



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-1st Grades	2nd-5th 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 ¼ 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 $\frac{1}{2}$ of a lime into your team bowl.

Pepper/Cucumber Station:

- Measure $\frac{1}{2}$ 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.

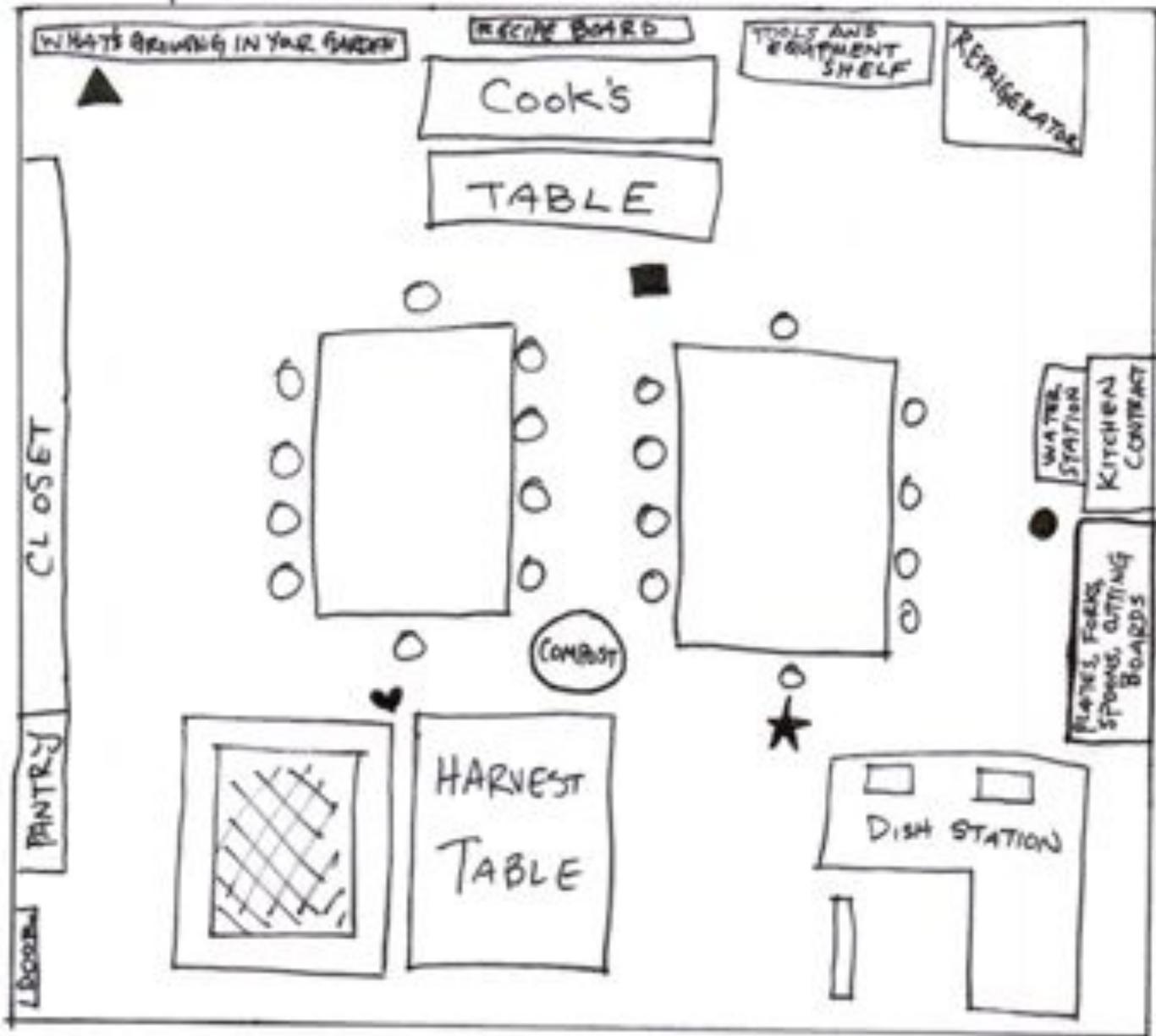
Pepper/Cucumber Station:

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

Steps

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

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.



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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)**

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



**EDIBLE
SCHOOLYARD
NYC**

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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Ingredients

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