

Lesson 7

Reveal Family Recipe Favorites



Lesson Summary



Overview

In this lesson, the garden detectives learn about how other families in their class like to prepare fruits and vegetables as they compile a class cookbook of family recipes. They may be surprised at how many unique and creative ways there are to make fruits and vegetables tasty and how the foods we eat reflect the cultures that we come from.



Lesson Extensions

In the lesson extension, a local chef visits the classroom to demonstrate different cooking techniques that can enhance the taste of fruits and vegetables.



Key Message

Be a great garden detective! Discover how your friends and their families like to prepare the fruits and vegetables we are growing in the garden. Share what you learn with your family.



Garden Connection

The garden detectives learn new ways to prepare what is growing in their garden. They take a photograph (or create a drawing to scale) of their assigned fruit or vegetable in the garden each week and post it on the bulletin board. As they do so, they report to the rest of the class on how their plants are growing.

Encourage students to draw pictures of the garden and their plants or to take pictures of each plant that can be used in their classroom cookbook. A picture of the whole class in the garden would make a good cookbook cover or title page. (Check district photography policy.)



School Food Service Connection

Share the recipes from the Class Cookbook with the school food service director. Discuss if any of the recipes could be incorporated into the school's lunch service. Also discuss which of the recipes could be included in the menu for the Sleuths' Mystery Dinner.



School Connection

Ask teachers and administrators to contribute their favorite fruit and vegetable recipes to the cookbook.



Home Connection

Ask a parent or community guest to come in and share how fruits and vegetables are prepared in their culture.

Ask for parent volunteers to take photos of the students in the garden (check district photography policy) and to help assemble the cookbook. Send the *Garden Detective News* requesting favorite family fruit and vegetable recipes home to parents/caregivers at the beginning of the lesson.



Community Connection

Ask a local printer to offer you a discount on printing and binding the cookbook.

Invite a local photographer, college student, or artist into the classroom to help design and assemble the cookbook.



Media Connection

Ask a reporter from your local newspaper to write an article about your cookbook and to feature a few recipes from the cookbook in the newspaper.

Main Lesson: Reveal Family Recipe Favorites

Standards Addressed

English/Language Arts

Standard 1, Language: *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

Standard 6, Writing: *With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.*

Health

Standard 8, Advocate for Health: *Encourage others to make positive health choices.*

Learning Objectives

Students will be able to organize information according to a prescribed template.

Time Required

2 hours

Materials

- Copy of family recipe submitted for class cookbook
- Recipe template (on CD-ROM)
- Computer lab with a computer for each student. If a computer access is not available, the students can copy by hand the submitted recipes onto a prescribed template.
- Digital picture of each student (optional)
- Paper
- Crayons/colored markers

Preparation:

- Duplicate *Garden Detective News* for each student and assign the family activity as homework at the beginning of the lesson, unless you have previously collected family recipes.
- If available, reserve a computer lab for classroom use.
- Download a recipe template from the CD-ROM onto the computers the students will be working on.

Instructional Process

STEP 1 **Distribute the *Garden Detective News* to students.** Review the instructions on the handout with students and assign it as homework.

STEP 2**Have students share their family recipes.**

Ask each student to briefly share his or her family recipe that was submitted for the cookbook. In this way, the garden detectives will discover how their classmates and their families like to prepare fruits and vegetables at home. Students can share this information with their own family to create new family favorite recipes.



Tell students that when they present their recipe, they should answer the following questions:

- What fruits and vegetables are used in the recipe?
- Why is it one of your family favorites?
- How often does your family eat the food?
- Which family member found or created this recipe?

STEP 3**Have students type family recipes**

submitted for the class cookbook. Give each student a copy of the recipe template. Review the template with the students. Instruct each student to type his or her family's recipe, using the template. If a student's family did not submit a recipe, have the student type up a recipe from the end of this lesson or Lessons 8, 9, or 10 (found in the family newsletter). Tell students to raise their hands once they have typed the recipe, and you will assist them in inserting their digital photo (optional). Instruct all students to then use spell check and save their work using their first initials and their last names. Have each student print one copy of his or her recipe.

If the students are handwriting their recipes, divide the students into pairs and have each student read the other's recipe to check for spelling errors. If any errors are found, have students make corrections.

Collect the copy of each student's recipe that he or she typed or wrote for the cookbook.

STEP 4**Have students create cookbook cover and organizing pages** (e.g., table of contents, section

dividers; see instructions below). Brainstorm the title of the cookbook with students. Have students draw covers for the cookbook and have the class vote on the best drawing to use as the cover.

Divide students into groups. Have one group write an acknowledgments page, one create a table of contents, one create a divider page with pictures for the vegetable section, and one a divider page with pictures for the fruit section.

You may also wish to print out the recipes from Lessons 8, 9, and 10 on the CD-ROM and include them in the class cookbook.

STEP 5

Assemble class cookbooks. This step does not need to be completed until right before the Sleuths' Mystery Dinner. Completing it at a later date will allow for the inclusion of student poems from Lessons 8 and 9.

Divide recipes into fruit and vegetable groups. Within each group, organize recipes according to whether they are main dishes, salads, side dishes, snacks, or desserts. Insert other cookbook pages (i.e., cover, title page, acknowledgments, table of contents, fruit and vegetable section pages with photos/pictures of fruits and vegetables), so that one complete copy of the cookbook is assembled.

STEP 6

Duplicate and bind cookbooks (teacher or parent volunteer responsibility). Make one copy of the assembled cookbook for each student. Secure the pages with staples or fasteners. Alternatively, take the cookbooks to a local printer for duplicating and binding.

Teacher Background Information

Sources of Fruit and Vegetable Recipes

Vocabulary

Bake: To cook fruits or vegetables by dry heat, usually in the oven.

Blanch: To put fruits or vegetables into boiling water for a very short amount of time, and then put them into cold water to stop the cooking process. Blanching can loosen skins on peaches and tomatoes to make them easier to peel. It can set color and flavor of vegetables before freezing (so they do not turn brown).

Boil: To cook fruits or vegetables in boiling liquids (such as water or broth).

Grill: To cook by placing fruits or vegetables on a grill.

Ingredient: Any of the foods or substances that are combined in a recipe.

Microwave: To cook fruits or vegetables in a covered dish in the microwave oven.

Portion: An amount of food served for one person, i.e., a helping.

Roast: To cook fruits or vegetables in the oven at a high heat in an uncovered pan.

Sauté: To cook fruits or vegetables quickly in a small amount of oil in a skillet or sauté pan over direct heat.

Serving: A standardized amount of a food for one person, such as a cup or an ounce.

Simmer: To cook foods in liquid just below the boiling point (gently bubbling).

Steam: To cook vegetables in a steaming basket or rack over boiling water in a covered pot.

Stir-fry: To place fruits or vegetables in a frying pan with a little liquid or small amount of oil and stir frequently.

Stew: To cook fruits or vegetables with other foods (usually meats) and liquids and simmer for a long time in a covered pot.

Yield: Number of servings that a recipe produces.

A class cookbook is a great way to encourage children to try new fruit and vegetable recipes because each recipe comes with a built-in recommendation from one of their classmates.

You may also include the recipes your class prepares during Lessons 8-10 in the cookbook; the recipes are available on the CD-ROM. This will allow students and families to repeat these recipes at home.

As an additional resource, the CD-ROM includes some select recipes from the Recipes for Healthy Kids competition sponsored by the United States Department of Agriculture (USDA). These recipes were developed by local chefs and students and use vegetables highlighted in this curriculum.

Garden Detective News



Encourage Your Child's Growth

Want your kids to reach for a healthy snack?
Make sure fruits and veggies are within reach.

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United States
Department of
Agriculture



Garden Detective News

This week, the garden detectives will create a class cookbook that includes fruit and vegetable recipes that are family favorites. These cookbooks will be given to families at our Sleuths' Mystery Dinner.

This week's family activity is to submit *your* family's favorite recipe! Use the form on the next page to record your recipe.



Family Activity 7

Family Favorite Fruit or Vegetable Recipe

What’s your family’s favorite healthy fruit or vegetable recipe? Talk it over together, choose a recipe, and write it down here to share in a Class Cookbook that we’ll create.

Recipes may be for a main dish, salad, side dish, snack, or a healthy dessert.

Your recipe should use fruits and/or vegetables (beans fall within this category) as the main ingredient. We are really interested in hearing how families prepare the fruits and vegetables we are growing in our class garden—leaf lettuces, carrots, beets, spinach, Swiss chard, strawberries, raspberries, and blackberries.

Write your recipe below and **return it to class by** _____ .

Student Name: _____

Recipe Title: _____

It is (mark one): Main Dish Salad Side Dish Snack Dessert

Ingredients and amounts: _____

Preparation steps: _____

Yield: _____

Serving size: _____

Describe your recipe in 2-3 sentences: _____



Lesson Extension: Crack the Cookbook Caper

Standards Addressed

English/Language Arts

Standard 3, Speaking and Listening: *Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.*

Standard 4, Writing: *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

Health

Standard 3, Access Information: *Demonstrate the ability to access valid information, products, and services to enhance health.*

Learning Objectives

Students will be able to:

- List at least three methods to cook fruits and vegetables.
 - Explain how different cooking methods affect the taste of fruits and vegetables.
- Pots and pans (selected in consultation with chef and/or school food service)
 - Fruits and vegetables (selected in consultation with chef and/or school food service)
 - Oils and condiments (selected in consultation with chef and/or school food service)

Time Required

75 minutes

Materials

- Student Handout 7.1, Crack the Cookbook Caper*
- Student Handout 1.2, Garden Detectives' Tasting Code* (Lesson 1)
- A copy of each family recipe submitted for the class cookbook
- Cooking equipment (selected in consultation with chef and/or school food service), e.g., portable stove, grill, slow cooker, etc.

- Paper plates
- Forks
- Napkins
- Paper
- Pens/pencils

Preparation

- Duplicate *Student Handout 7.1, Crack the Cookbook Caper* on 3-hole-punch paper for each student.
- Duplicate *Student Handout 1.2, The Garden Detectives' Tasting Code* on 3-hole-punch paper, if you have not previously done so.

- Duplicate one copy of the family recipes.
- Invite a local chef or school food service representative to visit the classroom or cafeteria to demonstrate at least three different ways to cook fruits and vegetables. Decide together what fruits or vegetables will be used in the demonstration and what cooking equipment and supplies are needed.

Instructional Process

STEP 1 Distribute *Student Handout 7.1, Crack the Cookbook Caper* to students. Review the vocabulary words with students. Divide students into pairs or small groups. Distribute a few recipes from the class cookbook to each pair/small group. Have students review the recipes and identify the different cooking techniques that are used in these recipes. Have each group report to the class on the cooking methods they found.

STEP 2 Introduce the chef or school food service representative who will demonstrate different cooking methods to the students. Have the chef demonstrate how to cook the selected fruits and vegetables in turn without telling the students in advance which method will be used. Ask students to identify the cooking method based on the vocabulary terms that they previously learned. Have students remove *Student Handout 1.2, The Garden Detectives' Tasting Code* from their *Garden Detective Journals* and review it together before allowing students to taste the fruits and vegetables cooked in different ways.

STEP 3 Have students write a thank-you letter to the chef or school food service representative who demonstrated the cooking methods. In their letters, students should identify three cooking methods that were demonstrated and which recipe they liked best. Review student letters for mastery of learning objectives before delivering them.

Student Handout 7.1

Crack the Cookbook Caper



Is cooking a big mystery to you? Do you know all the ways that cooks and chefs use to make delicious meals with tasty fruits and vegetables?

The first step to solving the mystery of how foods go from the refrigerator to the table is to master the terms that cooks and chefs use. After you learn these terms, you will be able to read a cookbook and know just what to do. Discover the many different ways you can prepare fruits and vegetables. Then you can get cooking!

Bake: To cook fruits or vegetables by dry heat, usually in the oven.

Blanch: To put fruits or vegetables into boiling water for a very short amount of time, and then put them into cold water to stop the cooking process. Blanching can loosen skins on peaches and tomatoes to make them easier to peel. It can set color and flavor of vegetables before freezing (so they do not turn brown).

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Yield: Number of servings that a recipe produces.

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