



## FALL POTLUCK 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 FALL POTLUCK 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: BUTTERNUT SQUASH MAC & CHEESE  
& POTLUCK AND SHARING

Activity Time: 45 minutes (younger students)  
90 minutes (older students)

#### LEARNING OUTCOMES

- Students will learn the meaning and history of the word *potluck*.
- Younger students will read and discuss themes in the book *Stone Soup*.
- Younger students will use the terms *conflict*, *resolution*, and *solution* when discussing the book.
- Younger students will create a representation of their own stone soup.
- Older students will discuss how history comes from different perspectives.
- Older students will learn tips to host a successful potluck.
- Older students will plan a potluck.
- Students will **read** and **practice** with the **Featured Culinary Skill** - How to Cut a Squash
- Students will **make** and **share** Butternut Squash Mac & Cheese

## STONE SOUP

YOUNGER STUDENTS

### Notes for the Teacher:

- Learning to share is just that, a learning process. Children go through stages on the road to sharing. A few things to keep in mind while teaching:
  - Conflicts are opportunities for learning. Young children experiment in different situations to see who is in control. Can they hang on to the shiny red truck or is someone else going to take it from them?
  - You can help by using language that demonstrates that both players in the conflict are respected and equal. For example, Keisha has the truck right now. You can play with it when she is finished." This allows Keisha to feel ownership of the truck which might actually make it easier for her to share it with her friend later on. If she feels in control, then she is the one choosing to let go of it.
  - Practice with turn taking in a number of ways:
    - Board games: Candyland, Snakes and Ladders, etc.
    - Passing a ball
    - Give small jobs to students like: turning off the light when you leave the room, opening the door, etc. Have children take turns with the responsibilities.
    - Implement some strategies: use a time limit or indicate a specific number of times something can be used before the next person has a turn.
- Comparing Stories
  - When students identify similarities and differences in stories that they read, they develop a deeper comprehension that facilitates them making connections to other media and to their lives.
- Stone Soup - there are a number of different stories written on this theme. I recommend Stone Soup retold by Heather Forest but any version you like will work. Alternatively you can show your students the video:
  - Stone Soup (Animated Stories for Kids) (7:25)  
<https://www.youtube.com/watch?v=BZf60cb3Th8>

### Teacher Prep:

- **Collect Materials:**
  - Recipe Guide, tools and ingredients listed
  - Stone Soup retold by Heather Forest or other versions
  - Paper and markers or crayons for intro activity
  - Depending on choice of activity:
    - Stone Soup Art
      - Paper and pencil
      - Black construction paper pot
      - Different colors of construction paper or magazines for collage



- Scissors
- Glue
- Stone Soup Comparison
  - Different versions of Stone Soup (2 is fine) – suggestions below:
    - Stone Soup retold by Heather Forest
    - Stone Soup by Ann McGovern
    - Stone Soup by Jon J Muth
    - Stone Soup by Tony Ross
    - Stone Soup by Marcia Brown
  - Poster paper and markers to make a Venn diagram
- Read
  - Optional books about potluck and sharing
    - Potluck by Anne Shelby
- Watch
  - Optional- Stone Soup (Animated Stories for Kids) (7:25)  
<https://www.youtube.com/watch?v=BZf60cb3Th8>



## LESSON – STONE SOUP

- Introduction:
  - Bring paper, markers, or crayons.
  - Tell the students that today you are going to be thinking about sharing.
  - Ask students to close their eyes and lay their heads down on the table.
    - Say: “I want you to think about what sharing means. Does a memory come into your mind? Maybe a time when someone wouldn’t share something with you that you really wanted? Or a time when you couldn’t bear to let go of something that you were playing with? Or perhaps a time when a friend shared something with you and you didn’t even have to ask!”
  - Ask students to open their eyes, and keeping in mind the idea of sharing, **draw** a picture that shows what sharing means to them.
  - (Optional) While the students are drawing, **play** Jack Johnson’s Sharing Song (2:55) <https://www.youtube.com/watch?v=lvY0RKZZPuc>
  - After the students have drawn their pictures, have them leave them on the table, walk around the room, and **look** at each other’s drawings.
  - Ask students to **say or ask** the artist something
    - **Model** what to say. Some ideas are:
      - It looks like the people in the picture are happy and playing together. Can you tell me what is happening in the middle of the drawing?
      - I notice that you used only red to draw the picture. That makes me feel like you were mad. Is that right?
      - When I look at your picture it makes me think about a time when...
    - **Thank** the students for sharing their ideas, appreciations and questions.
  - After students have done their gallery walk, **post** the drawings in the room.
  - Tell the students that today they are going to be reading or watching the story Stone Soup, doing an activity, learning about potlucks, and thinking about why sharing may be important.
- Background Information: Stone Soup an example of how sharing helps everyone!
  - Read Stone Soup
    - **Show** students the cover and ask them to make predictions about the story.
    - **Tell** students to point out and remember when they see different vegetables in the story. Have they ever tasted that vegetable?
  - **Questions** to ask during or after the story:
    - **Questions for Understanding**
      - Based on your first impression of the travelers, can you predict what sort of life they have led?
      - Why do you think the villagers don’t give them food in the beginning?



- Why do the villagers eventually give them food?
- Do you think the travelers meant to trick the villagers? Why?
- Do you think the travelers will try their stone soup recipe again in the future?
- Will the villagers like the soup? How will it taste?
- What is the magical ingredient for the soup?
- **Questions for interpreting**
  - The villagers' expressions change throughout the story. When we first encounter them, they look cautious or maybe even angry. Have the students look at the faces throughout the story and discuss how their expressions change. Why do they think this is?
    - Select a picture and ask students to describe the feelings of the villagers.
  - What was the most important ingredient in the soup? Why?
  - Did the way the travelers look affect the story?
  - What was the conflict in the story?
  - What was the resolution or solution?
  - What lesson do you think the villagers learned?
  - Why should people share? What are the advantages/disadvantages of sharing?
- Tell the students that the Stone Soup that was made in the story is a kind of potluck.
- **Ask:** Do you know what Potluck means?
  - It's a communal (shared) meal where people bring food to share.
  - **Ask:**
    - Have you ever been to a potluck? If so where? Was it a special occasion?
    - Was the Stone Soup a potluck? Why or why not?
    - How are the ideas of potluck and sharing connected?
- **Activity: Stone Soup Sharing Fun!**
  - Below are a few activity choices. Do the one that is most appropriate for your students or do them all!
  - **Stone Soup Art**
    - **Provide** students with:
      - Paper and pencil
      - Black construction paper pot
      - Different colors of construction paper or magazines for collage
      - Scissors
      - Glue



- **Instruct** the students to look back through the book and name the vegetables that were put in the soup.
- **Have** the students:
  - **Cut out** the vegetables from colored construction paper or find the vegetables in magazines or weekly grocery circulars to cut out.
  - **Glue** the vegetables onto the pot. Don't forget the stone!
  - **Write or dictate** their ingredient list for the soup.
- **Display** the stone soup pots and ingredient lists.
- **Compare and Contrast Stone Soup Stories**
  - **Collect** materials:
    - 2 versions of Stone Soup
    - Poster paper and markers
  - **Read** a second version of the story.
  - **Draw** two big circles on the chart paper that overlap in the middle to make a Venn diagram.
  - **Place** one book at the top of each circle.
  - **Discuss** with the students what is different about each story.
    - **Record** that information in the circle below each book.
  - **Discuss** with the students what is the same about each story.
    - **Record** that information in the section of the circle that overlaps.
- **Stone Soup Theater**
  - **Tell** the students that they are going to make a play or presentation of the story Stone Soup.
  - **Remind** them of what they have learned about sharing and cooperating.
    - How can sharing make this play easier? More fun?
    - How can sharing be hard when you are working on a project together?
    - What can we do to make the sharing work?
  - **Have** the students bring in or make props, or simply pretend.
  - **Support** the students in sharing the roles, contributing ideas.
  - **Perform** the story for family and friends.

Extension:

- Have students **compare and contrast** the different vegetables that the villagers contributed to the soup.
  - **Sort and classify** vegetables based on color, texture, smell, shape, size, etc.
    - Form new groups based on multiple parameters. For example, vegetables with leaves, vegetables that can be eaten raw, vegetables with seeds, etc.
- **Compose** another verse to Jack Johnson's sharing song.
  - Jack Johnson's Sharing Song (2:55)  
<https://www.youtube.com/watch?v=lvY0RKZZPuc>
- Create a poster to encourage sharing.



- Explain what a “soup kitchen” is and discuss how it contributes to the community.

## POTLUCK HISTORY

OLDER STUDENTS

### Notes for the Teacher:

- The activity for this lesson plan can either be used as an exercise in planning or can be carried out to actually host a potluck. It is for you to decide how you want to present this to your students.

### Teacher Prep:

- **Collect Materials:**
  - Recipe Guide, tools and ingredients listed
  - Tips to a Good Potluck (included)
- **Read**
  - Optional books
    - The Big Book of Potluck: Good Food and Lots of it- for Parties, Gatherings, and All Occasions by Maryana Vollstedt
    - Modern Potluck: Beautiful Food to Share by Kristin Donnelly
- **Watch**
  - How to Throw a Potluck Party (1:46)  
<https://www.youtube.com/watch?v=rHDYFyw7V98>

### LESSON: What is a Potluck?

- Introduction:
  - **Ask:** Have you heard of the term *potluck*?
    - What do you think it means?
    - Have you ever been to a potluck? What was it like?
    - Where did you go to a potluck? Or where do you think potlucks happen?
  - This month’s Raddish Box is called Fall Potluck, so let’s learn more about what potluck means and explore together how to host your own potluck.
- Background Information: History and Benefits of Potlucks
  - *Potluck* defined
    - A communal meal to which people bring food to share.
    - A meal available to a guest for whom no special preparations have been made.
  - Potluck history
    - The term *potluck* was used as far back as the Middle Ages to describe an unplanned meal served to unexpected guests. If a guest dropped in at dinner time they would get “the luck of the pot”—basically, whatever food was left over in the pot and kept warm near the fire.





- A competing history of the origin of the word *potluck* comes from the term *potlatch*.
  - This word originated from the Native American peoples of the Pacific Northwest.
  - A *potlatch* was a ceremony where gifts were given to guests and personal property was destroyed to show wealth and generosity.
  - This history of the word has been debated. People possibly thought that it meant the same thing simply because the words sounds similar.
    - Explore this idea (*malapropism* or an *eggcorn*) further in the extension ideas.
- Sometimes Potluck was also used to describe a one-pot communal meal in which everyone brought something to add.
- In the late 1800's and early 1900's, *potluck* began to be used to describe the idea of a meal where everyone brings a prepared dish to share.
- Why Potluck?
  - Benefits
    - If you need to feed a lot of people, it is an easy way to provide a lot of food.
    - Cost and time for preparing food is shared among everyone participating.
    - Cooks can make the things that they are best at. So, everyone benefits in eating well-prepared food.
    - As an eater you get to try a whole range of different dishes, instead of just one main course or dessert.
  - Problems
    - Without good organization, you may end up with all desserts or 6 bowls of pasta salad!
    - On the other hand, most people coming to a potluck don't want to be told what to bring. They want to make what they are good at or love to eat.
    - If you are a guest with food allergies or sensitivities, eating at a potluck can be hard. It can be challenging to figure out what ingredients are in each dish.
  - Guidelines
    - Bring your dish ready to serve. Don't show up with a bag of groceries to cook!
    - Bring your own serving containers and utensils. Don't forget to label them.
    - If you don't like to cook, bring drinks or pick up a pizza or dessert from your favorite place.



- If you have food sensitivities, bring something that you know you can eat and enjoy.
- ACTIVITY: Plan your Own Potluck
  - **Watch:** How to Throw a Potluck Party (1:46)  
<https://www.youtube.com/watch?v=rHDYFyw7V98>
    - **Notice** that the video attributes Potluck to Potlatch.
  - Have students **create** a **plan** for a potluck (real or imagined):
    - Date
    - Theme
    - Guests
    - Enough food and drink
    - Invitations
  - Provide students with *Tips to a Good Potluck* (included).
  - Have students complete each of the planning steps in the *Tips to a Good Potluck*.
  - Have students swap their plans and provide feedback to one another about the ideas and preparation.
  - If you are actually going to host, have them carry out the plan!
    - Afterwards, **ask:**
      - What went well?
      - What would you change for next time?

Extension:

- **Research** other ideas of malapropism and eggcorn.
  - A *malapropism* is the misuse of a word that creates a silly sentence, usually as a result of confusing, similar-sounding words.
    - Examples: <https://www.grammarly.com/blog/8-embarrassing-yet-common-malapropisms/>
  - An *eggcorn* is a word or phrase that sounds like and is mistakenly used in a seemingly plausible way for another word or phrase.
    - Examples: <https://www.npr.org/sections/thetwo-way/2015/06/01/411231029/here-are-100-eggcorns-that-we-say-pass-mustard?t=1535023739282>



## COOKING BUTERNUT SQUASH MAC & CHEESE

### Kitchen Prep

- Read the BUTERNUT SQUASH MAC & CHEESE recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - How to Cut Squash**
- Discuss kitchen safety. Specifically, STOVETOP safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).

### Prepare BUTERNUT SQUASH MAC & CHEESE

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, grate, and add
- When the BUTERNUT SQUASH MAC & CHEESE are ready, eat, taste and share!
- While your friends and family are eating, you can ask them to tell a story about sharing that made a difference in their life.



## RESOURCES

- Books

- [The Big Book of Potluck: Good Food and Lots of it- for Parties, Gatherings, and All Occasions](#) by Maryana Vollstedt
- [Modern Potluck: Beautiful Food to Share](#) by Kristin Donnelly
- [Stone Soup](#) retold by Heather Forest
- [Stone Soup](#) by Ann McGovern
- [Stone Soup](#) by Jon J Muth
- [Stone Soup](#) by Tony Ross
- [Stone Soup](#) by Marcia Brown

- Websites

- <http://www.foodservicenews.net/November-2015/Culinary-Curiosities-Whats-the-History-of-the-Potluck/>
- <https://signup.com/Potluck/5-Simple-Planning-Tips-for-a-Perfect-Potluck>
- <https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-working-through-its-mine-feeling/>
- <https://www.trilliummontessori.org/how-developmentally-appropriate-is-sharing/>
- <https://www.grammarly.com/blog/8-embarrassing-yet-common-malapropisms/>
- <https://www.npr.org/sections/thetwo-way/2015/06/01/411231029/here-are-100-eggcoms-that-we-say-pass-mustard?t=1535023739282>

- Videos

- Jack Johnson's Sharing Song (2:55)  
<https://www.youtube.com/watch?v=lvY0RKZZPuc>
- Stone Soup (Animated Stories for Kids) (7:25)  
<https://www.youtube.com/watch?v=BZf60cb3Th8>
- How to Throw a Potluck Party (1:46)  
<https://www.youtube.com/watch?v=rHDYFyw7V98>



Lesson #2: CINNAMON SWIRL PUMPKIN BREAD  
& SPICE BLENDS  
Activity Time: 45 minutes

### LEARNING OUTCOMES

- Students will **play** at being scent detectives.
- Students will **develop** their palates and broaden their **vocabulary** to describe spices.
- Students will **discuss** the difference between spices and herbs.
- Students will **learn** what a spice blend is.
- Students will **locate** areas or countries on a map where popular spice blends originated.
- Students will **read/hear** about some of the most popular spice blends.
- Students will **learn** about the benefits of spice blends.
- Students will **create** their own spice blend.
- (Optional) - Students will go on a field trip to a bulk store or spice store to explore.
- Students will **read** and **practice** with **Featured Culinary Skill** - Measuring Liquids.
- Students will **make** and **share** Cinnamon Swirl Pumpkin Bread.



## SPICE BLENDS

Notes for the Teacher:

- If you are going to take your students on a field trip to a bulk or spice store, research where to go and reach out to make a contact there. Some stores may be willing to have a manager or purchaser meet and speak with the students. They may also offer you a discount!
- If you are going to shop before the class, then choose a spice blend(s) and shop accordingly.
- If you are going to use a coffee grinder to mill your spices, be warned that it will leave its aroma and coffee drinkers may not be pleased.

Teacher Prep:

- **Collect Materials:**
  - Recipe Guide, tools and ingredients listed
  - Atlas or world map to point out where spices originate from
  - For introduction:
    - A blindfold
    - A variety of spices, herbs, and spice blends
    - A list of the spices/herbs that the students will be smelling in the order you are having them guess
    - A pencil to record students' guesses
  - For Spice Blending Activity:
    - Measuring spoons
    - Spices as needed for blending
    - Clean glass jars with tight-fitting lids
    - Coffee grinder or mortar and pestle
    - Funnel
    - Labels
    - Marker for labelling



## LESSON – SPICES & HERBS:

- Introduction: What spice is it?
  - **Collect:** an array of herbs and spices from your kitchen and a blindfold.
  - **Tell** students:
    - Today you are going to be learning about herbs and spices. First, you need to **train** your noses by being scent detectives.
    - You are going to be smelling X number of spices and herbs. (The number is up to you!)
  - **Ask** students to name each spice or herb without looking.
    - If they don't know the name of the spice have them describe what they are smelling.
    - **Ask:**
      - Is it spicy? Earthy? Bitter? Grassy?
      - Do you think you've ever eaten before? In what kind of dish?
  - **Reveal** the answers
    - **Ask:**
      - Was one type of spice or herb easier to guess?
      - Did you have any memories or reactions to any of the herbs/spices?
  - **Inform** the students that spices and herbs work well together to create a fuller taste in your food. Chefs and the food industry often create *spice blends*. Today you are going to learn about the difference between an herb and a spice, read/hear about some popular spice blends, and practice making your own spice or herb blend.
- **BACKGROUND INFORMATION: Blending Spices and Herbs**
  - **Share** the difference between herbs and spices.
    - **Spices**
      - Spices are usually made from dried seeds, roots, or flower buds, or in the case of chiles dried fruits. Pretty much any part of the plant that is not a leaf is a spice.
      - Most spices need to be ground to release their flavors.
      - Garlic and onion powder come from these things being dried and then ground up.
    - **Herbs**
      - Herbs are the leaves of the plant.
      - Herbs can be dried, crumbled, or used fresh.
    - **Spice Blends**
      - Spice blends are mixes of herbs or spices used in various ways.
  - **Read** the Pumpkin Pie Spice section of the Cinnamon Swirl Pumpkin Bread Recipe
    - **Ask:** Can you name any other spice blends?
  - **Discuss** the spice blends below



- Provide students with an atlas or world map to locate the country or area where the spice blend originated.
- Ask: Why do you think those spices might be used in that region?
- **Popular Blends**
  - Chili Powder – used in recipes to make chili, tacos and more!
    - cumin, garlic powder, cayenne pepper, paprika, oregano
  - Curry Powder – a mix of many spices
    - turmeric, coriander, cumin, cinnamon, ginger, mustard powder, cardamom, cloves, black pepper, cayenne pepper
  - Chinese Five-Spice – a mix of 5 spices
    - star anise, fennel, cinnamon, cloves, Sichuan peppercorns
  - Adobo – a Hispanic spice mix used in many ways
    - garlic powder, onion powder, cumin, black pepper, citrus peel, and Mexican oregano
  - Za'atar – Middle Eastern spice and seed blend
    - How to Make Za'atar (1:34)  
<https://www.youtube.com/watch?v=M2ENPPzfoDY>
- **Benefits of making your own spice blend:**
  - It ensures consistency. If you mix up a batch of a spice blend once, the proportions (or amounts of each) of spice stay the same every time you use it.
  - It makes it easier to prepare a meal. Instead of taking out 4 jars of spices, you only need one!
  - They will stay fresh longer than the ones you buy in a store. Herbs and spices go stale. If you make a mix at home it won't stay fresh forever- but the ones you buy in the store have probably already been in the bottle a long time.
  - You may or may not save money, but you will be able to adjust the mix exactly to your tastes.
- **ACTIVITY: Make Your Own Spice Blend**
  - **Collect ingredients and tools:**
    - spices as needed for blending
    - measuring spoons
    - clean glass jars with tight-fitting lids
    - coffee grinder or mortar and pestle
    - funnel
    - labels
    - marker for labelling
  - Have students **research** (or choose from the one or ones that you have shopped for) and **create** a spice blend.





- Some helpful websites for **learning** more about spice blends and how they are used:
  - Spice blends listed by country of origin <https://www.thekitchn.com/spice-mixes-189368>
  - [https://en.wikipedia.org/wiki/Spice\\_mix](https://en.wikipedia.org/wiki/Spice_mix)
  - Spice Blends with pictures and recipes <https://www.nytimes.com/interactive/2014/05/04/magazine/mag-04Eat-Spices.html>
- **Blend, pour, and label!**

Extension:

- **Research** a recipe that uses your spice blend and make the recipe to share with friends and family.
- **Create** a gift box with a selection of spice blends or a complete meal kit with spice blend, dry ingredients, and recipe.



## COOKING CINNAMON SWIRL PUMPKIN BREAD

### Kitchen Prep

- Read the CINNAMON SWIRL PUMPKIN BREAD recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Measuring Liquids.**
- Discuss kitchen safety. Specifically, OVEN safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).

### Prepare CINNAMON SWIRL PUMPKIN BREAD

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to crack, measure, and stir.
- When the CINNAMON SWIRL PUMPKIN BREAD is ready, eat, taste and share!
- While your friends and family are eating, challenge them to name the spices used in your CINNAMON SWIRL PUMPKIN BREAD! Then you can tell them about the benefits of spice blends and maybe tell them about a couple and where they originate from.



## RESOURCES

- Websites
  - [https://en.wikipedia.org/wiki/Spice\\_mix](https://en.wikipedia.org/wiki/Spice_mix)
  - <https://www.ajc.com/blog/atlanta-restaurants/how-spice-savvy-are-you-here-primer-the-spice-blends-you-should-know/00imRFchSYpjbUDcLoEXcl/>
  - <https://www.thekitchn.com/spice-mixes-189368>
  - <https://www.nytimes.com/interactive/2014/05/04/magazine/mag-04Eat-Spices.html>
- Videos
  - How to Make Za'atar (1:34) <https://www.youtube.com/watch?v=M2ENPPzfoDY>



Lesson #3: APPLE TURKEY MEATBALLS  
& THE LIFE CYCLE OF A PLANT  
Activity Time: 60 minutes

#### LEARNING OUTCOMES

- Students will **learn** the stages in the life cycle of a flowering plant.
- Students will **sequence** the stages of the plant life cycle.
- Students will **learn** the parts of a flowering plant: seed, roots, stem, leaves, flower. They will learn what role each part has in the plant life cycle.
- Students will learn the **terms and definitions** of: *germinate, embryo, radicle, endosperm, photosynthesis, pollinate, and reproduce.*
- Students will **demonstrate** and **solidify** their understanding of the stages and the sequencing of the plant lifecycle through an activity of their choice.
- Links will be **provided** to a number of **science experiments** that further explore the life cycle of a plant.
- Students will **read** and **practice** with **Featured Culinary Skill** - Using a Box Grater
- Students will **make** and **share** Apple Turkey Meatballs.



## PLANT LIFE CYCLES

### Notes for the Teacher:

- The major cognitive skills necessary for optimal learning are memory, attention, processing, and sequencing.
  - Why is sequencing important?
    - Our brains arrange information in a particular order with the cognitive skill of **sequencing**. Students need this skill to alphabetize, count, and organize information. When children's brains combine new information with previously stored information, they have a solid base for learning.
      - Children with weak sequencing skills may have difficulty composing or outlining a story.
      - Everyday instructions like, "Go upstairs, brush your teeth, put on your socks, come down put your shoes on and let's go. We're in a hurry!" can be really hard for some students.
- This lesson provides an opportunity to practice and apply sequencing skills in a hands-on and fun way.

### Teacher Prep:

- **Collect Materials:**
  - Recipe Guide, tools and ingredients listed
  - An apple and knife
  - Books about the plant lifecycle. Some examples are:
    - [From Seed to Plant](#) by Gail Gibbons
    - [National Geographic Readers: Seed to Plant](#)
    - [How Plants Grow TIME FOR KIDS Nonfiction Readers](#)
  - Teaching Materials for recording the stages in the life cycle (your choice):
    - chart paper and markers
    - power point
    - Info Sheet: *The Parts of the Plant and How They Relate to the Life Cycle* (included)
  - Materials for students to demonstrate their learning (dependent on choice):
    - Dance or Drama – space, music, costumes
    - Poetry, spoken word, or writing – writing materials
    - Art – paint, collage, glue, etc.
    - Presentation – power point, poster board, etc.
- **Watch**
  - How Does a Seed Become a Plant (3:46) <https://www.youtube.com/watch?v=tkFPyue5X3Q>
  - How do plants grow? (3:59) <https://www.youtube.com/watch?v=xldSRWtNMXE>



## LESSON – Plant Parts:

- Introduction: What do seeds have to do with it?
  - Bring an apple and knife to the lesson.
  - Cut open the apple and allow students to observe the tiny seeds.
    - Ask: Why do you think apples have seeds?
  - Read the Apple Season section of the Apple Turkey Meatballs recipe guide.
  - Discuss:
    - Why do you think they called this apple season?
    - What do you notice about the picture? What do the arrows mean?
    - Why does the season go around and around?
  - Tell the students that today they are going to be learning about the life cycle of flowering plants. They will learn the names of plant parts and the order things must happen to create flowers and food.
- BACKGROUND INFORMATION: Plant Life Cycles
  - Show the video Plant Life Cycle of a Bean Seed (0:38)  
<https://www.youtube.com/watch?v=pg92cspLy0I>
  - Have students discuss what they think happened. (Note: This video goes very fast but it is just to get a taste.)
    - Ask:
      - What happened first, second, etc.?
      - Why do you think things happened in that order?
  - Choose another option to learn about plant life cycles:
    - Watch:
      - How Does a Seed Become a Plant (3:46)  
<https://www.youtube.com/watch?v=tkFPyue5X3Q>
    - Read:
      - [From Seed to Plant](#) by Gail Gibbons
      - [National Geographic Readers: Seed to Plant](#)
      - [How Plants Grow TIME FOR KIDS Nonfiction Readers](#)
  - Read: *The Parts of the Plant and How They Relate to the Life Cycle* (included)
    - Use the information sheet to create a poster/power point/visual of the process.



- ACTIVITY: Teach Others the Life Cycle of a Plant
  - Ask students to **remember** the sequence in which plants grow and **re-tell** it in their own words.
  - Ask:
    - What would happen if the seed didn't get any water?
    - What would happen if the plant didn't grow enough roots?
    - What do you think would happen to a plant that didn't grow leaves?
  - **Inform** the students that now it is their turn to **teach** others about the life cycle of plants and they get to choose how!
    - Dance or drama
    - Poetry, spoken word, or writing
    - Art
    - Presentation
  - **Tell** them they must include:
    - the parts of the plant (seed, root, stem, leaves, flower)
    - each of the stages in the life cycle (seed, seedling, young plant, mature plant)
    - what happens in each of the stages (the depth of this depends on the age and ability of the student)
    - a way to show that it is a cycle that repeats
- (Optional) Science Experiments Relating to the Life Cycle of a Plant
  - How stems suck up water
    - <https://gosciencegirls.com/colour-changing-flowers-science-experiment-kids/>
  - Dissect a seed
    - <https://www.wikihow.com/Perform-a-Bean-Seed-Dissection-Experiment>
  - Grow a plant from a seed
    - <https://www.spanish4kiddos.com/easy-science-project-for-kids-how-to-grow-a-lima-bean-seed/>
    - <https://www.sciencekiddo.com/bean-seed-in-a-bag/>
  - What is photosynthesis?
    - <https://study.com/academy/popular/photosynthesis-experiments-for-kids.html>
    - <https://sciencing.com/simple-photosynthesis-activities-8281106.html>

Extension:

- Go for a walk in a field with an old sock over your shoe. What?
  - Check out this video  
<https://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.sockseeds/sock-seeds/?#.W3sLyI OFMW8>
- Try **painting** with chlorophyll. But first you need to extract it from the leaves. Art and science!
  - <http://kidminds.org/maple-leaf-science-how-to-extract/>



## COOKING APPLE TURKEY MEATBALLS

### Kitchen Prep

- Read the APPLE TURKEY MEATBALLS recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Using a Box Grater**
- Discuss kitchen safety. Specifically, Hand Washing safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).

### Prepare APPLE TURKEY MEATBALLS

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to grate, mince, and roll.
- When the APPLE TURKEY MEATBALLS are ready, eat, taste and share!
- While your friends and family are eating, teach them about the lifecycle of a plant. You can recite your poem, perform your dance, or show your poster!





## RESOURCES

- Books
  - From Seed to Plant by Gail Gibbons
  - National Geographic Readers: Seed to Plant
  - How Plants Grow TIME FOR KIDS Nonfiction Readers
  - The Science of Living Things- What is a Plant? By Bobbie Kalman
  - From Kernel to Corn by Robin Nelson
  - Flower Garden by Eve Bunting
  - The Tiny Seed by Eric Carle
  - Lola Plants a Garden by Anna McQuinn
  
- Websites
  - [https://www.pbslearningmedia.org/resource/tdc02.sci.life.colt.lp\\_plantcycle/plant-life-cycles/#.W3sMnFOFMW8](https://www.pbslearningmedia.org/resource/tdc02.sci.life.colt.lp_plantcycle/plant-life-cycles/#.W3sMnFOFMW8)
  - <https://betterlesson.com/lesson/595206/plant-life-cycle-introduction>
  - <http://citadel.sjfc.edu/students/scm03254/e-port/vsg/The%20plant%20life%20cycle.htm>
  - <https://gosciencegirls.com/colour-changing-flowers-science-experiment-kids/>
  - <https://www.wikihow.com/Perform-a-Bean-Seed-Dissection-Experiment>
  - <https://www.spanish4kiddos.com/easy-science-project-for-kids-how-to-grow-a-lima-bean-seed/>
  - <https://www.sciencekiddo.com/bean-seed-in-a-bag/>
  - <https://study.com/academy/popular/photosynthesis-experiments-for-kids.html>
  - <https://sciencing.com/simple-photosynthesis-activities-8281106.html>
  - <http://kidminds.org/maple-leaf-science-how-to-extract/>
  
- Videos
  - Sockseeds (3:00)  
<https://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.sockseeds/sock-seeds/#.W3sLyI OFMW8>
  - Plant Life Cycle of a Bean Seed (0:38)  
<https://www.youtube.com/watch?v=pg92cspLy0l>
  - How Does a Seed Become a Plant (3:46)  
<https://www.youtube.com/watch?v=tkFPyue5X3Q>
  - How do plants grow? (3:59) <https://www.youtube.com/watch?v=xldSRWtNMXE>

# Tips to a Good Potluck

**1. Take advantage of online potluck sign-up sites.** Participants can manage their commitments from their mobile devices and will receive automated reminders.

**2. Make food labels and card holders.** Another essential ingredient for the perfect potluck is to have clearly labelled food and drinks. Give your guests peace of mind in knowing which dishes meet their dietary restrictions. Make sure the dishes that contain nuts or other common allergens are clearly marked.

**3. Don't forget the kids!** If your potluck event will include children, why not add a kids table with some special kid-friendly treats and activities? This will help the parents relax and will ensure that everyone has a good time. Include coloring pages and crayons, small-bite treats, and plainly-seasoned food for sensitive palates.

**4. Decorate, decorate, decorate!** Once your food is organized and planned, you're free to concentrate on décor. A simple Google search will give you thousands of ideas for decorating according to your theme, adding a festive flair to your potluck event.

**5. Plan for Emergencies.** Have a "just in case" bag stocked with extra napkins, paper towels, toothpicks, tape and a permanent marker for labelling containers. You can add extra snacks like crackers, chips, and nuts just in case you're short on food, and a few dollars in case you need to ask someone to run out and pick up something that is missing.

# The Parts of the Plant and How They Relate to the Life Cycle

## Stage 1- Seed

- Plants start as a SEED
  - a seed lands in a spot with enough space and water
  - the seed begins to **germinate** – it starts to grow into a new plant
  - a baby plant called an **embryo** lives inside the seed
  - the seed coat breaks open
  - the first root – called the **radicle** – grows downward into the soil
  - during this time, the embryo is getting all the food it needs from the **endosperm** – plant food inside the seed

## Stage 2- Seedling

- Plants first grow ROOTS
  - roots are like a sponge because they soak up water and nutrients
  - they keep the plant stationary
- Plants then grow a STEM
  - the stem is like a straw, taking water up to the rest of the plant
  - it also holds up the leaves, flowers, or fruits
  - it helps the plant reach for sunlight

## Stage 3- Young Plant

- Plants grow LEAVES
  - leaves are really important because they make food for the plants (through a process called **photosynthesis**)

## Stage 4- Mature Plant

- Plants grow FLOWERS and/or FRUIT
  - bees and other insects bring pollen from other plants to **pollinate** the flower, which means it can make new seeds
  - the plant needs the new seeds so that it can **reproduce**, or make new plants

After new seeds are made and they get planted, the entire cycle starts again!