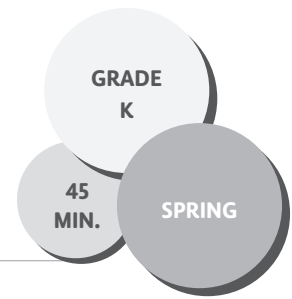


# Perfect Parfaits

**THEME:** EXPLORING THE ECOLOGY OF FOOD



## ESSENTIAL QUESTION

*Where does food come from?*

## LEARNING OBJECTIVES

- ✓ Students will be able to identify the source of different ingredients in a yogurt parfait.
- ✓ Students will be able to assemble a yogurt parfait.

## LESSON DESCRIPTION

In this lesson, students consider where their food comes from by matching pictures of parfait ingredients to their food sources (cows, bees, and plants.) They then make their own yogurt parfait by counting and layering spoons of ingredients.

## MATERIALS

**For each student:**

- Cup—clear plastic if you want to see the parfait layers
- Spoon
- 40 spoons
- 25 bowls
- 2 quarts of berries (whatever kind is available)
- 2 quarts of plain yogurt (1/4 cup each for 32 people)
- 8 cups of granola (bulk bin) or toasted, rolled oats (4 Tbsp each for 32 people)
- 4 cups of seeds, such as pumpkin or sunflower (2 Tbsp each for 32 people)
- Honey
- Food Source Cards (pp. 224–225)
- Scissors or paper cutter
- Materials for cleanup

## PREPARATION

- › Photocopy and cut out sets of Food Source Cards for groups of 4–6 students.
- › Prepare trays for groups of 4–6 students with the following:
- › Bowl of berries with 2 spoons
- › 2 bowls of yogurt with 2 spoons
- › Bowl of granola with 2 spoons
- › Bowl of seeds with 2 spoons

### *Yogurt Parfait Recipe*

- 1/4 cup (4 Tbsp) plain yogurt
- 1/4 cup (4 Tbsp) berries
- 3 Tbsp granola or toasted, rolled oats
- 2 Tbsp seeds

## ACTION STEPS

**1. Engage:** Gather students in a circle and ask, *Where does our food come from?* When students say the grocery store, ask, *Where does the store get its food?* Once they start thinking about farms and gardens, ask, *How do farms and gardens get their food?* Keep discussing until they've traced food back to plants and animals. **(5 min.)**

**2. Sorting Foods by Source:** Explain, *I'm going to give you cards with pictures of foods we eat and cards with pictures of where those*

foods come from. Your job will be to match them together. Pass out Food Source Cards to groups of students, and circulate through the room, checking on students' progress and asking encouraging questions. **(5 min.)**

**3. Sharing:** Go over each pair of pictures with students and discuss them. Ask, for example, *How does yogurt come from a cow? Or, How does honey come from a bee?* **(5 min.)**

**4. Model:** Explain that they're going to make a delicious snack with all the ingredients they just sorted. Show them each ingredient, asking students to identify them. Model making a parfait, explaining, *For yogurt, you'll take four scoops. For berries, you'll take four scoops. For granola, you'll take three scoops. And then for seeds, you'll take two scoops.* As you're demonstrating, clearly count out your scoops, and ask students to show you the numbers by counting on their hands. Explain to students that you'll give them these ingredients to share at their tables. Ask, *What will sharing look like while we create our parfaits?* Discuss how you're going to add one ingredient at a time, passing the spoon to the next person to add their amount. **(5 min.)**

**5. Wash hands break! (5 min.)**

**6. Making Yogurt Parfait:** Pass out trays of ingredients to groups. Pass out a cup to each student. Say, *First we'll add the yogurt. Show on your fingers how many scoops we're going to take of yogurt.* Then have students take turns. Do this for each ingredient. Finally, ask students to make a signal to show that they'd like honey. Walk around and add a drizzle of honey for those students. **(10 min.)**

**7. Tasting:** Have a couple helpers pass out spoons to each student, and have students wait until you tell them to try the parfaits. As you're eating, ask students to describe what they're tasting. **(5 min.)**

## REFLECTION

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

- *What ingredients are in our parfaits? Where did these ingredients come from?*
- *What else would you like to eat in a yogurt parfait?*
- *How did you share with your classmates?*

## ADAPTATIONS

**Extension:** Have students create picture recipes by drawing the layers in their parfait and putting numbers beside each layer to represent the number of tablespoons they added of each ingredient.

## ACADEMIC CONNECTIONS

Next Generation Science Standards, Life Science Disciplinary Core Idea

### **NGSS K.LS1.C**

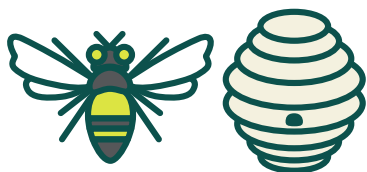
Organization for Matter and Energy Flow in Organisms – All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

Math Common Core State Standards

### **CCSS.MATH.CONTENT.K.CC.B.5**

Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

# Food Source Cards



**Bee and Beehive**



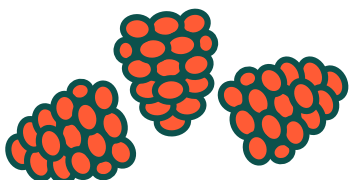
**Rolled Oats**



**Honey Jar**



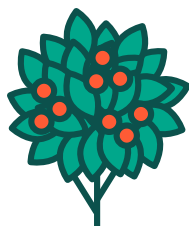
**Oat Grass**



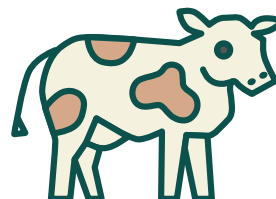
**Berries**



**Yogurt**



**Berry Bush**



**Cow**

# Food Source Cards



**Sunflower**



**Sunflower Seeds**



**Pumpkin**



**Pumpkin Seeds**