

EaD Comprehensive Lesson Plans



or



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Strand:	Materials for Production	Sub-Strand:	Food Commodities (Plant and Animal sources)
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<https://www.TeachersAvenue.net>
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BASIC 9

WEEKLY LESSON PLAN – WEEK 10

Content Standard:	B9.2.4.1 Demonstrate skills in selecting food commodities in meal preparation				
Indicator (s)	B9.2.4.1.1: Explain how to select food commodities used for meal preparation		Performance Indicator Learners can identify examples of food commodities.		
Week Ending	15-11-2024				
Class	B.S.9	Class Size:		Duration:	
Subject	Career Technology				
Reference	Career Technology Curriculum, Teachers Resource Pack, Learners Resource Pack, Textbook.				
Teaching / Learning Resources	Vegetables, fish, meat, Poster showing the qualities to look out for when buying food commodities.		Core Competencies:	<ul style="list-style-type: none">• Communication and Collaboration.• Critical Thinking and Problem Solving.• Creativity and Innovation.	
DAY/DATE	PHASE 1 : STARTER	PHASE 2: MAIN			PHASE 3: REFLECTION
WEDNESDAY	Learners brainstorm to mention examples of food commodities	<div>1. Discuss with the Learners about the classifications of food commodities.</div> <div>2. Assist Learners to identify the qualities to look out for when buying food commodities.</div> <div>3. Demonstrate on how to prepare the outline of preparing a particular food.</div> <div>Types of Food Commodities<div>1. Grains and Rice</div><div>2. Meat and Poultry</div><div>3. Seafood</div><div>4. Eggs and Dairy Product</div><div>5. Vegetables and Fruits</div><div>6. Herb and Spices</div></div> <div>Grain and Rice<div>Grain<ul style="list-style-type: none">• A grain is a small, hard, dry seed, with or without an attached hull or fruit layer, harvested for human or animal consumption</div><div>Grain Preparation<div>1. Sort through grains, removing dirt or debris</div><div>2. Rinse in cold water until water runs clear</div><div>3. Presoak whole, hard grains (whole barley, oat groats, or wheat berries) to soften and reduce cooking time</div><div>4. For most grains, bring water or stock to boil, then add the grain</div><div>5. Return to a boil, reduce heat, cover and simmer until done - grain will have a slight chewiness</div><div>6. Drain if needed</div></div></div> <div>Learners to practice on preparing the outline of how a particular food is to be prepared.</div> <div>Exercise;<div>Write 5 examples of food commodities.</div></div>			

7. Fluff with a fork but do not stir otherwise, starches will create a pasty texture

Wheat Structure

1. **Bran:** Pieces of grain husk separated from flour after milling. If they contain carbohydrates, it's usually oat bran, wheat bran, or inulin.
2. **Endosperm:** The part of a seed that acts as a food store for the developing plant embryo, usually containing starch with protein and other nutrients.
3. **Germ:** A nutritious foodstuff of a dry floury consistency consisting of the extracted embryos of grains of wheat.

Types	Uses
Soft, weak flour, low in protein	For making cookies, cakes, crackers & pastries
Hard, strong flour, high in protein (made from hard red winter wheat)	For making pan breads, pizza crusts & rolls
Hard, strong flour, high in protein (made from hard red spring wheat)	Mainly for making breads
White wheat flour (made from hard white wheat)	For making the same products as soft & hard red wheat
Durum flour (made from durum wheat)	<ul style="list-style-type: none"> • course ground endosperm (semolina) – for production of pastas • durum flour – for making American noodles & some types of pastas

THURSDAY

Review Learners knowledge on the previous lesson.

1. Demonstrate on preparing a food in the class using required food commodities.
2. Assist Learners to practice preparing food using required food commodities.
3. Learners brainstorm to identify nutrients in food commodities
4. Discuss the importance of food nutrients with the Learners.

• Carbohydrates

Carbohydrates are referred to as energy-giving foods. They provide energy in the form of calories that the body needs to be able to work, and to support other functions.

Carbohydrates are needed in large amounts by the body. Indeed, up to 65% of our energy comes from carbohydrates. They are the body's main source of fuel because they are easily converted into energy. This energy is usually in the form of glucose, which all tissues and cells in our

Through questions and answers, conclude the lesson.

Exercise;

State 5 examples of food nutrients.

		<p>bodies readily use</p> <ul style="list-style-type: none"> • Proteins <p>About 10–35% of calories should come from protein. Proteins are needed in our diets for growth (especially important for children, teens and pregnant women) and to improve immune functions. They also play an important role in making essential hormones and enzymes, in tissue repair, preserving lean muscle mass, and supplying energy in times when carbohydrates are not available.</p> <p>Pregnant women need protein to build their bodies and that of the babies and placentas, to make extra blood and for fat storage. Breastfeeding mothers need protein to make breastmilk.</p> <p>Fats and oils</p> <p>Fats and oils are concentrated sources of energy and so are important nutrients for young children who need a lot of energy-rich food. Fats can also make meals more tasty and satisfying. Fat is found in meat, chicken, milk products, butters, creams, avocado, cooking oils and fats, cheese, fish and ground nuts.</p> <p>Classification of fats</p> <p>Fats are classified into saturated and unsaturated fats. The classification is important to enable you to advise your community about which fats can be consumed with less risk to people’s health. Saturated fats are not good for a person’s health.</p>	
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School:

District: