

MANCHESTER COLLEGE

Education Department

LESSON PLAN by: Lauren Bailey

Lesson: Chef for a Day Length: forty minutes

Age or Grade Intended: First Grade-Third Grade Mild-Severe Interventions Class

Academic Standards:

Math 1.1.6 Match the number names (*first, second, third, etc.*) with an ordered set of up to 10 items. Example: Point out the fifth child from the front of a line of children.

English 1.7.8 Relate an important life event or personal experience in a simple sequence.

English 1.7.9 Provide descriptions with careful attention to sensory detail.

Performance Objectives:

The students will use ordinal words (first, second, third, etc.) to identify the order of a sequence with 80% accuracy.

The students will orally identify cooking objects when presented with 80% accuracy.

Advanced Preparation by the Teacher:

1. Measure cooking ingredients into separate containers with colored stickers to represent which bowl the ingredient will end up in.
 - a. Flour (2 1/4 cups all-purpose) (put a red sticker on)
 - b. Baking Soda (1 teaspoon) (put a red sticker on)
 - c. Salt (1 teaspoon) (put a red sticker on)
 - d. Butter (1 cup (2 sticks, 1/2 pound) softened) (put a blue sticker on)
 - e. Sugar (3/4 cup granulated (white)) (put a blue sticker on)
 - f. Brown sugar (3/4 cup packed) (put a blue sticker on)
 - g. Vanilla extract (1 teaspoon) (put a blue sticker on)
 - h. Eggs (2) (put a blue sticker on)
 - i. Chocolate Chips (2 cups (12-ounce package) Nestle Toll House Semi-Sweet) (put an orange sticker on)
2. Bring a blue bowl, a red bowl, a knife, a small spoon, a big mixing spoon, and a baking sheet to cook with.
3. Bring a Polaroid camera with film.
4. Bring the Word Wall Pocket Chart and put index cards in the pockets with the words (first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth, and eleventh).
5. Check with the kitchen staff about using the oven to bake the cookies in.
6. Find the book "The Chocolate Chip Cookie Contest".
7. Put a table at the front of the classroom to make the cookie dough on.
8. Bring napkins for the students to use when they eat the chocolate chip cookies.

Procedure:

Introduction/Motivation: Read "The Chocolate Chip Cookie Contest".

Step-by-Step Plan:

1. Question and answer session about the book (**Interpersonal/Linguistic**)
 - a. "Can you explain what the boy did in the story?" (**Comprehension**)
 - b. "Can you list the steps the boy took to make the cookies?" (**Knowledge**)
2. Tell students, "We are going to make chocolate chip cookies like the boy in the story did". (Take Polaroid pictures of each step to use in step 14)
3. Ask students, "First, what ingredients do you think we need to get out to make the chocolate chip cookies?" (**Evaluation**) (Help students think of ingredients that were used in the book)
 - a. Flour
 - b. Baking Soda
 - c. Salt
 - d. Butter

- e. Sugar
 - f. Brown sugar
 - g. Vanilla extract
 - h. Eggs
 - i. Chocolate Chips
4. Place the ingredients in plain sight of the students on the table when students say the name of the ingredient. (Spatial)
 5. Ask students, "Second, what baking equipment do you think will we need to help us make the chocolate chip cookies?" (Evaluation) (Help students think of the pieces of baking equipment that were used in the book)
 - a. Bowls (two)
 - b. Knife
 - c. Large Spoon
 - d. Small Spoon
 - e. Baking sheet
 - f. Oven
 6. Place the baking equipment in plain sight of the students on the students when students say the name of the baking equipment. (Spatial)
 7. Tell students, "The third thing we need to do is put the ingredients with the red sticker in the red bowl". (Logical) (Ask students to help add ingredients) (Bodily/Kinesthetic)
 8. Tell students, "The fourth thing we need to do is put the ingredients with the blue sticker in the blue bowl". (Logical) (Ask students to help add ingredients) (Bodily/Kinesthetic)
 9. Tell students, "The fifth thing we need to do is mix all of our ingredients together. What do you think will help us mix all of the ingredients up?" (Evaluation) (Ask students to help mix ingredients) (Bodily/Kinesthetic)
 10. Tell students, "The sixth thing we need to do is put all of the ingredients from the blue bowl into the red bowl" (Ask students to help pour ingredients from bowl to bowl). (Bodily/Kinesthetic)
 11. Tell students, "The seventh thing we need to do is add our last ingredient. What is our last ingredient?" (Comprehension) (Ask students to help pour in chocolate chips) (Bodily/Kinesthetic)
 12. Ask students, "What do you think the eighth thing is we need to do?" (Evaluation) (Have students help put cookie dough on cooking sheet) (Bodily/Kinesthetic)
 13. Ask students, "What do you think the ninth thing is we need to do?" (Evaluation) (Have students take a "field trip" down to the oven to start cooking the cookies. (Bodily/Kinesthetic) Cook the cookies at 375° for about 10 minutes. If there is a student who is learning about time, ask them to inform the class when the cookies should be done cooking.)
 14. When the students get back to the room use the pictures taken with the Polaroid camera, the Word Wall Pocket Chart, and the prewritten index cards with the words (first, second, third, etc.) (Spatial) to have students help you put the pictures in order from what happens first to what happens last (add two pictures of cookies cooling and kids eating cookies). (Logical)
 15. Review the order of how the cookies were cooked. (Linguistic)
 16. Have the students eat the cookies. (Bodily/Kinesthetic)
- Closure:** While students are eating their cookies, ask the students (Linguistic):
- "Do you think it was important to pay attention to the order of how made our cookies?" (Analysis)
 - "What do you think would happen if we switched some of our steps?" (Evaluation)
 - "What was the best part about making the chocolate chip cookies?" (Evaluation)

Send home a letter to the students' parents explaining today's chocolate chip cookie lesson. Include the recipe in the letter to encourage the parents to help their child remake the recipe at home.

Bloom's Taxonomy:

- A. Knowledge
- B. Comprehension
- C. Application
- D. Analysis
- E. Synthesis
- F. Evaluation

Howard Gardner's Intelligence Theory:

- A. Linguistic Intelligence
- B. Logical-Mathematical Intelligence
- C. Spatial Intelligence
- D. Bodily-Kinesthetic Intelligence
- E. Musical Intelligence
- F. Interpersonal Intelligence
- G. Intrapersonal Intelligence
- H. Naturalist Intelligence

Adaptations/Enrichment:

- A. Use book to help students become familiar with the cooking process.
- B. Use a real life cooking experience.
- C. The whole class works together to learn the ordinal words.
- D. Use pictures to reinforce ordinal words.
- E. Send home letters to parents to have them continue working with their child at home.

Self-Reflection: None