

GUACAMOLE

Kitchen

TIME AND LENGTH

45 min

LOCATION

Kitchen Classroom

? ESSENTIAL QUESTIONS

What are healthy and unhealthy fats? What foods are examples of each?



MATERIALS

- Lettuce knives
- Mixing bowls
- Cutting boards
- Juicer
- Plastic serving plates
- Chips
- Recipe ingredients
- Garlic Press
- Olive Oil

Abc VOCABULARY

- Fat (saturated and unsaturated)
- Cilantro
- Guacamole
- Cuisine
- Culinary Arts
- Avocados

TEACHER BACKGROUND

[Food Origins](#)

NOTE:

Adapted from **Grade 5 Kitchen Lesson #5: Fiesta Quesadillas with Simple Salsa and Holy Moly Guacamole**, pg. 532.

ADAPTED

GRADE 2

SCHOOL PARTNER
LESSON PLAN

LESSON DESCRIPTION

Students will make and eat guacamole using produce from the garden. Students will also learn about healthy and unhealthy fats.

LEARNING OBJECTIVES

- Students will be able to identify foods that there are sources of healthy and unhealthy fats.
- Students will talk and learn about the origins and cultural influence on cuisines.

ACADEMIC STANDARD CONNECTIONS

Texas Essential Knowledge and Skills (TEKS) for Social Studies, Elementary, Adopted 2018

2.12 Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:

- (A) identify the significance of various ethnic and/or cultural celebrations
- (B) compare ethnic and/or cultural celebrations

Texas Essential Knowledge and Skills (TEKS) for Mathematics, Elementary, Adopted 2012

2.1 Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- (A) apply mathematics to problems arising in everyday life, society, and the workplace

2.3 Number and operations. The student applies mathematical process standards to recognize and represent fractional units and communicates how they are used to name parts of a whole. The student is expected to:

- (A) partition objects into equal parts and name the parts, including halves, fourths, and eighths, using words
- (C) use concrete models to count fractional parts beyond one whole using words and recognize how many parts it takes to equal one whole

HEALTH STANDARD CONNECTIONS

Texas Essential Knowledge and Skills (TEKS) for Health Education, Elementary, Adopted 2020

1.6 Healthy eating and physical activity—food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:

- (A) explain that fruits, proteins, vegetables, and dairy provide essential vitamins and minerals
- (B) identify recommended portion sizes by comparing portions to familiar objects such as a golf ball for a cookie or a frisbee for a dinner plate
- (C) identify the food groups and classify examples of foods into each group
- (D) identify ingredients that make foods and drinks unhealthy such as added sugar and other sweeteners

2.6 Healthy eating and physical activity—food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:

- (A) identify types of nutrients
- (B) use familiar objects to identify healthy food portions from different food groups
- (C) identify healthy and unhealthy choices within the food groups

*Lesson Sequence**Engage***Ignite Interest (10 mins):**

Welcome students to the classroom, harvest cilantro in the garden before entering the kitchen, talk about how there are healthy and unhealthy fats. One source of healthy fats are avocados! Different cultures have different cuisines. One way we can honor and celebrate different cultures is by trying new foods.

*Explore***Stir Discoveries (20 mins):**

Watch short video about different types of fats, wash hands, prepare guacamole together as a class and eat it. How to read and follow a recipe

*Explain***Clarify New Ideas (5 mins):**

“The Kitchen Times”—kid friendly newspaper article that explains the different types of fats and what different foods have healthy and unhealthy fats

Elaborate **Watch It Rise (5 mins):**

Explain saturated v. unsaturated fats—Be sure to say that it's OK to eat foods that contain unhealthy fats once in a while. We just want to make sure that we are eating more healthy fats more often than unhealthy fats.

Healthy fats help our bodies stay strong and have plenty of energy so that we can stay active. They also help our brains think faster! Unhealthy fats can make us feel tired and foggy-brained. They also can clog our arteries over time causing health problems when we are older. We want to stay healthy so we can live for a long time and be able to enjoy doing all of the things outside that we love to do—like hiking, swimming, sports, gardening.

Evaluate **Reflect (5 mins):**

Explore experience—

Ask students what they think of their creation.

- i. "What do you think?"
- ii. "What flavors are you experiencing?"
- iii. "Would you add anything to it to make it even tastier?"
- iv. "Who would you like to share this with?"

Gratitude—Take a deep breath and think about different cultures and different dishes we enjoy from them. Think about all of the different cuisines in our world and how thankful we are for our different cultures. Take a moment to be thankful for how your food got to you today. Say, "Can we agree that we are grateful for different cultures and their different foods?"

 ADAPTATIONS

This lesson can be adapted for different types of healthy fat foods.

ADDITIONAL RESOURCES

- [Healthy and unhealthy fats](#)