

OVERVIEW FOR TEACHERS

LESSON: A MIXED SALAD

GRADES: K-2

Dear Teachers:

On October 15, 2015, Chicago Public Schools, the USDA, and Pilot Light will partner to provide all CPS students with an incredibly delicious chef-designed meal. The menu features a Taco Al Pastor and it adheres to the USDA's healthier school lunch nutrition standards, includes locally-sourced food, and connects directly to the lesson below.

Pilot Light is a Chicago-based nonprofit organization that partners chefs and teachers to develop Common-Core aligned classroom lessons that teach kids food basics and gets them excited and curious about the true power of food! Lessons are supplemented (missing words) educational six-minute video, developed with the guidance of an Emmy Award winning producer from Sesame Street. The materials, including a recipe and comic for students to share with their families, are available in English and Spanish. Learn more at: www.pilotlightchefs.org/resetthetable

DON'T MISS THIS OPPORTUNITY: The more your students know about the food on their plates, the more likely they are to make healthier choices! Please teach this lesson in your classroom on the morning of October 15th, show the video, and encourage your students to select the Taco Al Pastor lunch in the cafeteria that day.

***Please note that the total length of this lesson is 60 minutes. If you cannot devote 60 minutes of class time, please skip to page 8 of this lesson and show your students the "Whole World Is a Taco" video to excite them about the Taco Al Pastor lunch!**

PILOT LIGHT CHEFS LESSON

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STAGE: PRE PLANNING

LEARNING OBJECTIVES	COMMON CORE STATE STANDARDS	PILOT LIGHT STANDARDS FOR FOOD & NUTRITION EDUCATION
<p>1. Students will be able to identify 3-5 ways in which cultures are similar.</p> <p>2. Students will be able to identify how food brings people together.</p> <p>3. Students will be able to describe how food represents people’s cultures.</p>	<p>Kindergarten Reading CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-LITERACY.RI.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>Kindergarten Writing CCSS.ELA-LITERACY.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>CCSS.ELA-LITERACY.W.K.7 Participate in shared research and writing projects.</p>	<p>PL8 –Students will understand external and internal influences on food and nutrition behaviors.</p> <p>PL 8.2.1. –List internal and external factors on food choices, such as family, peers, media, history, culture and history influence food behaviors.</p>

	<p>COMMON CORE STATE STANDARDS (CNTD.)</p> <p>1st Grade Reading</p> <p>CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>1st Grade Writing</p> <p>CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects.</p> <p>2nd Grade Reading</p> <p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2nd Grade Writing</p> <p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects.</p>	
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STAGE: OPENING

GROUP DISCUSSION	LENGTH: (15 MIN)	MATERIALS
<p>1. Move students to the rug and read aloud selected passages from “Children Around the World” by Donata Montanari.</p> <p>a. This read aloud will provide an introduction to what culture is and what children’s cultures look like throughout the world.</p> <p>b. This will connect with the engagement activity. Students will get an understanding of what culture is and similarities between cultures.</p> <p>c. As you read, you should refer to the picture cards for various aspects of a culture, including: language, clothing, foods, school, family, homes, and activities.</p>	<p>Questions for class after the read aloud:</p> <p>1. What were ways in which the children’s cultures are similar?</p> <p>2. Let’s take a look back at Emilio. How could you make friends with Emilio from the Philippines?</p> <p>3. Many of the children talked about the foods they eat. How can food bring people together?</p>	<p>Book: http://www.amazon.com/Children-Around-World-Donata-Montanari/dp/1553376846</p> <p>- Pilot Light has provided scanned images of the “Coming to America” on the Reset The Table website. If you do not have the book available, you may choose to use this excerpt with your students.</p> <p>-“Culture: Food” Picture Cards</p>

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STAGE: INTRODUCTION TO ACTIVITY 1

INTRODUCTION TO NEW MATERIAL + GROUP ACTIVITY	LENGTH: (10 MIN)	MATERIALS + NOTES
<p>1. Ask the following question: <i>Think about your family's culture. How might your family's culture be different from that of the classmate sitting next to you?</i> (Remember that culture includes: food, clothing, activities, homes, family, school, and languages. This will activate students' knowledge of their own family and culture. List out student responses on board.)</p> <p>2. Most students will probably identify cultural foods they eat. Point this out to students.</p> <p>3. Next, hold up the food picture card and tell students: we are going to focus on how food brings people together.</p> <p>4. Explain how food brings people together as follows:</p> <ul style="list-style-type: none"> a. Many of the people that moved to America and Chicago brought food dishes from their countries. These foods represent their culture and the country they moved from. In America we can choose from many different foods thanks to people from all different cultures. b. Not only have people brought their own cultural foods to America, they have also come together with other cultures to form new foods. Today you will draw a picture of a food commonly eaten by your family and culture. Then you will meet people from different cultures to create new foods! 		<p>MATERIALS: "Culture: Food" Picture Card</p> <p>NOTES: Teacher should model how to complete this activity by using a sample country and completing the Family Food Activity Sheet.</p> <p>**Decide how you want students to move around the room. Explain and model expectations for volume levels, movements, asking questions and writing during activity.</p>

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STAGE: ACTIVITY 1

GROUP ACTIVITY	LENGTH: (15 MIN)	MATERIALS + NOTES
<p>1. Read the directions at the top of the Family Food Activity Sheet aloud to your students.</p> <p>a. Students will determine a food eaten by their family/culture. Teacher will model first how to complete the activity with his/her own cultural food. Teacher should have it completed ahead of time as to not take up time during lesson. Teacher should fill out and draw the food as he/she expects the students to do it. (i.e. pencil, color, neat, name, country, fill in the blank).</p> <p>b. Students will work on activity after directions are read and modeling is shown.</p> <p>Students will master this activity when they have:</p> <ul style="list-style-type: none"> i. Identified a food from their culture. ii. Understood how the food eaten at their house brings their family together. iii. Understood how foods from various countries bring people together. 		<p>MATERIALS: - Family Food Activity Sheet</p> <p>POTENTIAL MISUNDERSTANDINGS: Some students may not be able to think of a food eaten by their culture. Teacher should have a list of foods and help certain students choose one that's familiar to him/her. If the teacher thinks students as a whole may have difficulty coming up with a food, he/she may assign each student a food.</p>

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STAGE: ACTIVITY 2

GROUP ACTIVITY	LENGTH: (15 MIN)	MATERIALS + NOTES
<p>1. Read the directions at the top of the New Food Creation Activity Sheet aloud to your students. In this activity, students will partner and combine the foods they developed in the Family Food Activity to create a new food.</p> <p>2. Teacher should pair students with others of varying foods. Emphasize that the students coming together is like two countries coming together. Teacher can decide if he/she wants each student to complete activity sheet independently or if they should complete one together.</p> <p>Students will return to the rug or seats with their new food.</p> <ol style="list-style-type: none"> 1. Ask students to share with a student to whom they were not paired with. 2. Ask a couple of students to share with the whole class. 3. Ask students the following questions. Have them talk with a partner to answer the questions. Ask one question at a time and circulate around the room to evaluate student responses. <ol style="list-style-type: none"> a) How would you describe culture? b) How are cultures similar? c) How did food bring people together today? d) How does food represent someone's culture? 		<p>MATERIALS:</p> <ul style="list-style-type: none"> - New Food Creation Activity Sheet <p>NOTES:</p> <p>When pairing students, teacher may also take ability levels into account to provide students with a partner that will allow them to be more successful.</p>

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STAGE: CLOSING + VIDEO

VIDEO + CLOSING	LENGTH: (10 MIN)	MATERIALS + NOTES
<p>Show students the "Whole World is a Taco" video.</p> <p>Have students respond to the following questions after watching the video:</p> <ol style="list-style-type: none"> 1. What are tacos? 2. What are your favorite taco ingredients? 3. What kind of tacos does your family usually make? 4. How could tacos represent someone's culture? 5. How are tacos an example of people coming together? 6. What cultures have tacos or something similar? <p>Remind students that they will have the option to have a Taco Al Pastor in the lunch room on October 15th, 2015 for the Reset the Table event. Give them the Comic and Recipe Sheet and encourage them to share what they learned with their families at home.</p>		<p>MATERIALS:</p> <p>Pilot Light video: www.pilotlightchefs.org/resetthetable</p> <p>The video will be available to view on October 9th, 2015.</p> <p>Pilot Light Comic and Recipe Sheet</p>

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STAGE: ASSESSMENT		
ASSESSMENT	KEY UNDERSTANDINGS	REFERENCES
<ol style="list-style-type: none"> 1. Students will be able to identify 3-5 ways in which cultures are similar. 2. Students will be able to identify how food brings people together. 3. Students will be able to describe how food represents people's cultures. 	<ul style="list-style-type: none"> • Food brings people together. • Food represents peoples' cultures. • People immigrated to the United States and Chicago for many different reasons. 	<p>Montanari, D. (2001). <i>Children around the world</i>. Kids Can Press Ltd.</p>