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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** | Mama Mia! The Secret is in the Sauce! The Five Mother Sauces |
| **TEKS Student Expectations** | **130.257. (c) Knowledge and Skills**  (8) The student uses concepts and skills related to safety in the workplace. The student is expected to:  (A) identify and apply safe working practices  (9) The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:  (G) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Will demonstrate industry standard safety and sanitation procedures * Identify and define the five mother sauces * Prepare each of the five mother sauces * Participate as a member of a kitchen brigade in order to prepare the assigned sauces |
| **Rationale** | As a culinary student and a future food service industry employee, it is important to recognize, identify, and be able to prepare each of the five mother sauces. Working in the food industry, it is important to utilize sauces as part of garnishing and plating presentations. Properly preparing and utilizing these sauces will help you earn a respected position in a commercial kitchen. |
| **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)* | **Béchamel:** (French) A rich cream sauce made from cream and a roux, with an onion pique  **Espangole:** also known as a Brown sauce and is used as a base for many sauces. Made of beef stock, mirepoix, a brown roux, and herbs.  **Hollandaise:** A sauce made of butter, egg yolks, and flavorings (especially lemon juice)  **Mirepoix:** A French Culinary term that refers to a rough dice of carrot, onion and celery that forms the basis of a wide variety of stocks, sauces, and soups  **Mother Sauce:** A basic sauce used in the production of other sauces. The five leading hot sauces are: béchamel, véloute, espangole, tomato and hollandaise  **Onion pique:** Is a traditional French culinary technique where a chef attaches one or more bay leaves to an onion by pushing whole cloves through the leaves into the onion  **Pureé:** Any food (usually a fruit or vegetable) that is finely mashed to a smooth, thick, smooth consistency  **Roux:** A mixture of flour and fat that, after being slowly cooked over low heat, is used to thicken mixtures such as soups and sauces. There are three classic roux — white, blonde, and brown.  **Tomato sauce:** Made with puréed tomatoes to give the sauce texture and flavor. This type of sauce may be referred to as Coulis (koo-lee).  **Véloute:** (French) A sauce made with veal stock, cream, and tightened with a white roux |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet for multimedia presentations * Smart board or projection screen and projector   **Supplies:**   * Card stock * Disposable plates * Rubber spatulas * Sauce pots (2 quarts) * Sauté pans * Stock pots * Wire whisks   **Food:**   * French Bread – 1 loaf per lab group – for taste testing each sauce * Recipe ingredients * Copies of all handouts   **PowerPoint:**   * Mama Mia! The Secret is in the Sauce! The Five Mother Sauces   **Graphic Organizer:**   * Mother Sauce Connections KWL Chart * Mother Sauces * Mother Sauces (Key) * Steps to Creating a Sauce   **Handouts:**   * Mother Sauces Quiz * Mother Sauces Quiz (Key) * Rubric for Laboratory Experience |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Prior to class:   Use the sources below to select Mother sauce recipes or use recipes of you own.   * Lists information on the structure of sauces, as well as a recipe for each mother sauce<http://www.chefmilani.com/mothersauces.html> * Gives a brief explanation of each sauce and its derivatives. <http://culinaryarts.about.com/od/sauces/tp/Mother-Sauces.htm>   Print terms on a half-sheet of card stock and the definition on the other half. Tape the terms to a wall.  As students walk into the classroom, hand the definitions to various students.  Have a tomato/pasta sauce simmering on the stove so students can smell the sauce as they walk into class. The sauce can be a commercial sauce or one that you prepared.  Disney Pixar’s Ratatouille – Present a quick review of the role of the Saucier in a commercial kitchen using the film clip from scene selection 7 if available.  The student will answer the discuss questions:   * Why is the role of the saucier crucial to the recipe? * What ingredients are necessary to create a palatable sauce? * How are sauces used in food presentation?   Many terms in culinary arena are French. Pronounce the terms correctly for the students or have them listen to a computer program such as <http://dictionary.reference.com/> that will correctly pronounce the words. Instruct students to write down the terms as you introduce them. Hold a discussion and allow students to determine, and write down the correct definitions.  Have correct definitions placed on wall next to terms. Allow time for students to practice pronouncing terms to each other.  Option: Distribute graphic organizer Mother Sauce Connections KWL Chart and ask students to write three points about what they already know about Mother Sauces and what they would like to learn about them.  Revisit the KWL chart in lesson closure to complete the chart about what three points students learned in this lesson. |
| **Direct Instruction \*** | Review lesson objectives, terms, and definitions.  Introduce PowerPoint Mama Mia! The Secret’s in the Sauce!  Distribute graphic organizer Mother Sauces. Students should take notes as you review the five mother sauces.  View YouTube video recipe: Bechamel Sauce Chef Keith Snow This classic Mother sauce is one of the 5 foundational sauces in French cuisine. It can be used in many ways and many in variations, or compound sauces can spring from this.<http://youtu.be/wfTR7juCgUg>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * work with peers * check for understanding |
| **Guided Practice \*** | Divide students into lab groups.  Distribute copies of your selected recipes for lab or allow students to research recipes using the internet or cookbooks available. Each group will make a different sauce so that everyone may sample.  Distribute graphic organizer Steps to Creating a Sauce.  Assist students as they list the steps for their sauce and other sauces that can be made from the mother sauce. They may use their textbook or the internet.  The Venn Diagram is to illustrate the difference between the mireproix and the Cajun trinity vegetables. They share the onions and celery and the difference is the carrots in the mireproix and bell pepper in the trinity.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutor * shortened assignment |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 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.  Distribute Rubric for Lab Experience so that student may understand what is expected.  Lab groups will prepare one of the five mother sauces: Béchamel, Espagnole, Véloute, Tomato, and Hollandaise. 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:*   * check for understanding * provide praise and encouragement * work in small groups |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Allow students to sample the sauces using the French bread to taste.  Evaluation/discussion question and answer:   * What was your favorite sauce? * What would you do different in making the sauce? * What dishes would you use this sauce in? * Would you make this sauce at home for your family?   Remind students that a quiz will be taken for the mother sauces.  Option: Revisit the Mother Sauce Connections KWL Chart to complete the chart. |
| **Summative/End of Lesson Assessment \*** | Lab will be assessed with the Rubric for Laboratory Experience.  Students will be assessed with the handout Mother Sauce Quiz.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allow more time for written responses. * give much encouragement and praise |
| **References/Resources/**  **Teacher Preparation** | **Textbook:**   * Gisslen, W. (2007). Professional Cooking, Sixth Edition, Chapter 8, Hoboken, NJ: John Wiley and Sons pages 159-171. * Beasley, E. (2007) FS Prep Culinary Curriculum Lessons, Third Edition, Unit 4, Sauces, Chicago, IL: Texas Restaurant Association Education Foundation, pages 476 to 480.   **Website:**   * What Are the Mother Sauces? In the culinary arts, the term “mother sauce” refers to any one of five basic sauces, which are the starting points for making various secondary sauces or “small sauces.”<http://culinaryarts.about.com/od/sauces/tp/Mother-Sauces.htm>   **YouTube:**   * Video Recipe: Bechamel Sauce Chef Keith Snow This classic Mother sauce is one of the 5 foundational sauces in French cuisine. It can be used in many ways and many in variations, or compound sauces can spring from this. <http://youtu.be/wfTR7juCgUg> |
| **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 * Utilized four corners vocabulary/ word wall activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | **Ezine Articles**   * An ezine article on Sauce begins with the basics<http://www.clubsauce.com/sauce-making.html> * An ezine article on 10 tips for making sauces.<http://www.clubsauce.com/greatsauce.html> * An ezine article on selecting cookware for sauce making <http://www.clubsauce.com/choosing_cookware>   Using computers with internet access allow students to work in pairs and select and read one of the 3 Ezine articles listed above. For each article, the pair will:   * Create a list of 10 vocabulary words from the article * Create a concept map summarizing the article * Bullet list five (5) key points from the article |
| **Quotes** | What is sauce for the goose may be sauce for the gander, but it is not necessarily sauce for the chicken, the duck, the turkey, or the guinea hen. **- Alice B. Toklas**  Of all the items on the menu, soup is that which exacts the most delicate perfection and the strictest attention. **- Escoffier**  The difference between good and bad cookery can scarcely be more strikingly shown than in the manner in which sauces are prepared and served. If well made…. they prove that both skill and taste have been exerted in its arrangements. When coarsely or carelessly prepared…. they greatly discredit the cook. **- Eliza Acton**  It is the sauce that distinguishes a good chef. The Saucier is a soloist in the orchestra of a great kitchen. **- Fernand Point**  Sauces are the orchestration and accompaniment of a fine meal, and enable a good chef or cook to demonstrate his talent. **- Curnonsky** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * My favorite sauce is ………………. * I use \_\_\_\_\_\_\_\_\_ sauce in ……………. * Homemade sauce is better than can or jar sauce because……… * Can or jar sauce is better than homemade because…………   **Writing Strategy**  RAFT writing strategy   * Role – restaurant chef * Audience – customers * Format – newsletter * Topic – new menu item |
| **Communication**  **90 Second Speech Topics** | * My favorite mother sauce is ……………… * The Cajun Trinity is used in foods such as …………… |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Allow students to prepare a protein dish to complement their mother sauce. |
| **Family/Community Connection** | Invite a guest chef to speak to students about the role of Saucier in the kitchen brigade.  Prepare one of the mother sauces at home for family to taste. |
| **CTSO connection(s)** | Family, Career, Community Leaders of America (FCCLA)  <http://texasfccla.org/>  **STAR Events**   * 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. * Food Innovations An individual or team event – recognizes participants who demonstrate knowledge of the basic concepts of food product development by creating an original prototype formula, testing the product through focus groups, and developing a marketing strategy. * Illustrated Talk – An individual or team event – recognizes participants who make an oral presentation about issues concerning Family and Consumer Sciences and/or related occupations. Participants use visuals to illustrate content of the presentation.   **SkillsUSA**  <http://www.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 ideas:  Develop a service project with the teacher, life skills teacher and guest chef to prepare an “each-one, teach-one” learning lab using the recipe for Tomato Sauce. Culinary students demonstrate, prepare, and serve the tomato sauce and pasta to life skills students. |

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)