

One-Week Lesson Plan: The Home Restaurant Project

Subject: Project-Based Learning (Integrating ELA, Math, Science, History, Art, and Life Skills)

Grade Level: 11th/12th Grade (17-year-old student)

Focus: This project is designed to be hands-on and creative, minimizing traditional writing and reading challenges while maximizing application and critical thinking. It leverages technology and multi-sensory learning to accommodate dyslexia and dysgraphia.

Materials Needed

Digital Tools:

- Computer or tablet with internet access
- Speech-to-text software (e.g., Google Docs Voice Typing, Otter.ai) and Text-to-speech software (e.g., NaturalReader, browser extensions)
- Graphic design app (e.g., Canva - free version is excellent for menus/logos)
- Budgeting app or spreadsheet software (e.g., Google Sheets, Mint)
- Recipe management app (e.g., Paprika, Pinterest boards)
- Camera (smartphone is perfect) for documenting the process
- Access to YouTube (for cooking tutorials, plating guides), and food blogs/documentaries (e.g., "Chef's Table" on Netflix for inspiration)

Physical Materials:

- Kitchen access with standard cooking equipment
 - Groceries (based on the student's final menu)
 - A large whiteboard or poster board for mind-mapping
 - Markers, colored pencils
 - Nice dishes, glassware, and linens for the final meal presentation
 - A notebook or digital document for the "Chef's Journal" (can be a video log, audio diary, or a document created with speech-to-text)
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Daily Lesson Breakdown

Day 1: The Concept & The Brand

Theme: Every great restaurant starts with a big idea. Today is about brainstorming and building the brand identity.

Learning Objectives:

- The student will develop a unique restaurant concept, including cuisine type, name, and target audience (the family).
 - The student will research the cultural origins of their chosen cuisine.
 - The student will create a visual brand identity (logo and color scheme).
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Activities & Subjects Covered:

1. **History & Social Studies (The Spark):** Watch an inspiring episode of a food show like "Chef's Table" or a travel food show. Discuss: What makes a restaurant special? How does food tell a story about a place or culture? Choose a cuisine (e.g., Italian, Mexican, Thai, Modern American). Use the internet to research its history.
Accommodation: Listen to a podcast or watch a documentary about the food history instead of reading dense articles. Discuss findings verbally.
2. **English Language Arts (The Name & Story):** Brainstorm a restaurant name and a short "story" or mission statement. What is the vibe? (e.g., "Nonna's Kitchen: Hearty, authentic Italian food just like grandma used to make.")
Accommodation: Use a mind-mapping tool (digital or physical whiteboard) to brainstorm words. Use speech-to-text to dictate the restaurant's story. Focus on vivid, descriptive language.
3. **Art & Design (The Look):** Using Canva or another design tool, create a simple logo and choose a color palette for the restaurant. This is about visual communication, not perfect drawing. Think about the mood the colors create.
Accommodation: Canva uses drag-and-drop templates, making it accessible for students with dysgraphia. The focus is on choice and composition, not free-hand drawing.

End-of-Day Check-in (Formative Assessment): Verbally present the restaurant concept, name, and show the logo design. Explain why these choices were made.

Day 2: Menu Engineering & The Science of Flavor

Theme: A restaurant is nothing without its food. Today is about planning a balanced menu and understanding why certain foods taste great together.

Learning Objectives:

- The student will plan a 3-course menu (appetizer, main, dessert) that is cohesive and achievable.
- The student will understand basic principles of gastronomy (e.g., the five tastes, Maillard reaction).
- The student will write descriptive menu items.

Activities & Subjects Covered:

1. **Science (Gastronomy):** Watch a few short YouTube videos on "The Science of Flavor" or "The Maillard Reaction." Discuss the five tastes (sweet, sour, salty, bitter, umami) and how great chefs balance them. How can you ensure your menu has a variety of textures and flavors?
Accommodation: Visual, auditory learning through videos bypasses reading difficulties. The concept is explored through a hands-on lens: "How will we make our steak brown and delicious?"
2. **Math & Life Skills (Recipe Selection):** Research recipes for the 3-course menu. Choose recipes that are realistic for the timeframe and skill level. Use a recipe app or Pinterest to save them. Read through the ingredient lists and instructions.
Accommodation: Use a text-to-speech tool to have recipes read aloud. Look for video recipes that show the process visually.
3. **English Language Arts (Menu Writing):** In a design tool (like Canva) or a document, create the menu. Instead of just listing "Chicken," write a mouth-watering description: "Pan-Seared Chicken with a Rosemary-Garlic Pan Sauce, served over Creamy Polenta."
Accommodation: Use speech-to-text to dictate the descriptions. Use a thesaurus to find more descriptive words (e.g., "creamy," "zesty," "crispy"). Focus on speaking the words, not writing

them.

End-of-Day Check-in (Formative Assessment): Present the drafted menu. Justify the course choices based on flavor balance and feasibility. Read the menu descriptions aloud.

Day 3: The Business Plan & The Supply Chain

Theme: Running a restaurant requires careful planning and budgeting. Today is about logistics.

Learning Objectives:

- The student will create a comprehensive grocery list from their chosen recipes.
- The student will develop a budget for the meal and (virtually or physically) shop for ingredients.
- The student will create a time management plan for "The Grand Opening."

Activities & Subjects Covered:

1. **Math (Budgeting):** Combine the ingredient lists from all three recipes into one master grocery list. Go through the pantry/fridge to see what you already have. Use a grocery store's website or app to estimate the total cost. Set a budget.
Accommodation: Use a spreadsheet app that can auto-sum the costs. A calculator is a must. This task is about numerical reasoning, not manual calculation.
2. **Life Skills & Social Studies (The Supply Chain):** Go grocery shopping! This is the restaurant's "supply chain." Discuss where the food comes from. If possible, visit a farmer's market to see the local supply chain in action. Practice making smart consumer choices based on quality and price.
3. **Project Management (The Game Plan):** Create a "Prep & Cooking Schedule" for Day 4 and Day 5. Work backward from your desired "dinner time." What can be prepped a day ahead (e.g., chopping vegetables, making a dessert)? What has to be cooked last minute?
Accommodation: Create a visual timeline or flowchart on a whiteboard instead of a written list. Use different colored markers for different tasks (e.g., red for chopping, blue for baking).

End-of-Day Check-in (Formative Assessment): Review the grocery list, the budget vs. actual spending, and the cooking timeline. Discuss any challenges or changes that need to be made.

Day 4: Mise en Place & The Art of Preparation

Theme: "Mise en Place" is French for "everything in its place." Professional chefs are organized. Today is for prep work and honing presentation skills.

Learning Objectives:

- The student will execute the prep-work portion of their time management plan.
- The student will practice food styling and plating techniques.
- The student will prepare the dining environment.

Activities & Subjects Covered:

1. **Science & Life Skills (Mise en Place):** Follow the prep schedule from yesterday. Wash, chop, and measure out ingredients. This is a practical application of kitchen safety, hygiene (food science!), and organization.
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Accommodation: Keep the visual timeline visible. Work on one task at a time to avoid feeling overwhelmed. This is a purely kinesthetic activity.

2. **Art & Design (Plating Practice):** Watch a few short YouTube videos on "professional food plating." Use some leftover ingredients (like carrot sticks or crackers) to practice arranging food on a plate. Think about height, color, and texture. How can you make the plate look as good as the food tastes? Take photos of your practice plates.
3. **Art & Home Economics (Ambiance):** Plan the "front of house." How will the table be set? Choose linens, dishes, and centerpiece. Create a music playlist that matches the restaurant's theme. Good ambiance is a key part of the dining experience.

End-of-Day Check-in (Formative Assessment): Show the prepped ingredients, ready for tomorrow. Share photos of the plating practice and discuss the plan for the table setting and music.

Day 5: The Grand Opening!

Theme: Showtime! All the planning and preparation come together in one delicious final product.

Learning Objectives:

- The student will cook and serve a 3-course meal for their family.
- The student will apply plating and presentation skills in a real-world context.
- The student will gather feedback and reflect on the entire project process.

Activities & Subjects Covered:

1. **All Subjects Culminate (Execution):** Follow the cooking timeline. This is the ultimate hands-on test of time management, cooking skills (science), and staying calm under pressure. Remember to clean as you go!
2. **Art & ELA (Service & Presentation):** Set the table and create the planned ambiance. Plate each course using the techniques practiced yesterday. When serving, present each dish to the family. Use the descriptive language from the menu you wrote. ("Here we have the Pan-Seared Chicken...")
3. **Summative Assessment (The Meal & The Reflection):** The main assessment is the meal itself and the student's ability to articulate their process. During or after dinner, discuss the project:
 - What was the biggest success?
 - What was the biggest challenge?
 - What would you do differently next time?
 - What did you learn about cooking/planning/budgeting?

Accommodation: This reflection is verbal. The student can also create a short video log (vlog) or a photo slideshow with dictated captions summarizing their week's work, which serves as a final portfolio.