



Pack-Me-A-Picnic 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 Pack-Me-A-Picnic 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: Absorption & Polka Dot Couscous

Activity Time: 90 minutes

Learning Outcomes

- Students will learn the terms absorption, absorbent and nonabsorbent.
- Students will practice measuring, charting and comparing materials.
- Students will learn the origins of orzo.
- Students will apply the lesson on absorption to cooking.

Materials

- Water table or basin
- Dry sponges cut into small pieces small plastic items (such as a bottle lid or plastic block)
- Materials that absorb water, including cotton, washcloths, fabric, tissue, dolls with hair, and paper towels
- Materials that do not absorb water including Styrofoam, foil, wax paper, plastic toys, and pencils
- Chart paper and marker
- Recipe guide and ingredients and tools listed within.



1. Introduction

- a. On a sheet of chart paper, write the question, "Which materials absorb water?" Read the question aloud. Ask if they know what it means to absorb water. Give each child a piece of dry sponge and ask everyone to place the sponge in the water. Invite children to describe what happens to the sponge. Explain that the sponge absorbed water.
- b. Children can place the wet sponge back in the water so it can absorb more. Then give them a piece of dry sponge. Ask them to compare the weight of the dry sponge with that of the wet sponge. "Which sponge feels heavier? Why?"
- c. Now give each child a plastic item. Ask everyone to place it in the water. "Does the plastic item absorb water?"
- d. Encourage children to explain why the plastic item does not absorb water.

2. Absorption

- a. Give children a variety of absorbent and nonabsorbent materials and ask them to find materials that absorb water. Suggest that they place the absorbent materials in one pile and the nonabsorbent materials in another pile as they complete their investigations. To develop language and vocabulary skills, encourage children to use the words **absorb**, **absorbent**, and **nonabsorbent** when describing the materials.
- b. Invite children to respond to the question, "Which materials absorb water?" List their responses. Create another chart to list the materials that were nonabsorbent. Keep materials available so children have more opportunities to explore the concepts.

3. Measuring

- a. How Much Water Does It Absorb? Provide a plastic measuring cup and a selection of absorbent materials that vary in size.
- b. Ask children to get the materials wet then squeeze the water into a measuring cup to see which absorbed the most. Assist them by reading the measurements and recording the information on a sheet of chart paper. Encourage children to describe what they notice about the different sizes and textures of materials and how much water they absorb.
- c. Create a chart to document what they learned.

4. 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) Create kitchen rules together. Ex. No Running, Oven Safety, Knife Safety



1. Cook!

- a. Ask children to read or describe each step.
- b. Challenge them to keep a look out for where absorption is used in this recipe. (Hint- it happens twice- once with the boiling water to cook the dry orzo then as you let the salad set it absorbs the dressing.)
- c. Give each child a turn chopping, measuring, whisking, etc.
- d. Once the salad has set, taste and share.

Lesson 2: BBQ Wrap and Checklist Creation

Activity Time: 90 minutes

Learning Outcomes

- Students will learn that different flavors come from different regions.
- Students will learn how to safely prepare chicken.
- Students will learn how checklists can be helpful every day.

Materials

- Recipe guide and ingredients and tools listed within.
- Paper and pencil for checklist

1. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Discuss kitchen safety , in particular oven safety and kitchen cleanliness. Refer to the recipe guide for discussion on hand washing, cooking with chicken, and cross contamination. (Also visit Raddishkids.com/pages/safety)

2. Prepare BBQ Chicken Wrap

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

3. Checklists

- a. While the chicken cooks, read together the picnic checklist in the recipe guide.
- b. Share with students how you use checklists in your life.
- c. Have students brainstorm activities they do that could benefit from a checklist. Example: getting ready for bed, morning routine, etc.



- d. Have students choose one activity they do regularly, and write a checklist for it.
- e. Use the checklist on the recipe guide to pack for your picnic.

4. Picnic Time!

- a. Taste and share your chicken salad wraps!

Lesson 3: Monkey Bars and Snack Redesign

Activity time: 60 minutes

Learning Outcomes

- Students will learn how a banana grows.
- Students will learn how to create a granola bar from ingredients at home.
- Students will learn how swapping just one or two ingredients can make a snack brand new.

Materials

- Recipe guide and ingredients and tools listed within.

1. Introduction

- a. Introduce the lesson by discussing the term *redesign*. Redesigning is changing something by its appearance or content.
- b. Ask students to choose one of their favorite snacks and think of a way that they could redesign it. Banana bread, for example, could be changed to cupcakes (appearance) or could have nuts or chocolate chips added (content).
- c. Make a plan for creating that recipe at a future date.
- d. Is there something else that the student uses frequently that could benefit from a redesign? For example, a report that is due or how they their bedroom furniture is arranged.

2. Kitchen Prep

- a. Read the title page together.
- b. Investigate the food swap table on the recipe guide to decide on your ingredients.
- c. Identify and gather ingredients.
- d. Gather tools.



- e. Discuss kitchen safety. Create kitchen rules together. Ex. No Running, Stove Top Safety, Knife Safety

3. Prepare the Monkey Bars

- a. Ask children to read or describe each step.
- b. Give each child a turn greasing, cutting and pressing ingredients.
- c. Once bars are cooled. Pack them up and enjoy them outside. Maybe go to the park and play on the monkey bars!

Lesson 4: Scavenger Hunt Math

Activity time: 60 minutes

Learning Outcomes:

- Students will learn about attributes. Shape, color, texture.
- Students will sort scavenged items by their attributes.
- Students will learn how to use a Venn diagram to show how some items may have more than one attribute.
- Students will practice math vocabulary while having fun!

Materials:

- Pack Me A Picnic Scavenger Hunt Activity Card.
- Container to collect items.
- 3 hula-hoops, large pieces of yarn, or a large piece of paper with 3 overlapping circles draw on it.

1. Introduction

- a. Introduce the lesson by reviewing the instructions on the Scavenger Hunt Activity Card.
- b. Introduce the term *attribute*. An attribute is a property or characteristic of an object or person. Provide students with a tangible example. For example, this piece of bread is square and brown.
- c. Have students practice with a couple of items you have pre-selected, describing attributes of themselves, friends, or siblings.
- d. Decide where you will have your scavenger hunt. Inside? Outside? What are the boundaries? Is there a time limit? Decide on a meeting place and set up materials there.

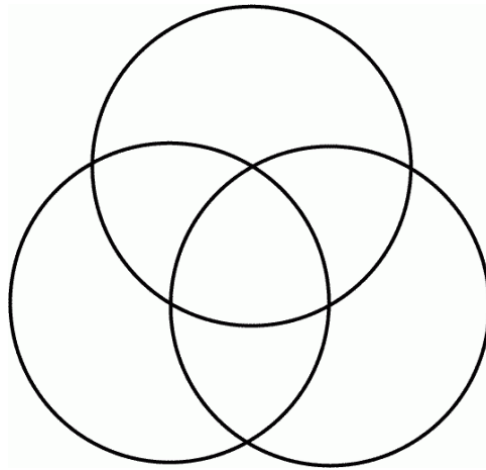
2. Scavenger Hunt



rad^dish

Kitchen. Table. Family.

- a. Allow students to work together or independently to complete the hunt.
- b. Students come together at meeting point and share the things they found.
- c. Have students group all of the items with like attributes. For example, a pile of green items. Have students make labels on pieces of paper.
- d. Have students choose three of the attributes to work use in the next step, selecting one color, one shape, or one texture. For example, green, pointy, soft
- e. Lay out your hoops or yarn circles or paper with drawn circles.
- f. Place paper labels in each of the circles.
- g. Pick up one item that shares at least two of the attributes chosen and ask the students where you should put it.
- h. Explain that this is a Venn Diagram and that objects that share all attributes share overlapping circles.
- i. Have students place other items.
- j. Change up the objects or attributes and try again.



Bonus Lesson: Table Talk

Activity time: 30 minutes

What makes you laugh?

- Make a chart of your family member's names and write down everyone's answer to this question.
- Post it on your fridge, or save it for a time when someone needs a little cheering up. Then follow the prompt and make them laugh!