

Lesson 1.14: Planning a Meal for a Family

Unit: Unit 1, Kitchen Skills and Smart Eating (Nutrition and Wellness) **Topic:** 1.4 Plan, Shop, Cook: Meals on a Budget **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** Either (classroom or FACS lab; no cooking today)

Standards

- NYS module line: NYS N&W 1. Culinary Management e) Plan a nutritious meal
- NYS module line: NYS N&W 3. Consumer Resources and Finance c) Identify monetary influences on one's ability to select and purchase nutritious foods
- CTE theme line: CTE FCL 4. Buying Goods and Services c) Develop a spending and savings plan (budget) based on income and expenses
- NYS FACS Learning Standard 1 (Intermediate), Key Idea: Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.; Performance Indicator: Students understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals.
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.
- CDOS Standard 3a Universal Foundation Skills: Managing Resources
- National FCS 3.0: 14.3.1 Use current dietary guidelines to plan for nutrition and wellness needs.

Enduring understanding and essential question

Big idea: A meal that works for a family has to do several jobs at once: feed everyone something they can and will eat, fit the time and the money, and use what is already in the house. Planning is how you get all of that on one plate. **Essential question:** What does a dinner have to do before it is a good dinner for this family?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given the Meal Planning Grid, list the six things a family meal has to do (nutrition, likes and dislikes, allergies and food rules, time, cost, pantry).
2. (Mid) Given a family card, plan one dinner on the grid that covers at least four MyPlate groups and honors every rule on the card.
3. (High) Compare the team's dinner to another team's for the same family and justify in writing which one fits the family better and why.

Vocabulary

Tier 2 (general academic): constraint, priority, pantry, justify Tier 3 (FACS): meal planning, food allergy, food rule (religious, medical, or family), MyPlate groups, staple. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 01.14 - Meal Planning Grid and Family Cards.md (the grid on page 1, three family cards on page 2)
- One family card per team, cut apart, so each team plans for one family and two teams share each family
- The MyPlate poster from Lesson 1.10 on the wall
- Slides: Slides 01.14 - Planning a Meal for a Family (outline in 05 Materials; the site renders it as a deck)
- Chart paper or a whiteboard space for the six jobs list
- Setup notes: Teams of three or four, the same teams that will run the project in Lesson 1.18 if possible. Allergy check: no food is handled today. Read the three family cards once before class so you can answer “can they eat that” questions fast.

Pre-assessment

The Label Reading Quiz from Topic 1.3 tells you who can name the MyPlate groups without the poster. The do now today asks what students already think a “good dinner” is. Expect most answers to be about taste. The lesson adds the other five jobs.

Do now and hook (Time: 5 min)

On the board: “Think about last night’s dinner at home. Who decided what it would be? Write two things that person had to think about before choosing it.”

Debrief: cold call five students and list their answers on the board. Sort them live into columns without naming the columns yet (taste goes under likes, “what we had” goes under pantry, “Mom got home late” goes under time). Then the hook: “You just built the list a professional meal planner uses. There are six jobs. You found most of them. Here are all six.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: the six jobs of a family meal	Show the six jobs slide: nutrition (MyPlate groups), likes and dislikes, allergies and food rules, time, cost, pantry. Give one example of each	Copy the six jobs onto the top of the grid. Answer the check question: “Which job is about safety, not preference?”	7 min

	from a real family dinner. Explain the difference between an allergy (the body reacts, can be dangerous), an intolerance (stomach trouble), and a food rule (religion, medical advice, family choice). Say plainly: all three get the same respect on a plan.		
2. Guided practice: read a family card together	Put Family A on the screen. Read it aloud. Ask the class to find each of the six jobs on the card and underline it. Model filling the first row of the grid with a dish that fails one job (a stir fry with mixed vegetables for a child who will not eat food “mixed together”), then fix it (same food, served in sections).	Underline on their own card. Suggest the fix.	6 min
3. Learning activity: team plans one dinner	Hand each team a family card. Task: fill the grid with one dinner (a main, a vegetable or fruit, a grain if the main has none, a drink) that covers at least four MyPlate groups, breaks no rule on the card, and can be made in the time on the card. Cost	Plan on the grid. Each member writes the team plan on their own copy. Mark which items are already in the family’s pantry.	12 min

	column stays blank today except for a guess (under \$10, \$10 to \$20, over \$20). Circulate with the check questions.		
4. Share and compare	Pair the two teams that had the same family. Each team reads its dinner. Both teams answer on the back of the grid: which of the two dinners fits this family better, and which of the six jobs decided it. Take one pair's answer for each family aloud.	Listen to the other team. Write the comparison sentence. One reporter per pair shares.	6 min

Questions to ask

Monitor understanding:

- Which of the six jobs does this card make the hardest? Why?
- Your dinner has a grain, a protein, and a dairy. What is missing from the plate?
- Is “no pork” an allergy or a food rule? Does it change how careful you have to be?

Deepen learning:

- If a family has \$40 and 30 minutes, which one do you give up first when you cannot have both, and why?
- Why does using what is already in the pantry matter for cost? What happens to food nobody planned to use?
- Who plans meals in your house? What would change if you did it for a week?

Check for understanding

Clipboard check during Step 3: for each team, yes or no on “four MyPlate groups on the plate,” “no rule on the card broken,” and “fits the time on the card.” A team with three yeses is ready for Lesson 1.15. A team with a no on the rule check gets a question, not a fix: “Read the card again. Which line does your dinner break?”

Closure (Time: 4 min)

Exit card: 3 of the six jobs a family meal has to do, 2 things your team's dinner did well, 1 thing you would change if this family had \$10 less to spend. Three students read one line

aloud. Sort into “got it” and “needs more”; a “needs more” pile of more than a third means Lesson 1.15 opens by rebuilding the six jobs list from the exit cards.

Differentiation and supports

- ELL: the six jobs slide has an icon for each job; the family cards are written in short sentences with the rules in bold; sentence starters on the grid: “This family cannot eat ___ because ” **and** “**Our dinner fits because** ”; the words allergy, rule, pantry, cost, time, and plate are on the unit vocabulary card in Turkish, Portuguese, and Spanish. Pair each ELL student with a partner who can point to the card.
- IEP and 504 (general): the grid has checkboxes for the MyPlate groups so a student can mark instead of write; a printed six jobs list stays on the table; extended time means the cost guess can be skipped; a student who cannot work in a team fills the grid for Family A alone with the teacher’s model as a starter.
- Grade 6 support: teams plan for Family A only (the fewest rules) and the grid asks for three MyPlate groups, not four.
- Grade 8 stretch: teams plan for Family B (low salt plus a peanut allergy) and add a second row: the same dinner adjusted for a night when the family has only 20 minutes.
- UDL checkpoint used: multiple means of representation (the six jobs as icons, as a list, and as underlined lines on a card) and multiple means of engagement (choice of dish within the card’s rules).
- No-kitchen or no-machine alternative: not needed; this lesson is paper and discussion in any room.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List the six jobs of a family meal	N&W 1. e); Std 1 KI	Grid header, Step 1; exit card	Formative; exit card checked for three of six jobs named
2. Plan one dinner that fits the card	N&W 1. e); N&W 3. c); Std 1 PI A; National FCS 14.3.1; CDOS 3a Managing Resources	Team plan, Step 3	Formative; clipboard check (four groups, no rule broken, fits the time); grid collected as daily work
3. Compare two dinners and justify the better fit	N&W 3. c); FCL 4. c); Std 3 KI	Pair comparison, Step 4	Formative; comparison sentence scored complete, partial, or missing

Objectives 2 and 3 are assessed summatively through the project plan (Rubric 01, criterion 1 and 2) and on the Unit 1 test (planning items).

Homework

None. Optional: ask an adult at home what the hardest part of planning dinner is. Bring one sentence back.

Connections

Health: the health teacher's MyPlate and food allergy lessons feed this one; FACS gives health a place where students use the plate on a real family. Math: the cost guess column becomes real numbers in Lessons 1.15 and 1.16.

Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nycctecenter.org, June 2018), lines 1. e) and 3. c). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 03, Financial and Consumer Literacy, line 4. c). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standards 1 and 3, Intermediate. Wording per 02 Standards/STANDARDS CROSSWALK.md, Part A.6.
- CDOS Intermediate Standard 3a, per 02 Standards/STANDARDS CROSSWALK.md, Part A.7.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 14.3.1, per 02 Standards/STANDARDS SOURCES - web research.md.
- Sal's own materials: the "plan a nutritious meal for a family" day in his FNES 563 draft unit calendar (FNES 563/06 Drafts/DRAFT - Group Work - Nutrition and Wellness Unit (Map, Outline, Calendar) - v1.md) and the family-of-four framing from his Feed a Family run of show.

Teacher notes

- If time runs short, cut Step 4 to one pair sharing and have the rest write the comparison as the exit card.
- Common mistake: teams plan a dinner they like instead of one the card family would eat. Ask "who on the card eats this?" for every dish.
- The pantry column is the one students skip. It matters most in Lesson 1.18, when a pantry item is free money on the \$40 cap. Point at it today.
- Keep the family cards. The same three families come back in Lesson 1.18 as the project scenario, so students walk into the project already knowing the families.
- *[Sal: if your students have real food rules in the room (halal, kosher, vegetarian, allergies), let them say so only if they want to. Never call on a student to explain their own rule.]*