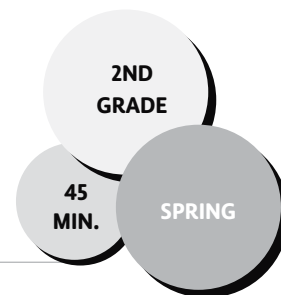


Food Story Swap

THEME: CONNECTING FOOD AND COMMUNITY



ESSENTIAL QUESTION

Why do we like the foods that we like?

LEARNING OBJECTIVES

- ✓ Students will be able to identify their food preferences.
- ✓ Students will be able to synthesize and present information they learn about a peer.

CONCEPTS

interview food memory preference
taking turns tradition

ENGAGING THE CLASSROOM TEACHER

- Prior to the lesson, discuss with the teacher the students' writing skills, and adjust Action Steps 2 and 3 accordingly.
- Prior to the lesson, ask the teacher if they are willing to help model during Action Step 2.
- During Action Step 2, interview the teacher as your partner, modeling for students.
- During Action Steps 3 and 4, suggest that the teacher support students while they are interviewing each other and drawing each other's responses.

LESSON DESCRIPTION

In this lesson, students explore food preferences by playing the getting-to-know-you game The Great Wind Blows, interviewing each other, and sharing information about their partners with the class.

MATERIALS

- Document camera or chart paper
- Crayons, markers, or colored pencils
- A "talking piece" for each pair of students (optional, see ideas below)

For each student:

- Food Story Swap Worksheet (pp. 290 –292)
- Clipboard (optional)
- Pencil
- Drawing paper

PREPARATION

- › Ask the classroom teacher if you can use one of the math manipulatives as talking pieces for the activity, such as pattern blocks or tiles. Alternatively, upcycle something like bottle caps.
- › Edit or recreate the worksheet with questions best suited to your students.
- › Photocopy the Food Story Swap Worksheet.

ACTION STEPS

1. Playing a Warm-Up Game: Have students gather in a circle, and introduce the game, The Great Wind Blows. Explain that a person will stand in the middle of the circle and say

something that is true for them about food. Give an example such as, *The Great Wind blows for me and anyone who loves strawberries. Or, anyone who helps make their own food.* Explain, *If that's true for you then you need to find a new seat in the circle. If there's no more left, then you're the person in the middle, and they get to say, "The Great Wind blows for me and anyone who . . ."* Remind students of the "Don't yuck my yum" policy. Play several rounds of the game, so a variety of topics are introduced. **(10 min.)**

2. Explain the Activity: A food memory is a moment that connects you to a special person, place, or time in your life. Say, *Sharing our likes and dislikes, food traditions, and food memories is a nice way to get to know each other better.* Explain that today they're going to interview each other about food and then share as a class. Remind students, *We all have different taste buds and different experiences, and it's important not to make people feel bad just because they like or do something differently than you.* Pass out interview sheets to each student. Have the teacher come up to the front. Model interviewing the teacher. Ask the first question, have the teacher answer, and then model recording the teacher's response. Use a document camera so students can see how you answer (or recreate the handout on chart paper). Continue this way with a couple more questions. Then ask for student volunteers to read the remaining questions to the class so students will feel confident rereading them while interviewing partners. Explain that you'll set a timer for eight minutes for the first partner to ask questions to the other, and then they'll switch for the other person's turn. **(5 min.)**

3. Interviewing Partners: Pair students, pass out clipboards, and allow them to find a

comfortable space in the room to interview each other. Tell them they'll get through as many questions as they can in eight minutes, but it's okay if they don't get to all of them. Set the first eight-minute timer and then circulate through the room, listening to interviews and offering support where needed. Then let students know when it's time to switch. If students need more structure and support, you can have them do the interviews at their tables. Pass out a talking piece to each pair of students. Read one question aloud and say, *Everyone who has the talking piece, it's your turn to be interviewed. If you don't have the talking piece right now, your job is to record with words and pictures what you hear your partner saying.* Give two minutes for the first interview round, and then tell students to pass the talking piece to their partner and set another two-minute timer. Then continue on to another question. You'll likely want to select only three questions to do in this fashion. **(20 min.)**

4. Making Visual Representations: Have students create a visual summary of the information on their interview sheets to share. Have them write their partner's name in the middle, and then illustrate two or more things they learned about their partner. For example, they might draw their favorite snack with a heart around it and the food they try to avoid with an X through it. As students finish, have them partner with other students who have finished to share what they learned about their partner. **(10 min.)**

5. Sharing Circle: Gather students in a circle with their artwork displayed in the middle where everyone can see. Have students take a look and then whisper one thing they learned to someone sitting next to them. Then, invite three or four students to share. End the circle

with a positive observation about the students' share outs such as, *It's really interesting to hear all the ways our class enjoys eating food.* (5 min.)

REFLECTION

Have students discuss the following questions in small groups, then share with the class:

(5 min.)

Social and emotional learning

- What was it like to write and share about your partner instead of sharing about yourself?

Check for understanding

- Why do you think we like certain foods and not others?
- What are some fun, interesting things you learned about your classmates today?

ADAPTATIONS

Tasting Extension: Bring in a food you like or one related to a tradition or special food memory to share with students.

Class Book Extension: Have students use their interview sheets to write a mini profile of their partner, with two or three sentences they'll decorate. Then bind all the profiles into a class book to enjoy reading together. You might even take pictures of each student to include in the book!

Reading Extension: To set up the discussion of being open-minded about one another's food preferences, read *The Sandwich Swap*, by Kelly DiPucchio and Queen Rania of Jordan, about two friends who hesitantly try each other's lunches.

Storytelling Extension: Read *I Will Never Not Ever Eat a Tomato* by Lauren Child, and have students write and illustrate imaginary stories about their partner's least favorite foods, such as Charlie telling his sister carrots are "orange twiglets from Jupiter," and peas are "green drops from Greenland."

At Home: Make extra copies of the worksheet for students to bring home and interview a family member.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships and nuance in word meanings.

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*)

Name: _____ Date: _____

Food Story Swap Worksheet

› What is a food that you know how to make?

Draw your answer.

› What is your favorite food to eat with friends and family?

Draw your answer.

› **What is a food that is important to your family?**

Draw your answer.

› **Where is your family from? What is a special food they eat?**

Draw your answer.

› **What is a food you don't like to eat? Why?**

Draw your answer.

› **What is a food you have never tried? Why not?**

Draw your answer.

› **What is your favorite food memory with someone you love?**

Draw your answer.