# Appendix F: Lesson Plan Template

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| **LESSON #** | |
| **Subject/Topic:** Sugar Alternatives | **Grade Level:** 6th grade |
| **Lesson Structure or Grouping:**  Whole Class  Small Group  1:1  Other (specify): Click or tap here to enter text. | **Learning Segment Theme:**  Nutrition |
| **Resources and Materials:**  Students will have access to the recipe assigned to them as well as access to all necessary kitchen supplies required by the recipes. | |
| **Standards:**  **State:** Virginia Assignment Code: 8228- Explore basic concepts of nutrition for meeting health-related dietary needs.  **National:** Competency 14.2.1 Evaluate the effect of nutrition on health, wellness, and performance. | |
| **Objective:**  Given different sugar alternatives, students will be able to execute the given cookie recipes with 100% accuracy. | |
| **ACADEMIC LANGUAGE DEMANDS** | |
| **Language Demands:** Students will need to know academic language such as analyze, comprehend, describe, create, produce, and deduce.  **Language Supports:** Students will be able to work together to determine the meaning of words that they do not understand. Students will also have the chance to ask the teacher the meaning of difficult terms when they meet before the students begin baking.  **Essential Vocabulary:** Content specific terms the students will need to be familiar with pertain to measuring, cooking techniques (bake, broil, mix, whip, cream, etc.), and recipe reading terms such as mise en place. | |
| **INSTRUCTION** | |
| **Direct Instruction/Modeling:** Students will be instructed to come in and sit with the lab group they were assigned at the beginning of the semester. Each group will be assigned a recipe from the teacher that uses one of the sugar alternatives that they found the previous day. The teacher will then hand out the recipes to the groups and tell them to start setting their kitchens up, and mise en place their ingredients, but not to start cooking until the teacher has come around and checked them. As soon as a group has their cookies in the oven, they need to clean their kitchen so that the next group can come in and begin with their recipe. | |
| **Guided Practice:** The guided portion of the lesson will be when the teacher walks through the recipes with each individual group. The first group will review the recipe while the others begin to sanitize and set up their kitchens. The teacher will walk the students through the recipe and allow them to take notes to make sure they understand what they are doing. | |
| **Independent Practice:** The independent portion of this lesson will be when the students work in their lab groups to complete their recipes and place their finished cookies on a tray. | |
| **Closure:** The students will each pick a cookie made by the different groups. The students will label on their napkins which group the cookie is from. The students will return to their desks with their lab groups and try the different cookies. Within their groups, the students will discuss the taste of each cookie. As they do this, the teacher will walk around and make sure students are on task. Once it seems like the students have tried all the cookies and talked about them, the teacher will pull the class back together. One by one, the teacher will ask the groups what they talked about and what they thought of the cookies. Then the teacher will ask the class to vote for their favorite and least favorite cookie. The teacher will then discuss that sometimes using sugar alternatives can take some getting used to, but it is worth it to try to make healthy choices. The teacher will also point out how some of the chemical sweeteners can leave a specific taste. Knowing this taste can help them avoid eating foods that are full of chemicals. Lastly, the teacher will inform the students that their homework for the day is to try to make healthier choices in the food they eat. The students will then be allowed to clean up their labs and prepare for the bell once the teacher has cleared their lab. | |
| **DIFFERENTIATION** | |
| **Supporting Students with Special Needs:** Students with special needs that prohibit them from participating in kitchen labs will be given an alternative assignment befitting their ability level. The students will still be given each cookie and be invited to participate in the discussion.  **Challenging Above-Average Students:** Above average students will be assigned as lead chefs and will be in charge of making sure each student does their assigned job and that everyone pitches in on cleaning.  **Facilitating a Classroom Environment that Supports Student Learning:** The teacher will be floating between lab groups to assist, as well as checking in with waiting groups to ensure they are preparing to enter the kitchen properly and understanding their recipes.  **Extension:** The extensions for this lesson plan are the recipes that the students may take home and repeat if they wish. Students will be challenged to go above and beyond by making their cookies to the exact specifications set out in their recipes. | |
| **ASSESSMENT** | |
| **Diagnostic/Pre-Assessment:** The pre-assessment for this lab is the sugar alternatives activity the students worked on in their previous class.  **Formative Assessment:** The formative assessment will be the outcome of the students’ lab and their participation in the discussions that follow.  **Summative Assessment:** The summative assessment will not be a part of this lesson. The final assessment will be at the end of the unit and will be in the form of a lab. In this lab, the students will be given ingredients and expected to make a nutritionally appropriate meal based on MyPlate standards. | |

**Character Education:** This lesson will help students build their teamwork and communication skills. Students will also have to share and be respectful of each other’s work in the lab. Students will also have to have integrity and good work ethic to maintain proper procedures in the kitchen.

**Resources:**

Duyff, R. L., & Hasler, D. (2004). *Nutrition & Wellness* (7th ed.). Glencoe/McGraw-Hill. (This is the main text for the class and contains information on reading nutrition labels.)

Menon, S., Menon, S., & Mirajkar, M. (2010). *Food Science and Processing Technology Volume 1: Biochemistry of Food and Nutrition*. Kanishka Publishers, Distributors. (This is the textbook that contains the information about sugar the students will need. This textbook also suggested best ways to teach this topic and activities for students to do.)

Nelson, K. L., Price, K. M. *Planning Effective Instruction*. Cengage. (This textbook was used in the creation of this lesson and differentiation.)