

Grades Pre-K–K • 30 mins • Fall

ADAPTED

GRADES PRE-K–K

SCHOOL PARTNER  
LESSON PLAN

SUBMITTED BY

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 VOCABULARY

- Claw and saw
- Low and slow
- Slice

 ASSESSMENT

- **Observational Checklist**

 MATERIALS

### Materials for Introduction

- Certification check-list print outs
- Paring knives
- Cutting boards
- Lettuce knives
- A variety of other knives,
- Cucumbers
- Bus tubs per station
- Small paper plates for eating
- Vegan non-sesame dressing for dipping

### Equipment

*For each group of 10*

- Paring knives
- Cutting board
- Lettuce knives
- A variety of other knives

### Ingredients

- Cucumbers
- Vegan non-sesame dressing for dipping

### Materials for Enjoying the Food

- Small paper plates

### Materials for Cleaning Up

- Bus tubs

#### NOTE:

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

## PREPARATION (5 MINS)

Gather materials and place in station bus tubs. Slice cucumbers lengthwise in half so that there is a flat side. 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.

## TEACHER BACKGROUND

It is a little scary to teach knife skills because kids get very excited and like to show off. Prepare a presentation of demonstrating correct and incorrect form. Prior to this lesson, review **Getting Started with Paring Knives** and make sure that there is more than one adult in the room to observe.

## LESSON DESCRIPTION

The teacher will demonstrate knife safety and knife use skills to students and students will practice knife safety and cutting skills using various knives.

## LEARNING OBJECTIVES

**Life Skills Learning Objectives***Community Life Skills*

**CLS.2** Students cooperate and communicate well with each other.

*Lesson Sequence***Prepare to Cook (5 mins):**

Wash hands, put on aprons, tie hair back.

**Recipe Introduction (5 mins):**

Show the students a variety of knives/cutting tools and a cucumber. "Which one of these tools should I use today to slice a cucumber? Why?" Let the students offer their opinions.

**Review Familiar Skills (5 mins):**

- 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.

- Let students know that practicing with knives safely will get themselves “certified” in the classroom for future knife use. If someone is deliberately not using the knives in a safe way, they will not be certified for the next class. The certification sheet is a checklist that the adults will use as they observe students.

**Demonstrate New Skills (10 mins):**

- 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 bus tub 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.”

**Divvy Up Tasks (5 mins):**

- 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 bus tub of knives to each table.
- Demonstrate for students how to slice their cucumber approximately every 1/2 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 cucumber and then carefully place their knives in the bus tub when they are finished.

**Cook (10 mins):**

On your cue, provide time for students to slice their cucumber and then carefully place their knives in the bus tub when they are finished. Walk around the classroom and observe students with the certification checklist.

**Enjoy (10 mins):**

While eating, students will each have cucumbers and a dressing to dip. While eating they can discuss.

**Clean Up (10 mins):**

Before eating, all knives must be “cleaned up” by placing them in the bus tub with the cutting boards. The cleaning helpers will bring the tubs to the dishwashing sink to soak. Students may dispose of trash when lining up.

**Reflect (10 mins):**

While eating they can discuss the questions “What was challenging? How can we help each other stay safe while using knives?”