

Cooking Up Fun with PreSchool



A collection of lessons and activities for the PreSchool classroom incorporating cooking and healthy eating.



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Apples to Applesauce

Content Area

Health and Nutrition

Mathematics

Objective

The student will be able to:

- Use senses to investigate how heat changes apples into applesauce
- record time apples become soft
- put data into bar graph
- organize process steps in correct order.

Materials

- Two pounds or about five apples (yields 3 cups sauce) from a baking variety like Empire, Gala or Golden Delicious
- Knife (adult)
- Cutting board
- Lemon juice or acidic acid
- Either a hot plate and heat proof dish (will take about 1.5 hours to complete) or crock pot to heat apples until soft (will take about 4 hours on High)
- Spoon
- Kitchen timer or stop watch
- Fork (or food mill or sieve if finer texture is desired)
- Time Chart- copies for each student
- Bar Graph-copies for each student

Background Knowledge

One bushel of apples weighs about 48 pounds.

An average of 5-6 million bushels of apples are produced annually by Virginia growers.

Virginia apple growers produce many popular varieties including Red Delicious, Golden Delicious, Rome, Stayman, Gala, Winesap, York, Granny Smith, Jonathan, Fuji and Ginger Gold.

The majority of apples trees are grown in the Shenandoah Valley.

Seventy percent of Virginia apples are sold for processing and made into popular products such as applesauce, apple juice, apple butter, slices and cider.

An average apple contains only 80 calories. Apples have five grams of fiber, 20% of the daily recommended fiber needs. Potassium, which is found in apples, is important in regulating blood pressure.

Apples have no fat, cholesterol or sodium.

Applesauce is a fat free substitute when cooking and can be used in place of oil or shortening. In addition to being healthy, applesauce makes baked goods taste moist.



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Procedure

1. Peel, core and chop each apple into 1-inch cubes (adult). Save one apple quarter and leave whole. Discuss the safety of using a knife. Discuss whether the bigger piece of apple will make any difference in the time it takes to cook the apple to the soft stage.
2. Give each child one apple cube. Compare the color, smell, taste, and texture of the raw apple.
3. Put the raw apple cubes (including the whole quarter) and 1 cup water and cook over medium heat. Cover with lid. Note the time on the chart.
4. Set the timer or stop watch to check the apples every 10 minutes and stir. Add more water if needed to keep apples moist and from sticking to pan. Note the time on chart when the apples are soft and can be easily mashed with fork. Did it take longer for the bigger piece to cook?
5. Mash the cooked apples with a fork. Add sugar if desired. If a finer texture is desired use a food mill or sieve.
6. After the apples are mashed, cool and serve as a nutritious snack.
7. Look at the color, smell, taste and texture of the applesauce. How is it different than the raw apple?
8. Look at the cooking time chart and transfer the figures to the bar graph.
9. Discuss the order of the steps of the experiment and have students number them in order they occurred.

Extension

1. Investigate a second variety that is best eaten raw, like Red Delicious. Compare to a cooking variety like Fuji. Select two pounds (about 5) of apples (yields 3 cups sauce). Cook at the same time as the cooking variety. Use the same type of heat source for a constant. Compare the color, smell, taste, and texture of both varieties at timed intervals. Record on chart. Make a bar graph for each and compare results. Did one variety cook quicker than the other variety?
2. Using the same time chart, make apple butter in crock pot and record the time. Discuss the length of time it takes to make applesauce vs. apple butter. Compare color, smell, taste, and texture of applesauce to apple butter. Use words like more, less, darker, lighter, longer, and shorter.
3. Read a story about Johnny Appleseed.



Recipe for Applesauce

2 pounds (about 5) cooking apples
1 1/2 cups water
Sugar to taste (optional) (about ¼ cup)

Wash, core and peel apples. Cut into 1-inch cubes. Add apples and water to pan and cover with lid. Cook over medium heat until water boils. Reduce heat to low and cook apples until are soft. On electric heat, process will take about one and half hours. In a slow cooker, process will take about 4 hours. More water may be added to keep apples from sticking and bottom of pan moist. Mash with a fork or press through sieve or food mill.

Recipe for Apple Butter in Slow Cooker

Cook Time –Total time 8 hrs

Slow Cooker- At least 5 quart cooker

Ingredients

8 cups cooking apples, peeled, thin-sliced
2 cups granulated white sugar
1/4 teaspoon ground cinnamon
1/8 teaspoon ground cloves
1/8 teaspoon salt

Directions:

1. Stir all ingredients in slow cooker. Cover; cook on High for 1 hour and then on Low for 7 hours, or until the apple butter is thick and brown. Stir occasionally throughout the day. Provides a delightful smell in the room.
2. Apple butter will thicken as it cools. Serve on biscuits.
3. Store in refrigerator.



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Number the steps in the correct order to make applesauce

- _____ Cook apples until soft
- _____ Wash, peel, and core apples
- _____ Mash apples
- _____ Cut apples into one inch cubes



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Date: Apple Variety(for cooking):	
Time	Description
	Raw apples put into pan over heat
	Apples are soft and can be mashed
	Total Minutes

Date: Apple Variety(for eating raw):	
Time	Description
	Raw apples put into pan over heat
	Apples are soft and can be mashed
	Total minutes



Bar Graph for Time Data

Minutes to cook 2 apple varieties

120		
90		
80		
70		
60		
50		
40		
30		
20		
10		
0		

Variety 1- Cooking

Variety 2- Eating

Note: If using slow cooker, time should be changed to allow up to 5 hours for cooking.



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Bar Graph for Time Data

Minutes to cook 1 apple variety

120	
90	
80	
70	
60	
50	
40	
30	
20	
10	Variety 1- Cooking
0	_____

Note: If using slow cooker, time should be changed to allow up to 5 hours for cooking.



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Critter Munch

Content Area

Health and nutrition

Fine Motor: Manipulative Movement

Literacy: Oral Expression, Print/Book Awareness, Vocabulary

Objective

The student will be able to:

- Identify foods needed to stay healthy and grow.

Materials

- *Down on the Farm* by Merrily Kutner
- Snack size baggies
- Corn cereal squares
- Frosted cheerio cereal
- Popcorn
- Raisins
- Dried fruit bits
- Bowls
- Spoons
- Paper towels
- Wet wipes or soap and water

Background Knowledge

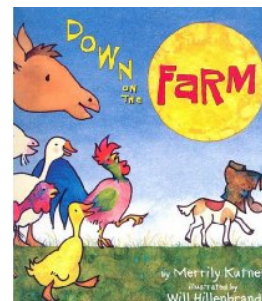
Animals need food to stay healthy and grow. Cattle, poultry, and even equine have a specialized diet just right for them. Cattle eat grass, grain and silage which is a mixture of corn and grass. Poultry eat a different specialized feed including grains and nutrients. Horses enjoy hay, grain, and even the occasional apple. Many animals have grains such as corn and wheat as a part of their diet.

Procedure

1. Read *Down on the Farm* to a group of children.
2. Discuss the sounds that each animal makes.
3. Talk about what type of food each animal eats.
4. Point out that cereals are made from grains including corn and wheat.
5. Share that many animals also eat fruits and nuts.
6. Fill bowls with each type of food. Place a spoon in each bowl.
7. Have students wash and dry hands before creating critter munch.
8. Assist children in putting 1 spoon full of each type of food into a snack bag.
9. Munch on the critter munch.

Extension

Draw a picture of your favorite animal eating on the farm.



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Fill a Healthy Basket

Content Areas

Vocabulary

Manipulative Movement

Objective

The student will be able to:

- Identify fruits and vegetables

Materials

- copies of basket page
- pictures of fruits and vegetables as well as non-edible objects
- scissors
- glue
- crayons

Background Knowledge

Virginia farmers grow many different types of fruits and vegetables. Commercial growers produce cabbage, cucumbers, string beans, sweet corn, tomatoes, sweet potatoes, white potatoes, watermelon, apple, peaches, and grapes. Additional varieties of fruits and vegetables are grown locally as well. The commonwealth ranks nationally in production of tomatoes, string beans, apples, potatoes, grapes, cucumbers, and sweet potatoes.

Fruits and vegetables are important to a healthy and balanced diet. Pre-schoolers need from 1 to 2 cups of vegetables each day and 1 to 1 ½ cups of fruit each day. Activity level and age are part of the equation for food amounts in each subcategory.

Procedure

1. Talk to children about how fruits and vegetables are good for them. Display real or artificial items or show pictures from a book and identify the various pieces of produce.
2. Provide students with the basket page to color and decorate. Next provide them with pictures (depending on the age of your students, you may pre-cut the items or have the students cut them out) of different pieces of produce as well as non-edible items such as a plate, table, or shirt.
3. Have students sort them pictures into two piles: “things we eat” and “things we do not eat.” Identify each of the fruits and vegetables in the “things we eat” pile.
4. Glue the pictures of “things we eat” onto the basket.

Extension

Place real or artificial pieces of fruit or vegetables around the classroom. Give each student a paper bag to decorate as their basket. Then let them go on a “Healthy Foods Scavenger Hunt” to fill their bags.

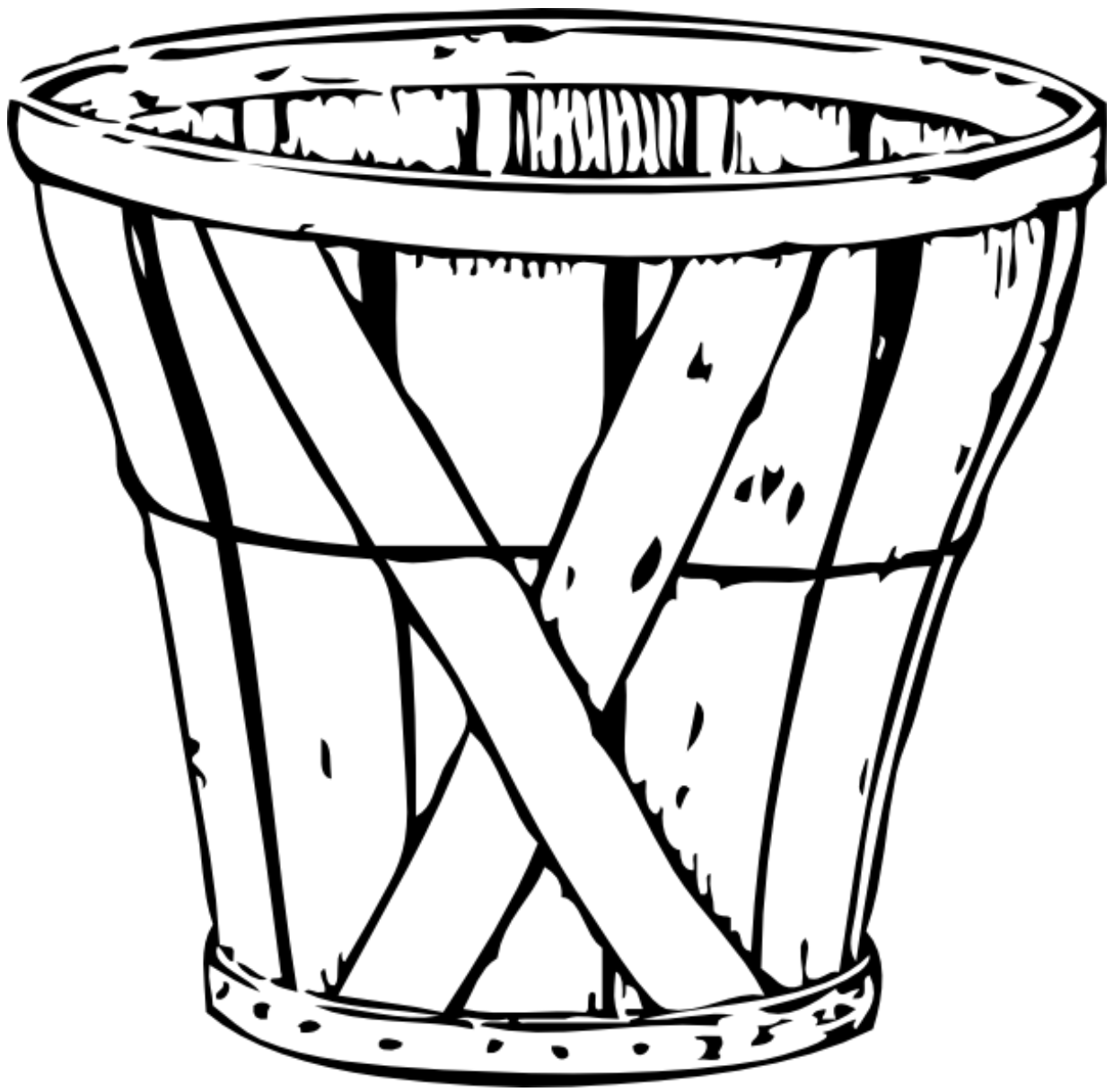
Bring in samples of the fruit and vegetables for children to taste.

Modification

Rather than sorting edible/non-edible items, older students can sort healthy foods and unhealthy foods.



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Grocery Matching Game

Content Area

Science: Resources

Literacy: Vocabulary

Objective

Students will:

- Match plants and animals with the product they make

Materials

- Various empty food cartons such as –
 - Cereal box
 - Egg carton
 - Spaghetti sauce and/or ketchup
 - Yogurt and/or milk carton
 - Applesauce jar and/or apple juice box
 - Bag of bread
- Corresponding pictures (or real/artificial item) of –
 - Corn
 - Chicken
 - Tomato
 - Dairy cow
 - Apple
 - wheat

Background Knowledge

Help your students connect the everyday grocery items and foods they enjoy with their origin on the farm. This lesson will help students understand that all of the foods that they see on a trip to the grocery store all have one thing in common – they began on the farm. By recognizing this fact students will begin understand the importance of farms as well as the resources they provide.

Procedure

1. Bring in a grocery bag filled with various empty food cartons as listed in the “Materials.” Take each out of the bag and ask students if any look familiar to them as items they may have seen in the store or at home in their own pantries or refrigerators.
2. Ask students to brainstorm similarities and differences between the items. Depending on the age/ability group, you may choose to organize their answers in a Venn diagram.
3. Explain that a key similarity between each of the items is that they each began on a farm. Discuss how farmers raise crops and livestock to provide us with the food that we eat each day.
4. Display the pictures or artificial items from the second list and ask students to match the farm plant or animal with the grocery item.

Extension

Have students bring in the empty food container from their favorite food at home. Then have the class correctly identify the on-the-farm source of the food item.



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A Healthy Hand

Content Areas

Health

Science: Investigation

Social Studies: Descriptive Words

Literacy: Oral Expression, Written Expression, Vocabulary

Fine Motor: Manipulative Movement

Objective

The student will

- identify the various parts of the food pyramid and write the foods that correlate with the food groups
- understand that the food groups are important to stay healthy
- follow directions

Materials

- Markers
- Pencil
- Popsicle stick
- Scissors
- Glue
- White paper
- Copy of the food guide

Background Knowledge

With the obesity issue prevalent among schools nationwide there has been a heightened need to teach children at a young age to make healthy food choices. Understanding which foods are healthy and which should be consumed in limited quantities equip students to make wise decisions. Exercise is the second key to making healthy choices in food and diet. Integrating exercise into a child's daily routine helps with fitness, brain power, and boost energy levels. For a full display of the food pyramid visit www.mypyramid.gov. The display can be shown from a classroom LCD during class discussion.

Procedure

1. Display a copy of the current food guide. Review the 5 key pieces of the plate. Discuss examples of food that fit under each category.
2. Emphasize the importance of exercise to a healthy lifestyle. Lead the group in a discussion of what types of exercise are conducted at school, at home, and in the community.
3. Provide students with a plain sheet of paper and instruct the group to trace one hand on the paper. Using scissors cut out the hand drawing.
4. Label the paper hand as follows coordinating the color of the food category with the food guide.

• Thumb	- meat and beans	- purple
• Index finger	- milk	-blue
• Middle finger	- grain	-red
• Ring finger	-vegetable	-green
• Pinkie	-fruit	-red
• Palm	-exercise	-black



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5. On the back of the hand students should write one example of each type of food on the corresponding finger and an example of exercise in the palm.
6. Have students glue the popsicle stick to the hand.
7. Display hands around the room.

Extension

- Create a bulletin board providing examples of stick figures or drawn characters showing examples of various exercises. Attach the “healthy hands” with the food guide and food examples sides showing.
- Have students write sentences using the pyramid category terms and example food words.



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Investigating Ice Cream

Content Areas

Science: Matter, Life Processes

Language Arts: Vocabulary, Print/Book Awareness

Social Studies: Descriptive Words, Citizenship

Objective

The student will be able to:

- Listen and respond to a story
- Follow directions
- Work well with others in a group setting

Materials (recipe makes 8 scoops or 1 pint per group)

- Spoons
- Cups
- 3 pound coffee can
- 1 pound coffee can
- 1/3 cup granulated sugar
- 4 tablespoons of your favorite instant pudding mix
- Vanilla
- 10 cups of ice
- 1 ½ cup of rock salt
- 1 pint of half & half
- *Cow or Ice Cream* by Jules Older
- Duct tape

Background Knowledge

Cows make milk for people to drink, but they also make it to go into other kinds of food like cheese, yogurt, butter, and ice cream. In the lesson, Investigating Ice Cream, your students will be learning where milk comes from and how it is an ingredient in ice cream. After reading the book, the students will make ice cream, whether you want them to do it individually with your guidance or make one big portion for the class to participate in the making.

Procedure

1. Read *Cow or Ice Cream* to your students and discuss where milk comes from. Discuss and make a list of what foods have milk in them. Have children list some facts they learned about cows or ice cream. Discuss with the students that they are going to make ice cream. Talk about the ingredients you need to have to make ice cream.
2. Put your students into groups and make sure they each have the necessary materials and ingredients to make their ice cream. It may benefit you to work with groups while students are playing outside or in centers so that you can guide them in their ice cream making.
3. Directions: Mix the half & half, sugar, and pudding mix in the smaller can. Place the smaller can in the bigger can and pour the ice in the bigger can, layering 5 cups of ice with ¾ cup of rock salt. Use the duct tape to secure the lids of both the smaller and bigger cans.
4. Have the students get into their groups and kick the can to each other for 10 minutes. Then open the can and stir the ice cream because the outside may settle faster than the middle. Pour out the remaining water or ice from the bigger can, place the smaller can back in the bigger can and add the other 5 cups of ice and ¾ cup of rock salt. Reseal the cans with duct tape and have the students roll the can around for another 10 minutes. (If students get tired you can put the can in the freezer for about an hour so the ice cream can harden.)
5. The ice cream should be done. Serve it in cups with spoons and add some toppings if you want!



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Mud Cups

Content Area

Physical: Non-Locomotive Skills, Manipulative Skills

Social: Self-Control, Interaction with Others

Cognitive: Literacy: Print and Book Awareness

Cognitive: Science: Life Processes

Cognitive: Math: Measurement

Objective

Students will:

- Measure out ingredients for pudding
- Take turns
- Talk about soil

Materials (one per student)

- small container of chocolate pudding
- plastic cup
- two chocolate cookies
- plastic baggie
- spoon
- 2 gummy worms

Background Knowledge

Topsoil is key to growing food for our friends and family. It is made from humus, minerals and composted materials which is needed by plants for the essential nutrients for survival. Your favorite vegetables including tomatoes, corn, and beans all grow out of rich topsoil. Worms act as tiny cultivators burrowing through the soil.

Soil can be eroded by wind and water. A gentle rain is desirable to provide the soil with needed moisture but not a pounding rain. A little mud can be fun but not a roaring river of mud which strips the topsoil from the land. Wind can blow topsoil away as well. For this reason contour farming and wind breaks are methods the farmer used to conserve the soil in his/her fields

Procedure

1. Talk to the class about soil. Read a book about soil to the class such as ***Mud*** by Mary Lyn Ray.
2. Wash hands.
3. Pass out a plastic cup to each student.
4. Assist students in measuring 1 cup of chocolate pudding and spooning it in the plastic cup.
5. Put 2 chocolate cookies in a plastic bag.
6. Close the bag securely and have the students crush the cookies with their hands.
7. Sprinkle cookies over pudding to form a crust on top of their mud.
8. Place the gummy worms in the pudding (one may be sticking up!).
9. Grab a spoon and enjoy!

Extension

- Add sprinkles and candies to “mud” to illustrate humus, minerals and composted materials.
- Create soil layers using vanilla, chocolate, and butterscotch pudding to show sand, silt



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and clay.

References

Mud by Mary Lyn Ray

Dirt the Scoop on Soil by Natalie M. Rosinsky



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Pass the Apples, Please!

Content Area

Health

Literacy: Vocabulary, Print/Book Awareness

Objective

The students will:

- describe how germs spread and identify ways to prevent this

Materials

- Up, Up Up! It's Apple-Picking Time by Jody Fickes Shapiro (optional)
- apples
- flour
- paper towels
- paper plates
- liquid hand sanitizer or soap and water

Background Knowledge

There are a few ways your students can make sure that they prevent the spread of germs so that they do not get sick. If they are sick and contagious, they should not be at school where they can get other students sick. When they cough they should cover their mouth so germs do not spread elsewhere. It is important for your students to always use a tissue when they need to wipe or blow their nose. One of the best ways to prevent the spreading of germs is for you and your students to wash your hands before eating. When it comes to food there are also ways that you can teach your students to be healthy. It is also important to remember to wash your fruits and vegetables and some other foods before consumption. If food that should be cold has been sitting out for a while then it should not be eaten. In this lesson students will learn how to prepare food safely to prevent the spreading of germs.

Procedure

1. Read *Up, Up, Up! It's Apple Picking Time* to the class.
2. Discuss new facts that children learned about apples from the book.
3. Sprinkle flour on several paper plates. Have each student stick one hand in the flour.
4. Pass around an apple allowing each child to handle the apple with floured hands.
5. Point out that the apple now has everyone's floured fingerprints all over it. These represent the germs.
6. Now ask how this could have been prevented.
7. Discuss how the apple and students' hands can be cleaned by washing.
8. Wash the apple thoroughly and show a clean apple to the group.
9. Have students wash hands while singing the "Hand Washing Song".
10. Provide apples for students to eat.

Hand Washing Song

To the tune of Twinkle Twinkle Little Star

I can wash my hands you see
Wash them clean as clean can be
Inside, outside, finger too.
Round my thumbs and then I'm through
Rinse away the dirt and stains
Send those germs right down the drain!

Extension

Have students design and make posters for the school cafeteria to promote hand washing.



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Peanut Butter and Jelly Sequencing

Content Area

Language: Following Directions and Sequencing

Objective

Students will:

- Follow directions to correctly sequence the steps in making a peanut butter and jelly sandwich

Materials

- Sequencing cards
- Construction paper
- Glue sticks
- Scissors

Background Knowledge

Peanut butter and jelly is not just a tasty lunch but also one that is packed with protein to keep your body strong. Virginia farmers produce each of the ingredients for this super sandwich – wheat, peanuts, and grapes. Although, Virginia peanuts are typically enjoyed whole, rather than in peanut butter.

This lesson is a great way to celebrate National Peanut Butter and Jelly Day on April 2!

Procedure

1. Sing the “Peanut Butter and Jelly” song with your students. You may also have them act out the verses. *Variations of the song exist.*

Peanut, peanut butter, (Whisper "Jelly")

Peanut, peanut butter, (Whisper "Jelly")

First you take the peanut and you smash 'em,
you smash 'em.

You smash 'em, smash 'em, smash 'em
(imitate smashing peanuts)

Then you take the peanut butter and you
spread it, you spread it.

You spread it, spread it, spread it.
(imitate spreading peanut butter)

Peanut, peanut butter, (Whisper "Jelly")

Peanut, peanut butter, (Whisper "Jelly")

Then you take the grapes and you squish 'em,

You squish 'em, you squish 'em, squish 'em
squish 'em.

(imitate squishing)

And then you take the jelly and you spread it.

You spread it, you spread it, spread it,
spread it.

(imitate spreading)



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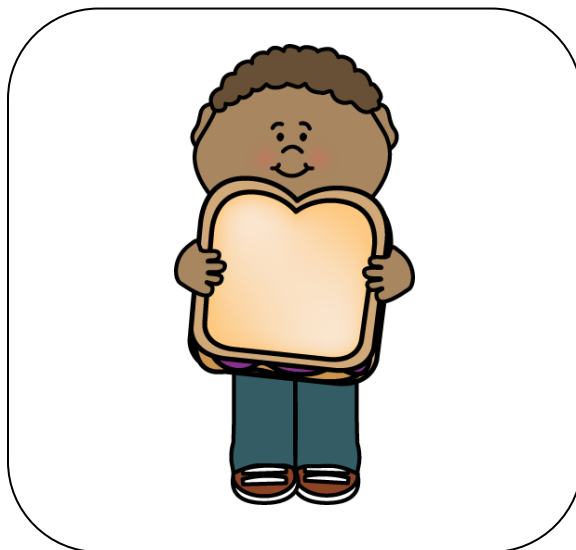
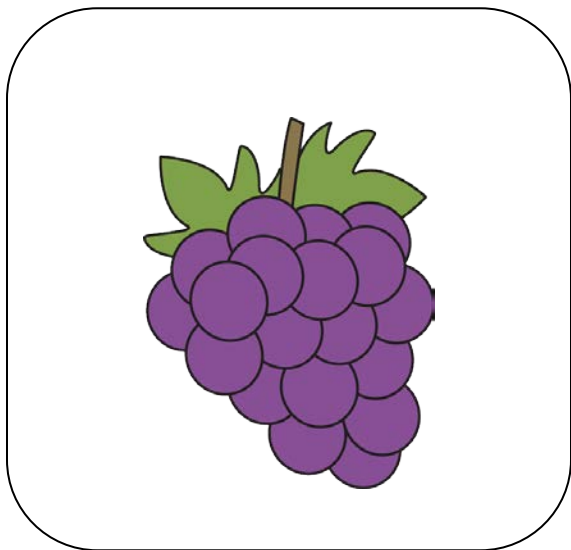
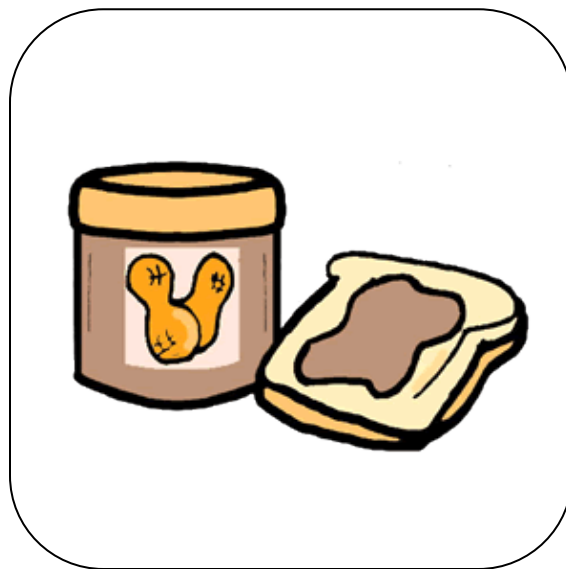
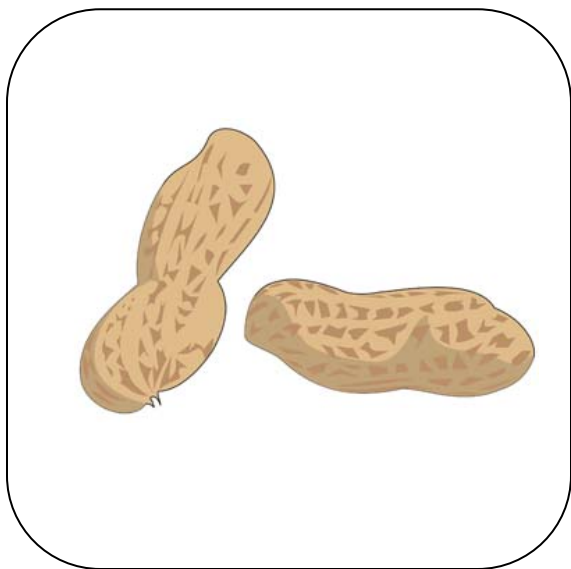
Peanut, peanut butter. (Whisper "Jelly")
Peanut, peanut butter, (Whisper "Jelly")
Then you put the bread together and you eat it,
You eat it, you eat it, eat it, eat it.
(imitate eating).

2. After singing the song several times, pass out the sequencing cards (depending on age, you may have students cut them out or they can be precut), construction paper, and glue sticks.
3. Have them correct sequence the steps making a peanut butter and jelly sandwich and glue the cards in the correct order onto the construction paper.



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Sequencing Cards



Pumpkin Pudding Pie

Content Areas

Mathematics: Measurement

Science: Life Processes, Earth Patterns

Literacy: Vocabulary, Print/Book Awareness

Objective

Students will identify pumpkins and know that they are plants that grow fruit we can eat.

Students will follow directions and work well with others.

Materials

- 2 and 2/3 cups cold milk
- Measuring cups
- 2 packages (4 oz.) instant vanilla pudding mix
- 2 gallon-size Ziploc freezer bags
- 1 can (15 oz.) pumpkin
- Can opener
- 1 teaspoon cinnamon
- ½ teaspoon ginger (ground)
- Measuring spoons
- 1 box graham cracker crumbs
- Small plastic cups
- Whipped topping (optional)
- Plastic spoons
- *Pumpkin Circle: The Story of a Garden* by George Levenson

Background Knowledge

There are flowering/non-flowering plants and edible/non-edible plants that are grown in Virginia. The pumpkin plant serves as both a flowering and edible plant, which is important for your students to know when categorizing. A pumpkin plant starts with a seed, then the roots sprout underground, the leaves sprout from the soil, the flowers blossom, and the fruit or pumpkin comes last. There is also a great opportunity for your students to experiment with measurement in this activity. They can learn the different measurements that are used when measuring liquids such as teaspoons, tablespoons, liters, cups, etc. Your students can gain their independence while learning about the pumpkin cycle and measurement. This fun cooking lesson can be used to reinforce the lifecycle and characteristics of a pumpkin. Enjoy this tasty snack while exploring with measurement!

Procedure

1. Read *Pumpkin Circle: The Story of a Garden* by George Levenson and review the life cycle of a pumpkin plant.
2. Discuss the difference between flowering / non-flowering and edible / non-edible plants and categorize the pumpkin plant.
3. Brainstorm a list of how we use pumpkins and write them on the board.
4. Make pumpkin pudding pie as an example of one way we can use pumpkin as food.
5. Direct the students in making the pie by having various students add ingredients and stir. Make sure all of the students have the opportunity to contribute.
6. Assist students in measuring and pouring but make sure they are doing the work.
7. Mix all of the ingredients together and add whip cream on the top if desired.
8. Add a spoon, serve, and enjoy!



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Share the Shaking-Butter Making!

Content Areas

Social Studies: Change from Past to Present

Science: Investigation, Matter

Mathematics: Measurement

Gross Motor: Locomotor Skills

Objective

Students will:

- Compare events and activities in the past and present
- Make butter using methods from the past

Materials

- Heavy Whipping Cream
- 2 ounce cups with lids

Background Knowledge

The way people made butter in the past and the way they make butter now are very different. In the past, butter was made by hand like in this activity. People had to use the milk they received from the cows on the farm to make heavy cream and then whip that into butter. Today, butter still comes from the cows on the farms but the milk is taken to a plant where butter is made by machines instead of by hand. Learn how people in the past got their food, while making your own butter in this fun cooking (and history) lesson!

Procedure:

1. Discuss with students the differences in how we live today and how people lived in the past.
2. Tailor the discussion to focus on where people in the past may have gotten their food items and identify the differences from the past to the present.
3. Share with students how butter was created in the past.
4. Discuss how butter is made today.
5. Have the students make their own butter. Provide each child with a 2 ounce cup and lid.
6. Assist students in filling each portion cup 2/3 full with heavy whipping cream. Leave some air space.
7. Place lid tightly on portion cup.
8. Have students place several fingers on the lid and several on the bottom of the portion cup.
9. Shake vigorously for several minutes.
10. Butter is ready when there is a solid and a liquid. (Butter may be salted if desired.)
11. Enjoy with crackers.

Extension

- Record the length of time needed to change the cream into butter.
- Before the activity, have students estimate the amount of cream needed for the experiment. Calculate the actual amount.
- Discuss the milk making process from cow to milk carton.



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Virginia Stone Soup

Content Area

Literacy: Oral Expression, Vocabulary

Social Studies: Location, Descriptive Words

Objective

The student will be able to:

- define generosity
- read/listen to a story and respond to questions
- identify foods grown in Virginia

Materials

- **Stone Soup** (many editions exist, any will work with this lesson)
- Soup pot
- Artificial vegetables including carrot, potato, onion, and beans
- Wooden spoon
- crock pot
- clean stone
- chicken broth
- canned chicken
- elbow macaroni

The following soup ingredients may be canned, frozen, or fresh

- diced tomatoes
- corn
- peppers
- potatoes

Background Knowledge

Stone Soup is a favorite children's story which has been retold multiple times. The plot involves two hungry travelers who come upon a village. The villagers are initially unwilling to share their food with the travelers so the travelers decide to make their special stone soup. Curiosity wins over the villagers and each one contributes an item to the soup, then they can all eat and enjoy.

In this lesson, students will discuss the importance of generosity and then make their own Virginia Stone Soup using ingredients that are grown in Virginia. You may choose to furnish the ingredients for the soup, or have students bring in the ingredients (thus highlighting the importance of teamwork). You may want to begin this lesson in the morning so that the soup is hot and ready to eat by the afternoon.

Procedure

1. Ask the class how important it is to give or share. Discuss the importance of sharing with one another. Ask them to give examples of times that they shared something?
2. Tell the class the story of Stone Soup.
3. Add vegetables to the pot and stir and the story is told.
4. Emphasize the importance of each person contributing to the soup.
5. Tell students that you will be making your own special Virginia Stone Soup to share. Tell them that you will be using the following ingredients, because they are major products of Virginia: chicken, tomatoes, wheat (macaroni), corn, peppers, and potatoes.
6. Add the ingredients to a crock pot and cook on high until all vegetables are cooked.

Extension

Celebrate a **Stone Soup** day and have children bring in items for the soup.

Read the book **Growing Vegetable Soup** by Lois Ehlert and create a vegetable soup.



For more resources to connect children to agriculture visit AgInTheClass.org.



STONE SOUP

A story song by Jean Warren

Once there was a beggar, who went from door to door.
But there was no food for him, the people were too poor.

Then one day, he had a plan to feed the whole town.
He would make them Stone Soup, a pot was soon found.

Next, he filled the pot up, with water and a stone.
The villagers were grateful, one shared a meaty bone.

One ran home and got some carrots to add to the pot.
Another shared potatoes, as the soup was getting hot.

'Round and 'round the beggar stirred, while others joined the group.
One brought onions, one brought beans, they added to the soup.

When the soup was all done and everyone was fed.
The villagers took their bowls and went home to their beds.

The next day they decided, to all go as a group,
To thank the town beggar, for his magic soup.

But when they went to find him, they found that he was gone.
But he had left the soup stone, so their magic could go on!



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