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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Hospitality and Tourism |
| **Course Name** | Practicum in Culinary Arts |
| **Lesson/Unit Title** | Fruitful Discoveries |
| **TEKS Student Expectations** | **130.257. (c) Knowledge and Skills**  (9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:  (D) demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Recognize fruit and match with correct category * Distinguish fruit during various stages of ripeness, and proper purchasing and receiving of fruit * Clarify how to prevent cross-contamination as it relates to fruit preparation * Relate moist and dry heat cooking methods in fruit preparation * Prepare a fruit recipe that will demonstrate food preparation skills used in commercial food service |
| **Rationale** | As a food service industry professional, students will need to apply knowledge and skills of fruit identification, selection, storing, and preparation in a commercial kitchen setting. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Drupes:** Fruits that have a central pit  **Caramelization:** A browning process  **Enzymatic Browning:** When oxygen comes in contact with the flesh of cut fruit  **Ethylene Gas:** Gas emitted from fruit, which causes fruit to ripen  **Fructose:** Natural sugar found in fruit  **Poaching:** Cooking in a simmering liquid  **Quality Grades:** Like a rating system based on quality standards  **Summer Fruits:** Berries, cherries, grapes, melons, peaches, nectarines, plums, and pears  **Tropical Fruits:** Bananas, figs, kiwis, mangos, papaya, pineapple, coconut  **Winter Fruits:** Citrus fruits, apples |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet for multimedia presentations   **Supplies**   * Beach ball * Fruit (various), if available * Paper bags, small (6) * Copies of all handouts   **PowerPoint**   * Fruitful Discoveries   **Technology:**   * Infographics:   + Fruit for Health Most fruits are packed with many vitamins and fiber necessary for a balanced diet. Instead of spending money on vitamin pills, a yummy way of getting your required number of vitamins is to eat them straight from the food source!<http://www.dailyinfographic.com/fruit-for-health-infographic>   **Graphic Organizers:**   * Fruitful Discoveries Notes * Fruitful Discoveries Notes (Key) * Fruit Facts * Fruit Facts (Key)   **Handout:**   * Rubric for Laboratory Experience |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Place one cut-up fresh fruit in six unmarked brown bags and staple closed. Place the bags in the front of the room so students may see them as they walk in.  Divide the class into six subgroups. Place one bag at each table. Do not allow students to open the bags. Students should pick up the bag to smell and feel the fruit that is inside. Ask each group what fruit they think is in the bag. They may open the bag and see if they predicted correctly. Each person in the group should then tell the group one thing they already know about the fruit (sweet, sour, has seeds, have to peel, grows on trees, grows in the ground, and so forth). After they have shared their knowledge, allow them to eat the fruit.  Option: Set out various pieces of fruit. On the board, write down fruit categories. Ask students to predict which fruits belong to which category. Assign a scribe to write the answers. If budget allows, cut up the fruit and share it with the students, especially fruits they are not familiar with. |
| **Direct Instruction \*** | Introduce objectives, terms, and definitions.  Introduce PowerPoint Fruitful Discoveries. Distribute Fruitful Discoveries Notes. Students should answer the graphic organizer as they follow along the slide presentation.  If budget allows, demonstrate how to wash the fresh fruit, and cut an apple horizontally to display the five compartments “star” that holds the seeds. Ask a student to keep track of time to see how long it takes before the enzymatic browning begins.  Discuss buying fruits in season versus buying fruits out of season and how it affects their price, restaurant food costs, quality, quantity, and flavor.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * work with a peer tutor * repeated instructions * extra time for written response |
| **Guided Practice \*** | Distribute graphic organizer Fruit Facts.  Students may use their textbook or an Internet search to find the facts about fruits for:   * Purchasing and receiving * Washing and preparation * Serving * Storage   Review slide 10 of the slide presentation that discusses the enzymatic browning and how it can be prevented. If an apple was cut earlier, discuss the length of time it took for the apple to turn brown.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reduce assignment * peer to take notes |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Lab assignment: Prepare a fruit recipe that will demonstrate food preparation skills used in commercial food service.  Remind students of lab and food safety rules before they begin preparing their recipes.  Each group will complete a Lab Prep Sheet (kitchen brigade format) with executive chef, sous chef, prep cook, line cook, and dishwasher or whatever brigade format you choose. Groups should work together as a team displaying positive work habits, attitudes, and communication skills to produce a flavorful product.  Allow students to select fruit recipes from cookbooks or the Internet that include various methods of cooking, and preparation techniques. Examples include: grilled fruit, deep fried fruit – such as watermelon, poached fruits, flambé, and so forth.  YouTube video examples:   * Williams-Sonoma How to Make Bananas Fosterhttps://youtu.be/OK93WuPXft8 * Better Homes and Garden Grilling Fruit<http://youtu.be/Kw4_d3LVUwk>   Distribute Rubric for Lab Experience so that student may understand what is expected.  Remind student that:   * All safety and sanitation rules learned previously will be followed * Equipment, utensils, and kitchen area will be cleaned and maintained before class ends   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encourage participation * participate in small groups * break difficult tasks into smaller parts |
| **Lesson Closure** | Allow students to sample the different fruit recipes.  Question and Answer Review:  At the end of each class period, ask the following questions:   * What is enzymatic browning? * How can it be prevented? * What are the six categories of fruits? * Describe summer fruits * Describe winter fruits * Describe tropical fruits * Name one key point in the purchasing process * Name one key point in the washing and preparation process * Name one key point in the serving of fruit * Name one key point in the storage of fruit   Option: Review Ball Toss – using a numbered or lettered beach ball, ask the students questions as a means to review the lesson. |
| **Summative/End of Lesson Assessment \*** | Review lesson objectives, terms, and definitions.  Students will be assessed with a rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * give much encouragement and praise * check for understanding |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * *Culinary essentials.* (2002). Woodland Hills, CA: Gencoe/McGraw Hill. * *Foundations of restaurant management & culinary arts: Level one*. (2011). Boston, MA: Prentice Hall.   **YouTube:**   * Williams-Sonoma How to Make Bananas Fosterhttps://youtu.be/OK93WuPXft8 * Better Homes and Garden Grilling Fruit<http://youtu.be/Kw4_d3LVUwk>   **Websites:**  Raw Produce: Selecting and Serving It Safely Food Facts from the U.S. Food and Drug Administration<http://www.fda.gov/food/resourcesforyou/consumers/ucm114299> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize Four Corners Vocabulary/ Word Wall Activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Use the internet to find various articles about fruit. Each student will give a 90-speech summarizing the article. Below are just a few sites.   * Wash Your Fruits and Vegetables   About.com – Nutrition<http://nutrition.about.com/od/ahealthykitchen/a/washveggies.htm>   * Top 10 Food Trends for 2017 The Food Channel http://foodchannel.com/2016/2017-top-ten-food-trends-food-channel * Are Blueberries a Super Fruit? <http://www.healthline.com/nutrition/10-proven-benefits-of-blueberries#section1>   Encourage students to “visualize” as they read. Many students are visual learners and will benefit from making sketches or diagrams on scrap paper as they read. Providing students with graphic organizers to help them organize their thoughts is also helpful. |
| **Quotes** | I don’t like gourmet cooking or “this” cooking or “that” cooking. I like good cooking. **-James Beard**  A fruit is a vegetable with looks and money. Plus, if you let fruit rot, it turns into wine, something Brussels sprouts never do.  **-P. J. O’Rourke**  A little lemon juice makes everything taste better.  **-Virginia Sanborn Burleigh**  The roots of education are bitter, but the fruit is sweet. **-Aristotle**  The trees that are slow to grow bear the best fruit. **-Moliere** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * My favorite fruit is (description) ……… * My favorite fruit has the following nutrients: ……. * My favorite fruit recipe is …… * Fresh fruit is best because…. * Canned fruit has ………   **Writing Strategies:**  RAFT Writing Strategy   * Role – student * Audience – cafeteria director * Format – memo * Topic – add more fresh fruits to the choices for lunch |
| **Communication**  **90 Second Speech Topics** | * What fruits are in season? * What value are fruits when purchased in season? * What value are fruits when purchased out of season? |
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| **Enrichment Activity**  (e.g., homework assignment) | Students may record their fruit lab to illustrate the proper steps to purchasing, washing, and preparing, serving, and storing fruit. This may be shown on the school district’s website or educational cable channel. This will educate the community about handling fruit correctly.  **Infographic:**  Infographics are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly.  The infographic below is related to this lesson. Allow students to view the image on a projector and lead a discussion concerning the information provided.  Fruit for Health Most fruits are packed with many vitamins and fiber necessary for a balanced diet. Instead of spending money on vitamin pills, a yummy way of getting your required amount of vitamins is to eat them straight from the food source!<http://www.dailyinfographic.com/fruit-for-health-infographic> |
| **Family/Community Connection** | * Invite an orchard farmer to visit your classroom to talk about his/her career. If possible, arrange a field trip to the farm to observe the fruit growing. * Prepare one of the recipes at home for family to taste. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org/><http://fcclainc.org/>   * Culinary Arts A team event – recognizes participants enrolled in occupational culinary arts/food service training programs for their ability to work as members of a team to produce a quality meal using industrial culinary arts/food service techniques and equipment.   **Skills USA**  <http://SkillsUSA.org/>   * Culinary Arts  The competition will encompass both hot and cold food preparation and presentation. Contestants will demonstrate their knowledge and skills through the production of a four-course menu in a full day competition. The contestants will be rated on their organization, knife skills, cooking techniques, creative presentation, sanitation food safety techniques, and above all, the quality and flavor of their prepared items. The high school competitors will work from one menu with standardized recipes. The college/postsecondary students will work from a market basket format and write their own menu and recipes the night before the competition. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see:<http://www.nylc.org/>  Possible idea: Offer an after-school cooking class to elementary students. Have the students teach the attendees about fruit, and have the group prepare a simple fruit recipe with the elementary students. Determine before the class what skills and content are to be taught. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)