



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

Standards and Skills Practiced

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

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 student 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

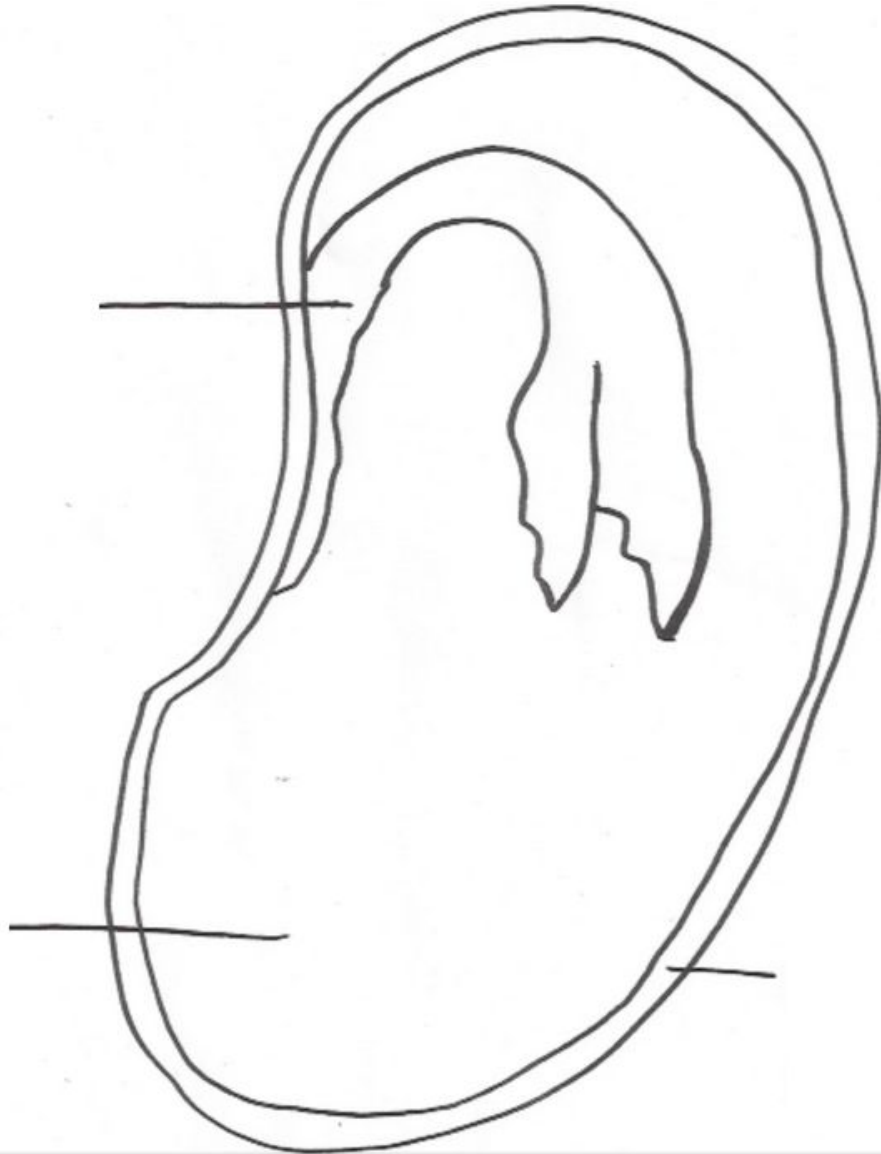
Tools and Equipment (1 tray per class):

- 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



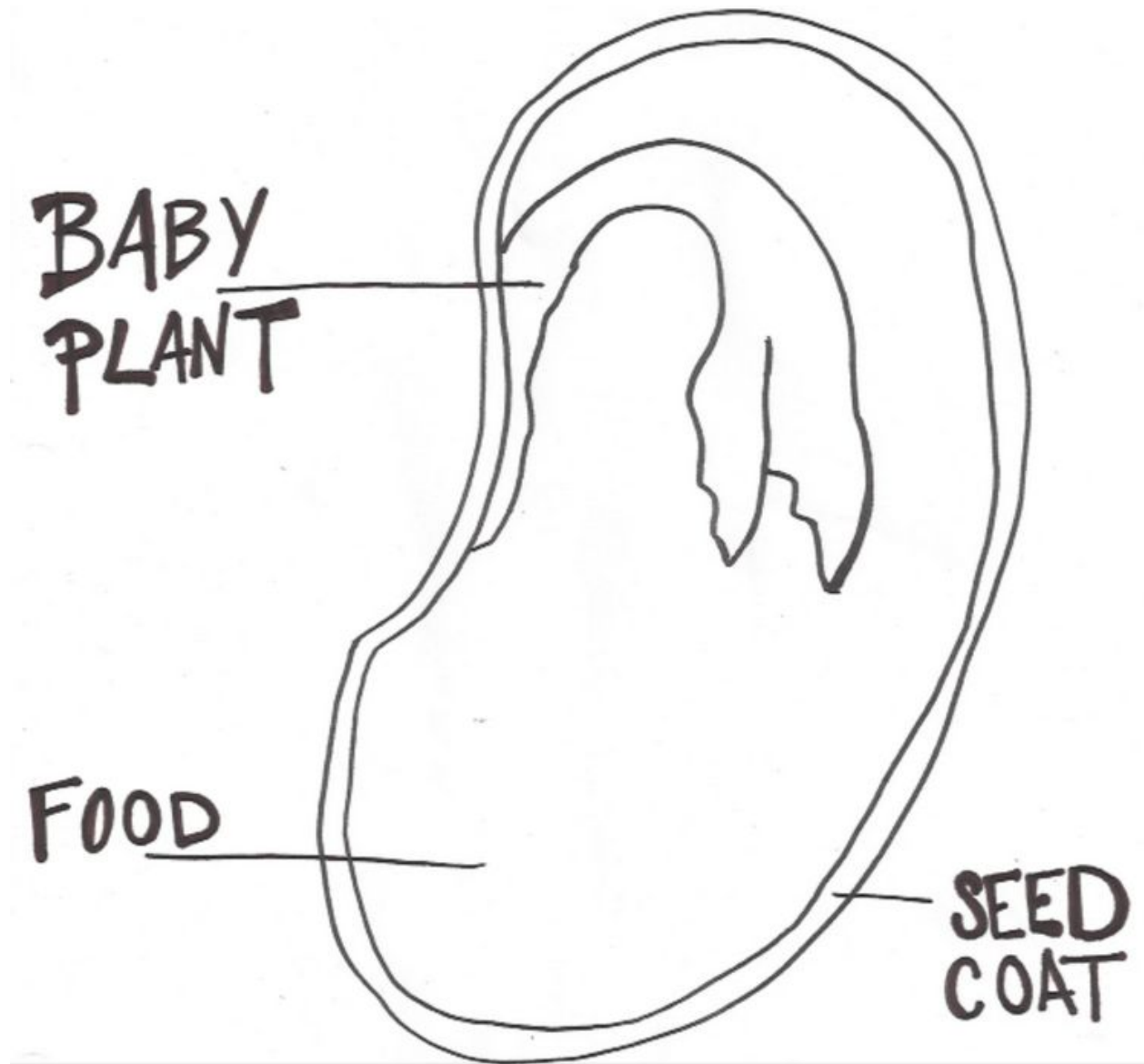
seed coat



baby plant

K - 2nd Grade Soybean Map Key

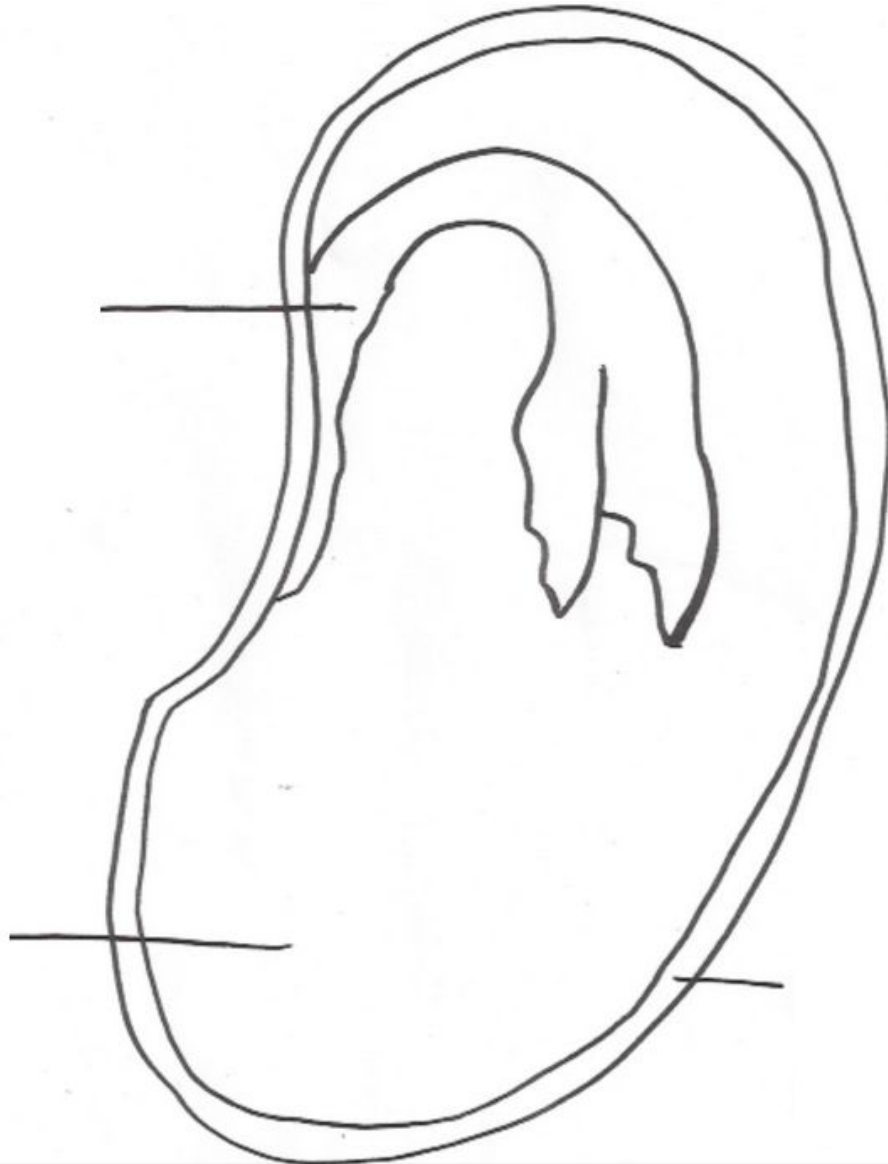
Directions: Color in the key with a different color or pattern for each part of the egg. Then color each part of the soybean.



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.

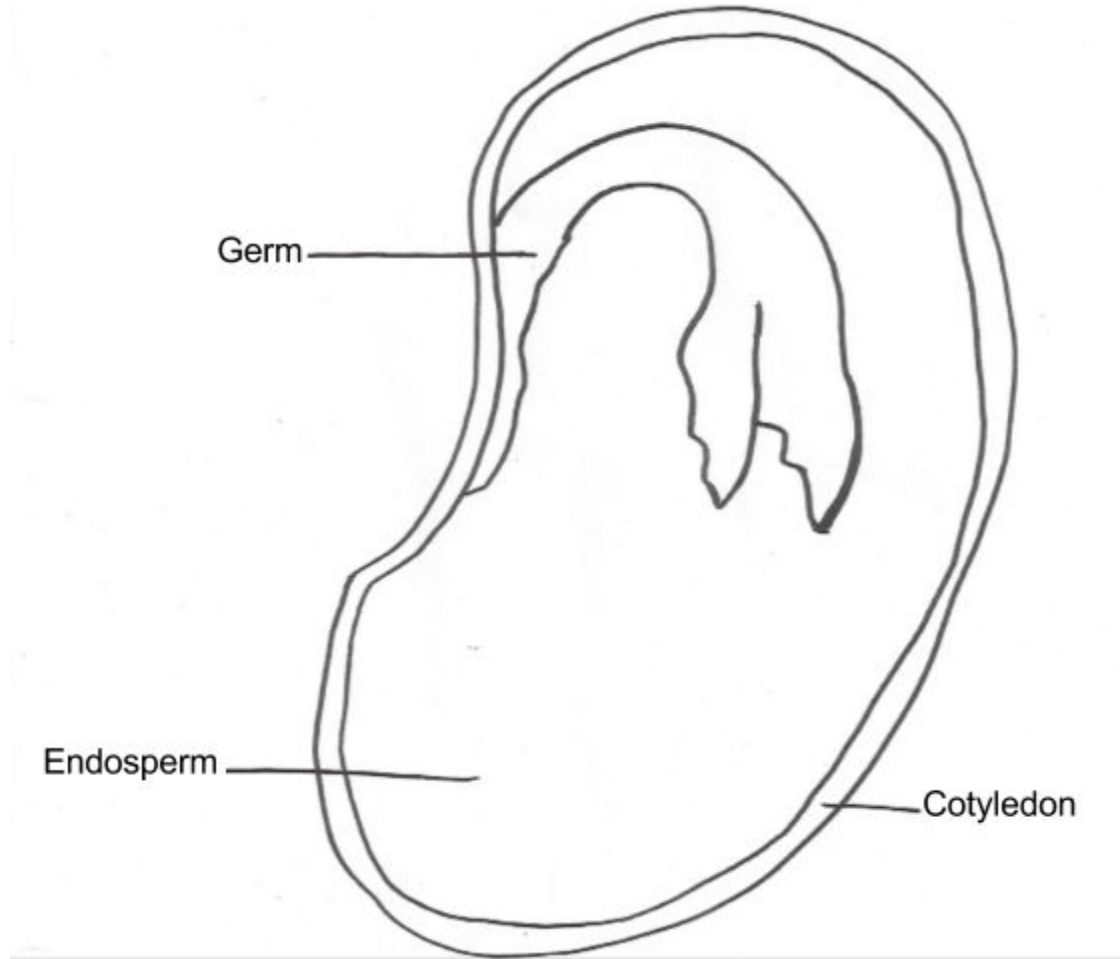


Key:  endosperm  cotyledon  germ

Class: _____ Name: _____

3-5th Grade Soybean Map Key

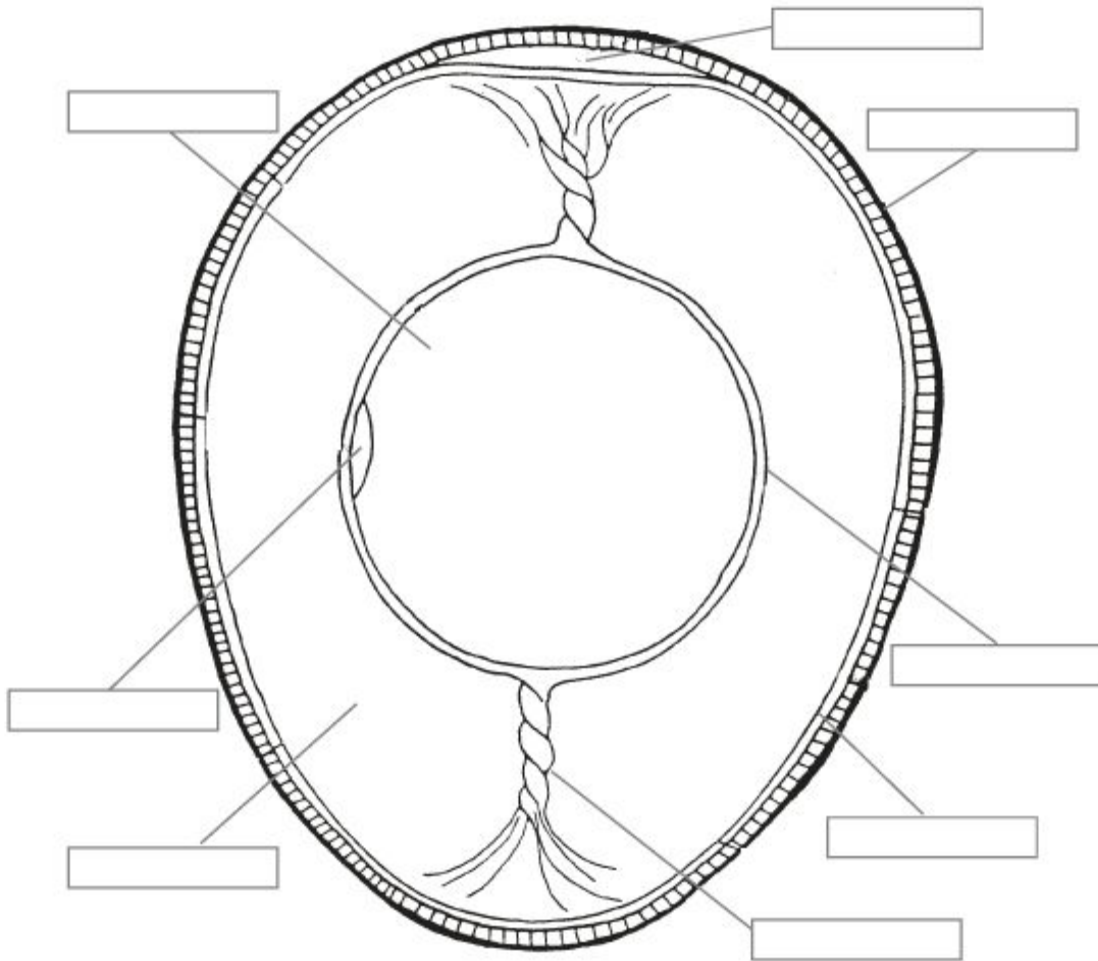
Directions: Color in the key with a different color or pattern for each part of the egg. Then color each part of the soybean.











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.



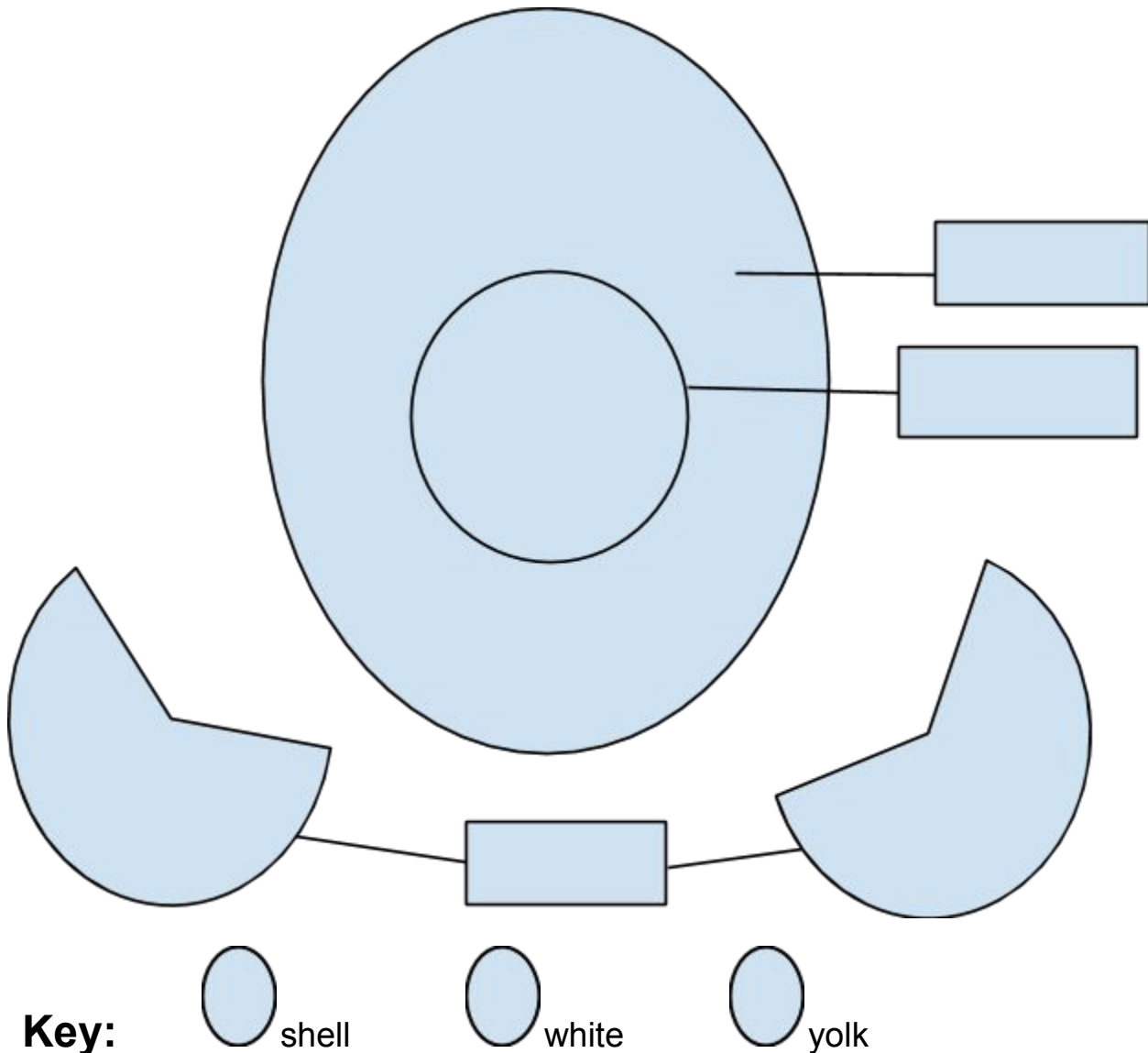
Key:

-  air cell
-  shell
-  chalaza
-  yolk
-  white
-  yolk membrane
-  white membranes
-  germinal disc

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.

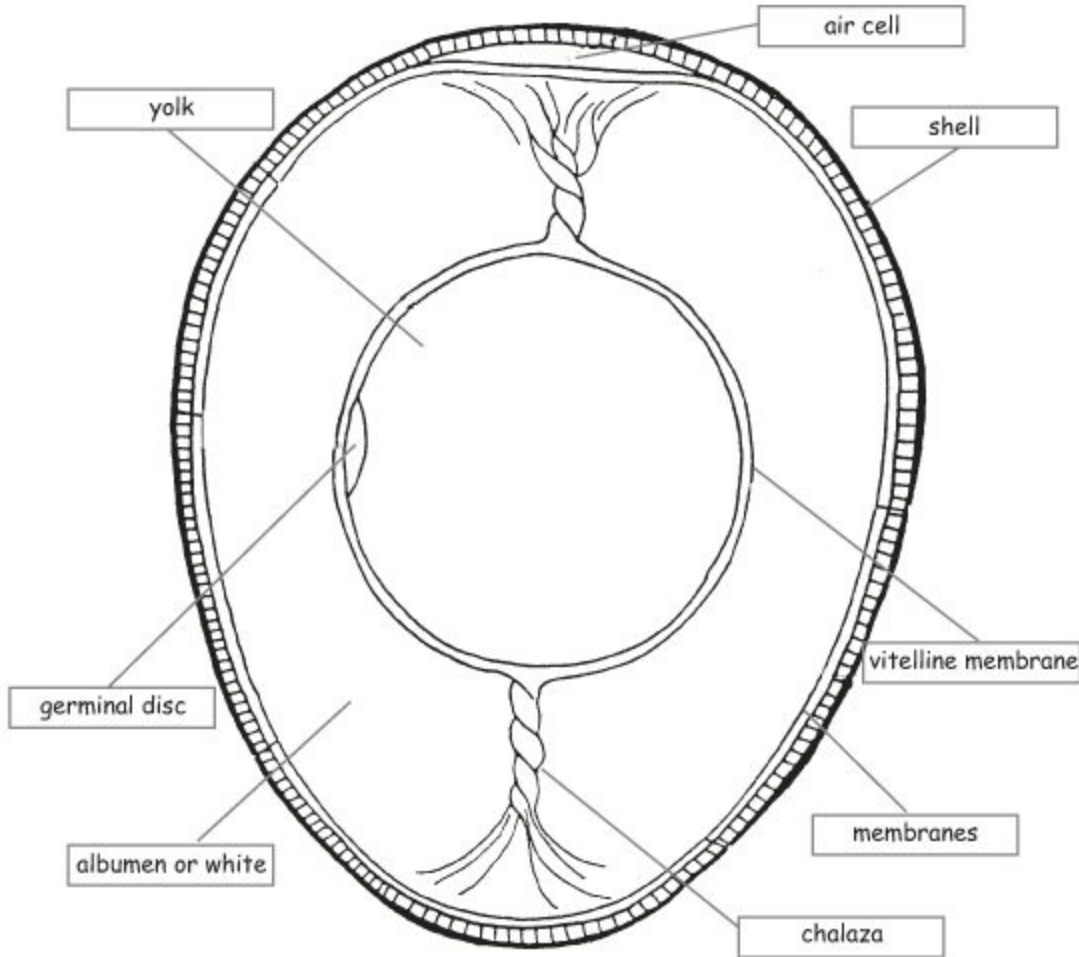


3-5th Grade Egg Map Key

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



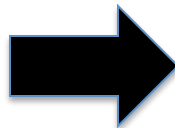
Garlic

Small bowl

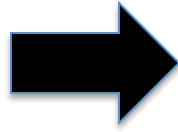


Sesame Oil

Big Bowl



Soy Sauce



Big Bowl



Chinese Scrambled Eggs Task Cards 1st – 2nd Grade

(print, cut out, and laminate)

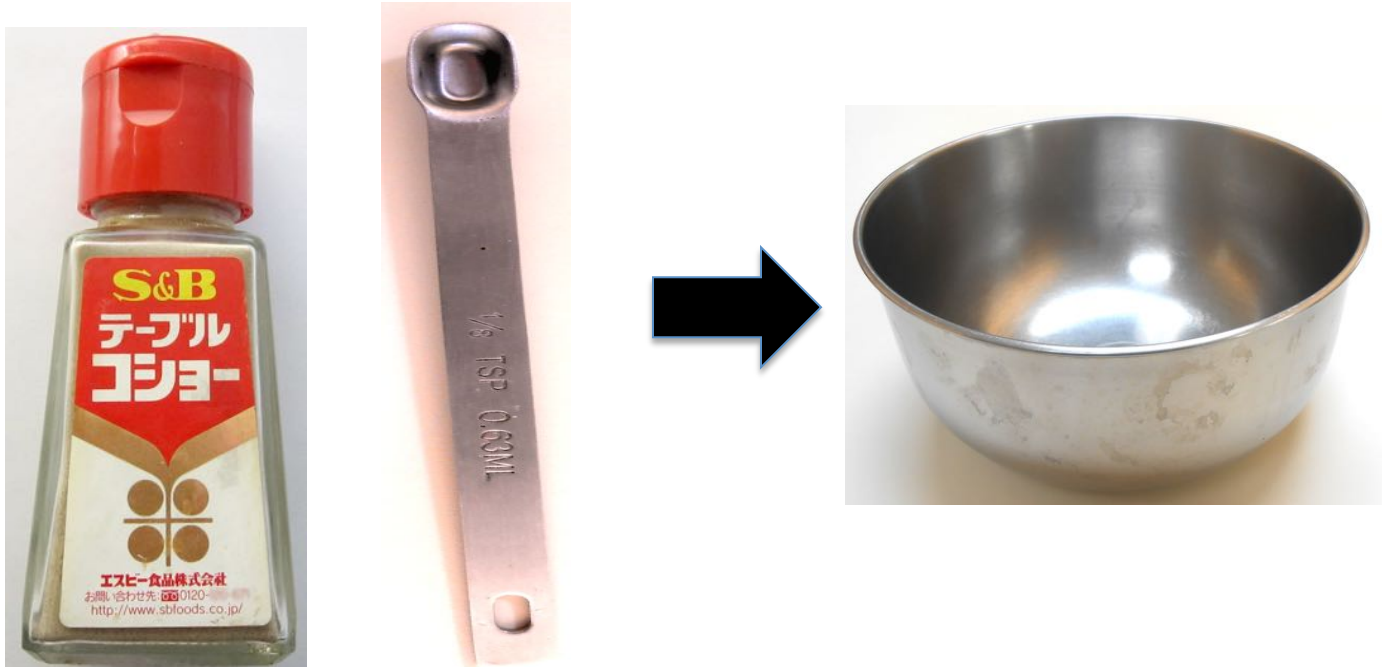
Vegetable Oil

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



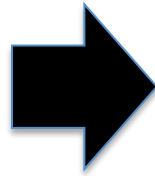
White Pepper

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



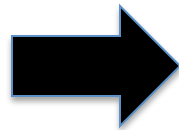
Garlic

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.



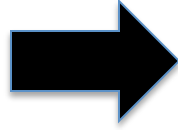
Sesame Oil

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.

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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Kitchen Lesson Plan Appendices

Appendix A: Lesson Objectives

1. Increase and Deepen Student Knowledge: *Students will be able to explain why eating whole plant-based foods promote personal health, community health, and environmental sustainability.*
 2. Increase Food Preparation Knowledge: *students will be exposed to a new example of a multi-cultural, seasonal, fresh, plant-based, and delicious food preparation.*
 3. Build Confidence: *Students will build confidence and skills about how recipes get put together.*
 4. Increase Resilience: *Encourage growth in students interpersonal relationships, teamwork, leadership, sense of stewardship and engagement in the school community, personal understanding, confidence, problem solving, resilience, and independence*
 5. Develop Personal Efficacy: *Students will leave the class with the knowledge, ability, and intention to replicate food preparation skills that will serve them in their personal and professional lives.*
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Appendix B: Before Beginning the Lesson

Getting into Groups and Washing Hands (5 minutes)

Separate the students into three groups to wash hands and then join back up at the tables.

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

Appendix C: Exploring Ingredients During Food Prep (if time allows)

- **Talk about produce (if time allows):**
 - Let students see and feel whole examples of garden produce featured in the lesson
- **Taste/ smell test/ ingredients (if time allows):**
 - Remind students that our goal is to describe what we taste with more than just “yuck” and “yum”. Try helping them express taste vocabulary by saying “Give me a thumbs up if you think it’s crunchy. Give me a thumbs up if you think it’s sweet”, etc. then practice completing these sentences: “I like it because...” and “I don’t like it because...”
 - Let the students taste/smell a small piece of each veggie and practice using the above sentences.

Appendix D: Safety:

- 3rd grade and younger use plastic lettuce knives
- 4th grade and up can use metal paring knives if they are well behaved and aware of their surroundings.
- Set out 4-5 cutting boards for use with knives
- **Sawing:** Practice holding up the hand they hold the pencil with. This is the knife hand. The knife saws back and forth until the food it cut all the way through. We don't chop up and down.
- **Bear Claw:** Practice the "bear claw" method of holding the piece of food that is being cut still where the fingertips are curled under. If the fingernails are showing, then the fingertips could be in danger.
- **Knife's Home:** The knife's home is horizontal at the top of the cutting board. It goes here whenever we are not cutting. We don't use the knife to scrape the cutting board, to move food, or to gesture. We don't hold it in our hands while doing ANYTHING other than cutting.
- **Avoid having students pass or walk with knives.** If they must carry one, they should be carried point-down at their sides, against their leg. They should say "knife behind" when walking behind someone while holding a knife. If they must pass one, they should pass it handle first, so that the receiver can grab the handle easily and not the blade.
- **Chiffonade Greens:** stack two leaves neatly. Roll the stack into a caterpillar shape. Cut thin slices out of the roll. These turn into ribbons.
- **If using stoves, review stove safety:**
 - one person at a time comes up to the stove
 - hold the top of the spoon.
 - The stove and pan are hot so they are not to be touched.

Appendix E:

During or after the work at this station, connect the recipe and lesson to the sustainability theme for each grade.

Grade	Sustainability Theme	Talking Points
Pre-k, K	Cycles: a set of steps that happen in the same order, over and over	Review cycle of seasons and what season it is now. Talk about what grows in the garden and what we eat in this season. We can make today's recipe with the foods that grow in this part of the season cycle. You can sing the water cycle song during the boiling, sauteing, or simmering part of the lesson. See the extension activities section for the song.
1	Community: a group of people with something in common	Brainstorm things we have in common: they are a community of students; we are a community of cooks; we are a school community, etc. Communities have food traditions. Our community makes has a tradition of cooking foods from the garden. Today's recipe comes from (insert culture here)'s food tradition. We can make today's recipe with foods from our garden as a community working together. The flavor of each of the vegetables helps make the recipe delicious just like just like people in a community can use their special skills to make the recipe!
2	Diversity: when there are lots of different kinds of	Ask if there are a lot of plants growing the garden, if it is diverse right now. Talk about the current level of diversity and how it is related ot he weather. (Insert recipe name) is a diverse dish because many different people eat it in

	things	many different ways! What are some different kinds of (insert recipe) you have eaten?
3	Change: to make something different or when something becomes different	<p>Ask the students to define the word change and give an example of change. Tell the students that today we're going to look at how individual ingredients' flavors change when you make a recipe, and how the flavor of a recipe changes based upon the flavor of the ingredient.</p> <p>Tell the students that they will have the opportunity to taste/smell some of the ingredients individually to see how they change the flavor of the recipe.</p>
4	Systems: a set of things that work together to accomplish a goal	<p>Define a system for the students. Tell the students that a plant is a system because the small parts, also known as the plant parts, work together to help the plant grow. Have the students come up with a list of plant parts and what they do for the plant.</p> <p>Ask what jobs do we do in the kitchen for which we need each other to accomplish our goal of completing the recipe.</p> <p>Our recipe is like a system too- each ingredient has an important job--it gives it's flavor and texture to the whole dish.</p>
5	Interdependence: when people, places, and things rely upon each other to accomplish a goal	<p>Break down the word, tell them that inter means between, and ask what dependence means. Ask the students who/what do they depend on and for what?</p> <p>Ask the students about times that they depend upon each other in their classroom to accomplish a goal. Ask when that happens in our kitchen. Talk about how we depend on each other to make a recipe.</p>

Appendix F: After Food Prep

Eat/Discuss (15 minutes)

- One table at a time get chairs to sit down.
- Set the table: give students directions to split up the following tasks:
 - putting out the tablecloth
 - getting plates
 - getting water cups
 - getting forks
 - picking a centerpiece
 - Teacher puts out food on everyone's plate
 - We say "Thank you Gardeners! Thank you Cooks!"
 - Enjoy eating!

Discussion during the meal:

- Remind students that they will be getting the recipe to take home to their families.
- Ask by a show of hands, "Who liked this recipe?"
- Ask by a show of hands, "Who will make this at home?"
- Ask by a show of hands, "Who made the Panzanella recipe at home since you were here last?"

- Ask some students to share: (*Who will you make it with? Where will you put the recipe so you remember to make it? What day of the week will you make this? How will you describe the recipe to get your family excited about it?*)
NOTE: even if all students do not share, this will allow all to think about this.
- Encourage students to complete the sentences: “I like it because...” and “I don’t like it because...”
- Ask student to share what they like about the borscht. (might include): *fresh, colorful, sweet, warm, etc.*.)
- Ask students what they would change (might include): *more/less of a certain vegetable; more / less dill or different herb.*
- Ask students what they need to do in order to make this at home (*What would you need to get to make this? What do you already have at home?*).

Clean Up (2 minutes)

One table at a time, students clear the tables:

- They clean off their plates into the trash can.
- Then they make a pile of dirty dishes on the table, and a pile of dirty forks.
- Students empty their water cups into the hand washing sink and make a tower of empty cups on the table.
- Students return centerpiece to table and fold tablecloth.

Wrap Up (3 minutes)

- **Grades 3-5 only: Exit Tickets and Exiting:** *Have students sit back down at their tables. The last thing we will do today is answer a quick question about something you learned. Spelling is not important. And it’s ok if you aren’t sure about the answer. Just answer the best that you can. This paper with your answer on it is called an exit ticket; it is like your ticket out of class today. When you finish, come get in line and hand in your ticket.*

Appendix G: Songs in the kitchen

The Soup is Steaming Up (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!*

*First we add the onion
first we add the onion
stir slow around we go, the soup is steaming up!*

*Next we add the carrot
next we add the carrot
stir slow around we go, the soup is steaming up!*

Continue with each ingredient, one by one as you add them to the pot

Carpet Song

(To the tune of oh my, darling clementine)

*Sit on the carpet
on the carpet
on the carpet right now
if you don't sit on the carpet
you'll turn into a (whatever you're focusing on in the lesson)*

Crunchy Carrot Song

*I'm gonna crunch, crunch, crunch my carrot
crunch, crunch, crunch my carrot
crunch, crunch, crunch my carrot
They are so good for me!*

This song can be sung for any activity that you are doing. i.e. I'm gonna chop, chop, chop my onion , I'm gonna stir, stir, stir the pot, etc.

Water cycle song

(Gestures in parantheses)

(Fingers moving up to the sky)
Evaporaaaaaaation!

(Make hands into a cloud)
Condensaaaaaaation!

(Fingers moving down to the ground)
Precipitaaaaaaation!

Strong Kale

(to the tune of Mary had a little lamb)

*We are kale big and strong
big and strong
big and strong
We are kale big and strong
we're green all winter long!*

Where has my dog Bean song

(to the tune of I'm a nut)

Inquire for a type of bean, i.e. fava, green, cannellini, etc.

*My dog Fava likes to roam
one day Fava didn't come home
when Fava came home he was so clean
where oh where has Fava bean?
Fava bean, Fava bean
where oh where has Fava bean?*

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)**



**EDIBLE
SCHOOLYARD
NYC**

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.

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