

SCOPE & SEQUENCE

Kitchen

GRADE K | Kitchen



SCOPE & SEQUENCE




GRADE K STANDARDS


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

- Locate the teaching kitchen and recognize that it is a learning environment.
- Demonstrate an understanding of the five senses.
- Demonstrate knowledge of flavor and texture.
- Name and identify basic kitchen tools.
- Perform basic food preparation tasks.
- Recognize what a healthy food option is.
- Perform basic safety and sanitary practices.
- Demonstrate understanding of the basic concepts of abundance (a lot/more) and scarcity (few/less) as it relates to the kitchen.

GRADE K | 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) | FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables | Cooking Concept Lesson: Engage students by reading a book about fruits and vegetables and then playing a name game with each student choosing a fruit or vegetable that begins with the same letter as their name. Explore teamwork by establishing kitchen agreements together. Explain the Personal and Community Life Skills. Then explain how to wash hands well, and discuss the importance of this. Have students elaborate upon these agreements as you wash hands, and enjoy a simple snack together, such as pre-cut carrot sticks or apple slices. Demonstrate how to collect food scraps in the compost bucket, and have students compost their food scraps. | 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.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | |

| 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 |
|---|-----------------------------|--|--|--|---|---|--|--|
| 2. Eat a Rainbow  | Health Concepts (HC) | HC.K.2 Explain what Eat a Rainbow means. | Cooking Concept Lesson: Engage students by sending them on a color scavenger hunt to find all the colors of the rainbow in the kitchen. Then have them explore by sorting fruits and vegetables (or pictures of fruits and vegetables) by colors, count them, and make a collage of fresh healthy foods in the shape of a rainbow to hang on the wall. Explain the value of eating a rainbow of fruits and vegetables to support overall health. Hand out journals that students will use to reflect at the end of each lesson for the rest of the year. | CLS.2 Students cooperate and communicate well with each other. | In Garden Lesson #2: Rainbow Scavenger Hunt , students look through the garden for fruits and vegetables of every color. | Cafeteria: Go on a rainbow scavenger hunt in the lunchroom or at the salad bar, finding fruits and vegetables of every color. | CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. | National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |

| 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 |
|-------------------------------|----------------------|---|--|---|---|--|---|--|
| 3. Yummy Wake-Up Smoothies | Health Concepts (HC) | <p>HC.K.2 Explain what Eat a Rainbow means.</p> <p>FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p> <p>KTE.K.1-4 Kitchen Tools and Equipment</p> | <p>Cooking Lesson: Review importance of eating a rainbow of fruits and vegetables. Demonstrate how to use a blender/Vitamix. Then help students prepare Yummy Wake-Up Smoothie, There's a Chef in My Soup! (with adult support using the blender). As students add ingredients, note the colors of each.</p> | <p>PLS.3 Students cultivate honest and responsible behaviors that contribute to the learning of the community.</p> | <p>Add garden-fresh fruits to your smoothie. Garnish with mint or other garden-fresh herbs. As students enjoy, trace ingredients back to their source. Bring compost out to the garden.</p> | <p>Classroom: Read aloud <i>Rainbow Stew</i> by Cathryn Falwell or <i>Planting a Rainbow</i> by Lois Ehlert.</p> <p>BAM! Box: Together with your caregivers, make a rainbow smoothie or other dish that has at least 3 colors of the rainbow in fruits and vegetables.</p> | <p>CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> | <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</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 |
|------------------------|-------------------------------------|--|--|---|--|---|---|-----------------------------|
| 4. 5 Senses Tasting | Culinary Flavors and Textures (CFT) | <p>CFT.K.1 Name the five senses.</p> <p>CFT.K.2 Identify a variety of tastes and textures.</p> | <p>Cooking Concept Lesson: Conduct a 5 Senses Tasting. Harvest something from abundance in the garden, such as apples, cherry tomatoes or herbs. Teach how to wash produce using a colander, and then have students wash produce. Cut the produce into bite-size pieces for students, if necessary. Guide students through a sensory exploration of the food. Starting with their eyes closed, have them feel the food and describe its texture; smell and describe its scent. Then have them open their eyes to look at the food and describe its appearance. Next, have them take a bite and listen to the sound it makes. Finally, have them taste the food and describe the taste. Record the adjectives as students share them out. Finally, have students write simple poems using the name of the food and 5 sensory words to describe it.</p> | <p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p> | Use produce from the garden. As students enjoy, trace ingredients back to their source. Bring compost out to the garden. | <p>Classroom: As a class, count the number of adjectives students used to describe the food.</p> | <p>CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</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 |
|---------------------------------|--------------------------|--|--|--|---|--|--|-----------------------------|
| 5. Edible "Compost Piles" | Food Preparation (FP) | <p>FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p> <p>HC.K.5 Make healthy food choices.</p> <p>KTE.K.1-4 Kitchen Tools and Equipment</p> | <p>Cooking Lesson: Review how to properly handle and wash produce. Have students harvest and wash any green vegetables needed for the lesson. Then guide students through making miniature edible "compost piles" by layering brown crackers, such as rice crackers, with dip, such as hummus, and green vegetables, such as sugar snap peas or alfalfa sprouts. Discuss how compost ties the kitchen to the garden: we can take food scraps from the kitchen and turn them into nutrient-rich fertilizer for growing new plants!</p> | <p>PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.</p> | Visit the garden compost pile to compare your edible models to the life-size version. Compost your food scraps. | <p>Cafeteria: Have students identify food items in the cafeteria that can be composted in the garden.</p> | <p>CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>NGSS.K.LS1.C Organization for Matter and Energy Flow in Organisms (H3A) All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.</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 |
|-----------------------------------|----------------------|---|--|---|--|--|---|--|
| 6. My First Watermelon Granita | Recipe Concepts (RC) | <p>RC.K.1 Describe what a recipe is.</p> <p>FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p> <p>CFT.K.1 Name the five senses.</p> <p>CFT.K.2 Identify a variety of tastes and textures.</p> <p>KTE.K.1-4 Kitchen Tools and Equipment</p> | <p>Cooking Lesson: Watermelon Math: Look with students at the recipe for My First Watermelon Granita, <i>There's a Chef in My Family!</i> Discuss the key elements of a recipe, including ingredient lists and preparation steps. Estimate and then measure watermelon weight. Then review how to use the blender, demonstrate how to stir using a mixing spoon in a mixing bowl, and have students prepare the granita. As you enjoy, discuss the 5 senses (how it feels, smells, tastes, etc).</p> | <p>CLS.3 Students understand and apply principles of fairness, equity, and democracy in the garden and kitchen environments.</p> | Use watermelon from the garden if you have it. Garnish with mint or other garden herbs. Enjoy Granita together out in the garden. Bring compost out to the garden. | <p>Classroom: More Watermelon Math: Estimate then count seeds inside a watermelon. Compare number of black and white seeds.</p> | <p>CCSS.MATH.CONTENT.K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>NGSS K.LS1.C <i>Organization for Matter and Energy Flow in Organisms</i> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live 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> |

GRADE K | 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. Our Special Dishes | Recipe Concepts (RC) | RC.K.2 Recognize how families share and maintain food and cultural traditions. | Cooking Concept Lesson: Explain the connection between recipes, culture, and traditions. Have students elaborate by drawing a dish their family eats on special occasions. Then have them share, making it exciting by announcing it ahead of time, decorating a special presenter's chair, and/or providing a snack to enjoy at the end of the share outs. | CLS.4 Students appreciate and are respectful of differences and diversity in their communities. | Bring students to the garden to look for crops they recognize from eating them at home. | Community, Classroom: Have students work with caregivers to write and bring to class a recipe for something they eat at home. Photocopy all recipes to create a class recipe book for each student. | Social Studies: Culture. | |

| 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. Sugar-and-Spice Acorn Squash  | Recipe Concepts (RC) Food Preparation (FP) | RC.K.1 Describe what a recipe is. FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables. KTE.K.1-4 Kitchen Tools and Equipment | Cooking Lesson: Pre-cut acorn squash and pre-bake for 45 minutes. Look together at the recipe for Sugar-and-Spice Acorn Squash, <i>There's a Chef in My Family!</i> , and discuss what a recipe is and why chefs use them. Then review how to use a mixing bowl and mixing spoon. Follow the recipe, reading each step aloud and then guiding students through the process, one step at a time. While the squash is baking for the remaining 20 minutes, clean up. Remove the squash from the oven for students, serve and enjoy. | PLS.3 Students cultivate honest and responsible behaviors that contribute to the learning of the community. | Harvest acorn squash from the garden, if you have it. Garnish with herbs from the garden. Bring compost out to the garden. Discuss the components of the soil that made it possible to grow the squash, such as the worms, the dead leaves, the rocks, etc. | Community: Prepare enough to share, and invite caregivers in to share in the acorn squash dish. | CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful). | National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |

| 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 |
|-------------------------------|----------------------|---|--|---|--|--|--|--|
| 9. Discovering Food Groups | Health Concepts (HC) | <p>HC.K.3 Name a food group.</p> <p>HC.K.4 Identify a food group in the garden.</p> | <p>Cooking Concept Lesson: Introduce the major food groups: Grains, Proteins, Fruits, Vegetables, and Dairy. Have students explore by sorting example foods (or pictures of foods) into food group categories. Have them name examples from the garden. Have students elaborate by describing their favorite meals in terms of food groups represented.</p> | <p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p> | <p>In Garden Lesson #10: What Grows in Our Garden?, look for food groups growing in the garden.</p> | <p>Cafeteria: Identify the food groups in a school lunch.</p> | <p>CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> | <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</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 |
|---|---|--|---|--|---|--|--|--|
| 10. Herbed Mediterranean Yogurt Cheese Spread | Health Concepts (HC) Food Preparation (FP) | HC.K.4 Identify a food group in the garden. FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables. KTE.K.1-4 Kitchen Tools and Equipment | Cooking Lesson: Explain why people prepare dips (to make fruits and vegetables even more delicious and to add another food group to a fruit or vegetable snack). Review how to use a mixing bowl and mixing spoon, and then help students prepare Herbed Mediterranean Yogurt Cheese Spread, <i>There's a Chef in My World!</i> . Incorporate herbs from the garden or otherwise available. As you enjoy together, reflect on food groups represented by pita, vegetables, and dip, and which ones came from the garden. | CLS.2 Students cooperate and communicate well with each other. | Harvest vegetables from the garden and taste with the dip. Incorporate other garden herbs. Bring compost out to the garden. | BAM! Box: Prepare Yogurt Cheese Spread at home and enjoy with your favorite vegetable. | CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent. CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |


| 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 |
|---|------------------------|---|---|--|--|--|---|-----------------------------|
| 11. Who Grows and Prepares our Food? | Home Economics (HE) | HE.K.1 Understand and describe a variety of food related professions. | Cooking Concept Lesson: Engage students by reading aloud <i>Before We Eat: From Farm to Table</i> by Pat Brisson and Mary Azarian. Before you begin to read, tell students to put their hands on their head every time they hear about a new food profession. As you read, stop every time a new food profession is mentioned to have students discuss and explain what those people do to help us get our food. Next, ask students if they know anyone who does any of the things mentioned. When the book is finished, discuss our role in the food system, as consumers. Have students elaborate by drawing pictures or writing thank you letters to local farmers, bakers, or the like. | PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely. | As you harvest and/or prepare food together, discuss with your students: "How are we being farmers, bakers, chefs, etc., right now?" | Community: Send student drawings and letters to local farmers, chefs and the like. | CCSS.ELA LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | |

| 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 |
|--|---------------------------------|--|--|--|--|--|---|--|
| 12. Straight from the Garden | Food Preparation (FP) | <p>FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p> <p>KTE.K.1-4 Kitchen Tools and Equipment</p> <p>HC.K.5 Make healthy food choices.</p> | <p>Cooking Lesson: Discuss the benefits of eating local, seasonal foods (economic, flavor, environmental, etc). 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 roasted root vegetables with dried herbs. Before you eat, highlight which ingredients were grown or sourced from the school garden and/or locally; and which were grown locally in a different season and preserved or stored for later use.</p> | <p>CLS.2 Students cooperate and communicate well with each other.</p> | Visit the garden or pantry with students to count and then list produce that's in abundance (in the winter, this may center around storage crops and preserved foods). Then suggest a recipe that you've selected featuring produce you have. Look for options to garnish or substitute with abundant produce. After cooking, bring compost out to the garden. | <p>Classroom: Count the types of produce you have growing in your garden in different seasons. Record each time, and then compare to find patterns of abundance and scarcity.</p> | <p>CCSS.MATH.CONTENT.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p> | <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> |

GRADE K | 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. Mystery Produce | Culinary Flavors and Textures (CFT) | CFT.K.1 Name the five senses. CFT.K.2 Identify a variety of tastes and textures. | Cooking Concept Lesson: Engage students by hiding one fruit or vegetable at a time under a clean kitchen towel or in a bag. Have students feel the produce and guess what it is. Ask them to support their ideas with evidence before opening their eyes to see it. Then have them use all 5 senses to explore the food and then taste it. | CLS.1 Students demonstrate problem solving and resolve conflict as a team. | Use produce from the garden. Go on a sensory scavenger hunt of the garden (see Garden Lesson #2: Rainbow Scavenger Hunt for ideas). Bring compost out to the garden. | Community: Conduct a 5 Senses Scavenger Hunt at home, giving students challenges to find things that smell sweet, look colorful, sound loud, etc. | CCSS.ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. NGSS Science and Engineering Practice: Engaging in Argument from Evidence | |

| 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 |
|---|-------|---|---|---|--|--|---|--|
| 14. Fresh-and-Fruity Freeze Pops  | | <p>FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p> <p>HC.K.5 Make healthy food choices.</p> <p>CFT.K.1 Name the five senses.</p> <p>CFT.K.2 Identify a variety of tastes and textures.</p> <p>KTE.K.1-4 Kitchen Tools and Equipment</p> | <p>Cooking Lesson: Review how to wash produce with colanders, and then help students prepare Fresh-and-Fruity Freeze Pops, <i>There's a Chef in My Soup!</i> using whatever fruits you have in season. Discuss the idea of dessert as a sweet treat for special occasions, and explain why this recipe is a healthy option for a dessert. Freeze and then enjoy during your next class, or deliver to students the next day. If you have enough time, play "What do you think has more sugar?" with students by showing a series of photos that contain 2 food items at a time. Ask students to point to the one they think has the most sugar, and then reveal the answers. While enjoying popsicles, develop together a word bank of adjectives for the flavors and textures.</p> | <p>CLS.4 Students appreciate and are respectful of differences and diversity in their communities.</p> | Use produce from the garden, if possible. Bring compost out to the garden. | <p>Community: Take a field trip to a local grocer or farmers market to choose local, seasonal fruits for these popsicles.</p> | <p>CCSS.ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> | <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</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 |
|--|-----------------------------|--|--|--|---|--|---|-----------------------------|
| 15. Where Does Food Come From? | Health Concepts (HC) | HC.K.1. Explain where fresh foods come from. | Cooking Concept Lesson: Have students explore the source of food by matching pictures of common dishes (i.e. French fries) with their sources (i.e. potatoes). Then challenge them to elaborate with more complex dishes, for example by tracing a common dish (i.e. pizza) back to its sources: plants and animals. | CLS.1 Students demonstrate problem solving and resolve conflict as a team. | In Grade 1 Garden Lesson #16: Plant a Pizza Bed , students will plant their own Pizza Bed in the garden. If you have a Pizza Bed growing in your garden, reference it as you help students connect common dishes with their sources. | Cafeteria: Trace some ingredients from a school lunch back to their sources. | NGSS.K.LS1.C <i>Organization for Matter and Energy Flow in Organisms</i> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. CCSS.ELA-LITERACY.L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | |

| 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 |
|-----------------------------------|--|--|--|---|--|---|--|--|
| 16. Mmmm-Hmmm Hummus | Home Economics (HE) Food Preparation (FP) | HE.K.2 Understand abundance in terms of seasonality. FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables. KTE.K.1-4 Kitchen Tools and Equipment HC.K.5 Make healthy food choices. | Cooking Lesson: Introduce hummus and vegetables as a healthy, well-rounded snack. Review how to use colanders, and then have students wash and scrub carrots, or other vegetables you'll be dipping in hummus. Have students prepare Mmmm-Hmmm Hummus, There's a Chef in My Family! , and serve with carrot sticks (cut by an adult), or any other vegetable that you have in abundance in the garden. As you eat, trace each ingredient back to its source. Discuss what other vegetables would be good with hummus, and how you could vary this dish by season. | CLS.2 Students cooperate and communicate well with each other. | Use produce from the garden, if possible. Garnish hummus with fresh garden herbs. Try hummus with other produce growing in the garden. Bring compost out to the garden. Sprout garbanzo bean seeds in containers and observe their growth over time. | Classroom: As a class, draw a picture of each step in the journey to this dish: produce growing, being harvested, being prepared, and then being eaten. | NGSS.K.LS1.C Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. | National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| 17. Researching Vietnam | Recipe Concepts (RC) | RC.K.2 Recognize how families share and maintain food and cultural traditions. | Cooking Concept Lesson: In preparation for the Feast Around the World, have students explore aspects of life in Vietnam. Have them locate Vietnam on a map, and use videos and/or leveled readers to research different aspects of life in Vietnam, 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 a bed with crops that can thrive in your region that are typical in an Asian diet, such as bok choy, yardlong beans, or shiso leaf. | Community: Ask students if they have family members from Asia. If so, invite them in to share a favorite recipe from their region. | Social Studies: Diversity and Culture. Social Studies: Geography. | |

| 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 |
|---------------------------------------|----------------------|---|--|--|---|--|---|--|
| 18. Shrimp and Veggie Summer Rolls | Recipe Concepts (RC) | <p>RC.K.2 Recognize how families share and maintain food and cultural traditions.</p> <p>FP.K.1 Demonstrate ability to properly handle, wash and prepare fruits and vegetables.</p> <p>KTE.K.1-4 Kitchen Tools and Equipment</p> | <p>Cooking Lesson: Explain to students that the Feast Around the World is an opportunity to experience international foods and learn about different cultures. Check for food allergies before beginning this activity. Harvest any produce you can use from the garden. Pre-soak, cook, and chop all ingredients ahead of time. With students, demonstrate how to fill a summer roll. Then have students fill and help them wrap Shrimp and Veggie Summer Rolls, <i>There's a Chef in My World!</i>, and prepare them for presentation at the Feast Around the World.</p> <p> Caution NOTE: This recipe contains shellfish and should be modified for individuals with shellfish allergies. Because shellfish allergies are common, make a label to put in front of the rolls at the feast saying "Contains Shellfish".</p> | CLS.4. Students appreciate and are respectful of differences and diversity in their communities. | Use produce from the garden, if possible. Garnish with cilantro, lemongrass or other Asian herbs growing in your garden. Try with other produce growing in the garden. Bring compost out to the garden. | Community: Invite families and community members in to enjoy this dish at the Festival Around the World. | <p>Social Studies: Diversity and Culture.</p> <p>Social Studies: Geography.</p> | <p>National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> |

Elementary School Feast Around the World!