

GETTING STARTED WITH PARING KNIVES

Kitchen

ADAPTED

GRADE 4

SCHOOL PARTNER
LESSON PLAN








Lesson Title: Getting Started with Paring Knives		
Grade: 4	Lesson Number: 2	
Estimated Time: 45 mins.	Season: 🍁 Fall	Type: 🍳 Cooking Concept
<p>👩🏫 Teacher Background and Lesson Description:</p> <p>While cooking can be a highly engaging and educational activity, it can also be dangerous. This is particularly true when using kitchen knives. Nonetheless, by effectively establishing procedures at the outset and sufficiently supervising students, students can safely use kitchen knives to participate in a wide variety of food preparation activities. When students are using knives, particularly for the first time, we recommend having them work in groups of 10 or fewer with 1 or more adults. You can do this by running a cutting station while other students work independently on a separate project, or by inviting other adult volunteers to supervise small groups.</p> <p>In this lesson, students will explore tools that are used for different tasks including those they have used in the garden and the kitchen. They will then learn about knives—their different parts and how they function as simple machines. Then, the techniques of “claw and slaw” and “low and slow” will be modeled by the teacher before the students utilize knives to slice fruits to make a fruit salad and eat as a snack.</p>		
<p>★ Lesson Objectives:</p> <p>RC.4.2 Demonstrate the ability to follow recipe instructions with increased independence.</p> <p>KTE.4.1. Use tools introduced in previous grades independently.</p> <p>KTE.4.2. Name, identify, locate, and safely use new tools.</p> <p>KTE.4.3. Demonstrate proper care and storage of tools/equipment.</p>		
<p>📖 Academic Standard Connections:</p> <p>Structure and function of the kitchen</p>	<p>🏥 Health Standard Connections:</p> <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p>	
<p>? Essential Questions:</p> <p>How are tools used to make tasks easier?</p> <p>How can we be mindful with our bodies and energy level to keep ourselves safe when using tools?</p>		

NOTE: Adapted from **Grade 3 Kitchen Lesson #3: Getting Started with Paring Knives**, pg. 516.



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 Vocabulary: Knife, Wedge, Tip, edge, handle, Slice (verb), slice (noun)	
 Materials:	
<p>Lesson Introduction:</p> <ul style="list-style-type: none"> • The parts of a Kitchen Knife *one per student 	<p>Equipment:</p> <ul style="list-style-type: none"> • Cutting boards (1 per student) • Paring knives (1 per student) • Small bucket to hold clean knives (1 per cook station) • Small bucket to hold dirty knives (1 per cook station)
	<p>Ingredients:</p> <ul style="list-style-type: none"> • Watermelon • Pineapple • Cantaloupe • Grapes • Strawberries <p><i>*recommend buying pre-cut portions so that students can practice cutting fruits into smaller portions</i></p>
<p>Materials for Enjoying Food:</p> <ul style="list-style-type: none"> • Plates or cups for snack • Plastic forks 	<p>Materials for Cleaning Up:</p> <ul style="list-style-type: none"> • Trash, recycling, and compost bins • Dish soap • Scrubber (for dishes) • Drying rack • Sponge or rag (for counters) • Broom and dustpan
 Assessment: Observational checklist	
 Teacher Prep: <ul style="list-style-type: none"> • Gather materials, equipment, and ingredients listed above. • Distribute fruit across tables with labels (in case of student allergies) 	
 Additional Resources: <ul style="list-style-type: none"> • The Tool Book - Gail gibbons, noticing tools that different professionals use to help them complete their tasks. 	
 Prepare to Cook: Ignite Interest <ul style="list-style-type: none"> • Have students tie hair back, wash hands, put on aprons (if available) and go to their station. 	
 Recipe Introduction: (5 minutes) <ul style="list-style-type: none"> • Our goal today will be to effectively and carefully use paring knives to create a scrumptious fruit salad. You have some pre-chooped fruits, to make a fruit salad, we will cut the fruit piece smaller. • Model how to carefully and safely pick up each fruit and make the cut. 	



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**Demonstrate New Tools and Skills:** *Clarify New Ideas*

- Explain that a **knife** is a useful tool in the kitchen for cutting. The knife itself is a **wedge**, which is a type of simple machine. When a wedge is placed on an object and force is applied, the wedge drives the object apart into two.
- 2. Reiterate to students that to use tools, it is important to understand how they work and how to use them safely, particularly if the tools are sharp and could be dangerous, like knives. Explain to students that using knives is a privilege, and if anyone is playing with them or not being safe, that privilege will be taken away in order to keep everyone safe.
- 3. Show students one of the knives that they will be using and draw a model of it on chart paper. Identify the parts (structures) and label on the model.
 - **tip**
 - **edge**
 - **handle**
- Explain that the only part of the knife that students will touch is the handle. It may be useful to wrap the handle in a certain color electrical tape as a visual cue





**Divvy up tasks:** *Watch It Rise*

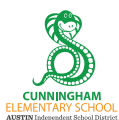
- Make sure knives are out of reach of students while you introduce and discuss them. Demonstrate how to pick up and hold a knife properly, then return it to its “home base” (the cutting board). Model for students—does the knife go on the counter? on the floor? on your notebook? on a friend? on your lap? (No, only on the cutting board). The only other place it will go is in the cleaning bucket when students are completely finished with their task.
- Also, demonstrate how their other hand will be holding their fruit or vegetable like a “claw” with their fingers tucked. Students can remember these 2 cues by the phrase “claw and saw.” Another helpful phrase to encourage a safe motion with the knife is “low and slow.” Students may have seen cooking shows where chefs use a fast chop but remind students that in our class we will be using a “claw and saw” and will be doing it “low and slow.”
- Request that one student per each group of 10 retrieve cutting boards for all of the students at their table. When everyone has returned to their seats, deliver a bucket of knives to each table.
- Demonstrate for students how to slice their banana approximately every ½ inch. Introduce the vocabulary **slice** which is a specific way to cut something (can be used as either a verb or a noun to describe the result of this cut). On your cue, provide time for students to slice their fruits and then carefully place their knives in the bucket when they are finished.



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<p> Evaluate: Reflect</p> <ul style="list-style-type: none"> As students are slicing their fruits, remember to use the cooking and cleaning observational checklist to assess students' mastery of cooking skills. Review with students: <ul style="list-style-type: none"> How are tools used to make tasks easier? How can we be mindful with our bodies and energy level to keep ourselves safe when using tools? 	
<p> Clean Up:</p> <ul style="list-style-type: none"> Provide students with time in their small groups to divide then execute tasks before returning their attention back to the whole group. As students work in their small groups, remember to use the cooking and cleaning observational checklist to assess students' mastery of cleaning skills. 	
<p> Connections to Garden Lessons: <i>Compare guidelines for safe knife use with guidelines for safe garden tool use.</i></p>	<p> Possible Extensions:</p> <p>Cafeteria: Invite in your food service director to discuss and demonstrate knife safety.</p> <p>Community: Invite in a local chef to discuss and demonstrate knife safety.</p> <p>Classroom: Make the connection between structures and functions of the knife parts (i.e., an edge to cut, a handle to hold) with other examples of structure and function, such as structures of a seed or insect.</p>



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