



Edible Schoolyard NYC Kitchen Class Curriculum

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January in the Kitchen: Three Sisters Tacos

Aim: See appendix A for lesson objectives.

Summary: Students will learn to make their own tortillas and tacos and discuss companion planting that the Native Americans practiced and why eating the three sisters is healthy for our bodies.

Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K - 2 nd	<u>CCSS.ELA-LITERACY.CCRA.R.10</u> Read and comprehend complex literary and informational texts independently and proficiently.	Tortilla making, roasting, seasoning.
3 - 5 th		

Agenda double period lesson	Agenda single period lesson
<ul style="list-style-type: none"> ★ Hand washing (5 min) ★ Opening (3 min) ★ Cook (25 min) ★ Clean up (5 min) ★ XX (15 min) ★ Set Table (5 min) ★ Eat/ Discuss (10 min) ★ Clean Up (5 min) ★ Wrap Up (3 min) 	<ul style="list-style-type: none"> ★ Hand washing (5 min) ★ Opening (3 min) ★ Cook (20 min) ★ Clean up (5 min) ★ Set Table (2 min) ★ Eat/ Discuss (10 min) ★ Clean Up (5 min)

Get into Groups and Wash Hands (5 minutes)

See appendix B for notes.

Opening (3 minutes)

Introduce today's lesson: (Start with Mexican music playing and stop it as a cue for them to turn their voices off and be ready to listen.) *Welcome back to your kitchen, everyone!*

Introduce the three sisters: The three sisters are squash, corn and beans that are traditionally the three main agricultural crops of Native Americans. In companion planting, the three crops are planted together because they all benefit each other. The corn provides a structure for the beans to climb, eliminating the need for poles. The beans provide nitrogen to the soil that the other plants use to grow and the squash spreads along the ground, blocking the sunlight to keep water from evaporating and to keep pests and weeds away.

Visualize the three sisters taco: Use a demo to show the finished tortilla, squash slaw, and beans together.

Cook (15 minutes)

Students rotate through the table stations so everyone gets to do each activity.

***Table 1: Make Tortillas (10 minutes)**

Explore Corn: Have the students examine dried corn. Then, with a hand grinder have them grind the corn into corn meal. Have the students examine the cornmeal and take notice that the different pieces are various shades of yellow and different textures. This is because it is the whole corn kernel ground up and there are different parts of the kernel.

Show students masa harina: “dough flour”, made from dried masa which is field corn dried and treated in a solution of lime and water, also called slaked lime. This loosens the hulls from the kernels and softens the corn.

Mix masa harina with warm water and salt in a mixing bowl.

Flatten using a tortilla press (if time, demo using a pie dish to show how easy it is).

Quickly cook one for everyone in a nonstick sauté pan and reserve.

Alternately, depending on time/equipment: Demo making the dough, and use pre-made dough.

Demo making one tortilla on the stove, and have premade tortillas.

K and 1st – Corn help us be able to run around and play.

2nd and 3rd – Introduce that corn is a seed helps us run around and play, (just like seeds have the energy to help a plant start to grow, they give us energy).

4th and 5th – Explain that corn gives us energy to do everything we want to be able to do -think, play sports, dance - (because corn is a grain and grains have complex carbohydrates). If time: the lime reacts with the corn in a way that gives our bodies even more energy, so these two things are also great to have together.

- Taste and discuss produce if you have time.

Table 2: Make Filling (10 minutes)

- Black beans should be in a bowl pre-cooked or rinsed (if from a can).
- 1 student: Add cumin
- 1 student: Add oregano
- 1 student: Add salt
- Reserve the beans

K and 1st – Beans help us build our muscles and give us energy to run and play.

2nd and 3rd – Introduce that beans are a seed they give us energy to run around and play, and beans also help our muscles to grown strong.

4th and 5th – Explain that corn gives us energy to do everything we want to be able to do -think, play sports, dance - (because beans have complex carbohydrates), beans also help our muscles grow strong (because they have protein).

- Teacher demo: Grate butternut squash using a box grater. Have students come up one at a time to try this with you. Meanwhile:
- 2 students: Rip parsley and cilantro into a group bowl.
- 2 students: Juice limes into the group bowl.
- All: Baby bird pinches of salt into the group bowl.
- Add grated squash to the bowl and toss to combine.

Show the students various winter squashes and have them compare and contrast the shapes, sizes and colors. Tell them which kind of winter squash you are using in todays recipe. Discuss the health benefits of squash:

- **K and 1st** – Squash helps to keep us from getting sick.
- **2nd and 3rd** – Tell students the fleshy part of the squash can keep us from getting sick, and the seeds give us energy.
- **4th and 5th** – Explain that the fleshy part of the squash helps to keep us healthy (because of vitamin C and other nutrients) and the seeds gives us energy (because they have complex carbohydrates).

Table 3:

- My Plate Activity (see attached) OR....
- This is also an opportunity to have an academic lesson related in some way to the Three Sisters. Possibilities include delving deeper into Native American history and traditions, examining the science of companion planting, looking at legends from other cultures, etc.

Eat/Discuss (15 minutes)

Set tables

Assemble Tacos

Explain that they will now assemble the Three Sister Medley:

- On their plates , each student will get a corn tortilla.
- Students will put a spoonful of beans.
- Students will top with a spoonful of slaw.
- Explain that this is now a “taco”- tortilla + filling.

Clean Up (2 minutes)

Wrap Up (3 minutes)

See appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide, with photos
- Take Home Recipe
- Pre-K - K task cards
- 1st - 2nd Grade task cards
- 3rd Grade task cards
- 4th -5th Grade recipe check list
- Middle station teacher talking points
- Chalkboard photo
 - **Corn Checklist for 4th-5th grades**
 - **Bean Task Cards 2nd-5th grades**
 - **Bean Task Cards k-1st grades**
 - **Squash Worksheet 4th-5th grades**
 - **Squash Worksheet 2nd-3rd grades**
 - **Squash Worksheet K-1st grades**
 - **3 Sisters Puppet Show Script**



Vocabulary

- Tradition: something a group of people do that has been passed down from generation to generation
- Three Sisters: squash, corn, and beans planted together because of their mutually beneficial qualities.
- Tortilla: “little cake” in Spanish; a flat round bread made from cornmeal or wheat flour.
- Taco: a latin american dish made of a filled tortilla.

Supplies List (for one class)

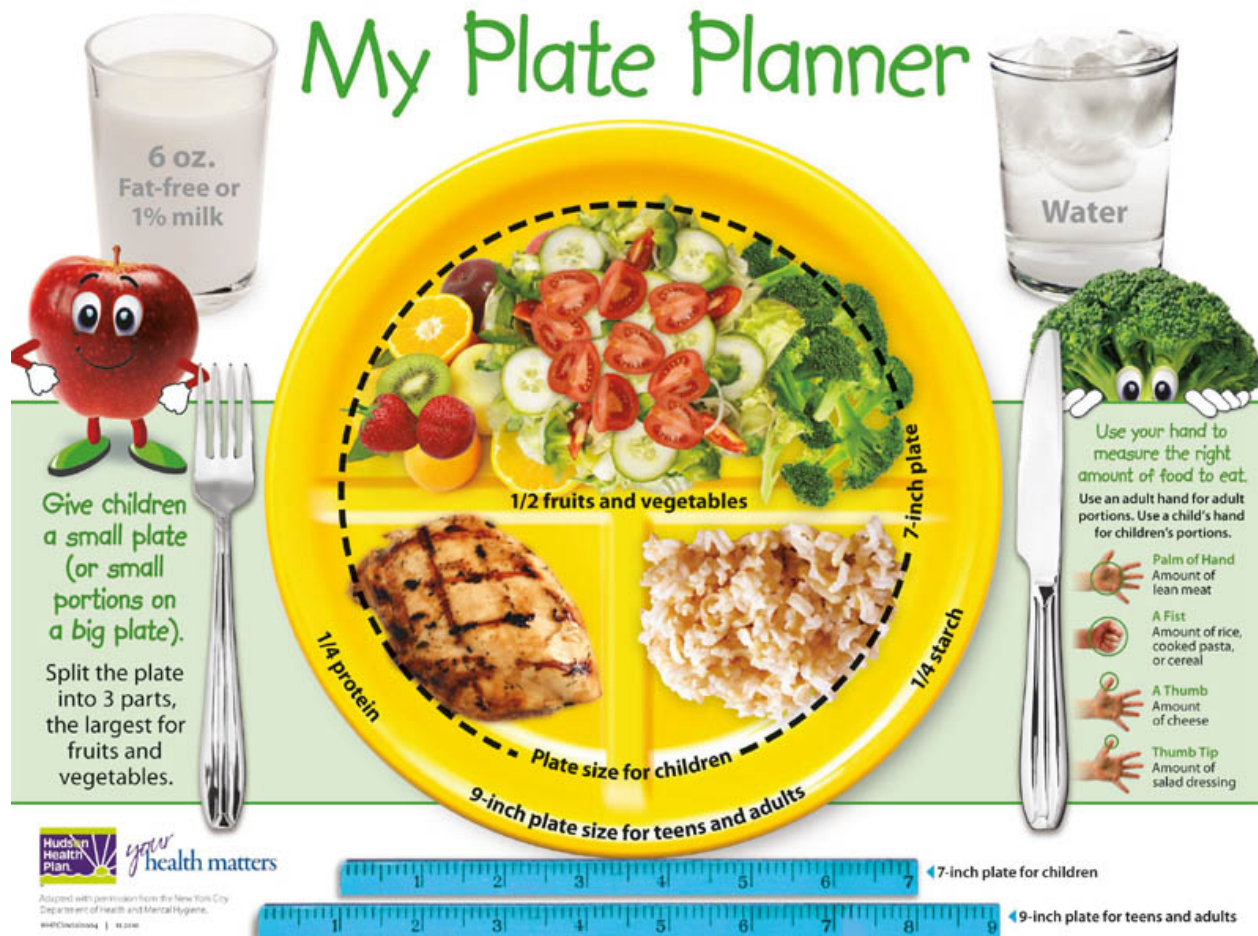
Food:

- Masa Harina
- Water (in pitcher or 4C liquid measuring cup)
- Ramekin with salt
- Garlic, either finely chopped in a ramekin or peeled and halved
- Rinsed black beans
- 1 bunch of cilantro
- 4 limes, quartered
- cumin
- butternut squash, cubed
- olive oil
- salt and pepper (for squash)

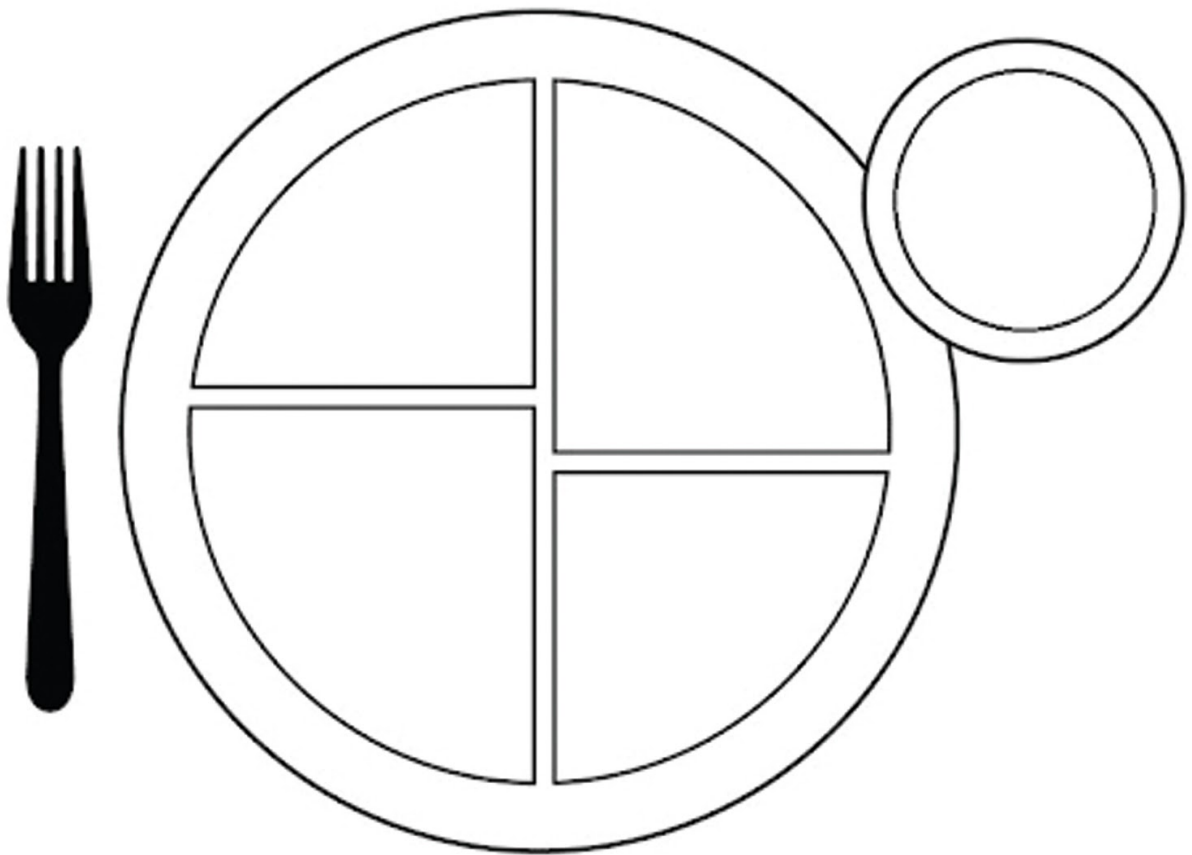
Equipment/Tools:

- atlas
- world map
- compost bucket
- Take Home Recipes for each student
- Pre-K - K task cards
- 1st - 2nd Grade task cards
- 3rd Grade task cards
- 4-5th Grade recipe check list
- Middle station teacher talking points
- Exit tickets for each student
- 3-4 cup liquid measuring cups
- ½ cup measuring cup
- 2 wooden spoons
- medium sized bowl for tortilla dough
- 5 quart sized plastic bags, cut into squares
- medium pot with lid
- large sauté pan
- burner
- fine hand grater (or ramekin for garlic)
- small bowl for beans
- ¼ tsp measuring spoon
- 2 spoons for distributing beans
- roasting tray and spatula for squash
- spatula to turn tortillas
- 8 damp cloths

This is the USDA MyPlate food guide and it displays the five food groups that help build a balanced meal. Today's Three Sisters Tacos recipe is a great example of a whole balanced meal.



Using the chart on the table can you write or draw your version of a whole balanced meal that includes each of the important food groups?



<u>Grains</u>	<u>Fruits</u>	<u>Vegetables</u>	<u>Protein</u>	<u>Dairy</u>
<p>WholeGrains</p> <ul style="list-style-type: none"> • whole-wheat breads • whole wheat pastas • whole wheat tortillas. • whole-grain or whole-wheat crackers • popcorn • oatmeal • brown rice • whole grain granola <p>Refined Grains</p> <ul style="list-style-type: none"> • white breads • flour tortillas • white rice • cornbread • pretzels, crackers • noodles 	<ul style="list-style-type: none"> • apple • grapefruit • blueberries • watermelon • cantaloupe • plum • banana • kiwi • grapes • papaya • orange • 100% fruit juice • raisins • strawberries 	<p>Dark-Green</p> <ul style="list-style-type: none"> • broccoli • spinach, • kale • bok choy • collard greens • lettuce <p>Red and Orange</p> <ul style="list-style-type: none"> • tomato • carrots • sweet potato • red pepper • butternut squash <p>Starchy</p> <ul style="list-style-type: none"> • potatoes • corn • green peas • plantains <p>Other</p> <ul style="list-style-type: none"> • avocado • beets • okra • asparagus • mushroom • celery 	<p>Meats</p> <ul style="list-style-type: none"> • lean beef • pork • lamb <p>poultry</p> <ul style="list-style-type: none"> • chicken • turkey • eggs, <p>Other</p> <ul style="list-style-type: none"> • beans • processed soy products (veggie burgers, tofu), • nuts and seeds (almonds, cashews, sesame seeds, peanut butter), • seafood (cod, shrimp, salmon, tuna) 	<ul style="list-style-type: none"> • Milk • chees • yogurt • soy milk



Steps

- ☐ Measure out $\frac{1}{2}$ cup Masa Harina and put it into the bowl. (**2 people**)

- ☐ Measure out $\frac{3}{4}$ cup water and put it into the bowl. (**1 person**)

- ☐ Put a baby bird pinch of salt into the bowl. (**everyone**)

- ☐ Stir the mixture until it starts to look like dough.



Squeeze one lime wedge



into the bowl.

Squeeze one lime wedge



into the bowl

Squeeze one lime wedge



into the bowl.

Squeeze one lime wedge



into the bowl.

Grate the garlic use a spoon to scrape the garlic into the bowl.

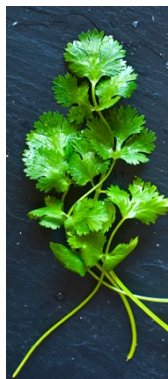


Tear the cilantro the bowl.



leaves into pieces. Put them into

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Measure out $\frac{1}{4}$ t cumin bowl.



and put it into the

Corn Tortilla Station

- ☐ Measure out 1/2 cup Masa Harina and put it into the bowl. (2 people)
- ☐ Measure out 3/4 cup water and put it into the bowl. (1 person)
- ☐ Put a baby bird pinch of salt into the bowl. (everyone)
- ☐ Stir the mixture until it starts to look like dough.

Seasoned Black Beans

- ☐ Measure out 1 cup of beans and add them to the bowl.
- ☐ Thinly cut or tear the cilantro into small pieces and add it to the bowl.
- ☐ Mince 1 clove of garlic and add it to the bowl.
- ☐ Measure out ¼ teaspoon of cumin and add it to the bowl.
- ☐ Squeeze the juice of 1 lime into the bowl.
- ☐ Add a pinch of salt.
- ☐ Stir all of the ingredients together to coat the beans.

Roasted Squash

- ☐ Measure out 1 cup of roasted squash and onion and add it to the bowl.
- ☐ Use your claw and saw technique to cube the raw squash and to cut the onions into small pieces.
- ☐ Add cubed squash and onion to the measuring cup and stop when you have reached 1 cup.

Yogurt Sauce

- ❑ Measure out 3/4 cup of yogurt and add it to the bowl.
- ❑ Squeeze the juice of 1 lime into the bowl.
- ❑ Add 1/4 teaspoon cumin to the bowl.
- ❑ Add 1/4 teaspoon chili powder to the bowl.
- ❑ Tear or cut 5 sprigs of cilantro into small pieces and add.
- ❑ Mince 1-2 cloves of garlic and add to the bowl.
- ❑ Add a pinch of salt and stir!

Three Sisters Tacos (With Cilantro Lime Sauce)

When corn, beans, and squash are grown together, they are called the Three Sisters. When we eat them together, they are a complete nutritious meal! These tacos are the perfect Three Sisters meal! Corn has carbohydrates for energy. Beans have protein for growth. Squash has vitamins and minerals that help us stay healthy! **(Makes about 6 servings)**



Ingredients

10 corn tortillas
1 15 oz can of black beans
½ bunch of cilantro (chopped)
¼ teaspoon of cumin
juice of 2 limes (separated)
1 garlic clove (diced)
½ butternut squash cubed
2 TBSP olive oil
½ plain yogurt
1 lime (juiced)
¼ tsp chili powder
¼ tsp cumin
1-2 garlic cloves (diced)
salt and pepper to taste

Steps

1. Add black beans, cilantro, cumin, juice of one lime and garlic into a bowl. Mix together.
2. Toss the cubed squash with 2 TBSP of olive oil and a pinch of salt and pepper.
3. Pour the squash onto a baking sheet and roast until the squash is soft, 15-20 minutes. Set aside to cool.
4. For the sauce add yogurt, juice of one lime, chili powder, cumin, cilantro, and garlic to a bowl. Mix together until everything is well blended.
5. Lay tortillas on a flat surface. Place a few cubes of roasted squash on the tortillas, a spoonful of seasoned beans, topped by a dollop of dip. Enjoy!

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Tacos tres hermanas (con salsa de cilantro y limón)

Cuando cultivan el maíz, frijol y calabaza juntos, a ellos se llaman Las tres hermanas. Cuando nos los comemos juntos, son una comida nutritiva completa! Estos tacos son la comida perfecta de las tres hermanas! El maíz tiene carbohidratos para obtener energía. Los frijoles tienen proteínas para el crecimiento. La calabaza tiene vitaminas y minerales que nos ayudan a mantenernos saludables! (Rinde aproximadamente 6 porciones)



Ingredientes

10 tortillas de maíz
1 15 oz lata de frijoles negros
¼ manojo de cilantro (picado)
¼ cucharadita de comino
jugo de un limón
1 diente de ajo (cortado en cubitos)
½ calabaza de butternut cortado en cubos de ½"

2 cucharadas de aceite de oliva
sal y pimienta al gusto
½ taza de yogur natural
jugo de 1 limón
¼ cucharadita de chile en polvo
¼ cucharadita de comino
5 ramitas de cilantro
1-2 dientes de ajo (cortado en cubitos)

Pasos

1. En una tazón, añadir los negro frijoles, el cilantro, el comino, el jugo de limón y el ajo. Mezclar juntos.
2. Mezcle la calabaza en cubos con 2 cucharadas de aceite de oliva y una pizca de sal y pimienta.
3. Vierta la calabaza en una bandeja para hornear y asar hasta que la calabaza esté blanda , 15-20 minutos. Deje enfriar.
4. En una tazón, añadir el yogur, jugo de limón, el chile en polvo, el comino, el cilantro y el ajo. Mezclar hasta que todo esté bien mezclado.
5. Coloque las tortillas en una superficie plana. Coloque unos cubitos de calabaza asada sobre las tortillas, una cucharada de frijoles sazonados, cubierta por una cucharada de salsa. ¡Disfrute!

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½ taza de yogur natural
jugo de 1 limón
¼ cucharadita de chile en polvo
¼ cucharadita de comino
5 ramitas de cilantro
1-2 dientes de ajo (cortado en cubitos)

Pasos

6. En una tazón, añadir los negro frijoles, el cilantro, el comino, el jugo de limón y el ajo. Mezclar juntos.
7. Mezcle la calabaza en cubos con 2 cucharadas de aceite de oliva y una pizca de sal y pimienta.
8. Vierta la calabaza en una bandeja para hornear y asar hasta que la calabaza esté blanda , 15-20 minutos. Deje enfriar.
9. En una tazón, añadir el yogur, jugo de limón, el chile en polvo, el comino, el cilantro y el ajo. Mezclar hasta que todo esté bien mezclado.
10. Coloque las tortillas en una superficie plana. Coloque unos cubitos de calabaza asada sobre las tortillas, una cucharada de frijoles sazonados, cubierta por una cucharada de salsa. ¡Disfrute!



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February in the Kitchen: Pita Bread with Za'atar and Yogurt Dip

Aim: See appendix A for lesson objectives.

Summary: Students will learn to make middle eastern bread, spice mixture, and yogurt dip. They will also explore bread around the world.

Standards and Skills Practiced

Academic Standards	Culinary Skills
<p><u>CCSS.ELA.RA2:</u> Determine central ideas or themes of a text and analyze their development. Summarize the key supporting details and ideas.</p> <p><u>CCSS.ELA.WA2:</u> Write informative/ explanatory texts to examine complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>Baking, knife safety, recipe reading, and measurement--spoon, liquid, and solid cup.</p>

Agenda double period lesson	Agenda single period lesson
<ul style="list-style-type: none"> ★ Hand washing (5 min) ★ Opening (3 min) ★ Cook/ Culture Game (45 min) ★ Clean up (5 min) ★ Set Table (10 min) ★ Eat/ Discuss (15 min) ★ Clean Up (2 min) ★ Wrap Up (3 min) 	<ul style="list-style-type: none"> ★ Hand washing (5 min) ★ Opening (3 min) ★ Cook (30 min) ★ Set Table (2 min) ★ Eat/ Discuss (10 min)

Prep. Work:

- make and rise a batch of dough for each group of 8 children in the class
- wash and halve 2 lemons
- arrange the oven to have 2 racks, one on the bottom and one in the middle
- preheat the oven to 450 F, with one baking sheet on each rack
- pre-mix three batches each of the dry and wet ingredients for the pita station

Get into Groups and Wash Hands (5 minutes)

See appendix B for notes.

Opening (3 minutes)

Introduce today's lesson: (Start with middle eastern music playing and stop it as a cue for them to turn their voices off and be ready to listen.) *Welcome back to your kitchen, everyone!*

- *Today's we are traveling to the Middle East. (show on the map)*
- Ask for hands of students who have families who come from this region. List and/ or elicit country names.
- *We are making three popular middle eastern foods to eat together. They are a pocket bread called pita, a herb mixture topping called za'atar, and a yogurt dip.*

Cook (45 minutes)

Pre-K only does the bread and za'atar/ yogurt table stations.

***Table 1: Pita Bread**

- *Pita bread is a slightly yeasted pocket bread. When we put it in the oven, we will see it puff up like magic from the very hot temperature and the little bit of yeast we add.*
- *We are making ours with whole grain wheat flour and some all purpose, or white flour.*
- **Make the bread:**
 - Each student gets a numbered task card. Have them do the measuring and mixing tasks in order.
 - Measure and add the yeast and honey to the warm water water. Mix. Let sit while measuring the next few ingredients.
 - Measure and add the flours, salt, oil. Combine these with the yeast mixture and stir.)
 - (If you are short on time, pre-make yeast/honey/ water mixture and let kids observe, and pre-measure flours and salt).

- Have students combine the wet and dry ingredients in the large bowl and stir
- Flour the dough and students hands if it is sticky.
- Demonstrate kneading the dough in one large ball. Push down on the ball with the heel of your palm. Fold the dough over. Turn the dough a quarter turn. Push down on it again and fold it the other direction. Repeat this for about 5 minutes, so that each student gets to do it one or two times.
- Add 1 TBSP oil to the outside of the dough in the bowl and set aside to rise for an hour, covered with a clean wet towel.
- Use this dough for a future class if you like. It will keep in the fridge for up to a week at this point.
- Bring out the sign that says, “One hour later... “ and show students the pre-risen dough. Let them know it has been rising for an hour. Divide the dough into 12 pieces so each student and teacher has one small ball. If you have fewer than 12 people at the table, still make 12 circles so the pita will cook correctly. You can split up the extras for seconds.
- Flour the student’s hands and the table.
- Show the students how to roll the dough into a round ball and then squish it flat on the table to make a 4-inch diameter circle.
- Place circles of dough on hot baking sheet and bake for 3 minutes.
- Let the students watch through the oven window as the pitas bake so the students can see the pitas quickly rise.
- Remove the pitas and let cool on the oil and brushes tray.
- Talk about the difference between whole and white flour if you have time, using the small containers on flours as examples.
- Optional time saver for Pre-k classes: skip making the dough and have them shape and bake the dough.

Table 2: Middle Eastern Food Culture

- *Bread is eaten by every culture all over the world. This has been true for thousands of years. For many countries, it is the most important food. There are many kinds of bread that people eat. In the middle East, bread is very important and is eaten with every meal.*

K - 2nd Grade:

- Read “Bread, Bread, Bread”
- *We are going to look at some more bread stories from children who live in Middle Eastern Countries. Then we will make our own bread stories for our own “Bread, bread, bread” book.*

K-5th Grade:

- Put the students in pairs and give each pair a page (for their age group) that describes and shows a type of bread eaten by a child in a particular middle eastern country. Have them read this, with help if necessary, and talk about it with their partner. If you have time, have students describe what they saw to the group.
- Give an example of how to fill out the template for their own page of their class “Bread, Bread, Bread” book. The example should be a bread from the city where you teach. For example: *“Hi! My family is from Brooklyn. We eat bagels. They are round and chewy with a hole.”*
- Have each student write and draw a page for their class version of “Bread, Bread, Bread” on the template for their age group.
- Assemble the pages into a hole punched or stapled book to take back to class.

***Table 3: Za’atar and Yogurt Dip**

- *Yogurt is a common food in the middle east. Making yogurt out of milk is a great way to keep milk from going bad in the hot middle eastern climate. We are going to make a tangy dip with it.*
- **Make the Yogurt Dip**
 - Each student gets a task card or recipe (for 4-5th grade) and each student does at least one job, making sure all jobs get done. 4th-5th graders can split up the ingredients so they can share some of the jobs.
 - 2 students each measure $\frac{1}{4}$ cup of yogurt
 - 2 students take turn using the citrus reamer to juice the lemon
 - 1 student peels the garlic
 - 1 student grates the garlic on the small grater
 - 1 students adds salt
 - 1 student takes the leaves off the parsley stems
 - 2 students use scissors to cut parsley leaves
 - the teacher can zest the lemon rind into the dip for extra flavor
 - Put their dip on an oil and brushes tray to be picked up later.
- **Make Za’atar in Pairs**
 - *Za’atar is a famous middle eastern spice mixture. Every family makes it a little bit differently with the herbs and spices that are found in their country. People sometimes keep their recipes secret. We are going to make our own secret recipes with partners.*
 - *A cool fact about herbs and spices that spices are made from the roots, bark, or seeds of a plant and herbs are the stems and leaves.*
 - Students work in pairs to make 1 tsp of spice mixture, choosing the type and amount of each ingredient they want, and putting it into a tsp to measure before adding it to their pair’s ramekin.
 - Grades 3-5 write use the worksheet to write down their own secret

za'atar recipe. Grade 5 (or any that you want to practice fractions) can use combinations of $\frac{1}{8}$, $\frac{1}{4}$, and $\frac{1}{2}$ tsp measuring spoons to add up to 1 tsp. Younger student who have not yet learned fractions should just use up to 8 ingredients and do $\frac{1}{8}$ tsp of each.

- Students write their initials on their ramekin so they can find it later. Put them on one of the oil and brush trays.
- Any groups short on time can skip making the zatar.
- Taste/Smell and discuss ingredients if you have time.

Eat/Discuss (15 minutes)

- Assembly
 - Give each student a pita and a pastry brush.
 - Give each table a few ramekins of oil oil.
 - Instruct the students to brush a small amount of oil on their pita and sprinkle it with their zatar.
 - *Now we get to eat our Yogurt Dip using our pita bread as a spoon, which is common in many middle eastern countries.*

Clean Up (2 minutes)

Wrap Up (3 minutes)

See appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide, with photos
- Take Home Recipe
- "One hour later..." sign
- Pre-K - 1st Grade task cards for bread
- 2 - 3rd Grade task cards for bread
- 4 - 5th Grade recipe check list for bread
- Pre-K - 1st Grade task cards for yogurt dip
- 2 - 3rd Grade task cards for yogurt dip
- 4 - 5th Grade recipe check list for yogurt dip
- 3 - 5th Za'atar recipe template
- Middle Eastern Bread Exploration materials (K-1st, 1-2, 3-5 versions)
- Colored pencils and pencils
- "Bread, Bread, Bread" book
- Middle Eastern Bread Exploration teacher talking points

Extension Activities:

- Listen to Middle Eastern music during the meal
- Practice saying some of the words in Arabic or Hebrew
- read the book "Bread, bread, bread"
(http://www.barnesandnoble.com/w/bread-bread-bread-ann-morris/1103791798?cm_mmc=google+product+search-_-q000000633-_-9780688063344pla-_-book_15to24-_-q000000633-_-9780688063344&ean=9780688063344&isbn=9780688063344&kpid=9780688063344&r=1)

Vocabulary

- Tradition: something a group of people do that has been passed down from generation to generation
- Pita: a traditional middle-eastern flatbread. It is slightly yeasted and often has a pocket.
- Za'atar: a traditional middle eastern spice mixture that includes salt, oregano, thyme, sesame seeds, and sometimes sumac and other herbs and spices
- Chop: to cut into bite sized pieces with a knife
- Bake: to cook in the oven
- Herb: a flavorful, aromatic ingredient made from the leaves or stems of a plant
- Spice: a flavorful, aromatic ingredient made from the roots, bark, or seeds of the plant

Image Attribution for Bread, Bread, Bread Book Images.

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Boy at simit stand

Grand Parc - Bordeaux, France [CC-BY-2.0

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Woman at Ethiopian bread store

By Rod Waddington from Kergunyah, Australia (Bread Store Uploaded by russavia)

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Injera cooking

By Visio (Own work) [CC-BY-SA-4.0 (<http://creativecommons.org/licenses/by-sa/4.0>)], via Wikimedia Commons

Eating with the hands and injera

By Richard from kansas city, united states (grab it and then eat it) [CC-BY-2.0

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Injera basket

By A. Davey from Where I Live Now: Pacific Northwest (Market, Dire Dawa, Ethiopia

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Manakeesh Za'atar

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Lebanese girls dancing and singing

By DFID - UK Department for International Development [CC-BY-2.0

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Saj

By AlixanaEuphoria (originally posted to Flickr as a so-so saj yield) [CC-BY-SA-2.0

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Bedouins baking bread

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Bedouin boy milking sheet

By James Gordon from Los Angeles, California, USA (Bedu shepherd family near Palmyra, Syria) [CC-BY-2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons

Women baking bread in Lar national park

By ninara [CC-BY-SA-2.0 (<http://creativecommons.org/licenses/by-sa/2.0>)], via Wikimedia Commons

Men in bakery in Tehran

By Kamyar Adl [CC-BY-2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons

Kurdish mother and child, ice cream

By Adam Jones from Kelowna, BC, Canada [CC-BY-SA-2.0 (<http://creativecommons.org/licenses/by-sa/2.0>)], via Wikimedia Commons

Momen making flat bread in Tamuz, Iraq

By James (Jim) Gordon [CC-BY-2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons

Two children enjoy Mosol

By DVIDSHUB (Iraqi Children Enjoy Mosul) [CC-BY-2.0 (<http://creativecommons.org/licenses/by/2.0>)], via Wikimedia Commons

Supplies List (for one class)

Food:

- 4 cups all purpose flour, plus a small container extra for demo
- 5 cups whole wheat flour, plus a small container extra for demo
- 3 tsp yeast
- 1 bottle honey
- 1 bottle olive oil
- 1 container thyme
- 1 container oregano
- 1 container marjoram
- 1 container sesame seeds
- 1 container salt
- 1 container sumac
- 1 container cumin
- 1 container coriander
- 1 container fennel seed
- 1 container caraway
- 1 container turmeric
- 3 cups whole milk plain yogurt
- 3 cloves garlic
- 9 sprigs fresh parsley
- 2 lemons

Equipment/Tools:

- atlas
- world map
- enough bowls for every student (for eating)
- forks for every student
- drinking cups for every student
- compost bucket
- Take Home Recipes for each student
- Grade appropriate task cards for bread
- Grade appropriate task cards for yogurt dip
- Middle Eastern Bread Exploration materials (K-1st grade, 1-2 grade, 3-5 grade versions)
- Colored pencils
- 20 Pencils
- "Bread, Bread, Bread" book
- Middle Eastern Bread Exploration teacher talking points
- 2 baking sheets
- 1 pair oven mitts
- 3 large mixing bowls
- 1 tsp
- ½ C measuring cup
- 1 TBSP
- 1 C solid measuring cup
- 3 2-C liquid measuring cup
- 1 rubber spatula
- 15 oil brushes
- 9 ramekins
- 6 butter knives
- 5 1-tsp measuring spoons
- **5th grade only:** 5 ¼-tsp measuring spoons
- **5th grade only:** 5 ⅛-tsp measuring spoons
- **5th grade only:** 5 ½-tsp measuring spoons
- 15 ramekins (5 per group)
- **3-5th grade only:** enough za'atar recipe templates for each student
- 3 small bowls
- 3 serving spoons
- 1 cup
- 1 strainer
- 1 citrus reamer
- 1 ¼-C measuring cup
- 1 small grater or microplane
- 5 white board markers
- 3 pairs scissors

Pita with Za'atar and Yogurt Dip Lesson Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- make and rise a batch of dough for each table-full of children in the class or let one from a prior class come to room temperature
- wash the parsley
- wash and halve 2 lemons
- arrange the oven to have 2 racks, one on the bottom and one in the middle
- preheat the oven to 450 degrees F with one baking sheet on each rack
- fill two ramekins with salt
- fill 9 ramekins with about 2 tsp oil each

Table 1: Pita

Food (3 trays per class):

- 1 large bowl with 1.5 C whole wheat flour, 1 C AP flour, 1 tsp salt
- 2-C liquid measuring cup with 1 C warm water, 1 tsp honey, 1 tsp yeast, 1 TBSP olive oil
- 1 small container AP flour for demonstration and flouring hands
- 1 small container whole wheat flour for demonstration
- 1 bottle olive oil

Tools and Equipment (1 tray per class):

- 2 baking sheets (in the oven)
- 1 pair oven mitts
- 1 TBSP
- 1 rubber spatula
- 1 butter knife or dough cutter
- "One hour later..." sign

Table 2: Middle Eastern Food Culture

Tools and Equipment (1 tray per class):

- Middle Eastern Bread Exploration materials (K-1st, 1-2nd, or 3-5th grade)
- Colored pencils
- 10 Pencils
- "Bread, Bread, Bread" book
- Middle Eastern Bread Exploration teacher talking points

Table 3: Za'atar and Yogurt Dip

Spices and Herbs (1 tray per class):

- 1 container thyme
- 1 container oregano
- 1 container marjoram
- 1 container sesame seeds
- 1 container sumac
- 1 container fennel seed
- 1 container caraway
- 1 container turmeric
- 1 container cumin
- 1 container coriander

Za'atar Tools and Equipment (1 tray per class):

- 1-tsp measuring spoons
- 5 1/8-tsp measuring spoons
- 15 ramekins (5 per group)
- 5 butter knives

5th grade only:

- 5 1/2-tsp measuring spoons
- 5 1/4-tsp measuring spoons

Yogurt Dip Food, Tools and Supplies

- 1 container yogurt (at least 2 cups)
- 3 1/2-lemons
- 9 sprigs parsley
- 1 ramekin salt
- 1 butter knife
- 3 small bowls
- 3 serving spoons
- 1 drinking cup
- 1 citrus reamer
- 1 strainer
- 1 1/4-C measuring cup
- 1 small grater or microplane
- 5 white board markers
- 3 pair scissors
- **3-5th grade only:** enough recipe templates for each student

Each Table will need the following, on the side for assembling the dish right before eating.

- 5 oil brushes
- 3 ramekins of olive oil

**One
hour
later...**

. Name: _____ Class: _____

My Za'atar Secret Recipe

Every cook makes their secret Za'atar spice mixture a little differently. What will you put in yours?

Directions: Smell the spices and herbs. Put a check next to the ingredients you want to use in your Za'atar spice mixture. You can use **up to 8 ingredients**. You should use at least a little **oregano**.

Ingredients:

- ☐ oregano
- ☐ marjoram
- ☐ thyme
- ☐ caraway
- ☐ fennel seed
- ☐ cumin
- ☐ coriander
- ☐ turmeric
- ☐ sesame seeds
- ☐ sumac with salt

TURN OVER for the NEXT DIRECTIONS.

Directions: Write out your new recipe. Give your recipe a name. Then, write in the amounts and ingredients for your Za'atar secret recipe.

(Recipe Title)

Amount

Ingredients

1/8 tsp

Oregano

_____ tsp

_____ tsp

_____ tsp

_____ tsp

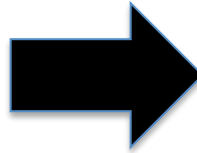
_____ tsp

_____ tsp

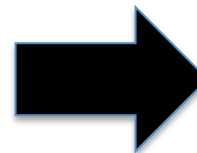
_____ tsp

Pita Task Cards pre-k - k
(cut these out and laminate)

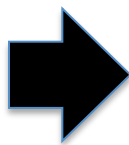
1. Yeast



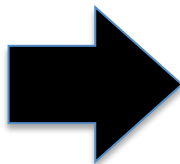
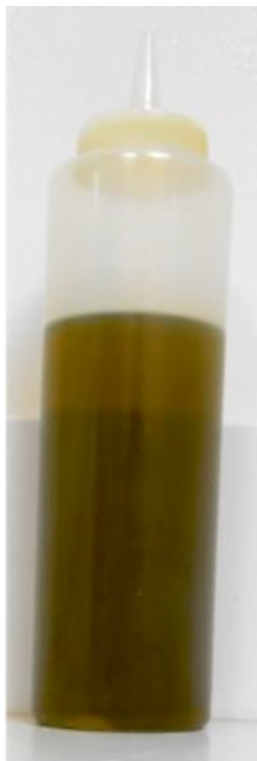
2. Warm Water



3. Honey



4. Olive Oil



6. Whole Wheat Flour



6. Whole Wheat Flour



6. Whole Wheat Flour



5. All Purpose Flour



5. All Purpose Flour



7. Salt

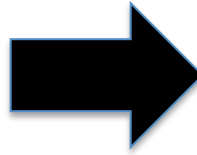


Pita Task Cards 1-2nd Grade

(cut these out and laminate)

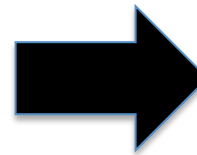
1. Yeast

Measure **1 tsp yeast**. Put it in the large bowl.



2. Warm Water

Measure **1 cup warm water**. Put it in the large bowl.



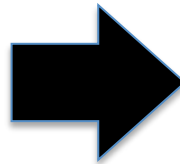
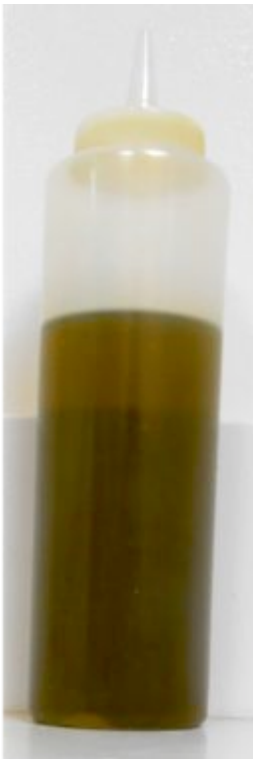
3. Honey

Measure **1 tsp honey**. Put it in the large bowl.



4. Olive Oil

Measure **1 TBSP olive oil**. Put it in the small bowl.



6. Whole Wheat Flour

Measure $\frac{1}{2}$ cup whole wheat flour. Put it in the small bowl.



6. Whole Wheat Flour

Measure $\frac{1}{2}$ cup whole wheat flour. Put it in the small bowl.



6. Whole Wheat Flour

Measure $\frac{1}{2}$ cup whole wheat flour. Put it in the small bowl.



5. All Purpose Flour

Measure $\frac{1}{2}$ cup all purpose flour. Put it in the small bowl.



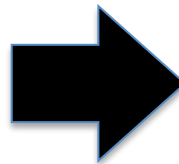
5. All Purpose Flour

Measure $\frac{1}{2}$ cup all purpose flour. Put it in the small bowl.



7. Salt

Measure 1 tsp salt. Put it in the small bowl.



Pita Task Cards 1-2nd Grade
(cut these out and laminate)

1. Yeast

Measure **1 tsp yeast**.
Put it in the large bowl.

3. Honey

Measure **1 tsp honey**.
Put it in the large bowl.

2. Warm Water

Measure **1 cup warm water**.
Put it in the large bowl.

4. Olive Oil

Measure **1 TBSP olive oil**.
Put it in the small bowl.

5. All Purpose Flour

Measure **½ cup all purpose flour**.
Put it in the small bowl.

5. All Purpose Flour

Measure **½ cup all purpose flour**.
Put it in the small bowl.

6. Whole Wheat Flour

Measure **½ cup whole wheat flour**.
Put it in the small bowl.

6. Whole Wheat Flour

Measure **½ cup whole wheat flour**.
Put it in the small bowl.

6. Whole Wheat Flour

Measure $\frac{1}{2}$ **cup whole
wheat flour.**

Put it in the small bowl.

7. Salt

Measure **1 tsp salt.**

Put it in the small bowl.

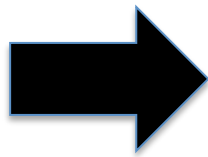
Yogurt Dip Task Cards pre-K - K

(print 2 of these, cut them out, and laminate)

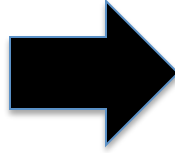
Yogurt



Parsley Step 1

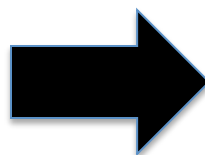


Parsley Step 2

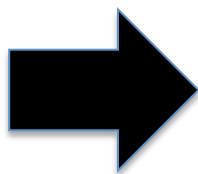


(print one of these, cut them out, laminate)

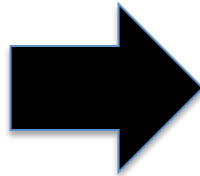
Garlic: Step 1



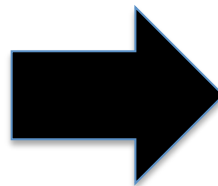
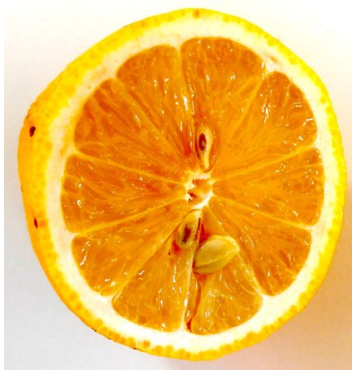
Salt



Garlic Step 2



Lemon

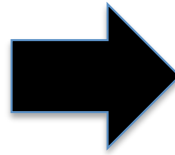


Yogurt Dip Task Cards 1st – 2nd Grade

(print 2 of these, cut them out, and laminate)

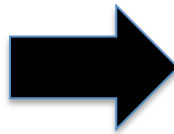
Parsley Step 2

Chop the **parsley leaves** with the scissors. Put the pieces in the bowl.



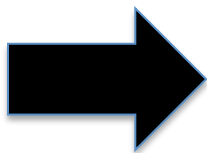
Yogurt

Measure $\frac{1}{4}$ cup yogurt. Put it in the bowl.



Parsley Step 1

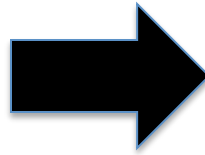
Take the leaves off of **1 sprig of parsley**. Put the stem in the compost.



(print one of these, cut them out, laminate)

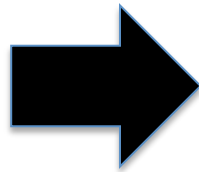
Garlic: Step 1

Peel 1 clove garlic.



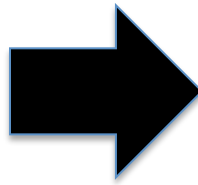
Salt

Take a **pinch of salt**. Put it in the bowl.



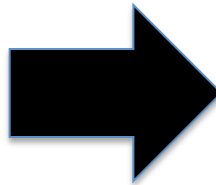
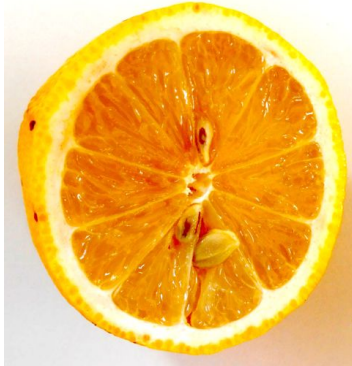
Garlic Step 2

Grate **1 clove of garlic** on the grater.
Stop when your fingers are getting in the way.
Then use your finger to scrape it off the back of the grater into the bowl.



Lemon

Use the citrus reamer to juice the $\frac{1}{2}$ of a **lemon** over the strainer. Put the juice in the bowl.



Yogurt Dip Task Cards 3rd Grade

Lemon

Use the citrus reamer to juice the $\frac{1}{2}$ **of a lemon** over the strainer. Put the juice in the bowl.

Salt

Take a **pinch of salt**.
Put it in the bowl.

Yogurt

Measure $\frac{1}{4}$ **cup yogurt**.
Put it in the bowl.

Yogurt

Measure $\frac{1}{4}$ **cup yogurt**.
Put it in the bowl.

Parsley Step 2

Chop the **parsley leaves** with the scissors.
Put the pieces in the bowl.

Parsley Step 2

Chop the **parsley leaves** with the scissors.
Put the pieces in the bowl.

Garlic Step 2

Grate **1 clove of garlic** on the grater.
Scrape it into the bowl.

Garlic: Step 1

Peel **1 clove garlic**.

Parsley Step 1

Take the leaves off of **1 sprig of parsley**. Put the stem in the compost.

Parsley Step 1

Take the leaves off of **1 sprig of parsley**. Put the stem in the compost.

Yogurt Dip Recipe

Ingredients

Directions

½ cup yogurt



- Measure the **yogurt**.
- Put it in the bowl.

1 clove garlic



- Peel the **garlic**.
- Grate the **garlic**. Stop when your fingers are in the way.
- Scrape the garlic off the back of the grater with your finger.
- Put it in the bowl.

1 sprig parsley



- Take the leaves off **1 sprig of parsley**.
- Cut the leaves into small pieces.
- Put the pieces into the bowl.

¼ tsp salt



- Measure the **salt**.
- Put it in the bowl.

½ lemon



- Use the citrus reamer to juice **½ of a lemon**.
- Put the juice in the bowl.
- Mix the ingredients together.

Shalom! We eat bread in **Israel**.



I sell ***simit***.

They are chewy and round.

They have a hole in the middle.



This is our garden.

We grow corn,
beans, squash!

Tadiyass! We eat bread in **Ethiopia**.



I work at a bread store.

This is *injera*.

It is soft and flat.

We use it to pick up food.



MarHaba! We eat bread in **Syria!**



We have lots of sheep.
I milk them.



We eat **saj**.
It is round and flat.



We eat **saj**.
We bake it outside.
We bake it over a
fire.

Marhaban! We eat bread in **Iraq!**



We eat ***khubz***.

We bake it outside.

We bake it in an oven.



We like to eat the flatbread!

Salam! We eat bread in **Iran!**



We bake ***taftoon*** outside.

We bake it in an oven.

We work at a bakery.

We make ***barbari***.

We bake it in an oven.



Marhaba! We eat bread in **Lebanon!**

We love
to sing
and
dance!



We eat
Manakeesh
Za'atar.

It is chewy.

It has
za'atar
spices on it.

Shalom! We eat bread in **Israel**.



I am selling ***simit***, in a street market in the city of Jerusalem. It is a chewy, round bread with a hole in the middle. We boil *simit* and then bake it.



This is the garden in the village of Tal Menashe.

We are growing corn, beans, squash!

Tadiyass! We eat bread in **Ethiopia**.



I work at a bread store.

We use soft, flat, ***injera*** bread to pick up our food with our hands.





This is ***injera*** baking on a big electric stove.



This is a big basket made for holding ***injera*** at a market in in the city of Dire Dawa.

MarHaba! We eat bread in **Syria!**



We are Bedouin
shepherds.

I am in charge of milking
the sheep.



We eat flat, round **saj**.



We are rolling and
flattening **saj** dough.

It is baking on a
round dome griddle
over a fire.

Marhaban! We eat bread in **Iraq!**



We are baking ***khubz*** in an outdoor clay oven near the city of Tamuz.

We like to eat the tasty flatbread while we walk in the city of Mosul.



Salam! We eat bread in **Iran!**

I like to eat icecream.



We are making **taftoon** flatbread
outside in a clay oven at Lar
National Park.

We are
making
barbari in a
bakery in
Tehran.



Marhaba! We eat bread in **Lebanon!**

We love
to sing
and
dance
with our
friends at
school!



We eat ***Manakeesh Za'atar***. It is a chewy flatbread baked with olive oil and ***za'atar*** spice mixture.

Name: _____ Class: _____

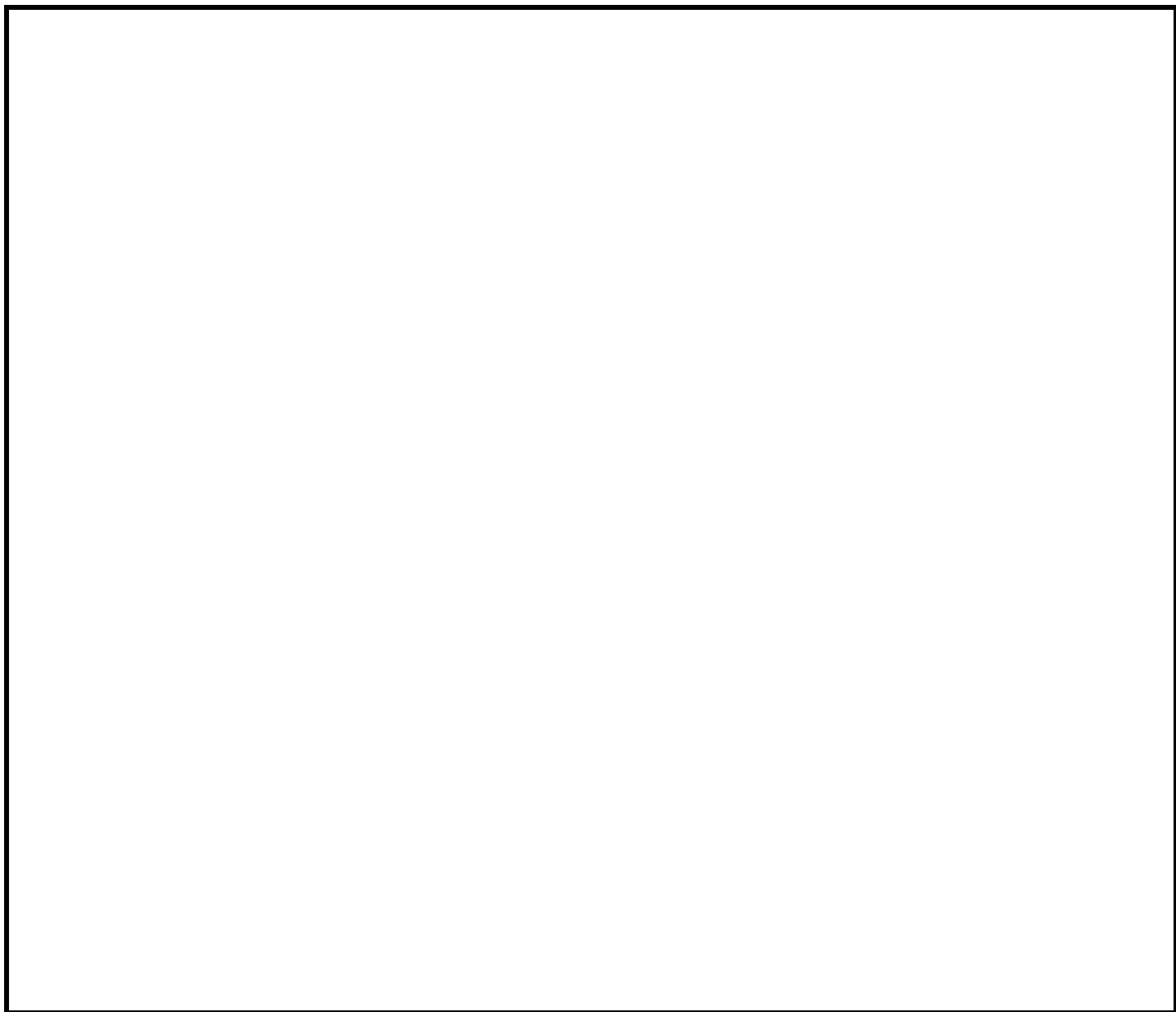
_____!

(How you say "Hello")

I eat: _____.

(Name a kind of bread you eat)

Here is a picture of it:



Name: _____ Class: _____

_____!

(How you say "Hello")

My family is from: _____.

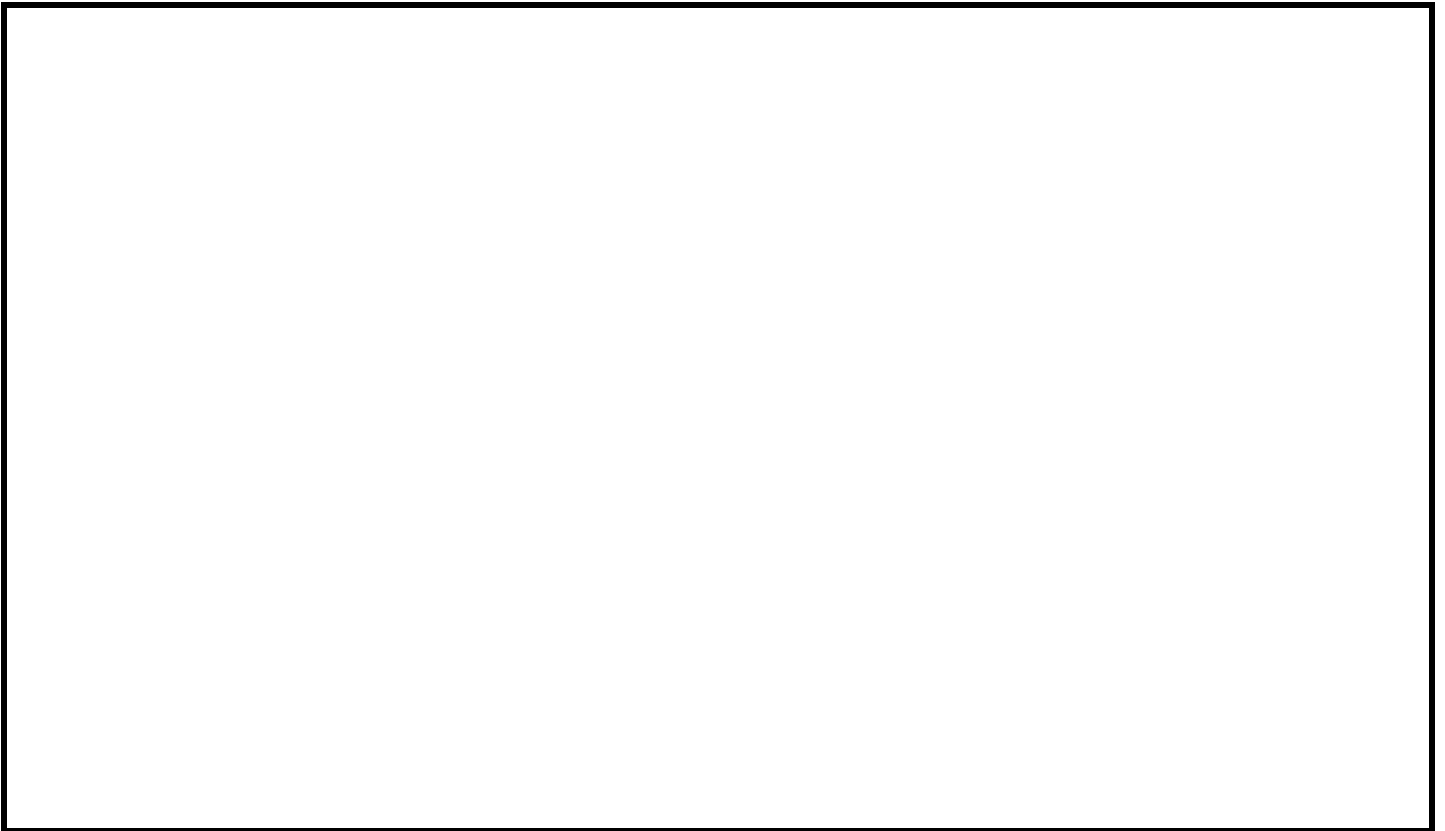
We eat: _____.

(Name a kind of bread you eat)

It is: _____

(Describe your bread.)

Here is a picture of it:



Pita Bread and Yogurt Dip (Makes 6 servings)

These Middle Eastern pocket breads puff up in the oven like magic. Try them with dip or fill them up for a pocket sandwich!



**EDIBLE
SCHOOLYARD
NYC**

Pita Bread Ingredients

- 1 tsp active dry yeast
- 1 C warm water
- 1 tsp honey
- 1 C all-purpose flour (plus a little extra for hands and the table)
- 1 ½ C whole wheat flour
- 1 tsp salt
- 2 tsp oil, divided

Yogurt Dip Ingredients

- ½ lemon
- 1 clove garlic
- 1 C plain yogurt
- 1 pinch of salt
- 1 sprig fresh parsley

Pita Bread Steps

1. Mix the water, honey, and yeast in a big bowl. Let it sit 5 minutes.
2. Stir in the flours, salt, and 1 tsp of the oil to make a dough ball.
3. Put flour on your hands and table. Knead the dough on the table: first, press down on it with your hand. Then fold the dough in half. Press down on it again. Repeat this (press, fold...) for 5 minutes.
4. Put the dough in the bowl. Spread 1 tsp oil all over the dough.
5. Cover the bowl with a damp cloth. Let the dough rise 1 hour.
6. Preheat the oven to 450 degrees F with a baking pan in it.
7. Divide the dough into 6 even pieces. Roll the pieces into balls. Flatten the balls into 4-inch circles.
8. Put the circles on the hot baking sheet in the oven to bake for 3 minutes. Watch them puff up!

Yogurt Dip Steps

1. Juice the lemon.
2. Grate, mince, or crush the garlic.
3. Combine all the ingredients in a bowl. Stir it up.

For help with kneading dough, check out: <http://allrecipes.com/video/36/how-to-knead-dough/detail.aspx>

Pita Bread and Yogurt Dip (Makes 6 servings)

These Middle Eastern pocket breads puff up in the oven like magic. Try them with dip or fill them up for a pocket sandwich!



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Pita Bread Ingredients

- 1 tsp active dry yeast
- 1 C warm water
- 1 tsp honey
- 1 C all-purpose flour (plus a little extra for hands and the table)
- 1 ½ C whole wheat flour
- 1 tsp salt
- 2 tsp oil, divided

Yogurt Dip Ingredients

- ½ lemon
- 1 clove garlic
- 1 C plain yogurt
- 1 pinch of salt
- 1 sprig fresh parsley

Pita Bread Steps

1. Mix the water, honey, and yeast in a big bowl. Let it sit 5 minutes.
2. Stir in the flours, salt, and 1 tsp of the oil to make a dough ball.
3. Put flour on your hands and table. Knead the dough on the table: first, press down on it with your hand. Then fold the dough in half. Press down on it again. Repeat this (press, fold...) for 5 minutes.
4. Put the dough in the bowl. Spread 1 tsp oil all over the dough.
5. Cover the bowl with a damp cloth. Let the dough rise 1 hour.
6. Preheat the oven to 450 degrees F with a baking pan in it.
7. Divide the dough into 6 even pieces. Roll the pieces into balls. Flatten the balls into 4-inch circles.
8. Put the circles on the hot baking sheet in the oven to bake for 3 minutes. Watch them puff up!

Yogurt Dip Steps

1. Juice the lemon.
2. Grate, mince, or crush the garlic.
3. Combine all the ingredients in a bowl. Stir it up.

For help with kneading dough, check out: <http://allrecipes.com/video/36/how-to-knead-dough/detail.aspx>



Sweet Potato Sticks

Kitchen Skills: slicing, roasting

Opening Circle: (seasonality)

Ask the students to think about the weather outside. Through discussion, bring to their awareness that it has been cold the last few months and very little has been growing in the garden. Explain to students that today we are using a root vegetable and spices, two things that can be harvested and stored throughout the winter. Herbs are the leaves of the plant, while spices come from the roots, bark, and seeds.

Ask students: What are herbs and spices used for? (cooking/medicine) Why do we use herbs and spices in our cooking? Are there any herbs/spices that you/your family use often at home? What are they?

Cook:

3 Station Rotation:

Sweet Potato Prep Station:

- go over all of the ingredients on the tray (sweet potatoes, spices, olive oil) asking students to name each item. Ask students: have you ever cooked with any of these ingredients before?
- go over cooking concept (roasting)
- go over knife safety and composting scraps
- jobs: slicing sweet potatoes into sticks and making herb blend
- split up jobs using task cards (cutting, measuring out spices and herbs, measuring out olive oil)
- for herb blend station students use task cards to measure out the blend of spices, identifying which measuring spoon they need to use.

Dip Making Station:

- go over all of the ingredients on the tray. Explain that we will be making two different types of dips Lemony Greek Yogurt Dip and Honey Mustard Dip.

- students on each side of the table work together to make one of the dips. Students split up jobs using task cards/dip recipes.

Spice/Herb Exploration Station:

- students will do a blind exploration with spices they used on their sweet potato sticks along with some new spices. They will use a worksheet to guess what each spice is, matching the name of the herb/spice to the its container. As a group we will reveal the spices (handing students the herb/spice info. card to read (with fun facts about each herb/spice including it's plant origin, i.e. ground cinnamon comes from the inner bark of cassia or ceylon trees, which are normally grown in Sri Lanka , India and South East Asia?, what dishes it is commonly used in, etc., as we reveal each herb/spice).
- After the big reveal the students will vote on their favorite.

Eat!

- Give me a thumbs up if you like it? 2 thumbs up if you love it!
- what flavors do you taste?
- how is the raw different from the roasted?
- what happens to the roots when they are cooked?
- what happens to the dressing?
- will you make this at home?
- are there things about this recipe that you would change?



Exploration Station

Can you guess what herbs and spices are in the jars? Use your sense of smell and sight to explore the herbs and spices and match them below using the numbers on the jars. Ex: Nutmeg - 8

Cinnamon	
Basil	
Paprika	
Chili Powder	
Garlic	
Parsley	
Oregano	

Exploration Station

Can you guess what herbs and spices are in the jars? Use your sense of smell and sight to explore the herbs and spices and match them below using the numbers on the jars. Ex: Nutmeg - 8

Cinnamon	
Basil	
Paprika	
Chili Powder	
Garlic	
Parsley	
Oregano	

Lemony Greek Yogurt Dip

While your sweet potato sticks are in the oven, use the recipe steps below to make a lemony greek yogurt dip for your sticks.

Step 1:

measure out **1 tablespoon** of dried parsley and add it to the bowl.

Step 2:

measure out **1 cup** of greek yogurt and add it to the bowl.

Step 4:

crush **2 cloves** of garlic using the garlic press.

Step 5:

using the citrus squeezer, juice **1 lemon** into the bowl.

Step 6:

add **2 pinches** of salt to the bowl and mix the yogurt, lemon juice, garlic, and parsley together until all the ingredients are well blended.

Honey Mustard Dip

While your sweet potato sticks are in the oven, use the recipe below to make a sweet and tangy honey mustard dip for your sticks.

Step 1:

Measure out **½ cup** of mustard and add it to the bowl.

Step 2:

Measure out **¼ cup** of honey and add it to the bowl.

Step 3:

Measure out **3 tablespoons** of yogurt and add it to the bowl.

Step 4:

Add **2 pinches** of salt and mix all the ingredients until they are well blended.

Spice Blend

You are making a blend of spices and herbs to season your sweet potato sticks. Use these steps to make your blend.

Remember! Herbs come from the leaves of plants (Example: Parsley leaves). Spices come from the roots, bark, and seeds of plants (Example: Cinnamon).

Step 1:

measure out $\frac{1}{4}$ teaspoon of **garlic powder** and add it to the spice bowl.

Step 2:

measure out $\frac{1}{8}$ teaspoon of **chili powder** and add it to the spice bowl.

Step 3:

measure out $\frac{1}{8}$ teaspoon of **paprika** and add it to the spice bowl.

Step 4:

measure out $\frac{1}{4}$ teaspoon of **salt** and add it to the spice bowl.

Step 5:

measure out $\frac{1}{4}$ teaspoon of **parsley** and add it to the spice bowl.

Step 6:

add pepper to the spice bowl by turning the pepper mill **twice**.

Step 7:

Use a spoon to blend the spices together.

Seasoned Sweet Potato Sticks



This fun recipe is salty, spicy, and sweet at the same time. When paired with delicious dips these sweet potato sticks are the perfect snack for sharing!

Ingredients

4 sweet potatoes
3 T olive oil
 $\frac{3}{4}$ tsp salt
 $\frac{1}{2}$ tsp pepper
 $\frac{1}{4}$ paprika
 $\frac{1}{4}$ garlic powder
 $\frac{1}{4}$ chili powder
 $\frac{1}{4}$ parsley

Steps

- Heat the oven to 400 degrees.
- line a baking sheet with parchment paper or aluminium foil.
- Slice sweet potatoes into uniform sticks.
- In a large bowl toss the sticks in olive oil, salt, pepper, paprika, garlic powder, chili powder and parsley.
- Lay the seasoned sticks on the prepared baking sheet. Making sure not to crowd them.
- Bake the fries in oven until edges are lightly browned and the center is soft. Approximately (20-25mins)

Lemony Greek Yogurt Dip

Ingredients:

1 cup plain greek yogurt
1 lemon (juiced)
3 tablespoons parsley (chopped)
2 pinches of salt

Steps:

add yogurt to a bowl. Mix in the lemon juice, parsley, and pinches of salt. Mix until all the ingredients are blended.

Honey Mustard Dip

Ingredients:

$\frac{1}{2}$ cup mustard
 $\frac{1}{4}$ cup honey
3 tablespoons yogurt
2 pinches of salt

Steps:

add mustard to a bowl. Mix in the honey, yogurt, and pinches of salt. Mix until all the ingredients are blended.



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March in the Kitchen: Aloo Gobi (Pre-K--2nd)

Aim: See appendix A for lesson objectives.

Summary: Students will learn to make a simple roasted potato and cauliflower dish. They will play a game in which they compare and contrast many different kitchen and food objects based upon size, plant part, volume, and more.

Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K - 2 nd	<u>CCSS ELA Anchor Standard SL 1</u> : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	saute, mash, knife skills

Agenda double period lesson	Agenda single period lesson
<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (8 min) ★ Food Prep (25 min) ★ Vegetable game (10 min) ★ Set Table (5 min) ★ Eat/ Discuss (15 min) ★ Clean Up (5 min) ★ Wrap Up (3 min) 	<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (7 min) ★ Food Prep (20min) ★ Saute (5 min) ★ Set Table (3 min) ★ Eat/ Discuss (10 min)

Prep. Work:

- Par-boil whole potatoes for 11 minutes, then slice them into strips.
- Cut 3 heads of cauliflower into 10 large chunks each

- Peel ginger knobs (1 ½ inches in size, leaving the peel on top for students to hold while they grate)

Opening (3 minutes)

Introduce today's lesson:

- Start with Bollywood music playing and stop it as a cue for them to turn their voices off and be ready to listen. *Welcome back to your kitchen, everyone! Today we will cook a recipe with vegetables that stay fresh all winter; potatoes and cauliflower! This recipe comes from countries called Pakistan and India, and it is called aloo gobi.*
- *One of these grows underground and the other is a flower...Which do you think is the one that grows underground? Which one is a flower? Before we get started, we're going to read a book about plant parts, a tricky rabbit, and a bear called Tops and Bottoms*
- Sing the song "Flowers, Stems, Leaves and Roots" to the tune of "Head, Shoulders, Knees and Toes"
Flowers, stems, leaves and roots, seeds and roots
Flowers, stems, leaves and roots, seeds and roots
These are all plant parts that we eat
Flowers, stems, leaves and roots, leaves and roots!
- *Today we will be eating two plant parts: the flower and the root!*

Cook (25 minutes)

All tables simultaneously do all activities

Tray 1: Potatoes and cauliflower

- Half of the students receive cutting boards and plastic knives. They cut up the potatoes into bite-sized pieces (about ½ inch cubes) and put them into the bowl.
- The other students receive large chunks of cauliflower that they break into small florets and put them into the bowl.
- Halfway through, the two sides switch so every child has an opportunity to do both tasks
- Add 2 TBSP olive oil to the bowl.
- Add the seasonings to the bowl.

Tray 2: Seasoning Smash

- Half of the students add a pinch of cumin seeds.
- Half of the students add a pinch of coriander seeds.
- Each student measures ½ tsp curry powder.
- Each student puts a pinch of salt into the mortar
- *Smash it smash it smash it, smash it all you can, smash it smash it smash it, and pass it to a friend!* Around the circle until everyone has had a chance to smash the herb mixture

Saute:

- Add 1 TBSP olive oil to the pan
- Add the spices to the pan
- Add 1 cup water to the pan and bring it to a boil
- Add the vegetables to the pan
- Give each kid a chance to stir the pot three times
- Set the pot to the side to simmer with the lid on while you do the hot potato activity

See appendices B,C, D, E for notes.

Hot Potato Game (10 minutes)

- Come together as a whole class standing in a circle on the carpet
 - Play “Hot Potato”
 - Have the students toss around a bean bag
 - Sing the song that goes along with it: “Wiggles” song about potatoes, pausing at random interludes
 - when paused, have them do some comparison and contrasting
 - Use the potato and cauliflower cards to assist with math problems for the older grades.
- For Kindergarten:
- Which is bigger, which is smaller (Measuring cups)
 - which has fewer, which has more?
 - point to the vegetable that grows under the ground!
 - point to the vegetable that’s also a flower!
- For 1st grade:
- addition and subtraction word problems (also use kindergarten questions)
- For 2nd grade:
- two-digit addition and subtraction,
 - Identify the plant part! (What part of the plant is cauliflower?)

Eat/Discuss (15 minutes)

Clean Up (2 minutes)

Wrap Up (3 minutes)

See appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide, with photos
- Take Home Recipe
- Middle station teacher talking points
- chalkboard photo
- Knife skills guide photos

Extension Activities:

- Listen to/sing along/watch “One potato, two potato”:
<https://www.youtube.com/watch?v=QHL5sYEmd1E> (0:50-1:45)
- Listen to Doodlebops “Cauliflower Song”
<https://www.youtube.com/watch?v=HUnakSnpO4M> (14:04-15:29)
- Lyrics: <http://mstexan7.tripod.com/djsdoodlebopsandwigglessite/id16.htm>
- Read Tops and Bottoms by Janet Stevens

Vocabulary

- Tradition: something a group of people do that has been passed down from generation to generation
- Aloo Gobi: an indian dish containing potato (aloo), cauliflower (gobi), and a spice mixture

Supplies List (for one class)

Food:

- 2 heads of cauliflower
- 3 large potatoes, par boiled and cut into strips with skin on
- whole coriander seeds, in three ramekins
- whole cumin seeds, in three ramekins
- curry powder, in a ramekin
- salt, in three ramekins
- olive oil, in a squirt bottle

Equipment/Tools:

- 2 - ½ teaspoon measuring spoons
- 3 mortar and pestles
- 15 cutting boards
- 15 plastic lettuce knives
- 3 medium bowls
- 3 wooden serving spoons
- 2 large saute pans
- 2 large lids
- 2 - 1 cup liquid measuring cups
- 2 bean bags or small balls (for hot potato game)
- music-playing device with internet capabilities, to play music
- Measuring cups, spoons, winter vegetables and cards for hot potato game visuals
- Book Tops and Bottoms by Janet Stevens
- enough bowls for every student (for eating)
- forks for every student
- drinking cups for every student
- compost bucket
- Take Home Recipes for each student
- Middle station teacher recipe

Roasted Potatoes and Cauliflower Lesson Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- Parboil potatoes with their skin on, cut them into strips
- cut the cauliflower into quarters

Tray 2: Potatoes and Cauliflower

Food (3 trays per class):

- approximately 1 potato's worth of potatoes, cut into strips
- 1 head of cauliflower, cut into 10 large chunks
- olive oil (in squirt bottle)

Tools and Equipment (3 trays per class):

- medium bowl
- 5 cutting boards (on table)
- 5 lettuce knives

Tray 1: Seasoning Smash

Food (3 trays per class):

- Coriander seeds (in ramekin)
- Cumin seeds (in ramekin)
- Curry powder (in ramekin)
- salt (in ramekin)

Tools and Equipment (on trays with food):

- mortar and pestle
- ½ teaspoon measuring spoon

Tray 3: Saute (2 trays per class)

Food

- olive oil in squirt bottle

Tools and Equipment

- large saute pan with lid
- wooden spoon
- 1 cup liquid measuring cup

Middle Table Teacher Recipe:

1. Hand out knives to the students with the cutting boards. Place the knives in their home.
2. Give each student with a cutting board 2 pieces of potato to cut into $\frac{1}{2}$ inch cubes.
3. The other students receive 1 chunk of cauliflower that they will remove the florets and place them into the bowl.
4. Have the students switch sides in order for every student to get to use a knife and to break down the cauliflower
5. **Take away cutting boards and knives and bring out spice mixture tray**
6. Half of the students add a pinch of cumin seeds to the mortar.
7. Half of the students add a pinch of coriander seeds to the mortar.
8. Every student adds a tiny pinch of salt to the mortar.
9. Every student measures $\frac{1}{2}$ tsp curry powder to the mortar.
10. Students take turns smashing the mortar with the pestle while you sing:

*Smash it, smash it, smash it
Smash it all you can!
Smash it, smash it, smash it,
And pass it to a friend!*

11. Set aside the mortar.

Cauliflower Image: By Shree Krishna Dhital (Own work) [CC BY-SA 3.0 (<http://creativecommons.org/licenses/by-sa/3.0>)], via Wikimedia Commons

Supplies List (for one class)

Food:

- ground turmeric
- ground cinnamon
- ground cardamom
- 3 cloves of garlic
- 3 - 1.5" knobs of fresh ginger, with peel removed
- ground nutmeg
- ground cloves
- whole coriander
- whole cumin
- whole mustard seed
- black pepper (in 3 pepper mills)
- salt
- olive oil in squirt bottle
- 3 heads of cauliflower
- 4 potatoes

Equipment/Tools:

- 3 dry erase markers
- spice facts cards (1 set for each table)
- spice trade checklists
- spice labels
- plastic wrap
- 33 ramekins or small cups, filled with spices, covered with saran wrap
- labels for each ramekin
- 3 pepper mills with black pepper
- 3 microplanes or fine graters
- 3 mortar and pestles
- 15 cutting boards
- 15 plastic lettuce knives
- 3 medium bowls
- 2 large sauté pans
- 2 induction burners or two stovetops
- 2 wooden spoons
- atlas
- world map
- enough bowls for every student (for eating)
- forks for every student

- drinking cups for every student
- compost bucket
- Take Home Recipes for each student
- 3rd Grade task cards
- 4-5th Grade recipe check list
- Middle station teacher talking points
- Exit tickets for each student

Herb Roasted Potatoes and Cauliflower

This recipe is simple and delicious! Kids will enjoy breaking the cauliflower into florets with their hands. **(Makes 6 servings)**



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Ingredients

1 small head cauliflower
2 large potatoes
4 sprigs of thyme or 2 tsp dried thyme
4 sprigs of rosemary or 1 TBSP dried rosemary
½ tsp salt
¼ tsp ground black pepper
2 TBSP olive oil

Steps

1. Preheat the oven to 375 degrees.
2. Cut the cauliflower and potatoes into 1-inch pieces.
3. Remove the leaves of the thyme and rosemary from the stems. Cut leaves into very small pieces.
4. Mix the oil, salt, pepper, and herbs into the potatoes and cauliflower.
5. Spread the mixture on a baking sheet. Roast in the oven for 20 minutes.
6. Stir the roasting mixture. Roast for 20 more minutes.

Herb Roasted Potatoes and Cauliflower

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2 TBSP olive oil

Steps

1. Preheat the oven to 375 degrees.
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3. Remove the leaves of the thyme and rosemary from the stems. Cut leaves into very small pieces.
4. Mix the oil, salt, pepper, and herbs into the potatoes and cauliflower.
5. Spread the mixture on a baking sheet. Roast in the oven for 20 minutes.
6. Stir the roasting mixture. Roast for 20 more minutes.



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March in the Kitchen: Aloo Gobi

Aim: See appendix A for lesson objectives.

Summary: Students will learn to make a simple and delicious Indian dish known as Aloo Gobi. They will discuss trade and what it means to grow different ingredients in different climates.

Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
3 - 5 th	<p>CCSS.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	sauté, chop, knife safety, spoon measurement, recipe reading

Agenda double period lesson	Agenda single period lesson
<ul style="list-style-type: none"> ★ Opening (3 min) ★ Trade Activity (35 min) ★ Handwashing/ Cook (25 min) ★ Clean up (5 min) ★ Set Table (5 min) ★ Eat/ Discuss (10 min) ★ Clean Up (5 min) ★ Wrap Up (2 min) 	<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (3 min) ★ Cook (20 min) ★ Clean up (5 min) ★ Set Table (3 min) ★ Eat/ Discuss (10 min)

Prep. Work:

- Par-boil whole potatoes for 11 minutes
- Cut 3 heads of cauliflower into 10 large chunks each
- Peel ginger knobs (1 ½ inches in size, leaving the peel on top for students to hold while they grate)

Opening (3 minutes)

Introduce today's lesson: (Start with Bollywood music playing and stop it as a cue for them to turn their voices off and be ready to listen.) *Welcome back to your kitchen, everyone! Today we will make an Indian and Pakistani dish called Aloo Gobi. Can you say Aloo Gobi? It is a dish made with spices, potatoes, and cauliflower. Aloo is the Hindu word for potato and gobi means cauliflower.*

Trade Activity (35 minutes)

Introduce Activity:

You might have noticed that we didn't wash our hands when we were broken into groups. That is because before we can start our recipe today, we must trade with each other in order to get all of the ingredients we need to cook. Each of the three tables represents a different country. Each country grows different spices due to its climate. Who can define "climate"? (for 3rd grade: weather) How does climate (weather) affect what foods you can grow?

We need to have all of the spices necessary to make our Aloo Gobi recipe. There are 12 different spices for the mixture and your country can only grow 4 of these spices. In order to get all of the spices you need, each country will have to trade their spices for others that they cannot grow.

Before we get started, familiarize yourself with your spices. Each spice has a card with a fact about it. Each spice will be represented by either two or three people. For example, XX and YY student will be the people to trade AA spice with the other countries. After we put you into pairs, you have 1 minute to get to know your spice.

- Pair up the students with their spices at each group

Begin Activity:

- Have the students use their checklist to check off the spices that they already have. This should mean that they have all of the boxes on their home country sheet checked off. All of the spices that they are keeping for the recipe go onto the sheet tray.
- It will work in three rounds, beginning with India trading, then Kenya, then USA
- When the trades happen, you trade a fact about one spice for a fact about another spice. Each delegate shares the fact about their spice with the other country. The fact card comes back with you to your country along with the new spice.

- **Round 1:** India decides which two spices will be traded for which 4 spices:
 - Two delegates from India will go to Kenya and two will go to USA. They will each make a trade for one spice and come back to their country with their trades. New spices will be put onto their sheet tray and checked off of their master list of ingredients
 - **Example:** India decides that they will trade turmeric and cardamom for ginger and black pepper from Kenya and coriander and cumin from USA. They send one person who is representing turmeric to Kenya and one person to USA.
 - The students who are not participating in the trade can learn more about their individual ingredients
- **Round 2:** Kenya decides which two spices will be traded with USA and makes their final trades with India.
- **Round 3:** USA makes their final trades

If time allows (more than 35 minutes remain in the class) break down the activity with the students by asking some questions.

- What did you find difficult about this activity?
- What did you find easy?
- What did you learn in trading spices?
- What would have made trading difficult in times before airplanes?
- How would this activity have been harder had you all spoke different languages?

One table at a time: push chairs up against the wall in a single row, then line up to wash your hands.

Wash hands and Cook (25 minutes)

All three tables simultaneously prepare the food

Students line up to wash hands, and meanwhile, teacher sprays down table and lays out cutting boards

- If working in the 50 minute block instead of the extended block, start with the cauliflower and potato for ease of cleanup/setup

Making the spice mixture:

- Hand out the grade-appropriate task cards.
 - one student peels the clove of garlic and puts it into the mortar
 - one student grates the ginger and puts it into the mortar
 - one student measures $\frac{1}{2}$ tsp ground turmeric and puts it into the mortar
 - one student measures $\frac{1}{4}$ tsp ground cardamom and puts it into the mortar
 - one student measures $\frac{1}{8}$ tsp ground cinnamon and puts it into the mortar
 - one student grinds 10 grinds of black pepper into a ramekin, then puts it into the mortar
 - one student measures $\frac{1}{8}$ tsp nutmeg and puts it into the mortar
 - one student measures $\frac{1}{8}$ tsp cloves and puts it into the mortar
 - one student measures 1 tsp whole coriander and puts it into the mortar
 - one student measures $\frac{1}{2}$ tsp whole cumin and puts it into the mortar
 - one student measures $\frac{1}{4}$ tsp whole mustard seed and puts it into the mortar

- every student puts a small pinch of salt into the mortar
- *“Smash it smash it smash it, smash it all you can! Smash it smash it smash it, and pass it to a friend!”*

Set aside mortar and bring out potato and cauliflower tray

- Put out cutting boards for half of the students (potatoes)
- half of the students cut potatoes into ½ inch cubes
- half of the students break up the cauliflower into small florets
- students trade sides and those who were cutting potatoes break up the cauliflower and vice/versa.
- Put olive oil into pan and let it heat up. Add the spices and stir, demonstrating that when you add spices to oil before you add the food, you release their aroma by toasting them.
- Add ½ cup water and show that you will be turning the spices into a spice paste.
 - **Make sure students stand back away from the heat because the water can sputter when mixed with the oil and spice mixture**
- Add the potatoes and cauliflower to the spices and stir
- Let each student come up and stir the pot three times.
- Add the remaining ½ cup water, put a lid on the pan, and transfer it over to a burner while the students set the table. Instruct the students that by keeping the lid on the pot, the water will not evaporate but instead go back into the dish, steaming the vegetables. Let this cook until the tables are set.
- While the vegetables are cooking, play a trivia game called “GUESS THAT SPICE!” (5 or so minutes)
 - Use the spice cards to give clues, removing the name of the spice. The first student who raises their hand and identifies the spice based upon the fact correctly wins.

Re-divide up the food so that each of the three tables has equal amounts of food.

See appendices B,C, D, E for notes.

Eat/Discuss (15 minutes)

Clean Up (2 minutes)

Wrap Up (3 minutes)

See appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide, with photos
- Take Home Recipe
- 3rd Grade task cards
- 4th -5th Grade recipe check list
- Middle station teacher talking points
- chalkboard photo
- Knife skills guide photos

Extension Activities:

- Listen to Bollywood music during the meal
- Practice saying some of the words in Hindi: Aloo and Gobi
- Read Monsoon by Uma Krishnaswami or King For A Day by Rukhsana Khan

Vocabulary

- Tradition: something a group of people do that has been passed down from generation to generation
- Aloo Gobi: an indian dish containing potato (aloo), cauliflower (gobi), and a spice mixture
- Trade: The action of exchanging goods or services for something of equal value

Supplies List (for one class)

Food:

- ground turmeric
- ground cinnamon
- ground cardamom
- 3 cloves of garlic
- 3 - 1.5" knobs of fresh ginger, with peel removed
- ground nutmeg
- ground cloves
- whole coriander
- whole cumin
- whole mustard seed
- black pepper (in 3 pepper mills)
- salt
- olive oil in squirt bottle
- 3 heads of cauliflower
- 4 potatoes

Equipment/Tools:

- 3 dry erase markers
- spice facts cards (1 set for each table)
- spice trade checklists
- spice labels
- plastic wrap
- 33 ramekins or small cups, filled with spices, covered with saran wrap
- labels for each ramekin
- 3 pepper mills with black pepper
- 3 microplanes or fine graters
- 3 mortar and pestles
- 15 cutting boards
- 15 plastic lettuce knives
- 3 medium bowls
- 2 large sauté pans
- 2 induction burners or two stovetops
- 2 wooden spoons
- atlas
- world map
- enough bowls for every student (for eating)
- forks for every student

- drinking cups for every student
- compost bucket
- Take Home Recipes for each student
- 3rd Grade task cards
- 4-5th Grade recipe check list
- Middle station teacher talking points
- Exit tickets for each student

Aloo Gobi Lesson Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- par-boil whole potatoes for 10 minutes
- cut cauliflower heads into 10 slices each
- Put plastic wrap over every ramekin
- Attach labels to the top of the plastic wrap
-

Kenya

Food (1 tray per class):

- 3 ginger knobs in 3 ramekins
- 3 black pepper grinders
- ground nutmeg, in 3 ramekins
- ground cloves, in 3 ramekins

Tools and Equipment (1 tray per class):

- dry erase marker
- Kenya Master Checklist
- 3 copies each of fact cards for: ginger, black pepper, nutmeg, and cloves
-

India

Food (1 tray per class):

- ground turmeric, in 3 ramekins
- ground cardamom, in 3 ramekins
- ground cinnamon, in 3 ramekins
- 3 cloves of garlic, peels on, in 3 ramekins

Tools and Equipment (1 tray per class):

- dry erase marker
- India Master Checklist
- 3 copies each of fact cards for: turmeric, cardamom, cinnamon, garlic

USA

Food (1 tray per class):

- whole coriander, in 3 ramekins
- whole cumin, in 3 ramekins
- whole mustard, in 3 ramekins
- salt, in 3 ramekins

Tools and Equipment (1 tray per class):

- dry erase marker
- USA Master Checklist
- 3 copies each of fact cards for: coriander, cumin, mustard, salt

Spice Mixture Tray (3 per class)

Tools and Equipment

- 1 ramekin (for black pepper)
- microplane grater
- 2 - 1 tsp measuring spoons
- mortar and pestle
- 2 - ¼ tsp measuring spoons
- 2 - ½ tsp measuring spoons
- 1 - ⅛ tsp measuring spoons
- 3 butter knives

Chop Tray (3 per class)

Food

- 1 potato, with peel on, cut into strips
- 1 small head of cauliflower, cut into 10ths
- 1 whole potato (for demonstration)
- 1 whole cauliflower (for demonstration)

Tools and Equipment

- medium ceramic bowl
- 5 lettuce knives

Sauté (2 per class)

Tools and Equipment

- large sauté pan
- lid for pan
- wooden spoon
- 1 cup liquid measuring cup

Middle Table Teacher Explanation of Trade Activity

- Have the students use their checklist to check off the spices that they already have. This should mean that they have all of the boxes on their home country sheet checked off. All of the spices that they are keeping for the recipe go onto the tray.
- The game will go in three rounds, beginning with India trading, then Kenya, then USA
- When the trades happen, you trade a fact about one spice for a fact about another spice. Each delegate shares the fact about their spice with the other country. The fact card comes back with you to your country along with the new spice.
- **Round 1:** India decides which two spices will be traded for which 4 spices:
 - Two delegates from India will go to Kenya and two will go to USA. They will each make a trade for one spice and come back to their country with their trades. New spices will be put onto their sheet tray and checked off of their master list of ingredients
 - **Example:** India decides that they will trade turmeric and cardamom for ginger and black pepper from Kenya and coriander and cumin from USA. They send one person who is representing turmeric to Kenya and one person to USA.
 - The students who are not participating in the trade can learn more about their individual ingredients
- **Round 2:** Kenya decides which two spices will be traded with USA and makes their final trades with India.
- **Round 3:** USA makes their final trades

3rd Grade Aloo Gobi Task Cards
(Cut out and laminate)

Nutmeg

Measure $\frac{1}{8}$ **tsp ground nutmeg**. Put it into the mortar.

Cloves

Measure $\frac{1}{8}$ **tsp ground cloves**. Put it into the mortar.

Black Pepper

Grind the **pepper 10 times** into the ramekin. Put it into the mortar.

Coriander Seeds

Measure **1 tsp coriander seeds**. Put it into the mortar.

Cumin Seeds

Measure $\frac{1}{2}$ **tsp cumin seeds**. Put it into the mortar.

Mustard Seeds

Measure $\frac{1}{4}$ **tsp mustard seeds**. Put it into the mortar.

Garlic

Peel 1 clove of **garlic**. Put it into the mortar.

Ginger

Grate the ginger on the grater. Stop when you feel like your fingers are in the way.

Use your finger to scrape the ginger off of the back of the grater. Measure **1 tsp ginger** and put it into the mortar.

Turmeric

Measure $\frac{1}{2}$ **tsp ground turmeric**. Put it into the mortar.

Cardamom

Measure $\frac{1}{4}$ **tsp ground cardamom**. Put it into the mortar.

Cinnamon

Measure $\frac{1}{8}$ **tsp ground cinnamon**. Put it into the mortar.

Aloo Gobi Spice Mixture

Ingredients

Directions

1 clove garlic



- **Peel** the clove of **garlic**
- Put it into the mortar.

1 tsp grated
ginger



- Grate the ginger on the grater.
- Stop when you feel like your fingers are in the way
- Use your finger to scrape the ginger off of the back of the grater.
- Measure **1 tsp ginger** and put it into the mortar.

½ tsp ground
turmeric



- Measure ½ **tsp ground turmeric**.
- Put it into the mortar.

¼ tsp ground
cardamom



- Measure ¼ **tsp ground cardamom**.
- Put it into the mortar.

⅛ tsp ground
cinnamon



- Measure ⅛ **tsp ground cinnamon**.
- Put it into the mortar.

1/8 tsp ground
nutmeg



- Measure **1/8 tsp ground nutmeg.**
- Put it into the mortar.

1/8 tsp ground
cloves



- Measure **1/8 tsp ground cloves.**
- Put it into the mortar.

ground black
pepper



- Grind the **pepper 10 times** into the ramekin.
- Put it into the mortar.

1 tsp coriander
seeds



- Measure **1 tsp coriander seeds.**
- Put it into the mortar.

1/2 tsp cumin
seeds



- Measure **1/2 tsp cumin seeds.**
- Put it into the mortar.

1/4 tsp mustard
seeds



- Measure **1/4 tsp mustard seeds.**
- Put it into the mortar.

pinch of salt



- Everyone takes a small pinch of salt and adds it to the mortar.
- *Smash it, smash it, smash it, smash it all you can!*

Aloo Gobi

This is an Indian dish made with potatoes (aloo) and cauliflower (gobi). This recipe brings out the flavors of the spices by cooking them in the oil before adding the vegetables. Add chickpeas when you add the potatoes to make it a main course! **(Makes 4 servings)**



**EDIBLE
SCHOOLYARD
NYC**

Ingredients

1 clove garlic
1 inch of fresh ginger, **or** 1 tsp dried ginger
1 cup water, split into ½ cups
2 TBSP oil
1 TBSP curry powder
1 small head of cauliflower
1 large potato
½ tsp salt

Steps

- Grate the garlic and ginger into a small bowl.
- Add ½ cup of the water to the small bowl.
- Cut the cauliflower and potatoes into 1-inch pieces and put into a large bowl. Set the bowl aside.
- Heat the oil in a large pan over medium heat.
- Add the curry powder or garam masala powder to the pan. Stir until you can smell the spices, about 2 minutes.
- Add the garlic, ginger, and water mixture to the pan. Be careful as it may spatter. Stir until the liquid thickens, about 2 minutes.
- Add the cauliflower and potatoes to the spice mixture.
- Add the other ½ cup of water to the pan. Stir and cover the pot.
- Lower the temperature to medium low. Cook with the lid on until the water is gone and the potatoes are cooked, about 10-15 minutes. If the pan is dry before the potatoes are cooked, add another ½ cup of water.

Aloo Gobi

This is an Indian dish made with potatoes (aloo) and cauliflower (gobi). This recipe brings out the flavors of the spices by cooking them in the oil before adding the vegetables. Add chickpeas when you add the potatoes to make it a main course! **(Makes 4 servings)**



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½ tsp salt

Steps

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2. Add ½ cup of the water to the small bowl.
3. Cut the cauliflower and potatoes into 1-inch pieces and put into a large bowl. Set the bowl aside.
4. Heat the oil in a large pan over medium heat.
5. Add the curry powder or garam masala powder to the pan. Stir until you can smell the spices, about 2 minutes.
6. Add the garlic, ginger, and water mixture to the pan. Be careful as it may spatter. Stir until the liquid thickens, about 2 minutes.
7. Add the cauliflower and potatoes to the spice mixture.
8. Add the other ½ cup of water to the pan. Stir and cover the pot.
9. Lower the temperature to medium low. Cook with the lid on until the water is gone and the potatoes are cooked, about 10-15 minutes. If the pan is dry before the potatoes are cooked, add another ½ cup of water.



April in the Kitchen: Chinese Scrambled Eggs and Soybean Dumplings

Lesson Summary: Students will learn to make scrambled eggs and vegetable dumplings in the Chinese tradition and discuss the foods of spring, especially protein-rich foods from animals and plants.

See appendix A for lesson objectives.

Agenda 90 minute period	Agenda 50 minute period
★ Handwashing (5 min) ★ Opening (3 min) ★ Food Prep Stations (1 hour) ★ Setting Table (2 min) ★ Eating/ Discussion (15 min) ★ Clean Up/Wrap Up (5 min)	★ Handwashing (5 min) ★ Opening (3 min) ★ Food Prep Stations (25 min) ★ Setting Table (2 min) ★ Eating/ Discussion (10 min) ★ Clean Up/Wrap Up (5 min)

Standards and Skills Practiced

Academic Standards	Culinary Skills
<u>CCSS.ELA-LITERACY.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	measure, chop, saute, steam

Prep. Work:

- wash all the produce
- pre-boil the soybeans

Getting into Groups and Washing Hands (5 minutes)

Opening (3 minutes)

Introduce today's lesson: (Start with Chinese music playing and stop it as a cue for them to turn their voices off and be ready to listen.) *Welcome back to your kitchen!*

Food Prep (1 hour)

Students rotate through the table stations so everyone gets to do each activity. Pre-K only does the Scrambled Egg table station, at two tables simultaneously.

***Table 1: Scrambled Eggs (20 minutes)**

- Everyone cracks an egg into the large bowl and whisks it with the chopsticks.
- Students should wash their hands after touching the raw eggs.
- 5 students use scissors to cut garlic chives and/or green onions into very small pieces and put them into a small bowl.
- The other 5 students do a task card, putting their ingredient into the large bowl:
 - one measures the soy sauce
 - one measures the sesame oil
 - one grinds the white pepper and measures it
 - one measures the vegetable oil (put it in the small bowl)
 - one peels and grates the garlic (put it in the small bowl)
- Have the students switch roles so everyone gets to do a task and everyone cuts.
- Heat the oil and green onions over low heat in the non-stick pan. Let each students practice sauteing.
- Add the eggs and cook on high heat until fully cooked. If you have time, let each child stir again.
- Transfer the eggs to a clean bowl and cover to keep warm.
- If you have time:
 - Show students three eggs- one farm fresh from a farmers' market, one pasture raised or free range store-bought, and conventional store-bought. Crack each onto a dark bowl or onto a dark plate. Compare the size, texture, shape, and color of the three eggs.

Table 2: Egg-sploration! (20 minutes)

- Use the egg diagram to go over the names and function of the parts of the egg.
- Look at the real egg cracked into the dark bowl and work with the students to identify the parts.
- Have the students guess which egg is old and which is fresh. The older one will float more because the pores of the shell will let more air into the air cell.
- Do the same for the soybeans, letting pairs of students dissect their own bean.
- Have the student color and label their egg and bean maps.
- Review the talking points about protein so students understand that beans and eggs are how plants grow and that we need to eat protein rich foods to grow.
- If you have extra time, older students can play the trivia game. Give each pair a set of cards and let them each take half, trading questions back and forth.

***Table 3: Soybean Dumplings (20 minutes)**

- 5 students to cut green onions and/or garlic chives into very small pieces with

scissors and put them in the bowl.

- The other 5 students take turn mashing the cooked soybeans in the bowl with a masher.
- (If time allows, do the following. If not, pre-mix the seasonings:) Then each student gets a task card and complete their task, putting their ingredients in the bowl.
 - one measures the soy sauce
 - one peels and grates the garlic
 - one measures the sesame oil
 - one measures the flavorless oil
 - one measures the rice vinegar
 - one grinds and measures the white pepper
 - two take turns grating ginger
 - two take turns grating carrot
- Everyone takes turns mixing.
- Everyone fills and seals one dumpling.
 - Place a teaspoon of filling in the center of the wonton wrapper.
 - Wet the edges with water.
 - Fold over the wrapper over the filling so that the edges line up.
 - Pinch the edges together
 - Place in the dumplings in the pans with a bit of oil and a ¼ inch of water, steaming hot. Do not let the dumplings touch each other. Steam for 3 minutes with the lid on.
 - Set each batch aside, covered to keep warm while other groups make their dumplings.
- Review the definition of steam.
- Emphasize that soybeans are a good source of protein from plants.
- Smell, taste, and discuss produce if you have time.
-

Eat/Discuss (15 minutes)

Clean Up (2 minutes)

Wrap Up (3 minutes)

Supporting Documents

- Supplies List
- Tray Set Up Guide, with photos
- Take Home Recipe
- Pre-K - K task cards
- 1st - 2nd Grade task cards
- 3rd Grade task cards
- 4th -5th Grade recipe check list
- Middle station teacher talking points
- 3-5th grade egg map and key
- k-2nd grade egg map and key
- 3-5th grade bean map and key
- k-2nd grade bean map and key
- 3-5th grade trivia cards
- chalkboard photo

Extension Activities:

- Listen to Chinese music during the meal
- Practice saying some of the words in Chinese

Vocabulary

Tradition: something a group of people do that has been passed down from generation to generation

Dumpling: a small food made of dough, often stuffed with a filling such as meat, cheese, or a vegetable mixture

Steam: to cook in hot water vapor

Protein: an important nutrient in some foods that helps us build our cells, send messages in our body, and gives us long-lasting energy. Some protein-rich foods from plants are nuts, seeds, and beans. Almost all animal foods are full of protein.

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Supplies List (for one class)

Food:

- 1 egg per person
- 1 wonton wrapper per person plus a few extra for mistakes
- 2 lbs green onions and/or garlic chives, or enough for each student to have 2 3"-pieces
- 9 cloves of garlic
- 2 bottles soy sauce
- 2 bottles sesame oil
- 2 bottles low-flavor oil (canola, sunflower, safflower, other vegetable, etc.)
- 2 bottles white pepper
- 1 bottle rice wine vinegar
- 3 inches fresh ginger, plus one whole piece to demonstrate
- 3 carrots
- 3 cups soybeans, plus one whole pod to demonstrate

Equipment/Tools:

- 1 box grater
- 3 small graters or microplanes
- 1 ¼-tsp measuring spoon
- 2-6 1-tsp measuring spoons
- 2 large bowls
- 2 small bowls, one with water for dumpling wrappers
- 1 mixing spoon
- 1 masher or 1 mortar and pestle
- 3 knives (plastic for K-3rd grade, paring for 4-5th grade)
- 3 cutting boards
- 5 pairs scissors
- 1 steamer set up (basket, pot, lid, or 1 set bamboo baskets, pot)
- 2 burners
- 2 pairs hot mitts
- 1 large non-stick pan
- 1 set chopsticks
- 1 spatula
- 1 ⅛-tsp
- 1 ½-tsp
- 1 pair tongs
- forks for every student
- atlas
- world map
- enough plates for every student
- drinking cups for every student
- compost bucket
- Take Home Recipes for each student
- Pre-K - K task cards for dumplings
- 1st-2nd grade dumpling task cards
- 3rd Grade task cards for dumplings
- 4-5th grade dumpling recipe checklist
- Pre-K - K task cards for eggs
- 1st- 2nd Grade task cards for eggs
- 3rd Grade task cards for eggs
- 4-5th Grade recipe check list for eggs
- Middle station teacher talking points
- egg diagrams for each student (k-2 or 3-5th grade)
- 3-5th grade: Egg maps for each student and key for 3-5th grade
- soybean maps keys for each student and key (k-2 or 3-5th grade)
- colored pencils
- 10 pencils
- 1 egg cracked in a dark bowl
- one fresh egg and one older egg
- a cup of water
- whole raw soybeans for every other student
- 3-5th grade: 5 sets laminated trivia cards
- 5 white board markers

Chinese Scrambled Eggs and Soybean Dumplings Lesson

Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- wash all produce
- cut scallions/garlic chives into enough 3-inch pieces for each student to get 2
- pre-cook 2 ¼ cups soybeans
- if short on time, pre-assemble the seasonings for the dumplings

Table 1: Scrambled Eggs

Food (1 tray per class):

- one 3"-piece of scallion or garlic chive for each student
- 6 cloves garlic
- 1 bottle white pepper
- 1 bottle sesame oil
- 1 bottle vegetable oil
- 1 bottle soy sauce
- 1 egg for every person

Tools and Equipment (1 tray per class):

- 1 large non-stick pan
- 1 medium bowl
- 3 lids or plates to cover small bowls
- 3 serving spoons
- 4 small bowl
- 1 pair chopsticks
- 1 spatula
- 1 microplane or small grater
- 1 ⅛-tsp measuring spoon
- 1 ½-tsp measuring spoon
- 2 1-tsp measuring spoons
- 1 TBSP measuring spoon
- 5 pairs of scissors
- 1 burner
- 1 pair hot mitts
- 1 conventional egg cracked into a dark bowl or in a clear bowl with dark paper under it, with the shell nearby for demonstration
- 1 fresh egg cracked into a dark bowl or in a clear bowl with dark paper under it, with the shell nearby for demonstration

Table 2: Egg-sporation

Tools and Equipment (1 tray per class):

- Middle station teacher talking points
- egg maps for each student (K-2 or 3-5th grade), preferably printed double sided with soybean maps on the back. If not, also a soybean map for each student
- soybean map key (K-2 or 3-5 grade)
- 3-5th grade: egg map key
- colored pencils
- 10 pencils
- 1 raw egg cracked in a dark bowl or in a clear bowl with dark paper under it
- one fresh egg and one older egg (whole, raw)
- a cup of water
- whole raw soybeans for every other student
- 3-5th grade: 5 sets laminated trivia cards

Table 3: Soybean Dumplings

Food (1 tray per class):

- 3 small bowls with $\frac{3}{4}$ C cooked soybeans in them
- 3 cloves garlic
- enough 3"-pieces of scallion for each student to have 1
- 3 $\frac{1}{2}$ "-pieces peeled fresh ginger
- 1 whole piece fresh ginger, for demonstration
- 1 whole soy bean pod, for demonstration
- 3 small carrots or 3 $\frac{1}{2}$ -large carrots
- 1 bottle white pepper
- 1 bottle rice wine vinegar
- 1 bottle sesame oil
- 1 bottle vegetable oil
- 1 bottle soy sauce
- 1 wonton wrapper per person, with a few extras for mistakes

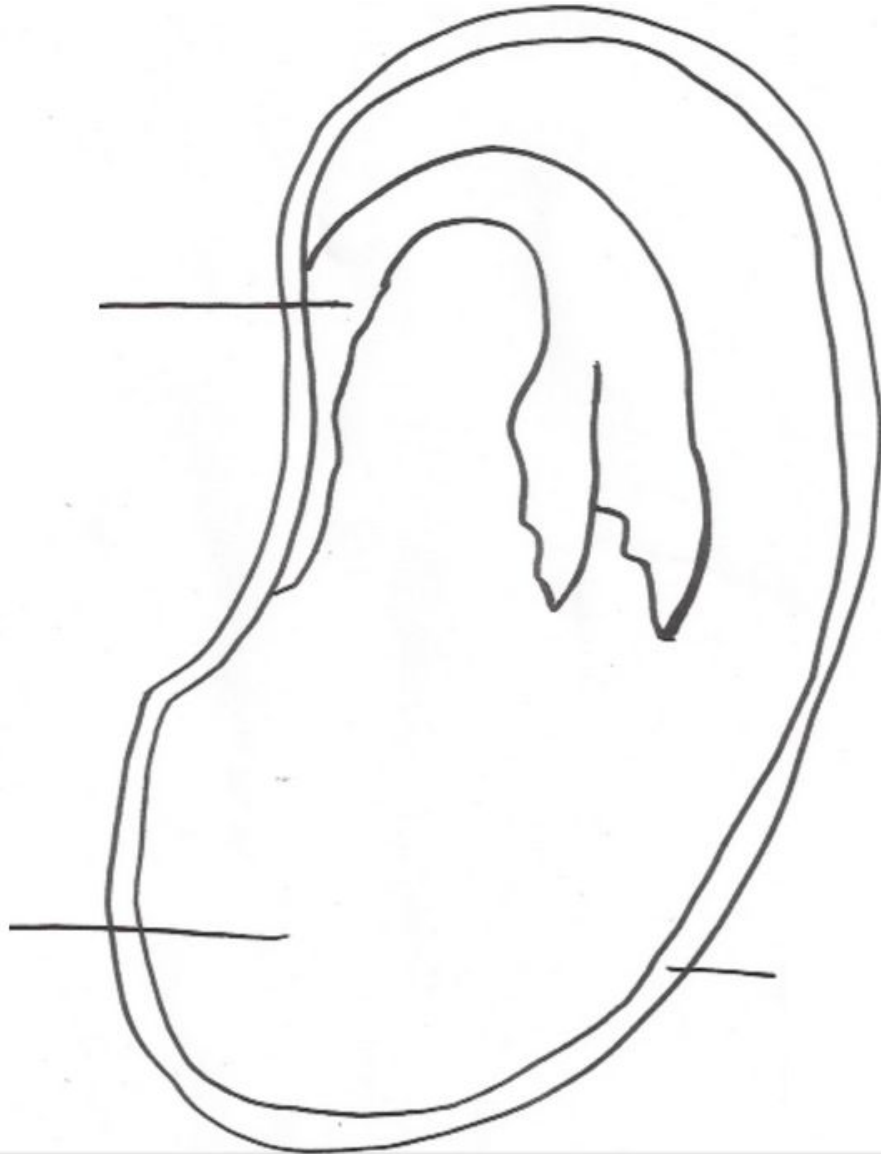
Tools and Equipment (1 tray per class):

- 2 box graters
- 2 small grater or microplane
- 1 $\frac{1}{4}$ -tsp measuring spoons
- up to 4 1-tsp measuring spoons
- 2 small cup of water
- 1 mixing spoon
- 1 masher
- 5 pairs scissors
- 2 steamer set ups (pot, basket, lid or bamboo basket and pot)
- 1 burners
- 1 pair hot mitts
- 1 pair tongs

Class: _____ Name: _____

K - 2nd Grade Soybean Map

Directions: Color in the key with a different color or pattern for each part of the egg. Then color each part of the soybean.



Key:



plant food



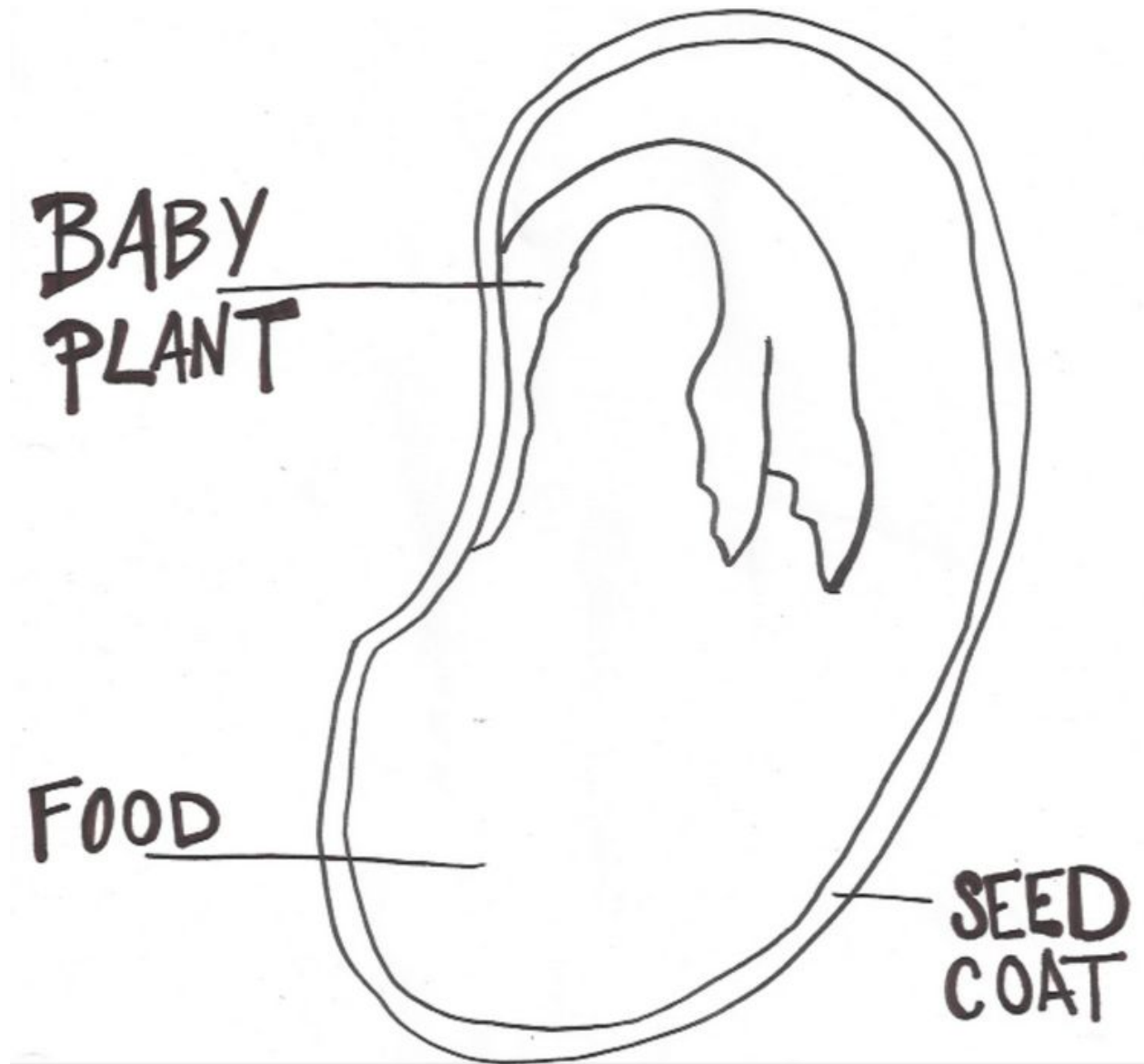
seed coat



baby plant

K - 2nd Grade Soybean Map Key

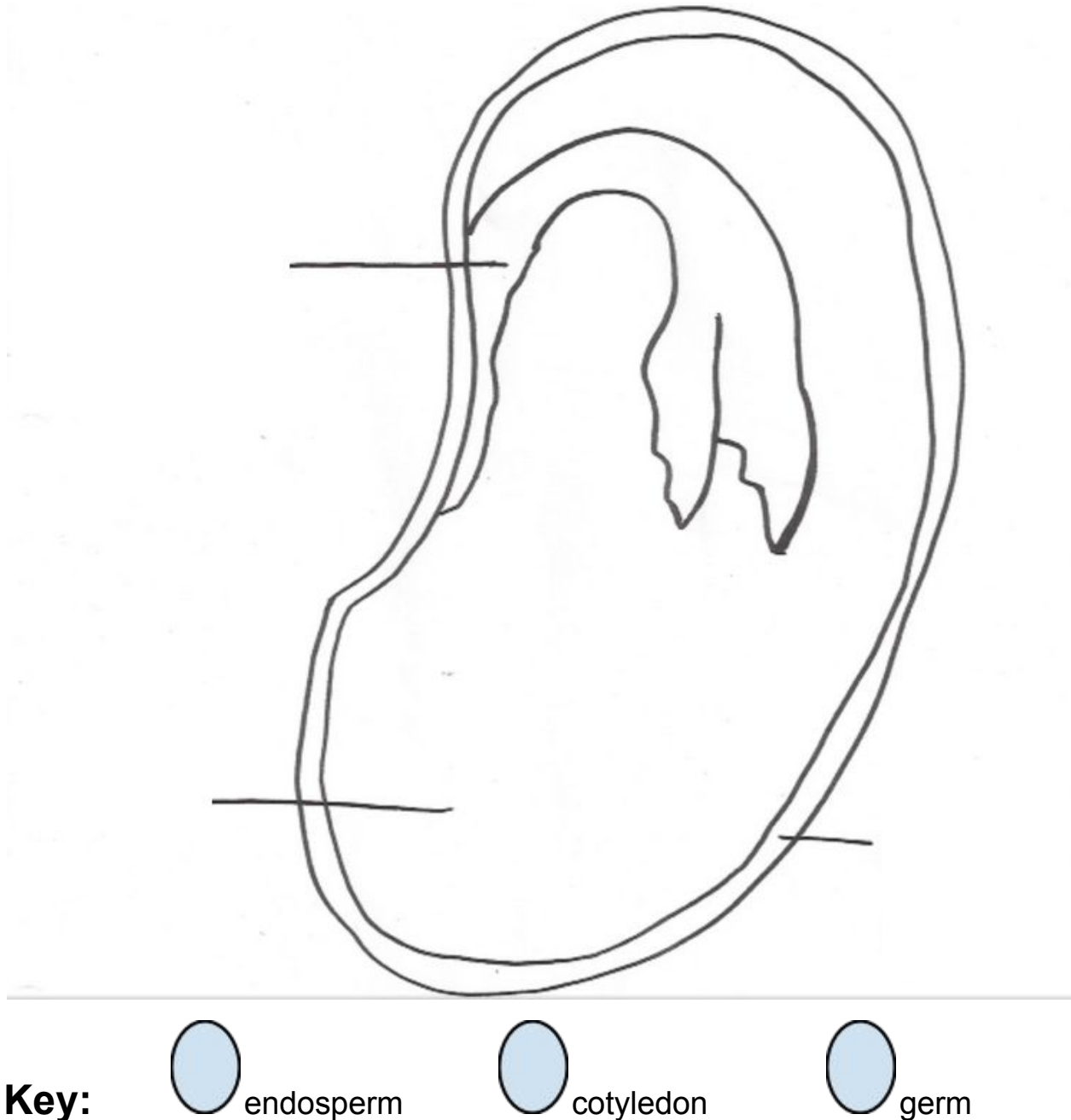
Directions: Color in the key with a different color or pattern for each part of the egg. Then color each part of the soybean.



Class: _____ Name: _____

3rd-5th Grade Soybean Map

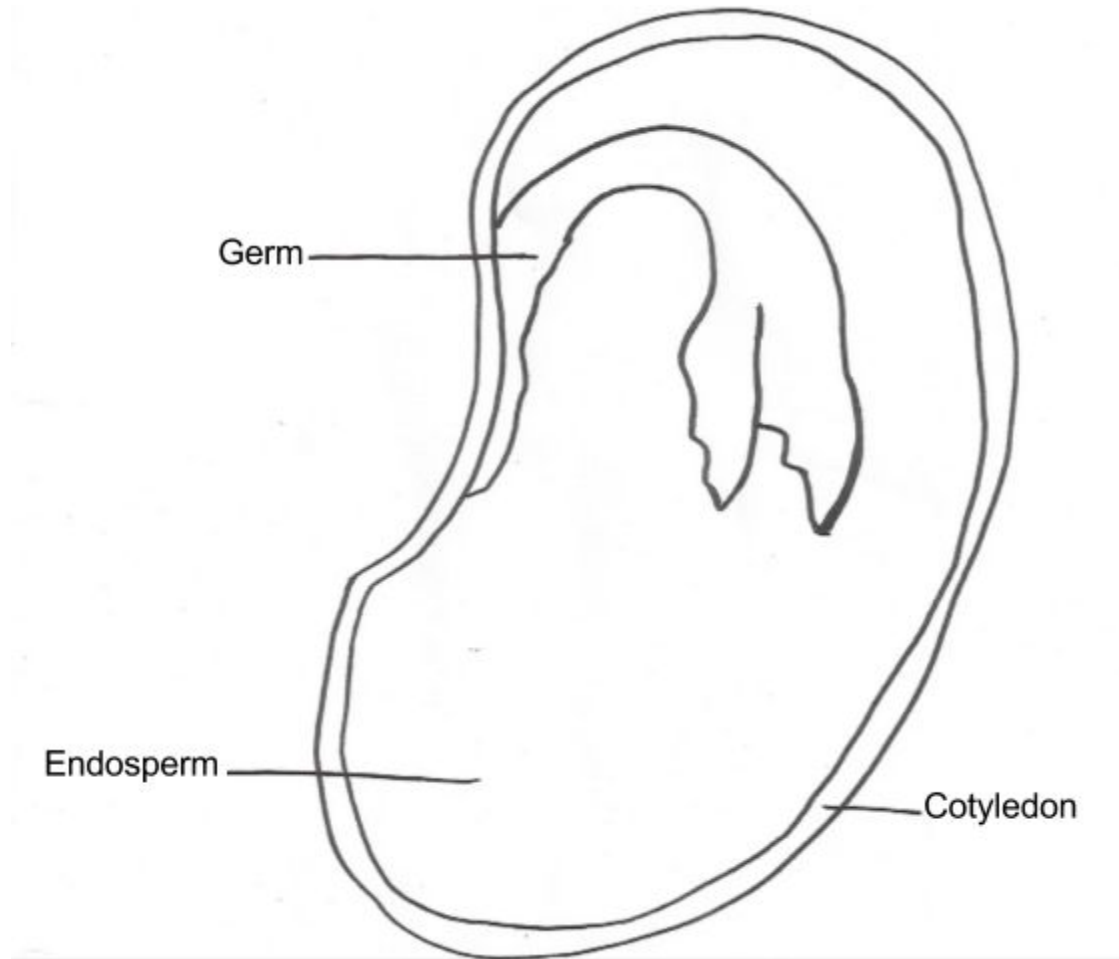
Directions: Color in the key with a different color or pattern for each part of the egg. Then color each part of the soybean.



Class: _____ Name: _____

3-5th Grade Soybean Map Key

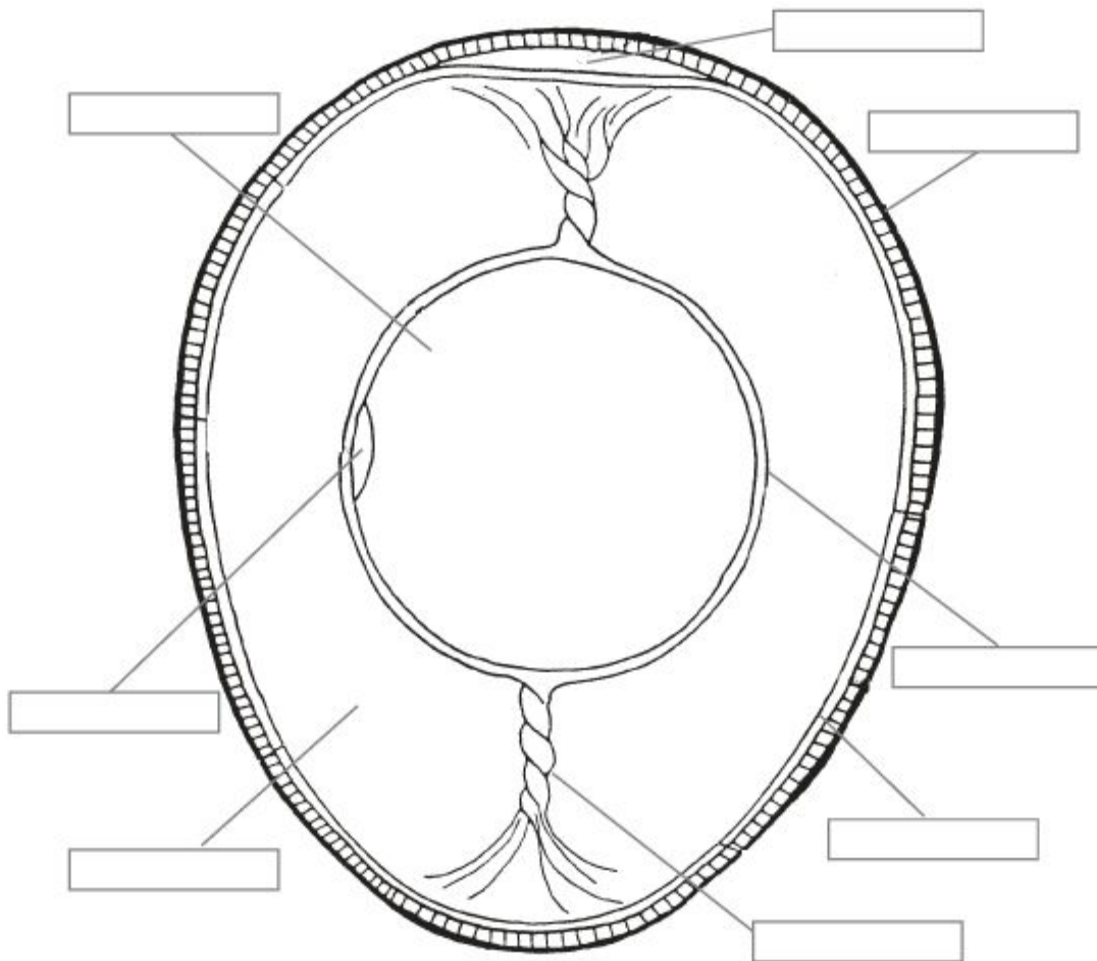
Directions: Color in the key with a different color or pattern for each part of the egg. Then color each part of the soybean.



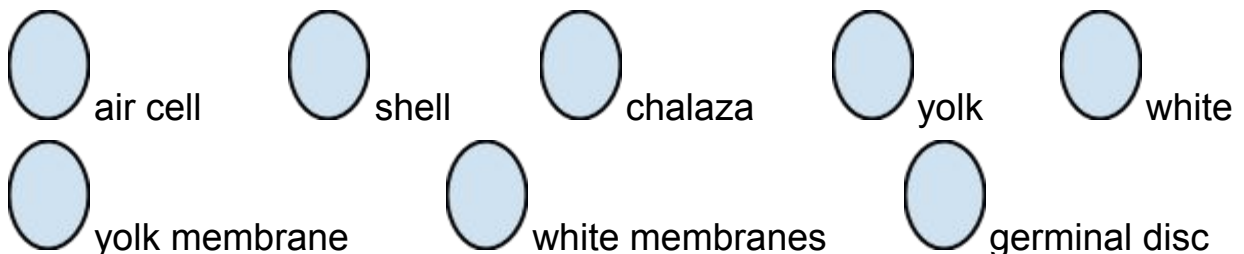
Class: _____ Name: _____

3rd-5th Grade Egg Map

Directions: Color in the key with a different color or pattern for each part of the egg. Then color and label each part of the egg.



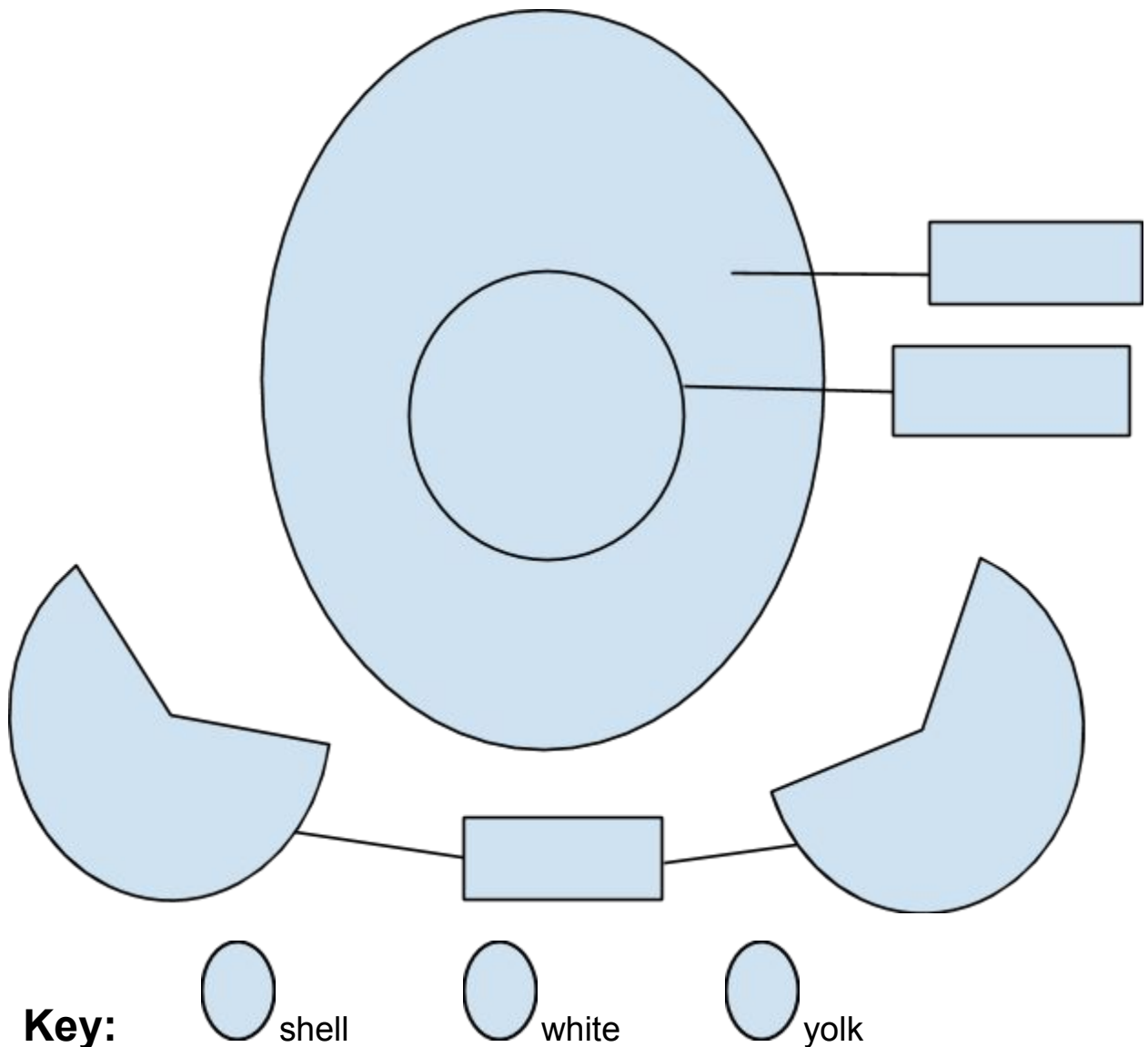
Key:



Class: _____ Name: _____

K - 2nd Grade Egg Map

Directions: Color in the key with a different color or pattern for each part of the egg. Then color and label each part of the egg.



Key:



shell



white



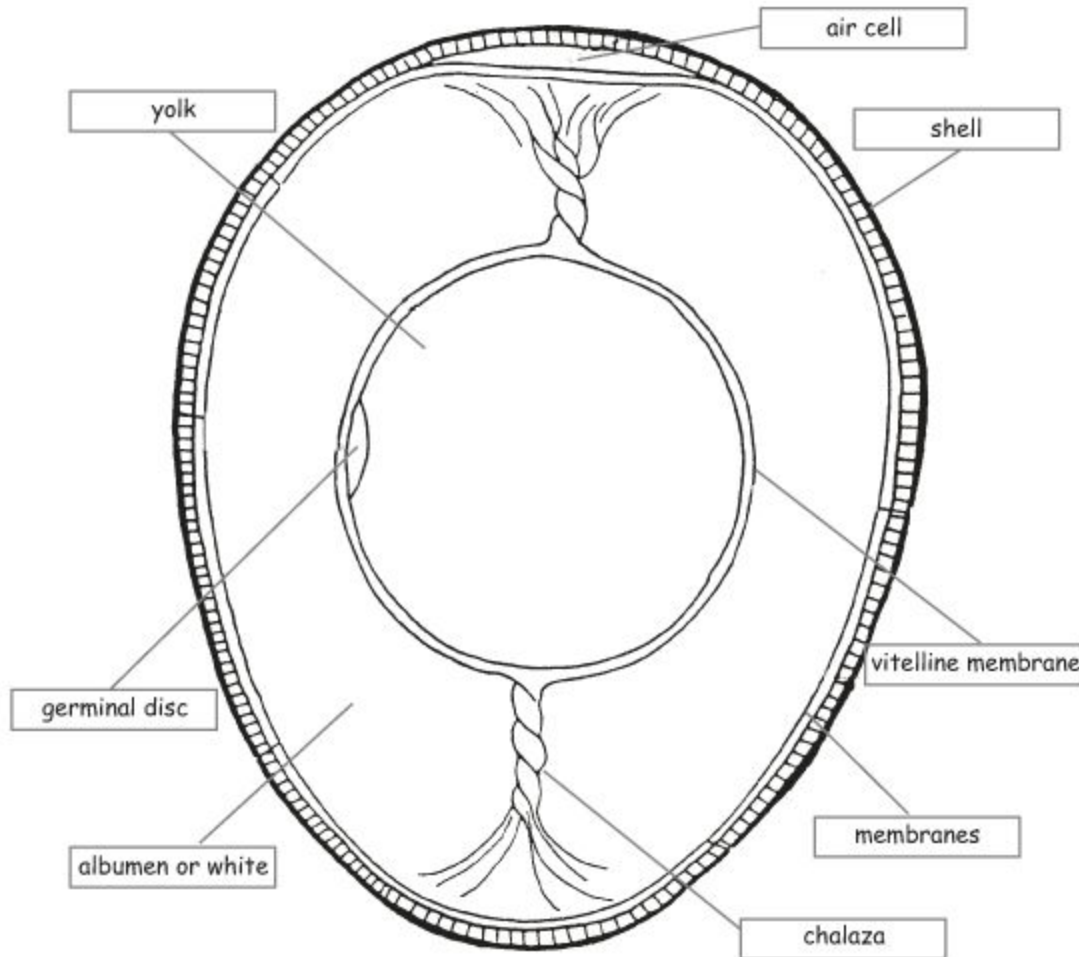
yolk

3-5th Grade Egg Map Key

KEY

Egg Parts

Color each part of the egg a different color
and label each part of the egg.



Use each word only once:

air cell
germinal disc
vitelline membrane

albumen or white
membranes
yolk

chalaza
shell

This worksheet is a part of the Incubation and Embryology Project (<http://www.urbanext.uiuc.edu/eggs>). University of Illinois Extension, 1999.

Academic Station Talking Points

Go over the parts of the egg and their function

- **shell:** hard outer protection made of calcium carbonate that is full of tiny holes that let air and moisture move in and out
- **white/ albumen:** the clear or white part of the egg that protects the yolks and provides food for the baby chick
- **white membranes:** thin layers right inside the shell that protect the egg from germs
- **air cell:** after the egg leaves the warm body of the chicken, it cools down and an air bubble forms. it gets bigger over time as air moves into the egg (fresh eggs sink, older eggs float)
- **chalaza:** twisted strands on either side of the yolk connecting to the sides of the egg, keeping the yolk in the middle of the egg
- **yolk:** food for the baby chicken
- **germinal disc:** the spot where a baby chicken would have grown if a rooster was around
- **yolk membrane:** the covering that protects the yolk and helps nutrients get to the baby chicken from the albumen

Go over the parts of the soybean and their function

- **seed coat/ cotyledon:** tough outer coating protects the seed
- **food/ endosperm:** starchy food for the baby plant
- **baby seed/ germ:** the baby plant itself

Go over why we eat eggs and beans:

- We need to eat protein.
- Protein helps us build our bodies' cells and send messages from one part of our bodies to another.
- We can get protein from animal foods and plant foods that are seeds (beans, nuts, seeds).
- Eggs and soybeans both have protein.

3-5th grade Trivia Cards

(print 5 of these, cut apart and laminate)

Question 1: True or false, Chickens originally came from Asia.

Answer: True

Question 5: How often do hens lay eggs?

- Every 24 hours
- Every 16 hours of sun
- Each time they eat

Answer: Every 16 hours of sun

Question 2: How long does it take to ferment soy sauce?

- 1 year
- 10 years
- 3 days

Answer: 1 year

Question 6: True or false, chicks come from all chicken eggs.

Answer: False. Chicks only come from eggs that have been fertilized. Both a rooster and a hen have to be present.

Question 3: True or false, brown eggs are healthier than white eggs.

Answer: False, eggshells don't change the healthiness of eggs. Eggs from chickens with diverse healthy diets are tastier and healthier.

Question 7: Which ingredients are in soy sauce?

- salt
- wheat
- fish
- soybeans

Answer: salt, wheat, and soybeans

Question 4: What part of the plant is a soybean?

- root
- seed
- flower
- leaf

Answer: seed

Question 8: True or false, different colored eggs taste different.

Answer: False. The color of the eggshell doesn't change the taste of the egg.

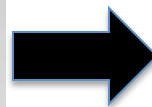
Chinese Scrambled Eggs Task Cards Pre-K - K

(print, cut out, and laminate)

Vegetable Oil



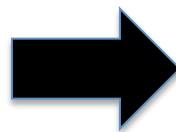
Small bowl



White Pepper



Big Bowl



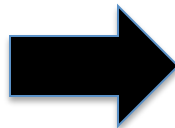
Garlic

Small bowl

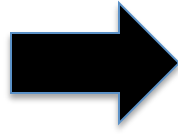


Sesame Oil

Big Bowl



Soy Sauce



Big Bowl



Chinese Scrambled Eggs Task Cards 1st – 2nd Grade

(print, cut out, and laminate)

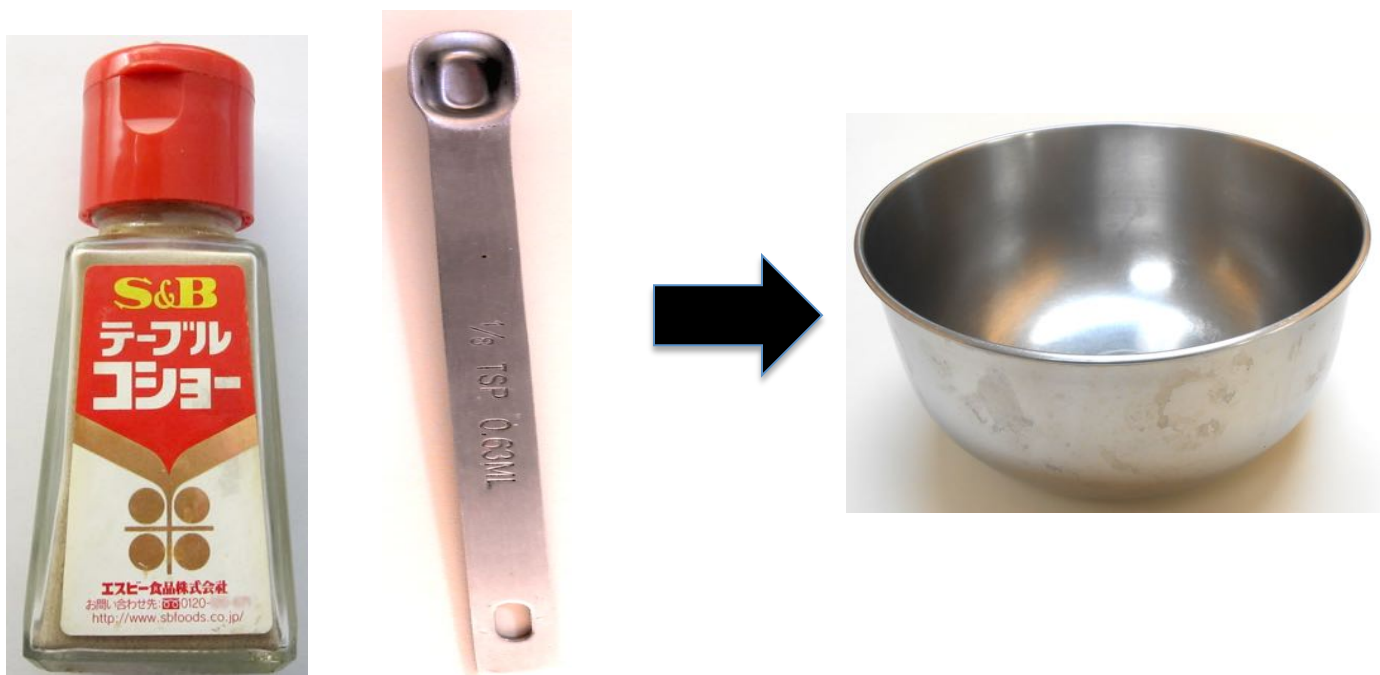
Vegetable Oil

Measure **2 TBSP** vegetable oil. Put it in the small bowl.



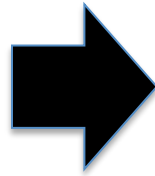
White Pepper

Measure **1/8 tsp** white pepper. Put it in the large bowl.



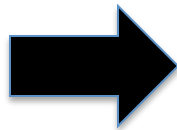
Garlic

Grate **1 clove garlic** on the grater. Stop when your fingers get in the way. Then, use your finger to scrape the garlic off the back of the grater. Put it in the small bowl.



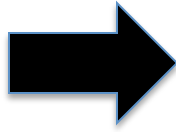
Sesame Oil

Measure $\frac{1}{2}$ **tsp sesame oil**. Put it in the large bowl.



Soy Sauce

Measure 1 tsp soy sauce. Put it in the large bowl.



Chinese Scrambled Eggs 3rd Grade Task Cards

(print, cut these out, and laminate them)

- Peel and grate **1 clove garlic** on the grater. Stop when your fingers get in the way.
- Scrape the garlic off the back of the grater with your finger. Put it in the small bowl.

Measure **2 TBSP vegetable oil**.
Put it in the small bowl.

Measure **1/8 tsp white pepper**.
Put it in the large bowl.

Measure **1 tsp soy sauce**.
Put it in the large bowl.

Measure **1/2 tsp sesame oil**.
Put it in the large bowl.

Chinese Scrambled Eggs Recipe

Ingredients

Directions

2 TBSP vegetable oil



Measure the **vegetable oil**.
Put it in the small bowl.

1 clove garlic



- Peel and grate the **garlic** on the grater. Stop when your fingers get in the way.
- Scrape the garlic off the back of the grater with your finger. Put it in the small bowl.

1/8 tsp white pepper



Measure the **white pepper**.
Put it in the large bowl.

1/2 tsp sesame oil



Measure the **sesame oil**.
Put it in the large bowl.

1 tsp soy sauce



Measure **1 tsp soy sauce**.
Put it in the large bowl.

Chinese Scrambled Eggs (Makes 4 servings)

These scrambled eggs are fast and delicious to make. They are a very popular meal in Chinese homes.



EDIBLE
SCHOOLYARD
NYC

Ingredients

- 2 tsp soy sauce
- 1 tsp sesame oil
- ¼ tsp white pepper
- 8 eggs
- 4 green onions or garlic chives
- 2 cloves garlic
- 2 TBSP vegetable oil

Steps

1. Put the soy sauce, sesame oil, and pepper into a large bowl.
2. Crack the eggs into the bowl. Beat the eggs.
3. Wash the green onions or garlic chives. Cut them into small pieces. Throw away the root.
4. Peel and grate the garlic.
5. Heat 1 TBSP of the oil in a large pan.
6. Add the garlic and green onion or chives to the pan.
7. Stir fry the garlic and onions for 2 minutes.
8. Add 1 TBSP of oil to the pan.
9. Pour the eggs and seasonings into the pan and scramble with a spoon or spatula very quickly. The eggs will puff up like clouds in just 1 minute!
10. Turn off the heat and make sure all the egg has cooked.
11. Serve and enjoy!

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Soybean Dumplings (Makes 12 dumplings)

These vegetable dumplings are full of protein to help us build cells, and give us energy. They are really fun to make! You can find wonton wrappers in the frozen section of your grocery store or an Asian market.



**EDIBLE
SCHOOLYARD
NYC**

Ingredients

1 cup cooked soybeans (without shells)
5 green onions or garlic chives
1 clove garlic
1 inch fresh ginger
1 carrot
¼ tsp white pepper
1 tsp rice vinegar
1 tsp sesame oil
1 tsp soy sauce
12 dumpling wrappers plus a few extra for mistakes

Steps

1. Wash all the produce.
2. Mash the cooked soybeans in a bowl.
3. Chop the green onions or garlic chives. Add them to the bowl.
4. Peel the garlic and ginger.
5. Grate the garlic, carrot, and ginger. Add it them the bowl.
6. Add the pepper, vinegar, sesame oil, and soy sauce.
7. Mix it all together.
8. Scoop a TBSP of the mixture into the middle of a wonton wrapper.
9. Wet the edges of the wrapper with a tiny bit of water. Fold the wrapper over to make a half-moon shape. Pinch the edges of the wrapper together.
10. Steam in a steamer basket with a lid over boiling hot water for 3 minutes. Or you can add a TBSP vegetable oil and ¼ Cup of water to a hot pan and cook the dumplings in the pan with a lid for 3 minutes.

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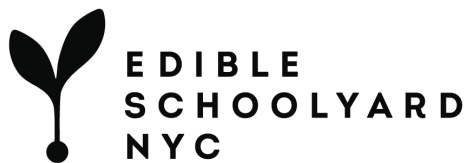
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May/June in the Kitchen: Plant Part Salad

Aim: See appendix A for lesson objectives.

Summary: Students will learn to make salad dressing and assemble a salad while learning to identify all the parts and colors of a plant that we eat.

Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K-2	<u>CCSS.ELA.CCRA.SL.1</u> : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	dressing making, chopping, measuring
3-5	<u>CCSS.ELA.CCRA.R.1</u> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

Agenda double period lesson	Agenda single period lesson
<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (3 min) ★ Cook/ Plant Part ID (45 min) ★ Clean up (5 min) ★ Set Table (5 min) ★ Eat/ Discuss (15 min) ★ Clean Up (5 min) ★ Wrap Up (2 min) 	<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (3 min) ★ Cook (30 min) ★ Set Table (2 min) ★ Eat/ Discuss (10 min)

Prep. Work:

- Clean and dry produce for trays
- Halve strawberries
- Cut the roots into long strips, leaving ¼ inch of green stem attached

Get into Groups and Wash Hands (5 minutes)

See appendix B for notes.

Opening (3 minutes)

Introduce today's lesson: *Welcome back to your kitchen, everyone! Today we are following the tradition that we observe in our kitchen classroom every May and June. We are making Plant Part Salad for our own garden to celebrate the coming of spring when our garden is growing many kinds of foods.*

Review the parts of plants. Help students understand that the cooking definition of fruit may be plant foods that are sweet but the plant part definition is the part with the seeds.

Cook (30 minutes)

Students rotate through the table stations so everyone gets to do each activity.

Pre-K only does the dressing and salad assembly stations.

Table 1: Dressing

- Review the three parts of dressings: sours, oils, and seasonings. See if students can recall other dressing ingredients we have used in the past.
- Hand out the grade-specific task cards or recipe checklists so that each student has at least one job and all the jobs get done.
- Let the students work as independently as possible on their tasks.
- Look at how the oil and vinegar separate in the jar. Talk about that oil and water-based liquids don't "get along" so we shake them up to combine them for a little while.
- Shake the dressing and sing the "Shake It!" song.
- Taste/smell and discuss produce if you have time.
- If you have extra time, review all the plant parts: get examples, and see if they can figure out the roles of each part.

Table 2: Chopping

- Set 5 cutting boards and a bowl on the table.
- **Pre-K - 1st grade:** bring out the tray and identify the different colors of the rainbow and/or parts of the plant if they can
- **2nd - 4th grade:** Identify the different parts of the plant
- Have half of the students chop ingredients and add them to the bowl while

- the other half tears greens and flower petals
- Have the students switch so that every student gets to chop and tear
- Taste and discuss produce if you have time.

Table 3: Plant Part 20 Questions/ Shopping Basket Races

Pre-K - 2nd grade:

- Get the students into groups of 2-3 and give each group a small basket and put large piles of cards with a wide range of many plant part salad ingredients on the table. You can use the cards for the older kids' game, or cut out from magazine or catalogues, or use any other models or images of edible plant parts.
- Student work to assemble a "shopping basket" as assigned by the teacher. For example:
 - 1 minute to gather red fruits and vegetables, the team with the most wins this round
 - 2 minutes to gather one of each plant part
 - 30 second to gather ingredients for your favorite salad
- A team should win each round and the members can get a celebratory sticker for each round they win.
- Everyone can get a sticker at the end.

3rd - 5th grade:

- Pair students up and provide them with vegetable trading card deck, face down.
- On each card is a salad ingredient and its "stats", including its color, form, taste, texture, color, and plant part. Students take turns picking a card from the deck. The student holding the card answers their partner's questions, 20 questions style, until their partner guesses the identity of the ingredient. If they have trouble guessing, tell them to try asking about how it is eaten or cooked. The guesser gets to hold onto the cards for the ingredients they guessed correctly for the duration of the game. Each card counts as a point.
- If they get through the entire deck, students must then trade cards, one at a time, to get minimum one each of all 6 plant parts.

Eat/Discuss (15 minutes)

- Dress and toss the salads so each table has a bowl and pair of tongs.
- What color/plant part do you think tastes the best? Try them all to find out!

Clean Up (5 minutes)

Wrap Up (up to 25 minutes)

Pre-K - 2nd grade: If you have extra time, read *And Then It's Spring*.
Give out Kitchen Class recipe books.

3rd - 5th grade: Pass out the Kitchen Class Recipe Books with Yearbook. Have students complete their year book and then let them circulate to collect signatures for classmates in the yearbook. Students should sign in the box for their favorite recipe of the year.

Supporting Documents

- Supplies List
- Tray Set Up Guide
- Take Home Recipe
- Pre-K - K task cards
- 1st - 2nd Grade task cards
- 3rd Grade task cards
- 4th - 5th Grade recipe check list
- Plant part salad trading cards
- Kitchen Class Recipe Book
- Kitchen Class Recipe Book with Yearbook

Extension Activities:

- Listen to music during the meal
- Practice saying some of the vocabulary words in another language
- Read a book about spring, for example, *And Then It's Spring*

Vocabulary

- Root: the part of the plant that is underground. It holds the plant in the soil and sucks up water
- Stem: the part of the plant that holds up the rest of the parts. The leaves and roots are both attached to it. The stem moves water from the roots to the leaves
- Leaf: the part of the plant that makes food from the sun's energy
- Fruit: the part of the plant that holds and feeds the seed
- Seed: the part of the plant that makes a new baby plant
- Flower: the part of the plant that is colorful and attracts insects and birds, which move pollen from flower to flower. This helps the plant make new seeds

Supplies List (for one class)

Tools and Equipment:

- Grade appropriate dressing task cards/checklists
- 2 pairs of kid scissors
- 1 microplane
- 2 ⅛-tsp measuring spoons
- 2 ¼-tsp measuring spoons
- 2 1-TBSP measuring spoons
- 2 ramekins
- 3 small jars with a tight-fitting lids
- dish towel
- 5 cutting boards
- 5 knives (plastic for pre-K - 3rd grade, metal paring for 4th - 5th grade)
- 3 large bowls
- 3 pairs tongs
- enough bowls for every student
- forks for every student
- drinking cups for every student
- compost bucket
- take home recipes for everyone
- Pre-K - 1st Grade task cards
- 2nd - 3rd Grade task cards
- 4-5th Grade recipe check list
- **pre-K - 2nd grade:**
 - laminated or cardboard examples of foods of all colors of the rainbow from seed catalogues, or food model cards
 - 5 small baskets
 - Kitchen Class Recipe Book for each student
- **3rd-5th grade:**
 - Plant part salad trading cards
 - Kitchen Class Recipe Book with Yearbook
 - pencils for each student

Food:

- 1 olive oil
- 1 jar balsamic vinegar
- 1 jar of honey
- 3 green onions
- 3 cloves of garlic
- salt in a white ramekin
- 3 cups of greens
- 3 cups stems (asparagus, fennel, or celery)
- 3 cups roots (turnips, carrots, or radishes)
- 3 cups seeds in a bowl (pea pods, sunflower seeds, or pumpkin seeds)
- 3 cups flowers (pansies)
- 24 strawberry halves

Plant Part Salad 3 Lesson Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- Clean and dry produce
- Wash and halve strawberries (12 per class)
- Cut the roots into long strips (3 cups per class)

Dressing Table

Food (1 tray per class):

- 1 bottle olive oil
- 1 bottle balsamic vinegar
- 1 jar of honey
- 3 green onions
- 3 cloves of garlic
- 2 ramekins
- salt in a white ramekin
- dish towel

Tools and Equipment (1 tray per class):

- Grade appropriate dressing task cards/checklists
- 2 pairs of kid scissors
- 1 microplane
- 2 1/8-tsp measuring spoons
- 2 1/4-tsp measuring spoons
- 2 1-TBSP measuring spoons
- 3 small jars with a tight-fitting lids

Chopping Table

Food (3 trays per class):

- 1 cup of greens
- 1 cup stems (pea shoots, bean sprouts, celery, or asparagus)
- 1 cup roots in strips (turnips, carrots, or radishes)
- 1 cup seeds in a bowl (pea pods; sunflower or pumpkin seeds)
- 1 cup flowers (pansies; calendula; mustard, onion, or chive flowers)
- 8 strawberry halves

Tools and Equipment (1 tray per class):

- 5 cutting boards
- 5 knives (plastic for pre-K-3rd grade, metal paring for 4th-5th grade)
- 3 pairs tongs
- 3 large bowls

Plant Part Shopping Basket/ Letter/ Rainbow Foods Activity Table:

Pre-K - 2nd Grade Tools and Equipment (1 tray per class):

- Food model cards/ pictures of a wide variety of edible plant parts
- Plant part salad trading cards (1 set)
- 5 small baskets

3rd - 5th Grade Tools and Equipment (1 tray per class):

- Plant part salad trading cards (5 sets)

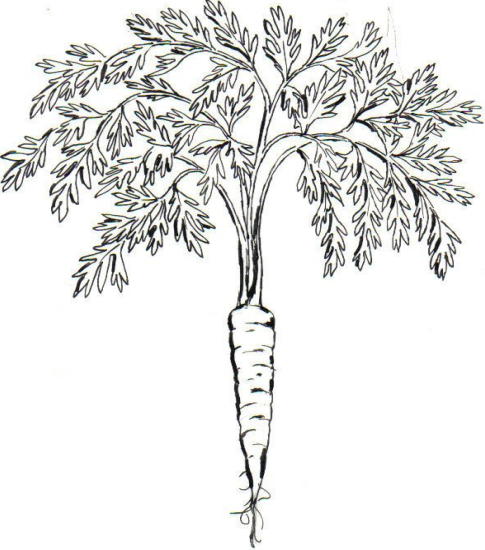

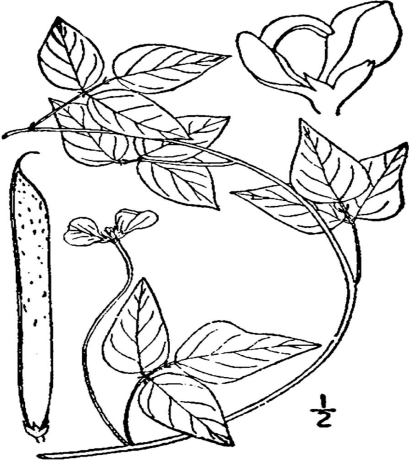

Shopping Basket Races Activity Notes

- Get the students into groups of 2-3, give each group a small basket, and put large piles of cards with a wide range of plant part salad ingredients on the table. You can use the cards for the older kids' game, or cut out from magazine or catalogues, or any other models or images of edible plant parts.
- Student work to assemble a “shopping basket” that the teacher assigns. For example,
 - 1 minute to gather red (or yellow, green, purple, or orange) fruits and vegetables, the team with the most wins this round
 - 2 minutes to gather one of each plant part (fruit, flower, seed, stem, leaf, root)
 - 30 second to gather ingredients for your favorite salad
 - 1 minute to gather as many fruits (or seeds, roots, stems, leaves, or flowers) as they can
 - 30 seconds to find something we have eaten in kitchen class
 - 1 minute to find something that grows in our garden
 - 30 seconds to find things we eat raw
 - 30 seconds to find things we eat cooked
- The winning team from each round gets a celebratory sticker.
- Everyone can get a sticker at the end.

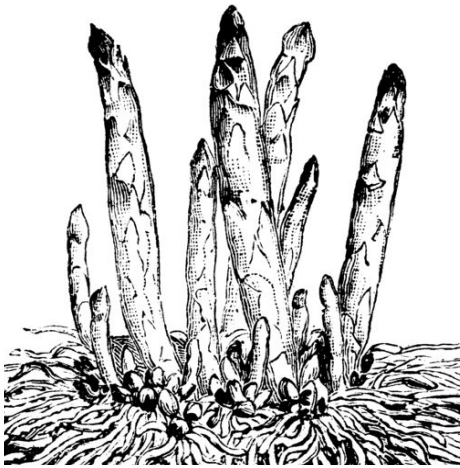
Plant Part 20 Questions Activity Notes

- Pair students up and provide with vegetable trading card deck, face down.
- On each card is a salad ingredient and its “stats”, including its color, form, taste, texture, and plant part. Students take turns picking a card from the deck.
- The student holding the card answers their partner’s questions until their partner guesses the identity of the ingredient.
 - Examples can be:
 - “Are you red?”
 - “Are you crunchy?”
 - “Are you a root?”
 - “Do you taste sweet?”
 - “Do you get cooked?”
- The guesser gets to hold on to any card they guessed correctly. Each card counts as a point. The student with the most points at the end of the game wins.
- If they get through the entire deck, students must then trade cards, one at a time, to get minimum one each of all 6 plant parts.
- Once tables rotate, collect each deck and shuffle them before handing them out to the next group of students.

Plant Part 20 Questions Trading Cards (print, color and laminate 1 set)

<p>Name: Carrot Plant Part: Root</p>  <p>Texture: crunchy Taste: sweet Shape: long Color: orange, red, purple, or yellow Vitamin Power: Vitamin A for eyesight</p>	<p>Name: Corn Plant Part: Seed</p>  <p>Texture: juicy Taste: sweet Shape: long Color: yellow or white Vitamin Power: B vitamins for energy</p>
<p>Name: Green Bean Plant Part: Fruit</p>  <p>Texture: crisp Taste: sweet Shape: thin and long Color: green Vitamin Power: Vitamin K for bones</p>	<p>Name: Pea Pods Plant Part: Fruit</p>  <p>Texture: crunchy Taste: sweet Shape: long and flat Color: green Vitamin Power: Vitamin C for healing</p>

Name: Asparagus **Plant Part:** Stem



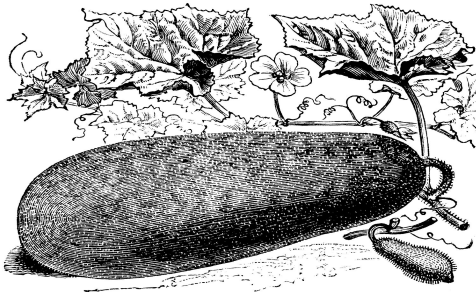
Texture: crunchy **Taste:** fresh
Shape: long and skinny
Color: green, white or purple
Vitamin Power: Vitamin K for bones

Name: Cauliflower **Plant Part:** Flower



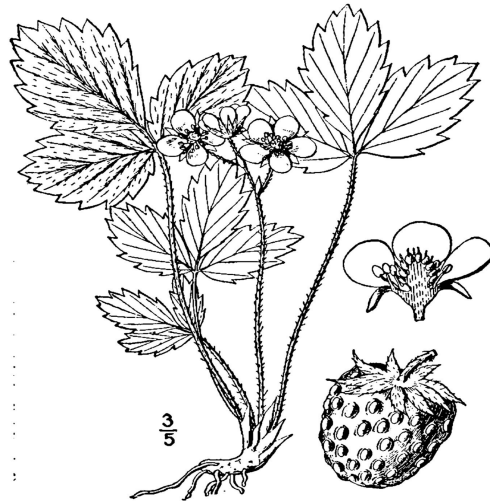
Texture: bumpy **Taste:** Mild
Shape: round
Color: white
Vitamin Power: Vitamin C for healing

Name: Squash **Plant Part:** Fruit



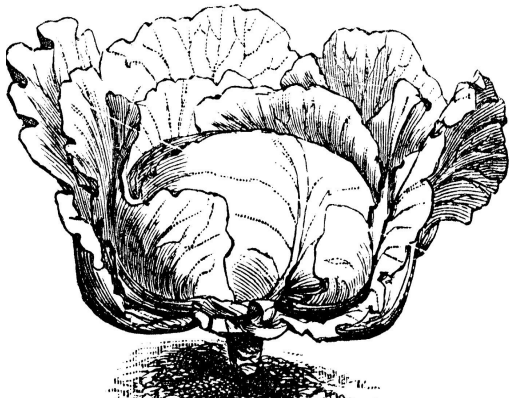
Texture: soft **Taste:** bland
Shape: oval
Color: yellow, orange or green
Vitamin Power: Vitamin A for vision

Name: Strawberry **Plant Part:** Fruit



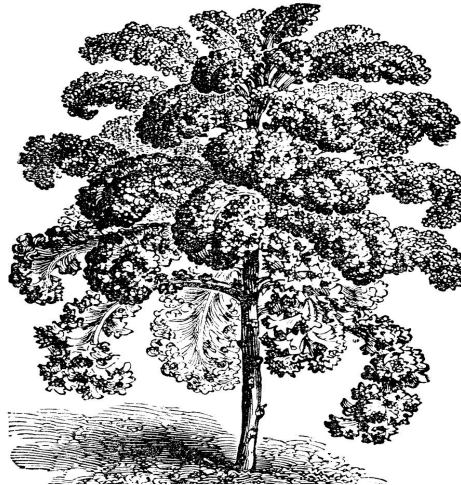
Texture: juicy **Taste:** sweet
Shape: round
Color: red
Vitamin Power: Vitamin C for healing

Name: Cabbage **Plant Part:** leaves



Texture: crunchy **Taste:** bitter/sweet
Shape: round, layered
Color: red/purple or light green
Vitamin Power: Vitamin C for healing

Name: Kale **Plant Part:** leaves



Texture: crisp **Taste:** bitter
Shape: leafy, curly
Color: dark green or purple
Vitamin Power: Iron for bones

Name: Fig **Plant Part:** fruit


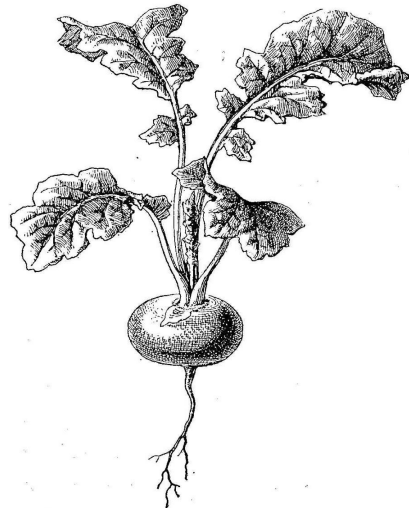




Texture: chewy **Taste:** sweet
Shape: round
Color: purple and brown
Vitamin Power: B vitamins for energy

Name: Lettuce **Plant Part:** leaves



Texture: crisp, soft **Taste:** mild
Shape: leafy
Color: light green or red
Vitamin Power: Vitamin A for vision

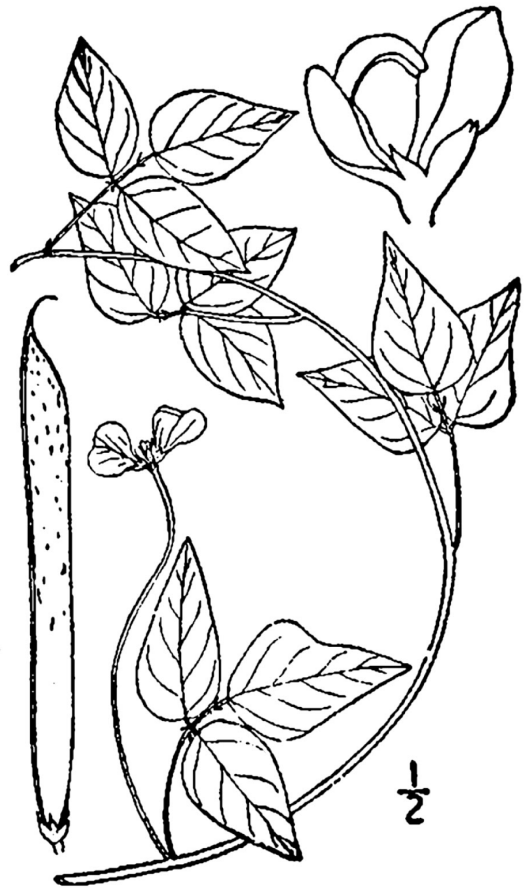
<p>Name: sunflower seed Plant Part: seed</p>  <p>Texture: hard Taste: nutty Shape: very small Color: yellow and black Vitamin Power: B vitamins for energy</p>	<p>Name: Radish Plant Part: root</p>  <p>Texture: crisp Taste: spicy Shape: round Color: bright red Vitamin Power: Vitamin C for healing</p>
<p>Name: Broccoli Plant Part: flower</p>  <p>Texture: crisp Taste: bitter Shape: like a small tree Color: green Vitamin Power: Vitamin C for healing</p>	<p>Name: Celery Plant Part: Stem</p>  <p>Texture: crunchy Taste: watery Shape: long Color: green Vitamin Power: Vitamin C for healing</p>

Images for Shopping Cart Card
(Cut these out, color, and Laminate)

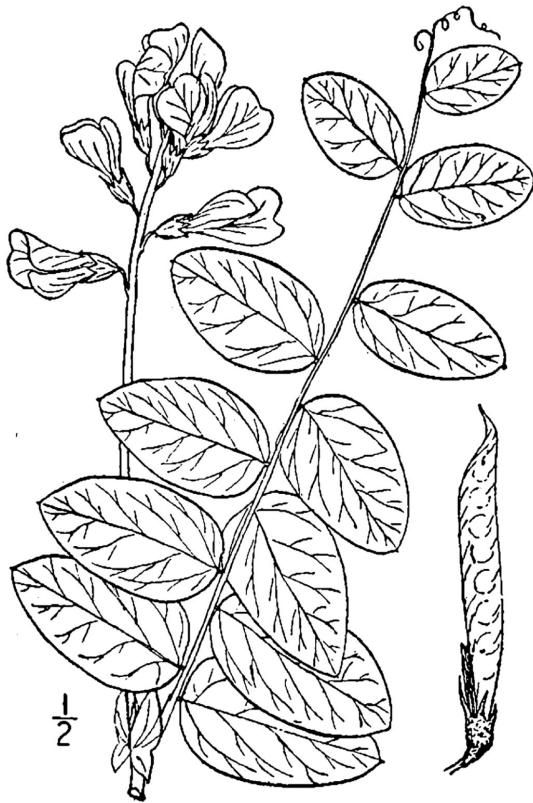
Corn



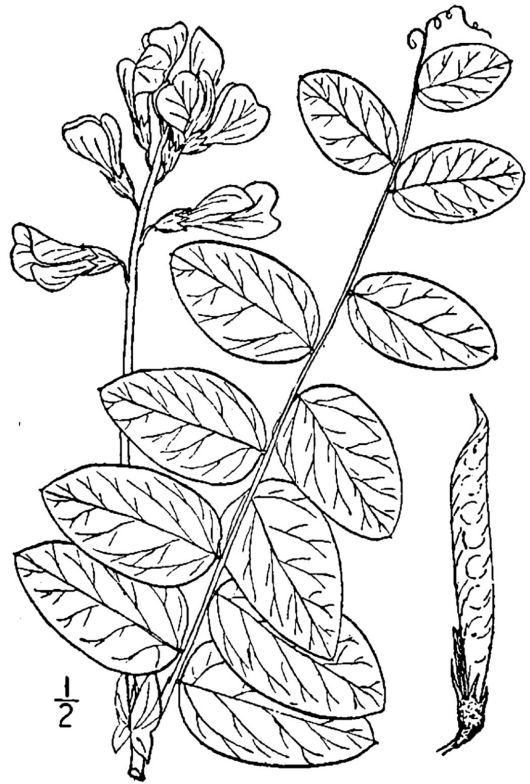
Beans



Peas



Pea Shoots



Cauliflower



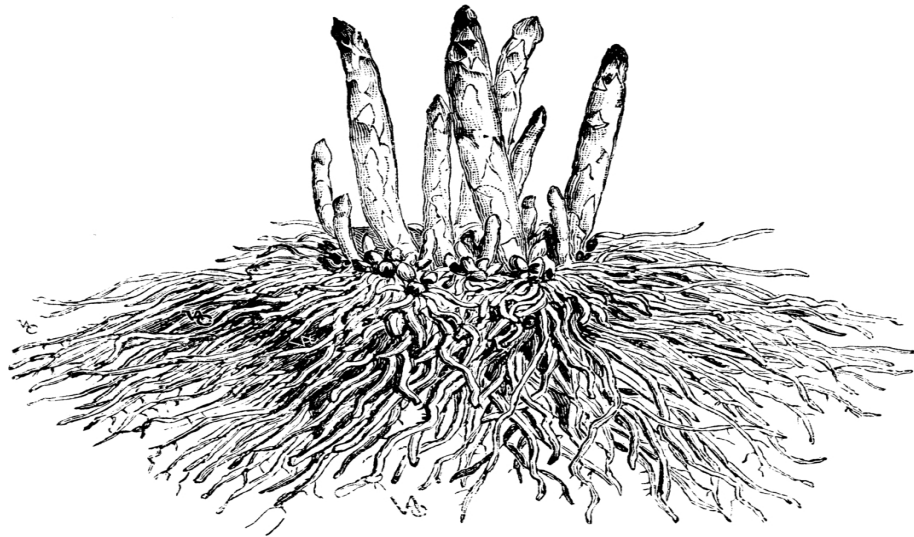
Broccoli



Broccoli

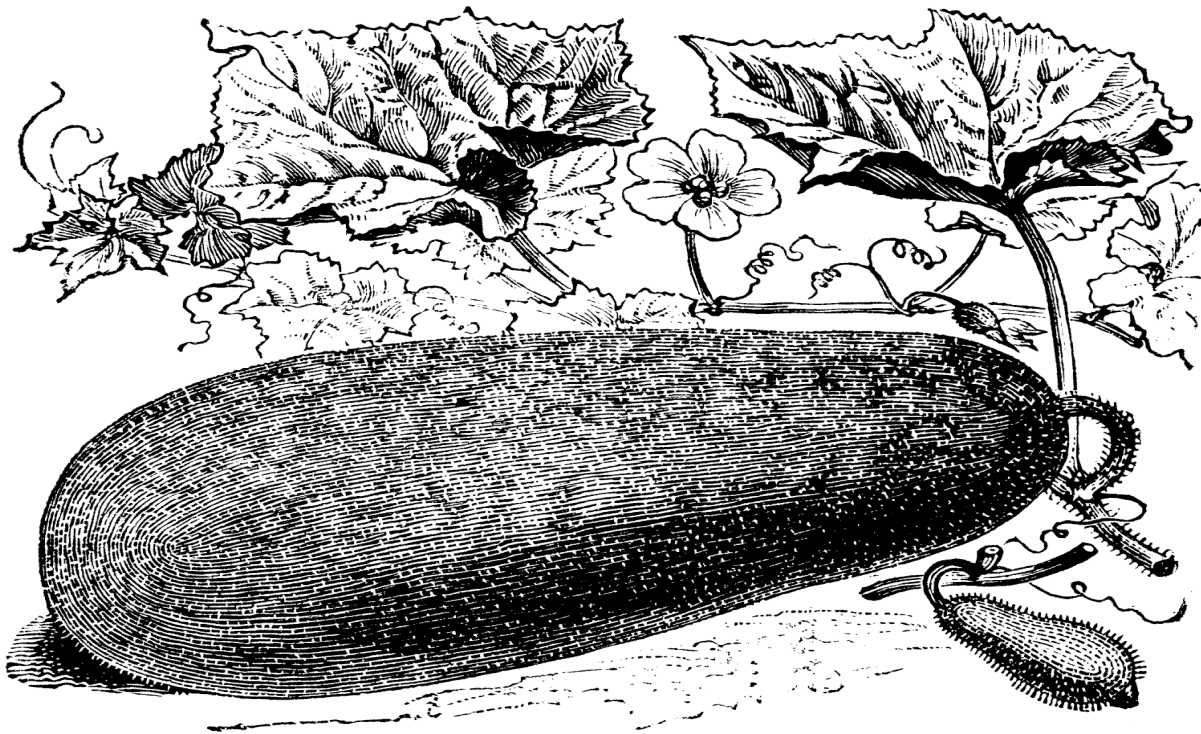


Asparagus



Griffe d'asperge, 7^e année de végétation.

Squash



Benincasa cerifera (Réd. au sixième).

Strawberry



Fig



Name: _____ Class: _____



Kitchen Class 2014 - 2015 Yearbook

1. My favorite dish we cooked in kitchen class this year was:

_____ because _____
_____.

2. This summer I will to cook _____
with my family at home.

3. My favorite new vegetable that I tried this year was:

_____ because _____
_____.

4. Next year in kitchen class, I hope that we cook:

_____.

Sign your name in the box with your favorite recipe from this year!

September: Panzanella

Italian Bread Salad with Tomato, Basil and Cucumber

October: Callaloo

Caribbean Stew with Greens, Sweet Potatoes and Coconut Milk

November/December: Borscht

Eastern European Beet Soup with Dill and Sour Cream

January: 3 Sisters Succotash

Native American Dish with Corn, Beans and Squash

February: Pita and Yogurt Dip

Flat, Middle Eastern Bread and Yogurt with Lemon and Parsley

March: Aloo Gobi

South Asian Dish with Cauliflower and Potatoes

April: Chinese Scrambled Eggs and Soybean Dumplings

With Sesame Oil, Ginger, Soy Sauce, Rice Wine Vinegar and Grated Carrots

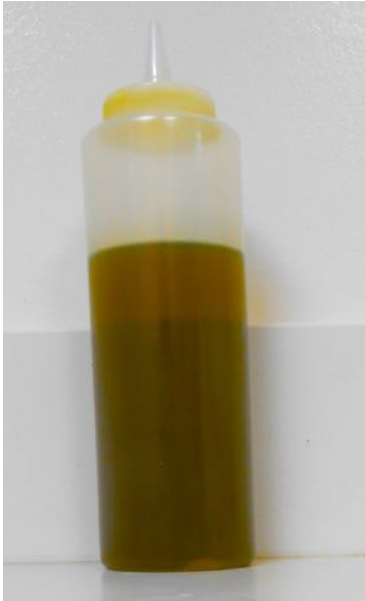
May/June: Plant Part Salad

With Stems, Roots, Seeds and Flowers

Plant Part Salad Task Cards K - pre-K

(cut these out and laminate)

Sunflower Oil



Sunflower Oil



Garlic: Step 1



Garlic: Step 2



Lemon Juice: Step 1



Lemon Juice: Step 2



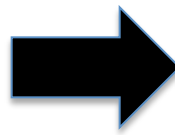
Green Onion: Step 1



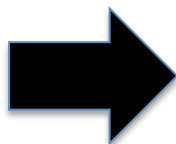
Green Onion: Step 2



Salt



Honey

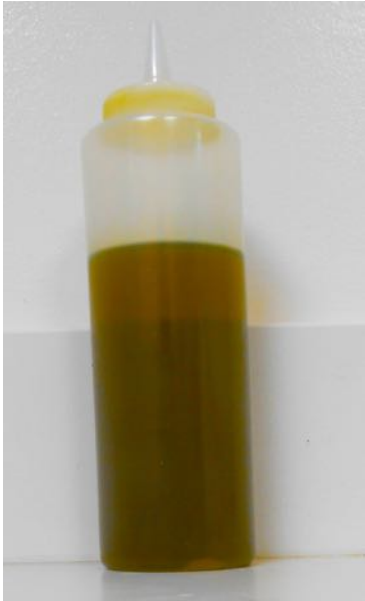


Plant Part Salad Task Cards 1st - 2nd grade

(cut these out and laminate)

Sunflower Oil

Measure 1 TBSP sunflower oil. Put it in the jar.



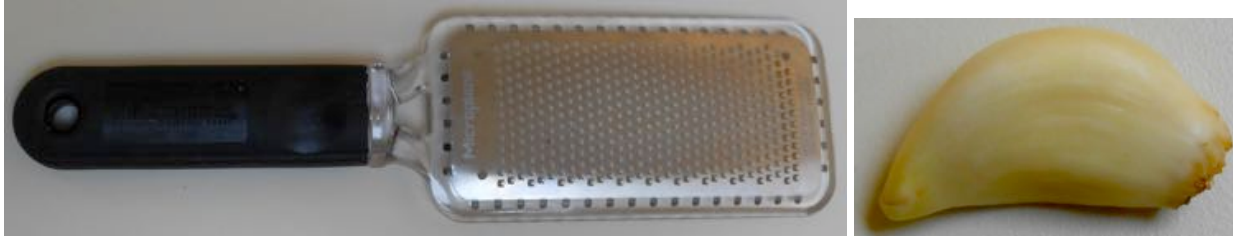
Sunflower Oil

Measure 1 TBSP sunflower oil. Put it in the jar.



Garlic: Step 1

Grate **1 garlic clove** on the grater. Stop when you feel your fingers are getting in the way.



Garlic: Step 2

Scrape the garlic off the back of the grater into the white cup with your finger.



Garlic: Step 3

Measure $\frac{1}{4}$ **tsp** of garlic. Put it in the jar.



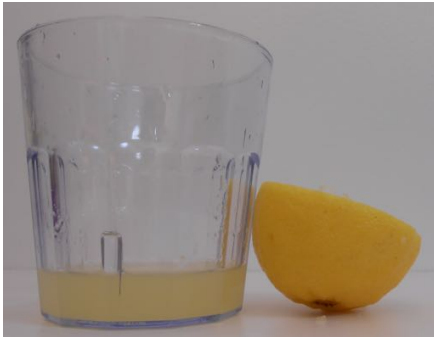
Lemon Juice: Step 1

Juice $\frac{1}{2}$ **lemon** at a time over the strainer and cup until there is 2 TBSP.



Lemon Juice: Step 2

Measure **2 TBSP** lemon juice. Put it in jar.



Green Onion: Step 1

Use scissors to cut **1 piece of green onion** at a time into small pieces until there is 1 tsp.



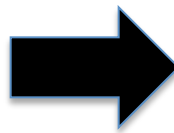
Green Onion: Step 2

Measure **1 tsp green onion**. Put it in the jar.



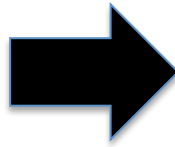
Salt

Take **1 pinch salt**. Put it in the jar.



Honey

Measure **1 tsp of honey**. Put it in the jar.



Plant Part Salad Task Cards 3rd grade
(cut these out and laminate)

Sunflower Oil

Measure **1 TBSP**
sunflower oil.
Put it in the jar.

Sunflower Oil

Measure **1 TBSP**
sunflower oil.
Put it in the jar.

Garlic: Step 1

Grate **1 clove garlic** on
the grater. Stop when your
fingers get in the way.

Lemon Juice: Step 1

Juice $\frac{1}{2}$ **lemon** at a time
over the strainer and cup
until you have 2 TBSP.

Garlic: Step 2

Measure $\frac{1}{4}$ **tsp grated**
garlic. Put it in the jar.

Salt

Take **1 large pinch salt**.
Put it in the jar.

Green Onion: Step 2

Measure **1 tsp green**
onion. Put it in the jar.

Honey

Measure **1 tsp honey**. Put
it in the jar.

Green Onion: Step 1

Use scissors to cut **one**
piece green onion at a
time into small pieces.

Lemon Juice: Step 2

Measure **2 TBSP of the**
juice. Put it in the jar.

Plant Part Salad Dressing Recipe

Ingredients

Directions

1) 2 TBSP
sunflower oil



- Measure **2 TBSP sunflower oil**. Put it in the jar.

2) 2 TBSP
lemon juice



- Juice $\frac{1}{2}$ **lemon** at a time over the strainer and cup until you have 2 TBSP.
- Measure **2 TBSP of the juice**. Put it in the jar.

3) $\frac{1}{4}$ tsp
pressed
garlic



- Squeeze **1 clove garlic** in the garlic press.
- Measure $\frac{1}{4}$ **tsp garlic**. Put it in the jar.

4) 1 tsp
chopped
green onion



- Use scissors to cut **1 piece of green onion** at a time into small pieces until you have 1 tsp.
- Measure **1 tsp green onion**. Put it in the jar.

5) 1 large
pinch salt



- Take **1 large pinch salt**. Put it in the jar.

6) 1 tsp
honey



- Measure **1 tsp honey**. Put it in the jar.
- Put the lid on the jar. Shake it!

Plant Part Salad (Makes 6 servings)

Have fun choosing the plant parts you like best. The **leaves** could be lettuce or spinach. The **roots** can be carrots or radishes. Try sunflower or pumpkin seeds. Asparagus or celery are both nice stems. Any **fruit** makes the salad sweet. This prize winning dressing is by Mrs. Fulminante's 2014 5th grade class!



**EDIBLE
SCHOOLYARD
NYC**

Ingredients

- 1 bunch leaves
- 1 cup roots
- 1 cup seeds
- 1 cup fruit
- 1 cup stems

For the Dressing:

- 2 TBSP sunflower oil
- 1 lemon
- 1 tsp honey
- 1 green onion
- 1 small clove of garlic
- 1 pinch of salt

Steps

1. Wash all the produce. Tear the leaves into pieces and put them in a big bowl.
2. Chop the roots, fruit, and stems into small pieces. Add them to the bowl.
3. Measure the sunflower oil. Put it in a jar with a tight fitting lid.
4. Juice a lemon. Add the juice to the jar.
5. Measure the honey. Add it to the jar.
6. Use scissors to cut the green onion into very small pieces. Add it to the jar.
7. Finely chop the garlic. Add it to the jar.
8. Add a pinch of salt to the jar. Shake it!
9. Pour the dressing over the salad, and toss it. Enjoy!

Plant Part Salad (Makes 6 servings)

Have fun choosing the plant parts you like best. The **leaves** could be lettuce or spinach. The **roots** can be carrots or radishes. Try sunflower or pumpkin seeds. Asparagus or celery are both nice stems. Any **fruit** makes the salad sweet. This prize winning dressing is by Mrs. Fulminante's 2014 5th grade class!



**EDIBLE
SCHOOLYARD
NYC**

Ingredients

- 1 bunch leaves
- 1 cup roots
- 1 cup seeds
- 1 cup fruit
- 1 cup stems

For the Dressing:

- 2 TBSP sunflower oil
- 1 lemon
- 1 tsp honey
- 1 green onion
- 1 small clove of garlic
- 1 pinch of salt

Steps

1. Wash all the produce. Tear the leaves into pieces and put them in a big bowl.
2. Chop the roots, fruit, and stems into small pieces. Add them to the bowl.
3. Measure the sunflower oil. Put it in a jar with a tight fitting lid.
4. Juice a lemon. Add the juice to the jar.
5. Measure the honey. Add it to the jar.
6. Use scissors to cut the green onion into very small pieces. Add it to the jar.
7. Finely chop the garlic. Add it to the jar.
8. Add a pinch of salt to the jar. Shake it!
9. Pour the dressing over the salad, and toss it. Enjoy!



Eighth Grade Chef Challenge

Aim

Students will display several of the skills practiced in kitchen class during the year—measuring, team work, knife and tool safety, time management and cleaning up.

Summary

Students will work as a team and complete a cooking challenge—making dressing. The class will be divided into two teams who will compete in a challenge.

Standards

CCSS ELA.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Materials

Plant Part Salad Ingredient List

- Leaves: baby romaine, spinach
- Stems: asparagus, pea shoots
- Roots: radishes, carrots
- Flowers: nasturtiums, chive blossoms, broccoli
- Fruit and Seed: snap peas

Wild Card Ingredients:

- sunflower and pumpkin seeds
- dried cranberries and cherries
- green onion
- parsley

Dressing Ingredients:

- olive oil
- balsamic and apple cider vinegar
- honey
- Dijon mustard
- Salt and pepper

Procedure:

- Today is our final cooking class of the year and our chef challenge. You will be highlighting all of the skills that you have practiced in cooking class this year by working as a team to complete this month's recipe, plant part salad.
- Introduce the plant part salad tray, explaining that they should use up everything on the tray to make their salad and asking students to identify each of the six plant parts using the ingredients on the tray (see list below).
- Introduce the dressing tray explaining that the team must pick which dressing they would like to make and use for their salad.
- There are also 6 **wild card** items. They will get to choose their flower and may choose up to 2 wild card ingredients to add to their salads. They will get 5 bonus points for identifying the plant part of their wild card ingredients.
- Have group decide upon flower, which they will go and get from the set-up table during the challenge.
- Introduce the tool tray.
- Show students the scoring sheet and explain that each team will be judged on the following criteria: *teamwork, tool safety, time management/clean up* (refer to poster). For each criteria item they can score from 1-5 points. They will also be given a wild card ingredient. They can receive 5 bonus points for identifying what plant part their wild card item is, for a possible total of 20 points.
- Have students write their names on the scoring sheet.
- Teams will be given (allotted time) to complete the challenge. During this time they must work together as a team to complete both the dressing and the salad recipes. We will be looking to see that everyone has jobs and is able to contribute to preparing the recipes. The team will need to pick a team leader to delegate tasks (have group choose team leader). During the allotted time teams need to complete the recipes, return all tools to the tool tray, return trays to the set-up table, compost all scraps, wipe down and set their tables, and be seated before the time is up. If the team does not complete the challenge within the allotted time they will lose 5 points.
- To begin teams must pick which dressing they are going to make and pick their 2-3 wild card ingredients.
- Reiterate that while they are being timed that it is not a race and that there should be more than enough time to complete the recipes without rushing and with attention to detail.



Plant Part Salad

- ❑ Tear **leaves** (spinach, lettuce) into bite size pieces and add to the bowl.
- ❑ Use scissors to cut **stems** (sprouts, and asparagus if on tray) into inch long pieces and add to the bowl.
- ❑ Using your claw and saw method chop **roots** (radishes, carrots) into small pieces and add to bowl.
- ❑ Cut **fruit and seed** (snap peas) with scissors or break with hands into small pieces and add to bowl.
- ❑ **STOP**: Go choose your **wild card** ingredients, measure, and to the bowl.
- ❑ Lightly toss all of the ingredients together with your dressing and top with your **flower**!

Balsamic Vinaigrette

Directions: Work with your team to complete the steps. Take turns adding each of the ingredients.

Steps:

1. Mince the garlic. Add it to the jar.
2. Measure 4 Tablespoons of olive oil and pour it into the jar.
3. Measure 2 Tablespoons of balsamic vinegar and pour it into the jar.
4. Measure 1 Tablespoon of honey and pour it into the jar.
5. Measure 1 Tablespoon dijon mustard and put into the jar.
6. Add a pinch of salt and pepper to the jar.

SHAKE IT UP!

Salad dressing is normally composed of an oil (e.g. olive oil, sesame oil, sunflower oil), something sour or salty (e.g. lemon, vinegar, soy sauce), and a seasoning (e.g. herbs, garlic, salt, pepper).

What ingredients in your balsamic vinaigrette make up these parts?

OIL: _____

SOUR: _____

SEASONING: _____

Lemon Apple Dressing

Directions: Work with your team to complete the steps. Take turns adding each of the ingredients.

Steps:

1. Measure 2 Tablespoons of olive oil and pour it into the jar.
2. Juice the lemon into the jar.
3. Measure 2 Tablespoons of apple cider vinegar and pour it into the jar.
4. Measure 1 Tablespoon of honey and add it to the jar.
5. Add a pinch of salt and add it to the jar.

SHAKE IT UP!

Salad dressing is normally composed of an oil (e.g. olive oil, sesame oil, sunflower oil), something sour or salty (e.g. lemon, vinegar, soy sauce), and a seasoning (e.g. herbs, garlic, salt, pepper).

What ingredients in your lemon apple dressing make up these parts?

OIL: _____

SOUR: _____

SEASONING: _____

Wild Card!

Choose up to 2 wild card ingredients. Follow the instructions below to measure and add the ingredients to your salad. For 5 bonus points name the plant part of the ingredients you choose!

Check 1-2 wild card ingredients to add to your salad.

☐ **Sunflower Seeds:** What plant part am I? _____

Measure out 2 tablespoons of sunflower seeds and add them to your salad bowl.

☐ **Pumpkin Seeds:** What plant part am I? _____

Measure out 2 tablespoons of pumpkin seeds and add them to your salad bowl.

☐ **Dried cranberries:** What plant part am I? _____

Measure out 2 tablespoons of cranberries and add them to your salad bowl.

☐ **Zucchini:** What plant part am I? _____

Cut 3 pieces of Zucchini and add them to your salad.

☐ **Green onion:** What plant part am I? _____

Cut 2-3 green onion into tiny pieces and sprinkle onto salad.

8th Grade Chef Challenge!

Score Card

Rate each team from 1 (needs improvement) to 5 (excellent) using the following criteria:

Team A

Teamwork (Circle) 1 2 3 4 5

Notes: _____

Knife/Tool Safety (Circle) 1 2 3 4 5

Notes: _____

Time Management (Circle) 1 2 3 4 5

Notes: _____

Wild Card Points: _____ **Total Points:** _____

Team B

Teamwork (Circle) 1 2 3 4 5

Notes: _____

Knife/Tool Safety (Circle) 1 2 3 4 5

Notes: _____

Time Management (Circle) 1 2 3 4 5

Notes: _____

Wild Card Points: _____ **Total Points:** _____

8th Grade Chef Challenge!

Class#: _____

TEAM A

Names:

TEAM B

Names:

Plant Part Salad

Have fun exploring your grocery store's produce section to find the different plant parts! Some **leaf** choices can be lettuce or spinach. **Roots** can be carrots or radishes. **Stems** can be asparagus or celery. **Fruit** makes the salad sweet and delicious. **(Makes 6 servings)**



Ingredients

- 1 bunch leaves
- 1 cup roots
- 1 cup fruit
- 1 cup stems

Balsamic Vinaigrette

- 6 TBSP olive oil
- 1 TBSP honey
- 2 TBSP balsamic vinegar
- 1 TBSP dijon mustard
- 1 garlic clove (crushed)
- 1 pinch of salt
- 1 pinch of ground pepper

Steps

1. Wash all the produce. Tear the leaves into pieces and put them into a big bowl.
2. Chop the roots, fruit, and stems into small pieces and add them to the bowl.
3. Measure the olive oil and pour it into a jar with a tight fitting lid.
4. Measure the honey and put it into the jar.
5. Measure the balsamic vinegar and put it into the jar.
6. Measure dijon mustard and put into the jar.
7. Crush or finely chop the garlic. Add it to the jar.
8. Add the salt and pepper to the jar and shake.
9. Pour the dressing over the salad, and toss it. Enjoy!

Plant Part Salad

Have fun exploring your grocery store's produce section to find the different plant parts! Some **leaf** choices are lettuce or spinach. **Roots** can be carrots or radishes. **Stems** can be asparagus or celery. **Fruit** makes the salad sweet and delicious. **(Makes 6 servings)**



Ingredients

- 1 bunch leaves
- 1 cup roots
- 1 cup fruit
- 1 cup stems

Balsamic Vinaigrette

- 4 TBSP olive oil
- 1 TBSP honey
- 2 TBSP balsamic vinegar
- 1 TBSP dijon mustard
- 1 garlic clove (crushed)
- 1 pinch of salt
- 1 pinch of ground pepper

Steps

10. Wash all the produce. Tear the leaves into pieces and put them into a big bowl.
11. Chop the roots, fruit, and stems into small pieces and add them to the bowl.
12. Measure the olive oil and pour it into a jar with a tight fitting lid.
13. Measure the honey and put it into the jar.
14. Measure the balsamic vinegar and put it into the jar.
15. Measure dijon mustard and put into the jar.
16. Crush or finely chop the garlic. Add it to the jar.
17. Add the salt and pepper to the jar and shake.
18. Pour the dressing over the salad, and toss it. Enjoy!



September in the Kitchen: Panzanella

Lesson Summary: Students will practice making bread salad. They will explore the late summer harvest and begin investigate this year's theme of international food through an art project.

See Appendix A for Lesson Objectives.

Agenda 90 minute period	Agenda 50 minute period
<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (3 min) ★ Food Prep (30 min) ★ Clean up (2 min) ★ Setting Table (5 min) ★ Eating/ Discussion (15 min) ★ Clean Up (5 min) ★ Wrap Up (10 min) ★ Exit Ticket (5 min) 	<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (3 min) ★ Food Prep (20 min) ★ Clean up (5 min) ★ Setting Table (5 min) ★ Eating/ Discussion (10 min) ★ Clean Up (2 min)

Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K - 2nd	CCSS, SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	knife safety, chopping
3- 5th	CCSS, W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	salad assembly, bake, dressing making, knife safety, chiffonade; recipe reading; spoon, liquid cup, and solid cup measurement

Prep. Work:

- slice tomatoes, peppers, and cucumbers into long strips
- preheat the oven to 400 degrees F

Getting into Groups and Washing Hands (5 minutes)

See Appendix B for notes.

Opening Circle (7 minutes)

- **Introduce the theme for the year and today's lesson:**
 - Start the day with Italian music playing and stop it as a cue for them to turn their voices off and be ready to listen in the opening circle.
 - *Welcome back to your kitchen, everyone! This year is going to be really special because each recipe we make will be from a different part of the world. You might recognize some of the dishes from food that your family eats at home, or they might be all new to you. The best part is, they will all be delicious, fun to make, and healthy for us.*
 - *Groups of people from different cultures, religions, countries, and even neighborhoods have different special food they like to eat.*
 - Give a concrete example from a story from your own personal cooking history. Then if, you have time, have them give time to pair share for 30 seconds- 1 minute each, and/or raise hands and share family food traditions.
 - *We will talk more about this at our middle table today and at the end of class. Our first special recipe is from the country Italy (point on the map). It is called panzanella, which means bread salad. The name comes from the word for bread in Italian, which is pane.*
 - *What could that mean? What do you think is going to be in there?* (Elicit guesses, make sure you get to veggies and dressing and bread.)
 - Point out/ display the veggies from the harvest table to show what is growing in the garden.)
 - *Italian food often includes dressing made of olive oil and vinegar or lemon juice. Many Italian dishes include lots of fresh produce and are served with crusty bread.*

Making Panzanella (Up to 30 minutes, 10 minutes at each station)

Pre-K only does the chopping and dressing table stations.

Chopping Table:

- **Review knife skills:**
 - **Bear claw:** curl the fingertips of the hand not holding the knife so that they are safe. This hand hold the food still while we chop.
 - **Sawing motion:** we move the blade back and forth, not up and down.
 - **Knife's home:** is at the top of the cutting board. It goes here whenever we are not cutting.
 - **3-5th grade only: Chiffonade with basil:** stack two leaves neatly. Roll the stack into a caterpillar shape. Cut thin slices out of the roll. These turn into ribbons.

- **Chop (5 students have knives, 5 have scissors):**
 - **Basil** (each of the 5 students with knives try the chiffonade on a couple basil leaves before moving on to tomato, cucumber, or bell pepper)
 - **Tomato** (up to 2 students)
 - **Cucumber** (up to 2 student)
 - **Bell pepper** (up to 1 student)
 - **Scallion** (up to 5 students without knives use safety scissors to chop scallions into very small pieces)
 - Students with knives switch halfway through to scissors and vice versa.
 - All pieces are put in the big bowl; everyone takes a turn mixing

Middle Table:

- Each student gets a paper plate. The teacher uses the talking points guide to instruct the students to draw and label a special, delicious food that they eat in their family. While they are drawing the teacher can talk to students about what makes that food special, when they eat it, who they like to eat or make it with, etc.
- 3rd - 5th grade students should also write a short description of the food on the back of the plate.
- Have students share their plates as a group at the table or pair share.
- At the end of each groups' time at the station, make a stack of their plates and put them aside to be handed back to their group at the end of the class.

Seasoning/ Dressing Table:

- **Kitchen contract**
 - Review each agreement on the contract by getting examples from students.
 - Have the students sign their names in the air with their fingers to agree to the contract.
- **Prepare the bread/ make dressing**
 - Give each student a hunk of bread. tell them we are making croutons, or crusty bread bites. Have them rip their bread into small bites and put them in the big bowl.
 - Hand out task cards so that each student gets at least one task and all the tasks are handed out.
 - Give students time to read/look at them. Ask for and answer any questions.
 - Let the students take their tools and ingredients off the tray. Check to see they have the right tools and ingredients.
 - Do a reminder demonstration of how we measure all the way to the top but not overflowing. Show how we can use a straight edge to level off our measuring tool.

- Let students do their jobs according to the task cards, helping where necessary.
 - The first two TBSP of olive oil and the the first big pinch of salt go onto the bread in the big bowl.
 - Let each student take a turn mixing to season the bread.
 - Pour the bread on a baking tray and bake for 5 minutes.
- **Shake it, shake it, shake it!**
 - When all the ingredients are in the jar, put the lid on the jar.
 - Let the students take turns shaking it while singing the shake it song.

Explore the theme of sustainability (if time allows.)

See appendix C, D, E for notes.

Eat/Discuss (15 minutes)

- Teachers combine the chopped vegetables with the dressing and croutons before tossing and serving.

Clean Up (2 minutes)

Wrap Up (15 minutes)

Pre-K - 2nd grades:

- Have the students stay in their chairs listen to you read the story “The Ugly Vegetables”. During and after the story, elicit student reactions by calling on students with raised hands.
- **Suggested Questions:**
 - *What was growing in the main character’s garden?*
 - *What was growing in her neighbors’ gardens?*
 - *What did the main character and her mom make from the vegetables from their garden?*
 - *How did the main character like the soup?*
 - *How did the neighbors like the soup?*
 - *What did the neighbors do after they tasted the soup?*

3rd - 5th grades:

- **Celebrity Chef Interviews: (5 minutes)**
 - *We are going to wrap up today by playing two games. Turn to the person on your right. That person is your partner. Pick someone to be number one and the other to be number two. Number ones, imagine that you are a talk show host interviewing a celebrity chef. Number twos, you are*

celebrity chefs.

- *Talk show hosts, interview your chef by asking them “What is the special food you drew and wrote about?” For example, if I am interviewing Celebrity Chef...(Insert classroom teacher’s name here and then ask the question to the teacher.)*
- Hand back the plates to each group so they can refer to them.
- Give them one minute and then tell them to switch roles and have number twos ask number ones.
- *Who would like to introduce the chef they interviewed and share about their special recipe? (Spend two minutes calling on students with raised hands who want to introduce their chef.)*

- **The Wild Wind Blows: (5 minutes)**

- Have the students line up in one line across the side of the room.
- *Now we are going to play a game called the big wind blows. I will call out a statement that starts with “The wild wind blows for anyone who...” and I will say something about our special foods we have been talking about. If that statement is true for you, you have to move to the other side of the room/rug.*
- Show them one example with just the teachers playing.
- After the portion of students who are responding to the statement move, have the rest of the students join them so that everyone is standing in one line again before you say the next statement.
- At the end, if you have time, ask them what they noticed and call on students with raised hands.
- Summarize trends you see such as “Wow, a lot of us have special foods that are green!”

Exit Tickets and Wrapping Up: (5 minutes)

See appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide
- Take Home Recipe
- Pre-K - 1st Grade task cards
- 2nd - 3rd Grade task cards
- 4-5th Grade recipe check list
- Middle station teacher talking points
- The Wild Wind Blows statements
- Exit ticket

Extension Activities:

- You can find neat activities to do from Grace Lin, the author of *The Ugly Vegetables* here :

http://www.gracelin.com/content.php?page=book_uglyveg&display=activities

- Listen to Italian music during the meal
- Practice saying some of the Italian words for, toasts, flavors, ingredients or kitchen tools

Vocabulary

Tradition: something a group of people do that has been passed down from generation to generation

Panzanella: an Italian Bread Salad dish, consisting of cubed stale bread, and chopped vegetables (usually tomatoes, onions, and cucumbers). It is dressed with oil and vinegar. Other ingredients may include peppers, olives, and cheese.

Chalkboard Suggestion



“The Wild Wind Blows” Prompts

- The wild wind blows for anyone whose recipe was a type of soup
- The wild wind blows for anyone whose recipe is a type of dessert
- The wild wind blows for anyone whose recipe has cheese in it
- The wild wind blows for anyone whose recipe has vegetables in it
- The wild wind blows for anyone whose recipe has fruit in it
- The wild wind blows for anyone whose recipe has rice in it
- The wild wind blows for anyone whose recipe has tomatoes in it
- The wild wind blows for anyone whose recipe has green vegetables in it
- The wild wind blows for anyone who cooks with their grandparents
- The wild wind blows for anyone who speaks a language other than English at home

Supplies List (for one class)

Food:

- 5 large tomatoes (approximately 7-8 cups total)
- 2 large cucumbers (approximately 4 cups)
- 3 bell peppers (approximately 3 cups)
- 9 sprigs basil
- 1 green onion
- 1 medium loaf whole wheat Italian bread
- 3 cloves of garlic
- 1 cup olive oil
- 1 cup balsamic vinegar
- salt

Equipment/Tools:

- 6 half sheet pans for tray set up
- 2 large bowls
- 5 cutting boards
- 3 small bowls for tastings of tomatoes, peppers, and cucumber
- 5 knives, either lettuce knives or paring knives
- 4 pairs safety scissors
- half sheet pan (if full sized oven) or pan to fit a toaster oven
- oven or toaster oven
- cooling rack for cubed bread
- ½ pint ball jar with lid
- 5-1 Tablespoon measuring spoons
- 1 ramekin, for salt
- 1 fine grater for garlic
- paper plates, one per student
- colored pencils, crayons, markers
- Italian flag
- atlas
- world map
- enough plates for every student (for eating)
- forks for every student
- drinking cups for every student
- compost bucket

Panzanella Food Prep and Tray Setup

Food prep for EACH CLASS (multiply by number of classes in the day)

- Slice 4 tomatoes into strips (enough for each student to get two)
- Slice 1 cucumber into strips (enough for each student to get one)
- Slice 2 peppers into strips (enough for each student to get one)
- Cubed tomato, enough pieces for each student in the class, put into a small bowl
- Cubed cucumber, enough pieces for each student in the class, put into a small bowl
- Cubed pepper, enough pieces for each student in the class, put into a small bowl

Chopping Station one half-sheet tray (three trays PER CLASS)

Food:

- about 1 tomato's worth of strips
- about $\frac{1}{3}$ cucumber's worth of strips
- about $\frac{2}{3}$ pepper's worth of strips
- 1 green onion
- bowls with cubed vegetables for tasting

Equipment/Tools:

- 4 pairs of scissors
- 4-5 red cutting boards
- 4-5 knives (pk-3rd, plastic lettuce knives, 4th and 5th, paring knives)
- 3 medium-sized bowls
- 3 pairs of tongs

Middle Station

Equipment/Tools:

- Enough paper plates for one per student
- Sharpened colored pencils, pencils, crayons
- Talking points sheet for classroom teacher
- Example plate

Dressing Station one half-sheet tray (three PER CLASS)

Food:

- Approximately $\frac{1}{3}$ loaf of bread
- Olive oil (in squirt bottle)
- Salt (in ramekin)
- Balsamic vinegar (in squirt bottle)
- Garlic (with peel still on)

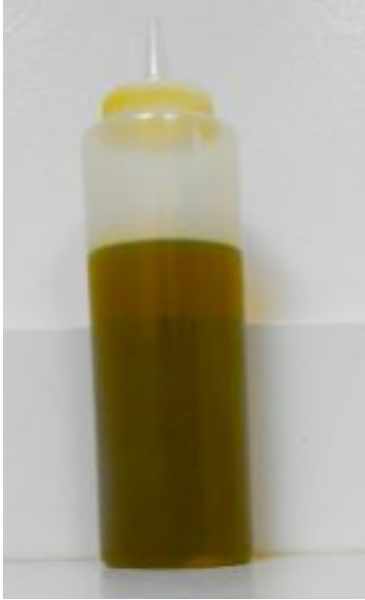
Equipment/Tools:

- large bowl, for bread
- half sheet pan, lined with silpat mat
- 5 TBSP measuring spoons
- half pint ball jar with lid
- fine microplane grater, for garlic

Panzanella Task Cards Pre-K – 1st Grade

(cut these out and laminate)

Olive Oil



Olive Oil



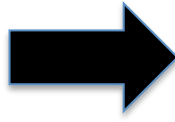
Olive Oil



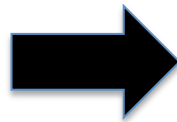
Olive Oil



Salt



Salt



Panzanella Task Cards 3rd Grade
(cut these out and laminate)

Olive Oil

Measure **1 TBSP olive oil**. Put it in the jar.

Olive Oil

Measure **1 TBSP olive oil**. Put it in the jar.

Balsamic Vinegar

Measure **1 TBSP balsamic vinegar**. Put it in the jar.

Balsamic Vinegar

Measure **1 TBSP balsamic vinegar**. Put it in the jar.

Balsamic Vinegar

Measure **1 TBSP balsamic vinegar**. Put it in the jar.

Garlic: Step 1

Peel **1 garlic clove**.

Garlic: Step 2

Grate **1 garlic clove** on the grater. Stop when you feel your fingers are getting in the way. Then, use your finger to scrape the garlic off the back of the grater. Put it in the jar.

Salt

Take **1 pinch salt**. Put it in the jar.

Olive Oil

Measure **1 TBSP olive oil**. Put it in the bowl.

Olive Oil

Measure **1 TBSP olive oil**. Put it in the bowl.

Salt

Take **1 pinch salt**. Put it in the bowl.

Panzanella Dressing Recipe

Ingredients

Directions

1) 1 large piece whole wheat bread



- Tear the **bread** into small bite-sized pieces. Put them in the bowl.

2) 2 TBSP olive oil



- Measure **2 TBSP olive oil**. Put it in the bowl.

3) 1 pinch salt



- Take a **1 pinch salt**. Put it in the bowl.
- Mix the bread and seasonings.
- Bake the bread on a pan for 5 minutes.

4) 2 TBSP olive oil



- Measure **2 TBSP olive oil**. Put it in the jar.

5) 3 TBSP balsamic vinegar



- Measure **3 TBSP balsamic vinegar**. Put it in the jar.

6) 1 clove garlic



- Peel **1 clove garlic**.
- Grate garlic on the grater. Stop when you feel your fingers are in the way.
- Use your finger to scrape the garlic off the back of the grater. Put it in the jar.

7) 1 pinch salt



- Take a **1 pinch salt**. Put it in the jar.

Each student gets a paper plate. The teacher uses the talking points guide to instruct the students to **draw and label** a special, delicious food that they eat in their family. While they are drawing the teacher can talk to students about:

- what makes that food special
- when they eat it
- who they like to eat or make it with, etc.

3rd - 5th grade students should also write a short description of the food on the back of the plate.

The classroom teacher will decide if they would like the students to share their plates as a group at the table or to pair share.

At the end of each groups' time at the station, make a stack of their plates and put them aside to be handed back to their group at the end of the class.

Name: _____

Class: _____

What ingredients in this recipe came from the garden?

Name: _____

Class: _____

What ingredients in this recipe came from the garden?

Name: _____

Class: _____

What ingredients in this recipe came from the garden?

Name: _____

Class: _____

What ingredients in this recipe came from the garden?

Panzanella (Italian Bread Salad)

Panzanella is a delicious bread salad that tastes like late summer. It is made with cubes of toasted or stale bread, vegetables, and dressing. Add your favorite fresh vegetables to this salad to make it your own!

(Makes about 6 servings)



Ingredients

For the bread cubes:

½ loaf of whole wheat italian bread
2 TBSP olive oil
1 pinch of salt

For the Vegetables:

2 tomatoes
1 cucumber
2 bell peppers
1 small green onion
½ cup basil leaves

For the dressing:

2 TBSP Olive Oil
3 TBSP Balsamic Vinegar
1 pinch of salt
½ clove garlic

Steps

- 1) Preheat the oven to 350 degrees.
- 2) Cut the bread into ½-inch cubes. Put them on a baking sheet. Drizzle the olive oil and salt over the bread and toss.
- 3) Bake the bread cubes until they are just starting to brown, about 10 minutes. Put the bread cubes into a large bowl.
- 4) Chop the tomatoes, cucumbers, green onion, and bell peppers into ½-inch pieces. Add them to the large bowl.
- 5) Stack a few basil leaves on top of each other at a time. Roll them up lengthwise. Slice the roll into thin strips. Add the strips to the large bowl.
- 6) Measure and add the olive oil, balsamic vinegar, and salt to a jar with a tight fitting lid.
- 7) Finely mince or grate the garlic. Add it to the jar.
- 8) Shake the jar to mix the dressing.
- 9) Pour the dressing over the salad. Toss to combine.



September in the Kitchen: Salsa Toasts

Lesson Summary: Students will learn the steps of making salsa by preparing salsa on will also explore their kitchen classrooms and the fruits of the late summer harvest.

See appendix A for lesson objectives.

Agenda 50 Minute Period	Agenda 90 Minute Period
<ul style="list-style-type: none"> ★ Opening Circle (5 minutes) ★ Groups and Hand washing (5 min) ★ Scavenger Hunt/ Food Prep (25 min) ★ Set Table (2 min) ★ Eating/ Discussion (10 min) ★ Clean Up (3 min) ★ Wrap Up (1 min) 	<ul style="list-style-type: none"> ★ Opening Circle (5 min) ★ Groups and Hand washing (5 min) ★ Scavenger Hunt/ Food Prep (35 min) ★ Set Table (5 min) ★ Eating/ Discussion (15 min) ★ Taste Test (15 min) ★ Clean Up (5 min) ★ Wrap Up (5 minute)

Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K - 2nd	CCSS, ELA, SL 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	knife safety, chopping
3- 5th	CCSS, ELA, SL 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	salad assembly, bake, knife safety, chiffonade; recipe reading; spoon and solid cup measurement

Opening (5 minutes)

Introduce the lesson:

- *Today we will be going on a journey through the kitchen classroom, using our senses to explore each station in the kitchen, and each ingredient in the salsa.*
- *We will move from station to station, collecting and preparing individual*

ingredients to our salsa.

- *When we have finished our journey, we will assemble the salsa on top of toasts.*
- *For second - fifth grades only: There is a scavenger hunt challenge to do at each kitchen station. At each station, you will make part of the salsa and complete the challenge before moving to the next station!)*

Getting into Groups and Washing Hands (5 minutes)
--

See appendix B for notes.

Scavenger Hunt (25 minutes)

- Hand one student a bowl for their table, instructing that this will be the bowl in which they combine their salsa.
- Hand another student a clipboard containing the map/scavenger hunt tasks and another student a clipboard containing the recipe checklist.
- Make sure that the two groups start on opposite sides of the classroom and work in circles that do not intersect.
- **You can label the stations with a share to make them easier to find.

Station	PK-1 st Grades	2 nd -5 th Grades
What's Growing In Your Garden Cilantro and Lime (Triangle)**	<ul style="list-style-type: none"> • Taste and smell cilantro. • Two students take turns juicing the half of a lime into the team bowl. • Remaining students each tear up a cilantro leaf and put it in the team bowl. • Point out that the "what's growing in your garden" board shows us what's growing in their garden. 	<ul style="list-style-type: none"> • Taste and smell cilantro. • Two students take turns juicing the half of a lime into the team bowl. • Remaining students each tear up a cilantro leaf and put it in the team bowl. • Point out that the "what's growing in your garden" board shows us what's growing in their garden. • Students indicate on the recipe with a "G" what came from their garden.
Waste Station and Safety around Heat in Our Kitchen	<ul style="list-style-type: none"> • Each student uses a pastry brush to brush a piece of toast with olive oil and places it onto the tray. The teacher puts the tray into the oven. 	<ul style="list-style-type: none"> • Each student uses a pastry brush to brush a piece of toast with olive oil and places it onto the tray. The teacher puts the tray into the oven. • Point out safety tape on the floor

<p>Toast (Square)**</p>	<ul style="list-style-type: none"> ● Point out safety tape on the floor as the place we stand to stay safe when the oven or stove is on. ● One person puts a pinch of salt into the team bowl. ● Point out the trash, compost, and recycling containers. 	<p>as the place we stand to stay safe when the oven or stove is on.</p> <ul style="list-style-type: none"> ● One person puts a pinch of salt into the team bowl ● Point out the trash, compost, and recycling containers. ● Students sort the items on the table into compost, recycling, and landfill.
<p>Kitchen Contract</p> <p>Tomato (Circle)**</p>	<ul style="list-style-type: none"> ● Students look at a whole tomato and compare it to the pieces of tomato. ● Each student either receives a cherry tomato or a piece of tomato to smell, feel, and then taste. ● Students turn to the person next to them and use two words to describe the taste of the tomato. ● One student measures out a cup of cut up tomatoes and places it into the team bowl. ● Teacher reads the kitchen contract out loud and students write their name in the air and throw it onto the kitchen contract. 	<ul style="list-style-type: none"> ● Students look at a whole tomato and compare it to the pieces of tomato. ● Each student either receives a cherry tomato or a piece of tomato to smell, feel, and then taste. ● Students turn to the person next to them and use two words to describe the taste of the tomato. ● 4 students measure $\frac{1}{4}$ C tomatoes and put them into the team bowl. ● Have a student read out each item within the kitchen contract and give examples of ways that we can follow it. ● All students sign their names in the air and throw it onto the kitchen contract.
<p>Dish washing Station</p> <p>Green Onion (Star)**</p>	<ul style="list-style-type: none"> ● Each student will smell and feel a piece of green onion and turn to their neighbor to use three words to describe the smell of the onion. ● Every student will then use scissors to cut their 	<ul style="list-style-type: none"> ● Each student will smell and feel a piece of green onion and turn to their neighbor to use three words to describe the smell of the onion. ● Every student will then use scissors to cut their green onion into small pieces and put into the team bowl.

	<p>green onion into small pieces and put into the team bowl.</p> <ul style="list-style-type: none"> Point out the red dish bins and explain that this bin is brought to the tables when they are done eating and they need to put their dirty dishes into this bin prior to leaving class. 	<ul style="list-style-type: none"> Two students will measure out either 1 or 1 ¼ cups of water and pour it into the dish washing bin. Point out that this is where we wash our dishes Point out the red dish bins and explain that this bin is brought to the tables when they are done eating and they need to put their dirty dishes into this bin prior to leaving class.
<p>Team Tables</p> <p>Pepper/ Cucumber (Heart)**</p>	<ul style="list-style-type: none"> Students look at a whole pepper/cucumber and compare it to the pieces of pepper/cucumber. Each student either receives a piece of pepper/cucumber to smell, feel, and then taste. Students turn to the person next to them and use two words to describe the taste of the pepper/cucumber. One student measures ½ cup of cut up pepper/cucumber and places it into the team bowl. 	<ul style="list-style-type: none"> Students look at a whole pepper/cucumber and compare it to the pieces of pepper/cucumber. Each student either receives a piece of pepper/cucumber to smell, feel, and then taste. Students turn to the person next to them and use two words to describe the taste of the pepper/cucumber. One student measures ½ cup of cut up pepper/cucumber and places it into the team bowl. Students match up the plant part labels and the vegetables in our salsa toasts until they are completely correct.

Set Table/ Eat/ Discuss (12 minutes)

- The teacher puts the salsa on top of the hot toasts

Taste Test (15 minutes)

- If you have extra time you can give each table of students a variety of store bough salsa to taste with tortilla chips.
- have the students vote on their favorite, including their own one they made.
- Talk about the differences between the store-bought and the salsa they made.

Clean Up (2 minutes)

Wrap Up (1 minutes)

See appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide
- Take Home Recipe
- Pre-K to 1st Grade Kitchen Classroom Map
- 2nd - 5th Grade Recipe Checklist
- 2nd-5th Grade Kitchen Classroom Scavenger Hunt

Extention Activities:

- Learn to say some Spanish culinary terms and practice saying them
- Listen to Latin American music while cooking or eating

Vocabulary

Salsa: Spanish word for “sauce.” It is commonly made with a fresh tomato base with added seasonings and flavors for crunch. Salsa can range from mild to very spicy.

Chop: To cut in to small, bit sized pieces.

Supplies list

Tools and Equipment

- 1 cup measuring cup
- ½ cup measuring cup
- 2 medium bowls
- 1 citrus reamer
- 8 pastry brushes
- 2 parchment lined trays
- 4 pairs of scissors
- 1 tray for each station
- cups, bowls/plates, forks for each student and teacher
- 1 recipe checklist in plastic sleeves for each group, on a clip board
- 1 whiteboard marker and pencil for each group
- plant part labels
- 1 example of each type of waste: trash, compost, recycling
- 1 full water pitcher
- 1 pair oven mitts
- 1 toaster or oven
- 1 cooling rack
- 1 baking tray
- 2 serving spoons
- 2 large bowls
- station shape and name labels
- 1 table cloth and centerpiece for each table
- take home recipe copies, enough for each person

Groceries

- salt
- olive oil
- whole wheat baguette
- 2 large bell peppers and/or 1 large cucumber
- 2 large tomatoes
- 1 green onion
- ¼ C cilantro leaves
- 4 key limes
- wheat berries
- 1 small bunch lemon sorrel
- 1 large bag tortilla chips
- several types of store-bought salsa

Salsa Toast Tray Set Up

Food prep:

- chop and de-seed 2 cups of tomatoes per class
- ½ cherry tomatoes (or bite sized chopped tomatoes), enough for each student to have one piece
- slice a baguette into pieces so there is one for each student and teacher
- slice lemon sorrel leaves, enough for each student to have one piece
- half key limes, 4 per class
- chop 1 cup of cucumbers/ bell peppers

Tomato Tray

Tools & Equipment

- 1 Cup measuring cup
- Medium bowl with chopped tomatoes

Food

- Whole tomatoes for display
- Cherry tomatoes/chopped tomatoes for tasting in a small bowl

Toast Tray

Tools & Equipment

- 8 Pastry brushes
- Pan for toasts with parchment paper on it
- **For 2nd-5th:** item that can be recycled: piece of paper, the wrapper from the bread, etc.
- oven
- 2 oven mitts
- cooling tray for toasts

Food

- Whole wheat bread slices
- Olive oil (in 2 ramekins)
- **For 2nd-5th:** Compostable scraps, recyclables and items to be put in the trash

Cilantro and Lime Tray

Tools & Equipment

- Medium bowl
- Citrus reamer
- **For 2nd-5th:** Pencil to mark the recipe

Food

- Cilantro, on stem
- four key limes per class, cut in half
- Lemon Sorrel for tasting, torn into small pieces

Pepper/Cucumber Tray

Tools & Equipment

- ½ Cup measurer
- Medium bowl containing cut up cucumbers/peppers

Food

- Whole pepper/cucumber
- cut up pepper/cucumber in a medium bowl
- 1 tomato
- green onion
- wheat berries/toast, in a ramekin

Green onion Tray

Tools & Equipment

- 6 pairs of scissors
- ramekin for green onion
- **For 2nd-5th:**
 - Pitcher of water
 - liquid measuring cup

Food

- whole green onion for display
- whole green onion for cutting up

If doing the tasting activity, each table needs a tray with the following:

- tortilla chips
- several store-bought salsas

Salsa Toasts Recipe Checklist: Grades 1-2

Tomato Station:

- ☐ Measure out 1 cup of cut up tomatoes. Put them into your team bowl.

Toast Station:

- ☐ Brush a piece of bread with olive oil
- ☐ Put your piece of bread onto the tray to be put into the oven
- ☐ Add one pinch of salt to the team bowl

Cilantro and Lime Station:

- ☐ Tear the cilantro into small pieces and put them into your team bowl.
- ☐ Juice ½ of a lime into your team bowl.

Pepper/Cucumber Station:

- ☐ Measure ½ cup of cut up cucumber or peppers. Put them into your team bowl.

Green Onion Station:

- ☐ Use the scissors to cut up small pieces of green onion into your team bowl.



Kitchen Classroom Scavenger Hunt: Grades 2-5

☐ Tomato Station:

Read the kitchen contract and give one example of a way to follow each item. Sign the kitchen contract.

☐ Toast Station:

Sort the items on the table into compost, landfill, and recycling.

☐ Cilantro and Lime Station:

Look at the our recipe for salsa toasts and write a “G” next to everything that grew in our garden.

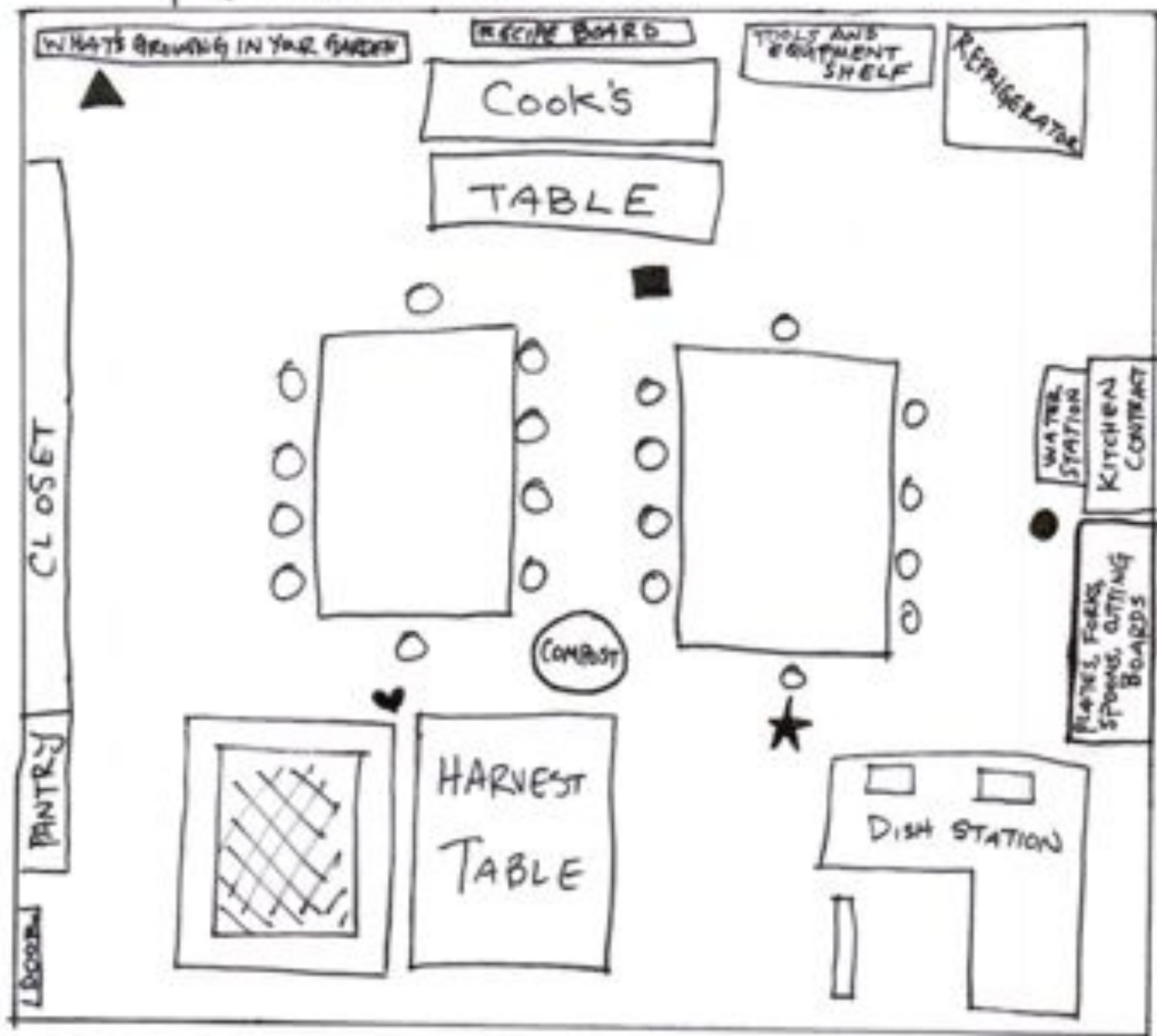
☐ Pepper/Cucumber Station:

Match the vegetables in our salsa toasts to what part of the plant they are.

☐ Green Onion Station:

Measure out ____ Cups of water and pour it into the dishwashing tub.

Kitchen Classroom at P.S. 216



KEY:

- ▲ = Cilantro and Lime
- What's growing in your garden?
- = Toast
- Cook's Table
- Recipe board
- = Tomato
- Kitchen contract
- Forks, Spoons, plates
- ★ = Green Onion
- Dish Station
- ♥ = Pepper
- Harvest Table

Salsa Toasts:

This salsa highlights late summer vegetables. We like to serve it simply, on a piece of toasted bread. It can also be a side dish to go with the rest of your meal. You can try different fruits and vegetable combinations to discover your favorite salsa! **(Makes 6-8 toasts)**



Ingredients

Toasts:

1 tsp olive oil
whole wheat French bread

Salsa:

1 bell pepper
2 medium tomatoes
1 green onion
½ lime
1 pinch salt
½ bunch cilantro



Steps

1. Slice the bread.
2. Lightly brush each slice with olive oil.
3. Toast the bread until golden.
4. Cut the pepper, tomato, and green onion into bite sized pieces. Put them in a bowl.
5. Juice the lime into the bowl.
6. Sprinkle the salsa with salt.
7. Finely chop the cilantro. Add 2 Tbsp to the bowl.
8. Mix well.
9. Top each toast with 2 Tbsp of salsa.

Salsa Toasts:

This salsa highlights late summer vegetables. We like to serve it simply, on a piece of toasted bread. It can also be a side dish to go with the rest of your meal. You can try different fruits and vegetable combinations to discover your favorite salsa! **(Makes 6-8 toasts)**



Ingredients

Toasts:

1 tsp olive oil
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Salsa:

1 bell pepper
2 medium tomatoes
1 green onion
½ lime
1 pinch salt
½ bunch cilantro



Steps

1. Slice the bread.
2. Lightly brush each slice with olive oil.
3. Toast the bread until golden.
4. Cut the pepper, tomato, and green onion into bite sized pieces. Put them in a bowl.
5. Juice the lime into the bowl.
6. Sprinkle the salsa with salt.
7. Finely chop the cilantro. Add 2 Tbsp to the bowl.
8. Mix well.
9. Top each toast with 2 Tbsp of salsa.



October in the Kitchen: Callaloo

Lesson Summary: Students will practice cooking greens and learn about the food geog Caribbean.

See Appendix A for Lesson Objectives

90 Minute Agenda	50 Minute Agenda
<ul style="list-style-type: none"> ★ Groups / Wash Hands (5 min) ★ Opening Circle (3 min) ★ Food Prep (30 min) ★ Saute (7 min) ★ Clean Up / Set Table (7 min) ★ Eating/ Discussion (15 min) ★ Clean Up (5 min) ★ Wrap Up (5 min) 	<ul style="list-style-type: none"> ★ Groups / Wash Hands (5 min) ★ Opening Circle (2 min) ★ Food Prep (20 min) ★ Saute (5 min) ★ Clean Up / Set Table (5 min) ★ Eating/ Discussion (10 min) ★ Clean Up (2 min) ★ Wrap Up (1 min)

Academic Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K - 2nd	CCSS ELA SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	knife safety, chopping, boil
3- 5th	CCSS ELA R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	saute, chiffonade, recipe reading, spoon, liquid, and cup measurement, knife safety

Prep. Work:

- par boil the sweet potatoes, then cut them into strips
- cut the peppers into strips
- open cans of coconut milk

Getting into Groups and Washing Hands (5 minutes)

- Separate the students into three groups to wash hands and then go to their

tables.

- For Pre-K: Opening circle comes before groups and hand washing.

Opening (2 minutes)

Introduce the theme for today's lesson:

- *Today we will make a dish called Callaloo which comes from tropical Caribbean islands like Trinidad, Jamaica and the Dominican Republic (Point to the countries on a world map).*
- *These are places that are warm for most of the year, and they grow things such as coconuts and lemons. Can we grow lemons and coconuts in our garden? Why not?*
- *We will look at how people eat different foods in different climates, and at how traditional dishes change when people move around the world.*
- *Today you will chop, measure, saute, and look closely at our recipe at our three stations.*

Making Callaloo (Up to 30 minutes, 10 minutes at each station)

Pre-K only does the chopping and dressing table stations.

Chopping Table:

- **Discuss amaranth (4th and 5th)**
 - *Callaloo has lots of green leafy vegetables in it.*
 - *Hold up one of the greens from the recipe.*
 - *What part of the plant is this? What other leaves do you eat?*
 - *Today we are going to chiffonade the leaves of this green and eat them with some other delicious vegetables.*
- **Talk about the steps of saute**
 - *We will put the pepper, green onions, and sweet potato in the pan earlier because they take longer to cook than the greens*
 - *We will add the greens later, so we are putting them in a separate bowl.*
 - **Chiffonade Greens:** stack two leaves neatly. Roll the stack into a caterpillar shape. Cut thin slices out of the roll. These turn into ribbons.
- **Chop (5 students have knives, 5 have scissors):**
 - **Greens** (each of the 5 students with knives try the chiffonade on a couple greens leaves before moving on to pepper, or sweet potato)
 - **Sweet potato** (up to 3 students)
 - **Bell pepper** (up to 3 students)
 - **Green onion** (up to 5 students without knives use safety scissors to chop scallions into very small pieces)
 - Students with knives switch halfway through to scissors and vice versa.
 - Chiffonaded greens get put into a bowl on their own.
 - Sweet potato, bell pepper, and green onion get put into a separate bowl.
- Vegetables are put to the side. Saute happens after students have visited each

of the three stations.

- The last group clears the table and the teacher sets up the burner on one side of the table.

Middle Table:

- 3rd - 5th grade
 - *When West Africans came to Trinidad, Jamaica, or the Dominican Republic, they changed the foods they were used to making based on what was growing in their new homes. One of these foods was callaloo.*
 - *You are going to figure out what ingredients will go into callaloo in different countries.*
 - Break the students into three groups--Jamaica, Dominican Republic and Trinidad, and hand the recipe sheet that corresponds with their country.
 - When each group is done, they will share back their recipes
 - The classroom teacher will lead a brief discussion in which the groups compare or contrast the different recipes.
- 2nd and 3rd grade:
 - Each pair of students will get a “callaloo ingredient flip book.” The flip book contains pictures of different possible ingredients of callaloo.
 - The students will choose one ingredient from each category to make their own recipe for callaloo. The categories are: greens, peppers, extras, and meats.
 - The pair of students will draw and label their recipe and talk to other students about what they chose to put into their recipe and why.
- Kindergarten and 1st grade:
 - Students will look through the flip books and draw some different ingredients that they would want in their callaloo.

Measuring/Sauce Table:

Measure the remaining ingredients (refer to grade-appropriate task cards)

- 3 students measure the coconut milk and pour it into a large liquid measuring cup
- 2 students grind the pepper into the large liquid measuring cup
- 1 student measures the salt
- 2 students grate and add the garlic
- 2 students take the thyme off of the plant
- **Talk about how recipes change based upon location and climate**

- Bring out the world map and point to the Caribbean Sea and its proximity to the equator. Explain that countries that are close to the equator are warm for most of the year, and the reverse is true the further away from the equator that you get.
- Point to different places on the map and see if students know anything about the climate.
- Talk about what foods might be found in the different climates. *What grows in our garden in New York? What might be different in a garden in Jamaica?*
- *If you moved to a new country, what recipes would you want to bring with you?*

Saute (7 minutes)

Students at the middle table are broken up into two groups, one group standing in a semi-circle around each of the two stove stations.

Saute ingredients:

- 1 student adds the olive oil to the pan
- 1 student adds the onions, peppers and sweet potatoes to the pan
- *We add these ingredients first so they can soften and release their flavors. The greens are added last so they barely wilt. They're soft so they take less time to cook than the hard sweet potato and pepper.*
- Every student takes turns stirring the ingredients
- 1 student then adds the greens to the pan
- 1 student adds the seasonings to the pan
- Every student takes turns stirring the pan.
- Teacher moves the pot and stove, divides the ingredients so they are in three equal amounts for the three tables.

Eat/Discuss (15 minutes)

Clean Up (2 minutes)

Wrap Up (5 minutes)

See Appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide
- Take Home Recipe
- Pre-K - 1st Grade task cards

- 2nd - 3rd Grade task cards
- 4th - 5th Grade recipe check list
- Middle station teacher talking points 3rd-5th grade
- Middle station handouts

Vocabulary

Tradition: something people do that has been passed down from generation to generation

Callaloo: A Caribbean dish made with greens, vegetables, and sometimes meat with origins in West Africa. Depending on the country, callaloo can be a stew, a steamed side dish, or a soup.

Chiffonade: to cut into thin ribbons

Chop: to cut into small bite-sized pieces

Chalk board Suggestion:



Supplies List (For a class of 30 students)

Food:

- 3 cups coconut milk
- 3 cups sweet potatoes (approximately 3 small sweet potatoes), peels left on
- 24 cups (about 3 lbs) greens, either spinach, amaranth greens, or collard greens
- salt
- pepper mill with peppercorns
- 6 green onions
- 3 cloves of garlic
- 3 sprigs thyme
- 2 bell peppers or 3 jalapeno peppers

Tools and Equipment:

- sauté pan (must be usable on an induction burner, if using)
- wooden spoon or tongs
- 2 white ramekins
- ¼ teaspoon measuring spoon
- 5 cutting boards
- 5 knives, either paring knives or plastic lettuce knives
- induction burner or stove
- can opener
- 4 large bowls
- 3 4-cup liquid measuring cups
- 1 cup liquid measuring cup
- microplane grater or garlic press
- 30 plates
- 30 forks
- 30 cups
- For K-2nd:
 - colored pencils
 - paper plates
 - ingredient flip books
- For 3rd-5th:
 - Recipe creation cards for Trinidad, Dominican Republic, and Jamaica
 - Maps with highlighted countries
 - dry erase markers for every student

Callaloo Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- Par-boil 3 cups of sweet potatoes (about 3 small) and cut them into strips
- Open 2 cans of coconut milk and pour them into a 4 cup liquid measuring cup
- Cut 1 ½ green peppers into thin strips

Chopping Station

Food (3 trays per class):

- 1lb of greens, stems on
- ½ green pepper's worth of strips
- 2 green onions
- 1 cup's worth of sweet potatoes

Tools and Equipment (1 tray per class):

- 4 large bowls
- 4-5 knives (plastic lettuce knives Pre-k-3rd, paring knives 4th and 5th)
- 4-5 cutting boards
- 4-5 pairs of safety scissors

Middle Station (classroom teacher)

Tools and Equipment:

- Grade appropriate manipulatives
 - 3rd-5th grade:
 - worksheets in plastic sleeves
 - 10 dry erase markers
 - Maps in plastic sleeves (2 Jamaica, 2 Trinidad, 2 Dominican Republic)
 - a few cloths to wipe plastic sheets
 - K-2nd grade:
 - "green leafy vegetables" and "other tasty vegetables" cards (6 packets in total)
 - paper plates
 - colored pencils

Seasoning Station (1 tray per class)

Food:

- 1 cup coconut milk (in liquid measuring cup)
- black pepper grinder
- 3 cloves of garlic (peel still on)
- salt (in white ramekin)

- 3 sprigs thyme

Tools and Equipment

- 1 cup liquid measuring cup
- 2 4-cup liquid measuring cups
- ¼ teaspoon
- microplane
- grade-appropriate task cards
- small white ramekin

Saute trays (2 per class):

Food:

- Olive oil (in squirt bottle)

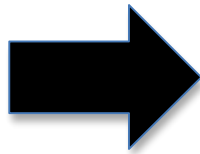
Tools and Equipment:

- high-sided large pan
- wooden spoon
- tongs
- pot holder

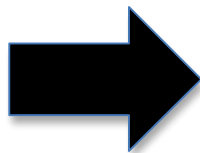
Panzanella Task Cards pre-k – 1st Grade

(cut these out and laminate)

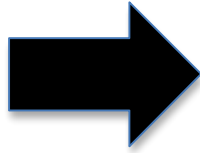
Coconut Milk



Coconut Milk



Coconut Milk



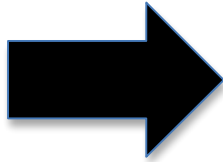
Thyme



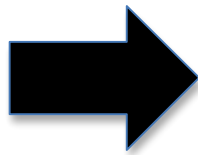
Thyme



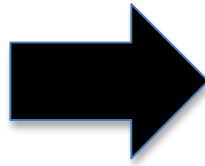
Black Pepper Step 1:



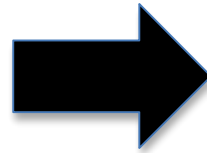
Black Pepper Step 2:



Salt



Garlic: Step 1



Garlic: Step 2

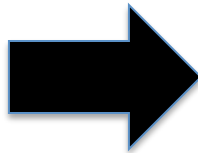
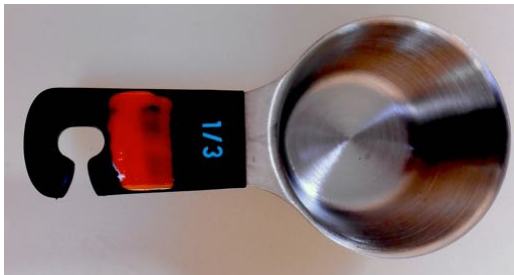


Callaloo Task Cards 1 – 3nd Grade

(cut these out and laminate)

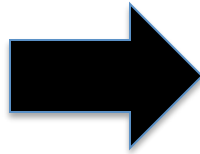
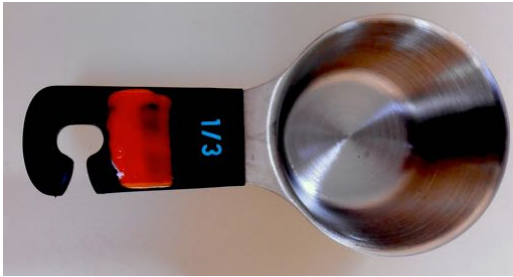
Coconut Milk

Measure **1/3 cup coconut milk**. Put it in the large liquid measuring cup.



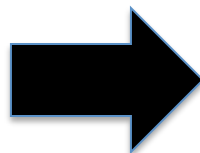
Coconut Milk

Measure **1/3 cup coconut milk**. Put it in the large liquid measuring cup.



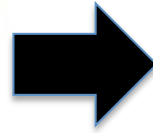
Coconut Milk

Measure **1/3 cup coconut milk**. Put it in the large liquid measuring cup.



Thyme

Take the **thyme** leaves off the stem. Put the leaves in the large liquid measuring cup.



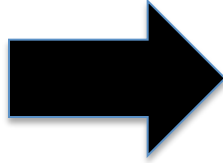
Thyme

Take the **thyme** leaves off the stem. Put the leaves in the large liquid measuring cup.



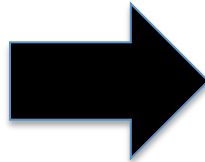
Black Pepper Step 1:

Grind the **black pepper** 10 times into the ramekin.



Salt

Take **1 pinch salt**. Put it in the large liquid measuring cup.



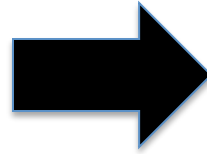
Black Pepper Step 2:

Measure $\frac{1}{4}$ **tsp** black pepper. Put it in the large liquid measuring cup.



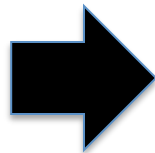
Garlic: Step 1

Peel 1 clove garlic.



Garlic: Step 2

Grate 1 clove garlic on the grater. Stop when you feel your fingers are getting in the way. Then, use your finger to scrape the garlic off the back of the grater. Put it in the large liquid measuring cup.



Callaloo Recipe

Ingredients

Directions

1) 1 cup coconut milk



- Measure **1 cup coconut milk**. Put it in the large liquid measuring cup.

2) ¼ tsp black pepper



- Grind the **black pepper** ten times into the ramekin.
- Measure ¼ **tsp black pepper**. Put it in the large liquid measuring cup.

3) 1 clove garlic



- Peel **1 clove garlic**.
- Grate garlic on the grater. Stop when you feel your fingers are in the way.
- Use your finger to scrape the garlic off the back of the grater. Put it in the large liquid measuring cup.

4) 1 sprig thyme



- Take the **thyme** leaves off the stem.
- Compost the stem.
- Put the leaves in the large liquid measuring cup.

5) 1 pinch salt



- Take a large **1 pinch salt**. Put it in the large liquid measuring cup.

Middle Station Flipbooks, Grades PK-2



TARO

LEAVES



taste: chewy

AMARANTH



Taste: Sweet and Sour

WATERCRESS LEAVES



taste: Soft and
Sour

SPINACH



taste: soft, salty

OTHER
TASTY
VEGETABLES

(choose 3)

Coconut Milk



Taste: Creamy

Pumpkin



taste: sweet

TARO ROOT



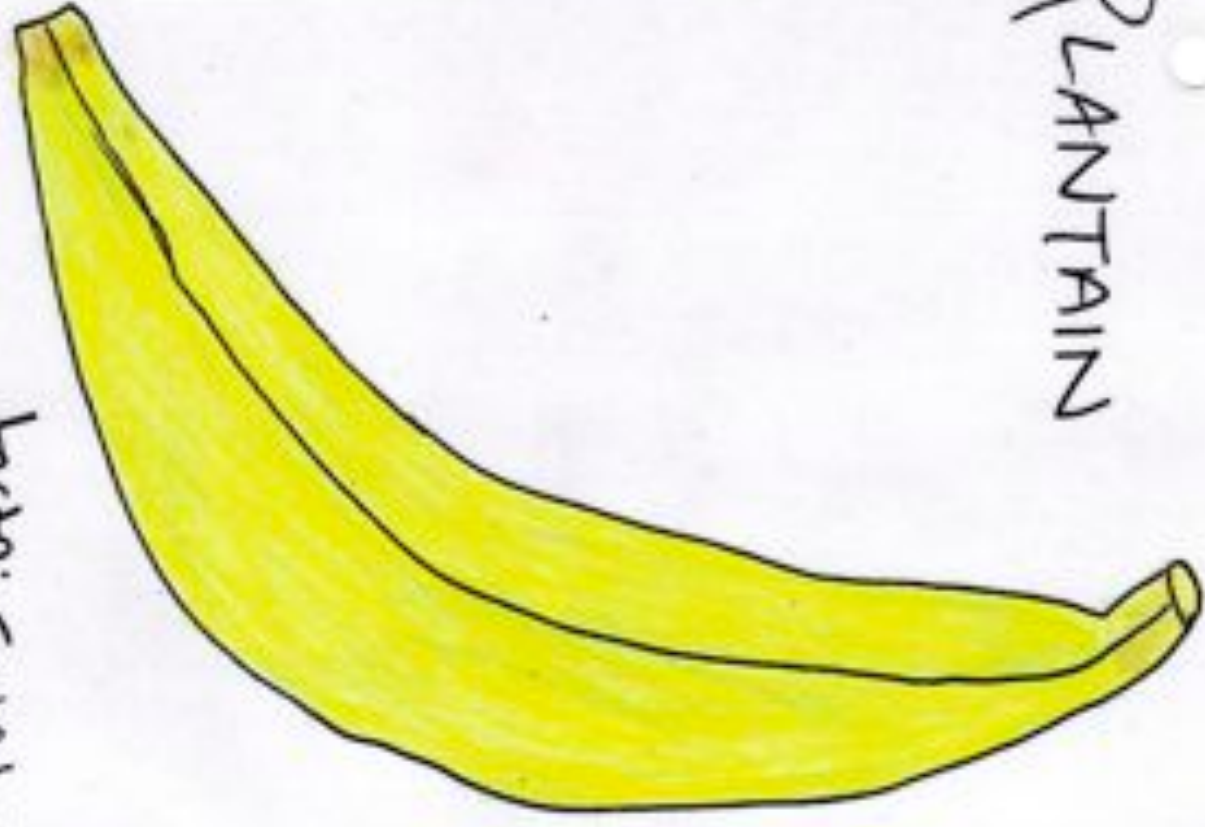
taste: Starchy, like a Potato.

BELL PEPPER



taste: Sweet

PLANTAIN



taste: Sweet

HOT PEPPER



taste: Spicy!

OKRA



taste: crunchy, slimy

TOMATO



taste: Juicy, Sweet, and Sour

Center Table Teacher Talking Points 3rd-5th Grade

- 1) Break the students into three groups, representing Jamaica, Trinidad, and the Dominican Republic. Hand out the corresponding country cards and maps.
- 2) Have the students read their country's background information paragraph, then compare and contrast each other's countries. i.e. Jamaica depends on fishing, and the Dominican Republic has a lot of farmland.
- 3) Next the students will work in their country-team to design their own callaloo recipe. Encourage the students to think about the "taste" section and think about flavors or textures that work together.
- 4) After the students have circled the ingredients they want in their recipe based on the different categories on the worksheet, have them write down the final ingredients in the blanks at the end of the worksheet.
- 5) Lastly, pair the students with someone from another "country" and have them share back what was available to them in their country and why they chose the ingredients for their particular Callaloo recipe. Then, the students can compare and contrast their recipes.

Dominican Republic

You live in the Dominican Republic. The Dominican Republic is a larger island, which means that you have a lot of **farmland** to **grow crops** and **raise animals** that need a lot of land to thrive. Use the attached sheet to figure out your callaloo recipe. Write your recipe below and explain why callaloo from the Dominican Republic has the ingredients it has.

Dominican Republic

You are now going to look at the ingredients that are available in your country and design a callaloo recipe with what's growing near you.

Directions:

1. Circle the number of ingredients that the directions tell you in each category.
2. Use the "Taste" line to help you make your choice for ingredient.
3. When you have chosen your ingredients, fill in the blanks at the end of your sheet.

Greens (Circle 1)

Ingredient

Taste

Spinach (from a farm)



small and soft

Taro leaves



large and chewy

Starch (Circle 1)

Ingredient

Taste

Plantain (from a farm)



tastes kind of like a banana

Pumpkin (from a farm)



sweet

Papaya (from a farm)



sweet, fruity and juicy

Dominican Republic

Extras and Meat (Circle 3)

<u>Ingredient</u>		<u>Taste</u>
Coconut milk (<u>from a farm</u>)		creamy
Celery (<u>from a farm</u>)		salty
Salt Pork (<u>from a farm</u>)		smoky
Tomato (<u>from a farm</u>)		juicy
Okra (<u>from a farm</u>)		crunchy, slimy
Chicken (<u>from a farm</u>)		tastes like chicken

Dominican Republic Callaloo Ingredients

Green: _____

Starch: _____

Extras and Meat:

1) _____

2) _____

3) _____

Jamaica

You live in Jamaica. Your country is tropical and mountainous. Your country uses a lot of **seafood** and **spice** in their recipes. All of the vegetables and fruits in your country are able to **grow on mountains**, where there is a lot of wind and not very nutrient-rich soil. Use the attached sheet to figure out your callaloo recipe. Write your recipe below and explain why callaloo from Jamaica has the ingredients it has.

Jamaica

You are now going to look at the ingredients that are available in your country and design a callaloo recipe with what's growing near you.

Directions:


1. Circle the number of ingredients that the directions tell you in each category.
2. Use the "Taste" line to help you make your choice for ingredient.
3. When you have chosen your ingredients, fill in the blanks at the end of your sheet.

Greens (Circle 1)

Ingredient

Taste

Amaranth leaves (grows on mountains)  small and tender

Collard greens (grows on mountains)  large and chewy






Extras (Circle 4)

Ingredients

Taste

Coconut milk  creamy

Jamaica

Sweet potato (<u>grows on mountains</u>)		sweet
Thyme (<u>spice</u>)		herb
Scotch bonnet pepper (<u>spice</u>)		spicy!
Crab (<u>seafood</u>)		sweet and meaty
Salted fish (<u>seafood</u>)		salty

Jamaican Callaloo Ingredients

Greens: _____

Extras: 1) _____

2) _____

3) _____

4) _____

Trinidad

You live in Trinidad. Your country is tropical with a **long rainy season**. All of the foods on your list need lots of water to grow. You are the furthest south of the three countries. Your climate is tropical, but is also mild. You have many rivers running throughout your country. Use the attached sheet to figure out your callaloo recipe. Write your recipe below and explain why callaloo from Trinidad has the ingredients it has.

Trinidad

You are now going to look at the ingredients that are available in your country and design a callaloo recipe with what's growing near you.

Directions:

1. Circle the number of ingredients that the directions tell you in each category.
2. Use the "Taste" line to help you make your choice for ingredient.
3. When you have chosen your ingredients, fill in the blanks at the end of your sheet.

Greens (Circle 1)

Ingredient

Taste

Taro Leaves (needs lots of water)  large and chewy

Watercress (needs lots of water)  small and sour

Starch (Circle 1)

Ingredient

Taste

Taro Root (needs lots of water)  starchy, like to a potato

Pumpkin (needs lots of water)  sweet

Trinidad

Extras (Circle 2)

Ingredient

Taste

Coconut milk (<u>needs lots of water</u>)	➡	creamy
Okra (<u>needs lots of water</u>)	➡	crunchy and slimy
Bell pepper (<u>needs lots of water</u>)	➡	sweet
Pimiento Pepper	➡	spicy

Trinidad Callaloo Ingredients

Greens: _____

Starch: _____

Extras: 1) _____

2) _____

Callaloo

Callaloo is a Caribbean dish traditionally made with amaranth greens. You can use spinach or collard greens instead. Try it spicy with a jalapeño pepper or sweet with a bell pepper! The coconut milk makes this Callaloo very creamy. **(Makes 6 servings)**



Ingredients

- 1 medium onion
- 1 small sweet potato
- ½ medium bell pepper or 1 small jalapeño pepper
- 1 clove garlic
- 1 sprig thyme or ½ tsp dried thyme
- 2 TBSP olive oil
- 1 large pinch salt
- ¼ tsp black pepper
- 1 pound spinach or collard greens (about 8 cups)
- 1 cup coconut milk

Steps

1. Chop the onions, sweet potato, and pepper into small bite-sized pieces.
2. Finely chop or crush the garlic.
3. Remove the leaves from the thyme sprig. Discard the stem.
4. Heat a large pot on medium heat. Add the olive oil to the pot.
5. Add the onions, sweet potato, garlic, fresh pepper, thyme, salt, and black pepper to the pan. Saute until the sweet potatoes are soft, about 10-15 minutes.
6. Stack a few leaves of the greens on top of each other at a time. Roll them up lengthwise. Slice the roll into thin strips.
7. Add the strips of greens and coconut milk to the pot.
8. Saute the mixture until the greens are soft and the coconut milk has boiled, about 5 minutes.

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November/ December in the Kitchen: Borscht

Summary: Students will make borscht, learning about Eastern Europe and the contributions of community.

See Appendix A for Lesson Objectives.

Agenda 90 minute period	Agenda 50 minute period
<ul style="list-style-type: none"> ★ Hand-washing (5 min) ★ Opening (3 min) ★ Food Prep (25 min) ★ Clean up (5 min) ★ Story/ Simmer (15 min) ★ Setting Table (5 min) ★ Eating/ Discussion (10 min) ★ Clean Up (5 min) ★ Wrap Up/ Exit Ticket (3 min) 	<ul style="list-style-type: none"> ★ Hand-washing (5 min) ★ Opening (3 min) ★ Food Prep (10 min) ★ Clean up (5 min) ★ Story/ Simmer (10 min) ★ Setting Table (3 min) ★ Eating/ Discussion (10 min)

Skills and Standards

Grade	Academic Standards	Culinary Skills
Pre-K - 2nd	<u>CCSS ELA Anchor Standard SL 1</u> : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	knife safety, chopping, boiling
3- 5th	<u>CCSS ELA Anchor Standard R 7</u> : Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	knife safety, chopping, sauteing, recipe reading; measurement.

Teacher Prep. Work:

- optional: peel beets and potatoes, reserve the peels for stock
- parboil potatoes
- parboil beets
- cut potatoes, carrots, onions, and beets into long strips for students to dice
- Take leaves off cabbage for students to chiffonade or slice into strips
- Pre-make one batch of stock
- open can of tomato paste
- cut strings for winter decoration

Getting into Groups and Washing Hands (5 minutes)

See appendix B for notes.

Opening (3 minutes)**Introduce today's lesson:**

- Start with Eastern European music playing and stop it as a cue for them to turn their voices off and be ready to listen.
- *Welcome back to your kitchen, everyone! Our special recipe is from Eastern Europe.*
- Name countries in Eastern Europe, point them out on a map, ask if any students have family from any of those countries.
- *Our recipe is called borscht, which is a very popular, pink soup made from winter vegetables. Has anyone eaten it?*
- Point out ingredients and talk about their seasonality.
- *Eastern Europe has very long, cold winters, so warm nutritious soups are very important there. This time of year it gets cold here too. It's a time of year when we want to warm up with bowls of soup.*
- *Today each table will do a different step in the soup making process so we can make our soup and eat it by the end of our class.*

Making Borscht (25 minutes)

Pre-K only does the boil and saute table stations.

Boil Table:

- **Review knife skills (See Appendix).**
- **Chop (5 students have knives, 5 have scissors):**
 - **Dill:** each of the 5 students with scissors snip the dill and put it in a bowl
 - **Students with knives chop the following:**
 - **Potato** (3 students)
 - **Beet** (2 students)
 - Students with knives switch halfway through to scissors and vice versa.
 - All pieces are put in the big pot.

- **Measure, season, boil:**
 - Distribute task cards and help students use .
 - **Broth** (4 students)
 - **Vinegar** (2 students)
 - **Salt** (1 student)
 - **Pepper** (2 students)
 - **Bay leaf** (1 student)
 - Everyone takes a turn stirring
 - Transfer the soup to 3 smaller pots with lids on burners. Bring to a boil.
 - For 3-5th grade chant this repeat-after-me chant about the Water Cycle, holding out the bolded syllables. Use evocative hand motions:

Evaporation,
Condensation,
Precipitation,
The water cycle!
 - For K-2nd grade Sing this song to the tune of “The Farmer in the Dell”

The soup is steaming up
The soup is steaming up
Stir slow, around we go
The soup is steaming up

Making Stock and Soup Metaphor Table:

- *We are going to help take care of our community by making the stock that is the liquid of the borscht for the next class. We will each add something to make the stock healthy and delicious.*
- **Give each student an ingredient to contribute to the stock and let them add it to the pot.**
 - **Rip celery leaves off 1 stalk of celery.** Add the leaves to the pot; set the stalks aside. (2 students)
 - **Peel onion skins off 1 onion.** Add the peels to the pot; set the onion aside. (2 students)
 - **Peel the garlic skins off a clove of garlic.** Add the peels to the pot; set the garlic aside. (1 students)
 - **Add 2 bay leaves and one stone** (1 student)
 - **Peel 1 potato. Add the peels to the pot. Put the potato in a bowl of water.** (1 student)
 - **Peel 1 beet. Add the peels to the pot.** (1 student)
 - **Add some carrot tops/ leaves** (1 student)
 - **Add enough water to cover up the food scraps** (1 student)
- Set the pot aside to make stock for later.
- The students work on Winter Soup decoration papers.

- While they are drawing, talk about: *This is a time of year when many people celebrate holidays.*
- Elicit what holidays they celebrate this time of year.
- *These holidays are times when we gather together with our families and communities, usually around good food, and often give each other gifts. This is also an important time to think about how we can take care of others. What are some ways we do that?*
- Elicit responses and help if needed so they get to feeding the hungry, making sure people less fortunate have warm clothes and a place to live, etc.
- *Let's pretend that we are making a good deed soup in our community. For this soup, we each have to put something in- a good deed we do for someone. We also each will get something from our community. It's just like the soup we just made. We each put in an ingredient and we will each get to eat some of the yummy soup! Think about what you will put into your good deed soup. For example, I will cook a Thanksgiving dinner with my family in Maryland!"*
- Send home enough Good Deed decoration sheets and strings for everyone in the class to make one.

***Saute Table:**

- **Grate and Chop**
 - All students cut up a piece of cabbage with scissors.
 - Students with knives chop first, while the other grate. Then they switch.
 - Carrot: one student holds the box grater while the other grates half of the carrot. Then they switch (2 pairs)
 - Garlic: one students grates a clove of garlic on a microplane.
 - Onion (3 students)
 - Celery (2 students)
 - Put all the ingredients into the bowl as they are chopped or grated.
- **Saute**
 - Saute the ingredients in olive oil .
 - Add tomato paste.
 - Then add the sauteed ingredients to the rest of the soup and bring to a boil.

Story Activity/ Simmering (15 minutes)

- Clear and clean off the tables. Let the soup simmer on the burners on the side while doing the next activity.
- Hand out soup making cards.
- *Let's see if we can put the steps of making any soup in order. Which table can do it the fastest?*
- Circulate to help and facilitate conversation. For younger grades, give lots of clues and talk about what each step means.
- *Now we are going to read a play about how many people in a community can contribute to making soup.*

- Hand out the play to each student and read with them.

See Appendices C, D, E for notes.

Eat/Discuss (15 minutes)

Clean Up (2 minutes)

Wrap Up (3 minutes)

See appendix F for notes.

Supporting Documents

- Supplies List
- Tray Set Up Guide, with photos
- Take Home Recipe
- Pre-K - 1st Grade task cards
- 2nd - 3rd Grade task cards
- 4-5th Grade recipe check list
- Middle station teacher talking points
- Soup Making Step cards
- Winter Soup decoration papers (5 versions)
- Stone Soup Play Script
- Borscht chalkboard photo
- Exit ticket

Extension Activities:

- Listen to Eastern European music during the meal
- Practice saying some of the Russian words for, toasts, flavors, ingredients or kitchen tools
- read a version of the stone soup story such as:
 - *Stone Soup*, by Jon J Muth
 - *Stone Soup*, by Marcia Brown

Vocabulary

Tradition: something a group of people do that has been passed down from generation to generation

Borscht: a popular Eastern European soup made with beets and hard winter vegetables

Boil: to cook in bubbling hot liquid

Saute: to cook in a pan over high heat with a small amount of fat

Aromatic: strong smelling. We flavor dishes with aromatic vegetables like onion, garlic, carrots, celery, and peppers by sauteing them.

Chalk Board Suggestion



Supplies List (for one class)

Food:

- 5 carrots
- 4 cloves garlic
- 4 onions
- 5 stalks celery
- olive oil
- 2 TBSP tomato paste in a ramekin
- apple cider vinegar
- pre-made vegetable broth
- salt
- black pepper in a grinder
- 5 bay leaves
- 5 potatoes
- 5 beets
- 1 small cabbage
- 8 sprigs dill
- sour cream

Equipment/Tools:

- atlas
- world map
- enough bowls for every student (for eating)
- forks for every student
- drinking cups for every student
- compost bucket
- 1 nice stone
- 10 knives (plastic for 2nd grade and lower, paring for 4-5th grade)
- 18 cutting boards
- 25 scissors
- 2 peelers
- 1 bowl of water
- 3 small soup pots with lids
- 2 large soup pots with lids
- 2 wooden spoons
- 3 pairs oven mitts
- 3 ladles
- 4 burners
- 3 1-TBSP measuring spoons

- 1 tsp
- 1-cup liquid measuring cup
- 2 4-cup liquid measuring cups
- 2 box graters
- 3 small bowls for sour cream
- 3 spoons for sour cream
- 1 medium bowl
- 1 microplane grater
- 1 large saute pan
- colored pencils or crayons
- Take Home Recipes for each student
- Pre-K - 1st Grade task cards
- 2nd - 3rd Grade task cards
- 4-5th Grade recipe check list
- Middle station teacher talking points
- Soup Making Step cards
- Winter Soup decoration papers (5 versions)
- hole punch for decorations
- string for decorations
- 3 sets Stone Soup Play scripts
- Exit tickets for each student

Borscht Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- optional: peel beets and potatoes, reserve the peels for stock
- par boil potatoes
- par boil beets
- pre make one batch of stock, or defrost one batch
- for pre-k, pre-grate and saute ingredients to be sauteed and add to pot
- slice the potatoes, beets, onions, celery into strips
- put three small pots with lids on side burners with a ladle for each
- put three small containers of sour cream with spoons by these pots

Boil Station

Food (1 tray per class):

- 5 sprigs of dill
- 8 Cups broth (in square container)
- 2 potatoes, in strips
- 2 beets, in strips
- Vinegar (in squirt bottle)
- Salt (in ramekin)
- 3 bay leaves
- 1 black pepper grinder
- 1 whole beet and potato for demonstration

Tools and Equipment (1 tray per class):

- 1 large pot
- 4-5 knives (plastic lettuce knives Pre-k-3rd, paring knives 4th and 5th)
- 4-5 cutting boards
- 4-5 pairs of safety scissors
- ramekin (for pepper)
- 2 1-teaspoon measuring spoons
- 2 1-tablespoon measuring spoons
- 1 4-cup liquid measuring cup
- 1 cup liquid measuring cup
- butter knife
- pepper mill
- grade appropriate task cards
- wet cloth to wipe the table
- 1 set Soup Making Step cards in plastic sleeves

- 1 set Stone Soup Play scripts

Stock Station (classroom teacher)

Food: If possible leave 1-2" of green attached to the top of each root vegetable

- 2 potatoes (with peel on!)
- 2 carrots (with peel and greens on!)
- 2 onion (with peel on!)
- 2 beets (with peel on!) If the beets are small, just the beet peels
- 2 stalks of celery with leaves attached
- 1 stone
- 1 clove garlic

Tools and Equipment:

- Pot with lid
- wet cloth to wipe the table
- 6 y-shaped peelers
- Middle station teacher talking points in plastic sleeve
- Winter Soup decoration papers (5 versions)- enough for each student
- 10 pairs scissors
- hole punch for decorations
- string for decorations
- 1 set Soup Making Step cards in plastic sleeves
- 1 set Stone Soup Play scripts
- bowl of water (for peeled potato)
- 4-cup measuring cup
- 6 cutting boards

Saute Station (1 tray per class)

Food:

- 2 carrots
- 1 onion, in strips
- 2 cloves garlic
- 2 celery stalks, in strips
- $\frac{3}{4}$ head of cabbage worth of cabbage leaves
- tomato paste (in smallest ramekin)
- Whole carrots, garlic head, and celery heart for demonstration
- 1 bottle olive oil

Tools and Equipment

- 7 cutting boards
- 4-5 knives (plastic lettuce knives Pre-k-3rd, paring knives 4th and 5th)
- 10 scissors
- wooden spoon
- 1 TBSP
- 1 medium bowl
- microplane
- 2 box graters
- wet cloth to wipe the table
- 1 set Soup Making Step cards in plastic sleeves
- 1 set Stone Soup Play scripts

Stock Making Station Checklist

- **Rip celery leaves off 2 stalks of celery.**
 - Add the leaves to the pot.
 - Set the stalks aside.
- **Peel the carrots and rip off the leaves off 2 carrots.**
 - Add the leaves and peels to the pot.
 - Set the carrot aside.
- **Peel onion skins off 1 onion.**
 - Add the peels to the pot.
 - Set the onion aside.
- **Peel the garlic skin off a clove of garlic.**
 - Add the peels to the pot.
 - Set the garlic aside.
- **Add 2 bay leaves.**
- **Add one stone.**
- **Peel 2 potatoes.**
 - Add the peels to the pot.
 - Put the potato in a bowl of water.
- **Peel 2 beets.**
 - Add the peels to the pot.
 - Set the beet aside.
- **Add enough water to cover the scraps in the pot.**

Good Deed Winter Soup Decorations

Many people celebrate holidays in the cold winter months. Some people give and get gifts. Winter is a time when we remember to take care of all the people in our community.

Write one nice thing you will do for someone this winter.



Good Deed Winter Soup Decorations

Many people celebrate holidays in the cold winter months. Some people give and get gifts. Winter is a time when we remember to take care of all the people in our community.

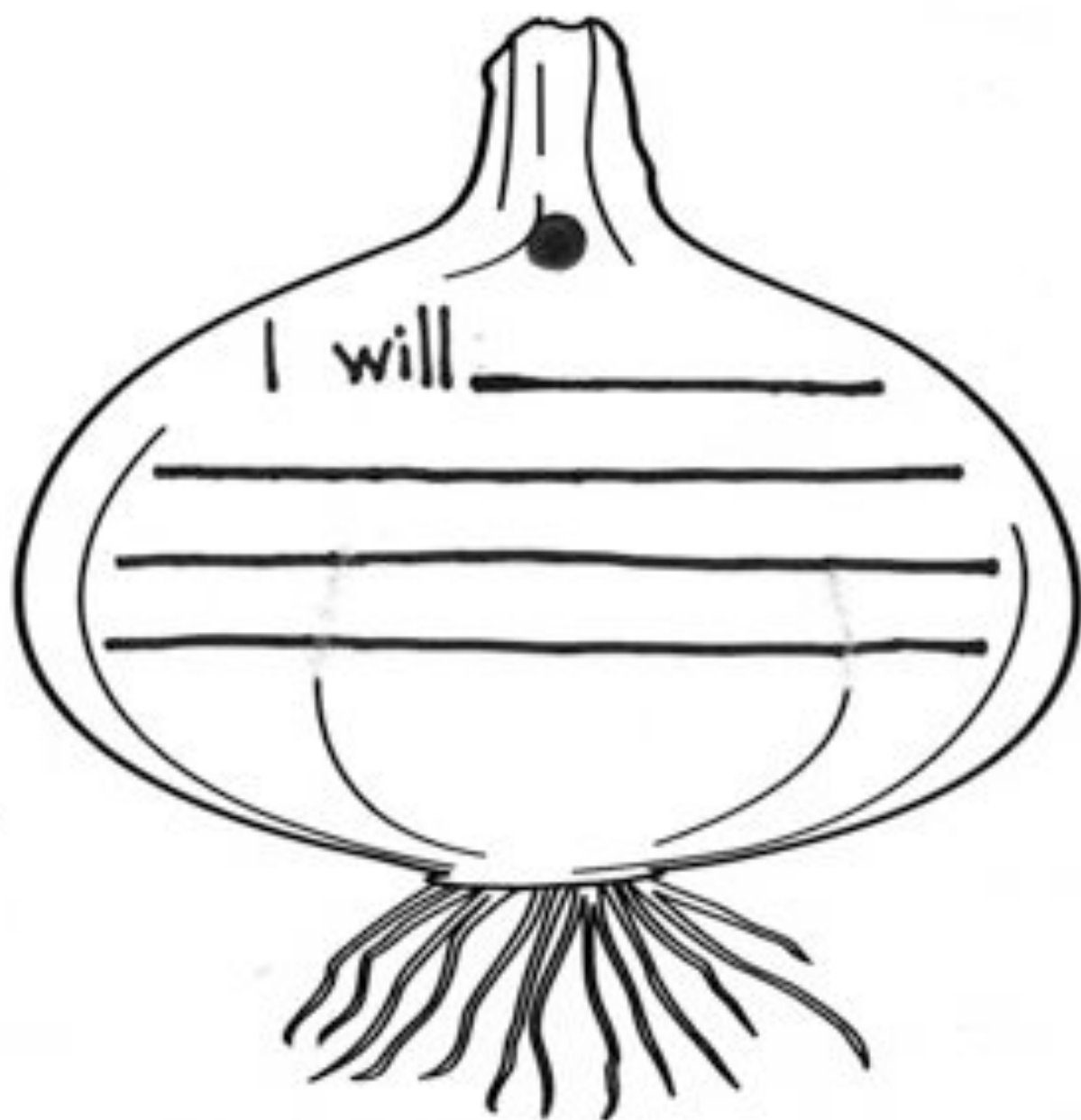
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Good Deed Winter Soup Decorations

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Good Deed Winter Soup Decorations

Many people celebrate holidays in the cold winter months. Some people give and get gifts. Winter is a time when we remember to take care of all the people in our community.

Write one nice thing you will do for someone this winter.

I will _____

Good Deed Winter Soup Decorations

Many people celebrate holidays in the cold winter months. Some people give and get gifts. Winter is a time when we remember to take care of all the people in our community.

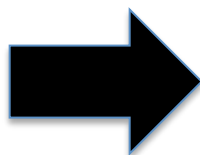
Write one nice thing you will do for someone this winter.



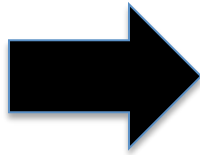
Borscht Task Cards pre-k - K

(cut these out and laminate)

Broth



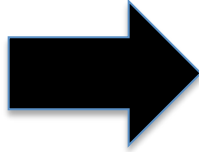
Broth



Vinegar



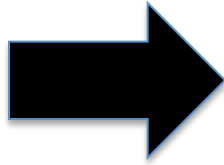
Broth



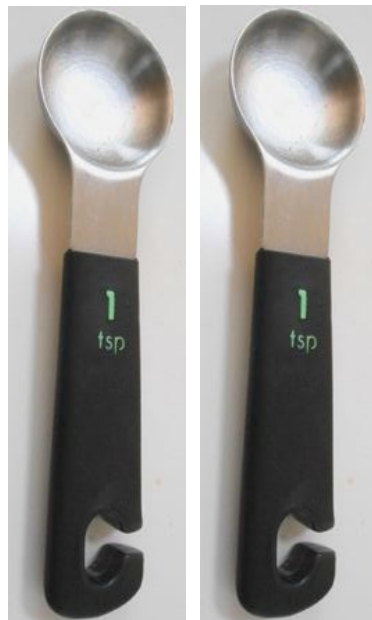
Bay Leaves



Black Pepper Step 1:



Salt



Black Pepper Step 2:



Vinegar

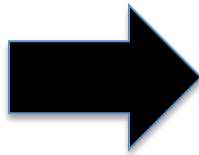


Borscht Task Cards 1 – 2nd Grade

(cut these out and laminate)

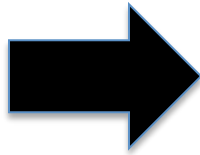
Broth

Measure **2 cups broth**. Put it in the pot.



Broth

Measure **2 cups** broth. Put it in the pot.



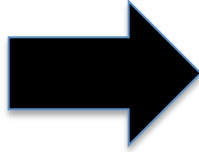
Vinegar

Measure **2 TBSP** vinegar. Add it to the pot.



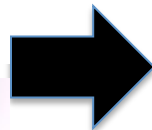
Broth

Measure **2 cups** broth. Put it in the pot.



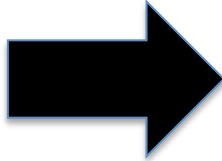
Bay Leaves

Put **2 bay leaves** in the pot.



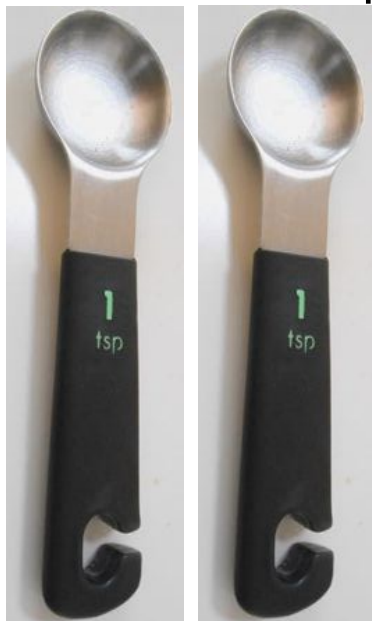
Black Pepper Step 1:

Grind the **black pepper** 20 times into the ramekin.



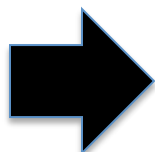
Salt

Measure **2 tsp salt**. Put it in the pot.



Black Pepper Step 2:

Measure **1 tsp black pepper**. Add it to the pot.



Vinegar

Measure **2 TBSP vinegar**. Add it to the pot.



Borscht Recipe

Ingredients

Directions

1) 8 cups broth



- Measure **8 cups broth**. Put it in the pot.

2) 1 tsp black pepper



- Grind the **black pepper** ten times into the ramekin.
- Measure **1 tsp black pepper**. Put it in the large liquid measuring cup.

3) 4 TBSP vinegar



- Measure **4 TBSP vinegar**. Put them in the pot.

4) 2 bay leaves



- Add **2 bay leaves** to the pot.

5) 2 tsp salt



- Measure **2 tsp salt**. Put it in the pot.

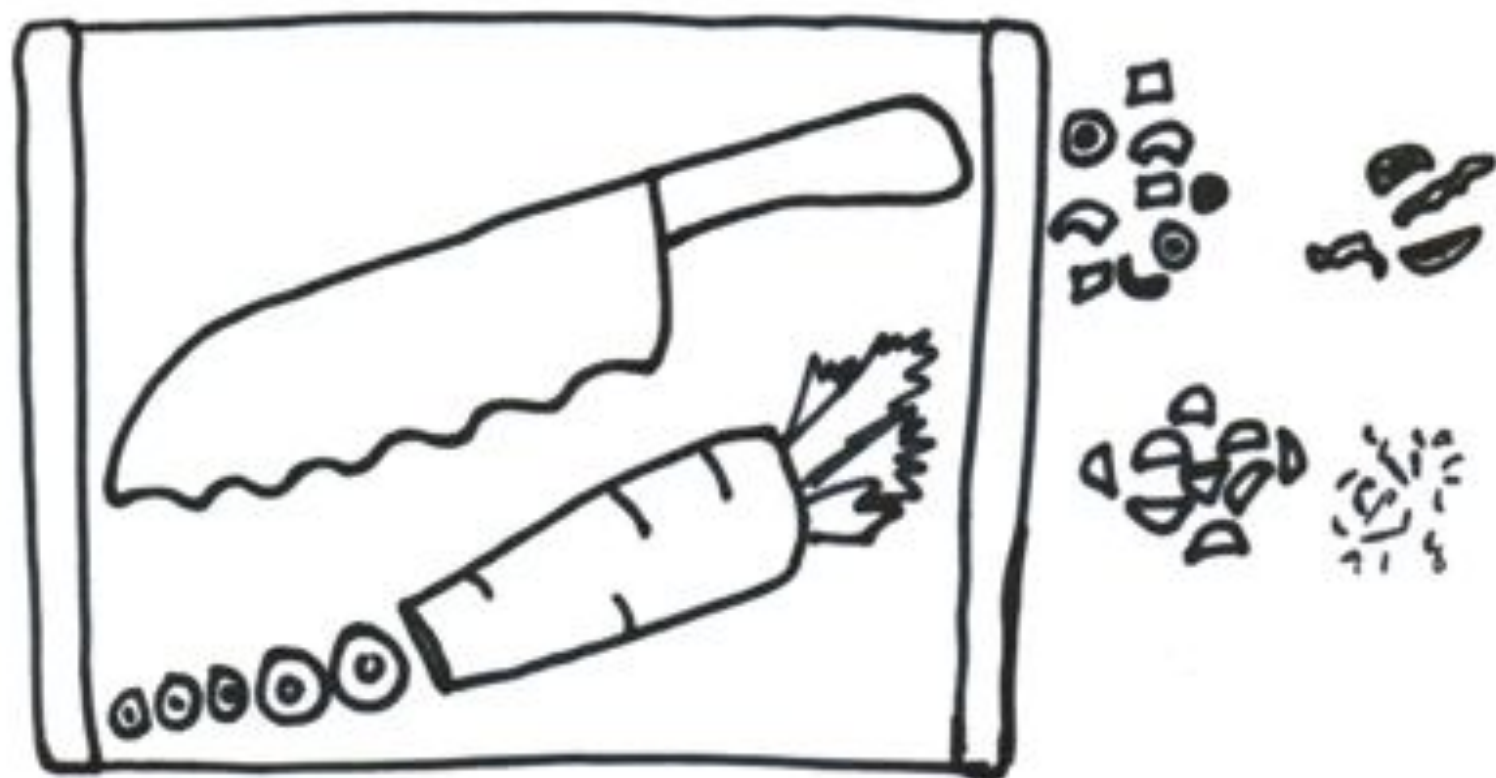
Make broth: Boil the water. Add food scraps and salt. Simmer for an hour. Strain out the scraps.

water + vegetable ends, tops, or peels, meat bones + salt



Chop the vegetables: Don't forget your bear claw! Make four piles.

hard vegetables + aromatic vegetables + soft vegetables + herbs



Boil the hard vegetables in the broth.



Saute the aromatics vegetables: Heat a pan. Add oil. Add chopped aromatic vegetables. Stir until the vegetables are soft.

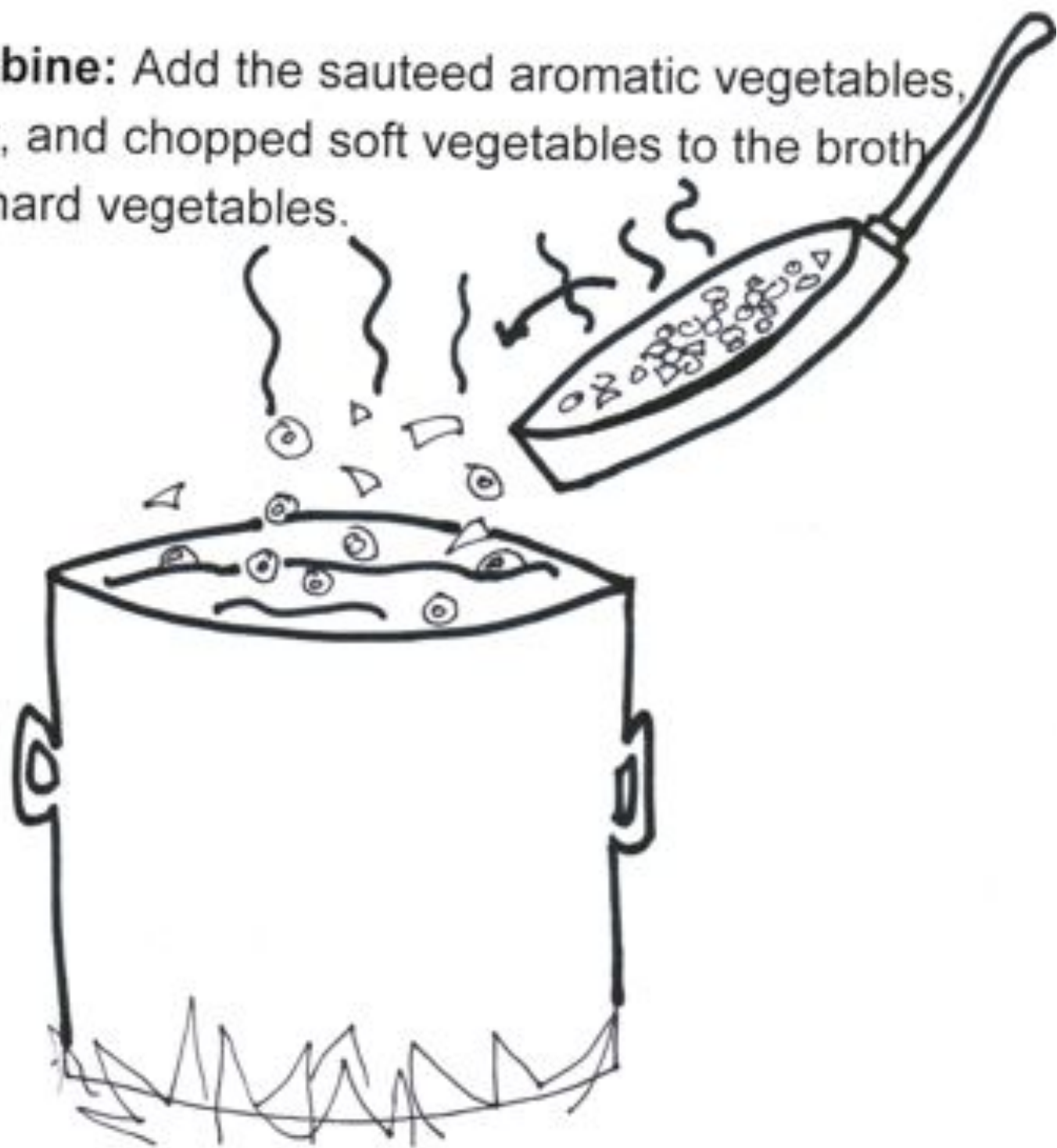
onion + garlic + carrots + celery + peppers



Cook the meat, if you have some.



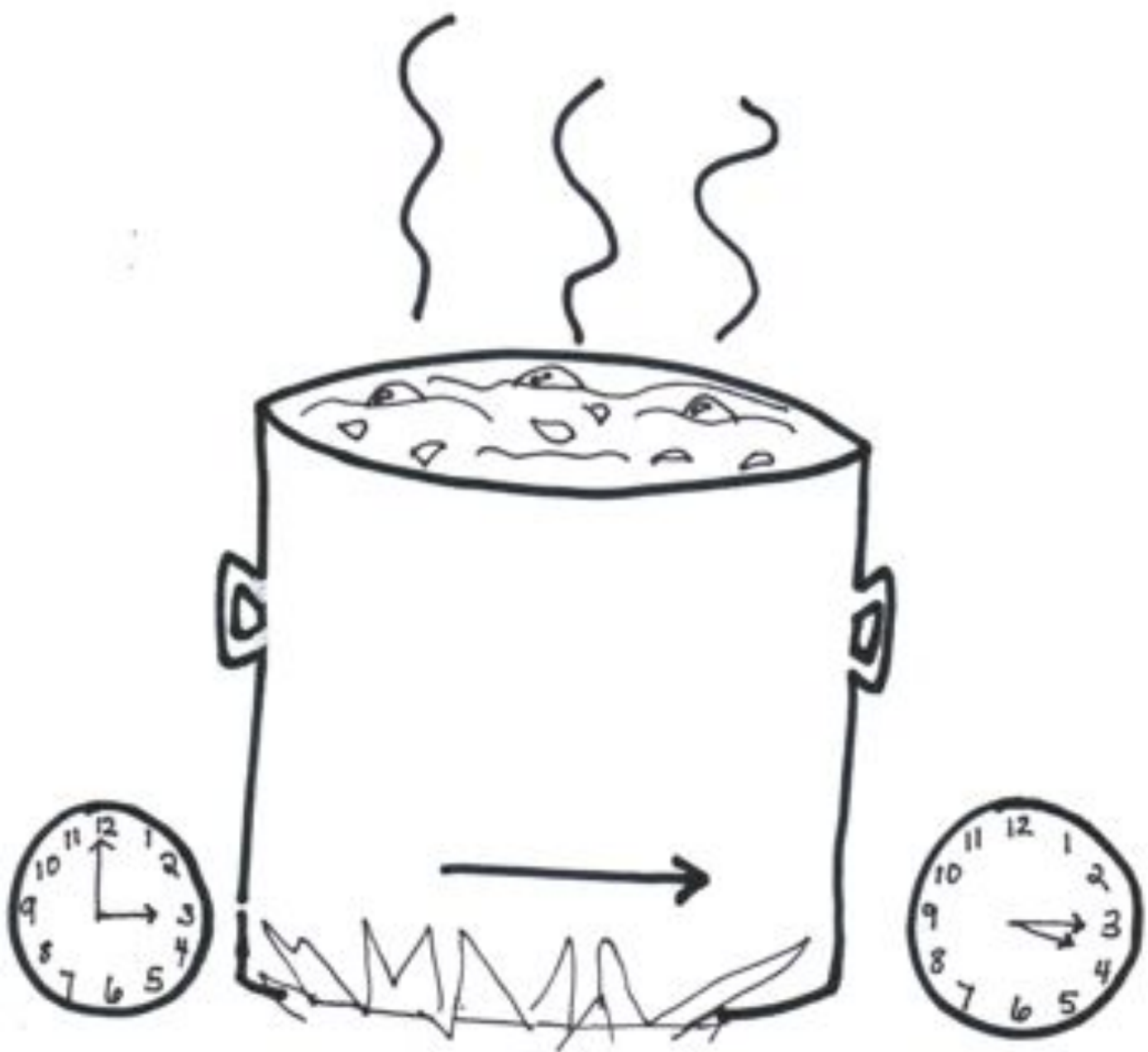
Combine: Add the sauteed aromatic vegetables, meat, and chopped soft vegetables to the broth and hard vegetables.



Season the soup: Add seasonings.



Simmer: Cook the whole soup for a while.



Add dairy: Stir in any dairy ingredients and let them warm up a little.

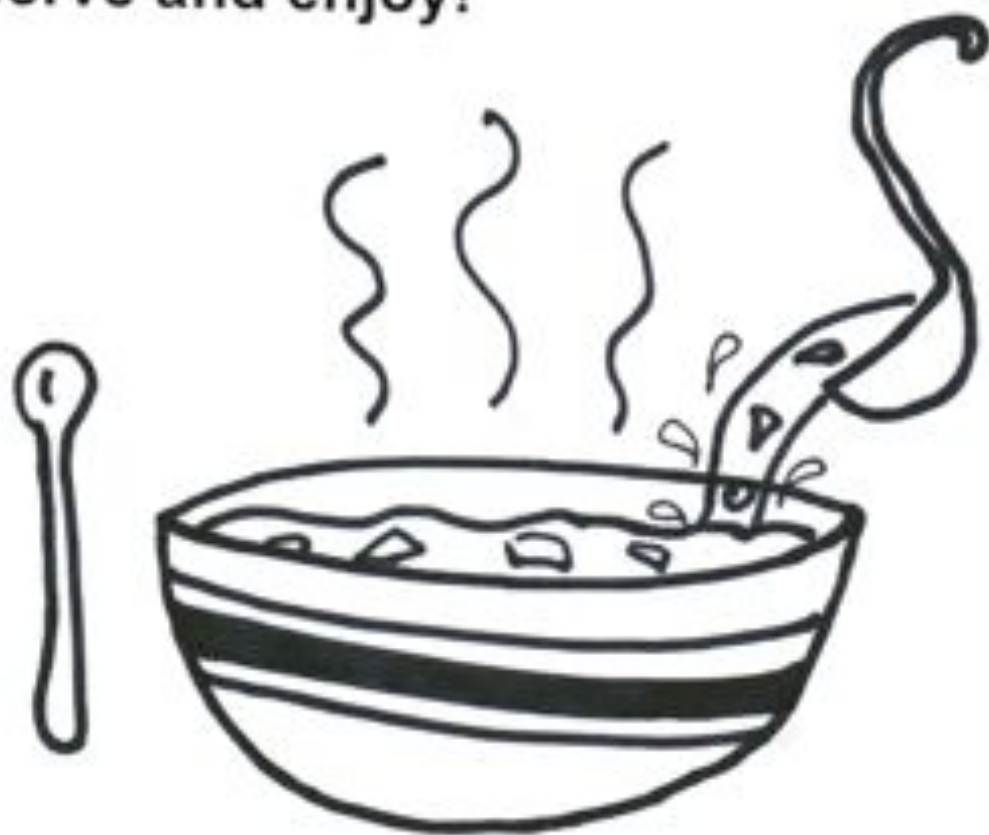
cream, milk, or sour cream



Taste and adjust: Use a tasting spoon. Do you need to add more of anything?



Serve and enjoy!



Steps to Make Soup

(Teacher Answer Key)

1. **Make broth:** Boil the water. Add food scraps and salt. Simmer for an hour. Strain out the scraps.
water + vegetable ends, tops, or peels, meat bones + salt
2. **Chop the vegetables:** Don't forget your bear claw! Make three piles.
hard vegetables + aromatic vegetables + soft vegetables + herbs
3. **Boil the hard vegetables in the broth.**
potatoes + beets
4. **Saute the aromatic vegetables:** Heat a pan. Add oil. Add chopped aromatic vegetables. Stir until the vegetables are soft.
onion + garlic + carrots + celery + peppers
5. **Cook the meat, if you have some.** (optional, we don't do this one)
6. **Combine:** Add the sauteed aromatic vegetables, meat, and chopped soft vegetables to the broth and hard vegetables.
7. **Season the soup:** Add seasonings.
salt + pepper + spices + herbs
8. **Simmer:** Cook the whole soup for a while.
9. **Taste and adjust:** Use a tasting spoon. Do you need to add more of anything?
10. **Add dairy:** Stir in any dairy ingredients and let them warm up a little.
cream, milk, or sour cream
11. **Serve and enjoy!**

Stone Soup Script

(Cut these lines out and put on the back of the picture of the corresponding cooking tool or vegetable)

1 Narrator/ Teacher (Pot)

One day a hungry traveler came to a village. They went to every house but no one would share their food! They said they did not have enough. The traveler decided to trick them into sharing by making stone soup. The traveler put a pot in the town square. The traveler filled the pot with water and added a stone. People in the town were curious.

2 (Stone)

No one will share any food with me. So I will show you all how to make stone soup! My soup smells good! But it would be even better if it had a carrot.

3 (Carrot)

You can't have soup with just a stone and water! I have a carrot in my root cellar to add to the soup.

4 (Celery)

My celery will give the soup lots of flavor.

5 (Onion)

I can spare a little bit of onion. It will really bring out the flavor of the stone.

6 (Garlic)

I have some garlic to add to the soup. I grew it last summer.

7 (Potato)

I bet that a potato from my garden will taste yummy in the soup.

8 (Beet)

This beet will make the soup sweet and pink.

9 (Cabbage)

I have a cabbage left over from this fall. Let's add it to the soup.

10 (Salt and Pepper)

This stone soup won't taste good without a little bit of salt and pepper!

11 Narrator

Everyone in the village got a bowl and spoon from their house and shared the soup. It was the best soup ever! The people learned that when they share, they have enough for everyone!

Borscht Exit Ticket (Grades 3-5)

What is borscht and how do you make it?

What is borscht and how do you make it?

What is borscht and how do you make it?

What is borscht and how do you make it?

What is borscht and how do you make it?

Borscht (Makes 10 servings)

Borscht is a traditional soup from Eastern Europe. It is made from beets and other winter vegetables. It is a wonderful pink color! Enjoy some hot soup with others this winter!



Ingredients

2 potatoes
3 beets
8 cups broth or water
2 bay leaves
3 TBSP olive oil
2 carrots
1 stalk celery
1 onion
1 clove of garlic
4 TBSP tomato paste
½ head of cabbage
3 sprigs fresh or 1 TBSP dried dill
4 TBSP vinegar
2 tsp salt
1 tsp black pepper
sour cream, for topping

Steps

1. Slice the potatoes and beets into bite sized slices.
2. Fill a large soup pot with the water or broth. Bring it to a boil.
3. Add the potatoes, beets, and bay leaves to the pot. Turn the heat down and simmer for 15 minutes.
4. Grate the carrots.
5. Chop the celery, onion and garlic.
6. Heat a large pan. Add the olive oil to the pan
7. Saute the celery, carrot, onion, and garlic until they are soft, about 7 minutes.
8. Stir the tomato paste into the pan when the carrots are almost done.
9. Thinly slice the cabbage.
10. Remove the dill leaves from the stem. Discard the stem. Chop the leaves.
11. Add the sauteed mixture, cabbage, vinegar, salt, pepper, and dill to the pot.
12. Cook another 5-10 minutes.
13. Serve with a dollop of sour cream on top of each bowl.

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**EDIBLE
SCHOOLYARD
NYC**

November in the Kitchen: Greens Two Ways

Aim: See appendix A for lesson objectives.

Summary: Students will learn how to make green leafy vegetables into both a raw salad and sauteed dish. They will make connections to the water cycle and use mathematical reasoning to understand how much the greens reduce when cooked.

Agenda: 50 minute period	Agenda: 90 minute period
<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (3 min) ★ Food Prep (20 min) ★ Clean up/ Set Table (2 min) ★ Eating/ Discussion (15 min) ★ Clean Up (5 min) 	<ul style="list-style-type: none"> ★ Handwashing (5 min) ★ Opening (5 min) ★ Food Prep (45 min) ★ Clean up/ Set Table (10 min) ★ Eat/ Discuss (15 min) ★ Clean Up (10 min)

Academic Standards and Skills Practiced

Academic Standards	Culinary
<p><u>CCSS.ELA. CCRA.SL.1:</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>CCSS.Math.Practice.MP4:</u> Model with mathematics.</p> <p><u>CCSS.Math.Practice.MP5:</u> Use appropriate tools strategically.</p>	<p>knife safety, chopping, chiffonade, saute, recipe reading; measurement: spoon, liquid cup, and solid cup</p>

Prep. Work:

- wash all the produce
- halve the oranges
- lay out a variety of edible leaves for the leaf exploration activity and label them

Hand washing (5 minutes)

See Appendix B for notes.

Opening (3 minutes)

Introduce today's lesson: *Today we are going to eat green leafy vegetables that are growing this time of year. We are going to eat them in two ways: raw and cooked.*

What are some leaves we eat?

Briefly review kitchen safety: *elicit student responses about the importance of walking, oven/stove/ safety lines, hand hygiene in the kitchen.*

***Cook and Leaf Exploration**

20 minutes for a 50 minute period- rotate through table 1 and 3, skip table 2.
45 for 90 minute period- rotate through all three tables.

Table 1: Cutting Greens (10 minutes)

- Demonstrate and explain chiffonading: de-stem two leaves, stack them on each other, roll into a tube, slice the tube into thin ribbons.
- Have ½ of the table remove the large woody stems. Compost the stems. They they should stack leaves and roll them into a “caterpillar.”
- Then the other half of the students slices the rolls into thin strips add the strips to the large liquid measuring cup.
- Have the students switch jobs so everyone gets to roll and slice.
- Younger (pre-K and K?) students can just de-stem and rip up the leaves if slicing is too hard for them.
- Put half of the cut or ripped greens into a large measuring cup to be sauted. Set aside.
- Put the other half in a small bowl for raw salad. Set aside.

Table 2: Leaf Exploration (10 minutes)

- Students take time to check out the edible leaves and their names on the table.
- Each students gets a grade-appropriate worksheet and chooses a leaf to explore.

- **For 3-5th grade:** show students how to use the leaf exploration diagrams to identify the shape types of their leaf.
- If students finish an entire worksheet before the activity is over, they can share with a partner or start another exploration sheet on a different leaf.

Table 3: Making Dressing (10 minutes)

- Make two batches, each in its own jar. Give each student a task card to do one job--there should be two students doing each job but for different batches of dressing. For example, Jenny and June each peel 1 clove of garlic. Jenny's is for the first jar. June's is for the second jar.
- 2 grate 1 clove garlic each
 - 2 students measure 2 TBSP olive oil each
 - 4 students juice $\frac{1}{2}$ an orange each
 - 2 students 1 pinch of salt
 - Everyone shakes the jars

After all the groups have rotated through:

- Split the greens into two groups: raw and saute.
- Dress each bowl of greens with one jar of dressing

Saute: (10 minutes)

- split the class into two groups and have the students practice sauteeing.
- Have students examine the raw greens. Ask students to share observations about the greens and why they might be hearty throughout the winter. Help them understand that tough greens can stand the cold.
- Point out the same characteristics that keep plants healthy through the winter can also keep us healthy when we eat those plants.
- Student will think about the transformation greens go through as they go from raw to cooked.
 - **Pre-K and 1st grade:** Ask the students, what might happen to greens when they get cooked? Accept all answers. Help students understand that they will get softer and smaller. That is why we have to cut or rip up a lot of greens to have everyone have one small serving.
 - Explain that greens, oranges, and garlic also keep us healthy during the winter.
 - **2nd - 5th grade:** *Like a water balloon popping, the leaf's tough parts break down and the water comes out. This makes them small and soft.*
 - Have students tell you the amount of raw greens they have.
 - Ask them to predict the amount of cooked greens they will end up with, trying some age-appropriate math:
 - Calculate the ratio--how many raw greens do we need for every cup of cooked greens?

- Or, if we start with 2 cups of raw greens, how many cooked greens will we have?
 - Or, have them write a word problem that represents what happened to the greens.
- Explain that greens, oranges, and garlic help keep us from getting sick during the winter.
- Add the dressed leaves to pot. Have one student at a time practice sauteing by carefully stirring the greens. Cook until all the greens are bright and starting to soften. Remove from heat and split into a small bowl for each group.
 - *Leaves are like a water balloon because they are full of water. When a they touch the heat, they pop and the water comes out.* Have them act out bring a water balloon/ leaf a full of water and then popping and letting it's water out. When the water has come out, the leaf is wilted.
 - Explain that the water turns into steam in the pan and evaporates.
 - For 3-5th grade sing the Water cycle song
 - For K-2nd grade sing the "soup is steaming up song with greens instead of soup.

See Appendices C, D, E for notes.

Eat/Discuss (15 minutes)

Clean Up (2 minutes)

Wrap Up (5 minutes)

- If time allows, have a closed eyes vote on which recipe they like best. Tally their votes on the board.

See Appendix F for notes

Supporting Documents:

- | |
|--|
| <ul style="list-style-type: none"> ● Supplies List ● Tray Set Up Guide ● Take Home Recipe ● Pre-K - 1st Grade task cards ● 2nd - 3rd Grade task cards ● 4-5th Grade recipe check list ● Leaf exploration worksheet k-2nd grade ● Leaf exploration worksheet 3-5th grade ● 2 copies of each leaf exploration example diagram |
|--|

Vocabulary:

- Sauté: To cook in a pan over high heat with a small amount of fat. From French “sauter” meaning to jump.
- Raw: Uncooked
- Chiffonade: to slice into thin ribbons

Attributions:

Leaf Exploration diagrams by from the Eat Think Grow curriculum by the Portland partners for School Food and Garden Education, available at:
<http://eatthinkgrow.org/wp-content/uploads/2012/04/2S11.pdf>

"Leaf morphology" by derivative work: McSush
(talk)Leaf_morphology_no_title.png: User: Debivort -
Leaf_morphology_no_title.png. Licensed under CC BY-SA 3.0 via Wikimedia
Commons -
http://commons.wikimedia.org/wiki/File:Leaf_morphology.svg#/media/File:Leaf_morphology.svg

Supplies List

Tools and Equipment

- 5 cutting boards
- 5 knives (plastic for pre-k - 3rd grade, paring for 4-5th grade)
- 3 small bowls
- 3 large liquid measuring cups
- Plates/bowls for every student
- Water glasses for every student
- Water pitcher
- Forks for every student
- 2 wooden spoons
- 2 large sauté pans
- 2 lids for the pan
- 2 induction burners or stove
- 1 fine grater
- 6 sets of tongs
- 6 jars with tight fitting lids
- 2 citrus reamers
- 2 small strainers
- 2 drinking cups for juicing
- 2 copies of each leaf exploration diagram
- a leaf exploration worksheet for each student
- pencils for each student
- colored pencils
- 2 pairs hot mitts

Groceries

- salt in a ramekin
- 2 bottles of olive oil
- 6 bunches of kale (about 4 leaves per student)
- 6 cloves garlic
- 3 oranges
- 3-6 leaves of at least 5 varieties of edible leaves, labeled

Greens Two Ways Tray Setup

Cutting Station (3 trays of the below)

- 5 cutting boards
- 4-cup liquid measuring cup for to-be-sauteed greens
- 2 pairs tongs
- 1 fine hand grater
- 2 bunches kale (lacinato is best) or about 4 leaves per student
- 1 small bowl for raw greens

Dressing Station (1 tray of the below)

- 6 half pint jar with lids
- 3 oranges, halved (6 halves)
- 2 bottles olive oil
- 6 garlic cloves
- 1 ramekin salt
- 2 TBSP measuring spoons
- 2 citrus reamers
- 2 small sieves
- 2 drinking cups for juicing into

Leaf Exploration Station

- worksheets for every student
- pencils for every student
- colored pencils
- 3-6 leaves of at least 5 different kinds of edible leaves, labeled

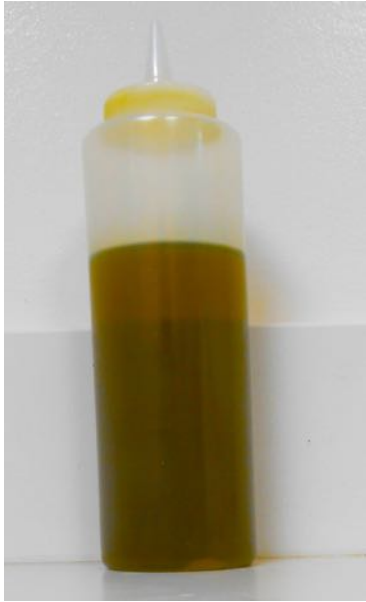
On Tables or counter by stove (2 trays of the below)

- 1 wooden spoon
- 1 large saute pan and lid
- 1 burner
- 1 pair hot mitts

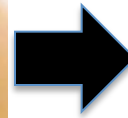
Greens 2 Ways Task Cards Pre-K – 1st Grade

(cut these out and laminate)

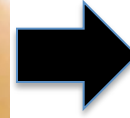
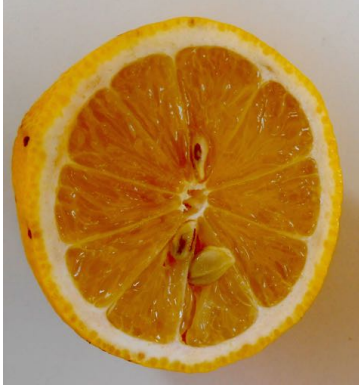
Olive Oil



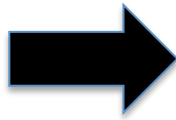
Orange



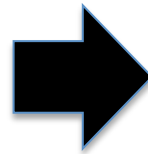
Orange



Salt



Garlic

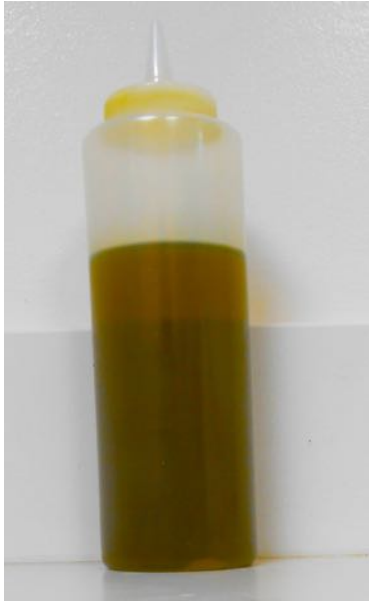


Greens 2 Ways Task Cards 1st – 2nd Grade

(cut these out and laminate)

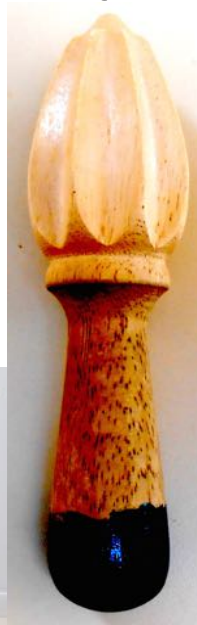
Olive Oil

Measure **2 TBSP** of olive oil. Put it in the jar.



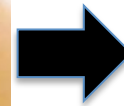
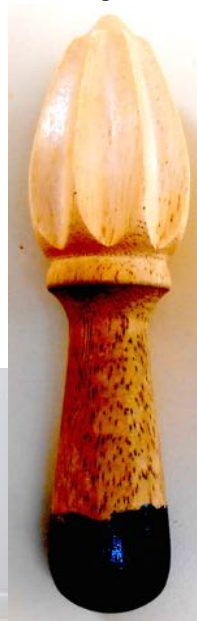
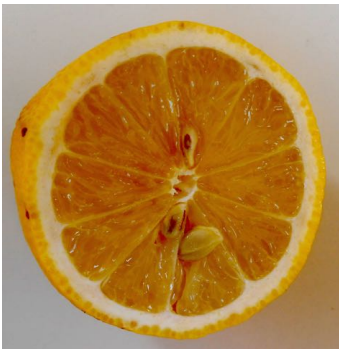
Orange

Juice $\frac{1}{2}$ an orange of the strainer with the citrus reamer.
Add the juice to the jar.



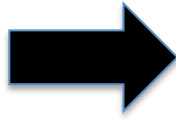
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Add the juice to the jar.



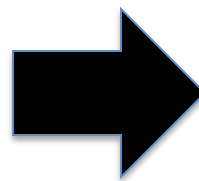
Salt

Take a **pinch of salt**. Put it in the jar.



Garlic

Grate **1 clove of garlic** on the grater.
Stop when your fingers are get in the way.
Then use your finger to scrape it off the back of the grater
into the jar.



Greens 2 Ways Task Cards 3rd Grade
(cut these out and laminate them)

Orange

Juice the **½ of an orange** over the strainer. Put the juice in the jar.

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Garlic

Grate **1 clove of garlic** on the grater.
Stop when your fingers are get in the way.
Then use your finger to scrape it off the back of the grater into the jar.

Salt

Take a **pinch of salt**. Put it the jar.

Olive Oil

Measure **2 TBSP of olive oil**. Put it in the jar.

Greens 2 Ways Dressing Recipe

Ingredients

Directions

1) 1 orange



- Juice the **orange** over the strainer. Put the juice in the jar.

2) 2 TBSP olive oil



- Measure the **olive oil**. Put it in the jar.

3) 1 clove garlic



- Peel **1 clove garlic**.
- Grate garlic on the grater. Stop when you feel your fingers are in the way.
- Use your finger to scrape the garlic off the back of the grater. Put it in the jar.

4) 1 pinch salt



- Take a large **1 pinch salt**. Put it in the jar.

Name: _____ Class: _____

K - 2nd Grade Leaf Exploration

Leaves fall from trees in the fall. We also eat lots of other leaves too! Pick a leaf to explore and fill in the boxes.

My leaf is named: _____

Here is a picture of it:

Here is a leaf rubbing of it:

Name: _____ Class: _____

3 - 5th Grade Leaf Exploration

In the fall, many leaves fall from trees. There are also lots of other kinds of leaves that we eat as vegetables or herbs. Our garden has diverse leaves. We grow many kinds that have different kinds of shapes. Pick a leaf to explore and fill in the boxes.

My leaf is named: _____. This is how we eat it: _____.

Here is a picture of it:

Here is a leaf rubbing of it:

Here are some facts about my leaf's shape:

Leaf Type: _____

Leaf Shape: _____

Leaf Margin: _____

Leaf Arrangement: _____

Greens, Two Ways:

This recipe is for both sauteed and raw greens. Any dark, leafy green vegetable works well with this recipe. Try it with spinach, collards, cabbage, or kale. See which your family likes better, cooked or raw!

(Makes 4-6 servings)



Ingredients

2 bunches greens
1 orange
2 garlic gloves
4 TBSP olive oil
2 pinches salt

Steps

1. If the stems of the greens are hard, take the leaves off of the stems. Discard the stems. Roll up the leaves.
2. Slice the roll into thin strips.
3. Add the strips to a big bowl.
4. Measure the olive oil. Put it in a jar with a tight-fitting lid.
5. Cut the orange in half and juice it. Add the juice to the jar.
6. Grate the garlic. Add it to the jar.
7. Put two pinches of salt in the jar.
8. Put the lid on the jar tightly and shake it to make the dressing!
9. Add the dressing to the strips of greens in the bowl. Mix.
10. Take half of the greens out of the bowl and saute them in a large pan for a few minutes, until the leaves are soft and dark.

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EDIBLE
SCHOOLYARD
NYC

December in the Kitchen: Fruit Kabobs with Yogurt Dressing and Trail Mix

Aim: See appendix A for lesson objectives.

Summary: Students will learn to make two healthy sweet snacks: fruit salad on a stick with a yogurt orange dressing and their very own trail mix. They will also practice making patterns and recognizing shapes.

Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K	<u>CCSS.2.5 (Physical Development):</u> Demonstrates eye-hand coordination and dexterity needed to manipulate objects	chop, knife safety

Agenda 50 minute period

- ★ Handwashing (5 min)
- ★ Opening (2 min)
- ★ Food Prep (20 min)
- ★ Clean up (3 min)
- ★ Setting Table (3 min)
- ★ Eating/ Discussion (10 min)
- ★ Clean up (3 min)
- ★ Story/ Song (5 min)

Food Prep. Work:

- wash all produce
- pre slice the apples
- halve one clementine

Getting into Groups and Washing Hands (5 minutes)

See appendix B for notes.

Opening (2 minutes)

Introduce today's lesson:

- *Welcome back to your kitchen, everyone! Today we are going to make two healthy snacks.*
- *One is a special fruit salad with sweet yogurt dressing.*
- *The other is your very own trail mix--it's a little bag of goodies that you will pick.*

Cook (20 minutes)

***Each of the two tables of students does the same thing:**

- **Make the trail mix**
 - Each student gets a ramekin and can put a scoop of each dried fruit, seed, or grain and put it in their own ramekin.
 - Help the students pour their ramekins' contents into small baggies.
 - Put their names on the baggies and put them to the side.
- **Make the yogurt dip**
 - Each student gets a turn to do each of the following jobs
 - Add a TBSP of yogurt to the bowl
 - Add a squirt of honey to the bowl
 - Add a shake of cinnamon to the bowl
 - Use the citrus reamer to juice the clementine
 - Mix the ingredients together
- **Make the Fruit Salads/ Kabobs**
 - Give each student a plate.
 - Give half of the students a few pieces of apple to chop on a cutting board in front of their plate. Reserve some slices to remain unchopped.
 - Give the other half each a half of a clementine to peel and separate the segments.
 - Have them put their segments and chopped apple pieces on their own plate.
 - Have the two halves switch jobs. Give the cutting boards to the kids whose turn it is to cut.
 - Let the students make either a picture using the fruit on their plate (a flower, a face, etc.) or a kabob with a pattern (clementine, apple, clementine, apple; or maybe apple, apple, clementine, apple, apple, clementine).
 - Give each student a little yogurt dip in their ramekin.

- Taste and discuss ingredients if you have time.

Clean up/ Set Table/ Eat/Discuss (16 minutes)

Clean Up (3 minutes)

Story/ Wrap Up (5 minutes)

- If you have extra time, read a story about snacks, fruit, or patterns.
- Sing “Happy Trails to You” and talk about how it’s nice to have a healthy snack on the go and trail mix is perfect for that.
 - <https://www.youtube.com/watch?v=XcYsO890YJY>

Supporting Documents

- Supplies List
- Tray Set Up Guide, with photos
- Take Home Recipe
- Middle station teacher talking points
- Chalkboard photo
- Knife skills guide photos
- Exit ticket

Vocabulary

Chop: to cut something into bite-sized pieces with a knife

Supplies List (for one class)

Food:

- 2.5 cups plain whole fat yogurt in two containers
- 2 bottles honey
- enough clementines for each student to get $\frac{1}{2}$ plus two extras
- enough apples for each student to get $\frac{1}{4}$ plus two extras
- 2 bottles cinnamon
- 2 containers each of a variety of dried fruits, seeds, and grains like cereal or tiny pretzels, about 1 $\frac{1}{2}$ C each

Equipment/Tools:

- 2 TBSPs for yogurt
- 1 tablespoon in each trail mix ingredient container
- 2 small bowls for yogurt dip
- 2 mixing spoons
- 2 citrus reamers
- 2 small bowls for clementine juice
- 10 plastic knives
- 10 cutting boards
- 10 ramekins
- small food storage baggies for each student
- enough plates for every student (for eating)
- drinking cups for every student
- compost bucket
- Take Home Recipes for each student
- enough bamboo kabob sticks for each student

Fruit Kabobs with Yogurt Dressing and Trail Mix Food Prep and Tray Set Up

Food Prep for EACH CLASS (multiply by the number of classes in the day)

- wash all produce
- pre slice the apples
- halve one clementine

Food (2 trays per class):

- sliced apples
- 1 whole apple to show
- ½ clementine (cut for juicing)
- halved clementines for the kids to peel and separate
- 1 yogurt container
- 1 bottle honey
- 1 bottle cinnamon
- containers of the trail mix ingredients

Tools and Equipment (2 trays per class):

- 5 plastic knives
- 5 cutting boards
- 1 TBSP for the yogurt
- 1 TBSP for each trail mix ingredient container
- mixing spoon
- small bowl
- citrus reamer
- small bowl for clementine juice
- plates for each student
- a ramekin for each student
- food storage bags for each student
- permanent marker
- enough bamboo kabob sticks for each student

Yogurt Dressing for Fruit Salad

(Makes 8 servings)



This sweet and tangy dressing is a healthy way to dress up a fruit salad. It is also a good dip for a snack of sliced fruit.

Ingredients

1 cup plain whole fat yogurt
1 TBSP honey
3 TBSP orange juice, or ½ a small orange or tangerine
cinnamon, to taste

Steps

1. If you are using an orange or tangerine, cut it in half. Juice it.
2. Combine the juice, yogurt, and honey in a bowl.
3. Add a sprinkle of cinnamon.
4. Mix it up and enjoy!

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