**Lesson Cycle (Gradual Release of Responsibility)**

**Lesson Title/Topic:** Chef – Create S’more’s pops

**Standards:** E. Work habits: 1. Work independently

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| **Lesson Objectives:** The student will create a recipe working independently utilizing an authentic assessment showing 90% accuracy. | **Assessment:** Authentic assessment. |
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**Materials:** graham crackers, marshmallows, chocolate, straws, small containers, small bowls, baggies, napkins, table cloth, hand sanitizer, chef’s hat and apron, recipe cards, pictured steps, placemats.

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| **The teacher will:** | **The student will:** |
| **Focus:**<https://www.youtube.com/watch?v=sTbc2NeErnU>Have the ‘Campfire Song’ playing as the kids walk into the classroom.The dry erase board will read “S’mores” along with ingredients and pictures of each.Be dressed in chef’s hat and apron. Ask them to take a minute and think about what career they think they will learn about today? Call on random students till chef is chosen. | Listen to ‘Camp Fire Song.’ Sing along.At end of activity, create pairs. Have them look at ingredients visually (pictured on board and physically in front of them) and written on the board. Point at each ingredient, say the words together and discuss it. (If necessary, use bilingual dictionary). Repeat 3 times. Encourage them to look and listen to other pairs during the process. |
| **Teacher Input (I Do): What is a chef?**They oversee daily food preparation.Median wage: $46K / $22.09 per hour (range $25k -$78K)Training: work experience, apprenticeship (2,000 hours/2 years), community college, technical school, culinary arts school or 4 year college.Projected growth increasing 10% a year.Types of chefs: executive, sous chef, private householdDifferent from short order cooks, line cooksBasic Qualifications: 17yrs old, high school diplomaCertifications: not necessary but helpful (pastries, nutrition, management, health and safety). | Listen. Watch what the teacher is doing.Prepare to participate. |
| **Guided Practice (We Do):**Give them 1 minute to go to prep table and look at ingredients. Go back to seats. Give 3 minutes to come up with a recipe using measuring spoon measurements. Give them 5 minutes to go to prep table and create their recipe. Observe. Listening to assess students understanding. Facilitating the ‘you try it’ process. Differentiation: For high level learners, have them research (using phone or chrome book) and find a recipe using at least 3 of the ingredients on the prep table in addition to completing the guided practice. Have them create a video showing the process/steps of recipe. | Listen. Actively participate in activity. Create recipe using recipe card. Demonstrates the process independently through authentic assessment.Provide extended time to complete activities. Check in frequently to read their comfort levels and to check for understanding. Provide an audio of the steps. Use pictured steps. |
| **Independent Practice (You Do):**Use Kagan structure Hands up, stand up, pair up. Move around the classroom. Observing individual demonstrations. Asking and answering questions. Praising or redirecting students.For low level learners, at a group table have them read the steps quietly (use pictured steps) to you one at a time and complete the step when they feel confident to do so. Have the vocabulary objectives on board with picture examples to reinforce content. For the mid-level learners, ask them to expand on their learning by finding the same recipe that can be made in different ways. For the high level learners, ask them to find several ‘finger food’ recipes. Write a short essay on the back explaining how to make them and which in their opinion would be their favorite one and why? | Demonstrates the process completing the recipe process one at a time independently through authentic assessment. Student relies on notes, recollection and observation. Ask questions for clarification. Students then complete the recipe process one at a time showing partner. Explaining ingredient selection. Asking and responding to questions of partner. Checking to see if each other understand the process. |
| **Closure:** Use Kagan structure: timed, pair, share to partner up students and have them share what they used in their recipes, what they liked best about their recipes, what they would do differently next time. | Pair up. Communicate with partner. Listening.  |

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| ***Bloom’s Level(s)*** Application | ***Technology Integration*** YouTube videos, audio version of steps, creation of video recipe and research using phones/chrome book. |
| ***Extension:*** Have students research the top chefs in the world. Using recipes that 4 of the ingredients are known for, create a menu for a 4 course meal. Explain in a short essay: the chefs you have chosen, why you chose them and why you selected these recipes. | ***Reteach:*** Present a cookbook of Anthony Bourdain’s, a well-known chef, explain the schooling he received, his salary and how he advanced through the ranks to be known as one of the top chef’s in the world and how he branched out into television. |

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| **Accommodations / Modifications:**Dyslexia & Anxiety disorder:Provide extended time to complete activities.Check in frequently to read their comfort levels and to check for understanding. Provide an audio of the steps to use during the guided and independent practices.Allow students to sit in predesignated chairs (their comfort zones) with designated buddies for lesson. They will work on assignment in pairs with buddy separate from the classDO NOT call on those students to read aloud. |  **References:** <https://www.youtube.com/watch?v=sTbc2NeErnU>Sponge Bob Campfire Song video<https://www.youtube.com/watch?v=wVz0YZPVSVw>Chefs and Head Cooks Job DescriptionBureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Chefs and Head Cooks, on the Internet at <https://www.bls.gov/ooh/food-preparation-and-serving/chefs-and-head-cooks.htm> (visited *October 20, 2018*). |