



Hometown Diner Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your Hometown Diner box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



**Lesson 1: Zucchini Fries with Ranch Dip
& Fast Food Healthy at Home**
Activity Time: 60-90 minutes

LEARNING OUTCOMES

- Students will **learn** that food can be cooked in different ways (fried, baked, steamed, etc.)
- Students will **read** Healthy Habits from the recipe guide.
- Students will **discuss** what benefits there are to making your own food at home.
- Younger students will **sort** foods into categories (Go, Slow, Whoa) depending on how often they should be eaten.
- Younger students will **create** actions to represent each of the groups.
- Younger students will **discuss** that not only what they eat but how much they eat can affect their health.
- Younger students will **learn** that a food can move categories depending on how it is cooked.
- Older students will **differentiate** between different kinds of fats (unsaturated, saturated, and trans fats).
- Older students will **learn** why their body needs fat and how much fat consumption is ideal.
- Students will **make** and **share** Zucchini Fries with Ranch Dip with friends and family.



FAST FOOD HEALTHY AT HOME

Notes for the Teacher:

- **Older students**
 - It would be helpful to familiarize yourself with the different kinds of fats: unsaturated, saturated, and trans fats. This article is clearly written: <https://www.webmd.com/diet/guide/types-fat-in-foods#1>

Teacher Prep:

- **Collect Materials:**
 - Introduction
 - Chart paper and markers
 - For Younger Students:
 - Optional- pictures of food cut out from grocery store flyers or magazines, or actual food from your kitchen
 - List of “Go, Slow, and Whoa foods” (included)
 - For Older Students:
 - Materials and tools to share their learning depending on what they decide
 - Art, collage materials
 - Poster board
 - Video camera/phone

Lesson: Fast Food Healthy at Home

- Introduction:
 - **Ask:** What are all the different ways that food can be prepared?
 - For example, a green salad is *raw*.
 - **List** the different types of food preparation. **Support** and **hint** as necessary.
 - Have students **categorize** which types of preparation they think are healthy (put a checkmark) and unhealthy (put an x).
 - If there are any disagreements, facilitate a debate.
 - **Ask:** Why might it be healthier to make food at home than eat out?
 - **Tell** students that today they are going to learn about what foods are healthier to eat more often than others and how different food preparation methods can affect the nutritional value of their dinner!



YOUNGER STUDENTS

GO, SLOW, AND WHOA FOODS

- In this activity, adapted from Get Healthy Clark County, students will learn a way of categorizing food that helps them to decide how frequently to eat certain foods so that they can be healthy.
- Ask students to **show** what they think these words mean by using their body:
 - **Go**- maybe students freeze in place like they are running or point a finger like they are telling you to go somewhere.
 - **Slow**- maybe students mime being stuck in mud, or tuck like a turtle in a shell.
 - **Whoa**- maybe students pretend that they are riding a horse and are pulling up on the reins, or put out their hand in a stop motion.
- Now have students **tell** what they think the above words mean.
- Have students **agree** on one movement for each word.
- **Tell** students: Today you are using these words to **sort** foods into three groups:
 - **Go Foods**- these foods are very healthy, can be eaten every day, and are full of nutrients which are helpful to growing, moving bodies.
 - **Whoa Foods**- these foods are not as healthy for you, but can be a special treat, eaten once in a while like birthday cake, or ice cream.
 - **Slow Foods**- are in between Go and Whoa. It is a food that is good for your body to eat, maybe even every day, but in smaller quantities, like a bagel and cream cheese.
- **Help** students to know that:
 - **Go Foods**- usually contain healthy fats (which are liquid at room temperature and come from plant sources, like peanut butter) and healthy sugars (which come from fruit and 100% fruit juice).
 - **Whoa Foods** – usually contain large amounts of unhealthy fats (which is solid at room temperature and comes mostly from animal sources, like cheese and hamburgers) and unhealthy sugars (which are refined sugars found in soda and candy).
 - **Slow Foods**- are in between!
- **Activity**
 - **Remind** students of the body movement for each word and have them **practice** getting into position when you call the words out.
 - **Call** out different foods and have the children show with their bodies whether they think it is a Go, Slow, or Whoa food.
 - **Discuss** why they think each food belongs in that category.
 - **Repeat** this until you see that students are correctly categorizing and applying reasons to their decisions.
 - **Encourage** students that they should eat more Go than Slow foods and more Slow foods than Whoa foods.
- **Exceptions to the Rule**
 - **Tell** students that sometimes a food can belong to more than one category depending on how it was cooked.



- **For example:** Potatoes - A baked potato is a Go Food, but if you fry a potato and create French fries, you have a Whoa food.
- **Ask** students if they can think of other examples.
- **Inform** students that eating large quantities of foods- even Go foods- can be unhealthy.
 - **For example:** Peanut butter toast for breakfast is a source of good fat and will keep your brain working hard until lunch time. But sit down with a spoon and eat half a jar of peanut butter and you slide from Go to Slow.
- **Check for understanding**
 - Ask students to pick a fast food meal that they like and name/draw/label all the parts of the meal.
 - For example: A Happy Meal from McDonalds may contain: chicken nuggets, French fries, apple slices and milk.
 - Ask them to categorize the foods into Go, Slow, and Whoa foods and explain their reasoning.
 - Challenge them to think if this meal could be made healthier (more Go) if they made it at home? How would they do it?

Extension

- **Conduct** a fat test with students' favorite snacks.
<http://lessonplansos.blogspot.de/2011/03/fat-test-lesson-students-have-to-see-to.html>
- Have students go to the cupboard and sort foods into Go, Slow and Whoa categories.



OLDER STUDENTS

WHAT IS FAT?

- Introduction:
 - **Ask** the students:
 - What is fat?
 - Where do you find fat?
 - What is fat used for?
 - Have you heard people talk about fat in food? If so, where? In what context?
 - **Tell** students that fat is a complicated thing because there are different types, with some being better for you than others.
- Information:
 - The three major types of fat are:
 - **Unsaturated fats:**
 - Better for you and your heart than other kinds of fat.
 - Found in plant foods and fish.
 - Examples: salmon, avocados, olives, and vegetable oils like corn and canola oil.
 - **Saturated fats:**
 - Eating too much of this kind of fat can raise blood cholesterol levels and increase the risk of heart disease.
 - Found in meat and animal products, like butter, cheese, and milk.
 - **Trans Fats:**
 - Found in margarine, and in some commercial snack foods, baked goods, and fried foods.
 - When you see the words “partially hydrogenated” on a food label, you know it contains trans fats.
 - Trans fats increase your unhealthy cholesterol and decrease your healthy cholesterol. It is recommended to avoid them entirely.
 - **Ask:** If fat can be bad for our health, why do we eat it?
 - Fat adds flavor to food.
 - Fat fuels your body and helps some vitamins get absorbed.
 - Fats are the building blocks of hormones.
 - Fats insulate nervous system tissue in the body.
 - It is important to get the right amount and right kind of fat for your health.
 - **Ask:** What percent of their daily calories/ food energy intake do you think should come from fat?
 - Nutritionists say that kids older than 2 should get about 30% of their daily calories from fat.
 - That means that if you are eating around 2000 calories a day then about 600 calories should come from fat.
- Apply learning
 - Have students:
 - **Write** down everything that they ate yesterday and today



- **Research** those foods that they eat regularly to discover what kinds of fats, if any they contain.
- **Categorize** and **record** those foods into a table or chart.
- Broadly **analyze** their fat intake.
- **Ask**
 - Are you getting enough of the right kinds of fat? Too much?
 - Did the preparation of the foods you ate play a role in how healthy they are? Could you make it in a healthier way? How would you do it?
- **Display** results in a way to help teach others. Such as:
 - A poster board
 - An educational commercial about fat
 - A collage
- **Share** learning with friends and family

Extension:

- **Challenge** students to plan their meals for one day to try and take in about 30% of their calories in good fats.
 - Example of one meal:
 - 2 slices of bread = 13% fat (30 of 230 calories from fat)
 - 2 tablespoons of peanut butter = 75% fat (140 of 190 calories from fat)
 - One tablespoon of jelly = 0% fat (0 of 50 calories from fat)
 - 1 cup of 1% milk = 18% fat (20 of 110 calories from fat)
 - 1 apple = 0% fat (0 of 80 calories from fat)
 - Total = 29% fat (190 of 660 calories from fat)
- **Conduct** a fat test with students' favorite snacks.
<http://lessonplansos.blogspot.de/2011/03/fat-test-lesson-students-have-to-see-to.html>



COOKING ZUCCHINI FRIES WITH RANCH DIP

Kitchen Prep

- Read the Zucchini Fries with Ranch Dip recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill Knife Safety Rules**.
- Discuss kitchen safety. Specifically, Oven safety (Visit Raddishkids.com/pages/safety).

Prepare Zucchini Fries with Ranch Dip

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to slice, mix and dip.
- When the Zucchini Fries are ready, eat, taste and share!
- While your friends and family are eating, younger students can explain about Go, Slow, and Whoa foods and why the Zucchini Fries are not a Whoa food. Older Students can share their learning with a poster board, collage, or video.

RESOURCES

- **Websites**
 - <https://www.webmd.com/women/features/healthy-fast-food#1>
 - <https://www.webmd.com/diet/guide/types-fat-in-foods#1>
 - baked v fried <https://www.livestrong.com/article/470763-facts-on-why-baking-foods-is-better-than-deep-frying-foods/>
 - Baking, Boiling, Steaming or Frying <https://www.hypervibe.com/au/blog/baking-boiling-steaming-or-frying-how-cooking-affects-nutrients/>
 - Fat info for kids <http://kidshealth.org/en/kids/fat.html>
 - Lesson plan Go, Slow, Whoa foods <https://www.getthehealthyclarkcounty.org/pdf/cc-nutrition-lesson-plans.pdf>
 - <http://lessonplansos.blogspot.de/2011/03/fat-test-lesson-students-have-to-see-to.html>



**Lesson 2: Cheesy Chili Mac
& Meal Time Math**
Activity Time: 45 minutes

LEARNING OUTCOMES

- Students will **review** that a dish is made up of a number of ingredients.
- Younger students will **understand** that each ingredient adds to the overall amount/volume of the dish.
- Younger students will **learn** about equal portions.
- Younger students will **sort, measure, and divide** objects.
- Younger students will **learn** about equal portions.
- Older students will **learn** the terms *cost, revenue, and profit*.
- Older students will **calculate** *profit* using addition, multiplication, and subtraction.
- Older students will practice calculating *cost, revenue* and *profits* in restaurant scenarios.
- Older students will **demonstrate** understanding of calculating *cost, revenue* and *profits* by pricing out a favorite family meal.
- Students will **make** and **share** Cheesy Chili Mac with friends and family.



MEAL TIME MATH

Notes for the Teacher:

- In this lesson younger students will practice with sorting and classifying. The activity will require students to organize items into groups based on a common characteristic such as size, shape, color, or texture and also explain why they grouped the items as they did.
 - Sorting is important for developing numerical concepts and grouping numbers and sets for more advanced mathematical skills.
 - The thinking skills required in sorting start students on the path of applying logical thinking to objects, mathematical concepts, and even routines in their daily life.
- In this activity, younger students will play act as if working at a diner and serve specific amounts of food to each guest. By doing this activity, younger students will be introduced to early conceptual practice with the mathematical skill of dividing.
- One of the most often asked questions in an elementary math class is “Why do I have to learn this?” The activities in this lesson for older students are directly applicable to their lives so will hopefully really hook them into participating!

Teacher Prep:

- **Collect Materials:**
 - Take Away Menus from local restaurants (the kind that gets slipped through your door)
 - Younger student activity:
 - large and small scoop (1 cup and ½ cup measuring cup)
 - plastic/paper bowls or plates
 - 1 big bowl
 - large spoon
 - recipe ingredients such as:
 - Duplo or Lego blocks
 - buttons
 - dried beans
 - cheerios
 - checkers etc.
 - Diner Divider Recipe Template (included)
 - Diner Divider “Block Soup” Recipe Example(included)
 - Older student activity:
 - Paper and pencil for math calculations
 - Internet access to online shopping website to price ingredients or a trip to the supermarket
 - Diner Scenarios with questions (included)



Lesson: Meal Time Math

- Introduction:
 - **Place** take away menus on the table.
 - **Invite** students to look through the menus and choose what they would like to order.
 - **Ask** students:
 - What did you decide to order and why?
 - What ingredients do they think go into making the dish?
 - Do you think the restaurant makes one serving at a time? Why or why not?
 - How much does it cost?
 - How do they think the restaurant decides how much to charge?
 - Tell the students that today they will play different roles. They will think through a restaurateur's job and learn how they decide what dishes to make and how much to charge.



YOUNGER STUDENTS

DINER DIVIDER

- **Collect** materials for students to make their “recipes”. This includes any groups of items that you have on hand (see suggestions above).
- **Use** the recipe template (included) to create several recipes. You can vary the number and volume of ingredients and make up fun names for each.
- **Inform** the students that today they are a diner owner. Their job is to make some recipes, figure out how many people they can feed, and how much food each person can have.
- **Model** reading and making the “Block Soup” recipe.
 - **Read** the “Block Soup” recipe together- pointing out that on each line it tells you how much of each thing to add to the big bowl.
 - **Show** the students the two scoops (1 cup and ½ cups measuring cups) and ask them which one is small and which one is big?
 - **Follow** the recipe: **measure** and **add** each ingredient to the big bowl.
 - **Ask:** What do you notice as I add each scoop of ingredients to the big bowl?
 - This question helps young students see that as you add a scoop the overall amount of the mixture gets larger.
- **Tell** the students that now the “Block Soup” is made, the “diner owner” needs to figure out how many people they can sell soup to.
 - **Set out** plastic bowls or plates in a row (for easy counting).
 - **Ask:** How much soup should we give each customer? (small or big scoop?) Why?
 - **Serve** the soup until it is all gone.
 - **Ask:**
 - How many people were you able to serve? How did you figure it out? (count how many bowls are full)
 - How many customers do you think we could serve if we used the other size scoop? Why? How can we test your idea?
 - Have students resort the “Block Soup” materials and then make the next recipe while you **observe** and **support** as necessary.

Extension:

- Have students create more recipes with items from around the house. Then challenge their classmates to find out how many people it can serve.
- Visit a diner/restaurant owner to find out how they figure out how much food to make.



OLDER STUDENTS

MEAL TIME MATH

- **Collect** materials listed above.
- **Read Meal Time Math** section of the recipe guide
- **Discuss** the meaning of the terms below. **Ask** students to give you their **definition** of each before filling in any gaps in understanding.
 - **Cost:** how much money do you need to spend to buy all ingredients necessary for a dish added up.
 - **Revenue:** how much money you will make per serving multiplied by the number of servings that you sell.
 - **Profit:** how much money did you make- the difference between the amount earned and the amount spent in producing your meal.
- Provide students with the Diner Scenario recipes (included) to **practice calculating:** cost, revenue and profit.
- **Challenge** students to:
 - **Choose** a favorite family meal.
 - Using the recipe **cost out** each ingredient.
 - **Calculate** the total **cost** for the dish.
 - **Determine** how many servings the recipe makes.
 - **Consider** that their parents charged them \$6 per serving. **Calculate** how much **revenue** their parents would make.
 - Using the **cost** and **revenue**, **calculate** the total **profit** that their parents would make.
- Have students **reflect** on whether \$6 is a good price for this dish. Why or Why not?
- **Ask:** With the information that we already have, can we calculate how much each serving of your favorite family meal costs to prepare? If so, please **explain** how.

Extension:

- Have students create their own Diner Scenario problems for classmates to solve.
- Interview a diner/restaurant owner to find out how they use math in their daily business.
- Using what you learned, help your family find savings in meals that you make.



COOKING CHEESY CHILI MAC

Kitchen Prep

- Read the CHEESY CHILI MAC recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill Setting the Table**
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare CHEESY CHILI MAC

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, smash, measure.
- When the CHEESY CHILI MAC is ready, eat, taste and share!
- While your friends and family are eating, younger students can show how they figured out how many people they can serve with one of their recipes. Older students can explain the terms *cost*, *revenue* and *profit* and explain how a diner owner would use them.

RESOURCES

- **Books**
 - [Spaghetti and Meatballs for All! A Mathematical Story](#) by Marilyn Burns
 - [Math Snacks: Problem-Solving fun with Food Manipulatives](#) by Eliza Sorte
 -
- **Websites**
 - www.thinkmath.edc.org/resource/kindergarten
 - www.pbs.org/parents/education/math/milestones/preschool-kindergarten/



**Lesson #: Baked Denver Omelette
& Hometown Hero Historians**
Activity Time: 90 minutes

LEARNING OUTCOMES

- Students will **learn** about the history of the Denver omelette.
- Students will **read** Hometown Heroes from the recipe guide.
- Students will **discuss** whether they should always 100% believe what they read.
- Students will **learn** the term *evidence* and how it helps us decide what to believe.
- Students will **learn** that the term *point of view* can mean looking at the other side of the story.
- Students will **learn** to **question** what they read and take into consideration point of view and purpose.
- Students will **research** a city and if it has a food named after it.
- Students will **locate** and **label** their city on a map.
- Student will **share** about the food that they researched.
- Students will **make** and **share** Baked Denver omelette with friends and family.



HOMETOWN HERO HISTORIANS

Notes for the Teacher:

- Reading is more than decoding words. It is the active process of constructing meaning. Readers learn to use specific literacy competencies as they engage with text, creating meaning from text, and extend their thinking beyond text. Learning how to engage with text in these ways builds critical thinking skills.
- In this lesson you will teach students to look for evidence in text, and to be aware that a different point of view tells a similar, but different story.
- When teaching point of view or perspective, you can use the book suggested below or choose any story you've previously read. The trick is to choose a character other than the narrator or main character and imagine the story from their perspective. Asking questions like: how do you think they felt? What is different for them? Why do you think they did what they did?
- It would be helpful to pre-read the Denver Omelette history information included below and "The Bite" article (link provided below) to be able to fully support students in engaging with the text.

Teacher Prep:

- **Collect Materials:**
 - Book - [The True Story of the 3 Little Pigs](#) by John Scieszka or a book of your choice
 - Finding Evidence Worksheet (included)
 - Paper, pencil and ruler
 - Hometown Hero Detective Activity (materials dependent on what students choose)
 - Artists
 - Cardstock or poster board
 - Paints, crayons, collage materials, markers, chalk, etc.
 - Chefs
 - Recipe Cards or fun template for writing a recipe
 - Computer or writing materials
 - (Optional) ingredients necessary to make the recipe
 - Geographers
 - Map
 - Atlas or internet access to learn about the agriculture and resources available to the area
 - Writing materials for presenting learning
 - Historians
 - Internet access
 - Person to interview (server, owner of a diner)
 - Writing materials for presenting learning



HOMETOWN HERO HISTORIANS

- Introduction:
 - **Reread or retell** the traditional story of The Three Little Pigs (or a story that you have read together, see teacher notes above)
 - **Ask:**
 - What do you think about the wolf?
 - How would you describe the wolf?
 - Do you think the wolf is hard-working? Honest? Kind? How do you know?
 - **Introduce** the term *evidence* and explain that it is information that helps us to decide what to believe.
 - For example, the evidence that someone is kind is shown when someone helps others or says nice things about them.
 - Together with the students **locate** evidence from the story that supports the characteristics suggested above.
 - **Show** the cover of the book The True Story of the 3 Little Pigs by John Scieszka and explain that this book is another version of the story of the three little pigs.
 - **Read** The True Story of the 3 Little Pigs by John Scieszka
 - During reading **stop and ask:**
 - After page 1- Who do you think is telling the story?
 - After page 4- What do you think the “real story” might be?
 - After the wolf eats the first pig- “What do you think of the wolf now? What do you think he will do now?”
 - After reading, **ask:**
 - What is the same and different about the two stories?
 - Why are the stories so different?
 - **Introduce** the term *point of view* and explain that it can mean looking at the other side of a story.
 - **Suggest** that if we believed the wolf’s version of the story, we might change our first impression of the wolf.
 - **Ask:**
 - Is the wolf in The True Story of the 3 Little Pigs telling the truth?
 - How do we know?
 - **Remind** students that they need to find evidence. **Tell** them that they are going to be detectives and find evidence in the story to help them decide if the wolf is telling the truth.
 - **Model** how to **look for** and **record** *evidence* from the story.

The wolf said or did...	I believe him because...	I don't believe him because...
	(evidence that supports the wolf's version)	(evidence that questions the wolf's version)



- Have students work individually or in pairs with **support** as needed to complete the Finding Evidence worksheet (included). Encourage students to **deliberate** and **debate** the evidence with each other.
- Have students **present** their conclusions with evidence.
- **Ask:**
 - What other times should we question what we believe?
- Tell students that today we are going to learn about foods that have been named after cities and that they are going to research the history of how that special food came to be. They may find more than one story and will have to use evidence and point of view to decide what they believe to be the true story.

- The History of the Denver Omelette

- **Tell** the students they are going to **read** (or have read to them) information about the History of the Denver omelette.
- (Optional for younger students) **Inform** them that it is their turn to be evidence detectives and to figure out what they believe to be true.
- **Read** the following information (compiled from <http://www.coloradolifemagazine.com/May-2016/Denver-Omelette/> and [http://www.cpr.org/news/story/order-cracking-open-history-denver-Omelette\)](http://www.cpr.org/news/story/order-cracking-open-history-denver-Omelette)
 - The Denver omelette didn't start as an Omelette. It started as the Denver Sandwich, which is basically a Denver omelette between two pieces of toast. In 1959 a newspaper declared the Denver Sandwich the most popular sandwich in the country.
 - There's clear evidence the Denver sandwich predates the Denver omelette. However, cookbooks and historical newspapers suggest several competing inventors, and it's anyone's guess as to which story is true. Did pioneer women invent the Denver sandwich, using onions to mask the taste of spoiled eggs? Or did Chinese immigrants modify egg foo young to serve laborers on the transcontinental railroad? There are reports of an Italian immigrant selling the sandwiches from a cart on a Denver street corner in 1893.
 - Whatever the sandwich's true origins, it was a staple of breakfast menus from the 1910s through the 1970s that inexplicably disappeared in the 1980s, giving way to the Denver omelette. Today, the Mile High City's glory continues to spread in omelette form, even though some establishments insist upon calling it the Western omelette.
- **Create** a table like the one below. Ask students for information to fill in the first column.

Denver omelette/Sandwich was invented by...	I believe this because...	I don't believe this because...
<ul style="list-style-type: none"> ● Pioneer Women ● Chinese Immigrants 		



<ul style="list-style-type: none"> • Etc. 	(evidence that supports this version)	(evidence that questions this version)
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- **Read** “The Bite” -- another article that further investigates some of the stories of the invention of the Denver Omelette
 - <http://www.westword.com/restaurants/the-bite-5065923>
- **Have** the students fill in the other two columns of the table and state their conclusion with supporting evidence.
- **Ask** the students:
 - Is there one accurate history of the invention of the Denver Sandwich/Omelette?
 - Will we ever know for sure which story is true? Why? Why not?
 - What does this teach us that we can use to build our critical thinking skills?



BE A HOMETOWN HERO DETECTIVE

- **Read** with students the **Hometown Heroes** section of the recipe guide.
- **Tell** students that they can choose a Hometown Hero food from the recipe guide or research one of their own. Some helpful websites:
 - <https://www.pastemagazine.com/articles/2015/02/destination-dishes-10-foods-named-after-places-wit.html?a=1>
 - <http://mentalfloss.com/article/71616/20-foods-you-might-not-know-were-named-after-places>
 - <https://hubpages.com/travel/Cities-with-foods-named-after-them>
- **Have** students **choose** what kind of Hometown Hero Detective they would like to be:
 - **Artist Detective**- draw a picture of your Hometown Hero, making all of the ingredients clear and with something that clearly shows where the hometown Hero is from.
 - **Chef Detective**- research the recipe and tell the story of the inventor of the Hometown Hero. Optional- cook the Hometown Hero.
 - **Geographer Detective**- research where the Hometown Hero comes from and how the location/climate etc. impacted the ingredients and the creation of the Hometown Hero.
 - **Historian Detective**- research two or more points of view on the creation of the Hometown Hero. Using evidence, decide what version you believe is true. Write a timeline and summary of the history of the Hometown Hero.

Extension:

- Does your city/town/state have a Hometown Hero? Go to a neighborhood diner and give it a try!
- Go to a diner in your city/town/state and interview the server or owner about what the most popular dish in the restaurant is. Give it a Hometown Hero name and create a history for it. Be sure to include evidence!
- Create a Hometown Hero for your family and make up a story for it. Be sure to include evidence!



COOKING BAKED DENVER OMELETTE

Kitchen Prep

- Read the Baked Denver Omelette recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the Featured Culinary Skill **How to Whisk**.
- Discuss kitchen safety. Specifically, Handwashing safety (Visit Raddishkids.com/pages/safety).

Prepare Baked Denver Omelette Ask children to read or describe each step.

- Together, follow the steps in the recipe.
- Give each child a turn to cut, crack and whisk
- When the Baked Denver Omelette is ready, eat, taste and share!
- While your friends and family are eating, students can share their Hometown Heroes research. Artists can display their pictures and tell the story of their food. Chefs can share their recipe and tell the story of the person that created the dish. Geographers can show where the food comes from and how the location impacts the creation of the dish. Historians can teach the history of the dish.

RESOURCES

- **Books**
 - [The True Story of the 3 Little Pigs](#) by John Scieszka
 - [No Lie, Pigs \(and Their Houses\) Can Fly!: The Story of the Three Little Pigs as Told by the Wolf \(The Other Side of the Story\)](#) by Jessica Gunderson
- **Websites**
 - <http://www.coloradolifemagazine.com/May-2016/Denver-Omelet/>
 - <http://www.westword.com/restaurants/the-bite-5065923>
 - <http://www.cpr.org/news/story/order-cracking-open-history-denver-Omelet>
 - <https://www.pastemagazine.com/articles/2015/02/destination-dishes-10-foods-named-after-places-wit.html?a=1>
 - <http://mentalfloss.com/article/71616/20-foods-you-might-not-know-were-named-after-places>
 - <https://hubpages.com/travel/Cities-with-foods-named-after-them>
- **Videos**
 - The True Story of the 3 Little Pigs by John Scieszka. Read aloud on Grandma Anii's Story Time (8:20) <https://www.youtube.com/watch?v=vB07RfntTww>

Go, Slow and Whoa Foods

From www.gethealthyclarkcounty.org

GO Foods:

fresh raw fruit, fresh raw vegetables, whole wheat bread, corn tortillas, black beans, low-fat yogurt, brown rice, quinoa, skim milk products, low-fat string cheese, oatmeal, hard-boiled eggs, baked fish, tuna fish, baked chicken, tofu

SLOW Foods:

graham crackers, juice, bagels, pretzels, white bread, white rice, waffles, pancakes, refried beans, peanuts, scrambled eggs, breaded chicken, ketchup, jelly, veggie burgers

WHOA Foods:

milkshakes, fried rice, French fries, fast food, fried eggs, fried fish sticks, fried chicken, candy bars, cakes, pies, cookies, whole milk products, sour cream, ice cream, canned fruits, biscuits, doughnuts, muffins, bacon, hot dogs, salami, pepperoni, sodas, energy drinks, syrup, mayonnaise, sports drinks

“Diner Divide”

Sample Recipe – Block Soup

Tips

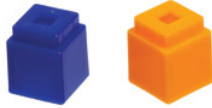
- For pre-readers draw pictures of the ingredients
- Alter the number of ingredients from recipe to recipe.
- Encourage students to “read” through the recipe first before they make it.

Block Soup

1 big scoop of Lego blocks



1 big scoop of Unifix cubes



2 small scoops of dried beans



4 small scoops of paper clips



How many customers can you serve if you use a big scoop?

How many customers can you serve if you use a small scoop?

What would you do if you ran out of soup

_____?

What would you do if you had leftover soup

_____?

“Diner Divide”
Recipe Template

RECIPE TITLE

_____ big scoop of _____

_____ big scoop of _____

_____ small scoop of _____

_____ small scoop of _____

How many customers can you serve if you use a big scoop?

How many customers can you serve if you use a small scoop?

What would you do if you ran out of _____?

What would you do if you had leftover _____?

DINER SCENARIOS

The Double Dare Diner is serving up its Halloween favorite Mystery Meatballs. An order comes with 6 big Mystery Meatballs for \$6.00. Scary Mary, the diner owner, wants to figure out how much money she can make per recipe. One recipe of meatballs makes 36 meatballs, which is 6 servings.

Mystery Meatballs (Serves 6)

\$14 beef

\$2 onions

\$1 garlic

\$3 herbs and spices

\$4 tomato sauce

Calculate and show your work below

Cost (addition)

Revenue (multiplication)

Profit (subtraction)

Challenge- How much profit could Scary Mary make if she only put 4 meatballs in each order?

The Pasta Parlor is trying out a new Layered Lasagna on their menu. An order gives customers a hearty serving for \$8.00. Mr. Nate Noodle, the owner, wants to know how much money he can make per tray that feeds 9 guests?

Layered Lasagna (Serves 9)

\$4 noodles

\$8 ricotta cheese

\$7 mozzarella cheese

\$5 Parmesan cheese

\$9 ground meat

\$5 tomato sauce

\$6 spinach

\$2 herbs and spices

Calculate and show your work below

Cost (addition)

Revenue (multiplication)

Profit (subtraction)

Challenge- How much profit could Mr. Nate Noodle make if he made the lasagna vegetarian?

FINDING EVIDENCE

The wolf said or did...	I believe him because...	I don't believe him because...
	(evidence that supports the wolf's version)	(evidence that questions the wolf's version)

From examining the evidence, I believe that the wolf WAS / WAS NOT (circle one) telling the truth because...
