



TITLE \_\_\_\_\_

*Kitchen*

EST. TIME \_\_\_\_\_ SEASON  F  W  SP  S TYPE COOKING CONCEPT GRADE \_\_\_\_\_ LESSON # \_\_\_\_\_

SUBMITTED BY:

Name \_\_\_\_\_ Email \_\_\_\_\_

School \_\_\_\_\_



**ESSENTIAL QUESTION(S)**

Insert here the big-picture, conceptual question the students will be exploring and working toward answering in this lesson.



**MATERIALS**

- Insert here
- Recipe
  - Handouts / Visual Aids
  - Tableware
  - Cleaning tools
  - Other \_\_\_\_\_



**VOCABULARY**

Insert here new words to define before the lesson (for the teacher/student).



**ASSESSMENT**

- Insert here tools to assess student learning and development of life skills
- Observational Checklist
  - Student Journals

## PREPARATION

(INSERT ESTIMATED TIME \_\_\_\_\_)

Insert here the steps you will need to take to prepare for the lesson.

## TEACHER BACKGROUND

Insert here any major concepts you need to know to teach this lesson effectively.

## LESSON DESCRIPTION

Insert here a 1-2 sentence overview of the lesson, describing what students will do.

## LEARNING OBJECTIVES

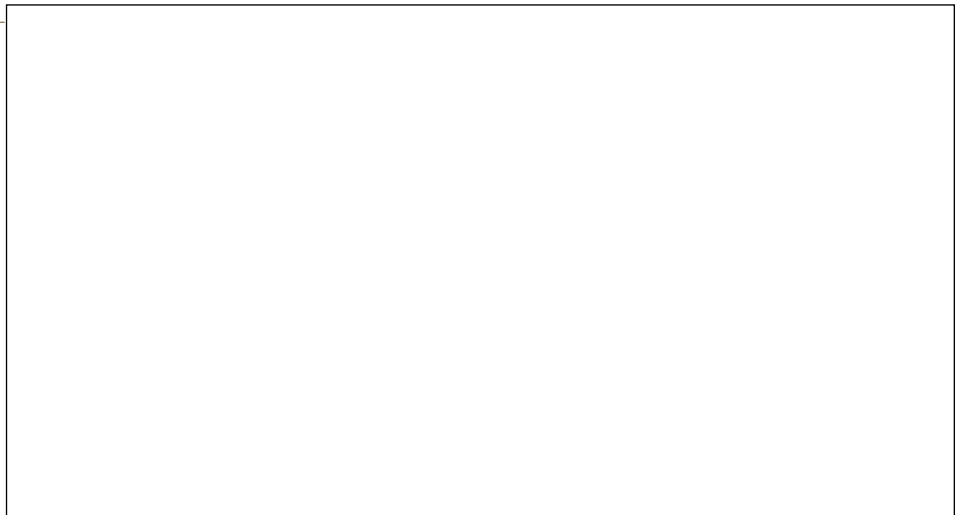
Insert here the learning objectives from the Scope and Sequence that are addressed in this lesson, making sure to include:

- Content Learning Objectives
- Life Skills Learning Objectives



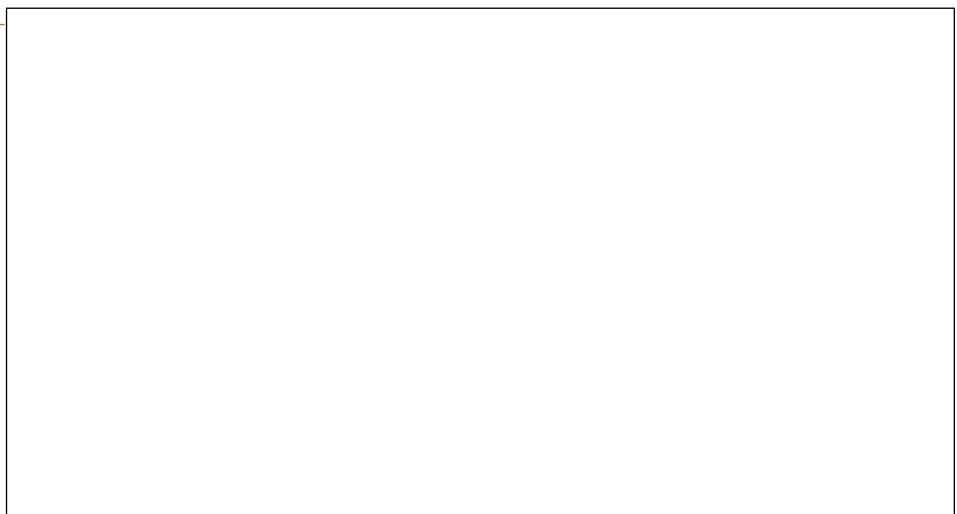
## ACADEMIC STANDARD CONNECTIONS

Insert here connections to Academic Content Standards from the Scope and Sequence, as well as any relevant state standards for English Language Arts, Social Studies, Math, Science, Art, etc.



## HEALTH STANDARD CONNECTIONS

Insert here connections to the Health Standards from the Scope and Sequence, as well as any state health standards.



## IGNITE INTEREST *engage*

(INSERT ESTIMATED TIME\_\_\_)

Insert here a “hook,” or an opening activity you will use to engage students with the essential question driving this lesson, connect to their prior knowledge on the subject, and inspire in them a thirst to learn more.

## STIR DISCOVERIES *explore*

(INSERT ESTIMATED TIME\_\_\_)

Insert here an opportunity that you will provide students to explore physical materials and/or open-ended questions related to the lesson topic. Ensure time for students to make discoveries and raise questions.

## CLARIFY NEW IDEAS *explain*

(INSERT ESTIMATED TIME\_\_\_)

Insert here the steps for leading a discussion and introducing new information to students once they are fully engaged with the topic and have questions and discoveries to share. When introducing new, important vocabulary to students, write the terms in CAPITALS and define them.



## WATCH IT RISE *elaborate*

(INSERT ESTIMATED TIME \_\_\_)

Insert here an opportunity for students to apply their new learning in a meaningful, real-world context, and an opportunity for you to evaluate how well they have achieved the learning outcomes. Use the Observational Checklist while they are working to assess students' development of Personal and Community Life Skills.

## REFLECT *evaluate*

(INSERT ESTIMATED TIME \_\_\_)

Insert here guiding questions you will use to engage your students in a reflective discussion about what they've learned, and also about collaboration, communication, or other Community Life Skills they practiced.

## CONNECTIONS TO GARDEN LESSONS

Insert here opportunities to connect with specific garden lessons from the Scope and Sequence or general ideas for connecting with the garden.

## POSSIBLE EXTENSIONS

Insert here possible lesson extensions from the Scope and Sequence for the classroom, cafeteria or community; BAM! Box connections; or any other ideas for extensions.

## ADDITIONAL RESOURCES

List here any additional, relevant resources that might be useful for teaching this lesson, such as links to visual aids or other, published lesson plans.

## OTHER COMMENTS

List here any additional comments.

Please complete form and email to [programs@emeril.org](mailto:programs@emeril.org)

*See cooking concept lesson plans in Instruction section for examples of how to develop each of the lesson plan key elements outlined in this template.*