

GRADE 1 | *Kitchen*



SCOPE & SEQUENCE




GRADE 1 STANDARDS

At the end of Grade 1, students will be able to:

- Demonstrate understanding that one food item can have a variety of flavors and textures.
- Demonstrate knowledge of basic flavor sensations.
- Demonstrate understanding of basic food preparation.
- Demonstrate understanding of a recipe.
- Begin to understand abundance and seasonality.
- Demonstrate the ability to recognize and provide examples of whole foods, a balanced meal, and a healthy snack.
- Demonstrate understanding of food traditions in their community.
- Demonstrate knowledge of food related professions.

GRADE 1 | FALL

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
1. Welcome to the Kitchen!	Personal and Community Life Skills (PLS and CLS) Food Preparation (FP)	FP.1.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.	Engage students in a name game and team building exercise. Explore teamwork by establishing kitchen agreements together. Review Personal and Community Life Skills. Explain and demonstrate how to wash produce and tear herb leaves. Then have students elaborate, practicing these agreements and skills as you wash hands, prepare, and enjoy a very simple snack together, such as pre-cut carrot sticks with an herbed cream cheese dip featuring herbs from the garden.	PLS.1-6 CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.	Compare group agreements for the kitchen with agreements students have in the garden. How are behavior expectations similar in both places? How are they different?	Classroom: Compare group agreements for the kitchen with agreements students have in the classroom. How are behavior expectations similar in both places? How are they different?	CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	
2. Comparative Taste Tests 	Culinary Flavors and Textures (CFT)	CFT.1.1 Describe the differences between a number of same fruits or vegetables. CFT.1.2 Name and describe taste sensations.	Cooking Concept Lesson: Engage students by asking them to describe their favorite foods (including the look, taste, texture, and their opinion). Then, explore 4 of the 5 main taste adjectives (sweet, bitter, sour, salty) by tasting foods that represent them. Elaborate on this understanding by conducting a comparative taste test with different varieties of the same food (such as 2 varieties of apples). Use the <u>Food Observation Tool</u> handout provided with the lesson plan to record their observations.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	Use produce from the garden, if possible. Conduct the tasting in the garden, right where the crop is growing (for example, conduct a tomato tasting near a bed of tomatoes). Bring compost out to the garden.	Classroom: Use the descriptive language on the Food Observation Tool to create poems or sentences describing the foods together.	CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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<p>3. Crispy-Crunchy Granola Munchies</p>	<p>Food Preparation (FP)</p>	<p>KTE.1.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Demonstrate how to measure with measuring cups and spoons. Then prepare Crispy-Crunchy Granola Munchies, <i>There's a Chef in My Soup!</i> Emphasize that the oats, nuts, and many other ingredients are seeds. As you prepare, have students count ingredients aloud, adding whole numbers as you go. Discuss seeds as a part of a plant, and also a great source of natural energy and nutrition for us.</p>	<p>CLS.1. Students demonstrate problem solving and resolve conflict as a team.</p>	<p>Highlight which granola ingredients are seeds, and have students compare to the seeds they found in Garden Lesson #2: Edible Seeds. Discuss the seed-to-plant-to-table connection.</p>	<p>Cafeteria: Look for as many seeds as you can find in the school lunch line (remember to include bread, pasta, and other things made from flour, which comes from seeds).</p> <p>BAM! Box: Find and list 10 items in your home that contain seeds (i.e. tortillas, pasta, bread, etc).</p>	<p>CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>NGSS.1.LS1.A Structure and Function All organisms have external parts... Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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4. Your Favorite Fruit Salad	Health Concepts (HC)	<p>HC.1.1 Create a healthy snack from the garden.</p> <p>HC.1.2 Harvest foods from the garden for taste and nutrition with guidance.</p> <p>FP.1.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables using tools and equipment</p> <p>KTE.1.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Demonstrate how and when to identify and harvest ripe fruit. Discuss why this is important (if we pick it when it's green, it'll be sour and then we won't get sweet fruit later!). Then, harvest fruit together and guide students to modify the fruit salad recipe by incorporating fruits from the garden or otherwise available. Cut the harvested fruit into smaller pieces for students to cook with. Demonstrate safe food handling skills and point out to students that you are using a cutting board appropriate for fruits and vegetables. Review how to use measuring cups and spoons. Then help students prepare Your Favorite Fruit Salad, There's a Chef in My Soup!, together. Have students count, measure, and add ingredients one at a time. Demonstrate how to serve using small tongs, and then have students serve themselves and enjoy.</p>	CLS.1 Students demonstrate problem solving and resolve conflict as a team.	Visit the garden with students to harvest fruits that they have growing. Look for mint or other herbs you might use as a garnish. After preparing fruit salad, bring compost out to the garden.	Classroom: Read aloud <i>End of the Rainbow Fruit Salad</i> by Marianne Welsh, Eluka Moore, and Larry Puzniak.	CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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5. Taste Sensations	Culinary Flavors and Textures (CFT)	CFT.1.2 Name and describe taste sensations.	Cooking Concept Lesson: Engage students in a discussion around how chefs work with flavors to create delicious meals. Have students explore flavors. Give each student a glass of water and then a pinch of sea salt to taste. After they taste, discuss the flavor. In addition to the words they share, explain that one term for this flavor is “salty” and discuss other salty foods they eat. Invite them to use the water to cleanse their palates. Then follow the same procedure with a small slice of lemon (sour); cacao nibs (bitter); and brown sugar (sweet). Use brown sugar to distinguish visually sugar from salt.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	If available in the garden, taste arugula or kale or other raw leafy greens as examples of bitter vegetables. Contrast with carrots or corn or other sweet vegetables.	Cafeteria Discuss flavor sensations of the school lunch.	CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	

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6. Salsas	Health Concepts (HC) Food Preparation (FP)	HC.1.1 Create a healthy snack from the garden. KTE.1.1-4. Kitchen Tools and Equipment	Cooking Lesson: Explain to students that they'll be creating and comparing different variations of a recipe today, which is something chefs do all the time. One benefit is that this allows them to modify recipes to use local, seasonal produce. Harvest all available produce for recipe with students, and chop for them. Review how to use a food processor, blender, or Vitamix. Have student teams prepare different variations of Salsa, There's a Chef in My Family! . Explain to students that salsa can be made with other fruits instead of tomatoes, such as mango, peach, or apple. Divide into teams and give each team a different fruit to use as the base for their salsa. Have them combine the pre-chopped ingredients in food processors, blenders, or Vitamixes to prepare their salsas. Once all salsas are ready, conduct a comparative tasting together. As students taste each salsa, have them describe the unique flavors. Record the answers on chart paper. Then, have teams write a few sentences about the salsa they made, using some of the adjectives that others used to describe their salsa.	CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.	Use produce from the garden, if possible. Modify salsa recipe to incorporate other produce growing in the garden. Bring compost out to the garden. If space allows, in the spring, you can have students plant a salsa bed full of produce to be used for salsa.	Community: Ask if students have any family members who make salsa. If so, invite them in to share their recipes. Classroom: Make a classwide bar graph to show student salsa preferences.	CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

GRADE 1 | WINTER

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
7. Balanced Meals	Health Concepts (HC)	<p>HC.1.3 Describe the food groups.</p> <p>HC.1.4 Describe what a balanced meal is.</p>	<p>Cooking Concept Lesson: Engage students by showing them MyPlate or a similar food grouping resource in a large format, such as a poster, and asking them what they notice or wonder about the plate. Define each food group and discuss how it supports overall health. Give examples of each food group. Then, give students pictures of simple foods and have them explore, sorting the food items onto the big MyPlate. Explain that balanced meals help us maintain overall health. Finally, have students elaborate by picking one food and walking around to find friends they could combine with to make a balanced meal. Once in groups, have students discuss and then share out a meal that would contain all of the food groups.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	Identify food groups present in the garden.	<p>Cafeteria: Identify food groups for each cafeteria offering. Have students create signs to label food groups of each item in the lunch line.</p>	<p>CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health</p>

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
8. Eat-a-Pita Pizzas	Health Concepts (HC) Food Preparation (FP)	HC.1.1 Create a healthy snack from the garden. HC.1. Harvest foods from the garden for taste and nutrition with guidance. KTE.1.1-4 Kitchen Tools and Equipment	Cooking Lesson: Review how to find and harvest ripe vegetables in the garden. These can be vegetables from the pizza bed that last year's Grade 1 class planted in Garden Lesson #16: Plant a Pizza Bed . Slice vegetables for pizza toppings while students assemble pita, sauce, and cheese to build Eat-a-Pita Pizzas, There's a Chef in My Soup! . Then, have students add veggie and mushroom toppings to their pizzas. While pizzas are cooking, discuss the role of mushrooms as decomposers in the garden ecosystem. Cut pizzas for students into halves and quarters, naming these pieces. Help them count and figure out a fair way to cut and distribute pizzas so everyone starts with the same amount. As they enjoy, have students identify the food groups represented in their pizza and review how each food group supports overall health.	CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.	Use produce from the garden, if possible. Bring compost out to the garden. In Garden Lesson #16: Plant a Pizza Bed , students will plant a bed in the shape of a pizza with wheat around the crust; tomatoes, basil and other vegetables in the "slices;" and a statue of a cow for the cheese.	Community: Make extra pizza to share with school staff, caregivers at pick up, or a class from a younger grade. Host a pizza party featuring homemade pizzas to celebrate a special event at school.	CCSS.MATH.CONTENT.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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9. Snacking on What's in Abundance	Health Concepts (HC)	<p>HC.1.1 Create a healthy snack from the garden.</p> <p>HC.1.2 Harvest foods from the garden for taste and nutrition with guidance.</p>	<p>Cooking Lesson: Visit the garden or pantry with students to identify what produce is available from the garden. Together with students, look through recipes and/or discuss snacks they have made in the past, and identify a healthy snack to prepare together using the available produce. Use this as an opportunity for students to apply learning about seasonal foods, balancing food groups, and simple cooking techniques.</p>	<p>CLS.1 Students demonstrate problem solving and resolve conflict as a team.</p>	<p>Select your recipe based on the produce that's in abundance in the garden. Harvest together from the garden. Bring compost out to the garden.</p>	<p>Cafeteria: Ask the food service director if you can prepare something to serve as part of the school lunch, either now or later in the year.</p>	<p>CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.MATH.CONTENT.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>CCSS.MATH.CONTENT.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	

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10. What do Chefs Do?	Home Economics (HE)	HE.1.1 Understand what chefs and food producers do.	Cooking Concept Lesson: Engage students by having them brainstorm all of the things they have done in cooking class that they think chefs do. Record their ideas. Then, guide students in writing and illustrating a sentence that says “I am a chef because I...” and then fill in the blank with accomplishments students have made in the kitchen this year, such as “because I have made homemade popsicles, or because I use measuring cups, etc.” Post together on the wall (possibly in a shared hallway of the school) to create a class-wide mural of Grade 1 Chefs.	PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.	In the garden, complete a similar activity, saying, “I am a gardener because I...”	Classroom: Read aloud <i>On the Farm, At the Market</i> by G. Brian Karas.		
11. Sharing Recipes	Recipe Concepts (RC)	RC1.1 Demonstrate an understanding of recipes and how they reflect the people and cultures of their community	Cooking Concept Lesson: Ahead of class, have students bring in a simple recipe from their family or community. Then, in class, have students explore these recipes by interviewing one another about the recipes, finding out for example when it is eaten; what the key ingredients are; and how it is prepared. Close with a sharing circle where each student elaborates by sharing a fact they learned about another student.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	Have students identify and plant crops common in their family diets in the garden.	Community: Invite caregivers and other community members in to share the recipes themselves, or to send in the food items with their students.		

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12. Eating from the Garden in the Winter	Health Concepts (HC) Food Preparation (FP)	HC.1.1 Create a healthy snack from the garden. HC.1.2 Harvest foods from the garden for taste and nutrition with guidance. KTE.1.1-4 Kitchen Tools and Equipment	Cooking Lesson: Prepare a dish that features foods that have been preserved or stored, such as making muffins using frozen fruit from the fall harvest. As the dish is cooking, highlight where and when the foods were grown. Discuss how they have been stored for use when the days are shorter and colder, and fresh foods are more scarce.	CLS.2 Students cooperate and communicate well with each other.	Select and prepare a recipe featuring ingredients grown in the school garden. In the winter, this may center around storage crops and preserved foods, such as fruit you've frozen. Before eating, highlight ingredients grown or sourced from the school garden.	Classroom: Have students write and illustrate a couple of sentences describing what they made.	NGSS.ESS1.B <i>Earth and the Solar System</i> Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.


GRADE 1 | SPRING

Each activity described below should be designed to last approximately 45 minutes.

Lesson # & Title	Topic	Content Learning Objective(s)	Suggested Lesson Activity	Life Skills Learning Objective(s)	Connections to Garden Lessons	Possible Extensions	Academic Standard Connections	Health Standard Connections
13. Three Bean Salad	Health Concepts (HC) Food Preparation (FP)	HC.1.1 Create a healthy snack from the garden. FP.1.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables using tools and equipment. KTE.1.1-4 Kitchen Tools and Equipment	Cooking Lesson: Explain how beans are seeds. Discuss the function of seeds in plants (to make new baby plants) and how they are a source of nutritious, natural energy. Sort various dry beans and discuss how they are similar and different. Explain diversity and how it makes salad delicious. Provide students with pre-chopped ingredients, demonstrate how to use a juicer, and review how to use measuring spoons and cups. Assign different teams each 2 ingredients to measure and add. Then, help teams work together to contribute to one class-wide Three Bean Salad , <i>Emerils.com</i> . Have students count aloud together as they add ingredients. Once combined, demonstrate how to use tasting spoons. Have students taste and then help them adjust seasonings. Serve and enjoy.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	Use beans from the garden, if possible. Garnish with fresh herbs from the garden. Bring compost out to the garden.	Classroom: Read aloud <i>A Seed is Sleepy</i> by Dianna Hutts Aston.	NGSS.1.LS1.A Structure and Function All organisms have external parts. Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. CCSS.MATH.CONTENT.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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14. You-Pick-the-Greens Salad	Health Concepts (HC)	<p>HC.1.1 Create a healthy snack from the garden.</p> <p>HC.1.2 Harvest foods from the garden for taste and nutrition with guidance.</p> <p>HE.1.2 Understand scarcity in terms of seasonality.</p> <p>KTE.1.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Walk through the garden and identify and harvest leafy greens that are in abundance. Explain the nutritional benefits of leafy greens, many of which are considered “superfoods” because they are packed with nutrients to keep us healthy. Then have students prepare You-Pick-the-Greens Salad with Three Simple Dressings, <i>There’s a Chef in My Soup!</i> Have different teams each prepare a different dressing, and then conduct a comparative taste test between 3 different salads. Use descriptive words to identify how each is unique.</p>	CLS.2 Students cooperate and communicate well with each other.	Use greens from the garden. Add in other produce growing in the garden. Bring compost out to the garden.	<p>Classroom: Vote on favorite salads. Tally results and create a bar graph representing the class preferences.</p> <p>Cafeteria: Share favorite salad dressing recipes with the food service directors and encourage incorporation into salad bars.</p> <p>BAM! Box: Send students home with bags of fresh greens and challenge them to make salad for their families.</p>	<p>CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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15. Minty Green Peas	Home Economics (HE) Food Preparation (FP)	HE.1.2 Understand scarcity in terms of seasonality. KTE.1.1-4 Kitchen Tools and Equipment	Cooking Lesson: Introduce the recipe for Minty Green Peas, <i>There's a Chef in My Family!</i> , using fresh mint and peas from the garden if possible. Discuss seasonality of peas and why this is a seasonal dish. Identify peas as seeds. Then prepare the dish with students. While you are at the stove sautéing the onion, have students shell the peas and add them to a bowl. Once you've added the peas, have the students tear up the mint leaves. Stir everything together and enjoy. While eating, have students develop a word bank of adjectives for the flavors and textures.	CLS.2 Students cooperate and communicate well with each other.	Use mint and peas from the garden, if possible. Bring compost out to the garden.	Classroom: Use descriptive words recorded while eating to write poems or sentences describing the Minty Green Peas.	CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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<p>16. Mixed Berry Crumble</p> 	<p>Kitchen Tools and Equipment (KTE)</p>	<p>HC.1.2 Harvest foods from the garden for taste and nutrition with guidance.</p> <p>HE.1.1 Understand what chefs and food producers do.</p> <p>KTE.1.1-4 Kitchen Tools and Equipment</p>	<p>Cooking Lesson: Discuss the role of dessert in the diet as a sweet treat for a special occasion. Discuss why a fruit crumble is a healthy alternative to more processed desserts (in addition to the sugar, it has plenty of vitamins, minerals, and other important nutrients). Review how to use measuring cups and spoons, and then help students measure and mix the pre-chopped ingredients to prepare and enjoy Strawberry-Rhubarb Irish Crumble, <i>Theres a Chef In My World</i>. When it's time to enjoy, cut crumble in half and then in quarters, naming each fraction. Then continue cutting into equal parts for the students. As students enjoy the crumble together, write a list titled "What Chefs Do" and under it have students brainstorm a list of verbs describing the steps they took to make the meal (i.e. mixed, measured, etc).</p>	<p>CLS.2 Students cooperate and communicate well with each other.</p>	<p>Use strawberries and rhubarb stems from the garden, if possible. Bring compost out to the garden.</p>	<p>Classroom: Help students write and illustrate a simple recipe for the crumble, using very general instructions like "Mix fruit and sugar together."</p>	<p>CCSS.MATH.CONTENT.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>

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17. Researching Mexico	Recipe Concepts (RC)	RC.1.1 Demonstrate an understanding of recipes and how they reflect the people and cultures of their community.	Cooking Concept Lesson: In preparation for the Feast Around the World, have students explore various aspects of life in Mexico. Have them locate Mexico on a map, and use videos and/or leveled readers to research different aspects of life in Mexico, including celebrations, customs, and the like. Have them elaborate by preparing to present on their country in the Feast Around the World.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	In the garden, plant and label a bed of vegetables and herbs that are typical in Latin American cuisine and that grow in your region, such as chayote, cilantro, or limes.	Community: Ask students if they have family members from Mexico or other parts of Latin America. If so, invite them in to share a favorite recipe of tradition from the region.	Social Studies: Diversity and Culture. Social Studies: Geography.	
18. Super-Stuffed Burritos	Recipe Concepts (RC) Food Preparation (FP)	RC.1.1 Demonstrate an understanding of recipes and how they reflect the people and cultures of their community. CFT.1.3 Demonstrate an understanding of the flavors of various world cultures.	Cooking Lesson: Remind students that the Feast Around the World gives us a chance to experience international foods and learn about different cultures. Harvest relevant produce from the garden with students. Pre-cook and chop all ingredients. Demonstrate how to stuff and roll a burrito, and then have students fill and wrap Super-Stuffed Burritos, <i>There's a Chef in My World!</i> , and prepare to present at the Feast Around the World.	CLS.4 Students appreciate and are respectful of differences and diversity in their communities.	Use beans and vegetables from the garden. Add in other produce growing in the garden. Garnish with cilantro or other herbs growing in the garden. Bring compost out to the garden.	Community: Ask students if they have family members from Latin America. If so, invite them in to share a favorite recipe from the region.	Social Studies: Diversity and Culture. Social Studies: Geography.	National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Elementary School Feast Around the World!