



Bon Appetit Lesson Plan for Homeschool

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 Bon Appetit box, this lesson plan divides your box into 4 60-90 minute lessons you can use and adapt to support your homeschool study, pre-k – middle school. Depending on your timeframe and child's age and engagement, these can be taught together or separated for a longer lesson. Please refer to the curriculum provided in your box: recipe guides, activity cards, skill card, and introduction card.

Happy cooking! Happy learning!

Lesson 1: Compound Words & Steak Frites

Activity Time: 90 minutes

Learning Outcomes

- Students will learn the about compound words.
- Students will practice creating, analyzing, and locating compound words through activities and in text.
- Students will learn how to combine flavors to make compound butter.

Materials

- Lists of compound words
- Books or magazines students are currently reading
- Chart paper and pens
- Recipe guide, ingredients, and tools listed within

I. Introduction

- a. On a sheet of chart paper, write a few compound words. Have students examine the words and guess what the lesson is going to be about. Ask students if they can



name what kinds of words these are. (Answer: Compound.) Ask students to define a compound word. (Answer: Compound words are created when two words come together to form a new word with a new meaning.)

2. Activities

- a. **Compound Word Match-** Using the included list of compound words, create a worksheet with two columns. One column should list the first half of words, and the second column lists their matches out of order. The student's task is to create a compound word by drawing a line that connects the two parts of each word.
- b. **Compound Word Cut-** Use the included list of compound words, or make a new one. The student's task is to draw a line to cut, or separate, the compound word into its two separate words. (ie: book|mark)
- c. **Compound Word Hunt-** Have students create a list of compound words they find while reading their own books or magazines. When reading aloud with younger children, point out compound words and ask them if they can cut the word up. Ask: what does each word mean separately? How does the meaning change when the words are combined? Is it still related to the original words (racehorse), or does it form a completely new meaning (quarterback)?

3. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Discuss kitchen safety. (Visit Raddishkids.com/pages/safety for our recommended tips.) Create kitchen rules together.

I. Cook!

- a. Ask children to read or describe each step.
- b. The herbed butter recipe calls for chives, but you could also use rosemary, thyme or parsley. Invite students to smell and taste the different herbs and decide what kind of compound butter they would like to make.
- c. Give each child a turn chopping, measuring, whisking, etc.
- d. Once the steak frites is ready, taste and share.

Lesson 2: Ratatouille and Drawing with Scissors in the Style of Henri Matisse

Activity Time: 90 minutes

Learning Outcomes

- Students will learn how to slice and dice vegetables
- Students will practice scissor skills using herbs and paper
- Students will learn how to overlap artistic components in food and art
- Students will learn about the paper cut out style pioneered by Henri Matisse
- Students will learn how to work with positive and negative shapes
- Students will host a dinner and gallery opening to display their culinary and artistic works

Materials

- Recipe guide and ingredients and tools listed within
- Craft scissors
- Colored construction paper
- Glue sticks

Resources

- Henri Matisse- A Cut Above the Rest: The Culture Show on You Tube produced by the BBC- 30 minutes. Parental Guidance. (Great biography information) <https://www.youtube.com/watch?v=AuJKHKEBfmY>
- Kid Friendly Biography www.ducksters.com/biography/artists/henri_matisse.php
- Matisse for Kids- Baltimore Museum of Art www.artbma.org/flash/F_conekids.swf
- *Henri Matisse: Drawing with Scissors* by Jane O'Connor- Book



I. Art Introduction

- a. Display examples of Matisse's cutout art. (Resources above or via internet, books, calendars etc.)
- b. Ask students to look closely. What do they notice?
- c. Explain that Matisse cut directly into the paper using his scissors as a pencil.



- d. Watch the 47 second clip of Matisse cutting. “Footage of Henri Matisse making a paper cut out” <https://www.youtube.com/watch?v=GN0okOq8Hyc>
- e. Demonstrate some of the cuts Matisse made: zig zags, spirals, curves
- f. Explain that the cut out shapes are called **positive shapes** and the holes left in the paper are **negative shapes**.

2. Draw with Scissors

- a. Have students choose a few colors of construction paper for cutting.
- b. Cut shapes directly from paper just like Matisse. Save the negative shapes too!
- c. Once all shapes are cut. Choose a background paper and show students how to overlap shapes to show off color combinations or shape and size differences.
- d. Students arrange all of their shapes on the background paper, moving them about until they are happy with the positioning.
- e. Provide glue sticks when all the cutting and planning is complete.
- f. Encourage students to title, sign, and date their work.

3. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Discuss kitchen safety, in particular stove top safety. For example, elbows held high while stirring. (Visit Raddishkids.com/pages/safety for our recommended tips.)

4. Prepare Ratatouille

- a. Ask children to read or describe each step.
- b. Give each child a turn cutting, measuring, mixing, etc.

5. Gallery Opening

- a. Have students arrange their art for display in the kitchen or dining room.
- b. Ask students to share the title of their work. Encourage students to explain examples of positive space, negative space, and overlapping.
- c. How does the title given the piece affect what we see in the picture?

6. Ratatouille Time!

- a. Taste and share your ratatouille!
- b. Explore how the overlapping of colors and flavors of the dish affect how you enjoy the food.
- c. How does the name “ratatouille” affect how you thought it might look or taste?



Lesson 3: Travel Brochure or Commercial

Activity time: 90 minutes

Learning Outcomes

- Students will learn about landmarks in France or your home town.
- Students will research about landmarks for interesting facts.
- Students will write a brochure or act out a commercial to share what they have learned.

Materials

- Examples of brochures from places you have visited or online brochures for French landmarks
- Pictures of landmarks (printed out from online or from travel magazines)
- Include list of French landmarks
- Paper, scissors, glue- for brochures
- Space and maybe a costume for commercial

1. Introduction

- a. Introduce the lesson by having students look up the definition for *landmark*. Possible definitions: A building or place that is easily recognized, especially one which you can use to judge where you are. Or, a building or place that was important in history.
- b. Have students brainstorm a list of landmarks that they know or have studied. Try and encourage both natural and manmade ones.
- c. If choosing to study landmarks of France introduce that idea and ask if they know any French landmarks.
- d. Tell the students that they will be choosing a landmark to learn more about and that they will create a brochure or commercial to share what they have learned.
- e. Have students look at brochures to see what information is usually included.

2. Research

- a. Choose a landmark. Either one from France (list attached) or one near you that your family could visit.
- b. Gather resource materials, either books or online websites.
- c. Important information to research:
 - i. Where is the landmark? How would you get there?
 - ii. What is significant about this place? Why would people want to visit?
 - iii. When was it built?
 - iv. When is it open?



- v. What does it cost?
- d. Other things to include
 - i. Maps
 - ii. Photos
 - iii. Costumes

3. Create and Share

- a. Have students take the information learned and put it into brochure format or create a commercial outline.
- b. Perform commercial or present brochure to your family.

4. BONUS

- a. Have students research nearby landmarks.
- b. Have them each choose which one they would like to visit.

Lesson 4: Eiffel Tower Building Contest and Crepe Stand

Activity time: 90 minutes

Learning Outcomes:

- Students will learn about the Eiffel Tower.
- Students will use a variety of materials to create towers.
- Students will learn how to measure height and width.
- Students will practice math vocabulary while having fun!

Materials:

- Choice of
 - Lego
 - Toothpicks and marshmallows
 - Raw spaghetti noodles and gumdrops
 - Straws and tape
- A picture of the Eiffel Tower
- A measuring tape, or string and a ruler
- Recipe guide, ingredients, and tools listed within

I. Introduction

- a. Introduce the lesson by talking about the Eiffel Tower. For background information, visit: <http://sciencekids.co/nz/sciencefacts/engineering/eiffeltower.html>



- b. Show students the choices of building materials and allow them to investigate.
- c. Tell students that they will be building a tower and decide whether they will be working alone or in teams.
- d. Gather the necessary materials in a suitable work space.

2. Let the Building Begin

- a. Decide on a specific amount of time for building. (Depends on age of children and your particular students -- approximately 15 minutes.)
- b. Set a timer and announce: "on your mark, get set, build."
- c. Be available to lend a hand with building or helping students to work together.
- d. Give time checks to help students learn what the passage of time feels like when working and help them to stay on track to finish in the time allowed.
- e. When time is up have students look at each other's creations.
- f. Demonstrate how to measure the height and width of the towers.

3. Engineering Greatness

- a. Provide prizes or ribbons for the tallest, straightest, curviest, most unique structure.

4. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Discuss kitchen safety, in particular stove top safety. For example, elbows held high while stirring. (Visit Raddishkids.com/pages/safety for our recommended tips.)

7. Prepare Crepes

- a. Ask children to read or describe each step.
- b. Give each child a turn cutting, measuring, mixing, etc.

8. Crepe Stand

- a. Have students serve crepes as if they are running a crepe stand at the foot of the Eiffel Tower.
- b. Taste and share!

Bonus Lesson! "Crepes for Sale!"

Set up a crepe stand on your front yard! Estimate your cost of ingredients and set an appropriate selling price. What is your profit margin? What creative marketing ideas can you develop? Could you donate crepes to friends or family? How does that effect the bottom line?

Compound Word Lists

Food and Eating	Jobs	House	School	Sports
chickpea bittersweet chopsticks grapefruit horseradish leftovers pineapple silverware tablecloth cookbook blackberry	cowgirl dishwasher bookkeeper lumberjack mailman roughneck sportswriter lifeguard farmhand copywriter daredevil	armchair cupboard doorway flashlight greenhouse teapot pillowcase washcloth dustpan mailbox floorboard	backpack bookmark chalkboard classroom hardworking homework printout schoolyard yearbook textbook proofread	quarterback basketball teammate championship shortstop surfboard backstroke grandstand racetrack goalkeeper racehorse



Landmarks of France

Eiffel Tower	http://www.sciencekids.co.nz/sciencefacts/engineering/eiffeltower.html http://www.tou Eiffel.paris/
Notre Dame Cathedral	http://www.notredamedeparis.fr/
The Palace of Versailles	http://en.chateauversailles.fr/homepage
Arc de Triomphe	http://arc-de-triomphe.monuments-nationaux.fr/
Sacre Coeur Basilica	http://www.sacre-coeur-montmartre.com/
Louvre Museum – home of the Mona Lisa	http://www.louvre.fr/en
Claude Monet’s Garden at Giverny	http://giverny.org/gardens/fcm/visitgb.htm
Mont Blanc	http://www.visit-mont-blanc.com/en

