

Years
3&4

Tools for Teachers 2

Stephanie Alexander Kitchen Garden Foundation

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Growing Harvesting Preparing Sharing



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Green Eggs and Ham

Curriculum Links

English: Literacy

- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678).
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features, and selecting print and multimodal elements appropriate to the audience and purpose (ACELY1682).

Resources

- a copy of *Green Eggs and Ham*, by Dr. Seuss
- recipes and cookbooks for students to refer to – ideally these will include recipes for pesto and other vegetable sauces similar to recipes that students have cooked
- ingredients and a scheduled kitchen class in which students make their class recipe for green eggs and ham (optional)

About this unit

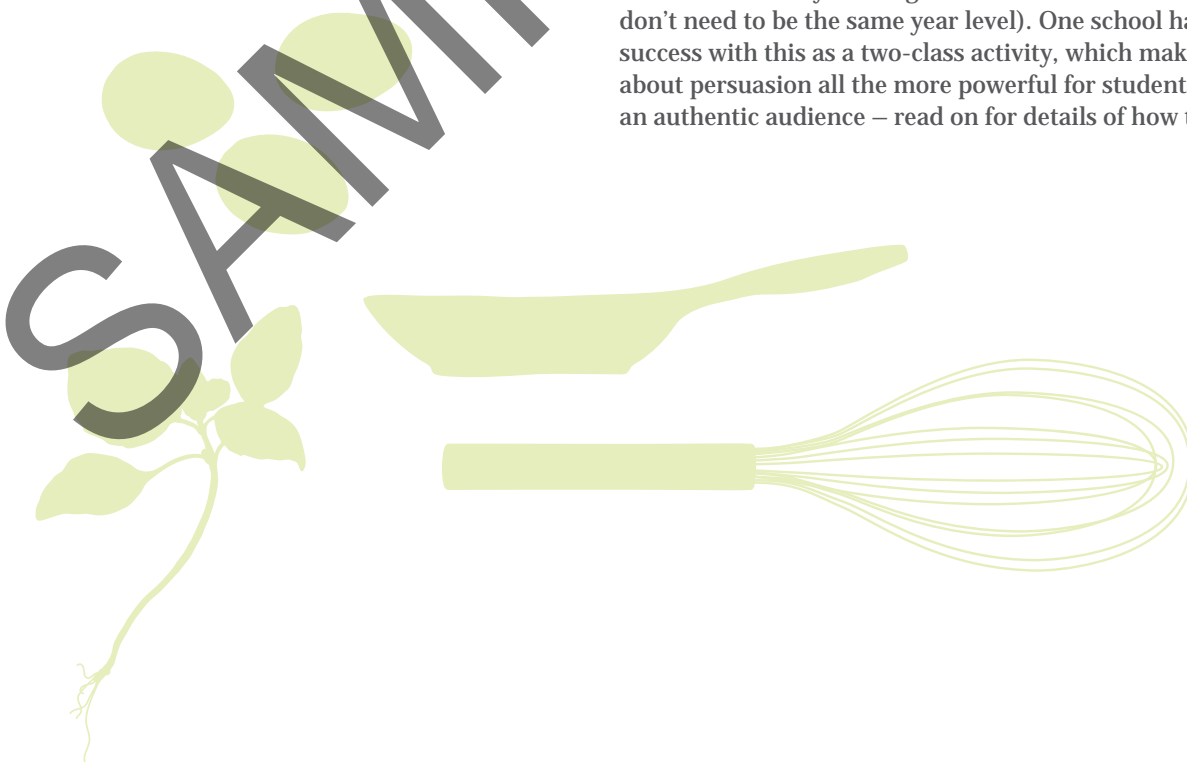
This is an activity about creating persuasive texts. Students read Dr Seuss' *Green Eggs and Ham*, devise a recipe for making green eggs and ham, and persuade others to try it.

A cooking class can be incorporated for gathering evidence and/or to celebrate the topic. Class votes and tallies before and after discussion and experiences introduce the use of data as quantitative evidence. Multi-modal literacy can be incorporated through video, audio or other creative visual and digital evidence to persuade the audience (the other class) that green eggs and ham is delicious!

Kitchen and garden classes

By collaborating with the Kitchen Specialist, you can make strong curriculum links across the Kitchen Garden Program. Share these notes in advance with the Kitchen Specialist and discuss the timing. The activity works best if students have had recent experience making pesto, cooking spinach or making other recipes where bright green vegetables are chopped or mashed into a delicious-tasting dish, because personal experience helps the students visualise their recipe. Finally, the Kitchen Specialist's knowledge of seasonality and of handling ingredients will be invaluable for refining the class recipe for the kitchen class, so that it is delicious but still noticeably green! If your kitchen is vegetarian, focus on the green eggs, not the ham.

It's even better if you can get a second class on board with you (they don't need to be the same year level). One school has had great success with this as a two-class activity, which makes the learning about persuasion all the more powerful for students and provides an authentic audience – read on for details of how they did it.





Who would eat green eggs and ham?

Year level 3

Curriculum Links

English

- Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678).
- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features, and selecting print and multimodal elements appropriate to the audience and purpose (ACELY1682).

Resources

- a copy of *Green Eggs and Ham*, by Dr. Seuss
- a wide variety of recipes and cookbooks for students to refer to, and copies of recipes students have made in the kitchen class (ideally these will include recipes for pesto and other vegetable sauces similar to recipes that students have cooked)
- notebooks, pens and pencils

Location

The classroom

Duration:
45 minutes

Getting started

- Read the book *Green Eggs and Ham* with the class. Students may already be familiar with it, and enjoy discussing it again.

Set the challenge

- Ask: Would *you* eat green eggs and ham?
- Tell students to raise a hand if they would try it.
- Somewhere hidden, where students can't see it for the moment, make a note of the number of people who say they would like to try green eggs and ham.
- Now ask: How could we make green eggs and ham?
- Someone will probably suggest food colouring, but you can comment that it might not taste nice.
- Ask the class: What delicious green foods have we cooked recently? Was there something that was tasty that was green? (Pesto, spinach lasagne, zucchini fritters, broad bean bruschetta, chutneys and other recipes – this will depend on what the students have been making, and a chat with the Kitchen Specialist will help.)
- What are the essential ingredients? Eggs – how have we cooked eggs? Scrambled, fried, in a frittata, quiche or tart? (If ham is an issue for cultural reasons or because your kitchen is vegetarian, just focus on the eggs.)
- Ask again: What delicious ways can we make a dish that we might call green eggs and ham?
- Students might suggest making a purée or pesto. Discuss how you would mix this with the eggs: maybe you would be best to scramble the eggs first, then add pesto on top as a sauce? Or make a frittata dish if that is a class favourite, and drizzle the pesto on top. Discuss how and why you make these decisions when you are cooking and let the students discuss their thoughts about taste, method and attractive presentation.
- Students might suggest making a purée or pesto. Discuss how you would mix this with the eggs: maybe you would be best to scramble the eggs first, then add pesto on top as a sauce? Or make a frittata dish if that is a class favourite, and drizzle the pesto on top.
- Direct students to think about the produce in the garden at the moment. For example, if there is an abundance of parsley, try a parsley tart. Make a blind-baked tart shell and blanch masses of very fresh parsley leaves in boiling water for a few seconds, drain and process them with hot milk or half milk, half cream. Strain the parsley into whisked eggs and bake in the tart shell until set. The result should be a lovely fresh green quiche. In summer, a simple leafy green salad might be topped with a poached egg and crisped ham with crunchy croutons.
- Discuss how and why you make these decisions when you are cooking and let the students discuss their thoughts about taste, seasonal availability of ingredients, method and attractive presentation.

Writing recipes

- Discuss the features of a recipe as a procedural text. Provide recipe books or copies of several recipes.
- As a class or in small groups, students list the characteristics of a recipe. (For example, an ingredients list, sometimes an equipment list, an introduction or notes for the cook, steps detailing the method, oven temperature, number of servings etc.)
- Discuss how a recipe needs to show the sequence of steps, so that the cook can make a recipe successfully.
- Working individually, students draft their own recipes for green eggs and ham (or just green eggs), making use of the features you have identified as a class and bearing in mind the sequence of events.
- Ensure that they consider taste, presentation (does it look appetising?) and method (what are the steps in preparing this dish?) There will be time for revision later.
- You may need to lead students towards recipes that their peers might enjoy, rather than green jelly and food colouring! Remind students of delicious salads, frittatas, tarts and pesto recipes, especially if they have made any of these in previous kitchen classes. Pesto or salsa verde work well as a topping to an egg-based dish, because the fresh green colour remains visible.

Voting again – is there a difference?

- After students have worked on their recipes, ask again for a show of hands: Who would try green eggs and ham, now that we've got some ideas about how to make it taste delicious?
- Take a tally of the new number of volunteers and write this on the board.
- Write the first number on the board as well.
- Point out any difference between this vote and the first vote.
- Discuss the way we present an argument. Context is important when we are being persuasive. Green eggs and ham may not have seemed attractive at first, but when presented within the context of a discussion of familiar tastes, pleasant and delicious flavours, and attractive presentation, the dish becomes much more enticing. We have considered the point of view of the person trying the new dish.

Extension

- After completing their draft recipe, students can revise and make a final copy for display in the kitchen or classroom.



Choosing a class recipe

Year level 3

Curriculum Links

English

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Resources

- students' draft recipes created in the previous lesson
- notebooks, pens and pencils

Location

The classroom

Duration:

1–1.5 hours, perhaps over more than one session

Teacher's note:



This lesson is only needed if you are planning a cooking class to make green eggs and ham, in which case you will need to select one recipe to try. It's not practical to make all of the students' recipes, as that places a focus on comparison rather than on the persuasion, which is the aim of the unit.

Make sure you discuss the process with the Kitchen Specialist first. The Kitchen Specialist might want time to check and edit the class recipe before the kitchen class, to ensure that it works – and of course they need time to plan the ingredients for the session.

Getting started

- Remind the class of the previous discussion about *Green Eggs and Ham*.
- Revisit some of the students' draft recipes.

Choosing a recipe

- Tell the class that they are going to cook green eggs and ham (or just green eggs) in a forthcoming kitchen class. So, we need to select one recipe to cook.
- Remind the students that our goal is to convince as many other students as possible to want to try the dish. It has to be delicious, to look and smell good, and to be satisfying to eat.
- You may choose to direct the class to select a recipe through voting, presentations or teacher choice. Alternatively, small groups of students discuss elements of their own draft recipes from the previous session. Together each group comes up with one recipe that they present to the rest of the class with an argument as to why it should be chosen.
- At the end of the session ideally you will have one statement and a series of steps – for example, 'We are going to make scrambled eggs, topped with fresh basil pesto. We will serve it on toasted ciabatta bread with optional baked ham cubes as a garnish.' – and an outline of the procedure and ingredients.
- It is fine if the final recipe incorporates parts of more than one students' recipe.
- Discuss which group will be making the dish.

Re-establishing the purpose

- Revisit the purpose: We are making green eggs and ham to gain evidence to help us convince another group (or class) of students that green eggs and ham is worth trying.
- Discuss how an argument is constructed and the importance of evidence, context and awareness of the audience's point of view.
- Remind students how in lesson 1, when they discussed how to make the dish, the context of discussion about real, delicious dishes changed the number of people who were willing to try green eggs and ham – assuming that it did!

- What evidence would the class like to collect in their kitchen class?
- Will certain individuals take photos, film, audio 'vox pops' or collect other raw material suitable for an advertisement or other persuasive text they are planning?
- Decide which students will collect what evidence during the kitchen class.
- If you like, these roving reporters can create data collection sheets for surveys or taste tests.

Presenting the selected recipe

- At the end of the process, the class presents their chosen recipe to the Kitchen Specialist, with their reasons for wanting to try this version of green eggs and ham.
- This can be done in person, or through making a poster or class document that the teacher provides to the Kitchen Specialist.
- The Kitchen Specialist might respond with suggestions and/or comments about traditional recipes using similar techniques or ingredients.

Finishing off

- If you have time before the kitchen class, students can create *Green Eggs and Ham* themed decorations for the kitchen and prepare recipe drafts to decorate the dining space.



After the kitchen class

Year level 3

Curriculum Links

English

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Resources

- students' draft recipes created in the previous lesson
- notebooks, pens and pencils

Location

The classroom

Duration:

1–1.5 hours, perhaps over more than one session

Poll another class

- Students send the challenge to another class. The other class takes a vote: How many students in the other class are willing to eat green eggs and ham?

Persuade them to change?

- Students in the original class write letters to those in the second class.
- In the letters, they explain how they investigated the recipe, what they cooked and why the other students should try green eggs and ham.
- They might include copies of the recipe and other forms of persuasive texts including digital evidence such as video or vox pops, photos, even mock advertisements, to help convince the students in the second class to try green eggs and ham.
- After viewing the material and reading the letters, the second class votes again.
- How many students were convinced to change their minds?
- What was it about the exercise that convinced students to change their minds?
- The second class can also make the recipe in their next kitchen class.

