Earth Eats

Real Food Green Living

For Additional Earth Eats Videos Visit:
http://fridayzone.org/category/segments/earth-eats/
A Sneak Peek Behind-The-Scenes of Earth Eats!
Earth Eats FAQ

How can Earth Eats segments, lessons, recipes, activities & ideas be used in the classroom?

Earth Eats video segments provide simple healthy recipes for teachers, children, and families to watch and prepare in the classroom or at home. Each segment is approximately 4 minutes.

Teachers can:

- Choose when and which recipes to prepare & share.
- Choose which lessons and activities to connect with the segment.
- Share recipes/recipe collector cards with students.
- Share recipes with families in the classroom newsletter, site, or send home weekly.
- Invite families into the classroom to join The Friday Zone fun!
- Be playful and enjoy preparing and sharing healthy snacks together while addressing important learning standards at the same time!

What will my students learn from watching Earth Eats segments preparing a recipe, teaching a lesson or engaging in an activity?

- Students will learn about things like: healthy food choices, how to follow a recipe, procedure, order, measuring, fractions, quantity, liquids and solids just to name a few. Our Earth Eats lessons and activities playfully extend beyond the segment to integrate English/Language Arts, Math, Science, Physical Education, Health and Wellness, Fine Arts, Music and Movement.

How can I afford the ingredients for my entire classroom?

- To help fund the ingredients in the Earth Eats recipes, please refer to our “Micro Grant Writing Tips,” page, which can be found near the end of the guide.

Some children in my classroom have food allergies or sensitivities. Can other ingredients be substituted?

- A NOTE ABOUT FOOD ALLERGIES: Always err on the side of safety! Check with families FIRST to learn which alternative food items are safe substitutes for their child. Most of the Earth Eats ingredients are simple and natural and can be creatively substituted for other fruits, vegetables, gluten free or nut free ingredients. You might even discover a new and improved, allergy free version to share with us at The Friday Zone!

Ready, Set, Go! See you in “The Zone!”
ABOUT EARTH EATS RECIPES

- Complete Earth Eats recipes and collectible recipe trading cards have been included and may be reproduced for sharing.
- Side A of the collectible recipe trading cards are intended to be duplicated on the front of all Side B cards.
- Blank cards have been provided for students, families and educators to create their own recipes to trade and share!
- Bonus recipes have been provided for your convenience as a resource for additional Earth Eats video segments at:
  http://fridayzone.org/category/segments/earth-eats/

NOTE ABOUT FOOD ALLERGIES: Always err on the side of safety! Check with families FIRST to learn which alternative food items are safe substitutes for their child. Most of the Earth Eats ingredients are simple and natural and can be creatively substituted for other fruits, vegetables, gluten free or nut free ingredients.
What’s in a recipe?

LIVE:

Earth Eats - Pretty Pita Pizzas [4:59 min]

Here’s a snack that could be a meal! DIY (do it yourself) pizzas are super fun, especially when experimenting with creative and yummy toppings!

LEARN & PLAY! [Optional recipe + 10 min]

Content Area Integration

K-2 - English/Language Arts, K-2 - Math

Indiana Standards:

K-2 - English/Language Arts (IDOE, 2014) - Nonfiction
K-2 - Math (IDOE, 2014) - Measurement

Brief Overview:

Enjoy making “Pretty Pita Pizzas!” Read a recipe and discover just “What’s in a recipe?!"

Vocabulary Possibilities:

Cup
Fraction
Ingredients
Measurement
Recipe
Tablespoon
Teaspoon
Volume

Materials:

“Pretty/Perfect Pita Pizza” Ingredients and kitchen utensils (See recipe)
“Pretty/Perfect Pita Pizza” Collector Recipe Card or Recipe Page.
Ready, Set, Go:
- After viewing the segment, prepare and enjoy “Pretty Pita Pizzas!”
- Introduce vocabulary word possibilities and their meanings. Discuss kitchen utensils and measurements.
- Compare the size of teaspoon, tablespoon, cup etc.
- Pass out the “Pretty Pita Pizza” Collector Recipe Card or Recipe Page.
- As a class, read the recipe together. Discuss how a recipe is written: vocabulary, measurements, amounts, order, sequence, directions, temperature, and etc.

Observation, Documentation or Assessment Suggestions:
- Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Teacher Tips, Tricks or Extension:
- This activity may be repeated if desired as each recipe is introduced.

Additional Teacher Notes:

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“Children need the freedom and time to play. 
*Play is not a luxury. 
*Play is a necessity.”

Kay Redfield Jamison
Contemporary American Professor of Psychiatry

(Jamison, as cited in Strong, 2015)

Teacher Notes

Grade Level/Standards Integrated/Date:


Ideas For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:


Perfect Pita Pizzas

**Ingredients:**

- 2 whole wheat pitas, separated and opened
- ½ cup of freshly made marinara, pizza sauce or tomato sauce
- ¾ cup mozzarella cheese
- 1/3 cup thinly sliced zucchini
- 1/3 cup thinly sliced carrot
- 4 thinly sliced cherry tomatoes

**Cooking Directions:**

1. Preheat toaster oven to 350 degrees.
2. Layer ingredients as desired on the pitas, starting with tomato sauce.
3. Bake until cheese is melted, 10 minutes. Carefully remove.
**Perfect Pita Pizzas**

**Ingredients:**
- 2 whole wheat pitas, separated and opened
- ½ cup of freshly made marinara, pizza sauce or tomato sauce
- ⅛ cup mozzarella cheese
- 1/3 cup thinly sliced zucchini
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2. Layer ingredients as desired on the pitas, starting with tomato sauce.
3. Bake until cheese is melted, 10 minutes. Carefully remove.
Let’s Write Our Own Recipe To Share!

LIVE:

**Earth Eats - Hummus Scooptasticus [4:19 min]**
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★ This hummus is so good it deserves a fancy name - it's Scooptasticus! You'll discover an unusual ingredient as a part of this recipe: chick peas!
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LEARN & PLAY! [Optional recipe + 20 min]

**Content Area Integration**
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★ K-2 - English/Language Arts, K-2 - Math
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**Indiana Standards:**
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★ K-2 - English/Language Arts (IDOE, 2014) - Reading: Nonfiction; Writing
★ K-2 - Math (IDOE, 2014) - Measurement
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**Brief Overview:**
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★ Everyone has a favorite family recipe or favorite food. Students will write their own recipe for a favorite food.
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**Vocabulary Possibilities:**

Cook  
Cup  
Fraction  
Ingredients  
Measurement  
Prepare  
Recipe  
Tablespoon  
Taste  
Teaspoon  
Temperature  
Volume
Materials:
- “Hummus Scooptasticus” Ingredients and kitchen utensils (See Recipe)
- Blank Earth Eats Recipe Card
- “Hummus Scooptasticus” Collector Recipe Card or Recipe Page.

Ready, Set, Go!:
- After viewing the FZ segment, prepare & share “Hummus Scooptasticus”
- Introduce vocabulary word possibilities and their meanings. Discuss kitchen utensils, measurements and procedure.
- Pass out the “Scooptasticus” Collector Recipe Card or Recipe Page.
- As a class read the recipe together. Discuss how a recipe is written: vocabulary, measurements, amounts, order, sequence, directions, temperature, and etc.
- Ask students to consider a family recipe, a favorite food, or a special dish. Discuss what the recipe might look like or what steps would be needed to prepare it.
- Pass out the blank recipe cards and have students write and/or draw the ingredients they think might be included. Be prepared for some highly imaginative and CREATIVE recipe ingredients!

Observation, Documentation or Assessment Suggestions:
- Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Teacher Tips, Tricks or Extension:
- Send the recipes home to families and ask them to send back in return a copy of the actual family recipe or favorite food recipe.
- Create a classroom family cookbook to include the student recipe on the left page and the actual family recipe on the right.
- Ask staff members to contribute their own favorite recipe to the classroom cookbook.

Additional Teacher Notes:
Teacher Notes

Grade Level/Standards Integrated/Date:


Idea For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:


Hummus Scooptasticus

Ingredients:

- 1 can chickpeas, rinsed and drained
- 1 clove garlic, chopped
- 1 teaspoon kosher salt
- 1 tablespoon olive oil
- Juice of 1 lemon
- 3 whole wheat pitas, cut into triangles
- Fresh veggies to dip

Cooking Directions:

1. Add first 5 ingredients to bowl of a food processor. Pulse to combine.
2. Scoop into a bowl and serve immediately or chill in the refrigerator.
Hummus Scooptasticus

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- 1 can chickpeas, rinsed and drained
- 1 clove garlic, chopped
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- Juice of 1 lemon
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- Fresh veggies to dip

Cooking Directions:
1. Add first 5 ingredients to bowl of a food processor. Pulse to combine.
2. Scoop into a bowl and serve immediately or chill in the refrigerator.
Let’s Play Cafe Earth Eats!

LIVE:

Earth Eats - The “Elvis” [4:20 min]
☆ It’s a snack fit for “The King” Peanut butter, banana, and chocolate chips, rolled up in a wrap and lightly toasted.

LEARN & PLAY! [Optional recipe + Ongoing center]

Content Area Integration
☆ K-2 - Social Studies

Indiana Standards:
☆ K-2 - Social Studies - (IDOE, 2014) - Standard 4

Brief Overview:
☆ People in our world do different jobs to meet the basic economic wants and needs of others. For example, Heather is our own Earth Eats chef. Students can explore roles, ideas about careers, goods, services, and economics through dramatic play in the classroom Earth Eats Cafe. This ongoing interactive center will provide an emergent curriculum and project based learning in your classroom!

Material Suggestions & Ready, Set, Go!:
☆ Engage the class to help create a cafe and cooking area for dramatic play and economic exploration.
☆ Invite students to brainstorm materials that they might need, want, and how they plan to create the cafe.
☆ Materials students may suggest or items to offer might include:
  * Earth Eats sign, FZ set, or cafe created with recycled cardboard boxes and poster-board.
  * Tables, cooking props, utensils and plastic food items.
  * Book basket filled with: Non-fiction books about cooking, cookbooks, the science of cooking, measurement and related children’s literature.
  * Art and paper materials to create menus, recipe cards and cookbooks
  * Tables to take orders and serve healthy snacks.
  * A mini-economy area that includes a cash register, play money and banking area.
  * Recycled containers or bags for “take-out” play.
  * Paper or stickers for price tags, receipt and coupon making.
  * Paper to keep track of orders, sales or banking.

Observation, Documentation or Assessment Suggestions:
☆ Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.
The Elvis

Ingredients:

- ½ cup reduced-fat creamy peanut butter spread
- 4 medium-sized whole wheat tortillas
- ¼ cup honey
- 2 small bananas
- ¼ cup semi-sweet chocolate morsels

Cooking Directions:

1. Spread peanut butter evenly over tortillas.
2. Drizzle honey and add banana slices and chocolate morsels.
3. Toast for 30 seconds or until warm.
The Elvis

Ingredients:
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- 4 medium-sized whole wheat tortillas
- ¼ cup honey
- 2 small bananas
- ¼ cup semi-sweet chocolate morsels

Cooking Directions:
1. Spread peanut butter evenly over tortillas.
2. Drizzle honey and add banana slices and chocolate morsels.
3. Toast for 30 seconds or until warm.
Create A Friend Like Felix!

LIVE:

Earth Eats - Banana Berry Smoothie [3:49]
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★ Felix and Heather make an awesome smoothie that tastes great and is easy, too! It’s a yummy treat in the morning or as an after school snack!
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LEARN & PLAY! [Optional recipe + 35 min]

Content Area Integration
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★ K-2 - English/Language Arts, K-2 Theatre & K-2 Visual Arts
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Indiana Standards:
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★ K-2 - English/Language Arts (IDOE, 2014) - Speaking & Listening
★ K-2 - Theatre (IDOE, 2010) - Standard 6
★ K-2 - Visual Arts (IDOE, 2010) - Standard 6
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Brief Overview:
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★ Students will explore The Friday Zone puppet “Felix,” as they design and create their very own puppet. Through interactive dialogue and performance, students will practice speaking and listening skills in small and large groups.

★ This is the first of a series of lessons that may be used individually or as a complete series. Future lessons provide students with an opportunity to use their puppet creations to produce public service announcements, perform for an audience and to retell facts or stories.
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Vocabulary Possibilities:

<table>
<thead>
<tr>
<th>Advocate</th>
<th>Make-believe</th>
<th>Puppeteer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>Non-fiction</td>
<td>Reality</td>
</tr>
<tr>
<td>Fiction</td>
<td>Personality</td>
<td>Recipe</td>
</tr>
<tr>
<td>Green Living</td>
<td>Personification</td>
<td>Script</td>
</tr>
<tr>
<td>Healthy Eating</td>
<td>Play</td>
<td>Voice</td>
</tr>
<tr>
<td>Imagination</td>
<td>Puppet</td>
<td>Wellness</td>
</tr>
</tbody>
</table>
Materials:
- Banana Berry Smoothie ingredients and kitchen utensils (see recipe).
- A wide range of recycled or repurposed materials for students to create their own puppets: paper, pencils, socks, mittens, gloves, cardboard tubes, paper plates, lunch sacks, scraps of felt, fabric, yarn and ribbon, buttons, eyes, markers, crayons, tape, duct tape, and glue.
- Puppet-making books, magazines, and images of puppets to inspire students creativity and designs.
- “Banana Berry Smoothie” Collector Recipe Card or Recipe Page.

Ready, Set, Go!:
- After viewing the FZ segment prepare & share Banana Berry Smoothies. Afterward, initiate an interactive group discussion about the roles of Heather and Felix as health, wellness, and green living advocates.
- Discuss Heather’s role as a chef who prepares healthy snacks and Felix’s role as a puppet friend.
- Introduce students to concepts surrounding puppets, puppetry, character, personality and voice.
- Explain that today they are going to design and create their own puppet.
- Provide time for students to sketch, plan and design puppets.
- Allow students time to freely explore and choose materials for their puppet designs.
- Experiment, construct, make and create!
- After puppets have dried, provide time for students to give character, voice and personality to their puppet.
- In small groups encourage students practice their puppetry performance skills.
- Take digital images of students performing with their puppets for classroom display and documentation.
- Share images with parents in the weekly classroom newsletter or classroom page or site.

Wrap Up:
- If applicable, explain to students that their puppets will be used in upcoming lessons.
- Pass out the “Banana Berry Smoothie” Collector Recipe Card or Recipe Page.

Observation, Documentation or Assessment Suggestions:
- Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Teacher Tips, Tricks or Extension:
- Build a classroom text set for student exploration that includes the history and multicultural use of puppets, how to make puppets, the art of puppetry, puppetplays, scriptwriting, stage, theatre, folktales, fairy tales and story books easily adapted for storytelling with puppets.
- Invite a local puppeteer in for a performance or take a field trip to your local puppet theatre for a puppet show.
- Check with education outreach at your local museums and libraries for puppet lending materials.
Teacher Notes

Grade Level/Standards Integrated/Date:


Ideas For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:


Earth eats

Banana Berry Smoothie

Ingredients:

• 1 cup low fat vanilla frozen yogurt
• 1 medium banana
• 1 cup fresh strawberries, chopped
• ½ cup light cranberry juice

Cooking Directions:

1. Place all items in a blender.
2. Run 1 minute until smooth. Pour and serve.
**Banana Berry Smoothie**

**Ingredients:**
- 1 cup low fat vanilla frozen yogurt
- 1 medium banana
- 1 cup fresh strawberries, chopped
- ½ cup light cranberry juice

**Cooking Directions:**
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**Ingredients:**
- 1 cup low fat vanilla frozen yogurt
- 1 medium banana
- 1 cup fresh strawberries, chopped
- ½ cup light cranberry juice

**Cooking Directions:**
1. Place all items in a blender.
2. Run 1 minute until smooth. Pour and serve.
Produce A PSA For Broccoli!

LIVE:

Earth Eats - Los Broccolis Incognitos [3:48]
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Materials:
- Non-fiction resources and children's literature that will teach about broccoli's health benefits and humorous stories or poems about broccoli.
- Paper, notebooks, pencils, crayons, colored pencils.
- Puppets created previously in lesson “Create A Friend Like Felix!”
- Props or materials for making props.
- BROCCOLI
- Technology Option: Digital camera or iPad.
- Los Broccolis Incognitos Collector Recipe Card or Recipe Page.

Ready, Set, Go!:
- After viewing the FZ segment, initiate an interactive group discussion about the special ingredient (BROCCOLI) hidden in today's recipe.
- Ask how many students like or dislike BROCCOLI. Create a simple class graph or venn diagram.
- Discuss the health qualities and benefits of BROCCOLI and other vegetables. Read a book aloud that informs students about broccoli's benefits.
- Inform and discuss the persuasive power of media in commercials and advertising and describe the definition and purpose of a public service announcement (PSA).
- Explain that today in teams they are going to plan, write and use their “Friend Like Felix” puppets to perform their own PSA to persuade an audience to eat BROCCOLI.
- Divide students into small teams.
- Have students decide, record and write facts, slogans or statements for use in persuading their audience to make healthier eating choices and to eat BROCCOLI.
- Provide teams time to practice acting and performing with puppets.
- Have teams take turns performing their BROCCOLI PSAs.
- Technology Option: Film PSAs to share during the morning school announcements.

Wrap Up:
- Discuss which PSAs teams were most persuasive in promoting BROCCOLI and why.
- Pass out the “Los Broccolis Incognitos” Collector Recipe Card or Recipe Page.

Observation, Documentation or Assessment Suggestions:
- Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Teacher Tips, Tricks or Extension:
- Have students be on the lookout for persuasive media they see at home. Have a follow-up discussion the following day at morning meeting.
- Share performances with families.
Teacher Notes

Grade Level/Standards Integrated/Date:


Ideas For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:


Los Broccolis Incognitos

Ingredients:

- 1 cup of shredded cheddar cheese
- ½ cup finely chopped broccoli
- 2 tablespoons homemade salsa
- 4 small flour tortillas

Cooking Directions:

1. Combine first 3 ingredients. Spread on heated tortilla and top with another.
2. Carefully cut into wedges and serve.
3. You can also put 2 tablespoons on 1 tortilla, fold over and heat in a skillet or toaster oven until warmed through.
**Los Broccolis Incognitos**

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1. Combine first 3 ingredients. Spread on heated tortilla and top with another.
2. Carefully cut into wedges and serve.
3. You can also put 2 tablespoons on 1 tortilla, fold over and heat in a skillet or toaster oven until warmed through.
Food Critic For A Day:
“Juicy” words for Juicy Cinnamon Apple Crisps!

LIVE:

Earth Eats - Cinnamon Apple Crisps [5:16]
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Materials:
- Cinnamon Apple Crisps ingredients and kitchen utensils (See Recipe)
- Supporting non-fiction - Read aloud/shared reading - books about the five senses.
- Supporting non-fiction and fun facts about having a career as a “Food Critic.” For example, career oriented non-fiction books, or reference material; newspapers and magazines with food critic columns or reviews, children’s critic video segments on You-Tube, etc.
- Whiteboard or large white paper for large group brainstorming.
- Paper, notebooks, pencils, crayons, colored pencils.
- “Cinnamon Apple Crisp” Collector Recipe Card or Recipe Page.

Ready, Set, Go!:
- After viewing the FZ segment inform students that today everyone will become a “Food Critic For A Day!”
- Use supporting non-fiction information and fun facts to inform students about what a food critic does and how they inform an audience.
- Share examples of food critic columns, reviews or videos.
- Share and read aloud about the five senses. Discuss how using the five senses can provide “juicy” (interesting, highly descriptive words) impressions of the recipe and its ingredients.
- On a whiteboard or large white paper brainstorm possible “juicy” words using each of the five senses.
- Prepare the healthy snack.
- After enjoying the snack, as food critics, have students brainstorm and write their own “juicy” impressions of the treat based on a sensory description using all five senses: sight, smell, sound, taste, and touch.
- Have students draw an illustration or cartoon to represent their critique of the recipe.
- In small groups invite students to share their critique and illustration with other group members.
- As a class, engage in a discussion about the persuasive qualities of their critiques and illustrations to persuade an audience to try the recipe or not in the future.

Wrap Up:
- Ask students if they think they might enjoy a career as a food critic - Why or why not?
- Pass out the “Cinnamon Apple Crisp” Collector Recipe Card or Recipe Page.

Observation, Documentation or Assessment Suggestions:
- Refer to the most current Indiana State Standards, grade level, and applicable standards to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Teacher Tips, Tricks or Extension:
- This lesson may be used with other Earth Eats recipe videos as a routine journal prompt activity after preparing and eating each recipe!
- Send some of your “juiciest” critiques to The Friday Zone!
Teacher Notes

Grade Level/Standards Integrated/Date:


Ideas For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:


Cinnamon Apple Crisps

Ingredients:

- 4 slices of cinnamon raisin bread, or just raisin bread
- 1/3 cup cream cheese, softened
- ¼ cup chopped apple
- 1 teaspoon sugar
- 1/8 teaspoon cinnamon
- Cookie cutters in shape of your choice

Cooking Directions:

1. In a small bowl, mix the sugar and cinnamon
2. Lay bread slices on a cutting board. Using cookie cutter cut shapes into bread.
3. Place bread in toaster oven and toast until just a bit crispy, 30 seconds
4. Carefully place bread on a plate and spread cream cheese. Add the apples and sprinkle with cinnamon sugar mix.
Cinnamon Apple Crisps

Ingredients:
- 4 slices of cinnamon raisin bread, or just raisin bread
- 1/3 cup cream cheese, softened
- 1/4 cup chopped apple
- 1 teaspoon sugar
- 1/8 teaspoon cinnamon
- Cookie cutters in shape of your choice

Cooking Directions:
1. In a small bowl, mix the sugar and cinnamon
2. Lay bread slices on a cutting board. Using cookie cutter cut shapes into bread.
3. Place bread in toaster oven and toast until just a bit crispy, 30 seconds
4. Carefully place bread on a plate and spread cream cheese. Add the apples and sprinkle with cinnamon sugar mix.
PB & B Honey Wrap Raps!

LIVE:

PB & B Honey Wrap Rap! [3:19]

A quick, healthy snack that anyone will love! Peanut butter or peanut-free substitute, mashed banana, and honey - super simple!

LEARN & PLAY! [Optional recipe + 30 min]

Content Area Integration

- K-2 - English/Language Arts, K-2 Music, K-2 Dance

Standards:

- K-2 - English/Language Arts (IDOE, 2014) - Writing
- K-2 - Music (IDOE, 2010) - Standard 1, 2, 3 & 4
- K-2 - Dance (IDOE, 2010) - Standard 7

Brief Overview:

Students love music, rhyme and rap. In small groups students will write, practice, and perform their own PB & B Honey Wrap Raps! Using objects in the classroom such as blocks, pencils, cups, bowls, etc. students will add some beats to their PB & B Honey Wrap Raps!

Vocabulary Possibilities:

- Percussion
- Poetry
- Rap
- Rhyme
- Rhythm
- Wrap

Materials:

- PB & B Honey Wrap Recipe ingredients and kitchen utensils (See Recipe)
- Paper, notebooks, pencils, crayons, colored pencils.
- Found classroom & everyday objects to create beats.
- Children’s literature and non-fiction books about percussion instruments, how to make rhythm instruments out of found objects, books about rhythm and rhyme.
- Images of drums and percussion instruments.
- Toy or handmade microphones for performances.
- “PB & B Honey Wrap” Collector Recipe Card or Recipe Page.
Ready, Set, Go!

- After viewing the FZ segment, prepare PB & B Honey Wrap snack.
- After enjoying the healthy snack, inform students they will work in small groups to write, practice, and get a chance to perform their own PB & B Honey Wrap Raps! Using found objects in the classroom such as blocks, pencils, cups, bowls, etc. students will add some beats to their PB & B Honey Wrap Raps.
- Provide time for students to create, write, and practice their PB & B Honey Wrap Raps.
- Provide time for students to discover, explore, and play with found objects as percussion instruments.
- Provide time for students to integrate their found object beats into their PB & B Honey Wrap Raps.
- Invite groups to enjoy the experience of performing their musical creations!

Wrap Up:

- Pass out the “PB & B Honey Wrap” Collector Recipe Card or Recipe Page.

Observation, Documentation or Assessment Suggestions:

- Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Teacher Tips, Tricks or Extension:

- Invite a percussionist into the classroom.
- Take a field trip to the Rhythm! Discover Center in Indianapolis - http://rhythmdiscoverycenter.org
- Invite families in to share in the playful learning or digitally record performances to share.

Additional Teacher Notes:
Teacher Notes

Grade Level/Standards Integrated/Date:


Ideas For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:
**Earth eats**

**PB&B Honey Wrap**

**Ingredients:**

- 1 whole wheat wrap
- 2 tablespoons homemade peanut butter
- 2 teaspoons honey
- 1 small banana

**Cooking Directions:**

2. In a small bowl mash the banana. Spread onto wrap.
3. Roll up to serve or fold burrito style.
PB&B Honey Wrap

Ingredients:
- 1 whole wheat wrap
- 2 tablespoons homemade peanut butter
- 2 teaspoons honey
- 1 small banana

Cooking Directions:
2. In a small bowl mash the banana. Spread onto wrap
3. Roll up to serve or fold burrito style.

PB&B Honey Wrap

Ingredients:
- 1 whole wheat wrap
- 2 tablespoons homemade peanut butter
- 2 teaspoons honey
- 1 small banana

Cooking Directions:
2. In a small bowl mash the banana. Spread onto wrap
3. Roll up to serve or fold burrito style.
Cool Cats Scat!

**LIVE:**

*Earth Eats - Cool Cat [3:24]*

Felix and Heather make one of their favorite drinks. Follow the Earth Eats recipe or improvise to create your own unique “Cool Cat” with any combination of fruits!

**LEARN & PLAY! [Optional recipe + 20 min]**

**Content Area Integration:**

*K-2 - English/Language Arts, K-2 Music*

**Indiana Standards:**

*K-2 - English/Language Arts (IDOE, 2014) - Reading Foundations; Literature; Speaking & Listening
*K-2 - Music (IDOE, 2010) - Standard 3*

**Brief Overview:**

This fun read aloud will introduce an improvisational style of music called “scat.” Students will enjoy scatting along with the text and will playfully improvise additional scats.

**Vocabulary Possibilities:**

- Combination
- Improvise
- Jazz
- Rhyme
- Rhythm
- Scat

**Materials:**

- Cool Cat ingredients and kitchen utensils (See Recipe)
- Read aloud: “Freddie The Frog and The Flying Jazz Kitten” by Sharon Burch
- “Cool Cat” Collector Recipe Card or Recipe Page.
Ready, Set, Go!

- After viewing the segment, prepare and share a Cool Cat.
- Explain: Today we are going to be “Cool Cats” and learn about a fun style of improvisational singing called “SCAT!”
- Introduce scat singing: Definition - “Scat is the improvised singing of nonsense syllables in jazz music, similar to an instrumental solo” (Burch, 2012).
- Read aloud: “Freddie The Frog and The Flying Jazz Kitten” by Sharon Burch
- For a sample of the scat rhythm of the book visit: https://www.youtube.com/watch?v=J1__6OxLooU
- Invite students to scat along with the text and improvise additional scats.
- Discuss famous scats and listen to songs from scat singers like Louis Armstrong and Ella Fitzgerald.

Wrap Up:
- Pass out the “Cool Cat” Collector Recipe Card or Recipe Page.

Observation, Documentation or Assessment Suggestions:
- Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Teacher Tips, Tricks or Extension:
- Continue to playfully improvise and echo new scats during transition times.
- Invite a local jazz musician in to perform.
- Add “Cool Cat” beats with rhythms and found object percussion instruments
- For additional teacher resources visit the author’s site: http://teachingwithfreddiethefrog.com

References & Resources:


Teacher Notes:

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Teacher Notes

Grade Level/Standards Integrated/Date:


Ideas For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:


Cool Cat

Ingredients:

- 1 cup low fat milk
- 1 cup strawberries, mango, or small banana
- 1 teaspoon sugar or maple syrup
- 3 – 4 ice cubes

Cooking Directions:

1. Place all ingredients in a blender and run for 1 minute or until smooth.
2. Pour and serve.
Cool Cat

Ingredients:
- 1 cup low fat milk
- 1 cup strawberries, mango, or small banana
- 1 teaspoon sugar or maple syrup
- 3 – 4 ice cubes

Cooking Directions:
1. Place all ingredients in a blender and run for 1 minute or until smooth.
2. Pour and serve.
The Adventures of “Super Green, The Dirty Dozen & The Clean 15!”

LIVE:

Earth Eats - Super Pudding [3:21 min]

"Soup up" your pudding and make it into a yummy smoothie! Just add milk, a mango, and strawberries. Just like Superman or Super Green drinks!

LEARN & PLAY! [Optional recipe + 30 min]

Content Area Integration:

- K-2 - English/Language Arts, K-8 Health & Wellness, K-8 Visual Arts

Indiana Standards:

- K-2 - English/Language Arts (IDOE, 2014) - Writing
- K-8 - Health & Wellness (IDOE, 2010) - Standard 1, 5, 7 & 8
- K-2 - Visual Arts (IDOE, 2010) - Standard 6 & 8

Brief Overview:

Earth Eats is all about healthy eating and green living! In this activity, students will practice making informed decisions about green living and healthy eating by learning about “The Dirty Dozen & The Clean 15!” While cartooning the imaginary adventures of a superhero called “Super Green,” students will playfully engage in conveying what they have learned about chemicals, pesticides, and organic foods in a fun, visual format.

Material Suggestions:

- Fast facts and information about “The Dirty Dozen & The Clean 15.”
- Examples of cartooning, comic strips and developmentally appropriate graphic novels.
- Journals, notepaper, drawing paper or printed comic strip templates (free downloads are available on the web)
- Art materials

Ready, Set, Go!:

- After viewing the segment prepare, share and enjoy “Super Pudding.”
- Pass out the “Super Pudding” Collector Recipe Card or Recipe Page.
- Review the ingredients in particular mango and strawberries. Discuss organic vs. non-organic foods.
- Brainstorm foods that students have had or seen that are organic (Milk, yogurt, lettuce, and etc.).
Introduce fast facts about chemicals, pesticides and when it is best to choose organic foods. Fast facts about “The Dirty Dozen & The Clean 15” may be found at http://www.pbs.org/wnet/need-to-know/health/the-dirty-dozen-and-clean-15-of-produce/616/

Inform students that today they are going to create their own comic strip about a character they imagine named “Super Green.” Explain that “Super Green” is here to help children all over the world make the healthiest food choices possible and prevent the use of pesticides and chemicals in gardens at home. Ask students to create their own comic strip characters and food/garden adventures that inform others about healthy decisions. What adventures will “Super Green, The Dirty Dozen and The Clean Fifteen” have? Time to imagine, write and illustrate!

Observation, Documentation or Assessment Suggestions:

Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

Literacy Connection:

Add fiction and non-fiction to include farming, farmers markets, organic & urban gardening, sustainability, fruits, vegetables, healthy eating and green living.

Consider adding these books to your collection:


Teacher Tips, Tricks or Extension:

Invite an organic farmer into the classroom to extend learning.

As a class visit a local farmers market.

Plant your own organic garden in a container, window box, straw bale, or organic outdoor classroom garden in early spring!

References:

Pou, J. (2010). The dirty dozen and clean 15 of produce. Need To Know On PBS.

Teacher Notes

Grade Level/Standards Integrated/Date:


Idea For Universal Design/Differentiation/Adaption/Meeting All Students Needs:


Teacher Reflection, Additional Notes, Materials & Future Ideas:


Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:


Super Pudding

Ingredients:

- 3 ½ cup low fat milk
- 1 4 ounce package of vanilla pudding (sugar and fat free)
- ½ medium mango
- ½ cup fresh strawberries

Cooking Directions:

1. Place all ingredients in a blender.
2. Blend 1-2 minutes or until smooth. Pour and serve.
Super Pudding

Ingredients:
- 3 1/2 cup low fat milk
- 1 4 ounce package of vanilla pudding (sugar and fat free)
- 1/2 medium mango
- 1/2 cup fresh strawberries

Cooking Directions:
1. Place all ingredients in a blender.
2. Blend 1-2 minutes or until smooth. Pour and serve.

Super Pudding

Ingredients:
- 3 1/2 cup low fat milk
- 1 4 ounce package of vanilla pudding (sugar and fat free)
- 1/2 medium mango
- 1/2 cup fresh strawberries

Cooking Directions:
1. Place all ingredients in a blender.
2. Blend 1-2 minutes or until smooth. Pour and serve.

Super Pudding

Ingredients:
- 3 1/2 cup low fat milk
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- 1/2 medium mango
- 1/2 cup fresh strawberries

Cooking Directions:
1. Place all ingredients in a blender.
2. Blend 1-2 minutes or until smooth. Pour and serve.

Super Pudding

Ingredients:
- 3 1/2 cup low fat milk
- 1 4 ounce package of vanilla pudding (sugar and fat free)
- 1/2 medium mango
- 1/2 cup fresh strawberries

Cooking Directions:
1. Place all ingredients in a blender.
2. Blend 1-2 minutes or until smooth. Pour and serve.
Let’s Assemble Snack Stix & Fruit Patterns!

LIVE:

Earth Eats - Snack Stix & Fruit Kabobs [3:08]

- Felix and Heather create patterns while preparing “Snack Stix” on their Earth Eats assembly line!

LEARN & PLAY! [Optional recipe + 12 min]

Content Area Integration

- K - Math

Standards:

- K - Math (IDOE, 2014) - Computation & Algebraic Thinking

Brief Overview:

- Students will enjoy creating their own assembly line and patterns with the ingredients in this super simple snack!

Vocabulary Possibilities:

- Assembly
- Assembly Line
- Growing Pattern
- Pattern
- Pattern Symmetry
- Repeating Pattern
- Skewer

Materials:

- “Snack Stix & Fruit Kabob” ingredients and kitchen utensils (see recipe).
- NOTE: popsicle sticks or coffee stir sticks provide a safer alternative to skewers.
- “Snack Stix & Fruit Kabob” Collector Recipe Card or Recipe Page.
- “The Pattern Shout-Out song, movements and lyrics by David Burba.
Ready, Set, Go!

- After viewing the FZ segment prepare & share “Snack Stix & Fruit Patterns.”
- Discuss vocabulary and introduce concepts associated with creating different kinds of patterns
- Create hands-on examples of different kinds of patterns created with classroom or found objects.
- Provide ingredients “assembly line style” and invite students to create patterns with the ingredients.
- Discuss the different kinds of patterns created.
- Eat & enjoy!

Wrap Up:

- After clean up, extend pattern exploration by singing “The Pattern Shout-Out” by David Burba.
- Pass out the “Snack Stix & Fruit Kabob” Collector Recipe Card or Recipe Page.
- Consider adding these “sweet” books about patterns to your reading area:
  
  

Observation, Documentation or Assessment Suggestions:

- Refer to the most current Indiana State Standards, grade level, and applicable standard points to create assessments tailored to your preferred method or style of observation, documentation, and evaluation.

References:


Teacher Notes & Resource Ideas:
Teacher Notes

Grade Level/Standards Integrated/Date:

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Ideas For Universal Design/Differentiation/Adaption/Meeting All Students Needs:

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Teacher Reflection, Additional Notes, Materials & Future Ideas:

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Observational/Anecdotal Notes - Emergent Student Interests To Extend Lesson or Activity:

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Consider These Resources To Extend Learning


Teacher Notes & Favorite Resources:


“Play gives children a chance to practice what they are learning.”
Fred Rogers
American Television Personality
(Rogers, as cited in Strong, 2015)