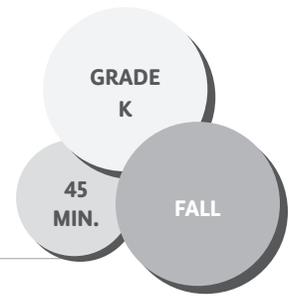


# Veggie Wraps

**THEME:** PREPARING HEALTHY FOOD



## ESSENTIAL QUESTION

*How can we use vegetables to make a healthy snack?*

## LEARNING OBJECTIVE

✓ Students will be able to combine ingredients to make a healthy snack.

## LESSON DESCRIPTION

In this lesson, students listen to a read-aloud about the wonderful variety of vegetables, and they share ingredients to create veggie wraps with hummus.

## MATERIALS

- *Rah, Rah, Radishes!* by April Pulley Sayre
- 3–4 vegetables students may not be familiar with “show and tell”
- Tray with the following for each group of 4–6 students:**
  - Whole wheat or rice flour tortillas (one for each student)
  - 3 or more bowls, each filled with a different chopped or grated vegetable, such as cauliflower, bell peppers, cucumbers, cherry tomatoes, romaine lettuce, shredded beet or carrot, or whatever is available and in season
  - Pair of mini tongs for each bowl
  - 1 tub or bowl of hummus, enough for approximately 1 Tbsp for each student
  - 1–2 plastic knives
- 1 whole, intact sample of each of the vegetables for demonstration
- Plate for each student
- Materials for cleanup

## PREPARATION

- › Cut up several types of vegetables, differing in color and texture, for students to place in their veggie wraps.
- › Prepare trays for each group as well as a tray of the whole vegetables.

## ACTION STEPS

**1. Discussing:** Gather students in a circle and ask, *What is a vegetable?* Then ask students to name as many vegetables as they can. Pass around several different vegetables (that students may not be familiar with) to feel and observe. Explain to students that you’re going to be making a snack using different vegetables. **(5 min.)**

**2. Reading:** Read a book about a variety of vegetables, such as *Rah, Rah, Radishes!* by April Pulley Sayre. As you’re reading, ask students to raise a quiet hand when they hear the name of a vegetable they’ve eaten and to put their hand on their head when they hear about a vegetable for the first time. While you’re still in a circle, show students each of the vegetables you brought for the tasting, and see if they can identify them. Pass them around the circle, allowing students to touch and smell them, but instructing them to be gentle and not to taste them. **(10 min.)**

### 3. Demonstrate Making a Veggie Wrap:

Model the process of making a veggie wrap. If the classroom has a document camera, it can be helpful to project your actions on the screen. First spread some hummus on the wrap, showing students you only need a little. Share that hummus is a flavorful dip made primarily from beans. Then demonstrate adding only one or two pieces of each veggie on top and rolling it up. Emphasize sharing and only taking a small amount so there's enough to go around. **(5 min.)**



**4. Wash Hands Break!** This is a good time to distribute trays to table groups. **(5 min.)**

**5. Making Veggie Wraps:** Have students return to their tables and instruct them to place one tortilla on their plate. Circulate through the room, providing support to those who need it and guiding students to share and pass the tongs to their neighbors. **(10 min.)**

**6. Tasting:** Have students wait until everyone has created their veggie wraps before tasting. **(5 min.)**

## REFLECTION

Have students discuss the following questions in small groups, then share with the class: (5 min.)

- *How would you describe the taste of your veggie wrap?*
- *What were the names of the vegetables we put into our veggie wraps?*
- *What were the colors of the vegetables we put into our veggie wraps?*
- *What else would taste good in our veggie wraps? (You might consider raw and cooked vegetables, other dips, etc.)*
- *Who would you like to make this snack for and why?*

## ADAPTATIONS

**Extension:** Have students create a visual recipe by drawing all the ingredients they put in their veggie wrap inside a circle to represent the tortilla.

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

### **CCSS.ELA-LITERACY.SL.K.1.A**

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

### **CCSS.ELA-LITERACY.SL.K.6**

Speak audibly and express thoughts, feelings, and ideas clearly.