

Course: Catering
Topic: Yeast/Donuts
Teacher: Kim Schutt
Minutes: 90 minutes

<p>New Vocabulary & Review:</p> <p>Proofing Yeast Kneading Gluten</p> <p>Reflection about and or teaching to:</p> <p>Learning Styles <input type="checkbox"/> AR <input type="checkbox"/> CR <input checked="" type="checkbox"/> AS <input checked="" type="checkbox"/> CS</p> <p><input type="checkbox"/> Visual <input checked="" type="checkbox"/> Auditory <input checked="" type="checkbox"/> Kinesthetic</p> <p>Diversity <input type="checkbox"/> Gender <input type="checkbox"/> Multicultural <input checked="" type="checkbox"/> Disengaged <input type="checkbox"/> Special Needs</p> <p>Multiple Intelligences <input type="checkbox"/> Verbal/Linguist <input checked="" type="checkbox"/> Logical/Math <input type="checkbox"/> Naturalist <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Interpersonal <input type="checkbox"/> Musical <input checked="" type="checkbox"/> Kinesthetic</p> <p>Instructional Techniques</p>	<p>Instructional Goal/Rationale/Essential Questions</p> <ul style="list-style-type: none"> - During this time, students will use prior knowledge of yeast products and leavening agents to produce donuts. These donuts will also be used as an FCCLA fundraiser for state competitions. 	
	<p>Performance Objectives (consider multiple levels of Blooms):</p> <p>Learning Targets:</p> <ol style="list-style-type: none"> 1. By making donuts, students will be able to see firsthand how to work with yeast products, by knowing the temperature at which yeast die, kneading dough, and watching the proofing process. 2. Students will sell individual donuts for \$1.00 and proceeds will go towards FCCLA. 	
	<p>Standards:</p> <p>CATR.01.02 Demonstrate food safety and sanitation procedures. CATR.01.04 Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. CATR.01.05.a Demonstrate professional skills in safe handling of knives, tools, and equipment.</p>	
	<p>Resources/Preparation/Material Needed:</p> <ul style="list-style-type: none"> - Healthy donut recipes - Ingredients from recipes - Kitchen equipment 	
<p>Time Estimate 5mins</p>	<p>Introduction/Set/Focus/Attention Getter/Pre-assessment:</p> <p>“Jump Start” (warm up) over notes from the day before</p> <ol style="list-style-type: none"> 1. At what temperature does yeast die? 2. What is developed during kneading? Why is this important? 3. What does “proofing” mean? 	

<input type="checkbox"/> Inquiry <input type="checkbox"/> Direct Instruct <input checked="" type="checkbox"/> Coop Learning <input type="checkbox"/> Concept <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Laboratory work <input type="checkbox"/> Demonstration <input type="checkbox"/> Other Technology Utilized N/A		Instructional Input/Body of Lesson <ul style="list-style-type: none"> - Students will begin by working in their normal kitchen groups and reviewing the recipes. - Students assign roles/duties for the lab. - Walk around to kitchen groups and help if needed with measuring, testing the temperature of the yeast, kneading, and proofing techniques. - Once donuts are done baking, help students with packaging the final product for sale. - Remind students when there is 15 minutes left and they should start cleaning if they haven't already. - Check kitchens for cleanliness - Remind students to keep record of their donut sales for FCCLA. 	Student Actions/Expectations Review recipe Assign roles for the lab Prepare donuts Package donuts Clean kitchens Monitor donut sales/profit for FCCLA
		Review/Closure/CSU: <ul style="list-style-type: none"> - How should we market donuts? - Make sure students aren't selling donuts during our cafeteria sale times - Check in with me once you have sold all your donuts - All profits will be turned into the bookkeeper under the students individual account for fundraising 	
		Independent Practice/Homework/Lesson Extension: <ul style="list-style-type: none"> - Donut sales for FCCLA 	

	<p>How are Objective/Standards Assessed in this lesson?</p> <ul style="list-style-type: none">- If students' final product (donuts) turn out, then it is obvious that students have mastered their understanding of yeast products.
	<p>Modification/Accommodation/Adaptations N/A</p>
	<p>Reflection How did this go?</p>