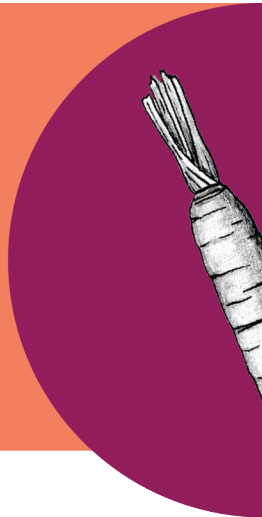


# THE EDIBLE SCHOOLYARD PROJECT



## COOKING WITH CURIOSITY: UNIT THREE INTRODUCTION

**Summary:** This unit builds on the learning objectives of Unit Two. Students will learn by watching short instructional skills videos and then practicing that skill. Again, once students have gained proficiency with a skill, they will apply their skills by completing “Create Your Own” lessons that give free-choice with various ingredients in the recipe. The lessons in this unit focus on practicing cooking skills like using the stove and oven. The learning process centers students reflecting on their process of cooking; identifying what worked and what didn’t. See the document Unit Three Scope and Sequence (attached below) for a detailed outline of lessons for Unit Three.

### Learning Objectives:

#### Students will...

- Deepen their understanding of the difference between precise recipes and flexible recipes
- Understand and practice the basics of whisking, emulsifying, sautéing, blanching, roasting, and baking
- Reflect on and learn from their experiences in the kitchen
- Prepare for and participate effectively in a range of conversations
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Make ingredient choices for their recipes and reflect on those selections
- Practice reflective thinking and writing reflective responses

### Assessments:

- All completed worksheets and lesson plans can be evaluated to determine student progress



# COOKING WITH CURIOSITY:

## UNIT THREE INTRODUCTION

**PLAN:** The teacher resource, [Recipes and List of Equipment and Ingredients](#) details recipes, general equipment, and bulk ingredients for the recipes featured in the curriculum. We suggest having students or parents check off the equipment they have available. If in the event some equipment is not available, you can indicate to students how they can adapt the recipes.

**Notes for *How to Skills Videos*:** For all of the How to lessons we have included videos. This way the lessons can be taught asynchronously. Following is a list of other adaptations for teaching the skills videos:

- If you are teaching synchronously:
  - Instruct students to view the video before class or at the beginning of class. Then repeat the skills video again synchronously as a class.
  - Show our videos to introduce students to the skill they are learning. Then have students practice that skill with you synchronously.
- You can use our videos as a guide for making your own videos. If you turn on the closed caption of the video, you can use it as a script for making your video!

### **Notes for *Create Your Own***

- There are a number of ways you can engage students in these lessons. Here are a couple of suggestions.
  - Hold a synchronous class showing students how to complete the recipe. Then, either have students complete the recipe with you OR create their recipe on their own outside of class time.
  - Direct students to complete the Create Your Own lessons on their own. Then hold a virtual meeting time during which students can ask you questions.
  - Hold a synchronous class and designate class time for students to make choices about their recipes. Then lead the whole class through a demonstration of how to complete the recipe.
  - Hold a synchronous class and have every student complete the same version of the recipe. Then instruct students to complete the create your own version of the recipe on their own.



# COOKING WITH CURIOSITY: UNIT THREE INTRODUCTION

## Additional Unit Teacher Notes:

- It can be challenging to gauge how long lessons take when taught via distance learning. The instructional minutes indicated for each lesson is the projected time it would take to teach that lesson synchronously. We suggest doubling suggested instructional time when directing students to complete the lessons on their own.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners. Consider also adding visual aids or creating a PowerPoint for those sections.
- A strong focus on this curriculum is allowing students to explore cooking freely, therefore we don't suggest evaluating students on recipe outcome. Instead, we suggest using student responses to reflection prompts to gauge what students are learning.
- Some lesson plans are formatted as a fillable PDF so that students can answer the questions and return the document as if it were a worksheet. We recommend testing this functionality with your technology as it varies by device and operating system. If it does not work for you, consider using a google form or having students answer the questions in a new document and submitting their answers to you that way.



# COOKING WITH CURIOSITY

## SCOPE AND SEQUENCE: UNIT THREE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources that Accompany Lesson Plan
<b>Week Nine</b>					
<a href="#">How To: Flip Food</a>	3.1: Lesson One	30 minutes	<ul style="list-style-type: none"> <li>How do we develop and refine our kitchen skills?</li> <li>What are the important skills to learn in the kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>Understand and practice the basics of flipping food.</li> </ul>	
<a href="#">Create Your Own: Sautéed Organic Vegetables</a>	3.2: Lesson Two	60 minutes	<ul style="list-style-type: none"> <li>How do your cooking choices help you to make recipes your own?</li> </ul>	<ul style="list-style-type: none"> <li>Make choices in the ingredients of their recipes and reflect on those selections</li> </ul>	<a href="#">[VISUAL] Sautéed Recipe</a>  <a href="#">[FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports.</a>
<b>Week Ten</b>					
<a href="#">How To: Whisk and Emulsify</a>	3.3 Lesson Three	(60 minutes synchronous, TBD asynchronous)	<ul style="list-style-type: none"> <li>How do we develop and refine our kitchen skills?</li> <li>What are the important skills to learn in the kitchen?</li> </ul>	<ul style="list-style-type: none"> <li>Understand and practice the basics of whisking and emulsifying.</li> </ul>	
<a href="#">Create Your Own: Any Organic Greens Pesto</a>	3.4: Lesson Four	(60 minutes synchronous, TBD asynchronous)	<ul style="list-style-type: none"> <li>How do your cooking choices help you to make recipes your own?</li> <li>How might cooking missteps or failures teach us to become better cooks?</li> </ul>	<ul style="list-style-type: none"> <li>Make choices in the ingredients of their recipes and reflect on those selections</li> </ul>	<a href="#">[FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports.</a>  <a href="#">[VISUAL] Pesto Recipe</a>

# COOKING WITH CURIOSITY

## SCOPE AND SEQUENCE: UNIT THREE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
<b>Week Ten Continued</b>					
<a href="#">Sharing What You Made (homework)</a>	3.5: Lesson five	To be determined (TBD) by the student	<ul style="list-style-type: none"> <li>Why should we take time to reflect when we cook?</li> <li>How do we support each other to share without judgment and celebrate each other's accomplishments?</li> </ul>	<ul style="list-style-type: none"> <li>Practice reflective thinking and responding.</li> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</li> </ul>	<a href="#">[PLANNING RESOURCE]: Sharing and Extension Activities.</a>
<b>Week Eleven</b>					
<a href="#">How To: Cut Vegetables (Review)</a>  (if needed)	2.6: Lesson six	20 minutes (synchronous, TBD asynchronous)	<ul style="list-style-type: none"> <li>How do we develop and refine our kitchen skills?</li> </ul>	<ul style="list-style-type: none"> <li>Understand and practice basic cuts, such as dicing, a chiffonade, julienning, and splicing.</li> </ul>	
<a href="#">Create Your Own: Grain Bowl Recipe</a>	3.7: Lesson seven	90 minutes	<ul style="list-style-type: none"> <li>How do your cooking choices help you to make recipes your own?</li> </ul>	<ul style="list-style-type: none"> <li>Make choices in the ingredients of their recipes and reflect on those selections</li> <li>Further their understanding of the difference between precise recipes and flexible recipes.</li> </ul>	<a href="#">[FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports.</a>  <a href="#">[VISUAL] Grain Bowl Recipe</a>



# COOKING WITH CURIOSITY

## SCOPE AND SEQUENCE: UNIT THREE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
<b>Week Eleven Continued</b>					
<a href="#">Extension Activities: Suggested activity—Interview an Elder (homework)</a>	3.8: Lesson eight	30 Minutes	<ul style="list-style-type: none"> <li>What makes cooking and being in the kitchen meaningful?</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their experiences in the kitchen.</li> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</li> </ul>	
<b>Week Twelve</b>					
<a href="#">How To: Basic Baking Methods</a>	3.9: Lesson nine	60 minutes	<ul style="list-style-type: none"> <li>How do we develop and refine our kitchen skills?</li> </ul>	<ul style="list-style-type: none"> <li>Understand and practice the basics of baking.</li> </ul>	
<a href="#">Create Your Own: Season, Organic Fruit Muffin</a>	3.10: Lesson ten	60 minutes	<ul style="list-style-type: none"> <li>How do your cooking choices help you to make recipes your own?</li> </ul>	<ul style="list-style-type: none"> <li>Understand and practice the basics of baking.</li> <li>Make choices in the ingredients of their recipes and reflect on those selections</li> </ul>	<a href="#">[FAMILY/TEACHER RESOURCE]: Create Your Own Recipe Supports.</a> <a href="#">[VISUAL] Recipe</a>



# COOKING WITH CURIOSITY

## SCOPE AND SEQUENCE: UNIT THREE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources for Lesson
<b>Week Twelve Continued</b>					
<a href="#">Extension Activities:</a> <a href="#">Suggested Activity-</a> <a href="#">Decorate a Recipe</a> <a href="#">(homework)</a>	3.11 Lesson Eight	20 minutes	<ul style="list-style-type: none"> <li>What makes cooking and being in the kitchen meaningful?</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their experiences in the kitchen</li> </ul>	
<a href="#">Sharing What You Made</a>	3.12 Lesson Twelve	15-30 minutes	<ul style="list-style-type: none"> <li>Why should we take time to reflect when we cook?</li> <li>How do we support each other to share without judgment and celebrate each other's accomplishments?</li> </ul>	<ul style="list-style-type: none"> <li>Practice reflective thinking and responding.</li> <li>Prepare for and participate effectively in a range of conversations</li> <li>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</li> </ul>	<a href="#">[TEACHER RESOURCE]:</a> <a href="#">Sharing Toolkit for Teachers</a>  <a href="#">[STUDENT RESOURCE]:</a> <a href="#">Sharing What You Made</a>