



El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

Author's Name: Denise Colter

Title: Pat A Cake		
Content Area: Writing Application-Expository Composition	Grade: 6, 7, 8, 9	Duration: 3 or more class periods. This can vary depending on if or how many students demonstrate for the class
Career Technical Industry Sector:		Agriculture and Natural Resources
	x	Hospitality, Tourism, and Recreation
Standards and Benchmarks:	<p>English–Language Arts Content Standards for California Public Schools</p> <p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a. State the thesis or purpose.</p> <p>c. Follow an organizational pattern appropriate to the type of composition.</p> <p>PATHWAYS</p> <p>Hospitality, Tourism, and Recreation Industry Sector</p> <p>6.0 Health and Safety</p> <p>Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials:</p> <p>6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p>6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies</p> <p>SCANS</p> <p>Foundation: Writing.</p> <p>F2 Communicates thoughts, ideas, information, and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flowcharts.</p>	



El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

	<p>Interpersonal: Works with others.</p> <p>C10 Teaches others new skills</p>
Objectives:	<p>Students will demonstrate knowledge of writing an expository composition explanation to make a breakfast food item, focusing on health, safety, and cleanliness, as well as cultural background when applicable.</p>
Resources and Materials:	<p>Student worksheet to scaffold instructions</p> <p>Overhead to demonstrate how to use scaffold</p> <p>Pencil or pen</p> <p>Binder paper</p> <p>Cookbooks</p> <p>Cooking magazines</p> <p>Optional Demonstration: Bread, peanut butter, jelly, gloves, butcher paper to cover table, eye goggles and / or science smock for effect</p>
Differentiation:	<p>Higher Level Students:</p> <p>Have students help peer edit those who need help. Higher level students will demonstrate making the food item for the class following his or her written instructions given step by step. Another option is to have students demonstrate a different student's instructions.</p> <p>Lower Level students:</p> <p>Small group – several students will work together either with a peer, a peer helper or with extra time with the teacher. Students will have the option to demonstrate to class.</p>
<p>Preparing Students for the Lesson:</p> <ul style="list-style-type: none"> • Transitions • Expected Behaviors 	<p>Transitions:</p> <p>Prior to this lesson, students would have spent part of one class period giving instructions on how to make a peanut butter and jelly sandwich. Without any further teaching each student will write instructions.</p> <p>Expected Behaviors:</p> <p>Students will have been trained in proper procedure for getting supplies out, begin writing following instructions, using a dictionary when necessary and turning the paper in when asked to do so at the end of the period.</p> <p>Quiet hands ask questions. Students are allowed to ask quiet questions to a partner</p>



El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

	when the teacher or aid is busy with another student.
<p>Teaching the Lesson (Lesson Sequence/ Activities):</p> <ul style="list-style-type: none"> • Motivation/ Anticipatory Set • Pre-Assessment/ Activating Background Knowledge • Teacher Input, Modeling, & Checking for Understanding <p>2nd class period</p> <ul style="list-style-type: none"> • Guided Practice • Independent Practice • Guided Practice 	<p>Motivation / Anticipatory Set:</p> <p>When the initial instructions are collected, the teacher will pull out incomplete, unclear, and misguided instructions. The teacher will follow instructions exactly as they are written for just a couple examples. When a student has written. “Put peanut butter on bread”, the teacher will demonstrate this with the whole jar of peanut butter and the whole loaf of bread. When amounts are not given the teacher has the freedom to use a tiny amount or a huge amount. When utensils are not in the instructions, hands (with gloves) can be used. This demonstrates why clear and concise written instructions are necessary when trying to explain information.</p> <ul style="list-style-type: none"> • Pre-Assessment/ Activating Background Knowledge: <p>After the demonstration is cleaned up brainstorm the steps needed for a written recipe. Focus on cleanliness and food safety and proper and safe use of appliances. Ideas can be offered for students who are not familiar with cooking that are simple. Students will be allowed time to look at recipes and instructed that copying recipes is plagiarism.</p> <p>Discuss the need for transitions in instructing how to make something. Encourage students to offer ideas of ethnic food that other students might not be familiar with. Ask students to brainstorm different examples of food items that could be make in front of the class and what sort of appliances could be used in a classroom setting making sure safety and cleanliness are considered. Encourage students to discuss the assignment with parents and bring ideas in the following day.</p> <p>Students will use the class period to write the instructions making sure to use the scaffold which reminds students to use a list of ingredients, transitions and steps. Remind students to give instructions for cleanliness with specific instruction for washing hands. Remind students to write how to safely use any tools or appliances.</p> <p>Encourage students to give background to any ethnic food to teach others when a food is eaten for a special holiday and any history that was learned or should be shared with those students unfamiliar with a particular dish or food item.</p> <p>Day 3 should be for students to edit or peer edit. Students are familiar with editing using C.U.P.S. which focuses on Capitalization, Usage, Punctuation, and Spelling. Students know only constructive criticism is offered. A student is not allowed to say, “this isn’t good” unless they can offer a suggestion for improvement.</p> <p>Students are allowed to take writing home to complete editing work and rewriting. Students may choose to type instructions. Due date is given.</p>



El Dorado County Career Technical Partnership

In Partnership: Folsom Lake College • El Dorado Union High School District • El Dorado County Office of Education

<ul style="list-style-type: none"> • Closure <p>Optional</p> <ul style="list-style-type: none"> • Independent Practice 	<p>Students will be allowed to volunteer to make the food item in class on a different day. If there are too many volunteers, students will be chosen at random and given time to choose a partner or helper.</p> <p>The fourth day could be for demonstrations. This can be eliminated or extended as time and interest allows. Make sure to check for school policy about sharing food and food allergies.</p>
<p>Assessment:</p>	<p>Informal Assessment:</p> <p>During the lesson, the teacher will observe and correct writing and behavior with individuals</p> <p>Formal Assessment:</p> <p>The written instructions, the rough draft, and the scaffold will be collected. The final written instructions will be graded. (See attached rubric)</p> <p>*When students demonstrate to the class additional portion of the rubric is available and used.</p> <p>Summative Assessment:</p> <p>If online writing assessments are available, students will be assigned the expository assignment which will be graded through the online grading system.</p>
<p>Notes & Reflections:</p>	

<p>Externship Sites:</p>	<p>Albert Shafsky Bed and Breakfast Inn</p>		
---------------------------------	---	--	--