Standards-Based Lesson Template

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Teacher:	Susan Jeffery
Class:	Third Grade (History/Soc. St. and Math Integration)
Lesson/Unit Title:	"Locally Grown & Tasty Too!"
Abstract/summary of lesson:	This lesson will take students through the process of calculating the amounts of locally produced foods necessary to assemble Tortilla Pinwheels (*or another recipe of the teacher's choice featuring all California produced ingredients.)
Students will know...	...why it's important to buy locally ...how to read an ingredient list ...how to read a recipe ...how to read a nutrition label
Students will be able...	...to identify three reasons it is important to buy locally produced items ...to work collaboratively to create a shopping list of the exact numbers of locally produced items required to assemble a recipe for the entire class ...to calculate the calories, fat, sodium, and cost per serving
Standards/Skills addressed	HSS 3.5.1 - Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. HSS 3.5.2 - Understand that some goods are made locally, some elsewhere in the United States, and some abroad. CCSS.MATH.CONTENT.3.OA.A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Performance tasks/projects:	The students will identify if the ingredients are all locally grown. (HSS 3.5.1 and HSS 3.5.2) The students will calculate the exact number of ingredients to be purchased to assemble their recipe for the class. (CCSS.MATH.CONTENT.3.OA.A.3) The students will calculate the calories, fat, sodium, and price per serving. (CCSS.MATH.CONTENT.3.OA.A.3)
Test and quiz questions or essay prompts:	1) Why is it important to buy locally produced products? 2) How do you know if something is locally produced? 3) What are the steps to calculating the price per serving of a recipe?
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	The teacher will guide discussions to ensure accurate learning outcomes.
Student self-assessments:	Students will work collaboratively in teams of four to complete the recipe. They will then self-assess their work by tasting their recipe!

Objectives	Upon successful completion of this lesson, students will be able to: explain why it is important to buy locally grown and produced products. They will be able to collaboratively create a shopping list, read a recipe, and follow its directions. The students will also be able to calculate total calories, fat, sodium, and cost per serving.
Motivation:	Remind students of our previous discussion(s) during Social Studies regarding the variety of foods grown and produced in California. Tell them that those conversations always make the teacher hungry and want to try new recipes. Ask: How many of you like to cook? Explain that the teacher thinks that they should cook today, but first, they need to determine why we should only use products from California!
Presentation:	Lead the class in a discussion of why it might be important to our community to buy locally (creates many different jobs... money stays in the community... the food is safer/organic/healthier and fresher because it doesn't travel as far, etc.) Ask: How do we know if something is produced or grown locally? (read packaging... read price signs at the store "Locally Grown"... ask an employee in the produce department.) Give the students the recipe for Tortilla Pinwheels* and discuss the ingredient list. Determine if all of the ingredients are grown or produced locally in California.
Application/Activities:	Remind students that in many businesses, you must work with others to complete a task. You must do your part to help and be polite to others on the team even when you may disagree. With elbow-partners, have students make a shopping list with the exact numbers of items we will need to make the recipe for our entire class. Some items (like tortillas, cheese slices, cream cheese, etc) will make more than one recipe per package. We don't want any extra (if possible.) When partners think they are done, compile one complete and correct shopping list (resolving calculation errors, if necessary.) Note: Have the items already purchased and supplies necessary to complete the recipe if you are doing this all in one lesson. In their group teams of four, they will follow the recipe to make and then eat their Tortilla Pinwheels* (*or other recipe.) Save at least one wrapper from each of the cheese slices, cream cheese, tortillas, etc. Explain how to read a nutrition label including serving size, calories per serving, fat, and sodium content. With their elbow-partner, have them calculate these amounts per serving in their recipe. (If you used an ingredient like an avocado, don't forget to have them look up the nutrition information on that ingredient and include it in their calculations.) Give the students the total cost of the items and have them calculate the price per serving.
Materials needed:	- Recipe for Tortilla Pinwheels* (*or other recipe with California grown and produced ingredients.) - Ingredients for entire class - Cutting boards, utensils, gloves, bowl, measuring cups, small paper plates, napkins, etc.
Assessment/Evaluation:	Give an Exit Ticket Quiz with the following questions: 1) Why is it important to buy locally produced products? 2) How do you know if something is locally produced? 3) What are the steps to calculating the price per serving of a recipe?

| **Closure/Reflection:** | Review the objectives for the lesson. Ask the students if and how we met those objectives. Give the Exit Ticket Quiz, grade, and discuss. |