



# 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
★ Handwashing (5 min)	★ Handwashing (5 min)
★ Opening (3 min)	★ Opening (3 min)
★ Cook/ Plant Part ID (45 min)	★ Cook (30 min)
★ Clean up (5 min)	★ Set Table (2 min)
★ Set Table (5 min)	★ Eat/ Discuss (10 min)
★ Eat/ Discuss (15 min)	
★ Clean Up (5 min)	
★ Wrap Up (2 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 - 4<sup>th</sup> 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 - 2<sup>nd</sup> 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.

**3<sup>rd</sup> - 5<sup>th</sup> 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 - 2<sup>nd</sup> 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 plan 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 1/8-tsp measuring spoons
- 2 1/4-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 - 1<sup>st</sup> Grade task cards
- 2<sup>nd</sup> - 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)

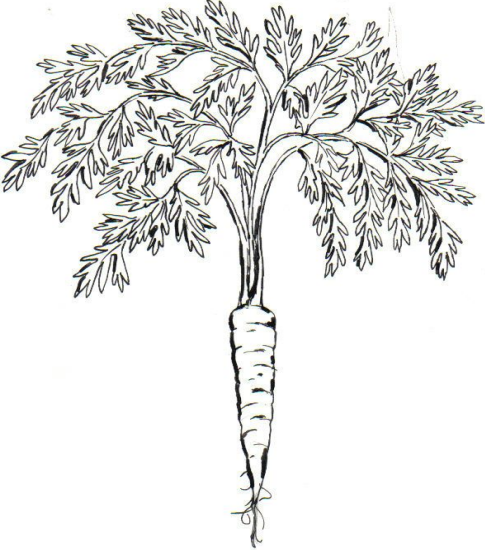

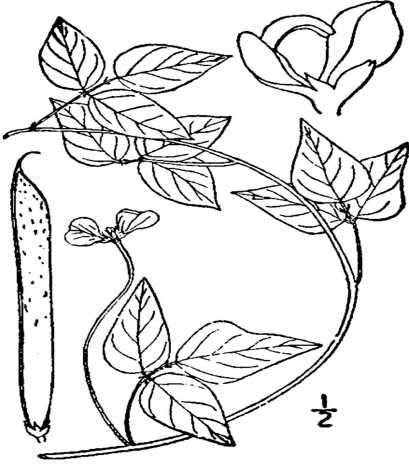

## Shopping Basket Races Activity Notes

- 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.

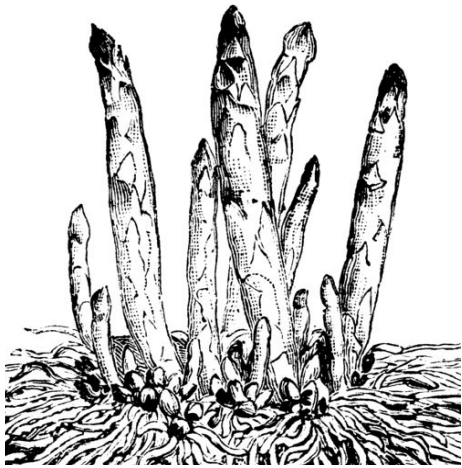
## Plant Part 20 Questions Activity Notes

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

**Name:** Asparagus **Plant Part:** Stem



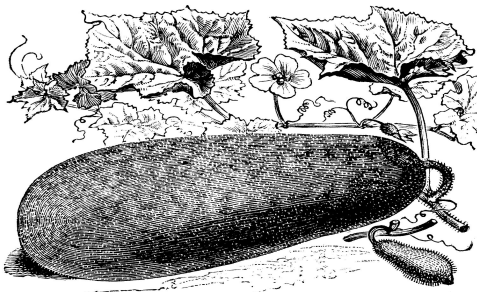
**Texture:** crunchy **Taste:** fresh  
**Shape:** long and skinny  
**Color:** green, white or purple  
**Vitamin Power:** Vitamin K for bones

**Name:** Cauliflower **Plant Part:** Flower



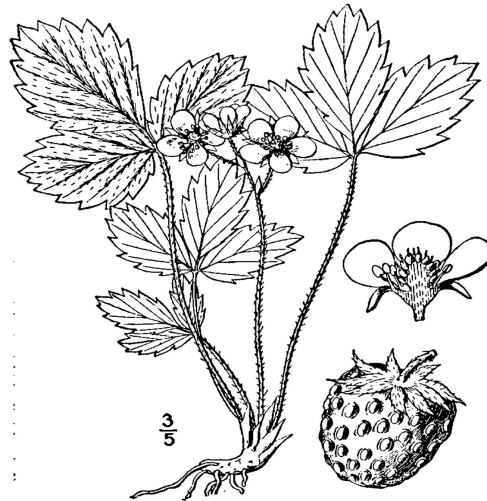
**Texture:** bumpy **Taste:** Mild  
**Shape:** round  
**Color:** white  
**Vitamin Power:** Vitamin C for healing

**Name:** Squash **Plant Part:** Fruit



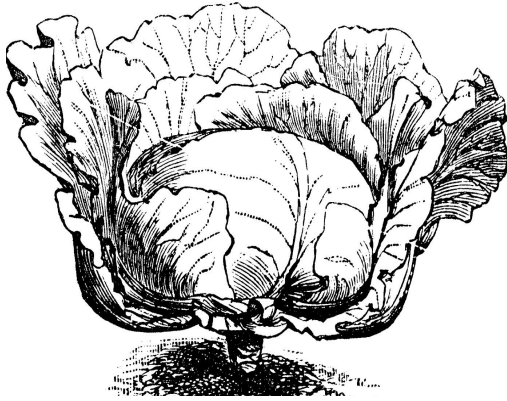
**Texture:** soft **Taste:** bland  
**Shape:** oval  
**Color:** yellow, orange or green  
**Vitamin Power:** Vitamin A for vision

**Name:** Strawberry **Plant Part:** Fruit



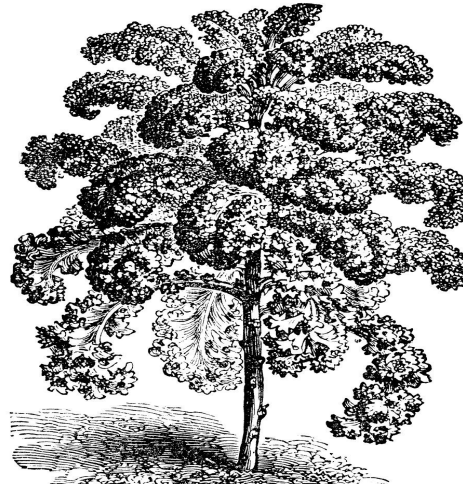
**Texture:** juicy **Taste:** sweet  
**Shape:** round  
**Color:** red  
**Vitamin Power:** Vitamin C for healing

**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




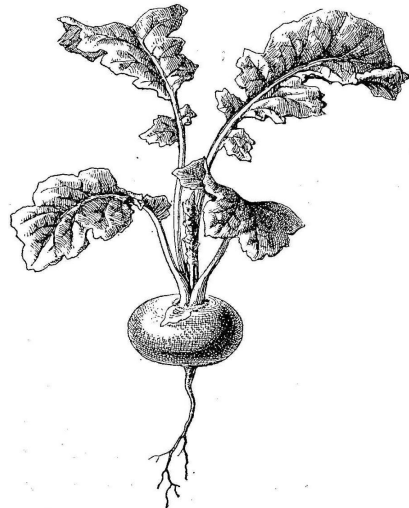


**Texture:** chewy **Taste:** sweet  
**Shape:** round  
**Color:** purple and brown  
**Vitamin Power:** B vitamins for energy

**Name:** Lettuce **Plant Part:** leaves



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



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



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

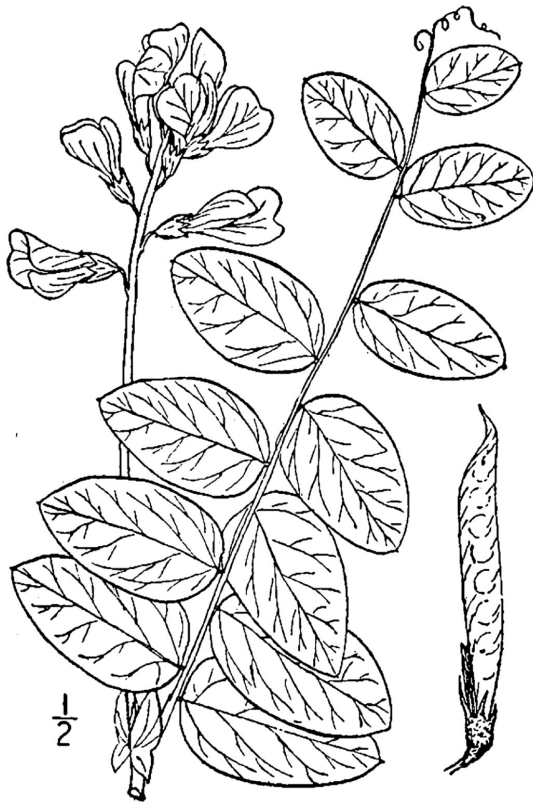
Corn



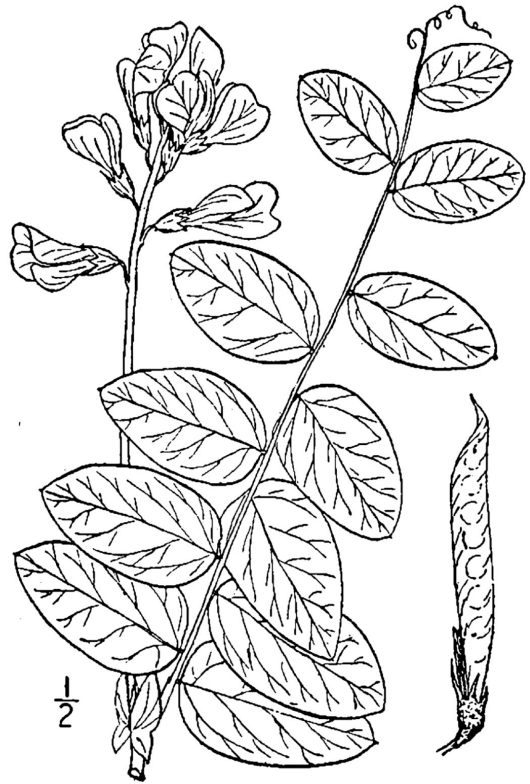
Beans



# Peas



# Pea Shoots



Cauliflower



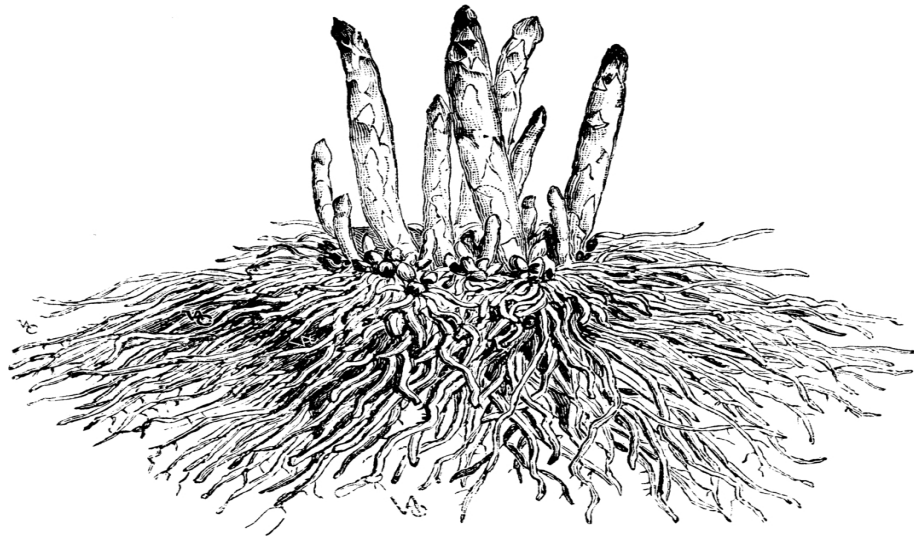
Broccoli



Broccoli

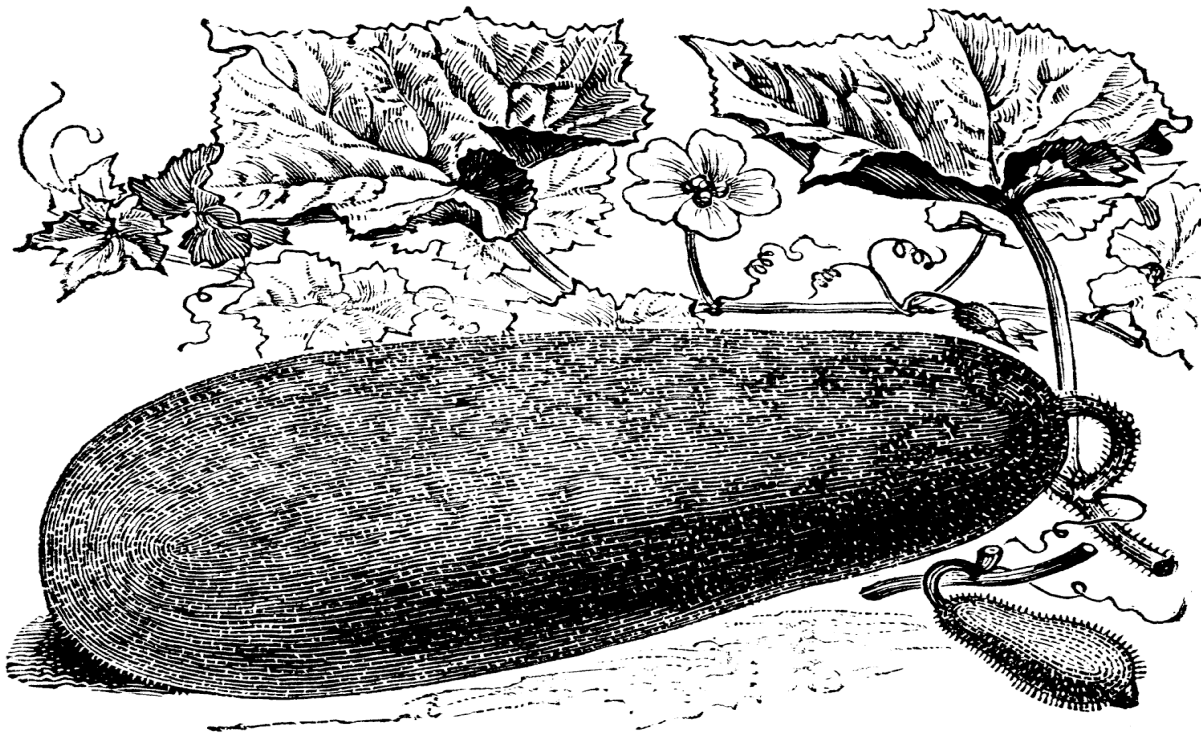


# Asparagus



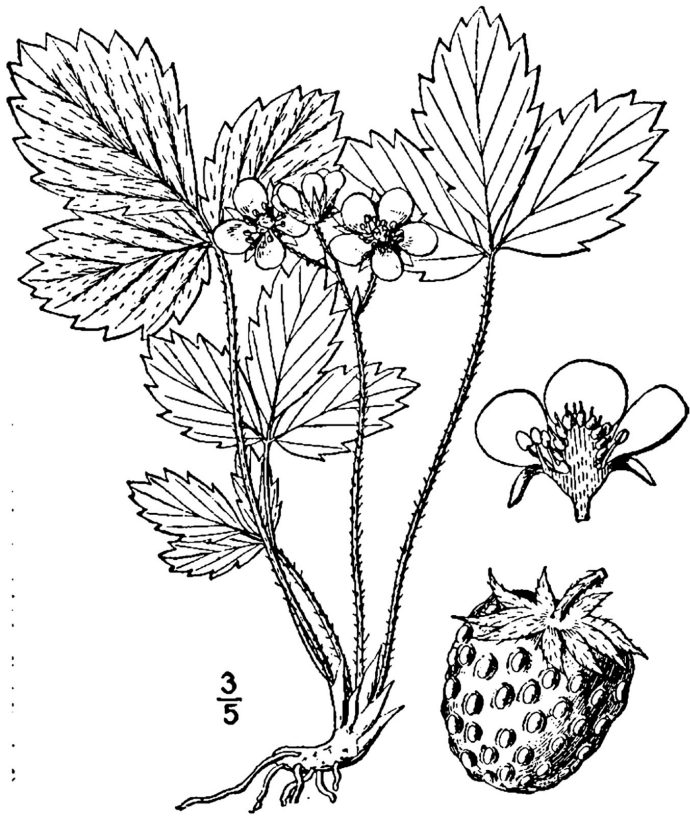
Griffe d'asperge, 7<sup>e</sup> année de végétation.

# 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



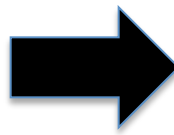
## Green Onion: Step 1



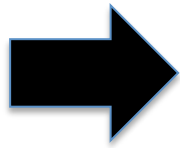
## Green Onion: Step 2



## Salt



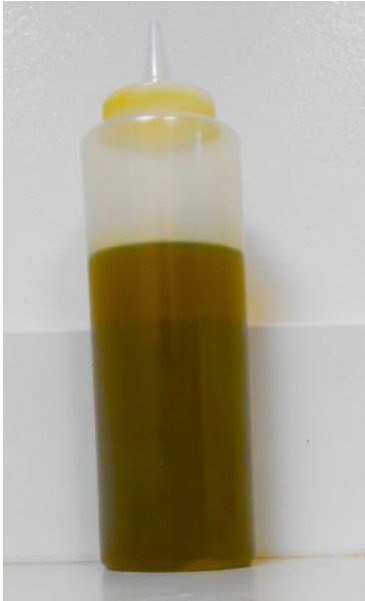
# Honey



**Plant Part Salad Task Cards 1<sup>st</sup> - 2<sup>nd</sup> grade**  
(cut these out and laminate)

**Sunflower Oil**

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



**Sunflower Oil**

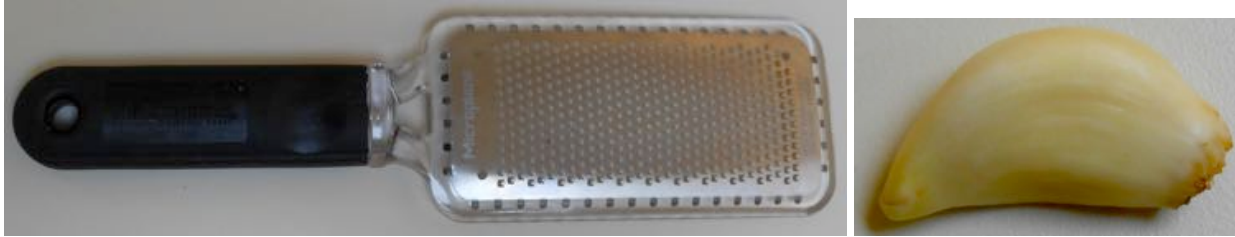
Measure 1 TBSP sunflower oil. Put it in the jar.





## 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.



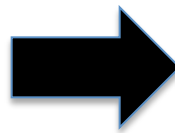
## Green Onion: Step 2

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



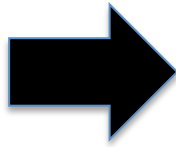
## Salt

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 3<sup>rd</sup> 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!



## 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.

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### 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.



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## 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.

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## 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	<b>Cycles:</b> 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	<b>Community:</b> 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	<b>Diversity:</b> 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	<b>Change:</b> 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	<b>Systems:</b> 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	<b>Interdependence:</b> 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>

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## 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.*

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## 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)**



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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.

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