



# WELCOME TO THE KITCHEN

*Kitchen*

EST. TIME 45 minutes SEASON fall TYPE cooking concept

GRADE K | LESSON #1

## ? ESSENTIAL QUESTION(S)

- How can I be my best self in the kitchen?
- How can I be my best for my community?
- How can I be my best for my environment?



## MATERIALS

- Eating the Alphabet* by Lois Elhert
- Chart paper, easel, and markers
- Seasonal finger-food snack divided onto plates, such as carrot sticks or apple slices (1 plate per table)

## Abc VOCABULARY

- Community
- Environment
- Fruit
- Vegetable

## ✓ ASSESSMENT

- Observational checklist



Use the lesson template to create your own and share with us!

## PREPARATION (20 MINUTES)

Prepare a seasonal finger-food snack with enough for 1 per student, divided onto plates (1 per table). Store as necessary for the snack.

## TEACHER BACKGROUND

The development of expectations for the kitchen space happens collaboratively with students in this lesson. This is a process that encourages students to reflect on how they impact their own learning, their community, and the environment along with what behaviors they can agree to as a class to ensure that their shared goals are met.

## LESSON DESCRIPTION

In this lesson, students will play a name game while exploring a variety of fruits and vegetables and showing whether or not they have tasted them before. As a whole group, students will discuss how to be the best for themselves, their community, and their environment in this kitchen space as they experience new things together. The teacher will guide them to cohesive language around these understandings before modeling behaviors that align with these understandings. Finally, students will enjoy a snack together while practicing these behaviors.

## LEARNING OBJECTIVES

### Content Learning Objectives

**FP.K.1** Demonstrate ability to properly handle, wash and prepare fruits and vegetables

### Life Skills Learning Objectives

**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.

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

#### ACADEMIC STANDARD CONNECTIONS

**CCSS.ELA-LITERACY.SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

#### IGNITE INTEREST (10 MINUTES) *engage*

1. Welcome students to the kitchen and explain that we are first going to explore the wide variety of fruits and vegetables that we may have tasted before and some that we may taste together this year.
2. Read aloud *Eating the Alphabet* by Lois Elhert. As fruits and vegetables for each lesson are listed, request that students show a silent thumbs up or thumbs down to show whether they have tasted that fruit or vegetable before. Record how many students have tried each fruit or vegetable and how many have not to use as a pre-assessment for comparison at the end of the year.
3. At the conclusion of the book, explain that we are going to play a name game. Instruct students to say their name and a fruit or vegetable that begins with the same letter as their name. During the game, if they need help, they can gesture a telephone for “phone a friend” then choose one of the other students that is silently raising their hand to get ideas. If the class is stuck, they can refer back to *Eating the Alphabet*.
4. At the conclusion of the name game, express interest in students’ previous unique experiences with foods and excitement for what they will experience together in the class that year.



See “Teaching Strategies” in Appendix section for information on how to lead Think-Pair-Share.

STIR DISCOVERIES (10 MINUTES) *explore*

1. Explain to students that throughout these new experiences this year, it will be essential that each student is their best for themselves, their community, and their environment. Each student is unique and has something special to contribute and we will welcome the best in each individual to our community.
2. For each of the Essential Questions, provide 1 minute for students to think about their answers independently, 2 minutes to discuss their ideas with a partner sitting next to them (pair), before selecting a few students to share their ideas with the whole group—a process referred to as “think-pair-share”.
3. As the enduring understandings emerge from the group discussions, write them on a new sheet of chart paper for students to view. Add in anything important from the chart below that they don’t mention.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS TO REITERATE DURING GROUP DISCUSSION
<b>How can we be our best for ourselves?</b>	Make choices that keep you safe. (for example: work with tools carefully)
<b>How can we be our best for our community?</b>	Show respect for each other. (for example: join the group for the callback, listen and share)
<b>How can we be our best for our environment?</b>	Show respect for the kitchen we share. (for example: keep areas clean and tidy)

CLARIFY NEW IDEAS (10 MINUTES) *explain*

1. Explain to students that they are going to practice learning in the kitchen in a way that keeps them safe, shows respect for each other, and shows respect for the kitchen.
2. Model for students behaviors that are examples and counterexamples of the 3 enduring understandings, asking students to show thumbs up / thumbs down if the model behaviors align with the enduring understandings.
3. Then, allow students to volunteer modeling examples and counterexamples for classmates to observe and decide if they align with the enduring understandings.

ENDURING UNDERSTANDINGS	EXAMPLES	COUNTEREXAMPLES
<b>Make choices that keep you safe.</b>	<ul style="list-style-type: none"> <li>• work with tools carefully</li> <li>• be in control of your body</li> </ul>	<ul style="list-style-type: none"> <li>• carelessly work with tools</li> <li>• carelessly move around the kitchen</li> </ul>
<b>Show respect for each other.</b>	<ul style="list-style-type: none"> <li>• interacting with classmates in a gentle way with our bodies and language</li> <li>• joining the group at the callback signal</li> <li>• listening with a still body and attentive eyes</li> <li>• sharing ideas</li> </ul>	<ul style="list-style-type: none"> <li>• interacting with classmates in an aggressive way with our bodies and language</li> <li>• continuing to wander after the callback signal</li> <li>• showing active or distracted behaviors when others are sharing</li> </ul>
<b>Show respect for the kitchen and dining room we share.</b>	<ul style="list-style-type: none"> <li>• keep areas clean and tidy</li> <li>• discarding compost, recycling, and trash appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• carelessly leaving food or tools around the kitchen</li> <li>• carelessly discarding trash</li> </ul>

WATCH IT RISE (10 MINUTES) *elaborate*

1. Explain to students that they will have time to practice these behaviors in their small groups through sharing a snack.
2. Explain that first they will focus on practicing the behavior of keeping themselves safe by washing their hands. Model how students will line up and each wash their hands, and then allow students to practice.
3. When students have returned to their seats, model how to move carefully through the room, pick-up a plate with the selected snack from a specific area, and carry it with 2 hands back to the table. Then, select a student from each table to follow the instructions.
4. Instruct each student to select gently and carefully a snack (reminding students to “touch one, take one”) but not to taste it yet.
5. Explain to students that once they taste their snack, they are encouraged to share their thoughts with the others at their table, showing respect for others’ thoughts (reminding students “don’t yuck someone’s yum”). Allow students to taste their snack together and practice talking about their experience.
6. As students taste and talk, acknowledge observed behaviors that align with the life skills learning objectives, such as being engaged learners and being respectful of others. Also, use the observational checklist to assess students’ current development of the life skills.
7. Model the appropriate clean-up instructions (including collecting food scraps for the compost bucket), and select a student from each table to follow the instructions.

REFLECT (5 MINUTES) *evaluate*

1. Recognize students’ behaviors that aligned with the enduring understandings that they developed together with the goal of being the best for themselves, their communities, and their environment.
2. Ask students to reflect silently on what it means to be the best for themselves, their communities, and their environment beyond the garden, perhaps in the environment they are preparing to return to in school or in their home environment.
3. Share appreciation for each of their individual contributions to the kitchen and to the community, and for their respect for the kitchen. Express excitement for your next time together.

## CONNECTIONS TO GARDEN LESSONS

The essential questions explored in this lesson align directly with the essential questions explored in the **Grade K Garden Lesson #1: Welcome to the Garden**. This way of thinking can be practiced in the context of both the garden and the kitchen to make the understanding of each stronger.

## POSSIBLE EXTENSIONS

**Classroom:** Compare group agreements for the kitchen with those students have in the classroom. How are behavior expectations similar in both places? How are they different?

## ADDITIONAL RESOURCES

For more information on group management and group development of procedures and parameters, see:

- *Tools for Teaching* by Fred Jones
- *Rethinking Classroom Management* by Patricia Belvel