

Kitchen Lesson K6-5

Spring Salad

Communication

Students work together to choose a vinegar and negotiate as a group to season their table group's dressing according to taste.

Academics

This lesson fulfills Common Core State Standards for integrating information; following precisely a multistep procedure; integrating quantitative or technical information; collaborative discussions; interpreting information; adapting speech; standard English grammar; knowledge of language; and acquiring words and phrases.

Sustainability

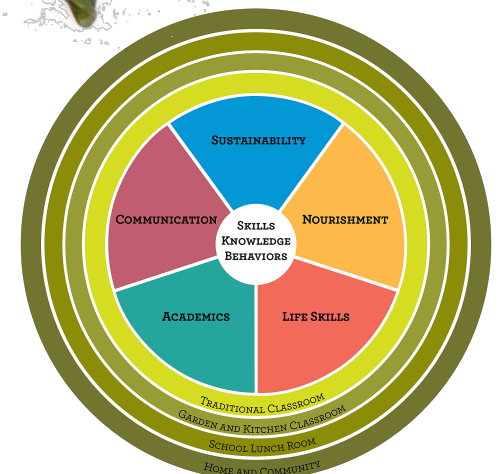
A spring garden is an excellent example of seasonality. It is filled with crops to celebrate the beginning of the growing season whose leaves, roots, bulbs, flowers, fruits, and stalks can be eaten in a variety of ways.

Nourishment

Students make a Spring Salad and salad dressing from scratch and discuss how easy, delicious and versatile salads can be.

Life Skills

Students use a salad spinner, review knife skills learned in the fall semester and practice tasting and balancing seasonings according to taste.



Spring Salad Abstract

Summary

In this 6th grade humanities lesson, students prepare Spring Salad with Basic Salad Dressing and vegetables harvested from the garden.

Objectives

After this lesson, students will be able to:

- Read and follow the recipe, and understand that some recipes are flexible and some are specific
- Taste ingredients and discuss sensory observations using descriptive vocabulary
- Begin to connect the kitchen with the garden and the environment as a whole

Assessments

During this lesson, students will:

- Combine vinegars and herbs to make a customized salad dressing
- Taste the assorted vinegars and vegetables and discuss similarities and differences
- Identify vegetables grown in the garden and recognize the different plant parts that are edible

Communication is strengthened by working together to choose a vinegar and negotiating as a group to season their table group's dressing according to taste. **Sustainability** is accentuated by reviewing the concept of seasonality and highlighting the bounty of a spring garden. **Nourishment** is acquired by making a Spring Salad and salad dressing from scratch and discussing how easy, delicious and versatile salads can be. **Life Skills** are sharpened as students use a salad spinner, review knife skills learned in the fall semester and practice tasting and balancing seasonings according to taste.

Academics fulfill Common Core State Standards in ELA for integrating information presented in different media; following precisely a multistep procedure when carrying out experiments; integrating quantitative or technical information expressed in words in a text with a version of that information expressed; engaging effectively in a range of collaborative discussions; interpreting information presented in diverse media; adapting speech to a variety of contexts and tasks; demonstrating

command of standard English grammar; using knowledge of language and its conventions; and acquiring words and phrases. See **Connections to *Academic Standards*** below for details.

Edible Schoolyard curriculum emphasizes developing community and personal stewardship; **teamwork**; making **positive contributions**; **communicating** relevant questions; recognizing the **right tool** for a job; **solving problems**; making **decisions**; using **rituals** and **routines**; creating **unity**; noticing **beauty**; developing **confidence**; understanding **seasonality**; being mindful of **bio-diversity**; reading and following **recipes**, and understanding that some recipes are flexible and some are specific; **tasting** finished dishes and discussing their sensory observations using descriptive vocabulary; and approaching lessons with **intention** by thinking through how the recipe relates to the kitchen, garden, and wider environment as a whole. See **Connections to *Edible Schoolyard Standards*** below for details.

This lesson follows the BEETLES Project's *Learning Cycle* (Invitation-> Exploration -> Concept Invention -> Application -> Reflection) and uses their *Discussion Routines* (Think-Pair-Share, Whip-Around). All are highlighted in *Green** with an asterisk for easy identification. See the documents BEETLES_Discussion_Routines.pdf and BEETLES_Learning_Cycle.pdf included in **Resources** below for more information. Games and activities from other sources are also identified in *Green*, without an asterisk.

Connections to *Academic Standards*

Common Core State Standards, English Language Arts and Literacy, Grade 6

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RST.6.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)
- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - L.6.1.b Use all pronouns, including intensive pronouns (e.g., *myself*, *ourselves*) correctly.
 - L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.
 - L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.
 - L.6.3.b Maintain consistency in style and tone.
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connections to *Edible Schoolyard* Standards

Edible Schoolyard 3.0

In the Edible Schoolyard Program

- 1.0: Students work with each other and teachers to develop community and personal stewardship, along with skills that will help them navigate different situations throughout their lives.
- 1.1.1 – 1.3.12: This lesson fulfills all Edible Schoolyard Program standards, numbers 1.1.1 through 1.3.12. See *The Edible Schoolyard Berkeley Standards* for details.

In the Kitchen Classroom, 6th grade

- Techniques 2.2.6: Read and follow **recipes**, and understand that some recipes are flexible and some are specific.
- Techniques 2.2.7: **Taste** finished dishes and discuss their sensory observations using descriptive vocabulary.
- Concepts 2.3.8: Approach lessons with **intention** by thinking through how the recipe relates to the kitchen, garden, and wider environment as a whole.

Spring Salad Lesson

Materials

For the Chef Meeting

- K6-5 Visual Aid
- Basic Salad Dressing recipe
- Ingredients and tools for demonstration

For the Salad

Seasonal vegetables, such as:

- Lettuces
- Radishes
- Beets
- Fennel
- Carrots
- Celery
- Snap Peas
- Asparagus

For the Salad Dressing

- Assorted vinegars (red wine, apple cider, rice, balsamic, champagne)
- Olive oil
- Salt
- Pepper
- Garlic
- Assorted fresh herbs (optional)
- Mustard (optional)
- Shallots (optional)
- Honey (optional)

Tools

- Salad spinner
- Salad bowl
- Vegetable peelers
- Whisk
- Chefs' knives
- Paring knives
- Wavy knives
- Cutting boards
- Measuring beaker
- Measuring spoons
- Dropper bottles (for tasting vinegars)

Timeline Overview

Total Duration: 90 minutes

1. *Invitation** (5 minutes)
2. *Concept Invention** (10 minutes)
3. *Application** (65 minutes)
4. *Reflection** (10 minutes)

Before you Begin

- Create the Visual Aid
- Copy the Basic Salad Dressing recipe to hand out
- Harvest or purchase the vegetables
- Collect all the tools and ingredients, and then distribute them to the tables
- Gather supplies for the Chef Meeting
- Set out the vinegars for tasting

Procedures

At the Chef Meeting (15 minutes total)

1. *Invitation**: (5 minutes)
 - a. Welcome students and introduce Spring Salad as an opportunity to eat food harvested straight from our garden.

2. **Concept Invention***: (10 minutes)

Students learn about the spring garden and making salad.

- a. Review the seed to table cycle.
 - i. Choose one ingredient harvested from the garden and trace its steps through propagation, transplanting, and harvesting.
- b. Review the different vegetables we will be eating in the salad, emphasizing the different plant parts (leaf, root, bulb, flower, fruit, stalk) that will be used.
 - i. Have students identify which part of each vegetable we'll be eating, and which parts we'll be composting.
- c. Discuss the difference between a recipe that is precise and a recipe that is flexible.
 - i. Encourage students to taste the different vinegars, paying attention to the different flavors of each.
- d. Explain the process of emulsifying by gradually whisking the olive oil into the vinegar.
- e. Ask students to wash their hands and join their table group.

At the Table

3. **Application***: (65 minutes)

Students make salad and dressing.

- a. Meet with the table groups to review the recipe, the vegetables on the platter, and how each vegetable will be prepared.
- b. Check-in and assign cooking jobs.
- c. Prepare the recipe.
- d. Set the table; eat; clean up.

At the Closing Circle (10 minutes)

4. **Reflection***:

- a. Ask students to identify a kitchen technique they used while preparing the salad.

Vocabulary

Emulsify

Contributors

All lessons at the Edible Schoolyard Berkeley are developed in collaboration with the teachers and staff of the Edible Schoolyard and Martin Luther King Jr. Middle School.

Learning Cycle and Think-Pair-Share discussion routine © The Regents of the University of California. All materials created by BEETLESTM at The Lawrence Hall of Science.

Resources

K6-5_Visual_Aid.pdf

Basic_Salad_Dressing_Recipe.pdf

BEETLES_Learning_Cycle.pdf (See lesson G6-0)

BEETLES_Discussion_Routines.pdf (See lesson G6-1)

BEETLES_Walk_And_Talk.pdf (See lesson G6-4)

Spring Salad

WITH

VINAIGRETTE

RADISH

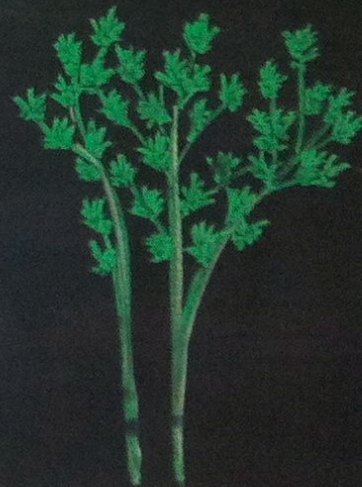


BEE T

SPECKLED
TROUTBACK

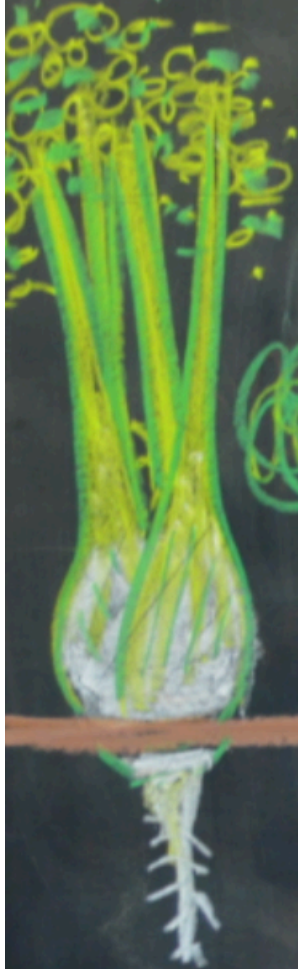


FENNEL



PARSLEY

IT'S A SPRING Salad!



FENNEL
BULB



CARROTS
ROOT



RADISH
ROOT



LETTUCE
LEAF



ASPARAGUS
STALK + FLOWER



LEMON
FRUIT



ARUGULA
FLOWER



BORAGE
FLOWER

WHICH PARTS OF THE PLANT DO WE EAT??

Basic Salad Dressing



1/4 cup vinegar

1/2 teaspoon salt

1/4 teaspoon pepper

1 small clove garlic - peeled and crushed

3/4 cup olive oil

In a small bowl combine the vinegar, salt, pepper and garlic. Add the olive oil **S L O W L Y** by pouring it from the measuring beaker in a tiny, thin trickle while whisking constantly.

Optional: Fresh herbs, mustard, shallot or a touch of honey can also be added if you like.

Basic Salad Dressing



1/4 cup vinegar

1/2 teaspoon salt

1/4 teaspoon pepper

1 small clove garlic - peeled and crushed

3/4 cup olive oil

In a small bowl combine the vinegar, salt, pepper and garlic. Add the olive oil **S L O W L Y** by pouring it from the measuring beaker in a tiny, thin trickle while whisking constantly.

Optional: Fresh herbs, mustard, shallot or a touch of honey can also be added if you like.