Standards-Based Lesson Plan

Use this from for creating your daily lesson plans. Move from field to field with either the mouse or the tab key.

 **Exploratory Course x Introduction Course Concentration Course Capstone Course**

**Home Economics Careers and Technology Subject Matter: Knife Skills**

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| **Lesson Title and Duration** |  |
| **Learner Outcomes /****Objectives** (Write on the board so students and visitors are aware of student learning outcome) | The students will learn proper and safe handling of knives when preparing food. |
| **Standards** (the California State Standards addressed in this lesson)**California State Standards for Career Technical Education http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf** | HTR 10.7 Food Prep and Meal Management FN 23.11 Define and demonstrate food prep techniques and skills… |
| **Materials****Needed**  | Knife blocks, cutting boards, handouts, DVD Knife Knowledge 101: Making the Cut (Learning Seed)Knife Skills: Vegetable Cuts (The Food and Beverage Institute – CIA) |
| Differentiated Learning Needs | Personal help with the teacher |
| **Anticipatory Set –** activities that help focus students on the lesson of the day (the “hook”) | Write about a kitchen knife accident that you were personally involved in, or that you saw or heard about. Table share stories. Have students pick “best” story from table and read to class. |
| **Teaching the Lesson*** **Modeling –** how will you demonstrate the skill or competency?
* **Instructional Strategies –** how will you deliver the lesson?
* **Check for Understanding –** how will you ensure the skill or competency is understood by the students?
 | 1. Day 1- Show (LS)DVD- students take notes & handout
2. Day 2- Complete video- handout
3. Day 3- Student practice of knife hold, and rocking motion \*students will always work with a partner who will help monitor their practice skills for the day
4. Day 4- Practice Lab- Review knife hold, rocking motion, Teach and practice guiding hand, sharpening steel \*
5. Day 5- Show Knife Skills:Vegetable cuts (notes on types of cuts)
6. Day 6-Demo carrot and cucumber cutting, rondelles. Student practice- carrot and cucumber \*
7. Day 7- Demo Jicima. Student practice \*
8. Day 8- Demo cheese , medium dice- student practice \*
9. Day 9-Arrange and eat all veggie and cheese cuts with ranch dip, lemon and Tajin
10. Day 10-Quiz on parts of knife, knife holds, guiding hand
11. Day 11- Demo julienne potatoes and carrots (fry in olive oil)
12. Day 12- Student practice-julienne potatoes and carrots, fry and eat \*
13. Day 13-15 – Chicken vegetable soup recipe. Students will use their knife skills in cutting vegetables for their soup.
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| Differentiated Learning Needs | Work side by side with special needs students |
| **Guided Practice /****Monitoring –** an activity directly supervised by the instructor that allows students to demonstrate grasp of new learning. Instructor moves around the room determining the level of mastery and providing individual remediation as needed. | Lab and Practice timesStudents actively cutting, using proper hand holds and knife holds.Students as well as teacher monitor hand hold and knife hold. |
| Differentiated Learning Needs | Special needs cannot work without teacher. Teacher will work side by side with special needs students |
| **Closure –** Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned. | Correct knife handling and hand holds can reduce cuts dramatically.Focus eyes on at all times on knife and board and hand placement. |
| **Independent** **Practice –** a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment. | Extra credit labs offered for students to continue their knife cutting skills at home.Knife skills check list given with EC lab papers. Students must take pictures of their cutting skills at home. |
| Differentiated Learning Needs |       |
| **Summarize,** **Evaluate & Reflect –** after teaching the lesson, ask students to reflect on their learning. Instructors can also reflect on the lesson, its success, and how it can be improved. | Have students explain why it is important to know the parts of a knife, why it is important to know how to use a knife properly, and why it is important to have precise cuts in a finished product. |

**Chicken and Vegetable Soup Recipe**

8 cups of water

4 tsp. chicken or vegetable bouillon

1 chicken breast (or any other chicken piece)

Aromatic vegetables of your choice

\*\_\_\_onion, \*\_\_\_garlic, \*\_\_\_stalks of celery, \*\_\_\_green pepper

Other veggies of your choice (3-4choices)

Spices of your choice

Starchy food of your choice (rice, pasta, beans, lentils…)

1. Pour the 8 cups of water into a large stock pot (or soup pot).
2. Add the chicken bouillon to the water.
3. Add the chicken breast to the water.
4. Turn heat on high and bring the water to a boil.
5. As soon as the water boils, turn down the heat to low and simmer for about 45 minutes (until the end of the period).
6. While the chicken is boiling or simmering in the pot, get the aromatic vegetables only, wash them, cut them into bite sized pieces with a sharp knife and cutting board.
7. Put the washed and chopped aromatic vegetables into a skillet with 1 – 2 Tbsp. oil and sauté them until they are translucent (not brown).
8. After the aromatic vegetables are sautéd, immediately place them into the stockpot with the simmering chicken and broth.
9. Get the rest of your vegetables and clean them, chop them into bite-sized pieces and leave them in a big bowl on the counter.
10. Measure the spices that your kitchen chose. Place into large bowl of veggies on the counter.
11. Measure the starchy food that your kitchen chose. Place into large bowl of veggies on the counter.
12. Check the chicken at the 5 minute bell by cutting into the thickest part of the chicken. The inside of the chicken should be white – no pink!
13. When chicken is white, turn OFF heat, move soup pot to a cool burner on your stove, add the other veggies, herbs, and starchy food to pot. Leave the lid OFF.
14. Label lid with a piece of tape with your kitchen and period.