

WELCOME TO THE KITCHEN

Kitchen

TIME AND LENGTH

45 min

ADAPTED

GRADES K—5

SCHOOL PARTNER
LESSON PLAN

LOCATION

Kitchen Classroom



ESSENTIAL QUESTIONS

What is the kitchen classroom? What will we accomplish here together? What are our kitchen expectations? How do we properly wash our hands? How do we handle knives safely?



MATERIALS

- Conventional peaches (total # of students/4 or 5)
- Organic peaches (total # of students/4 or 5)
- Small plates or regular paper plates cut into fourths or small dixie cups
- Toothpicks or something to scoop peach into mouth (not necessary if using dixie cups)
- Prep board for Peachy Poetry
- Handouts of Peach Pie poem (enough for two students)



VOCABULARY

- Farmer's Market
- Organic
- Adjective
- Five Senses

TEACHER BACKGROUND

Article: [Mindful eating: Trait and state mindfulness predict healthier eating behavior](#)

LESSON DESCRIPTION

Students are introduced to the kitchen classroom by setting expectations, learning hand washing, and practicing a mindful eating exercise.

NOTE:

Adapted from **Grade K Kitchen Lesson #1: Welcome to the Kitchen**, pg. 475.



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LEARNING OBJECTIVE

- Students are introduced to the new kitchen space and learn what safety expectations we have in place for the kitchen classroom.
- Students learn to eat food using their 5 senses.

Content Learning Objectives*Culinary Flavors and Textures***CFT.K.1** Name the five senses.**CFT.1.2** Name and describe taste sensations.**CFT.3.1** Demonstrate an understanding of taste sensations.**CFT.3.2** Describe foods and their flavor attributes.*Food Preparation***FP.K.1** Demonstrate ability to properly handle, wash and prepare fruits and vegetables**FP.K.1, FP.1.1, FP.2.1**

Demonstrate ability to properly handle, wash and prepare fruits and vegetables.

*Kitchen Behaviors***KB.1 K-8** Recognize where the kitchen is located, how to move in it respectfully and safely, and understand the kitchen is a learning environment.**KB.2 K-8** Understand and practice proper safety and sanitation practices in the kitchen. Students wash hands and pull hair back. Gloves are used when applicable. Clothing is tucked in, tied, clean and covered with aprons.**KB.3 K-8** Students handle, wash, and prepare foods safely.**KB.4 K-8** Students clean up the kitchen after they use it, and know that the kitchen is a shared space to be left as it was found.**KB.5 K-8** Students use healthy practices and know how to avoid spreading bacteria and viruses.**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.**PLS.2** Students are able to express empathy and caring for themselves, others, and the environment.**PLS.3** Students cultivate honest and responsible behaviors that contribute to the learning of the community.**PLS.4** Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.**PLS.5** Students develop the ability to make informed and responsible decisions.**PLS.6** Students actively seek creative and resourceful solutions.

Community Life Skills

CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.

ACADEMIC STANDARD CONNECTIONS

Texas Essential Knowledge and Skills (TEKS) for Science, Elementary, Revised 2022

1.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student is expected to:

- (A) identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately

2.5 Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:

- (A) classify matter by physical properties, including relative temperature, texture, flexibility, and whether material is a solid or liquid
- (B) compare changes in materials caused by heating and cooling
- (C) demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties

4.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to:

- (A) demonstrate safe practices and the use of safety equipment as described in Texas Education Agency—approved safety standards during classroom and outdoor investigations using safety equipment, including safety goggles or chemical splash goggles, as appropriate, and gloves, as appropriate

Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, Elementary, Revised 2022

1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.

The student uses genre characteristics and craft to compose multiple texts that are meaningful.

The student is expected to:

- (A) dictate or compose literary texts, including personal narratives and poetry

3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

- (A) use print or digital resources to determine meaning, syllabication, and pronunciation
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words

4.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres.

The student uses genre characteristics and craft to compose multiple texts that are meaningful.

The student is expected to:

- (A) compose literary texts such as personal narratives and poetry using genre characteristics and craft

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

- 1.1 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
 - (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
 - (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate
- 4.8 Geometry and measurement.** The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement. The student is expected to:
- (A) identify relative sizes of measurement units within the customary and metric systems
 - (B) convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table
- 5.7 Geometry and measurement.** The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to solve problems by calculating conversions within a measurement system, customary or metric

Lesson Sequence

- Engage* **Ignite Interest (5 mins):**
 Welcome students to the kitchen, introduce instructor and space, set expectations/chef’s contract, learn proper hand washing techniques
- Explore* **Stir Discoveries (6 mins):**
 Practice hand washing. Practice knife safety. Mindful eating/tasting
- Explain* **Clarify New Ideas (7 mins):**
 Knife Safety, Hand washing, different spaces in the classroom, prepare peaches and talk about the difference between Farmer’s Market and store bought
- Elaborate* **Watch It Rise (20 mins):**
 Mindful tasting activity.
 • Using the 5 senses to experience our snack
- Evaluate* **Reflect (7 mins):**
 What did you think? (Turn-and-talk)
 • How would you describe the peaches?
 • Peach poetry using adjectives



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ADAPTATIONS

Use local produce based on what's available at the Farmer's Market

CONNECTIONS TO THE GARDEN/KITCHEN LESSONS

Certain foods are grown locally: students will eat peaches during this lesson since they grow in Texas. In future lessons students will try food from the garden.

POSSIBLE EXTENSIONS

Poetry reflection: use student created adjectives that describe food to write a poem

ADDITIONAL RESOURCES

- [How to hold a knife](#)

Peach Pie

Peach pie caught my eye
Grabbed a fork,
Oh my!
Chewed and swallowed -
Huge sigh!
Peach pie,
bye-bye.

by Penny Parker Klostermann

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Peach pie caught my eye
Grabbed a fork,
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Source: <https://pennyklostermann.com/tag/poetry/page/3/>



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