

Lesson 1.19: Peer Math Check and MyPlate Check

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 b) Describe and demonstrate food purchasing strategies that maximize the benefits of the food budget
- CTE theme line: CTE CIR 2. Listening c) Show understanding of active listening and feedback techniques
- CTE theme line: CTE CIR 6. Conflict Prevention and Management f) Contribute to a classroom environment that encourages respect for the ideas, perspectives, and contributions of all
- 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.; Performance Indicator: Students are able to budget their time and money.
- CDOS Standard 3a Universal Foundation Skills: Interpersonal Skills
- 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 second set of eyes catches what the first set stopped seeing. Checking someone else's plan is also the fastest way to find the mistakes in your own. **Essential question:** Why is it easier to find a mistake in someone else's math than in your own?

Objectives

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

1. (Low) Given another team's plan sheet, recalculate every line and the running total and mark each line correct or corrected.
2. (Mid) Given another team's plan, check the unit on every price, the \$40 cap, and the MyPlate groups against the family card, and identify any line that fails.
3. (High) Given the checked plan, write two pieces of feedback (one thing done well, one specific change) that the other team can act on, then revise their own plan using the feedback they receive and explain what changed.

Vocabulary

Tier 2 (general academic): verify, specific, feedback, revise Tier 3 (FACS): running total, unit price, MyPlate groups, budget cap, peer check. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per team: Handout 01.19 - Peer Check Sheet.md
- Each team's completed Project Plan Sheet from Lesson 1.18 (the team copy) and its family card
- Calculators, two per team
- The circulars from Lesson 1.18 (the checking team needs the same circular to verify prices)
- A colored pen per team (checkers write in color, never in pencil over the plan)
- Slides: Slides 01.19 - Peer Math Check and MyPlate Check (outline in 05 Materials; the site renders it as a deck)
- Setup notes: Decide the swap pattern before class (Team 1 checks Team 2, Team 2 checks Team 3, Team 3 checks Team 1). Each team keeps its own family card with its plan so the checkers can read the rules. Allergy check: no food is handled today.

Pre-assessment

The Day 2 exit cards from Lesson 1.18 ("one thing you want the peer check team to look at") tell you where each team already suspects a problem. Read them before class and hand the checkers that line.

Do now and hook (Time: 5 min)

On the board: "Here is a line from a plan: 'Shredded cheese, 8 oz bag, \$2.49, need 16 oz, cost \$2.49.' Find the mistake."

Debrief: the team needs two bags, so the cost is \$4.98; the running total after this line is \$2.49 short. Ask how many caught it. Then the hook: "That mistake is on at least one plan in this room. Today another team finds it before the store does."

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: how to check and how to say it	Show the four checks on the Peer Check Sheet: the arithmetic (every line and the running total), the units (every price has one and the quantity matches it), the cap	Read the four checks. Answer: "What makes the strong comment strong?" (It says where and what.)	6 min

	(\$40 or under, pantry items at \$0), and the plate (four MyPlate groups, no rule on the family card broken). Then the feedback rule: one thing the plan did well, one specific change, written so the other team can do it without asking. Model a weak comment (“the math is wrong”) and a strong one (“line 4: two bags needed, cost should be \$4.98, total goes to \$38.20”).		
2. Learning activity: swap and check	Teams swap plan sheets, family cards, and circulars by the pattern on the board. Start a 14-minute timer. Roles for the check: the Shopper and Second Shopper verify prices in the circular; the Materials Manager and Planner recalculate every line; the Nutrition Checker runs the plate against the family card; the Recorder fills the Peer Check Sheet; the Presenter writes the two feedback comments. Circulate; watch for checkers who “fix” a	Check all four areas, mark each line correct or corrected in color, fill the sheet, write two comments.	14 min

	plan instead of marking it.		
3. Return and read	Plans go back. Each team reads its Peer Check Sheet in silence for two minutes, then the Presenter of the checking team answers questions at the checked team's table for two minutes.	Read, ask, listen.	4 min
4. Revise	Teams fix what the check found, update the running total, and log every change in the revision log with one sentence. Any team whose check came back clean writes one improvement of its own (a cheaper swap, a missing group). Teacher signs the final total.	Revise, recalculate, log, get the sign off.	7 min

Questions to ask

Monitor understanding:

- Which line did the running total go wrong on? What was the number before and after?
- The plan has a grain, a protein, and a vegetable. What is the fourth group, and is it on the plan?
- Their family card says low salt. Which item on their plan would you flag?

Deepen learning:

- Why does the rule say checkers mark and do not fix? What would the other team lose if you fixed it for them?
- When someone checks your work and finds a mistake, what do you feel first? What should you do second?
- Where else in life does a peer check happen? (A pharmacist double checks a prescription. A pilot and a copilot read the checklist together.)

Check for understanding

Clipboard during Step 2: yes or no per checking team on “recalculated the running total from line 1,” “checked the family card, not just the plate,” and “comment names a line number.” During Step 4: yes or no per team on “revision log has a sentence per change.” Three yeses is “got it.”

Closure (Time: 4 min)

Exit card: 3 things the check sheet looked at, 2 changes your team made after feedback and why, 1 sentence on what made the feedback you got useful or not. Three students read one line aloud. Sort into “got it” and “needs more”; a team whose total still does not add gets five minutes with the teacher at the start of Lesson 1.20 Day 1 before the station card.

Differentiation and supports

- ELL: the Peer Check Sheet has the four checks as icons with a checkbox each; feedback sentence frames on the sheet (“Line : **you wrote** , it should be ,” “**Your plan did** well,” in English, Turkish, Portuguese, and Spanish, marked [check with a native speaker]); the checking roles let an ELL student verify numbers in the circular, which needs no English beyond the product names.
- IEP and 504 (general): the recalculation is split across four students so no one recomputes twenty lines alone; calculators; the feedback can be dictated to the Recorder; the reading in Step 3 is silent and timed so nobody is put on the spot; extended time on the revision by finishing at the start of Lesson 1.20.
- Grade 6 support: the check covers arithmetic and the cap only; the plate check is done by the teacher with the team; one feedback comment instead of two.
- Grade 8 stretch: checkers also verify each unit price against the shelf-tag math from Lesson 1.16 and flag any item where a store-brand swap would save more than \$1, with the exact saving written; the revision log must show the new cost per person.
- UDL checkpoint used: multiple means of action and expression (a student can contribute by calculating, reading the circular, or writing the comment) and multiple means of engagement (checking a real peer’s real plan with a real consequence: the lab budget).
- No-kitchen or no-machine alternative: not needed; paper and calculators.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Recalculate every line and the total	N&W 3. b); Std 3 PI C	Peer check, Step 2	Formative; Peer Check Sheet collected, arithmetic section scored complete, partial, or missing

2. Check units, the cap, and the plate against the family card	N&W 1. e); N&W 3. b); National FCS 14.3.1	Peer check, Step 2	Formative; clipboard checklist; the plate section of the sheet
3. Give two usable comments and revise using feedback	CIR 2. c); CIR 6. f); CDOS 3a Interpersonal Skills	Feedback, Step 2; revision, Step 4	Formative; comments scored on “names a line and a fix”; revision log feeds Rubric 01 criterion 1 (the plan and the math), which is scored on the revised plan

The revised plan and its MyPlate check are the summative product for Rubric 01 criteria 1 and 2.

Homework

None. Optional: show your revised plan to someone at home and ask if they would cook it. Bring back a yes or a no and the reason.

Connections

Math: the peer check is the same “check your partner’s work” routine the math teacher uses; the plan sheet can be checked in math class the same day. ELA: the feedback rule (specific, actionable, one positive) is the same as peer editing a draft.

Sources

- NYS Middle Level CTE FACS Content Module 05, Nutrition and Wellness (nyctecenter.org, June 2018), lines 1. e) and 3. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 02, Communication and Interpersonal Relationships, lines 2. c) and 6. f). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 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 peer math check and MyPlate energy check from his Feed a Family run of show (Drive, FeedingAFamily_RunOfShow_Aug06.docx), and his note that checkpoints during planning are what keep a team from reaching the pitch with a broken budget.

Teacher notes

- If time runs short, cut Step 3 to the silent read only and let questions happen during Step 4.
- Common mistake: the checking team argues with the plan (“we would not buy that”) instead of checking it. The four checks are the only things that count. Taste is for the class vote in Lesson 1.21.
- Second common mistake: checkers erase and rewrite. Colored pen only, and the original stays visible; the checked team decides what to change.
- The team that gets a clean check sheet sometimes feels cheated out of the lesson. That is why Step 4 gives them an improvement to find on their own.
- *[Sal: in your run of show this was one checkpoint inside a two-period lesson. Here it is a full period because the plan is priced to the penny and the lab budget rides on it. If your classes are fast, this can shrink to 25 minutes and the station card from Lesson 1.20 Day 1 can start today.]*