

# GRADE 6 LESSON PLAN

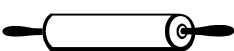
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Recommended for  
**Grade 6**

## A Recipe for Reading Asian Style Rice and Eggs

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### A Note to the Teacher:



This lesson involves several literature pieces while exploring rice as a common food. The unit can be integrated into different subject areas (Math, Science, and Language Arts) throughout the year, as well as used to study Asian culture, festivals, holidays, or family celebrations. There is also an emphasis of the following basic principles of the **Now We're Cooking!**<sup>®</sup> program:

- Healthy foods or meals can taste delicious
- Foods represent the many cultures of your students
- Students experience positive social, psychological and nutritional benefits when eating with family and friends
- Students can learn basic culinary skills that are applicable in their home settings

Additional recipes which include non-cook recipes such as "Stir-Fry Chicken and Green Beans," "Chicken-Filled Cabbage Rolls," and "Stacked Cereal" can be found in the Appendix.

**Culinary Skills Developed:** measure, peel, chop, slice, stir, sauté, poach

**Key Vocabulary:** rice, grain, variety, culture, tradition, calculation, extended family, celebration



### Teacher Preparation:



- Review the lesson, recipe, shopping list and equipment list in the packet. Each day's activities require about 60 minutes of class time.
- Make copies of the *Home and Family Connection* letter (in English or Spanish).
- Prepare word cards-Make poster, overhead transparency, or individual copies of the recipe.
- Collect a world map.
- Collect chart paper.
- Collect picture cards depicting Asian rice dishes, families enjoying meals together.
- Collect samples of different rice varieties (white, brown, converted, long grain, short grain).
- Obtain a large bag of rice, a checkerboard (or large grid paper), and measuring cups for Math lesson (see Day 3).
- Collect literature books: *Everybody Cooks Rice* by Norah Dooley, *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord, *Amelia's Notebook* or *Amelia Writes Again* by Marissa Moss, and choose one of the following- *The King's Chessboard* by David Birch, *Rajah's Rice: A Mathematical Folktale from India* by David Barry, or *One Grain of Rice* by Demi.
- Give early notice to Cafeteria support personnel regarding upcoming unit. (See *Cafeteria Connection* handout included in this lesson).
- Use available bilingual paraprofessionals or partner English language learners with English-speaking role models as needed in the lessons.
- Throughout the unit, students will have

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many opportunities for participation either in written, oral or a hands-on form that will provide educators on-going assessment in several curricular areas.

## Family Connection

- Check if any adults would be interested in helping with the cooking activity, especially those who have experience with Asian cooking. You may also need adults to assist in pre-cooking the rice for the recipe.
- Send home the parent brochure about the **Now We're Cooking!**<sup>®</sup> program included in the Appendix. Inform parents that the *Home and Family Connection* letter will be sent home on the first day of the lesson, and will detail the objectives of the unit, as well as homework extensions that may require their assistance.
- Have students make invitations for parents and or family members to attend the cooking event.

## School/District Connection

- Inform your principal about the upcoming cooking event. Describe how the lesson involves families and how it creates an integrated curriculum for your students. Invite your principal to visit your classroom during the week.
- Collaborate with your principal, school Food Service Director, Cafeteria staff, and other colleagues to plan a school-wide family meal related to this unit.
- Write a letter to your Food Service Director or contact your cafeteria

manager and ask for creative suggestions involving your cooking lesson. He/She may have information about ingredients or supplies and can be a resource for a rice-based menu. (See *Cafeteria Connection* page for more ideas).

## Facts About Rice

Rice is one of the most important food crops produced worldwide. Farmers in China, India, and other warm, wet climate regions produce more than 300 million tons of rice each year. About one-half of the world's population depends on rice as their primary source of food. Asian farmers plant rice seeds in small plots of land they call "seedbeds." They flood the seedbeds with water and allow the plants to grow for about a month. The tiny seedlings are transplanted to a larger field called a "paddy" that is also flooded. When the plants are fully-grown, the farmers drain off the water and harvest the crop. Rice is one of the most important food. The harvested rice is dried and processed into different varieties. Brown rice is the most nutritious because the outer bran and protein layers have not been removed.

White rice is milled to remove the outer layers, and is almost always enriched with vitamins and minerals. Instant rice has been pre-cooked and then dehydrated. Converted rice has been parboiled to enrich its vitamin and mineral content. When cooked, long-grain rice is fluffy and stays separate, whereas short-grain rice tends to become sticky. Glutinous rice is grown on dry land and turns sticky and starchy when cooked. Glutinous rice is used for making Chinese pastries and special festival dishes. (For information on rice production in California, see the "Technology" section under "Expansion Ideas" at the end of this unit).

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## Day One: (approximately 60 minutes)

- Distribute the *Home and Family Connection* page to students. (Have bilingual paraprofessionals available for English language learners). Explain what you will be doing during the week with the **Now We're Cooking!**<sup>®</sup> program. Express the goals of the program and emphasize the skills the students will be learning.
- Discuss the pleasures and benefits of preparing and eating family meals, and how the Asian-style Rice and Eggs recipe you will be preparing in class can be easily adapted for a meal at home. Choose one or more of the homework ideas on the *Home and Family Connection* page for the week. Remind students to read the page with their families and discuss preparing the recipe at home.
- If possible, show picture cards of various ethnic rice dishes. Introduce key vocabulary using the word cards and tell students they will be developing concepts and definitions of these words throughout the week. Keep a display of the pictures and word cards on a bulletin board, pocket chart, or chalkboard.

## Group Discussion:

Ask students the following questions:

1. How often does your family eat meals together?
2. Who does most of the cooking at home?
3. What do you know about cooking? (including shopping, preparation, etc.).
4. Does your family ever make recipes that

include rice?

5. How does your family prepare rice?

**Literature Connection-** After discussion, use the book *Everybody Cooks Rice* by Norah Dooley as an introduction to how various cultures use rice in their family meals. Relate the book to the prior student discussion, and emphasize that students will be making Asian-style Rice and Eggs in class.

## Day Two: (approximately 70 minutes)

- Show the students a world map and indicate the regions where most rice is produced (India and China are the leading rice-producing countries in the world). You may also wish to use a resource such as the award-winning book *Rice* by Sylvia A. Johnson, which identifies further world regions of rice production.
- Show real samples of rice, using different varieties (you may wish to put samples in plastic baggies, or place small amounts on plates or in containers for students to examine).
- Discuss basic facts about this grain (see "Facts About Rice" at beginning of lesson), and have students note the similarities and differences. Develop the key vocabulary of rice, grain, and variety. Students can even write information in "Rice Journals," student dictionaries, or on class charts.
- Discuss how rice is a "staple" of Asian meals. Refer back to any picture cards from Day One. State that China has more people to feed than any other country in the world, and that many

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people in China earn their living by farming rice. Yet since only 13 percent of China's land can be cultivated, the Chinese place a high value on the food they produce. Many workers need to tend the land, so traditional Chinese families are very large and close-knit. Rice or noodles are a basic part of every meal during the day, and the recipes are "stretched" by adding small bits of meat or vegetables. (See the book *Cooking the Chinese Way* by Ling Yu for more information and recipes).

## Group Activity:

Develop a graphic organizer for the class on rice. Using chart paper, have the class create a "web" by clustering ideas and information they have garnered so far from the lessons. Write the word "rice" in a circle in the middle of the paper and extend lines outward to write supporting information related to rice. Create the "web" by placing key words and phrases at the ends of the lines inside small circles. You can opt to do an outline, word map, or other graphic organizer of your choice for this activity). Save the chart and have students add, delete, or modify the information throughout the rest of the week.

**Literature Connection-** At the end of this lesson, (or sometime during the day), begin reading the opening chapters of the book *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord (recommended as a class literature set). This book is about a Chinese family's New Year feast and its traditions. Talk about how this selection demonstrates the role of the extended family (key vocabulary), in the Chinese culture, and remind students that they may wish to

invite a grandparent or relative to join them in the cooking activity on Day 4 to create a school "extended family." During the reading, have students look for descriptions or examples of Chinese culture, traditions, or celebrations. *An extension activity might be to discover different culture, traditions, and celebrations of the students in your class.*

## **Day Three: (approximately 60 minutes)**

- Review the graphic organizer chart from Day 2 about rice, have students make any modifications or additions.
- In preparation for Day 4's cooking activity, read through the Asian-Style Rice and Eggs recipe with the students (use overhead transparency, chart, or individual copies). This will help involve students in planning and organizing a successful meal. Review cooking skills that will be developed, equipment needed, ingredients, and directions. Talk about the logistics of the cooking activity (stations, groups, adult helpers, etc.) so that students feel comfortable with the arrangement and organization. Remind students of the responsibilities and safety rules necessary for cooking by reviewing *A Primer of Basic Kitchen Skills* (included in the Appendix). Have students initiate good conversation starters to use during their shared mealtime (see Day 4, section 6). Start thinking of how the room might be arranged for "extended family" dining.

**Literature / Math Connection-** Read aloud one of the following books for the activity- *-The King's Chessboard* by David Birch, *The Rajah's Rice: A Mathematical*

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*Folktale from India* by David Barry, or *One Grain of Rice* by Demi. (Each book has a similar story plot about a ruler who is tricked into giving away one grain of rice, then doubling it the next day, and continuing to double the amount for a certain number of days).

- Using a large bag of rice and a checkerboard (activity adapted from *Story Book Stew: Cooking with books kids love* by Suzanne I. Barchers and Peter J. Rauven) or large grid paper, have students (in groups, teams, or as a whole class) place one grain of rice on the First square, 2 on second, 4 on the next, and so forth. On the eighth square (256 grains), have them find the equivalent amount in a measuring cup. Then ask students to make a calculation (key vocabulary), for the amount of rice it would take to continue the process for every square on the checkerboard or grid paper. Students can use paper and pencil or a calculator to determine the answer. Remind students to record findings and notice any patterns. (They may need to make charts, diagrams, etc, to "show" their thinking).
- At the end of the activity, ask students to share the pattern they used to calculate their answers. Challenge students to predict what the amount of rice would be if the checkerboard or grid paper had 5 more squares, 10 more, etc.

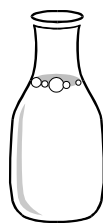
## **Day Four: (approximately 60 minutes)**

Remember to pre-cook the rice for the recipe. Enlist the aid of adult volunteers, or have a student team complete this task.

- Make sure to post the recipe on a chart,

overhead, or distribute individual copies for today's activity.

- Have the tables and desks for groups, stations, and eating area pre-arranged.
- Review basic hand-washing and sanitation rules. (Individual moist towelettes and plastic gloves used by cafeteria servers can be used), and remind students of food-tasting and safety guidelines as discussed on Day 3.
- Have students and adult volunteers work together to prepare all the ingredients. Utilize any "expert chefs" in the classroom for demonstrating specific techniques or skills.
- Serve milk and fruit to balance out the snack. Encourage students to sit in eating areas along with the invited adult guests so that they form "extended families." Ask students to enjoy the meal by noticing how it appeals to their 5 senses (how it looks, feels, smells, tastes, and sounds) and to use these observations to stimulate conversation within their table groups. Remind students of proper table manners.
- Close the lesson with a quick reflection of the cooking activity, including positive aspects of meal planning, preparation, and sharing.
- If time, read more chapters from *In the Year of the Boar and Jackie Robinson*.



## **Day Five: (approximately 60 minutes)**

- Discuss / review the graphic organizer chart about rice. Add new information, revise, or edit as necessary. Recall the

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cooking and eating experiences from Day 4, re-emphasizing the basic goals of the **Now We're Cooking!**<sup>®</sup> program.

## Literature Connection-

- Use the book *Amelia's Notebook* or *Amelia Writes Again* by Marissa Moss to discuss the elements of journal writing. Show how a journal can consist of pictures, directions, diagrams, margin notations, etc, as well as written entries. Journals also document information, new ideas, and learned experiences.
- Have students write a journal entry about their cooking week. Remind them to look at the class graphic organizer for Ideas, key vocabulary, and factual information. Pose one or the more of the following writing prompts, or create some of your own:
  1. What important facts have you learned about rice?
  2. How has cooking in school helped you to understand the importance of meal planning, preparation, and sharing?
  3. What aspects of Chinese culture have been exemplified in the book *In the Year of the Boar and Jackie Robinson*?
  4. If you were a grain of rice, what would you want people to know about you?
- Journals can be shared in groups, used as oral presentations, made into a class book, or collected as assessments of the unit.

## Closure:

- Conduct a class forum, debate or role-play activity around the topic of sharing meals with your family. What might hinder a family from sharing a meal together? What elements make sharing a family meal a positive experience? What elements make sharing a family meal a negative experience? How can sharing meals with your family improve your attitude, attention, and achievement in school? What social rituals and family and cultural traditions are perpetrated through family mealtimes? How can we promote awareness for a "back to the table" approach?
- Use the information in the **Now We're Cooking!**<sup>®</sup> Overview in the Introduction and the parent brochure in the Appendix to validate or clarify points made during your student discussions.

## Expansion Activities

### Science -

- **Life Science** - Have students prepare research reports on how rice production affects living creatures in an environment.
  - **Earth Science**- Have students conduct investigations about how water is essential to the production of rice, and how water affects the soil and topography of rice fields of different regions.
  - **Physical Science**- Students can construct maps of rice-producing regions that depend upon very specific temperatures for plant development.
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They can compare these regions to others that grow grains such as wheat, oats, or barley.

**Arts/Crafts**- Students can learn origins and meanings of Asian art by exploring such crafts as Japanese origami (try using rice paper), Chinese calligraphy (with watercolors), or Hmong "paj ntaub," (flower cloths).

**Creative Writing**- Students can read Asian fairy tales such as *Yeh Shen* by Ailing Loule, *The Korean Cinderella* by Shirley Climo, or *Chinese Fairy Tales* by Marie Ponsot. They can write a modern fairy tale with Asian settings and characters, and illustrate their stories using watercolor or block print techniques.

**Poetry**- Students can create Japanese poems about rice. Haiku poems consist of 3 lines and 17 syllables (5 syllables on line one, 7 syllables on line two, 5 syllables on line three.) Tanka poems consist of 5 lines and 31 syllables (5 syllables on line one, 7 syllables on line two, 5 syllables on line three, 7 syllables on line four, 7 syllables on line 5). Bind poems into a class book.

**Music**- Play Asian meditation music while students are working on their expansion activities, or doing daily writing. It promotes several principles of Asian culture: beauty, harmony, and peace.

**Gardening**- Grow a window herb garden and add the herbs to plain rice to enhance the flavor. Use *Linnea's Windowsill Garden*, by Christina Bjork and Lena Anderson.

**Technology**- Research rice production in California through the California Rice Industry Organization's website at [calrice.org](http://calrice.org). They have an educator's section with maps, units, lessons, and fact sheets on rice.

**School/Food Service Collaboration** Write letters requesting information about school menus involving rice dishes. Make rice booklets or brochures to share with Food Service personnel. Make a class rice bulletin board in the cafeteria.

**Field Trip**- Plan a trip to a local Asian restaurant, or inquire about having a "guest chef" from the restaurant come into your classroom to demonstrate some cooking techniques or recipes.

**Video**- Videotape an Asian cooking show that you can use in your classroom. Have students take notes so that they can prepare a cooking demonstration for their classmates.

**Health/Nutrition**- Have students research the nutritional contents and benefits of rice. Discuss how rice fits into the Food Guide Pyramid, and how it can be incorporated more frequently into family meal planning.

**Additional non-cook recipe for rice** Many other food products are made from rice, such as Asian rice crackers, Rice Krispie cereal, Rice Chex, etc. Rice cereals can be seasoned (using the "party mix" recipe on the boxes) and eaten with rice crackers. Milk and fresh fruit can be served as an accompaniment to balance out the snack.

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## Related Books

*Homesick, My Own Story* by Jean Fritz  
*Lily and the Wooden Bowl* by Alan Schroeder  
*The Rice Bowl Pet* by Patricia Miles Martin  
*The Green Ginger Jar* by Clara Ingram Judson  
*Mr. Charley's Chopsticks* by Doris Portwood Evans  
*Cooking the Chinese Way* by Ling Yu  
*Rice* by Sylvia A. Johnson  
*Cooking With Grains* by Susan Black  
*Red Eggs & Dragon Boats* by Carol Stepanchuk  
*The World of Rice* by Mark J. Boesch  
*Celebrating Our Diversity* by Marti Abbott and Betty Jane Polk

## Resource Books

*Southeast Asia* by William A. Withington and Margaret Fisher  
*Southeast Asians* by William McGuire  
*Two Lands, One Heart (Vietnam)* by Jeremy Schmidt and Ted Wood  
*China* by Jerry E. Jennings  
*A Family in China* by Nance Lui Fyson and Richard Greenhill  
*Japan* by Carol Green  
*A Family in Japan* by Judith Elkin  
*Cooking the Vietnamese Way* by Chi Nguyen and Judy Monroe

## Teacher Notes:



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**Rice**

**Grain**

**Variety**

**Culture**

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**GRADE 6 LESSON PLAN**

**Tradition**

**Calculation**

**Extended Family**

**Celebration**

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# ASIAN-STYLE RICE AND EGGS (serves 6)

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## Shopping List:

- Different varieties of rice (white, brown, converted, long grain, short grain, etc.) for samples
- Ingredients listed in recipe below
- Paper plates, napkins, forks
- Individual moist towelettes, plastic gloves (used by cafeteria food servers)



Vegetable oil cooking spray

1 teaspoon butter or oil

¼ cup chopped onion

¼ cup thinly sliced celery

¼ cup chopped mushrooms, carrots or zucchini (or a combination of all three)

3 cups cooked rice (prepared ahead of time)

2 teaspoons soy sauce

6 large eggs

¼ cup water

## Equipment List:

- Hot plate or electric skillet
- Skillets or fry pans with covers
- Rice cookers
- Spatulas
- Wooden spoons
- Measuring cups
- Measuring spoons
- Cutting boards or mats (tagboard works well)
- Bowl of water for sprinkling



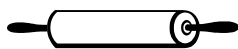
Prepare vegetables: peel and chop onion; wash and slice celery; wash and prepare remaining vegetables, such as chop mushrooms, peel and slice carrots, or chop zucchini.

Coat inside of skillet with vegetable oil cooking spray, Add oil; turn stove to medium heat; sauté onions until golden, 2 to 3 minutes. Add other vegetables and cook until crisp-tender, 1 or 2 minutes longer. Stir in rice and soy sauce, mixing well.

Pat down rice mixture evenly in skillet. Using the back of a spoon, make 6 indentations in rice mixture. Break 1 egg into each indentation. Sprinkle water over rice mixture, cover, and reduce heat to low. Cook until eggs are firm, 5 to 6 minutes. Serve rice with 1 egg per person.

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## NOW WE'RE COOKING!<sup>®</sup>

Home and Family

Connection

Grade 6



### How often does your family sit down and eat together?

Enjoyable, healthful food is one of life's greatest pleasures, especially when shared with our family and friends.

Unfortunately, today's busy family schedules result in fewer and fewer meals prepared and shared with one another.

Thanks to a program at your school called **Now We're Cooking!**<sup>®</sup> your child is (or will be) learning safe, simple cooking skills that can be used at home to help prepare snacks and family meals. Many skills taught in this program also reinforce other subjects your child is learning, including social studies, math, writing, and the arts.

### What You Can Do

On the back is a recipe your child will be preparing in class. Join your child in reading the recipe, gathering the ingredients, and cooking it at home. No matter how simple or fancy the meal, time spent eating with your children may be the best time to talk with them, share in their lives, and pass on cultural traditions.

### Homework Extensions

Your child's teacher may be assigning one or more of the following assignments.

1. Family Recipe – Does your family have a favorite rice dish (Spanish rice, fried rice, rice pilaf)? As a family, write the ingredients and the directions into a recipe that can be shared with the class.
2. Math – Using the Asian-style Rice and Eggs recipe, calculate how much of each ingredient a person would receive if the recipe was divided by 6 people. Use fractions, decimals, and words to explain your solutions.
3. Vocabulary Development- Prepare a Glossary of Terms for the unit's key vocabulary (rice, grain, variety, culture, tradition, calculation, extended family, celebration). Include definitions for each word, and add illustrations and personal experience examples wherever possible.
4. Writing – Write a persuasive letter to your family stating your position about the importance of planning, preparing, and sharing family meals. Write convincing arguments to support your position.

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- Skillets or fry pans with covers
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- Spatulas



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- Bowl of water for sprinkling



Vegetable oil cooking spray

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3 cups cooked rice (prepared ahead of time)

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6 large eggs

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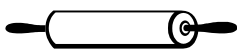
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## NOW WE'RE COOKING!<sup>®</sup>

Cafeteria Connection

Grade 6



### How often do families find time to sit down and eat together?

Enjoyable, healthful food is one of life's greatest pleasures, especially when shared with family and friends. Unfortunately, today's busy family schedules result in fewer and fewer meals prepared and shared with one another.

Thanks to a program at our schools called **Now We're Cooking!<sup>®</sup>**, our students are (or will be) learning safe, simple cooking skills that can be used at home to help prepare snacks and family meals. Many skills taught in this program also reinforce other subjects.

The cafeteria is another place that children can share a meal with friends. We would like to connect the **Now We're Cooking!<sup>®</sup>** experience with eating in the cafeteria.

### What You Can Do

On the back is the recipe that students will be preparing in class. You could:

1. Provide some or all of the ingredients.
2. Help us obtain the ingredients and bill us for them.
3. Serve this recipe or a similar purchased menu item the week we are preparing it in class. That will be the week of \_\_\_\_\_.
4. Visit our classroom and give a nutrition education lesson on rice and what other foods on the school lunch menu serve the same function in a lunch.
5. Provide a taste testing experience for our class with various kinds of rice (white, brown, wild, converted, long-grain, short-grain.)
6. Plan a school-wide celebration with a rice dish on the menu. Our class will help decorate and serve.
7. Let us put up a bulletin board in the cafeteria about rice, family meals, and our cooking experience.
8. Anything else you can think of to enhance our **Now We're Cooking!<sup>®</sup>** classroom activity.

Teacher: \_\_\_\_\_

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