**Ash Lesson Plan Template**

Ash Strategy:

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| Instructor: L. Lindsay | Date: |
| Course Title: Foods I | Specific Topic: Why We Have Standardized Measurements |
| Reading Assignment:  Guide To Good Food | Ch 13 Measuring Ingredients p. 329-242  Ch 10 Small Equipment – Tools pp. 186 |

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| **Performance Objectives:** | After completion of the lesson, students will be able to:  Apply correct measuring tools to correct measurement area |
| **Standards:** | CC K-12. Math Practice-1 Make Sense of Problems & preserve in solving them.  CC. k-12. L.R. 3- Knowledge of Language |
| **Assessment** | Observation of appropriate procedures in culinary lab |
| **Materials:** | Anticipation Guide with food supplies-“GobblyGooks”- making a no-bake cookie without any standardized terms for measurements.  Textbook p. 329-242 on measuring ingredients and p.186- tools for measuring.  Pencil, paper  Kitchen equipment , tools and supplies |
| **Procedures: (Please number your procedures.)** | **Entire Class: Time:**  **Introduction –**  **We are going to make “gooblygooks” today. This item is entirely edible no matter how it turns out. It will show us why the use of standardized measuring terms and equipment are important in cooking and the expected outcomes of products.**  **Method of activating prior knowledge –**  **Have you ever measured anything before? What?**  **What types of utensils did you use? Why?**  **Method of setting purpose –**  **Making these “gobblygooks” will show why it is important that we use standardized measurements for consistent results.** |
| **Individual:**  **Students will read the textbook materials** |
| **Cooperative Group:**  **Using the “gobblygook” recipe without standardized measures, enlist volunteers to measure the various ingredients and mix together.**  **As they are measuring discuss how they will know if that amount is too little, too much or just right.**  **Using a standardized recipe for No Bake Cookies, enlist volunteers to measure the various ingredients and mix together.** |
| **Entire Class: Time:**  **Discuss what made this activity without standardized forms of measures difficult? How does it affect the outcome of a product?**  **What did we learn today in comparison?**  **Vocabulary List- place the words into categories of measures, units of measures and measuring tools.**  **Word Search- find the words, fill in the chart as to term found, proper abbreviation for that term, whether term is metric or customary, and what is the unit of measure(volume, length, temperature or weight)** |
| **Application of Material:** | **Lesson leads to use correct measuring tools and techniques in culinary labs.** |
| **Extension Questions:** | **Why do we need standardized measures in lab?**  **How do we figure out what went wrong in a product failure when an incorrect measurement was used?** |
| **Accommodations needed** | **Read aloud “GobblyGook “ recipe as we measure as well as have recipe written on board as well as individual handouts.** |

Vocabulary List

Teaspoon tablespoon cup pound pint quart

Gallon ounce fluid ounce inches Fahrenheit Celsius

Liquid measures Dry measures Measuring Spoons Scales Volume

Temperature weight length ruler thermometer

Kilogram gram liter milliliter centimeter

Categories

Types of Measures Units of Measures Measuring Tools