

ESL LESSON: LEVEL3 (INTERMEDIATE)

HFN 1/20 Lesson Plan 3

Course:	Unit:	Topic:	Approx. Time Frame
HFN 1/20	1	Kitchen/Food Safety	75 min
Lesson Title:			
Knife Safety			
Learning Goals/ Big Ideas		Success Criteria of Lesson	
<ul style="list-style-type: none"> - appropriate use of knives - appropriate cleaning and storage of knives 		Students will identify and practice safe/appropriate use of knives, sharpening steels, etc.	
OVERALL Learning Expectation(s) for this lesson:			
E3. Food Preparation: demonstrate skills needed in food preparation.			
SPECIFIC Expectations for this lesson			
<p>E3.1 identify and select appropriate kitchen tools, equipment, and ingredients for use in food preparation</p> <p>E3.2 demonstrate the ability to safely use, maintain, clean, and store tools and equipment used in food preparation</p>			
ASSESSMENT OF EXPECTATIONS		PRIOR LEARNING AND SKILLS	
<ul style="list-style-type: none"> <input type="checkbox"/> Assessment <u>for</u> learning: - Students will brainstorm what steps need to be taken when using knives in the kitchen. Are there specific knives that should be used for different foods? <input type="checkbox"/> Assessment <u>as</u> learning: - Students will identify different types of knives and their specific use. - Knife Use Graphic Organizer (BLM 2) <input type="checkbox"/> Assessment <u>of</u> learning: - Mini Food Lab Knife Use – Chopping vegetables. 		<ul style="list-style-type: none"> - Ppt/notes on food/kitchen safety. - prior vocabulary development - word wall /vocabulary reference 	
		Special Notes for ELL's (e.g., adaptations, extension activities, ways to check for understanding, etc.)	
		<ul style="list-style-type: none"> - completion of vocabulary chart (see BLM 1) - mini food Lab 	
Lesson Terminology (e.g., word walls, vocabulary list)		Materials, Supplies, Equipment Required for Lesson	
<ul style="list-style-type: none"> -blade -slice -Pare -prate -cube/dice -mince -score -shop 		<ul style="list-style-type: none"> - PowerPoint slides - graphics - graphic organizers - sticky notes - video/media - word wall - flow charts 	







TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS	MINUTES
MINDS ON / INPUT <ul style="list-style-type: none"> ▪ <i>Establishing a positive learning environment</i> ▪ <i>Connecting to prior learning and/or experiences</i> • <i>Setting the context for learning for ELLs</i> 		
<ul style="list-style-type: none"> - overview of vocabulary featured in lesson - complete vocabulary chart (on-going throughout ppt and provide extra time after lesson) - knife chart (BLM 2) 	TPS – Class Discussion: Students think about their knife use at home, are they using knives safely? Do they use different knives for specific foods?	15 min
ACTION / CONTENT <ul style="list-style-type: none"> ▪ <i>Introducing new learning or extending/reinforcing prior learning</i> ▪ <i>Providing opportunities for practice and application of learning (guided > independent)</i> 		
<u>Activity 1</u> <ul style="list-style-type: none"> - Vocabulary chart completion (BLM 1) - Knife Chart (BLM 2) - cutting skills video Basic Knife Skills Tasty TV https://youtu.be/G-Fq7l7G1zw <u>Activity 2</u> Mini Food Lab: Safe Knife Use (BLM 3)	<u>Activity 1</u> PowerPoint Presentation -students will record the names and definitions of all new vocabulary (BLM 1) related to kitchen safety. Class Discussion on examples of each -Students will record examples on vocabulary sheet. <u>Activity 2</u> Mini Food Lab: Safe Knife Use (BLM 3)	30 min 20 min
CONSOLIDATION <ul style="list-style-type: none"> ▪ <i>Providing opportunities for consolidation and reflection</i> ▪ <i>Helping students demonstrate what they have learned</i> 		
Accommodations/Modifications	Follow-up or Extension Activities	
<ul style="list-style-type: none"> - visual cues/graphics - graphic organizers - scaffolding - previewing of textbooks - pre-teaching of key vocabulary. - peer support - strategic use of students' first languages) - additional time for processing 	<ul style="list-style-type: none"> - Review and use new vocabulary in a sentence. - Knife Safety Mini Lab 	

BLM 1: Word Wall/New Vocabulary







WORD WALL/ VOCABULARY LIST

Word	Definition	Example: (Use this word in a sentence)

BLM 2: Knife Chart

Food Item	Knife Type	Explain why this is the best knife for cutting this food item. *Use your notes for clues*
Tomato 		
Bread 		
Fish 		
Apple 		
Potato 		
Orange 		

BLM 3: Mini Food Lab – Cutting Skills/Knife Safety

Cut Style	Knife Used List the knife used and place a sample of the cut vegetable here.
Carrot 	
Onion 	
Spinach 	
Apple 	
Potato 	
Orange 	

Food Lab/Knife Skills Rubric

Criteria	Level One	Level Two	Level Three	Level Four
Planning:				
ingredients/ equipment gathered prior to lab	few ingredients/ equipment gathered prior to lab	some ingredients/equipment gathered prior to lab	most ingredients/ equipment gathered prior to lab	all ingredients/ equipment gathered prior to lab
<u>Knife Skills</u>				
The student did not use the correct knife to complete all cuts uniformly.	The student used the incorrect knife to complete all cuts with some uniformly.	The student was able to use the correct knife with some accuracy to complete all cuts uniformly.	The student was able to use the correct knife to complete all cuts uniformly.	The student was able to use the correct knife with excellent accuracy to complete all cuts uniformly.
<u>Final Product & Group Work Skills</u>				
collaboration skills	group demonstrates collaboration skills with limited effectiveness	group demonstrates collaboration skills with some effectiveness • group members share lab tasks with some effectiveness	group demonstrates collaboration skills with some effectiveness • group members share lab tasks with some effectiveness	group demonstrates collaboration skills with a high degree of effectiveness
<u>Clean Up:</u> • clean up duties completed	• clean up duties completed in a .limited manner	• clean up duties completed somewhat	• most clean up duties completed	• clean up duties completed thoroughly

Sources:

Knife Safety Rubric (adapted) <https://www.rcampus.com/rubricshowc.cfm?sp=true&code=D54W2X>

Video: Basic Knife Skills Tasty TV <https://youtu.be/G-Fq7l7G1zw>