



LESSON TITLE

Kitchen

EST. TIME ____ SEASON F W SP S TYPE COOKING 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.

Abc 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



LESSON MATERIAL LIST

Materials for Lesson Introduction

Insert materials for lesson introduction making sure to include recipes, handouts and visual aids needed for the lesson.

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Equipment

Insert equipment needed for the lesson (listed in recipe)

<i>For Each Group of 10</i>	<i>For Whole Class</i>

Ingredients

Insert food ingredients needed for the lesson making sure to include a list of items that may be found in the garden.

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Materials for Enjoying the Food

Insert materials needed for enjoying the food.

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Materials for Cleaning Up

Insert materials needed for cleaning up.

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PREPARATION

(INSERT ESTIMATED TIME ___)

Insert here the steps you will need to take to prepare for the lesson, organized into the following sub-categories:

- Set up for the lesson introduction
- Set up for cooking, including specific steps for preparing different stations when relevant
- Set up for enjoying the food
- Set up for clean-up

TEACHER BACKGROUND

Insert here 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 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 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.

PREPARE TO COOK

(INSERT ESTIMATED TIME ___)

Insert here steps the students will need to take to prepare to cook, such as: tie hair back, wash hands, put on aprons (if relevant) and take their seats.

RECIPE INTRODUCTION

(INSERT ESTIMATED TIME ___)

Insert here a “hook,” or an opening activity you’ll use to engage students with the essential question driving this lesson, connect to their prior knowledge, and inspire excitement for what’s ahead.

REVIEW FAMILIAR SKILLS

(INSERT ESTIMATED TIME ___)

Insert here steps for reviewing any skills relevant to this recipe that students already know. Always include washing hands and other safety measures in addition to anything else relevant to the particular recipe.

DEMONSTRATE NEW TOOLS AND SKILLS

(INSERT ESTIMATED TIME ___)

Insert here steps for introducing any new tools and demonstrating any new skills students will be using in this recipe. For each new tool or skill, include steps for physically demonstrating proper technique in a place where every student can see you. When including new vocabulary, write the term in CAPITALS and define it here.

DIVVY UP TASKS

(INSERT ESTIMATED TIME ___)

Insert here steps for explaining who will complete each task. Divide tasks in such a way that every student can contribute actively to the recipe for the entire time allotted. This may involve assigning different tasks to different groups of students; explaining a rotation through various cooking stations; working assembly-line style; or the like.



COOK

(INSERT ESTIMATED TIME ___)

Insert here steps for keeping every student actively engaged in the cooking activity. Include ideas for “early finishers” in order to keep everyone involved the entire time.

Remember to use the Cooking and Cleaning Observational Checklist to assess student mastery of cooking skills.

ENJOY!

(INSERT ESTIMATED TIME ___)

Insert here steps for sharing the final product with all students and enjoying it together. When time is short, Enjoy and Reflect can happen simultaneously.



CLEAN UP

(INSERT ESTIMATED TIME ___)

Insert here a process for actively engaging every student in the clean-up process by dividing up tasks and/or assigning each group a particular station to clean up. Use the Observational Checklist to assess students’ mastery of cleaning skills.

REFLECT

(INSERT ESTIMATED TIME ____)

Insert here guiding questions to engage students in a reflective discussion about their experience with cooking and enjoying a new food. Focus questions on what they've learned and other Life Skills they practiced such as collaboration and communication.

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, community, or 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

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