutrient)</p> <p>-Have students provide one example of a food that provides each nutrient (call on specific tables to provide one example each)</p>	-Collaborate with table partners, provide verbal confirmation that they know all six essential nutrients and can name food examples of each.

Title	Lesson 3: Essential Nutrients- Review and Assessment
Standard	<p>9.3.2 Analyze nutritional data</p> <p>14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.</p> <p>CCSS.ELA-LITERACY.W.9-10.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Central Focus (CF)	Students will be able to demonstrate knowledge of knife skills and why they are an asset when cooking, explain the significance of the six essential nutrients and their food sources, be able to cook stir fry, and be able to reflect on nutrients used in various recipes.

Academic Language	Demonstrate (function), nutrients, knife skills, analyze, stir fry	
Learning Target (LT)	Be able to explain the six essential nutrients and why they are essential for the human body. Analyze stir-fry recipe and correctly identify the nutrients that come from it, and be able to apply this knowledge in other recipes.	
Preview Instruction Inquiry Review	<p>Greet and welcome student to class. Begin with informal discussion of this week's previous learning.</p> <ul style="list-style-type: none"> • Name all six essential nutrients • Name one example of food that provide each nutrient (call on table groups to provide one) <p>-Have students look at stir-fry recipe as a class (have it projected and hand back class copy- one per table). -As a table group, make predictions about each ingredient and what nutrient they offer. -As a class, go through each ingredient one by one, have students guess what nutrients they think come from that ingredient, look at the nutrition facts for that specific ingredient by either showing the product label or the nutrition facts, and determine what the main nutrient is that a specific ingredient contains.</p> <ul style="list-style-type: none"> • Rice: show brown rice that I made, and jasmine rice that they made. Discuss the differences- simple carbohydrate vs. complex carbohydrate. Determine the main nutrient that comes from rice. (carbohydrate: write down on recipe). • Vegetables: (vitamins and minerals: write down on recipe). <ul style="list-style-type: none"> ○ Carrots: vitamins, minerals ○ Celery: water, vitamins, minerals ○ Onions: vitamins, minerals ○ Cabbage: vitamins, minerals • Tofu: fat, vitamins, minerals, protein (write down on recipe). • Sauce: <ul style="list-style-type: none"> ○ Chicken broth: water (write on recipe) ○ Corn starch: carbohydrate ○ Soy Sauce: carbohydrate ○ Rice Vinegar: carbohydrate ○ Sesame Oil: Fat (write on recipe) ○ Sugar: carbohydrate ○ Garlic: vitamin, mineral ○ Ginger: vitamin, mineral • Look at all the nutrients written on recipe, count and total them to six. 	<p>-Name the six essential nutrients and examples of food that provide each of the six nutrients. -Look at stir-fry recipe, go through each ingredient one by one and give an educated guess, as a table group, as to which nutrients are offered from that ingredient. -Listen and observe the actual nutrition information provided from each ingredient in the stir-fry. -Participate in class discussion.</p>
Informal Assessment	<p>When the entire stir-fry recipe has been evaluated and we have determined every nutrient that each ingredient provides, have students say whether or not their prediction from yesterday was correct. Does this stir-fry recipe in fact contain all the essential nutrients?</p> <p>Students should be able to determine that the stir-fry recipe they used does in fact provide all the essential nutrients.</p>	

Practice Activity Support	<p>-Tell students that being in this classroom has some benefits like having several cookbooks on hand all the time.</p> <p>-Instruct the students to each grab a cookbook from around the room, remember where they got it from, and sit back down.</p> <p>-Give students a few minutes to look through the dinner sections or other sections of their cookbook and select a recipe that looks appealing to them and might be something that they would want to eat. Ask them to find a recipe that has at least 10 ingredients. (This will provide the students an opportunity to stand up and take a break from thinking, and will also encourage them to do well on the assessment because they are involved in the learning process, and chose which recipe they want to evaluate).</p>	<p>-Students will walk around the room and find a cookbook to use for this activity.</p> <p>-Select a recipe that has at least 10 ingredients, that looks appealing to them, and wait for further instruction.</p>
Informal Assessment	<p>-Ask students if the recipe they selected has more 10 or more ingredients?</p>	<p>-Answer whether or not their recipe has 10 ingredients. Select a different recipe if it is not a sufficient amount of ingredients.</p>
Closure Assessment of Student Voice	<p>Ask students if they feel confident in knowing the essential nutrients and what foods provide them. Show on a hand scale, and hear some opinions. Then tell them that I would like to see their confidence portrayed through this assessment.</p>	<p>-Share opinion and hand scale on how the students feel about their confidence level of essential nutrients and what foods provide them.</p>

Formal Assessment or Post-assessment <i>(Sequence end)</i>	<p>-Hand out Essential Nutrients Assessment paper and have students work individually with the recipe they chose on determining which nutrients are provided.</p> <p>-Answer sheet will contain space for students to write:</p> <ul style="list-style-type: none"> • How many essential nutrients are there? • What makes essential nutrients essential? • Cookbook used and page number • Name of recipe • 10 slots for ingredients used in the recipe with space to write which nutrient/s they think that ingredient provides. • Overall question- does this recipe contain all of the six essential nutrients? <ul style="list-style-type: none"> ○ If yes, explain how by using support from the recipe. ○ If not, which is missing? What could you add to this recipe to make it contain all of the essential nutrients? • The four knife cuts that we practiced this week and their corresponding vegetables. • A spot for them to rate their understanding of this week's topics on a scale of 1-5. • A place for them to write what they think they did well with this week, and what they need work on. 	<p>Working with their individual recipe from the cookbook they chose, have students analyze their recipe by providing details on what the ingredients are and what nutrients are provided from them. Answer whether or not his or her recipe has every essential nutrient and support answer with evidence. If not, what could they add to make it provide all essential nutrients.</p>
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