

Lesson Format:

- **Review Expectations & Schedule** (1-2 minutes) Begin each lesson by reviewing the expectations for the lesson and the schedule. Utilize visuals, mini schedules, and other tools if needed to concretely communicate what is going to happen.
- **Review Core Concepts** (2-5 minutes) Review the anchor chart in detail. Discuss each kitchen safety rule and why they are important. Identify the possible consequences of not following each rule. Review the steps to following a recipe. Review the functions and names of appliances. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Present a hypothetical situation. For example, "You are about to start cooking. What should you do before you touch the food?" and have the students answer the questions according to the kitchen safety rules.
- Have the students write a sentence using one of the kitchen safety rules and illustrate a picture.
- Say a kitchen safety rule or a made-up non-rule (e.g., You must always keep canned goods in the fridge) and have the students identify if what you said is a rule.
- Demonstrate and have the students practice washing their hands thoroughly.
- Show the students real oven mitts/pads and practice carrying cookie sheets or pans while wearing them.
- Gather real recipes from online or in magazines. Have the students practice reading each step and identifying the ingredients they would need. Ask the students comprehension questions about the recipe.
- Have the students find a recipe they like from the internet. Have each student read and explain each step in the recipe to you and then make a list of the ingredients they need. To increase the complexity and tie in Unit 1, have the students identify in which grocery department each ingredient could be found.
- Using a real recipe, write each step on a separate index card. Have the students put the steps in order using the recipe as a reference.
- Make recipes together in class using any of these [Visual Recipes](#).
- Ask the students questions related to the function of the kitchen items (e.g. I want to make a smoothie- what should I use? I need to cook noodles- what should I use?) and have them write or say the answer.
- Using real recipes, have the students identify which appliances they would use to make each food.
- Watch brief cooking videos online. Have the students identify what appliance or cooking method is being used.
- Have students write a sentence using an appliance word and/or cooking term and illustrate the sentence.
- Show the students an appliance and say an appliance function. Have the students give a thumbs up/down if the appliance matches the function you say. To increase the complexity, add in other appliances that are not targeted in this unit (e.g., mixer, coffee pot, toaster, microwave, crock pot).
- For more kitchen vocabulary practice, play [Kitchen Bingo](#), complete [All About the Kitchen Life Skills Unit](#), [150 Kitchen Vocabulary Words](#), and the [Household Vocabulary Unit](#).