

Lesson 6.16: Cook Day

Unit: Unit 6, From Farm to Table (Food Systems and Production) **Topic:** 6.3 Feed the Class project **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 2 class periods of 40 minutes (Day 1: Stations 1 and 2 cook; Day 2: Stations 3 and 4 cook) **Room:** FACS lab with kitchen stations (a full no-kitchen version is in Project 06 - Feed the Class.md)

Standards

- NYS module line: NYS FSP 1. Basic Culinary Skills a) Apply basic culinary and management skills to the preparation of nutritious food
- NYS module line: NYS FSP 1. Basic Culinary Skills e) Prepare a simple recipe
- NYS module line: NYS FSP 2. Food Preparation e) Practice safety and sanitation practices and procedures in the preparation of food
- NYS module line: NYS FSP 1. Basic Culinary Skills c) Demonstrate safety and sanitation procedures when handling food and tools
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety c) Apply safety practices when using tools, machines, and equipment
- CTE theme line: CTE HSW 4. Classroom and Workplace Safety e) Participate in housekeeping procedures that help to establish and maintain safe working conditions in the classroom or workplace
- CTE theme line: CTE CIR 3. Workplace Communication f) Demonstrate effective communication skills in a group setting to accomplish a task
- 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 apply principles of food safety and sanitation.
- CDOS Standard 2 Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
- CDOS Standard 3a Universal Foundation Skills: Personal Qualities. Students demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.
- National FCS 3.0: 14.4.1 Examine the conditions and habits that keep food safe to eat.
- National FCS 3.0: 14.4.2 Examine safety and sanitation practice.
- National FCS 3.0: 14.3.3 Show the ability to select, store, prepare, and serve food that is nourishing and looks good on the plate.
- National FCS 3.0: 8.2.7 Show safe food handling and preparation that keeps hazardous foods from cross contaminating others. (Confirmed in the 3.0 text in 02 Standards/STANDARDS SOURCES - web research.md, Area 8; cited in the crosswalk's FSP 2. e) row.)

Enduring understanding and essential question

Big idea: A plan only counts if it survives the real clock. On cook day the flowchart either works or it does not, and the team finds out in front of everybody. **Essential question:** Does our plan work when the water is actually boiling and the bell is actually coming?

Objectives

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

1. (Low) Following their own station card, execute their role's tasks in each block of the flowchart and name the safety rule that applies to each one.
2. (Mid) Prepare, portion, and serve their scaled dish for the whole class inside the timed flowchart, calling the teacher at the two points where the teacher is required (the oven door and the drain).
3. (High) When the plan slips, evaluate what happened against the flowchart and adjust the team's next block out loud, then judge at the end whether the adjustment worked.

Vocabulary

Tier 2 (general academic): execute, adjust, sequence, verify Tier 3 (FACS): mise en place, hold time, portion, plate up, danger zone, station check, cross contamination. See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Everything on the signed consolidated shopping list from Lesson 6.15, bought the day before, portioned into four labeled station bins the morning of Day 1
- Each station's laminated or sleeved station card and its poster flowchart, taped at the station at eye level
- The class master flowchart grid from Lesson 6.14, on the wall with the red collision fixes still on it
- The class allergy list, posted at the front and at every station
- Handout, one per student: Handout 06.16 - Cook Day Duty List and Pre-Flight Check.md (the pre-flight check, the student duty strip for each role, the two-things-that-go-wrong card, and the station check sheet)
- Rubric, one per student, already in hand from Lesson 6.12: Rubric 01 - Lab Rubric.md for the lab score (three objectives plus the safety and sanitation row, 16 points) and Rubric 06 - Feed the Class.md criterion 4 for the project score. Do not write a new lab rubric; this lab uses Rubric 01 with the three objectives above written into the left column.
- Per station: one large pot, one colander (teacher use), one large spoon, one set of measuring cups and spoons, two mixing bowls, two sheet pans, foil, oven mitts (two pair), a timer, a butter knife or kitchen shears if the card calls for one, sanitizing spray and cloths, a trash bin, a bus tub
- Serving table: 30 plates, 30 forks, 30 napkins, 30 cups, a water pitcher, serving spoons, two trivets

- Two thermometers, calibrated, for any reheated pre-cooked meat (165 F)
- Slides: Slides 06.16 - Cook Day (outline in 05 Materials; the site renders it as a deck; the running clock stays on screen both days)
- Setup notes, and these are not optional: portion each station's bin the morning of. Fill the pots with hot tap water, cover them, and put them on the burners before the bell. Turn the burners on and preheat the oven at the reset cue of the previous period. Put the running clock on the screen at 0. Post the allergy list. Set 30 plates on the serving table yourself on Day 1; the service station does it on Day 2.

Cost: the food cost for both days is the approved consolidated list, about \$80 for a class of 28 (\$20 per station), from Lesson 6.15. Paper goods about \$8 if the room does not already have them. Both figures are Long Island supermarket prices from Sal's verified King Kullen lists, marked *[update from this week's circular]*.

Pre-assessment

Three labs in Topic 6.2 (Lessons 6.7, 6.8, 6.9) already scored every student on Rubric 01, and those four numbers per student are the pre-assessment for today. Read them the night before. A student who scored a 1 or 2 on the safety row in any of those labs stands where you can see them today and gets a role with a fixed position. The pre-flight check in the first four minutes is the second read, and it is the one that decides whether a station starts.

Do now and hook

Both days (Time: 4 min). There is no writing do now on cook day. The do now is the pre-flight, and it starts the moment the bell rings, in this order, out loud, with the teacher calling it:

1. Station Managers read the allergy list aloud at their station. Anyone with an allergen in today's dishes raises a hand now, not at the serving table.
2. The six-step sanitation routine, all at once, all four stations: hair back, sleeves up, wash hands, sanitize surfaces, clean as you go, station check before dismissal. Students say the six steps as they do the first four.
3. Cooking stations confirm the critical path step is already running ("Station 1, is the water on? Station 2, is the oven at 400?").
4. Every student reads their own line on the duty strip out loud to the teammate next to them.

Then the hook, one sentence, said the same way both days: "Your plan is on the wall. In thirty-six minutes we eat. Go."

Procedure

Day 1: Stations 1 and 2 cook; Stations 3 and 4 prep, serve, and run the clean check

Step	Teacher will	Students will	Time
Pre-flight (see Do now)	Call the four pre-flight items in order.	Run the pre-flight. Read the duty strip	4 min

	Confirm each station out loud before releasing it.	aloud.	
1. Cook block A (minutes 4 to 14)	Stand between Stations 1 and 2. Watch the burner and the oven, not the students. Score Objective 1 and the safety row on the clipboard as you pass. Preheat and open the oven yourself when called.	Stations 1 and 2: run flowchart blocks for minutes 4 to 14 from the station card: add the pasta, assemble the trays, start the timers, stir on the schedule. Station 3 (prep): measure and portion every dry ingredient for tomorrow into labeled containers, using the scaling worksheet. Station 4 (service): set the serving table, 30 plates, forks, napkins, cups, water; write today's two dishes and their allergens on the menu board.	10 min
2. Cook block B and the key check (minutes 14 to 24)	Call the key check at minute 20 out loud: "Station 1, what does done look like? Read it to me." Drain any pasta yourself at the minute the master grid says, not when asked. Thermometer any reheated meat to 165 F in front of the station. Score Objective 2.	Stations 1 and 2: finish cooking, add sauce or toppings, hold at low or pull from the oven, and answer the key check by reading their own "done looks like" checklist. Station 3: label and date every prep container, put the cold ones in the refrigerator, wipe down. Then split: half to Station 1, half to Station 2 as Helper Cooks on	10 min

		support duty. Station 4: Plate Builders take position at the serving table with serving spoons.	
3. Plate and serve (minutes 24 to 29)	Call “plates down at 29” at minute 24 and again at 27. Stand at the serving table. Nobody serves themselves first: the cooking stations serve the class, then serve each other, then serve themselves. Score Objective 2 and the safety row.	Head Cooks bring the dish to the serving table on trivets. Plate Builders plate 30 portions. Station Managers read their station card’s allergen box aloud to the class before the first plate goes out. The class is seated and served, cooking stations last.	5 min
4. Eat, and the two-question table talk (minutes 29 to 34)	Sit down and eat with them. Ask the two questions at the tables, one per station: “Did your flowchart hold?” and “What minute did it slip?” Write the answers on the master grid in a third color.	Eat. Answer the two questions. Time Keepers write the actual times next to the planned times on their own flowchart copy.	5 min
5. Clean by zones and the station check (minutes 34 to 38)	Call the reset cue. Walk the four station checks with the sheet and sign each one. A station does not leave until it passes.	Clean by the four zones on the station check sheet: surfaces and stove, sink and dishes, floor and trash, tools returned and station bin closed. Bring the sheet to the teacher and get it signed.	4 min

Day 1: 4 + 10 + 10 + 5 + 5 + 4 = 38, plus a 2-minute closure.

Day 2: Stations 3 and 4 cook; Stations 1 and 2 prep, serve, and run the clean check

Same five steps, same minutes, roles reversed. The differences to say out loud:

- The pre-flight is run by Stations 3 and 4's Station Managers, and the critical path confirmation is for their dishes.
- Stations 1 and 2 do the prep for Lesson 6.17's service: portion the dessert or the assembled course into its containers, count and stack the place setting pieces for 30 covers, and write the Lesson 6.17 menu card.
- Station 4 was the service station yesterday, so it knows the serving table; today Station 1 sets it, and a Station 4 student spends one minute showing them how before the pre-flight ends.
- The key check at minute 20 goes to Stations 3 and 4.
- At Step 4, add a third table question: "Did yesterday's fix work?" Point at the red and the third-color marks on the master grid while they answer.

Running this with three stations instead of four

Three stations of nine to ten students. Day 1: Station 1 cooks, Stations 2 and 3 split prep and service. Day 2: Stations 2 and 3 cook, Station 1 preps and serves. The extra roles at nine or ten students are Helper Cook, Toppings Chief, Plate Builder, and Time Keeper, in that order, which is the standing rule for 5 to 8 students extended by two. The class menu drops to three dishes: one main, one side, one dessert. Everything else, including the minutes, is identical.

The teacher's own minute-by-minute duty list

This is the teacher's sheet, printed on Handout 06.16 and carried on a clipboard. It exists because there is one teacher and two things only the teacher may do.

Minute	Teacher does this, and only this
Before the bell	Pots filled with hot tap water, covered, on the burners. Burners on. Oven preheating. 30 plates on the serving table (Day 1). Allergy list posted at four places. Station bins on the counters. Clock on the screen at 0. Clipboard with Rubric 01 grids and four station check sheets.
0 to 4	Call the four pre-flight items. Confirm each station out loud. Release the room.
4 to 8	Stand at the two cooking stations. Check that the critical path step is actually running. Open and close the oven for anyone who needs it.
8 to 14	First clipboard pass: Objective 1 and the safety row for every student at the two

	cooking stations. Glance at the prep and service stations once.
14 to 18	Second clipboard pass: Objective 2. Thermometer any reheated pre-cooked meat to 165 F, out loud, in front of the station.
18 to 20	Drain duty. Stand at the sink. Nobody else touches a colander or a hot pot. Call “stand back” before you pour.
20 to 22	Call the key check at both cooking stations: “Read me your done checklist.”
22 to 24	Oven duty. Pull any tray. Set it on a trivet. Say “hot” twice.
24 to 27	Stand at the serving table. Call “plates down at 29.” Enforce serve-others-first.
27 to 29	Listen to the Station Managers read the allergen boxes. Stop the service if an allergen was not read.
29 to 34	Sit down and eat. Ask the two table questions. Write the actual times on the master grid.
34 to 38	Reset cue. Walk four station checks. Sign each sheet. Nobody leaves on an unsigned sheet.
38 to 40	Closure. Collect the flowchart copies with the actual times on them. Turn off every burner and the oven yourself and say out loud that you did.
After the bell	Refrigerate or discard by the two-hour rule. Note on the clipboard what to change for tomorrow. Reset the pots for the next period.

The pre-flight check

Printed at the top of Handout 06.16. Every box is checked by the teacher before the bell, and the four student-facing items are called out loud in the first four minutes.

#	Pre-flight item	Who	Checked
1	Allergy list posted at the front and at all four stations	Teacher	

2	Station bins portioned and on the right counters, nothing missing against the station cards	Teacher	
3	Station cards and poster flowcharts taped at eye level at each station	Teacher	
4	Class master flowchart on the wall with the red collision fixes visible	Teacher	
5	Pots filled with hot water and covered, burners on, oven preheating	Teacher	
6	30 plates, forks, napkins, cups, water, serving spoons, two trivets on the serving table	Teacher (Day 1), service station (Day 2)	
7	Two thermometers out, mitts at every station, sanitizing spray and cloths at every station	Teacher	
8	Clipboard: four Rubric 01 grids, four station check sheets, this duty list	Teacher	
9	Allergy list read aloud at each station; any student with an allergen raises a hand now	Station Managers	
10	Six-step sanitation routine done: hair back, sleeves up, wash hands, sanitize surfaces, clean as you go, station	Every student	

	check before dismissal		
11	Critical path step confirmed running at each cooking station	Station Managers	
12	Every student has read their duty strip line aloud to a teammate	Every student	

The two things that most often go wrong, and the fix for each

Both of these are printed on a card at every station, and the fix is the team's to run, not the teacher's.

1. The dish is late because the critical path step started late. The water is not boiling at minute 10, or the oven is not at temperature when the tray is ready. Everything after it slides, and the class does not eat before the bell.

The fix, before: the critical path step is block one on the flowchart, and the teacher starts the burners and the oven before the bell. Pots are filled with hot tap water and covered, which cuts boil time by several minutes. Pre-flight item 11 confirms it out loud in the first four minutes. *The fix, during:* the Station Manager calls it at minute 10, not minute 20. Then the team takes one of the three legal shortcuts written on the card: split the batch into two smaller pots or pans, which cook faster; move the tray to the second oven or the toaster oven; or drop the last optional step (a second cheese layer, a garnish) and serve on time. The rule the card states: a dish served plain and on time beats a perfect dish nobody eats.

2. Everything finishes at the same minute and the serving table jams, so nobody eats. Four dishes arrive at minute 27, one Plate Builder is trying to plate 30 covers, and the bell wins.

The fix, before: the serve times are staggered in red on the class master flowchart from Lesson 6.14, so one station serves at 24, one at 26, and the dessert or side goes out last. The 30 plates are already set during block one by the service station, so nothing waits on plates. Two Plate Builders, not one, work the table from opposite ends. *The fix, during:* the teacher calls "plates down at 29" at minute 24 and again at 27, and at minute 29 plates go down whatever state the dish is in. A dish that is still not ready gets served at the tables by its own Head Cook during the eat block. The rule the card states: the clock is not negotiable, the presentation is.

Questions to ask

Monitor understanding:

- What block are you in right now? Point to it on your flowchart.

- What is the next thing that has to happen, and who does it?
- Read me the “done looks like” line for this step.
- Whose job is it to call me for the drain? What minute does the grid say?
- Your timer went off. What does the card say to do before you touch it?

Deepen learning:

- Your plan said minute 18 and it is minute 22. What one thing would you change on the flowchart if you ran this again tomorrow?
- The other station finished early and came to help you. In a real kitchen, does that happen? Why or why not?
- You served the class before you served yourselves. What does that habit do in a restaurant, and what does it do in a family?
- Nobody in here used a knife today and we still fed 28 people. What did that constraint cost you, and what did it buy you?
- If I were absent tomorrow, could a substitute run your station from your card alone? Which step would stop them?

Check for understanding

Rubric 01's clipboard grid is the check, live, in two passes: Objective 1 and the safety row in minutes 8 to 14, Objective 2 in minutes 14 to 18 and again at the serving table. The key check at minute 20 is a spoken check for understanding with a right answer: the student reads their own “done looks like” checklist and says whether the dish meets it. The Time Keeper's actual-times column, collected at closure, is the check on Objective 3 and is the raw material for the reflection in Lesson 6.17.

Closure (Time: 2 min, both days)

Every student says one number and one word before they leave: the minute their station actually served, and one word for whether the plan held (held, slipped, or broke). The Time Keeper hands in the flowchart copy with the actual times written next to the planned ones. Teacher holds up the class master grid with three colors on it, black for the plan, red for the collision fixes, and a third color for what actually happened, and says one sentence about what the third color shows. Do not debrief further today. The full reflection is Lesson 6.17 and it is better after a night.

Differentiation and supports

- ELL: the station card's picture flowchart version (eight drawn boxes) may be the version at the station; the duty strip is one line with a picture of the tool and the action; the six-step sanitation routine is on a poster with a picture per step in all four languages; the two-things-that-go-wrong card is written in short sentences and repeated in Turkish, Portuguese, and Spanish on the back; the key check answer may be given by pointing to the checklist line instead of reading it aloud; a bilingual teammate is paired at every station where possible.

- IEP and 504 (general): every role has a fixed physical position, so a student who needs to know where to stand knows before the bell; Time Keeper and Plate Builder are the two roles with the least heat and the least crowding and are available to any student who needs them; noise-reducing headphones are allowed during the cook blocks; a student who cannot be near the stove works the service station or the prep station on both days and is scored on the same rubric rows; a printed copy of the duty strip goes in the student's pocket; extended time is not possible on cook day, so the student's tasks are front-loaded into the early blocks instead.
- Grade 6 support: grade 6 students are assigned Prep Cook, Toppings Chief, Plate Builder, and Time Keeper first, which are the roles with no burner and no oven. The key check question for a grade 6 student is "point to the line on your checklist," not "read it to me."
- Grade 8 stretch: a grade 8 student may hold Station Manager, which means running the pre-flight at their station, calling the critical path at minute 10, calling the team's shortcut if the dish is late, and reading the allergen box to the class. A second stretch: the Station Manager writes the two-line incident note after the period on what slipped and what they did, in the format of a real kitchen shift note.
- UDL checkpoint used: multiple means of representation (the same plan available as a poster flowchart, a written station card, a picture card, and a spoken duty strip) and multiple means of action and expression (a student can show mastery by doing the role, by calling the time, or by reading the done checklist).
- No-kitchen alternative: run both days as assembly days. Day 1: two stations build a sandwich or wrap bar and a snack board from pre-cut, pre-shredded, no-heat ingredients while the other two prep and serve; Day 2 reverses. The flowchart, the station cards, the pre-flight, the duty list, the serve-others-first rule, the station check, and Rubric 01 are all unchanged, and the critical path becomes whichever item has to be opened, drained, or brought to the table first. If a microwave is available, add a warmed item. Project 06 - Feed the Class.md has the full no-kitchen menu with prices.

Allergy line

The allergy list is posted at four places and read aloud at every station in the first four minutes. Every station card carries an allergen box, and the Station Manager reads it to the whole class before the first plate leaves the serving table; if it was not read, the teacher stops the service. Any student with an allergen in the day's dishes is identified at pre-flight item 9 and is given the alternate portion set aside from another station's dish or the packaged alternate kept in the desk. No sharing of plates or utensils between stations during service. Serving spoons stay in their own dish. Anything reheated that contains pre-cooked meat is thermometered to 165 F out loud. *[Sal: keep two shelf-stable alternates in the desk for this unit, a nut-free and dairy-free snack, so nobody sits with an empty plate.]*

Assessment

Objective	Standards met	Learning task	Assessment (formative or
-----------	---------------	---------------	-----------------------------

			summative; tool)
1. Execute the role in every block and name the safety rule	FSP 1. a), 1. c); HSW 4. c); Std 1 PI B; National FCS 14.4.1, 14.4.2	Cook blocks, Steps 1 and 2	Summative; Rubric 01 - Lab Rubric.md Objective 1 row plus the safety and sanitation row, scored on the clipboard
2. Prepare, portion, and serve the scaled dish inside the flowchart, calling the teacher at the two required points	FSP 1. e); FSP 2. e); CIR 3. f); CDOS 2; National FCS 14.3.3, 8.2.7	Cook blocks and service, Steps 2 and 3	Summative; Rubric 01 Objective 2 row; also Rubric 06 criterion 4 (the cook day)
3. Evaluate the slip against the flowchart and adjust, then judge the adjustment	FSP 5. d) (carried from Lesson 6.14); HSW 4. e); CDOS 3a Personal Qualities	Table talk, Step 4; the actual-times column; the station check	Summative; Rubric 01 Objective 3 row, scored from the actual-times sheet and the Lesson 6.17 reflection

Write these three objectives into the left column of Rubric 01 - Lab Rubric.md before the period. Do not write a new lab rubric for this lab. The project score for cook day is Rubric 06 criterion 4, which reads the same evidence: safety, teamwork, and the clean check.

Homework

None. Optional, one sentence, due at the start of Lesson 6.17: “The minute our plan slipped was, **because** .”

Connections

Inside the building: the custodian and the building engineer. FACS gives them advance notice of a four-burner, full-oven day and a room that gets cleaned to a signed checklist; they give FACS a working exhaust fan, an extra bus tub, and a heads-up if the water is running cold. That is a two-minute conversation the week before and it prevents the worst version of cook day. Community: a chef, caterer, or restaurant line cook for a ten-minute visit at the serving table on Day 2. FACS gives them a class that ran four stations off a written plan; they give FACS one story about a night the line went down and what the kitchen did. *[Sal: your Fire Island hotel food and beverage work is that story. Tell it at the table on Day 2, not before.]*

Sources

- NYS Middle Level CTE FACS Content Module 06, Food Systems and Production (nyc-tecenter.org, June 2018), lines 1. a), 1. c), 1. e), and 2. e). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module 04, Health, Safety, and Wellness, lines 4. c) and 4. e); Theme Module 02, Communication and Interpersonal Relationships, line 3. f). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 1, Intermediate. Wording per 02 Standards/STANDARDS CROSSWALK.md, Part A.6. *[Sal: confirm against the NYSED PDF.]*
- CDOS Intermediate Standards 2 and 3a, Personal Qualities, per 02 Standards/STANDARDS CROSSWALK.md, Part A.7.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competencies 8.2.7, 14.3.3, 14.4.1, and 14.4.2, per 02 Standards/STANDARDS SOURCES - web research.md.
- The 165 F reheating temperature for previously cooked foods and the two-hour rule for leftovers are the USDA Food Safety and Inspection Service figures used all year in this course (Unit 1 Lessons 1.2 and 1.17). *[Sal: confirm against fsis.usda.gov before the site goes public.]*
- Sal's own materials:
education_teaching_facs_kingkullen_masterflowchart_2026_03.pdf (four kitchens in five-minute blocks with a support duty column and the teacher notes on always supervising the draining of pasta because of the steam, checking the oven bread yourself, and letting no student touch knives or oven doors) is the source of the teacher duty list and the two required teacher points.
education_teaching_facs_kingkullen_stationcards_2026_03.pdf supplies the station card format and the safety reminder wording.

Teacher notes

- The one instruction that matters most: put the pots on with hot water before the bell. Everything else in this lesson is downstream of that.
- Cook day is the period where you do the least talking and the most standing in one place. Pick the two cooking stations and stay between them. The prep and service stations do not need you.
- A third thing goes wrong less often than the two on the card, and it is you: the drain and the oven both need you, and if two stations need you at the same minute, both wait. That is why the master grid staggers the drain and oven times in red. Read the grid before the bell and know which minutes you are booked.
- Never let a student open the oven or handle a colander of boiling water. Say it at pre-flight both days. The rule holds even for the strongest grade 8 Station Manager.
- If a station's dish fails outright, serve what the other stations made and score that station on the flowchart and the clean check, not on the food. Then have them write what went wrong; that is a real Rubric 01 Objective 3 answer and it can still earn a Meets.

- Do not debrief on cook day. Students are eating, the room is warm, and the good reflection comes the next day in Lesson 6.17. Two table questions and a one-word exit are enough.
- Leftovers: the two-hour rule. Anything that has been out since minute 24 goes in the refrigerator before you leave the room or goes in the trash. Label and date what you keep for Lesson 6.17.
- *[Sal: your room, your burners. If your stove takes eleven minutes to boil a full pot, the flowchart blocks in this lesson need to shift and the students should be told the real number in Lesson 6.14, not discover it today. Time one pot the week before and write the number on the master grid.]*
- *[Sal: decide whether the second section of the day cooks the same menu or a different one. Same menu means one shopping list and one setup; different menus means two of everything. Sal's own system ran the same menu across six periods on one \$200 order, which is the version that scales.]*