



JANUARY

APPLES

Recipe by Liz and Katie Button of Cúrate

Mashed Potatoes and Apples with Bacon and Browned Onions

Ingredients

2 pounds local potatoes, peeled; cut into 1-inch cubes
2 pounds tart local apples, peeled, cored, and quartered
1 teaspoon salt plus more to taste
8 tablespoons plus 2 teaspoons butter or 2 cups of heavy whipping cream to make butter
2 small local onions, sliced very thin
2 teaspoons cider vinegar
Pinch of sugar
4 slices of bacon, fried and crumbled (*optional*)

Tools

1 large saucepan
2 large cooking spoons
1 serving spoon
2-3 mashers
Paring knives or plastic knives
2-3 bowls
Butane burner
8 cutting boards
2 mason jars
Tasting cups
20-30 spoons
Hand sanitizer
Dish towels or paper towels
Gloves

Put potatoes and apples in a large saucepan; add cold water to cover and 1 teaspoon salt. Bring to a boil and continue to cook over medium heat until both are tender when pierced with a fork, about 15 minutes.

Meanwhile, heat 2 teaspoons butter in a small skillet; sauté onions over medium high heat until browned.

Drain potatoes and apples well and return pan to low heat. With a whisk or a wooden spoon, blend in remaining butter and vinegar. Or, return potatoes and apples to saucepan; mash potatoes and apples over low heat with a potato masher, adding remaining butter then vinegar as you mash. Season to taste with additional salt and a pinch of sugar. Optional: Top with onions and bacon.





Steps for Teaching Students to Cook **Mashed Potatoes with Apples**

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts. If you are cooking the mashed potatoes with younger children, pre-cook the potatoes.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Students will cut the potatoes into small pieces using cutting boards and knives. For elementary age kids, halve the potatoes before giving them to the students to cut. With a flat surface to work on, the potatoes will be easier to cut than starting with a wobbly round shape. *For young children (pre-K-2nd) pre-boil the potatoes whole; the students can cut the potatoes into smaller pieces safely with plastic knives. If the potatoes are pre-boiled the kids should mash them after they cut them into small pieces and put them in a bowl.* (5 Students)

Station 2: Students will peel and cut the apples into small pieces using cutting boards and knives. For elementary age kids, quarter the apples before giving them to students to cut. An apple peeler/corer is helpful in this recipe. *For young children (pre-K-2nd) pre-cook the apple quarters and then ask the kids to make the pieces smaller with their plastic knives.* (5 Students)

Station 3: Butter Making Station. At this station, the students will pour one cup of heavy whipping cream in each mason jar. They will take turns shaking the jars vigorously for about 5-10 minutes. Soon, the cream will solidify into butter! The students will measure 8 tablespoons of butter into one bowl and 2 teaspoons into another bowl. (6 Students)

Station 4: Students will slice or chop (using the kid-safe choppers) the onions. Middle and high school students can sauté the onions at the main cooking station on the butane burner. In younger grades, the chef or teacher should sauté the onions. (4 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: After each group is done with their task, ask a member of the group to bring their completed ingredient to the main cooking station. Prompt the students to gather around the main station. Prompt students to pour the potatoes and apples into the large sauté pan, add water, and begin boiling. While the potatoes and apples are cooking, teach the students about how potatoes grow, read a children's book about potatoes or gardening, or give the kids an art project to complete about potatoes.

If the potatoes are pre-cooked/mashed, add the butter, apples, vinegar, onions, salt and mix well.

Step 7: Once the potatoes and apples are cooked, drain and add them back to the large sauté pan. Add butter, vinegar, salt, onions, and mix well.

Step 8: Choose several students to scoop the potatoes into tasting cups. Allow the students to add bacon if they'd like.

Discussion: Have a discussion with the students about the farm that grew the ingredients. Point out that apples and potatoes are both foods grown in WNC that can be stored for months after harvest. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!



Classroom Connections

Mashed Potatoes with Apples

Math: Our recipe calls for 2 lbs of potatoes and 2 lbs of apples...how many average potatoes are in 1 lb (about 3)? About how many average apples (again, 3)? So if we have 2 lbs of apples we will have 6 apples, and same for potatoes.

For younger kids - Let's say I had small potatoes...would I need more than 3 or less than 3 to make a pound? How many?

For older kids— How much do you weigh? How many apples would it take to balance you on a seesaw? (Multiply their weight by 3).

You could also do this problem in reverse to make it harder....Ex. Joe weighs 80 lbs and it took 240 apples to balance him on a see-saw...(a picture here might be funny)....how many apples are in 1 pound?

These types of question can be varied for age groups and to meet course objectives regarding estimating and multiplication for each level.

Journal Entry: Potatoes and Apples: Imagine you are a potato and you have spent your whole life underground...one day you are dug up, put in a bag, sold to a teacher and brought right here to our classroom! While you are waiting to be cooked, you find yourself next to an apple. The apple doesn't believe you when you say that you spent your whole life underground...this is because the apple spent its whole life in a tree! In your journal, explain to the apple what it was like to grow underground. What did it look like? Feel like? Who did you meet? How did you feel when they dug you up?

(you could also have some students be the apple and explain to the potato what it was like to grow up in a tree...another option is to have students create a dialogue between the potato and apple explaining both perspectives)

Afterwards, invite a couple of students to read their entries out loud.

Writing Activity for Older kids: Have the kids read the following paragraph (pg. 3 of this link) about the potato famine, or another age appropriate excerpt. They can reflect in a journal entry by answering relevant questions and writing about what it would be like to live in Ireland or Scotland during the 1840s.

<http://www.palmbeachschools.org/multicultural/MulticulturalCurriculum/documents/5thGradeMulticulturalCurriculumLessonPlan.pdf>

Children's Literature Suggestions:

The Enormous Potato by Davis, A.

Apples Apples Apples by Wallace, N.

Taste Test:

Give the students pieces of several different types of locally grown apples to taste, such as honey crisp, Fuji, Macintosh and others. Create a voting board and ask them to vote on their favorite apple by putting a mark or sticker next to the apple they prefer. Select the winning apple as the next class snack. Talk with the students about the voting process and other occasions when voting makes decisions.

FEBRUARY

APPLES

Recipe by Liz and Katie Button of Cúrate

Apple Pancakes

Ingredients

1 1/2 cups all purpose flour or whole-wheat flour

1 to 3 tablespoons sugar

Salt

1 teaspoon baking soda

2 teaspoons baking powder

1/4 teaspoon ground cardamom, cinnamon, or nutmeg

2 local eggs

3 tablespoons butter, melted

1 1/2 cups buttermilk or milk

1 teaspoon vanilla

2 local apples, peeled, thinly slices

1 cup local honey

Variety of fresh fruit—2-3 apples, 2-3 bananas, 1 pint berries, etc.



Tools

1-2 large skillet or nonstick pans

Four medium bowls

Spatula

Mixing spoon

3-4 cutting boards

Paring knives, apple corer/slicer, or chopper

Measuring cups

Measuring spoons

Butane burner(s)

Small paper plates

20-25 forks

Hand sanitizer

Dish towels or paper towels

Gloves

Mix the dry ingredients in one bowl. In a second bowl, beat the eggs and add the butter, buttermilk, and vanilla. Pour the wet ingredients in the dry ingredients and stir just enough to combine. Stir in the apple slices.

For each pancake, drop 1/4 cup batter onto a nonstick griddle or skillet and set over medium high heat. Cook, without disturbing until fine bubbles appear over the surface after a few minutes. Flip them over and cook until browned on the second side, about 1 minute. Refrain from patting them or turning them a second time - both actions will make the pancakes lose their lightness.

Serve drizzled in local honey.



Steps for Teaching Students to Cook

Apple Pancakes

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Tell them what is going to be going on at each individual cooking station.

Step 4: Divide students into four groups. Most school classes have about twenty kids, but you can vary the size of the groups depending on the task. Assign the students to a station and make sure they understand what they will be doing.

Station 1: At this station, student should measure and mix the dry ingredients in one bowl. (6 Students)

Station 2: Students will beat the eggs and measure and add the butter, milk, and vanilla. Beat well. *Younger students may need help cracking the eggs.* (4 Students)

Station 3: Students will peel and slice or chop the apples (using the kid-safe choppers or apple corers/slicers). (5 Students)

Station 4: Another group can chop or cut additional fruit to put on top of the pancakes. (5 Students).

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit a volunteer or two to help supervise.

Step 6: After each group completes their task, ask a member of the group to bring their completed ingredient to the main cooking station. Prompt the students to gather around the main station. The chef or teacher will pour the wet ingredients into the dry ingredients and stir just enough to combine. Stir in the apples slices.

Step 7: Older students can take turns cooking the pancakes. For each pancake, drop 1/4 cup batter onto a skillet over medium high heat. Cook, without disturbing until fine bubbles appear over the surface after a few minutes. Flip them over and cook until browned on the second side, about 1 minute. Refrain from patting them or turning them a second time - both actions will make the pancakes lose their lightness.

Step 8: Choose several students to put one pancake on each plate. Allow the students to add fruit or local honey if they'd like.

Discussion: Have a discussion with the students about the farm that grew the ingredients. Point out that the apples and honey used in the recipe are both foods grown in WNC. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!



Classroom Connections **for Apple Pancakes**

Science: Have a discussion about where honey comes from and why we need bees. For older students, this may be a good opportunity to talk about ways to help our declining bee populations by planting pollinator gardens.

What types of animals are bees? Insects. What are some characteristics of insects?

Concepts (these can be modified or shortened for younger kids):

- An insect is a very small animal with particular characteristics.
- Insects are [invertebrates](#). They have no backbones.
- Most insects walk, but some can fly and jump.
- Insects need water, air, and food to live.

Facts: Most insects have five basic physical characteristics:

1. Insects have what we call an [exoskeleton](#) or a hard, shell-like covering on the outside of its body.
 2. Insects have three main body parts: head, [thorax](#), and [abdomen](#).
 3. Insects have a pair of [antennae](#) on top of their heads.
 4. Insects have three pairs of legs. They use the legs for walking, but sometimes an insect may have a pair of legs that are specially designed for jumping.
 5. Insects have two pairs of wings.
- Some insects are helpful to people.
 - Some insects are harmful to people

Are bees helpful or harmful (both...but mainly helpful)? Is anyone here allergic to bees? How can you stay safe? (Carry an allergy pen, don't try to fight bees but let them "bee")

How do we depend on bees? Many plants cannot reproduce without pollination. Pollination can occur by wind, water, insects, birds, or other animals. Bees don't even know that they are pollinators! They are just interested in the scent of the flower and sweetness of the nectar. As they visit flowers, the pollen sticks to them and when they carry the pollen to a new flower, it connects with the flower's **stigma** which begins the process of making a new plant!!

Journal Entry: Ask the kids if they know how apples grow. If not, explain that they grow on a tree and show photographs of apple trees. For their journal entry, ask students to invent and describe a new fruit that grows on a tree. How big is the tree it grows on? How big is the fruit itself? Cherry size, grapefruit size or even bigger (or smaller)? What does it taste like? When is it ripe? Winter, fall, spring, summer?

Literature Connections:

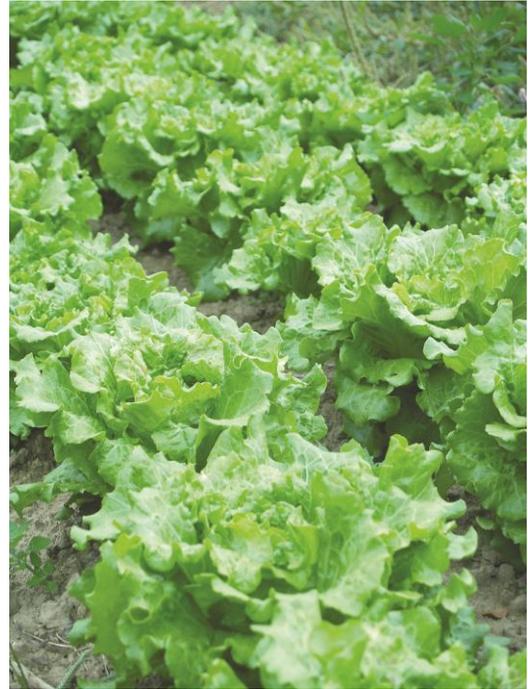
Autumn: An Alphabet Acrostic: Schnur, S.

Apple Picking Time: Slawson, M.

Taste Test:

Give the students pieces of several different types of locally grown apples to taste, such as honey crisp, Fuji, Macintosh and others. Create a voting board and ask them to vote on their favorite apple by putting a mark or sticker next to the apple they prefer. Select the winning apple as the next class snack. Talk with the students about the voting process and other occasions when voting makes decisions.

MARCH
GREENS/LETTUCE
ASAP Recipe



Local Spring Roll Wraps

Ingredients

Spring Roll Wrappers

Carrots

Spinach

Lettuce

Sprouts

Chinese Cabbage (or Napa Cabbage)

Peppers

Cilantro, Basil, and Mint

Other veggies

Dipping Sauce or salad dressing

Tools

Large, clean surface or large cutting boards

3-4 shallow dishes

3-4 Choppers

5-6 Graters

5-6 Peelers

5-6 Knives (plastic knives for young children or small paring knives for older students)

8-9 small Bowls

Plastic Plates

Books about Asian culture

Steps

Prepare your vegetables.

Grate or peel your carrots into small pieces or ribbons. Separate your lettuce into single leaves. Chop or grate the napa cabbage. Cut peppers into pieces.

Explore your herbs.

Tear or chop the herbs into small pieces. Smell or taste them and decide which are your favorites. Do you like all of them? Two of them? Decide which herbs you'll put into your spring roll.

Prepare your spring roll wrapper.

Place water into shallow dishes (one for every two children). Recycled aluminum pie pans work great for the dishes. Carefully put one dried spring roll wrapper into the water. Be sure it is fully covered. Wait about one minute, until the wrapper is soft. Lift the wrapper from the water and place it on your clean surface.

Assemble your spring roll.

Place one leaf of lettuce on top of your soft spring roll wrapper. Add spinach, carrots, peppers, sprouts cabbage, mint, basil, cilantro and any other vegetable or herb you like. Leave about one inch of spring roll wrapper showing on each side of the vegetables. Carefully fold in each of the sides of the spring roll as if you are wrapping a present. Lift the bottom fold over the vegetables, and then lift the top fold over to secure and cover the spring roll. As you cover the vegetables with the wrapper, tuck the vegetables into the wrapper so your roll is tight.



Steps for Teaching Students to Cook Local Spring Roll Wraps

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: At this station, students should peel and grate carrots (6 Students)

Station 2: Students will separate lettuce leaves and chop or grate the cabbage (6 Students)

Station 3: Students will cut the peppers with plastic knives into small pieces (4 students)

Station 4: Students will cut herbs into small pieces and place each into a bowl they can be passed around and smelled. (4 students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit a volunteer or two to help supervise.

Step 6: After each group completes their task, ask a member of the group to bring their completed ingredient to the main cooking station. Children will return to their seats.

Step 7: Place water into shallow dishes (one for every two children). Recycled aluminum pie pans work great for the dishes. Provide each child with a spring roll wrapper. Have one student from each pair carefully put one dried spring roll wrapper into the water. Be sure it is fully covered. Time for one minute and then have the child remove their wrapper and repeat this step with their partner.

Step 8: Call students up by groups to assemble their spring rolls. This may be a good time to read a book or to do a journal activity. To assemble, place one leaf of lettuce on top of your soft spring roll wrapper. Add spinach, carrots, peppers, sprouts cabbage, mint, basil, cilantro and any other vegetable or herb you like. Leave about one inch of spring roll wrapper showing on each side of the vegetables. Carefully fold in each of the sides of the spring roll as if you are wrapping a present. Lift the bottom fold over the vegetables, and then lift the top fold over to secure and cover the spring roll. As you cover the vegetables with the wrapper, tuck the vegetables into the wrapper so your roll is tight. Serve with dipping sauce!

Discussion: Have a discussion with the students about the farm that grew the ingredients. Point out that all the veggies in this recipe can be produced in WNC. Talk with students about vegetables that grow in the early spring. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!

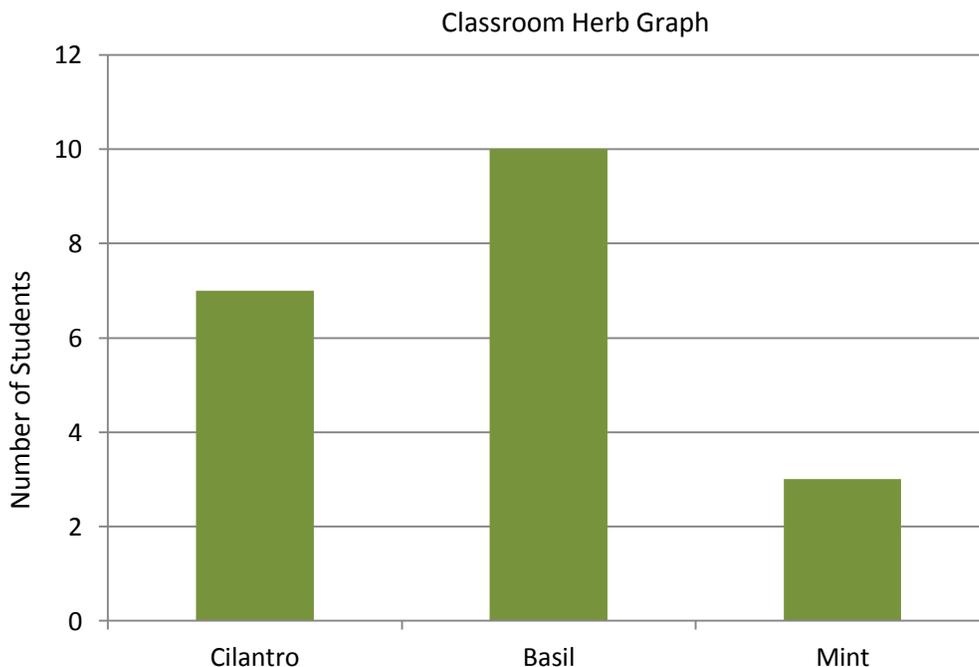


Classroom Connections for Local Spring Roll Wraps

Graph Activity:

Step 1: Ask students to close their eyes and vote on their favorite herbs. (You may need to pass around leftovers so students can review the smells and tastes). Tally the results on the chalkboard.

Step 2: Help students to construct a graph on the board. Review the parts of a graph - title, axes, labels, data, legend for older students if applicable.



Step 3: Ask students to come up to the board one by one and shade the section of the bar graph that correlates with the herb they voted for. Mark off the sections for each individual to help.

Step 4: Discussion: Which option was the favorite? Which option was the least favorite? By how many votes did the favorite option win? *For older kids: What fraction of students selected each option? (If there are 20 students you will end up with something like 7/20 (or 1/3) selected cilantro, 10/20 (or 1/2) basil, and 3/20 (or 1/7) selected mint). Simplify fractions if grade appropriate. Now – what percentage of students selected each option?*

Journal Entry: Did you try something new today in this recipe? Did you like it? Why or why not? If you liked it, imagine what other foods it might taste good with?

Literature Connections:

Cabbage and Kings by Seabrook, E.

The Carrot Seed by Krauss, R.

Do Lions Like Lettuce by Butterfields, M./ Canal, S.

APRIL

SPINACH

Recipe by Liz and Katie Button of Cúrate

Wilted Spinach Salad

Ingredients

6 large local eggs

16 ounces local baby spinach

3 tablespoons cider vinegar

1 - 2 teaspoons granulated sugar

1 teaspoon dry mustard

½ teaspoon ground black pepper or dash of cayenne pepper

Pinch table salt

Thick-cut bacon (about 12 ounces) cut into 1/2-inch pieces

1/2 medium red onion, chopped medium (about 1/2 cup)

1 small clove garlic, minced and pressed through a garlic press (about 1/2 teaspoon)



Tools

Medium pot

Sauté pan

Butane or electric burner

Stirring spoons

Tongs

5-6 cutting boards

6-7 knives

Small heat-proof bowl

Measuring spoons

Choppers

Tasting cups/plates

20-25 forks

Hand sanitizer

Paper towels

Gloves

Instructions

Place eggs in medium saucepan, cover with 1 inch of water, and bring to boil over high heat. Remove pan from heat, cover, and let stand 10 minutes. Meanwhile, fill medium bowl with 1 quart ice water. Transfer eggs to ice water with slotted spoon; let stand 5 minutes, peel eggs, quarter them lengthwise, and set aside. Place spinach in large bowl. Stir vinegar, sugar, pepper, dry mustard and salt together in small bowl until sugar dissolves; set aside.

Fry bacon in medium skillet over medium-high heat, stirring occasionally, until crisp, about 10 minutes. Using slotted spoon, transfer bacon to paper towel-lined plate. Pour bacon fat into heatproof bowl, and then return 6 tablespoons bacon fat to skillet. Add onion to skillet and cook over medium heat, stirring frequently, until slightly softened, about 3 minutes; stir in garlic until fragrant, about 15 seconds. Add vinegar mixture, then remove skillet from heat; working quickly, scrape bottom of skillet with wooden spoon to loosen browned bits. Pour hot dressing



over spinach, add bacon, and toss gently with tongs until spinach is slightly wilted. Divide among individual plates, arrange egg quarters over each, and serve.

Steps for Teaching Students to Cook **Wilted Spinach Salad**

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts. *If you are cooking the salad with younger children, pre-boil and peel the eggs.*

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Students will prepare the eggs at this station. Older groups can boil, peel, and slice the eggs according to the recipe. For younger ages, pre-boil the eggs and have them peel and slice the eggs at the station. (6 Students)

Station 2: Guide the students in washing spinach in a salad spinner. Talk with the students about why washing vegetables is important. (2-3 Students)

Station 3: Measure the vinegar, sugar, pepper, dry mustard and salt together in small bowl and stir until sugar dissolves. (5 Students)

Station 4: Students will slice or chop (using the kid-safe choppers) the onion and garlic. (4 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: While the students are working, you'll also need to fry bacon in medium skillet over medium-high heat, stirring occasionally, until crisp, about 10 minutes. Using slotted spoon, transfer bacon to paper towel-lined plate. Pour bacon fat into heatproof bowl, and then return 6 tablespoons bacon fat to skillet. Middle and high school students can complete this step in a group.

Step 7: After each group is done with their task, ask a member of the group to bring their completed ingredient to the main cooking station. Ask the students to gather around the main station. The students will observe the chef/teacher completing the recipe. Add onion to skillet and cook over medium heat, stirring frequently, until slightly softened, about 3 minutes; stir in garlic until fragrant, about 15 seconds. Add vinegar mixture, then remove skillet from heat; working quickly, scrape bottom of skillet with wooden spoon to loosen browned bits. Pour hot dressing over spinach, add bacon, and toss gently with tongs until spinach is slightly wilted. Divide among individual plates, arrange egg quarters over each, and serve to the students.

Discussion: Have a discussion with the students about the farm that grew the ingredients. Point out that the eggs and spinach are both foods produced in WNC. Talk with students about vegetables that grow in the early spring. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!



Classroom Connections **for Wilted Spinach Salad**

Science: Have a discussion about leaves. Hold up 3-4 different leafy greens (chard, kale, and lettuce) and explain that we will learn about the function of leaves, and why leaves are good for us to eat.

Have the class name leaves that we eat. Write them on the board or overhead. Ask the class, "If I stand here in the sunlight, can I magically make a peanut butter and jelly sandwich appear in my stomach?" Can I feed myself with the sun? What do you know of that does get nutrients from the sun?"

Explain that plants can make their own food through a process called Photosynthesis. They are the some of the only organisms in the world that can do this. They take sunlight, air, and water to make their food.

Leaves are food factories for the plant. They take the ingredients in their recipe (air, water, and sunlight) and make them into food that the plant needs in order to grow.

Details of Photosynthesis (If age appropriate):

- Sunlight strikes the plant and chlorophyll, a green pigment in the plant, traps the light energy.
- The leaves absorb energy from the sun and convert water and carbon dioxide into energy-rich sugar called glucose.
- This plant sugar is the source of food used by most plants.
- The plant releases oxygen into the air and absorbs more carbon dioxide to continue the process of photosynthesis

Vocabulary Details:

Sometimes you can learn a lot about something by looking closely at the word that describes it. Photosynthesis is one of those things. The word *photosynthesis* is made up of a prefix (photo) and a root word (synthesis).

To learn more visit: <http://www.realtrees4kids.org/sixeight/letseat.htm>

Journal Entry: How are people like plants? How are people different from plants? If you could eat sunlight what do you think it would taste like? On a sunny day? On a cloudy day?

Literature Connections:

Growing a Salad by Primeau, L.

Let's Eat! What Children Eat Around the World by Hollyer, B.

MAY

STRAWBERRIES

Recipe by ASAP



Strawberry Crepes

Ingredients

2 local eggs

1/8 tsp salt

1 cup whole wheat flour

1 ¼ cup milk

butter or heavy whipping cream to make butter

Local strawberries

Other Fresh Fruit

Tools

Sauté Pan

Butane or Electric Burner

Spatula

Wisk

Mixing Bowl

4-5 cutting boards

6-7 Knives

4-5 Small Bowls for fruit

Measuring spoons

Measuring Cups

Tasting Plates

20-25 Forks

Hand Sanitizer

Paper Towels

Gloves

Directions:

Whisk the eggs and salt until a bit frothy. Slowly add the flour and milk alternating a little at a time while whisking.

Warm a skillet over medium heat and coat with butter. Pick the pan up off the heat and pour about ¼ cup of the batter onto the skillet. Immediately roll the pan around to spread the batter and fill the bottom of the pan. Place the skillet back on the heat for about 30-40 seconds.

You'll know it's ready to flip when the edges start to curl and the crepe slides when you shake the pan. Slide a plastic spatula under and flip. Cook for an additional 10-15 seconds. Slide onto a plate. Repeat the process until all the batter is gone, about 8-10 crêpes.

Cut fresh strawberries and other fresh fruit. Fill the crepe with fresh fruit, roll, and enjoy!



Steps for Teaching Students to Cook Strawberry Crepes

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Students will whisk eggs and salt until a bit frothy. Next they will take turns slowly adding the flour and milk, alternating a little at a time while whisking. (6 students)

Station 2: Students will cut the leaves off of strawberries and other fruit and then cut into smaller pieces.

Station 3: Butter Making Station. Students will pour one cup of heavy whipping cream in each mason jar. They will take turns shaking the jars vigorously for about 5-10 minutes. Soon, the cream will solidify into butter! The students will measure 4 tablespoons of butter into one bowl. For a research station, bring age-appropriate books and ask this group to make a list of interesting facts about potatoes how they are grown. (5 Students)

Station 4: Research Station: Bring age-appropriate books and ask this group to make a list of interesting facts about strawberries and how they are grown. This group could switch off with either the butter group or the strawberry group so that everyone gets a turn to help cook. OR, these could be the students who get to remove crepes from the pan and put them onto plates and pass them around.

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: After each group is done with their task, ask a member of group to bring their completed ingredient to the main cooking station. Prompt the students to gather around the main station. Warm a skillet over medium heat and coat with butter. Pick the pan up off the heat and pour about $\frac{1}{4}$ cup of the batter onto the skillet. Immediately roll the pan around to spread the batter and fill the bottom of the pan. Place the skillet back on the heat for about 30-40 seconds. You'll know it's ready to flip when the edges start to curl and the crepe slides when you shake the pan. Slide a plastic spatula under and flip. Cook for an additional 10-15 seconds. Slide onto a plate. Repeat the process until all the batter is gone, about 8-10 crêpes.

Step 7: Fill crepes with strawberries and other fruit, roll, and enjoy!

Discussion: Talk with the students about the farm that grew the ingredients. Point out that the eggs and strawberries were both produced in WNC. Talk with students about vegetables that grow in the hot months of summer. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!

Journal Entry: Write your own recipe using strawberries. It can be something you have had before, or something you think would taste good! Make sure to include all the ingredients in a list, and the steps for making your strawberry treat!

Literature Connections:

Aunt Tami's Strawberry Farm by Ward. T.

JUNE

SUMMER SQUASH/ZUCCHINI

Recipe by ASAP

Zucchini Cakes

Ingredients

1 large or 2 small local zucchini
½ cup parmesan
1 cup bread crumbs
A pinch nutmeg
¼ teaspoon paprika
2 cloves garlic
1 local egg
¼ teaspoon pepper
¼ teaspoon salt
1-2 tablespoons olive oil

Tools

Sauté Pan
Butane or Electric Burner
Stirring Spoons
Spatula
5-6 Cookie Sheets
Parchment Paper
5-6 cutting boards
6-7 graters
6 Small Bowls
1 Large bowl
Measuring spoons
Choppers
Tasting Plates
Hand Sanitizer
Paper Towels
Gloves

Steps

Grate zucchini using the large side of a cheese grater. Once the zucchini is grated, remove the excess water by pressing the shreds between paper towels. Place into a bowl. Grate parmesan, chop garlic, and add to zucchini. Add breadcrumbs, nutmeg, paprika, salt and pepper to zucchini and mix to combine. Crack egg and beat with a fork. Add to zucchini mixture and mix until well combined. Using a 2 tablespoon scoop, scoop out mixture onto a parchment lined baking sheet. Flatten each mound to make a patty. Heat olive oil over medium heat. Once the oil is hot, fry the patties until golden brown on each side. This should be about 3-4 minutes on each side.





Steps for Teaching Students to Cook Zucchini Cakes

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Students will grate the zucchini at this station. For younger kids, cut the zucchini into large pieces and give each student one piece. Guide them in grating the zucchini onto cutting boards. Ask the students to press all of the excess moisture out of the zucchini using paper towels. Transfer to a bowl. (5-10 Students)

Station 2: Guide the students in measuring the bread crumbs, nutmeg, paprika, garlic, pepper, salt. Ask them to put the measured ingredients into one bowl. In another bowl, ask them to crack and whisk the egg. (5 students)

Station 3: This group will grate the parmesan cheese. Guide the students in grating the cheese on a cutting board or into a bowl. Give each group member a chunk of cheese to grate. (3-5 Students)

Station 4: Students will slice or chop (using the kid-safe choppers) garlic. (3-5 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: After each group is done with their task, ask a member of group to bring their completed ingredient to the main cooking station. Prompt the students to gather around the main station. The students will observe the chef/teacher as he/she combines the egg, dry ingredients and zucchini and mixes thoroughly. Demonstrate to the students how to create a zucchini patty. Divide the batter into 5 bowls and send the students back to their stations with one bowl per group. Reserve one bowl for yourself.

Step 7: Guide the students in making patties. The students will scoop out small quantities of the mixture using a $\frac{1}{4}$ measuring cups and place them on parchment lined baking sheet. Flatten each mound with a spoon to make a patty. After all of the kids have made their patties, they will bring the cookie sheet to the main cooking station where the chef/teacher will fry them.

Discussion: Talk with the students about the farm that grew the ingredients. Point out that the eggs and zucchini were both produced in WNC. Talk with students about vegetables that grow in the hot months of summer. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!

Journal Entry: Zucchini are a type of vegetable called squash. Did you know that pumpkins are a type of squash too? How are zucchini and squash different? When do we eat them? How are they similar?

Literature Connections:

Carlos and the Squash Plant by Stevens, J.

JULY

BERRIES

Recipe by ASAP

Blackberry Vinaigrette Salad

Ingredients

Local Lettuce or Spinach

Local Carrots

Local Salad Turnips

Local Cucumbers

Local Green Beans

Any other Salad Veggies in Season

Vinaigrette

Half Pint Local Blackberries

½ cup Olive Oil

1 tablespoon Red Wine Vinegar

½ teaspoon Salt

½ teaspoon Pepper

2-3 tablespoons Local Honey



Tools

Blender

Stirring Spoons

6-8 cutting boards

2-3 graters

6 Small Bowls

1 Large bowl

Measuring spoons

Measuring Cup

Tasting Bowls

Hand Sanitizer

Paper Towels

Gloves

Steps

Wash and prepare all salad ingredients. Cut veggies to desired size. Assemble your salad with lettuce and toppings. Combine blackberries, vinegar, honey, salt and pepper in a blender. Blend until well combined. With the blender running on low slowly drizzle in olive oil. Blend until well combined. Serve over salad.



Steps for Teaching Students to Cook **Blackberry Vinaigrette Salad**

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Veggie washing station – Students will wash all the veggies carefully, and hand carrots, turnips, and cucumbers over to station 2 or 3 when they are done (4 students). When all the greens and green beans are washed, these students can place them in a large bowl.

Station 2: Carrot station – students will peel and cut carrots into small pieces (4 students)

Station 3: Students will cut turnips and cucumbers into smaller pieces. *For younger kids, pre-cut turnips into 1-inch flat segments so that it is not too difficult to cut with a plastic knife* (6 Students)

Station 4: Blending station – students will combine blackberries, vinegar, honey, salt and pepper in a blender. Take turns blending until well combined (one student can hold the lid on!). Next, with the blender running on low slowly drizzle olive oil in. Take turns blending until well combined. (6 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: After each group is done with their task, ask a member of group to bring their completed ingredient to the main cooking station and add to the greens. Prompt the students to gather around the main station. The teacher/chef will pour the dressing and serve!

Discussion: Talk with the students about the farm that grew the ingredients. Point out that the veggies and blackberries were both produced in WNC. Talk with students about vegetables that grow in the hot months of summer. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!

Journal Entry: A salad is a combination of different types of vegetables, fruits, or other ingredients. A salad can be made up of almost any ingredients. Ask the students to dream up their own favorite salad and make a list of everything they'd put into it. For older kids, ask them to design a fall, spring, and summer salad with farm fresh products in season. Ask a chef or community cook to judge the student's recipes and choose one to make with the students during the next cooking class.

Literature Connections:

The Blackberry Patch by McKnight, G.

AUGUST

TOMATOES

Recipe by Liz and Katie Button of Cúrate



Pasta with Fresh Tomato Sauce with Garlic and Basil

Ingredients

3 tablespoons extra virgin olive oil

1 medium local onion, minced

2 medium local garlic cloves, minced or pressed with garlic press

2 pounds local ripe tomatoes, cored, peeled, seeded, and cut into 1/2 inch pieces

2 tablespoons chopped local fresh basil leaves

Salt, pepper, and a pinch of sugar to taste

1 pound of pasta

Parmesan cheese to grate on top

Tools

Medium pot

Sauté pan

Butane or electric burner

Stirring spoons

Tongs

5-6 cutting boards

6-7 knives

Small bowl

Measuring spoons

Choppers

Tasting cups/bowls

20-25 forks

Hand sanitizer

Paper towels

Gloves

Heat 2 tablespoons oil and minced onion in medium skillet over medium heat until the onion is soft and translucent, add garlic and cook until it is fragrant but not browned, about 2 minutes. Stir in tomatoes; increase heat to medium high heat and cook until liquid given off by tomatoes evaporates and tomato pieces lose their shape to form a chunky sauce, about 10 minutes. Stir in basil and add salt, pepper, and a little pinch of sugar to taste.



Meanwhile bring water to boil, salt the water, and cook until pasta is al dente. Reserve 1/4 cup pasta cooking water; drain pasta and transfer back to cooking pot. Mix in reserved cooking water, sauce, and remaining tablespoon of oil; toss well to combine. Serve immediately.



Steps for Teaching Students to Cook **Pasta with Fresh Tomato Sauce**

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Students will prepare the tomatoes at this station. Guide the students in how to peel, and core the tomatoes. Next, the students will cut the tomatoes into 1/2 inch pieces. *For younger students, core and peel tomatoes ahead of time and ask them just to cut the tomatoes into 1/2 inch pieces.* (6 Students)

Station 2: Using knives or choppers, students will mince onion and garlic. (4 Students)

Station 3: Students will cut or tear basil leaves into very small pieces. (5 Students)

Station 4: Students will grate the parmesan cheese using a grater. (4 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: While the students are working, you'll need to cook the pasta. Bring the water to boil, salt the water, and cook until pasta is al dente. Reserve 1/4 cup pasta cooking water; drain pasta and transfer back to cooking pot.

Step 7: After each group is done with their task, ask a member of group to bring their completed ingredient to the main cooking station. Prompt the students to gather around the main station. The students will observe the chef/teacher complete the recipe. Heat 2 tablespoons oil and minced onion in medium skillet over medium heat until the onion is soft and translucent, add garlic and cook until it is fragrant but not browned, about 2 minutes. Stir in tomatoes; increase heat to medium high heat and cook until liquid given off by tomatoes evaporates and tomato pieces lose their shape to form a chunky sauce, about 10 minutes. Stir in basil and add salt, pepper, and a little pinch of sugar to taste. Mix reserved cooking water, sauce, and remaining tablespoon of oil into the pasta; toss well to combine. Serve immediately.

Discussion: Have a discussion with the students about the farm that grew the ingredients. Point out that the tomatoes and basil are both foods produced in WNC. Talk with students about vegetables that grow in the late summer. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!

Journal Entry: People who study plants consider tomatoes a fruit because they have seeds. However many chefs and nutritionists consider tomatoes a vegetable because they are not sweet. Do you think tomatoes should be called fruits or vegetables? Why?

Literature Connections:

First Tomato: A Voyage to the Bunny Planet by Wells, R.

Tomatoes (t) by Snyder, I.



SEPTEMBER

CUCUMBERS

Recipe by Liz and Katie Button of Cúrate

Homemade Pickles

(Prepare some pickles in advance so the kids can try them since the pickles have to sit over night. Alternatively, have different groups make different types and they can try them the following day)

Basic Pickling Liquid:

1 cup rice vinegar
1 cup water
1/3 cup white wine vinegar
3 tablespoons sugar
2 teaspoons kosher salt

Tools

2 butane or electric burners
2 saucepans
Measuring cups and measuring spoons
4 Small bowls or large liquid measuring cups
Stirring spoons
Tongs
5-6 cutting boards
6-7 knives
Tasting cups/bowls
20-25 forks
Hand sanitizer
Paper towels
Gloves

Mix ingredients together, and then proceed using one of the following recipes.



Pickled Cucumber Spears:

4 Local Pickling Cucumbers, about 1 pound
Quarter the cucumbers lengthwise, sprinkle with 1
teaspoon salt, let stand in bowl 1 hour.

To 1 recipe of basic pickling liquid add
2 cloves local garlic, peeled and halved;
1/4 teaspoon dill seed;
1 small dried or fresh red chile;
1/4 teaspoon mustard seed;
1 bay leaf

Bring pickling liquid and flavorings to simmer. Pour
over cucumbers. Cool to room temp and refrigerate
overnight before eating.

Bread and Butter Pickles:

4 Local Pickling Cucumbers, about 1 pound
Slice very thin, sprinkle with 1 1/2 teaspoons salt, let
stand in colander 1 hour. Transfer to bowl.

To 1/2 recipe of Basic Pickling Liquid add:
3 tablespoons sugar
1/2 teaspoon mustard seed
1/4 teaspoon celery seed
1/4 teaspoon ground turmeric

Bring pickling liquid and flavorings to simmer. Pour
over cucumbers. Cool to room temp and refrigerate
overnight before eating.



Steps for Teaching Students to Make Homemade Pickles

With this recipe, we recommend preparing two jars of pickles with your students—one jar of Bread and Butter Pickles, and one jar of Pickled Cucumber Spears. Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipes on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Students will prepare the cucumbers at this station. Guide the students in cutting the cucumbers in half and covering them with salt before they set them in a strainer (place a towel or paper towels beneath the strainer. (4 Students)

Station 2: This group will mix the Basic Pickling Liquid using measuring spoons and measuring cups. They should prepare enough pickling liquid for at least two jars of pickles. (6 Students)

Station 3: Students will measure and put ingredients for Bread and Butter Pickles into a glass measuring cup. (5 Students)

Station 4: Students will measure and put ingredients for Pickled Cucumber Spears into a glass measuring cup. (5 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: After each group is done with their task, ask a member of the group to bring their completed ingredient to the main cooking station.

Step 7: While the pickles are draining, read the students a children's book, ask them to predict something about the outcome of the recipe in their journal, or they can copy the recipe into their journal. Older students can research the chemistry of pickling.

Step 8: After about 30-40 minutes, prompt the students to gather around the main station. The students will observe the chef/teacher complete the recipe. Place the drained cucumbers in mason jars. Set up two butane or electric burners with sauté pans. In one pan, bring pickling liquid for the Bread and Butter and flavorings to simmer. Prepare the liquid for the Pickle Spears in the other pan. Pour the liquid over cucumbers. Cool to room temp and refrigerate overnight before eating.

Step 9: Cut pre-made cucumbers into small pieces and serve one bite of each cucumber to students. Ask the students to vote on their favorite.

Discussion: Talk with the students about the farm that grew the cucumbers. Point out that the cucumbers were produced in WNC. Talk with students about cucumbers, how they grow and the family of plants they belong to. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!

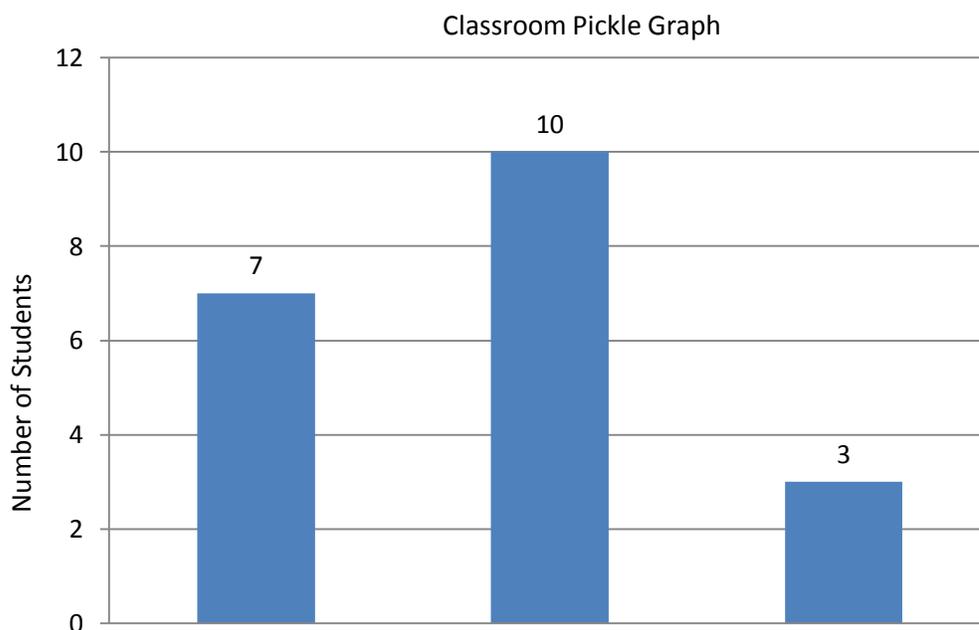


Classroom Connections for Cucumbers

Graph Activity:

Step 1: Ask students to close their eyes and vote on their favorite type of pickles (neither could also be an option). Tally the results on the chalkboard.

Step 2: Help students to construct a graph on the board. Review the part of a graph - title, axis, labels, data, legend for older students.



Step 3: Ask students to come up to the board one by one and shade the section of the bar graph that correlates with the herb they voted for. Mark off the sections for each individual to help.

Step 4: Discussion: Which option was the favorite? Which option was the least favorite? By how many votes did the favorite option win? *For older kids: What fraction of students selected each option? (If there are 20 students you will end up with something like 7/20 (or 1/3) selected Bread and Butter, 10/20 (or 1/2) Spears, and 3/20 (or 1/7) selected plain. Simplify fractions if grade appropriate. Now – what percentage of students selected each option?*

Journal Entry:

What do fresh cucumbers taste like (give the students a slice to try)? What do pickles taste like? Which do you like more and why?

How do you think cucumbers turn into pickles? Is it science? Magic? Have you ever eaten anything else that was "pickled"? Did you like it? Why or why not?

Literature Connections:

Cool as a Cucumber by Smallwood, S.

OCTOBER

Cabbage

From *The Giant Cabbage – An Alaskan Folktale* by Cherie B. Stihler



Cabbage Soup

Ingredients

3 quarts chicken or vegetable stock
4 tablespoons (1/2 stick) butter (or margarine)
2 large local onions, diced
1 large head of local cabbage, quartered and chopped
1 pound unpeeled local potatoes, cubed
1 pound local carrots, sliced in ¼ inch rounds
¼ cup dried parsley
2 tablespoons dried oregano
Salt and pepper to taste
Water
Optional ingredients:
2 cans (14.5 ounces each) stewed tomatoes, well drained
3 cups fresh spinach leaves, washed and de-stemmed
1 bunch celery, cleaned and diced
1 large zucchini, cubed

Tools

1 Large Pot
1 Butane or Electric Burner
1 Sauté pan
Stirring spoons
5-6 cutting boards
6-7 Knives
4-5 Small or medium bowls
Measuring spoons
Choppers
Tasting Cups/bowls
20-25 Forks
Hand Sanitizer
Paper Towels
Gloves

Steps

In a giant soup pot, bring the stock to a boil. In a 12 inch frying pan, melt the butter (or margarine) and sauté the onions until golden, about 5 minutes. Add to the soup pot, along with any butter remaining in the pan. Add the remaining ingredients, including the optional ones of your choice, and cover the vegetables with



water or additional stock. Simmer over low heat, stirring occasionally, until the carrots are soft and the potatoes are cooked, about 2 hours. Add salt and pepper to taste before serving. Serve with cheddar cheese, some crusty bread, and a good story.

Steps for Teaching Students to Cook **Cabbage Soup**

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Demonstrate what will happen at each individual cooking station, showing the tools and methods the kids will use.

Step 4: Divide students into four groups. Vary the size of the groups depending on the task; most school classes have 20 students. Assign the students to a station and make sure they understand what they will be doing.

Station 1: Students will peel and chop onions using kid safe chopper (4-5 students).

Station 2: Students will quarter and chop cabbage, using kid safe chopper if available, plastic knives otherwise (4-5 students)

Station 3: Students will peel and cut potatoes (4-5 students)

Station 4: Students will peel and cut carrots (4-5 students)

Station 5 (optional): Students will cut celery and zucchini, and de-stem spinach leaves (4-6 students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit one or two volunteers to help supervise.

Step 6: After each group is done with their task, ask a member of group to bring their completed ingredient to the main cooking station. Prompt the students to gather around the main station. In a giant soup pot, bring the stock to a boil. In a 12 inch frying pan, melt the butter (or margarine) and sauté the onions until golden, about 5 minutes. Add to the soup pot, along with any butter remaining in the pan. Allow one member from each group to add the remaining ingredients, including the optional ones of your choice, and cover the vegetables with water or additional stock. Simmer over low heat, stirring occasionally, until the carrots are soft and the potatoes are cooked, about 2 hours. Add salt and pepper to taste before serving. Serve with cheddar cheese, some crusty bread, and a good story.

Discussion: Talk with the students about the farm that grew the vegetables. Point out that they were produced in WNC. Talk with students about how these veggies grow and when they are in season. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!

Journal Entry: Imagine you have been asked to make a soup for your mom (other options are the president, your favorite super hero, your teacher, your principal, etc). What would you put in it? How would you make it? What would it taste like?

Literature Connections:

Sip, Slurp, Soup, Soup, Caldo, Caldo, Caldo by Bertrand, D.

NOVEMBER

POTATOES

Recipe by Liz and Katie Button of Cúrate



Herbed Roesti with Smoked Cheddar

Ingredients

4 tablespoons unsalted butter or Whipping Cream
2 pounds local potatoes (russets or Yukon golds)
3/4 teaspoon salt
1/4 teaspoon ground black pepper
1 tablespoons minced local fresh parsley
1 tablespoons minced local fresh dill
1 tablespoons minced local chives
3/4 cup shredded smoked cheddar cheese

Tools

1 butane or electric burner
1 medium or large sauté pan
Spatula
5-6 cutting boards
7-8 graters
4-5 small or medium bowls
Measuring spoons
Choppers
2 mason jars with lids
20-25 forks
Tasting plate for each student
Hand sanitizer
Paper towels
Gloves

Melt butter in 10 inch nonstick skillet over medium heat.

Grate potatoes on a standard hand grater. After grating, dry the potatoes with paper towels, season them with salt and black pepper, and mix in chopped herbs. Quickly add them to the melted butter to prevent them from turning brown. (Do not rinse the shredded potatoes; water will wash away the starch which is the adhesive that holds the roesti together).

Spread the potatoes evenly in the skillet; press with spatula to form compact cake. Cook until bottom crust is golden brown, pressing on potatoes occasionally with spatula, about 10 minutes.



Shake skillet or use spatula to loosen roesti. Place large plate or platter over skillet and carefully invert. Slide roesti back into skillet and cook until bottom crust is golden brown, 10 minutes longer. 5 minutes before the roesti is done sprinkle top crust with shredded smoked cheddar cheese. Cover and cook until cheese melts.



Steps for Teaching Students to Cook **Herbed Roesti with Smoked Cheddar**

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Tell them what is going to be going on at each individual cooking station.

Step 4: Divide students into four groups. Most school classes have about twenty kids, but you can vary the size of the groups depending on the task. Assign the students to a station and make sure they understand what they will be doing. For this recipe, consider rotating the students through each station.

Station 1: At this station, students will grate the potatoes using a hand grater and dry them with paper towels. (5 students)

Station 2: Students will chop, tear, or mince the herbs using a chopper, their fingers, or knives depending on their age. (5 Students)

Station 3: Students will grate the cheese. (5 Students)

Station 4: Butter Making Station or Research Station. If you choose to have a butter making station, the students will pour one cup of heavy whipping cream in each mason jar. They will take turns shaking the jars vigorously for about 5-10 minutes. Soon, the cream will solidify into butter! The students will measure 4 tablespoons of butter into one bowl. For a research station, bring age-appropriate books and ask this group to make a list of interesting facts about potatoes how they are grown. (5 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit a volunteer or two to help supervise.

Step 6: Prompt students and station two and three to bring the grated potatoes, herbs, and cheese to the main cooking station. Prompt the students to gather around the main station. Melt the butter in the skillet. Quickly add the potatoes to the melted butter to prevent them from turning brown. Spread the potatoes evenly in the skillet; press with spatula to form compact cake. Cook until bottom crust is golden brown, and press potatoes occasionally with spatula, about 10 minutes. Shake skillet or use spatula to loosen roesti. Place large plate or platter over skillet and carefully invert. Slide roesti back into skillet and cook until bottom crust is golden brown, 10 minutes longer. 5 minutes before the roesti is done sprinkle top crust with shredded smoked cheddar cheese. Cover and cook until cheese melts.

During the waiting time:

*Ask members of station four to present their research findings to the class.

Discussion: Have a discussion with the students about the farm that grew the ingredients. Point out that the potatoes used in the recipe were grown in WNC. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms.

Journal Entry: Imagine you've met someone who has moved here from far away and they have never eaten a potato! Explain to your new friend what potatoes look like, feel like, smell like, how they grow, and at least one way to cook them. Your friend might really appreciate a recipe too!

Literature Connections:

The Enormous Potato by Davis, A.

DECEMBER

APPLES

Recipe by Liz and Katie Button of Cúrate

Applesauce

Ingredients

2.5 lb local apples (use 2 or 3 different varieties to do comparison)

Water

3 Tablespoons local honey

Cinnamon, lemon juice, or lemon zest (optional)



Tools

Large pot

Butane or electric burner

Stirring spoons

Fork

5-6 cutting boards

6-7 knives

Grater

Food mill

Large bowl or second pot

Tasting cups

20-25 spoons

Hand sanitizer

Dish towels or paper towels

Gloves

Makes about 1 Quart

(Adjust depending on number of children, 4 oz per person suggested)

Wash, remove stem and crown the apples. Cut into quarters – you do not need to peel, remove seeds or core if you use a food mill after cooking.

Place them in a saucepan. Add water, enough to cover the bottom layer of quartered apples (you may need to add additional water during cooking, but too much water makes watery applesauce).

Simmer, partly covered until apples are tender (spear with a fork, if the piece falls from the fork then it is cooked until tender). Put them in a food mill. If needed, season with a small amount of sugar or local honey. Optional: cinnamon, lemon juice or lemon zest.



Steps for Teaching Students to Cook

Applesauce

Arrive at least 20-30 minutes early to set up before the cooking class-start time. Set up a station in the room where you will work. You will be cooking and teaching from here. Wipe down all work surfaces and set up the four stations where the kids will be working. It is very important to have equipment for the stations organized and set out before the class starts.

Step 1: If you are a visitor, introduce yourself and anyone helping you with the lesson. Share with the kids what you do with food in our community (are you a farmer? chef? cooking enthusiast?)

Step 2: Write the recipe on the board.

Step 3: Explain each step of the recipe to the students. Tell them what is going to be going on at each individual cooking station.

Step 4: Divide students into four groups. Most school classes have about twenty kids, but you can vary the size of the groups depending on the task. Assign the students to a station and make sure they understand what they will be doing. For this recipe, consider rotating the students through each station.

Station 1: At this station, students will wash the apples, take off the stems, and “crown” them or cut off their tops. This will give the apples a flat surface. The students will need to pass the prepared apples to station 2 periodically. (5 students)

Station 2: Students will cut the apples into quarters or small pieces. If you are working with elementary age students, cut the apples to a manageable size before they work with them. (5 Students)

Station 3: Students at this station will measure the local honey and put it in a small bowl or measuring cup. They can also grate a lemon to get lemon zest and squeeze lemon juice into a small bowl. (5 Students)

Station 4: This will be a research station. Bring age-appropriate books and ask this group to make a list of interesting facts about apples, how they are grown. Younger students can illustrate the steps of applesauce making or a volunteer can read them a book about apples. (5 Students)

Step 5: As the students complete their tasks, walk around the room and supervise. With younger groups, it may be helpful to recruit a volunteer or two to help supervise.

Step 6: Prompt students at station two and three to bring the cut apples and seasoning to the main cooking station. Prompt the students to gather around the main station. Put all of the apples into a large pot add water, enough to cover the bottom layer of quartered apples (you may need to add additional water during cooking, but too much water makes watery applesauce). Simmer, partly covered until apples are tender (spear with a fork, if the piece falls from the fork then it is cooked until tender).

During the waiting time:

*Ask members of station four to present their research findings to the class.

*Read a children’s book about apples, lead the kids in an “apple” art project, or ask them to write letters to the farmer who grew the apples you are using.

*Conduct a local apple taste test. Serve pieces of several different types of apples to the students. Ask them to vote on their favorite.

*Write in Journals: Students can make up and write a story that explains why apples float.

Step 8: Once the apples are soft, put them in a food mill and turn the apples through into a large bowl. Add the local honey, lemon juice, zest, and or cinnamon to taste. Let the kids vote on which seasoning they want to include.

Discussion: Have a discussion with the students about the farm that grew the ingredients. Point out that the apples and honey used in the recipe are both foods grown in WNC. Contact ASAP with the names of the farms you are sourcing from and we will produce information on the farms. You can even invite the farmer to come in and talk with the students!



Classroom Connections **for Apples**

Math (uses fractions): Our recipe calls for 2 apples. How many average apples do you think are in 1 pound? 3! So how many pounds do our 2 apples weigh? ($\frac{2}{3}$ of a pound).

For younger kids - Let's say I had small apples...would I need more than 3 or less than 3 to make a pound? How many?

For older kids— How much do you weigh? How many apples would it take to balance you on a seesaw? (Multiply their weight by 3).

You could also do this problem in reverse to make it harder....Ex. Joe weighs 80 lbs and it took 240 apples to balance him on a see-saw...(a picture here might be funny)....how many apples are in 1 pound?

These types of question can be varied for age groups and to meet course objectives regarding estimating and multiplication for each level.

Science: Have a discussion about where honey comes from and why we need bees. For older students, this may be a good opportunity to talk about ways to help our declining bee populations by planting pollinator gardens.

Journal Entry: Ask the kids if they know how apples grow. If not, explain that they grow on a tree and show photographs of apple trees. For their journal entry, ask students to invent and describe a new fruit that grows on a tree. How big is the tree it grows on? How big is the fruit itself? Cherry size, grapefruit size or even bigger (or smaller)? What does it taste like? When is it ripe? Winter, fall, spring, summer?

Literature Connection:

Applesauce by Kurtz, S.

Applesauce Season by Lipson, E.