

# DAILY LESSON PLAN

<b>INSTRUCTOR</b> HECT Instructor	<b>DATE</b> 
<b>COURSE TITLE</b> CAP-3	<b>LESSON NUMBER</b> Day # 1
<b>UNIT</b> Poultry fabrication. Stock production	<b>SPECIFIC TOPIC</b> Chicken fabrication. Stock production.
<b>INSTRUCTIONAL GOAL</b> (outcome that students should be able to demonstrate upon completion of the entire unit) <ul style="list-style-type: none"> <li>• <b>Familiar with the different steps of poultry fabrication</b></li> <li>• <b>Define a stock.</b></li> <li>• <b>Identify the necessary ingredients to produce white and brown stock.</b></li> <li>• <b>Evaluate a good stock and a well-fabricated chicken.</b></li> </ul>	
<b>PERFORMANCE OBJECTIVE</b> (use an action verb in a description of a measurable outcome) <ul style="list-style-type: none"> <li>• <b>Perform and demonstrate basic foundation of stock making.</b></li> <li>• <b>Demonstrate poultry fabrication in a sanitary environment.</b></li> </ul>	
<b>RATIONALE</b> (brief justification -- why you feel the students need to learn this topic) <ul style="list-style-type: none"> <li>• <b>Stock making is the base for many soups and sauces. It is an important part of Culinary Arts training. After demonstrating good chicken fabrication techniques, the students will be able to fabricate any animals from the poultry family.</b></li> </ul>	
<b>LESSON CONTENT</b> (what is to be taught) <ul style="list-style-type: none"> <li>• <b>White and brown stock making/Simmering vs. boiling.</b></li> <li>• <b>Chicken fabrication.</b></li> </ul>	
<b>INSTRUCTIONAL PROCEDURES</b> <ol style="list-style-type: none"> <li>a. Focusing event – <b>Question on the board: List the basic Ingredients to produce a white stock.</b></li> <li>b. Teaching procedures <b>Discussion mixed with questions.</b> <b>Demo chicken fabrication</b> <b>Practical application lab</b></li> <li>c. Formative check <b>Q &amp; A</b> <b>Tasting product throughout lab time.</b></li> <li>d. Student Participation <b>Direct questioning.</b> <b>Kitchen production (hands on).</b></li> <li>e. Closure <b>New skills</b> <b>Muddy points?</b> <b>What did you learn today?</b> <b>Tomorrow's Chef of the day have class play hangman regarding the next day's subject.</b></li> </ol>	
<b>EVALUATION PROCEDURES</b> <ul style="list-style-type: none"> <li>• <b>Quiz</b></li> <li>• <b>Have students evaluate other group's food and critique the final product.</b></li> </ul>	
<b>MATERIALS AND AIDS</b> <ul style="list-style-type: none"> <li>• <b>Food</b></li> <li>• <b>Lab grading sheet.</b></li> <li>• <b>Kitchen equipment.</b></li> <li>• <b>White board.</b></li> <li>• <b>Markers/Brush.</b></li> </ul>	

## Mise en Place Day One

### 1. Set up kitchen

- Cutting board
- ½ Hotel pan (trash/food container)
- Sanitation bucket
- Ice (chicken fabrication)
- Knives (Chef, boning, paring)

### 2. Chicken fabrication

- 1 airline breast (frenched)
- 1 skinless boneless
- 2 thighs
- 2 legs (frenched)
- Carcass ready for stock production

### 3. Stock production

- Mirepoix (50% onions, 25% carrots, 25% celery)
- Sachet (Dry thyme, peppercorn, clove, parsley stems)
- Bones (Blanched or not)

## Chicken Fabrication

(Notes)

## **White Chicken Stock** **(1 quart)**

- 2 lb. Chicken bones (From fabrication)
  - 4 oz. Mirepoix
  - ½ each Head of garlic
  - 2 qu. Water
- Sachet**
- 1 each Bay leaf
  - 1 tsp. Dry thyme
  - 10 each Peppercorn
  - 3 each Parsley stems
  - 1 each Clove

Blanch bones (optional)

Mix together: Bones, mirepoix, sachet and cold water

Bring to boil, turn to simmer and let cook slowly while skimming for 3 to 4 hours.

Strain and cool (vented) rapidly

## DAILY LESSON PLAN

<b>INSTRUCTOR</b> HECT Instructor	<b>DATE</b>
<b>COURSE TITLE</b> CAP-3	<b>LESSON NUMBER</b> Day # 2
<b>UNIT</b> Sauces	<b>SPECIFIC TOPIC</b> Velouté, Hollandaise. Blanching Green Vegetables.
<b>INSTRUCTIONAL GOAL</b> (outcome that students should be able to demonstrate upon completion of the entire unit) <ul style="list-style-type: none"> <li>Define and describe the role of a sauce.</li> <li>Define Velouté and Hollandaise.</li> <li>Identify the key ingredients to make Velouté and Hollandaise.</li> <li>Identify how to blanch green vegetables</li> <li>Demonstrate proper sauce techniques.</li> <li>Evaluate the right consistency, flavor and seasoning of Velouté and Hollandaise.</li> <li>Determine the right degree of doneness of blanched green vegetables.</li> <li>Demonstrate good and safe knife techniques.</li> </ul>	
<b>PERFORMANCE OBJECTIVE</b> (use an action verb in a description of a measurable outcome) <ul style="list-style-type: none"> <li>Prepare Velouté and Hollandaise using proper techniques.</li> <li>Demonstrate the blanching of green vegetables.</li> </ul>	
<b>RATIONALE</b> (brief justification -- why you feel the students need to learn this topic) <ul style="list-style-type: none"> <li>Basic fundamental sauce techniques will be used by the students while completing school and in their carriers.</li> <li>Sauce making is a very important skill; it will enhance, give moisture and visual appeal to any cooked proteins, vegetables or desert.</li> </ul>	
<b>LESSON CONTENT</b> (what is to be taught) <ul style="list-style-type: none"> <li>Velouté/Hollandaise</li> <li>Blanching green vegetables</li> <li>Knife drill cuts.</li> </ul>	
<b>INSTRUCTIONAL PROCEDURES</b> <ol style="list-style-type: none"> <li>f. Focusing event – <b>Question on the board: How can you use a Velouté?</b></li> <li>g. Teaching procedures <b>Discussion mixed with questions.</b> <b>Practical application lab.</b> <b>Demo of sautéed chicken breast with pan sauce.</b></li> <li>h. Formative check <b>Q &amp; A</b> <b>Tasting product throughout lab time.</b></li> <li>i. Student Participation <b>Direct questioning.</b> <b>Kitchen production (hands on).</b></li> <li>j. Closure <b>New skills.</b> <b>Muddy points?</b> <b>Give the students a flash card so they can write three things they learned and three things they didn't understand.</b></li> </ol>	
<b>EVALUATION PROCEDURES</b> <ul style="list-style-type: none"> <li>Quiz</li> <li>Have students evaluate other group's food and critique the final product.</li> </ul>	
<b>MATERIALS AND AIDS</b> <ul style="list-style-type: none"> <li>Food/Kitchen equipment</li> <li>Lab grading sheet.</li> <li>White board/Markers/Brush.</li> </ul>	

## Mise en place day 2

### 1. Set up kitchen

- **Cutting board**
- **½ Hotel pan (trash/food container)**
- **Sanitation bucket**
- **Knives (Chef, paring, vegetable peeler)**

### 2. Velouté mise en place

- **Butter**
- **Mirepoix**
- **White Stock**
- **Sachet**

### 3. Hollandaise mise en place

- **Butter**
- **Egg-yolks**
- **Lemon**
- **Seasonings**

### 4. Blanch asparagus mise en place

- **Water**
- **Asparagus**
- **Salt**
- **Ice (shocking)**

## Velouté (1 quart)

2 oz Butter  
2 oz. Mirepoix  
2 oz. Flour  
1.5 qut. White stock

### Sachet

1 each Bay leaf  
1 tsp. Dry thyme  
5 each Peppercorn  
2 each Parsley stems

Cut the vegetables small dice  
Sweat in butter  
Add flour and cook for about 30 seconds  
Add stock and sachet  
Bring to boil, turn to simmer and cook for 1 hour while skimming  
Strain and cool (vented) rapidly

**\*The sauce can be used as is; in this case it will need to be seasoned with salt and white pepper.**

## Hollandaise (1cup)

10 Floz. Clarified butter  
3 each Egg-yolks  
1 Tbsp. water  
T.T. Salt, lemon juice, white pepper or Cayenne pepper or Tabasco sauce.

Mix egg yolks and water  
Heat up on a double boiler until it reaches the “ribbon” stage  
Turn the heat off and whisk in the clarified butter very slowly  
Season to taste

## Blanched Asparagus (Notes)

# DAILY LESSON PLAN

<b>INSTRUCTOR</b> HECT Instructor	<b>DATE</b> _____
<b>COURSE TITLE</b> CAP-3	<b>LESSON NUMBER</b> Day # 3
<b>UNIT</b> Cream soup/Sautéed chicken	<b>SPECIFIC TOPIC</b> Cream of chicken. Sautéed chicken a la Bretonne
<b>INSTRUCTIONAL GOAL</b> (outcome that students should be able to demonstrate upon completion of the entire unit) <ul style="list-style-type: none"> <li>List the basics ingredients to prepare a flavorful cream soup.</li> <li>Demonstrate how to thicken a cream soup using a roux.</li> <li>Evaluate the right flavor, texture and seasoning of a cream soup.</li> <li>Demonstrate how to sauté a chicken and finishing in the oven</li> <li>Producing a pan sauce using Velouté and natural juices.</li> <li>Demonstrate good and safe knife techniques.</li> </ul>	
<b>PERFORMANCE OBJECTIVE</b> (use an action verb in a description of a measurable outcome) <ul style="list-style-type: none"> <li>Demonstrate how to scale and cut ingredients accurately.</li> <li>Prepare a roux to thicken their soup.</li> <li>Identify the right cooking method.</li> <li>Evaluate the right consistency of the soup upon completion.</li> <li>Recognize how to incorporate cold cream into a hot liquid by tempering, scalding or whipping.</li> <li>Demonstrate good and safe knife techniques.</li> <li>Explain how to cook a chicken using the right techniques.</li> <li>Evaluate the right flavor and sauce consistency upon completion.</li> </ul>	
<b>RATIONALE</b> (brief justification -- why you feel the students need to learn this topic) <ul style="list-style-type: none"> <li>Cream soups are one of the many techniques that the students will be preparing when heading in the work force.</li> <li>Poultry is widely use and very versatile. To be able to cook correctly will be an asset to the student.</li> </ul>	
<b>LESSON CONTENT</b> (what is to be taught) <ul style="list-style-type: none"> <li>Cream of chicken</li> <li>Understanding of “sweating” vegetables.</li> <li>Chicken cookery.</li> </ul>	
<b>INSTRUCTIONAL PROCEDURES</b> <ul style="list-style-type: none"> <li>k. Focusing event –  <b>Question on the board: What is a Roux? When was it introduced?</b></li> <li>l. Teaching procedures  <b>Discussion mixed with questions.</b>  <b>Practical application lab.</b>  <b>Demo of knife drill cuts.</b></li> <li>m. Formative check  <b>Q &amp; A</b>  <b>Tasting product throughout lab time.</b></li> <li>n. Student Participation  <b>Direct questioning.</b>  <b>Kitchen production (hands on).</b></li> <li>o. Closure  <b>New skills.</b>  <b>Muddy points?</b>  <b>What did you learn today?</b>  <b>Tomorrow’s Chef of the day have class play hangman regarding the next day’s subject.</b></li> </ul>	
<b>EVALUATION PROCEDURES</b> <ul style="list-style-type: none"> <li>Quiz</li> <li>Have students evaluate other group’s food and critique the final product.</li> </ul>	
<b>MATERIALS AND AIDS</b> <ul style="list-style-type: none"> <li>Food</li> <li>Lab grading sheet.</li> <li>Kitchen equipment.</li> <li>White board.</li> <li>Markers/Brush.</li> </ul>	

## Mise en place day 3

### 1. Set up kitchen

- Cutting board
- ½ Hotel pan (Trash/food container)
- Sanitation bucket
- Knives (Chef, paring, vegetable peeler)

### 2. Cream of chicken mise en place

- White stock
- Mirepoix
- Butter
- Flour
- Cream
- Seasoning

### 3. Poulet a la Bretonne mise en place

- Chicken
- Onions
- Velouté
- Cream
- Mushrooms
- Butter
- Seasoning

## Cream of Chicken

(1 quart)

2	oz.	Butter	Cut all vegetables small dice
2	oz.	Onion	Sweat in butter
1	oz.	Carrot	Add flour and cook for about 30 seconds
1	oz.	Celery	Add white stock
1.5	oz.	Flour	Bring to boil and turn to simmer
1	qu.	Chicken stock	Cook until vegetables are tender
4	Floz.	Cream	Puree, strain and cream the soup
T.T.		Salt and white pepper	Adjust seasoning



## **Poulet sauté a la Bretonne** (2 servings)

Season the pieces of chicken and stiffen them in butter without color. Add 2 oz. of diced onions previously cooked in butter. Cover with a lid and finish cooking in the oven.

About 5 minutes before the chicken is cooked add 2 oz. of sliced mushrooms sautéed in butter and complete the cooking.

When cooked, arrange the chicken in a deep dish. Add ½ cup each of velouté and cream to the onions in the pan, reduce by half then pour this sauce and onions over the chicken.