

WELCOME TO THE KITCHEN

Kitchen

Grade 2 • 35 mins • Fall, Winter, Spring, Summer

ADAPTED

GRADE 5 | SCHOOL PARTNER
LESSON PLAN

SUBMITTED BY

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ESSENTIAL QUESTIONS

- How do we care for our community in the teaching kitchen?



ASSESSMENT

- Student Work



MATERIALS

Materials for Introduction

- Large chart paper
- Sticky notes
- Markers
- Visuals (soup image, stock pot, word wall)

PREPARATION (30 MINS)

Divide sticky notes per station and sufficient writing utensils. Make word wall with suggested contribution words and phrases. Draw large stock pot on large chart paper

TEACHER BACKGROUND

This is a time for the teacher to listen and engage students in respectful conversation.

LESSON DESCRIPTION

This is a lesson to introduce students to the space and come together to create group agreements.

LEARNING OBJECTIVES

Life Skills Learning Objectives

Personal Life Skills

PLS.1 Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.

NOTE:

Adapted from **Grade 5 Kitchen Lesson #1: Welcome to the Kitchen**, pg. 340.



CREATED BY
DC Bilingual in 2022

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Lesson Sequence

Recipe Introduction (5 mins):

How is our classroom like a soup? What are the ingredients in a soup (show a picture on screen)? Each one of you is like an ingredient in soup—but our soup is a classroom. What special thing do you bring to the group? (Show word wall with words like listener, follows directions, sharer, takes turns, cheerleader, etc)

Divvy Up Tasks (2 mins):

Instruct each student to write down what “ingredient” they bring to the class “soup” on a sticky note.

Cook (15 mins):

Students will take a few minutes to write down what “ingredient” they bring to the class “soup” on a sticky note. Once complete all stickies will be added to large chart paper.

After students complete the first task, say “Now that we see all of the special things each of you bring to the class, let’s talk about how we can make sure that everyone has an opportunity to shine.”

Students will then work at each of their tables to discuss two rules that they think should be part of the whole class agreements. Each table can only submit two, so they need to come to a consensus as a table. Students will write the agreements on paper at each table.

Reflect (15 mins):

Together we will let each table propose the rules to the whole class, and the teacher writes them on chart paper up front. Ask the students, “Were there any challenges in agreeing on rules? Why? How did you solve the problem?”

Duplicate rules will be merged. Once the list is final, all students will vote and sign for class agreement.

POSSIBLE EXTENSIONS

This lesson can serve as an opportunity to reflect and evaluate class community practices for the remainder of the year.