CEP Lesson Plan Form

EDUTeacher: Daycia Melaragno Date: 10/28/2024

School: Thompson Valley High School Grade Level: 10-12 Content Area: Prostart 1

Title: Recipe Annotation and Lab Plan Lesson #:_1_ of _1_

Lesson Idea/Topic and Rational/Relevance:	***Topic:*** Annotating a Recipe and Creating a Lab Plan for Time Management in Cooking ***Rationale:*** This lesson introduces students to the skill of annotating recipes, which helps them understand the process, timing, and ingredients better. It teaches them to create an organized lab plan to manage their time effectively in the kitchen, a critical skill in the foodservice industry. It's relevant because students will apply these skills directly in their ProStart labs and any future food-related jobs.
Student Profile:	Students are high school learners with around the same levels of kitchen experience. This is a secondary level of Family and Consumer Science culinary-related classes, which provides students with concurrent enrollment credits through Metropolitan State University in Denver. These particular students need help to work through the process of reading and understanding the recipes they are cooking before going into the lab so this lesson is designed to get them thinking about that process.

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

2.2 Identify skills needed by foodservice professionals

14.2 Identify the components and functions of a standardized recipe.

4.3 Demonstrate effective listening skills.

4.5 Demonstrate effective writing skills.

8.6 Outline procedures for storing food.

8.7 Outline procedures for preparing and cooking various TCS food

Understandings: *(Big Ideas)*

- Understanding how to read, annotate, and follow a recipe enhances food preparation skills.

- Developing time management strategies is essential for success in a kitchen environment.

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

- How does annotating a recipe improve your understanding of cooking processes?
- What strategies can be used to manage time effectively in a kitchen?

Evidence Outcomes: *(Learning Targets)*

Every student will be able to: *(Create your own lesson objectives from the standard using student voice)*

- *I can* annotate a recipe to identify key steps and ingredients.
    - *This means* I understand the order of operations and any specific instructions for the pasta salad recipe.
- *I can* create a lab plan that effectively manages my time.
    - *This means* I will structure my time during lab work to complete each task without rushing or missing steps.

List of Assessments: *(Write the number of the learning targets associated with each assessment)*

Recipe Annotation Assessment: Students will submit an annotated copy of the pasta salad recipe.

Lab Plan Assessment: Students will develop and follow a time management plan during the lab activity.

Lab Execution: Students will be assessed on how well they work in their group from their self assigned roles along with other lab procedures such as Sanitation

,Appearance/Uniform, Workspace, Work Habits, Clean-up, Mise en Place/Planning, Waste, Time Management, Equipment Use/Opperations, Team Cooperation, and Taste.

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Planned Lesson Activities

Name and Purpose of Lesson	Recipe Readiness: Annotate & Plan for Success To teach students how to prepare for a culinary task by annotating a recipe and creating a structured lab plan that maximizes efficiency and ensures completion within the class period, to prepare them to execute the lab plan and create the recipe during the following class period.
Co-Teaching *Will co-teaching models be utilized in this lesson?* *Yes ___ No _x_*	**Which model(s) will be used?** For the co-teaching portion of the lesson, it was working together with the students during the lab. Both of us are incharge of answering student questions and walking around to check on students' execution of the recipe. **Why did you choose this model(s) and what are the teachers' roles?** I choose this method because this is normally how we work together daily with the students and I feel that most days entails us working together on the lesson to navigate students needs.
Approx. Time and Materials	*Time: 35-40 minutes* *Materials*: Day 1: Annotated recipe template, recipes, lab plan, pens, and paper for time outline lab plan. *Materials:* Day 2: Completed annotated recipe, lab plans, pasta salad recipe ingredients, kitchen supplies for lab, pens, (teachers: Lab Evaluation Rubric)
Anticipatory Set	*Strategy*: Showing a cooking clip where time management makes or breaks the dish. *Rationale*: This engaging example demonstrates the importance of preparation and time management.
Procedures	The strategy I intend to use is a mix of direct instruction to set up expectations and get students started. Then transition into individual and group work for students to engage in collaboration and completion of the annotation and lab plans. I am using this strategy here because: Students should be able to navigate the information easily and ask questions when needed as long as the expectations are clear when engaging in direct instruction.

	Teacher Actions	*Student Actions*	*Data Collected*

	Day 1: Introduce the purpose of annotating recipes and discuss how time management impacts cooking success. Show a brief video clip demonstrating the importance of time management in cooking. Ask students what they observed and why planning matters. (5 min) Demonstrate at table groups: annotating the pasta salad recipe, pointing out key actions, ingredient quantities, timing cues, and necessary equipment. Explain how to note any potential challenges within the recipe. (5 min) Guide as students work together to annotate the recipe. Circulate, checking annotations for clarity, completeness, and understanding. (10-15 min)	Day 1: Watch the video and participate in the discussion. Listen to key points regarding annotation and time management. (5 min) Follow along with their copy of the recipe, marking important steps and asking questions. (5 min) Work in table groups to annotate their recipe, highlighting key steps, timing, and equipment. Ask questions if they need clarification on any steps. (10-15 min) Work in their kitchen groups to complete lab plans based on their annotated recipe. Submit lab plans for review. (15 min) Rest of class time is provided for students to complete chapter notes and/or work on their Final Project.	Day 1: -Teacher notes on student engagement during discussion and questions asked. -Observations of student engagement and understanding during annotation modeling. -Completed annotated recipes (checked for accuracy and understanding) and notes on student questions or challenges. -Collected lab plans for assessment and feedback on clarity, time allocation, and sequencing.

	Provide students with their lab plans to complete for the lab. Encourage students to complete their lab plans as a group and establish their time plan to complete the lab, offering final support as needed. (15 min) Rest of class time is provided for students to complete chapter notes and/or work on their Final Project. Day 2: Briefly review lab goals—following the lab plan, managing time effectively, and completing the recipe accurately. Hand back annotated recipes and lab plans from Day 1. (5 min) Instruct students to gather ingredients, tools, and equipment for the pasta salad. Provide guidance on organizing their station set up for efficiency. (5 min)	Day 2: Review their own annotated recipes and lab plans. Ask any last-minute questions. (5 min) Gather their items, organize their station, clean and sanitize the kitchen, put on aprons, put their hair up, wash their hands, and prepare to start cooking. (5 min) Follow their lab plans, using timers and checking off steps as they go.	Day 2: -Teacher notes on questions asked during review for any areas needing clarification. -Observations on students' setup efficiency and organization. -Notes on individual time management success, pacing, and adherence to their plans. -Filling out Lab evaluations as students complete their labs.

	Monitor students as they follow their lab plans to prepare the pasta salad. Provide feedback on pacing, encourage students to check their plans, and offer assistance as needed. (30 min) Direct students to clean up their stations and submit their lab plans with notes on any adjustments they made. (5 min)	Make adjustments as needed if timing or steps require adaptation. (30 min) Clean their station, put away equipment, and submit their lab plans. (5 min)	-Collected lab plans with student notes on adjustments or challenges faced.
Closure	*Day 1:* *Strategy*: Group discussion on successes and challenges in time management and recipe annotation. *Rationale*: This helps students reflect on the process, recognize areas for improvement, and solidify their understanding. Day 2: Clean up and completion of the lab following all lab procedures correctly. Making sure kitchens are clean and ready for the next group of students who will use them.		

Differentiation	**Modifications:** Provide visual recipe cues for students needing additional support. Allow extended time for students who need it.	Content *Content*: Annotated template with hints for struggling students.	Process *Process*: Work in pairs for collaborative learning.	Product *Product*: Option for students to present their plans verbally if writing is challenging.	Environment *Environment*: Kitchen stations for hands-on learning.

	Extensions: (these are just examples)	**Recipe Variations Guide:** Provide a handout with ideas for altering the recipe to meet dietary needs (e.g., low-carb, dairy-free). Early finishers can annotate the recipe with these adjustments and discuss how it might change the taste and texture.	**Recipe Planning for Future Labs:** Early finishers can start planning their next recipe lab, creating a lab plan focused on time management, ingredient preparation, and organization. **Role Play as Assistant Teacher:** Let them practice explaining a specific recipe step or skill, like chopping techniques or measuring, to a partner or small group, reinforcing their understanding while helping others.	**Create a Recipe Alteration Proposal:** Allow early finishers to develop an alternative version of the pasta salad, documenting changes and reasoning. They could make a mini poster or slide to present their idea to the class. **Reflection Journal Entry:** Early finishers can write a brief journal entry detailing what went well, challenges faced, and how they managed their time. This can help them reflect and prepare for future labs.	**Kitchen Organization Tips:** Early finishers can design a "Top Tips for Kitchen Efficiency" guide, suggesting ways to keep the workstation clean, organized, and efficient. They can share this with classmates or display it in the kitchen.

		Advanced Ingredient Insight: Offer a brief reading on the ingredients in the recipe (e.g., nutritional benefits of tomatoes, olives, peppers). Early finishers can add a few notes on why these ingredients were chosen and how they contribute to the dish.			**Support Station Setup:** Allow them to organize materials at a "support station" with frequently used tools, conversion charts, and ingredient lists to assist peers who may need help finding items or understanding measurements.
Assessment	● Assess annotated recipes and lab plans based on completeness, accuracy, and evidence of thoughtful time management. ● Completion of Lab plans that assign proper roles and management of time to complete the lab. ● Lab evaluation sheet graded by Bender and myself to asses students' execution of the lab and how well they followed their lab procedures.				

Post Lesson Reflection

1. **To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*

Overall, I believe all lesson objectives were successfully met over the two class periods. While the lesson may not have been the most exciting for students, it was essential to take the time to reteach these skills. I noticed that, with more consistent implementation, students are likely to experience improved outcomes in future labs. Observing students' preparation and execution over both days allowed me to provide valuable feedback, and with Bender's input, this process could become a new standard for ProStart students. This approach helps students think critically about recipe steps and develop a more efficient plan as they work in teams, ultimately enhancing their timing and effectiveness in lab activities.

2. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**

If I were to teach this lesson again, I would incorporate a document camera so that I could go through the recipe alongside students the first time they engage with this activity. In my own classroom, I would also implement this lesson within the first few weeks to prevent the setbacks that led to this reteach. I think it would also be beneficial to provide a graphic organizer that outlines the timeline and steps for students to map out their plan visually. This would allow both the students and me to see their thought process and compare it to the intended approach for the lab.

Another change I would consider is reevaluating the student teams. When students work only with friends, tasks often aren't divided equally, with one or two individuals taking on most of the work. In my own classroom, I would rotate group assignments frequently to encourage students to collaborate with different peers. This would better prepare them for real-world scenarios where they won't always have the opportunity to work with preferred coworkers, enhancing their adaptability and teamwork skills.

Finally, I would incorporate more guidance in discussion strategies to increase student engagement. During the lab, there were instances where students needed frequent redirection and behavior management, suggesting that additional engagement techniques could help. Offering structured discussion prompts and encouraging active participation in pre-lab planning would likely improve their focus and accountability during lab activities.

3. **What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*

For the next lesson, I envision continued practice with recipe annotation and lab planning, as these foundational skills are critical for students' success in the kitchen. Building on the feedback from this lesson, I would like to implement structured routines early in the course to ensure students are confident in these processes. The next lesson would focus on reinforcing time management and collaboration, particularly through a practice lab that allows students to

apply their planning skills in a structured but less intensive environment. By using shorter, more frequent labs focused on specific skills, students will have more opportunities to refine their timing, teamwork, and understanding of recipe steps.

Additionally, I would like to provide students with visual and written planning aids, like a graphic organizer for breaking down each lab task, so they can track their responsibilities and timeline more clearly. This will help them independently identify areas where they might need to adjust their approach. I'll also look to diversify group assignments in future labs, ensuring students experience working with different peers to strengthen teamwork skills and improve task distribution.

Finally, I plan to incorporate more interactive discussions and questioning techniques before lab activities to boost engagement and accountability. This might include posing thought-provoking questions on effective teamwork or efficient lab practices and encouraging students to share their strategies with the class. In doing so, students will have a more comprehensive understanding of why these preparatory steps matter, which should lead to smoother, more productive lab sessions in the future.

4. **If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**

I am incredibly appreciative of the opportunity to work with Erin as a teacher cadet in her classroom and to be back in my former classroom environment. I'm grateful for the trust she places in me and the level of involvement she allows me in student lessons. Since day one, she has encouraged me to actively co-teach with her, which has given me valuable insight into different aspects of student dynamics and classroom management that I wouldn't have experienced elsewhere.

Our trust and collaborative dynamic work exceptionally well, making me feel confident in asking questions and preparing me for student teaching next semester. I find it difficult to pinpoint just one specific co-teaching strategy that we've used, as our approach has been fluid and adaptable throughout the semester. We've collaborated on many other classroom activities and assignments beyond the lesson plans I've developed, which has further enriched my learning experience. I feel truly fortunate to be a part of Erin's collaborative teaching process and to play a meaningful role in her classroom.