

PRE-K/1 LESSON PLAN

Recommended for
Grades Pre-K/1

The Language of Food: Fruit Kabobs

Note to the Teacher:



Goals for the **Now We're Cooking!**[®]
(NWC) campaign/curriculum:

- 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.

This lesson focuses on introducing the alphabet using a “stacking” food item (kabob). However, other possibilities for curricular integration include math, science, social studies, art, and nutrition. A stacked recipe was chosen because “stacking” foods provide popular, simple, readily available, economical foods that represent diverse cultures. They also offer educators versatility for integration throughout the year.



Although the recipe for Fruit Kabob was chosen for this lesson, feel free to utilize other stacking food items such as vegetables and meats. Other related NWC “stacking” recipes include: Mini Peanut Butter Sandwiches, Stacked Cereal, My Very Own Pizza, Vanilla Pudding, Mexican Layered Tostada, Stir-Fry Chicken and Green Beans, French Toast, Anytime Fruit Shake and Dunkin’ Vegetables. Look for these and other recipes in the appendix.

Culinary Skills Developed: identify fruits, taste and note different tastes, textures and smells, stirring, cutting (older students)

Key Vocabulary: kabob, fruit, stacked, food, friends, family, vegetable, favorites

Teacher Preparation:



- Review lesson, recipe, shopping and equipment lists in packet. Each lesson requires approximately 20-30 minutes.
- Give early notice to Cafeteria support personnel regarding upcoming unit. (See *Cafeteria Connection* handout included in this lesson).
- Prepare word cards for vocabulary.
- Make poster, copies or overhead transparency of recipe for classroom use.
- Collect samples of food pictures or food items that begin with the targeted letter of your choice.
- Make copies of *Home and Family Connection* letter and recipe for home use (included in this lesson). Select a homework assignment for students to complete from the suggested list. These are available in English or Spanish.
- Obtain recipe ingredients. (Note seasonal and local availability).

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- Obtain necessary cooking utensils and supplies.
- Gather journals or other paper for writing activities.
- Students will need paper, crayons and/or markers to make placemats.
- 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 many opportunities for participation either in oral, written or a hands-on form that will provide ample on-going assessment in differing curricular areas.

Family Connection

Send home the parent brochure about the **Now We're Cooking!**[®] program included in the Appendix. Inform parents of upcoming NWC events and its goals. Tell them that additional information will follow in the *Home and Family Connection* letter to be sent home at the beginning of the event. Enlist any available support for assistance in obtaining necessary food, equipment or additional cooking demonstrations.

School/District Connection

Inform other school personnel, including administration, food service, maintenance, transportation, parent volunteers, community members, restaurant owners, etc. of how their participation can enhance the upcoming event. Encourage their assistance in any available capacity, such as obtaining supplies, visiting during the week and as cooking demonstrators.

Facts About The Fruit Kabob

It is believed that the Fruit Kabob originates from the word “shish kabob”. There are other variations in spelling as well. It is believed that shish kabob concept seems to have originated from somewhere in the Mediterranean countries.

California has the largest agricultural economy in the United States. In fact, California grows more than half of the nation’s fruits, nuts and vegetables. Nearly one-third of the land is devoted to agricultural production and one out of every 10 workers is employed in jobs related to agriculture.

The top commodities produced in California in 1996 included dairy, grapes, head lettuce, processed tomatoes, strawberries, oranges, broccoli, carrots, wheat and peaches. California is also considered to be an “exclusive” producer of many popular food items such as artichokes, dates, figs, kiwi fruit, olives, pistachios, prunes, raisins and walnuts.

During California’s winter season much of our produce is imported from other countries. Chile is having its summer season at this same time and provides California with many items such as peaches, plums, nectarines, grapes and pears. Also during the winter months, we import bell peppers, cucumbers, chiles, mangos, papayas, tomatoes, watermelon, cantaloupe and honeydew melons from Mexico and strawberries, raspberries, blueberries, apples and kiwi fruit from New Zealand.

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Day One: (approximately 20-30 minutes)

(Note: This day's lesson could easily span two days, depending on your choice of activities).

- Begin with a class discussion that revolves around topics such as:
 - 1) Who does the majority of the cooking in their homes? Why?
 - 2) Who are their favorite cooks? Least favorite? Why?
 - 3) What do they like best about mealtimes? Least? Why?
 - 4) What are some of their favorite foods? Least favorite? List these - compare and contrast similarities and differences.
 - 5) What do they like best about having lunch at school? Least? Why?
 - 6) What do you need to know to be a "cook"?

Student responses could be discussed with the whole class, with partners, in cooperative groups, or role-played. They could also be written in journals or graphed, etc. (Note: The book, *Amelia's Notebook or Amelia Writes Again* by Marissa Moss can be used as a resource to teach fun, creative elements for journal writing).

- Introduce the concepts and goals for the NWC program. Tell students that they will have the opportunity to taste and try foods that they "cook" themselves and will learn many new things while they are learning about the letters of the alphabet. (This concept could also be applied at higher learning levels using foods that begin or end with the same sounds, digraphs, phonograms,

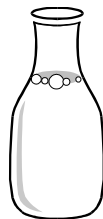
syllables, compound words, etc.).

- Show the students samples of food or pictures of foods that begin with a "targeted" letter. For example, the letter "P" would lend itself to pictures of pizza, puddings, pineapple, potatoes, peanut butter, pickles, peppers, etc. Ask students to see if they can guess your "rule". Write the names of the food items on the board and ask the students to identify any similarities or patterns they notice about the words.
 - Discuss the concept of the letter "P", its correct letter formation and the associated sound it makes.
 - Inform students that they will be using food items that start with the letter "P" in food preparation this week. Tell them that they may also have special visitors to their classroom and might notice special activities taking place in the cafeteria that begin with this same letter and/or sound.
 - Explain to students that to prepare for their special "eating event" they will be making a placemat. This placemat will be an illustration of their favorite "P" food item and will help to make their classroom an attractive, fun place to eat. (Older students can draw the letter themselves and can use the letter as part of an illustration while the teacher assesses correct letter formation, sounds, etc.).
 - Distribute the *Home and Family Connection* page to students. (Have bilingual paraprofessionals available for English language learners).
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Day Two: (approximately 20-30 minutes)

- Review concepts from Day One with students. Read an alphabet book to the class emphasizing the letter “P”.
- Younger students could re-sort food items or pictures using different attributes (color, size, weight). Older students could sort using two or more attributes or could sort word cards that begin with different letters. (Example: words beginning with letters “p” and “d”).



pineapple, peaches, pears, dried prunes and plums). Have students build their kabobs. These may be dipped in yogurt.

Round out the snack by adding a beverage of milk or juice and then enjoy your snack time together. This could also be a time to briefly introduce the concepts of seasonality and availability of fruits. Students could also practice math-patterning concepts while building their kabobs.

- Allow students time to reflect on their experiences throughout the weeks events using journals or thank you letters.

Day Three: (approximately 20-30 minutes)

- Review recipe, ingredients, cutting, skewing techniques, etc. with class. If appropriate, introduce *A Primer of Basic Kitchen Skills* (included in the Appendix). Talk about the logistics of the cooking activities (whole class, stations, groups, adult helpers). Students should feel comfortable with the arrangement and organization of the activity. (Older students could help with cutting the pieces of fruit).
- Have the students set tables with their placemats, napkins and spoons. Teach students the proper placement for utensils and the importance of making the classroom a fun place to eat.
- Display a finished fruit stack or fruit kabob as a model.
- Instruct students on how to build a fruit kabob. Provide students with samples of fruits that begin with the letter “P” (examples might include papaya,

Days Four and Five: Ideas for Expansion Activities

Science:

- **Life Science** - Use as a springboard lesson to teach the major structures and functions of common plants (stems, leaves, roots, fruits, flowers and seeds). Compare and contrast their similarities and differences in appearance, etc. that enable them to successfully adapt to their differing environments.
- **Physical Science** - Do an experiment that explores using solar energy/heat and its’ effects on changing the physical properties of peanut butter. Have students place peanut butter on top of a cracker and put it outside. Note how the peanut butter changes. Or do a fruit drying experiment and have the class weigh the fruit before and after the drying process. Design an experiment that shows the effect of air on fruit. Note the color change with cut fruit.
- **Earth Science/Gardening** - Conduct an experiment in which the students grow

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four identical plants. Plant (#1) gets plenty of sun, water and good soil. Plant (#2) gets adequate sun and water but poor soil. Plant (#3) gets adequate sun and good soil, but no water. Plant (#4) gets satisfactory soil and water, but no sun. Have students analyze the results.

Writing - Compile a class book of written or dictated stories around any number of topics, such as “My Favorite Snack”, “What Can I Fix Myself?” or “My Favorite Recipe From Home”. Students can draw a picture to illustrate their stories.

Writing/Food Service Connection - Write a class letter to your cafeteria personnel requesting that a favorite fruit item be added to the menu. Determine this favorite fruit item through class discussions and/or graphing.

Math - Use an estimation jar filled with fruit (more than one type) and have the class estimate how many items are in the jar. This could also lead to discussions around varying statistical possibilities of selecting certain food items from the jar. Students could sort/count the food items by groupings (2s, 5s or 10s) to obtain the actual results.

Oral Language/Drama - Teach the students a tongue twister such as “Peter Piper...”. Or have the students do a puppet show that illustrates a character eating with a group of friends or family. Have the character share the excitement of his or her activities during the day. Show the positive results of eating with others.

Social Studies/Technology - Have

students further research the origins or “fun facts” about fruits and vegetables that are native to their local communities as well as imported from other areas. Emphasize the cultural diversity that is represented in the class. For example, Papaya is native to tropical areas such as Mexico and Hawaii. With assistance from adults or older peers, students could use the Internet as a resource for their research and/or use the computer to make small books. Or have students make a quilt that is designed around themes such as foods, cultural diversity, and families. Individual squares could be made with construction paper or permanent markers on cloth.

Health/Nutrition - Discuss the importance of fruits in the Food Guide Pyramid. Learn the basics of the Food Guide Pyramid and its role in healthy growth and development.

Field Trip - Take the class to a local supermarket where they can meet a produce manager. Have them learn about the produce available in their area. Or, visit a processing plant to learn about the necessary machinery and steps involved in processing a canned or packaged item.

Food/Cooking Demonstrators - Invite parents and community members in to demonstrate how kids can make other simple and healthy “stacked” food items at home. For example, an employee from a sub sandwich shop could teach kids how to make their own sub sandwiches at home.

High School Tutors - Invite high school students who may be enrolled in child development or other related classes into your classroom to conduct some of the

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NWC lessons or a cooking demonstration of their own. Foreign exchange or language students could be a great choice for introducing and teaching about food from other cultures. Your students will enjoy their high school “tutors”.

Teachers Notes:



Related Books

Farming/Gardening:

A Day on the Farm by Nancy Fielding
Hulick

Come to the Farm by Ruth Tensen

The Little Farm by Lois Lenski

Big Red Barn by Margaret Wise Brown

My Friend the Cow by Lois Lenski

The Carrot Seed by Ruth Krauss

My Garden Grows by Aldren A. Watson

Eating:

Bread and Jam for Frances by Russell
Hoban

Everybody Eats by Mary Green

Gregory, The Terrible Eater by Mitchell
Sharmat

Cooking:

Cooking with Children by Marion
Cunningham

Book Cooks, Grades K-3 by Janet Bruno

The Little House Cookbook by Barbara M.
Walker

Alphabet:

A-Apple Pie by Kate Greenaway

ABC by Elizabeth Cleaver

Alphabatics by Suse MacDonald

*Anno's Alphabet: An Adventure in
Imagination* by Mitsumasa Anno

Applebet: An ABC by Clyde Watson

A Farmer's Alphabet by Mary Azarian

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Kabob

Fruit

Stacked

Food

Friends

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Family

Vegetables

Favorites

FRUIT KABOB (makes one)

Shopping List:

- 4 pieces of cut fruit per student (see suggestions below)
- 4 (8-ounce) containers of assorted flavored yogurts, such as chocolate, vanilla, cherry or blueberry



Equipment List:

- 1 skewer or paper cup per student (may use popsicle stick)
- 8 bowls (for fruit and yogurt)
- plastic spoons
- plastic knives (for use by older students)
- napkins
- water



Fruit Kabob Recipe

TALK ABOUT EACH FRUIT YOU HAVE CHOSEN. Discuss where it is grown, how it is eaten, its color, texture and taste.

EMPTY EACH CONTAINER OF YOGURT INTO ITS OWN BOWL AND STIR OR MIX.

HAVE EACH STUDENT SELECT 4 PIECES OF FRUIT TO THREAD ON A SKEWER OR PLACE IN A CUP.

HAVE STUDENTS DIP FRUIT INTO YOGURT. Explain dipping etiquette, i.e. dip only once; do not dip your fingers, etc. Encourage children to be creative in the fruit/yogurt combinations they choose. Ask them to describe the flavors and to discuss their favorite combinations.

SUGGESTED FRUITS:

Melon, cut into chunks
Oranges, peeled and separated into sections
Bananas, cut into thick slices
Mango, cut into chunks
Kiwi, peeled and cut into rounds
Pineapple, cut into chunks (or use canned chunks)
Peaches, apricots, nectarines, cut into chunks
Strawberries, left whole

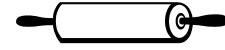
Apples or pears, cored and cut into wedges
Grapes, remove stems
Papaya, cut into chunks
Star fruit (carambola), cut into star slices
Dried fruit, such as apricots, apples, pitted prunes, etc.

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NOW WE'RE COOKING!®

Home and Family
Connection
Grades Pre-K/1



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. Family picnics or sharing meals at a local restaurant count too!

Thanks to a program at your school called **Now We're Cooking!**® 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 both preparing and eating with your children may be the best time to talk with them, share in their lives, and pass on cultural traditions. Please feel free to contact your child's teacher regarding donating ingredients to support our class cooking project.

Homework Extensions

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

1. Sharing - Bring a picture of your favorite food or a dish to share that represents your culture. Choose an item that you have eaten before and enjoyed. (Be sure to bring the recipe too!)
2. Food Collage - Cut out pictures of various foods from magazines and arrange them on construction paper for a collage. Your teacher will designate a particular theme or concept for this project. Be prepared to present this to your class.
3. Math - Help your parents sort and organize the cupboards in your kitchen.
4. Food Mobile - Construct a food mobile that depicts your favorite foods or recipes.
5. Writing - Write a letter to a relative, friend, etc. inviting them to visit your classroom and share their favorite recipe with your class.
6. Cooking/Writing - Have your child help prepare a meal for the family and then have your child write or draw a picture that tells about your experience together.

FRUIT KABOBS (makes one)

Shopping List:

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Equipment List:

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Peaches, apricots, nectarines, cut into chunks
Strawberries, left whole
Apples or pears, cored and cut into wedges
Grapes, remove stems
Papaya, cut into chunks
Star fruit (carambola), cut into star slices
Dried fruit, such as apricots, apples, pitted prunes, etc.

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NOW WE'RE COOKING![®] Cafeteria Connection Grades Pre-K/1



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!**[®], 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!**[®] 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 "stacked

food" menu item the week we are preparing it in class. That will be the week of_____.

4. Visit our classroom and give a short nutrition lesson on any "stacked food" item and where they fit into the Food Guide Pyramid.
5. Have a "Lunch on the Green" where our families are invited to share lunch with us outside on the grass.
6. Provide a taste testing experience for our class with various kinds of "stacked foods" items (example: cheese and crackers, tostadas.)
7. Plan a school-wide event that highlights "stacked food" items on the menu. Our class will help decorate and serve.
8. Let us put up a bulletin board in the cafeteria about fruit kabobs and our cooking experience.
9. Teach our class fun, simple techniques for folding napkins, making table center pieces, decorating, or garnishing dishes.
10. Anything else you can think of to enhance our **Now We're Cooking!**[®] classroom activity.

Teacher: _____

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