

GRADE 2 | *Kitchen*



SCOPE & SEQUENCE



GRADE 2 STANDARDS

At the end of Grade 2, students will be able to:


- Demonstrate knowledge of taste sensations and describe a variety of familiar and unfamiliar foods.
- Identify and further articulate basic textures and palate experiences.
- Demonstrate understanding of local and seasonal foods.
- Begin managing scarcity and abundance in the kitchen environment.
- Describe and/or perform preservation processes to manage abundance in the garden.

GRADE 2 | FALL

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
1. Welcome to the Kitchen!	Personal and Community Life Skills (CLS and PLS) Food Preparation (FP)	FP.2.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables	Engage students in a name game and team building exercise. Explore teamwork by establishing kitchen agreements together. Review Personal and Community Life Skills. Explain and demonstrate how to prepare food for others without contaminating it (wash hands, use utensils instead of hands when possible, avoid touching hair and face while cooking, etc). Then have students elaborate and practice these agreements as they wash hands, and create an assembly line to prepare a very simple snack together, such as Ants on a Log , Emerils.com . Enjoy together.	PLS.1-6 CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	Compare group agreements for the kitchen with those students have in the garden. How are behavior expectations similar in both places? How are they different?	Classroom: Compare group agreements for the kitchen with agreements students have in the classroom. How are behavior expectations similar in both places? How are they different?	CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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2. Food Texture	Culinary Flavors and Textures (CFT)	<p>CFT.2.1 Identify and describe basic textures.</p> <p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p>	<p>Cooking Concept Lesson: Define “texture.” Then provide students with a range of bite-sized foods to taste, such as: smooth applesauce, chunky applesauce, a piece of bread, a crispy cracker, a banana slice, and a carrot slice. Give them a set of texture cards, each with one word on it: smooth, lumpy, soft, hard, mushy, and crunchy. Have them explore by tasting each food and matching it to the word they think best describes the texture. Have them share out and explain the definition of each word. Then have them elaborate by sorting those words based on which they think are similar (smooth, soft, and mush, for example) and which are opposites (hard and soft, for example).</p>	<p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p>	<p>During activity, use foods from the garden. Bring compost out to the garden. In Garden Lesson #2: Comparing Food Textures, students will explore textures of edible stems and leaves.</p>	<p>Community: Send students home with a texture scavenger hunt they can do in their home or neighborhood.</p>	<p>CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	

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<p>3. Make-Yourself-Some-Apple-sauce</p> 	Culinary Flavors and Textures (CFT)	<p>CFT.2.1 Identify and describe basic textures.</p> <p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p> <p>HC.2.4 Create a healthy snack using whole fresh foods.</p> <p>FP.2.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables using tools and equipment.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Pre-chop all apples for Make-Yourself-Some Applesauce, There's a Chef in My Soup! Demonstrate how to use a digital scale to weigh food. Have students weigh ingredients and record. Ask students to discuss why chefs might weigh foods before and after cooking (to make predictions about yield). Then have students combine ingredients in a saucepan. As you let the applesauce cook, lead them in a comparative taste test using 3 or 4 different varieties of apples. Have them describe the apple flavors and textures, referring to the adjectives explored in Lesson #2: Food Texture. Then have them vote on their preferences and create a bar graph to show which varieties students preferred. Finally, finish the apple sauce, weigh the final product to compare to the original weight, discuss, and enjoy the applesauce together.</p>	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	If possible, use apples from the garden. Bring compost out to the garden.	<p>BAM! Box: Take home the applesauce recipe and ingredients to make applesauce at home. Modify by adding berries or other fruit.</p>	<p>CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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4. Modify-a-Pita Pizza	Health Concepts (HC)	<p>HC.2.3 Define whole fresh foods in each food group.</p> <p>HC.2.4 Create a healthy snack using whole fresh foods.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Explain that students will now begin modifying recipes, which is the one way chefs discover great new flavor combinations. Have each team of students prepare Eat-a-Pita Pizzas, There's a Chef in My Soup! They prepared these in Grade 1, but this time the focus will be on modifying the recipe. Each team will create their own special pizza with toppings they choose and harvest from the pizza bed they planted in Grade 1 Garden Lesson #16: Plant a Pizza Bed. This time, they must follow the ratios recommended by MyPlate or another food grouping resource (meaning they need to include a lot of vegetables!). Review the food groups represented by each part of the pizza (crust=grain, cheese=dairy, etc). Then give them time to create their pizzas. Wrap up with every team presenting its special creation and describing its process. Then every student gets to try a small slice of every pizza.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	Use as much produce as possible from the garden, and particularly from the pizza bed the students planted in Grade 1 Garden Lesson #16: Plant a Pizza Bed . Garnish with herbs growing in the garden. Bring compost out to the garden.	<p>Community: Prior to this cooking activity, have students interview 5 people to find out what they most like on pizzas. They can use this information in their planning process.</p>	<p>CCSS.ELA-LITERACY.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
5. Mexican Broiled Corn	Food Preparation (FP) Culinary Flavors and Textures (CFT)	FP.2.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables using tools and equipment. CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture. HC.2.4 Create a healthy snack using whole fresh foods. KTE.2.1-5 Kitchen Tools and Equipment	Cooking Lesson: Ask students to recall what they learned about Mexican culture and cuisine in Grade 1 Lesson #17: Researching Mexico . Explain that today's dish often sold by street vendors in Mexico and in some parts of the US with large Mexican populations. Harvest or purchase, then boil and broil corn. Have students measure and combine sour cream and milk. Demonstrate how to use a pastry brush to brush corn with sour cream mixture. Add cheese and spices (to their liking) to prepare Mexican Broiled Corn, There's a Chef in My World! . Discuss which ingredients are whole, local and/or seasonal and which are not. Enjoy together. As you do, have students describe the flavors and textures.	CLS.2 Students cooperate and communicate well with each other.	Use corn from the garden, if available. Garnish with herbs growing in the garden. Bring compost out to the garden.	Community: Have students ask their caregivers about popular snacks from when they were children and share out in class.	CCSS.ELA-LITERACY.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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6. Cooking with What's in Abundance	Health Concepts (HC)	<p>HC.2.4 Create a healthy snack using whole fresh foods.</p> <p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Discuss the economic, environmental, and culinary benefits of eating produce you grow yourself. Visit the garden with students to list produce that's available and in season. Note the edible plant parts of each produce item (roots, stems, leaves, flowers, fruits, and seeds). Compare to records or memories from past seasons to look for patterns. Note the food group of each crop you are going to harvest. Then harvest and prepare a recipe featuring ingredients grown in your school garden. Before you eat, highlight which ingredients were sourced in the school garden.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	Pre-select a recipe featuring produce you have in abundance in the garden. Look for options to garnish garden herbs. After cooking, bring compost out to the garden.	<p>Cafeteria: Invite your food service director into the garden. Have students tour him/her around to show him/her available produce and discuss what, if anything, they might like to incorporate into the school lunch program.</p>	<p>NGSS Crosscutting Concept: Patterns Patterns in the natural world can be observed.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

GRADE 2 | WINTER

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
7. Designing Balanced Meals Featuring Whole Foods	Health Concepts (HC)	HC.2.3 Define whole fresh foods in each food group.	Cooking Concept Lesson: Use an image of MyPlate or another food grouping resource to engage students in recalling the food groups and the nutritional value of a balanced diet. Give teams a stack of <u>food cards</u> and have them sort cards into food groups. Then within each group, have them explore to find whole foods. Discuss the nutritional benefits of eating whole and minimally processed foods (nutrients can be lost when food is processed; sugars, salts, and other unhealthy additives can be added). Have teams share out their whole foods onto a larger MyPlate, so collectively, the class will have created a big MyPlate filled with whole foods representing each food group. Then challenge each team to elaborate by coming up with a balanced meal that features a whole or minimally processed food from each food group.	CLS.1 Students demonstrate problem solving and resolve conflict as a team.	Bring students to the garden to look for, harvest, and taste foods from as many food groups as you can find growing.	Cafeteria: Look for whole foods from each food group in the lunch line.	CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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8. Whole vs. Processed	Health Concepts (HC)	<p>HC.2.2 Recognize local and seasonal foods.</p> <p>HC.2.3. Define whole fresh foods in each food group.</p> <p>RC.2.1 Describe how traditional foods and recipes function in social contexts of families and communities, and cultural traditions and celebrations.</p>	<p>Cooking Concept Lesson: Give student teams different food products (or pictures of these food products), such as a strawberry, strawberry jam, and a strawberry pop tart. Challenge them to explore by sorting them from least processed (whole food) to most processed. Have teams share out the spectra they created and the reasoning behind it. Discuss the nutritional benefits of eating whole foods. Conduct a similar sort with pictures of foods grown in different places, with labels that say where they were grown. Have them use a map to sort from those grown closest to home to those grown farthest away. Have students discuss some reasons why we sometimes eat food that was grown far away. Explain seasonality as one reason: Something that's out of season here might be in season on the other side of the world. Discuss and explain the environmental benefits of eating local and seasonal foods.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	<p>Bring students to the garden to search for whole, local, seasonal foods. Point out that any food growing in their garden is all 3, and review the health and environmental benefits of growing and eating garden-fresh produce.</p>	<p>Community: Challenge students to look in the grocery store for an example of each of the following: A local food; a food grown on another continent; a seasonal food; a food that is not in season locally; and a whole food and a highly processed food. Have them share their findings with the class.</p>	<p>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>Social Studies: Geography.</p> <p>NGSS.2.LS4.D Biodiversity in Humans There are many different kinds of things living in any area, and they exist in different places on land and in water.</p>	<p>National Health Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>

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9. Warm Greens with Emeril's Herb Vinaigrette	Food Preparation (FP) Home Economics (HE)	<p>FP.2.2 Demonstrate ability to prepare fruits and vegetables using the tools and equipment identified Tools and Equipment.</p> <p>HE.2.1 Manage garden scarcity and abundance with cooking techniques.</p> <p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Have students recall the nutritional benefits of eating leafy greens. Walk through the garden with your students to identify and harvest abundant greens and herbs for preparing warm greens with Emeril's Herb Vinaigrette, Emerils.com. Allow teams to choose which greens and herbs they use based on what's abundant in the garden or locally at this time of year. Harvest, wash, and dry. Demonstrate how to use a whisk to prepare the dressing. While you or another adult cooks the greens, have students tear herbs and add to pre-chopped ingredients to prepare Emeril's Herb Vinaigrette, Emerils.com If you have enough variety in types of greens or herbs from your garden, each team can prepare a salad with a different green or a dressing featuring a different herb and then they can conduct a comparative taste test and <u>add sticky dots to a chart paper in columns</u> to graph their preferences.</p>	CLS.2 Students cooperate and communicate well with each other.	Use greens and herbs from the garden. Review the plant parts as you harvest (likely all leaves). Add in other produce growing in the garden. Bring compost out to the garden.	Classroom: Read <i>A Simple Brown Leaf</i> by L. J. Davis.	CCSS.MATH.CONTENT.2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	

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10. Herbs of the World	Health Concepts (HC)	HC.2.1. Demonstrate the ability to design a garden that incorporates various world cultures.	Cooking Concept Lesson: Divide class into 6 teams. Assign each team a continent (skip Antarctica). Give each team the tools they need to explore and research common culinary herbs from that continent, and a local garden guide to discover which of those herbs can be grown in your region. Have them share out their findings, and then elaborate upon their ideas to collectively plan an Herbs of the World Bed or container that you can plant together in spring, ideally right outside your kitchen door.	CLS.2 Students cooperate and communicate well with each other.	Ask students to review planting techniques they've learned in the garden (adding compost to soil, for example) and to apply them to plant the Herbs of the World Bed in Lesson #13: Planting Herbs of the World.	Community: Send students home with a handout of the Spices and Herbs of the World, and have them ask their caregivers which are important in their culture or their diets, if any.	Social Studies: Geography. Social Studies: Cultural Traditions. CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	

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<p>11. Maple-Buttery Corn Muffins</p>	<p>Culinary Flavors and Textures (CFT)</p>	<p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review how to use measuring cups and spoons. Have teams prepare Maple-Buttery Corn Muffins, <i>There's a Chef in My Soup</i>. Work with students to calculate how many muffin tins you'll need to fill based on how many students are in class and how many muffins each tin holds. While the muffins are baking, discuss which food groups went into their muffins; whether these muffins are whole foods, minimally processed, or highly processed, and why. Bring in a package of highly processed corn bread mix and compare the ingredients lists. Discuss the health benefits of making your own minimally-processed snacks. Finally, enjoy muffins together.</p>	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p>	<p>Before you eat, talk about where all of the ingredients came from (corn plants, cows, chickens, etc). Have students "toast" with their muffins to the farms and gardens where all of plants and animals were raised. Bring compost out to the garden.</p>	<p>Community, Cafeteria, or Classroom: Make enough muffins to share with teachers, families, food service staff, office staff, or others.</p>	<p>CCSS.MATH.CONTENT.2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>



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12. Eating Local in the Winter	Home Economics (HE)	<p>HE.2.1 Manage garden scarcity and abundance with cooking techniques.</p> <p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p> <p>HC.2.4 Create a healthy snack using whole fresh foods.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Visit the garden or pantry with students to list produce that's in season. In the winter, this may center around storage crops and preserved foods, such as roasted winter squash with toasted nuts or seeds. Note the edible plant parts of each crop (roots, stems, leaves, flowers, fruits or seeds). Compare to records from past seasons to look for patterns of abundance and scarcity. Then harvest and prepare a recipe featuring ingredients grown in your school garden. Before you eat, highlight which ingredients were grown or sourced in the school garden and have students discuss the economic, environmental, culinary and health benefits of eating food from the garden.</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>Pre-select a recipe featuring produce you have in abundance in the garden. Look for options to garnish or substitute with abundant produce. After cooking, bring compost out to the garden.</p>	<p>Cafeteria Have students write a simple recipe for the dish they prepared.</p>	<p>NGSS Crosscutting Concept: Patterns Patterns in the natural world can be observed.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

GRADE 2 | SPRING



Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. Planting Herbs of the World	Health Concepts (HC)	HC.2.1. Demonstrate the ability to design a garden that incorporates various world cultures.	Cooking Concept Lesson: Explain to students how to plant an Herbs of the World Bed (researched and planned by students in Lesson #10: Herbs of the World) in your garden or in a container close to the kitchen. Have them plant it together. Once planted, have teams that did the research on each herb elaborate by making signs for each herb explaining what it is, where it is used, how it is used, and anything else they think important.	CLS.2 Students cooperate and communicate well with each other.	Before planting, ask the students to teach you how to prepare the soil, plant the bed, and care for it, based on their garden learning.	BAM! Box: Plant container herb gardens with students that they can take home for their home kitchens.	Social Studies: Geography.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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14. Power-Packed Spinach Salad	Health Concepts (HC)	<p>HC.2.4 Create a healthy snack using whole fresh foods.</p> <p>CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture.</p> <p>HE.2.1 Manage garden scarcity and abundance with cooking techniques.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Review how to use a salad spinner and whisk. Explain to students that spinach, like other leafy greens they've cooked, is packed with vitamins and minerals to keep them healthy. Then prepare a Power-Packed Spinach Salad, <i>There's a Chef in My Family!</i>, with students. If relevant, help students modify the recipe to incorporate any other fruits and vegetables available in your garden at the time, like strawberry slices. Have students divide salad up evenly and enjoy. While eating, discuss which food groups are represented in the salad.</p>	<p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p>	Use spinach from the garden. Add in any other garden fruits or vegetables you think might work. Bring compost out to the garden.	<p>Classroom: Read <i>Sylvia's Spinach</i> by Katherine Pryor.</p>	<p>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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15. Go Nuts for Banana Bread 	Culinary Flavors and Textures (CFT)	<p>CFT.2.2. Categorize familiar and unfamiliar foods by flavor and texture.</p> <p>FP.2.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables using tools and equipment identified in Tools and Equipment.</p> <p>KTE.2.1-5 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Introduce recipe for Go Nuts for Banana Bread, Emerils.com. Discuss the nutritional benefits of bananas, and locate where they are grown on a world map. Then guide students in preparing the recipe. As they enjoy, discuss the flavor and texture and how it compares to other breads they commonly eat.</p> <p> Caution Note: This recipe includes tree nuts and should be modified for individuals with tree nut allergies.</p>	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	Trace ingredients back to their source. Bring compost out to the garden.	<p>Classroom: Make a Venn diagram comparing banana bread with other kinds of bread students eat. How are they similar? How are they different? Extend into a writing project.</p>	Social Studies: Geography.	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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16. Cooking with What's in Abundance	Home Economics (HE)	HE.2.1 Manage garden scarcity and abundance with cooking techniques. CFT.2.2 Categorize familiar and unfamiliar foods by flavor and texture. HC.2.4 Create a healthy snack using whole fresh foods. KTE.2.1-5 Kitchen Tools and Equipment	Cooking Lesson: Visit the garden with students to list produce that's in season. Note the edible plant parts of each crop (roots, stems, leaves, flowers, fruits, and seeds). Compare to records or memories from past seasons to look for patterns of abundance and scarcity. Then harvest and prepare a recipe featuring ingredients grown in your garden. Before you eat, highlight which ingredients were grown or sourced in the garden and have students recall the nutritional, economic, environmental, and culinary benefits of eating fresh from the garden.	CLS.2 Students cooperate and communicate well with each other.	Pre-select a recipe featuring produce you have in abundance. Look for options to garnish or substitute with abundant produce. After cooking, bring compost out to the garden.	Cafeteria: Have students graph and analyze patterns of what is in abundance in the garden in each season.	NGSS Crosscutting Concept: Patterns Patterns in the natural world can be observed.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
17. Researching India	Recipe Concepts (RC)	RC.2.1 Describe how traditional foods and recipes function in social contexts of families and communities, and cultural traditions and celebration.	Cooking Concept Lesson: In preparation for the Feast Around the World, have students explore India. Have them locate India on a map, and use age-appropriate readings and/or videos to research different aspects of life in India, including celebrations, customs, and the like. Have them elaborate by preparing to present on their country at the Feast Around the World.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	If relevant, visit the herbs of the world bed planted in Lesson #13: Planting Herbs of the World to review any common herbs from India.	Community: Ask students if they have family members from India. If so, invite them in to share a favorite recipe from the region.	Social Studies: Diversity and Culture. Social Studies: Geography.	

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
18. Indian Naan Bread  	Recipe Concepts (RC)	RC.2.1 Describe how traditional foods and recipes function in social contexts of families and communities, and cultural traditions and celebrations. KTE.2.1-5 Kitchen Tools and Equipment	Cooking Lesson: Pre-make one batch of naan dough. Remind students that the Feast Around the World provides them with a chance to learn about many cultures and taste foods from around the globe. Then, with your students, demonstrate how to prepare yeast and how to sift flour. Have students mix, knead, coat, and cover dough for Indian Naan Bread, <i>There's a Chef in My World!</i> While their dough is rising, have them roll and shape your pre-made dough into circles. Bake and serve with the Vegetable Curry, <i>There's a Chef in My World!</i> , being prepared by the Grade 5 class at the Feast Around the World!	CLS.2 Students cooperate and communicate well with each other. CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.	Offer fresh herbs from the garden as an optional garnish on the side, particularly if you grew any herbs common in India in your herbs of the world bed. Bring compost out to the garden. Serve the final feast out in the garden.	Community: Ask students if they have family members from India. If so, invite them in to share a favorite recipe from the region.	Social Studies: Diversity and Culture. Social Studies: Geography. CCSS.MATH.CONTENT.2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Elementary School Feast Around the World!