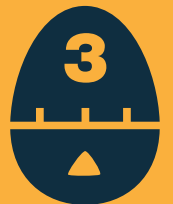
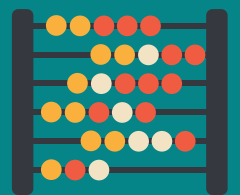
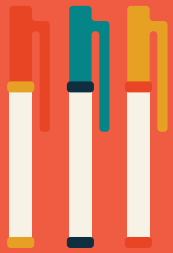




KITCHEN FIELD TRIP LESSON PLAN

Grade 1 Mathematics Unit 8



Grade 1 Mathematics (Unit 8)

UNIT ESSENTIAL QUESTION:

How do we compare and order objects according to descriptors of weight, length and capacity?



BENCHMARK DESCRIPTION:

MAFS.1.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

MAFS.1.MD.1.a Understand how to use a ruler to measure length to the nearest inch

VOCABULARY DEVELOPMENT:

Heavier / Lighter

Heaviest / Lightest

More / Less

Most / Least

ASSESSMENT:

Can students identify the meaning of the vocabulary words?

Are students able to answer probing questions during discussion?

Follow up worksheet and observation sheet

INSTRUCTIONAL:

Read through the lesson plan. Take note of prep instructions in each exercise labeled “Before the students arrive.”

Introduce yourself and staff to students. Describe the lesson and what they will be doing. Review behavior expectation and safety rules. Stress **NO TOUCHING** of equipment because it may be **HOT** or **SHARP**.

KITCHEN TOUR:

Give students hairnets. Take students on a tour of the kitchen taking time to look at measuring tools, tactics, and actual items. Show all the different tools we use to measure with such as scoops, spoodles, cups, thermometers, scales, spoons and the counts on production records. When tour is complete give each student an observation sheet and pencil.

Exercise I – Place in order by...

Before the students arrive:

- Gather the following items and have them laid out at a few stations around your kitchen
 - o Scoops (as many different sizes as possible)
(Use different size scoops to dip mashed potatoes and compare the size on the tray)
 - o Ladles (as many different sizes as possible)
 - o Soufflé cups (as many different sizes as possible)
 - o Other food containers (as many different sizes as possible)

After the students arrive:

- Explain that objects in the kitchen are different sizes
- Break students into group and have them place these items in order of size and length
- Have them draw the items in the different orders on their observation sheet

Exercise II – Place in order by weight

Before the students arrive:

- Gather the following items from around your kitchen
 - o Paper/foam tray
 - o Real tray
 - o Full milk carton
 - o A napkin
 - o A fork
 - o ½ sheet pan
 - o Sauce pan
 - o Spatula (plastic or metal)



After the students arrive:

- Give ten students 10 things and have them place them in order from heaviest to lightest based on what they think
- Weigh the items and have the students record the weights on their observation sheets
- Talk about the different ways to compare the same items like longest, shortest, capacity, most and least

Exercise III – Weight of ingredients

Before the students arrive:

- Gather the following to make a trail mix
 - o Different cereals (one carton for every three students)
 - o Pretzels or goldfish (one package for every three students)
 - o Raisins or craisins (one package for every three students)
 - o Pull allergy list for class and check for allergens against cereals, pretzels, goldfish, raisins and craisins
- Gather three 1/2 measuring cups

After the students arrive:

- Give students gloves
- Measure out 1/2 cup of each ingredient

Exercise III – continued

- Show students that there is equal amounts of each ingredient
- Ask students which ingredient will weigh the most and which will weigh the least
- Weigh ingredients
- Discuss results
- Mix all ingredients in a large mixing bowl
- Have students help dumping in ingredients and stirring
- Portion into cups for students to eat

RESOURCES:

- Observation Sheets
- Pencils
- Scale
- Large mixing bowl
- Spatula
- Small serving cups
- Follow up worksheet

TAKE AWAYS:

- Worksheet
- Teacher aid
- Trail mix

TOPICS:

- Talk about how measuring affects your food, like portion size, nutrient value, too much salt or not enough water
- Talk about how measuring affects the way we store and handle foods, like storing heavier items on the bottom shelf
- Talk about how uncooked things are measured differently than cooked items, like potato flakes, pasta, some vegetables, liquids when reducing to a sauce



Observation Sheet

Exercise I – Place in order

Draw the items in order

Exercise II - Place in order by weight

1. Item: _____ Weight: _____
2. Item: _____ Weight: _____
3. Item: _____ Weight: _____
4. Item: _____ Weight: _____
5. Item: _____ Weight: _____
6. Item: _____ Weight: _____



Worksheet

1. Circle the picture of the object that is heavier.

A.



B.



C.



2. Circle the line that is the shortest



Teacher's Aid

Quiz Questions:

1. Name 2 small items that are heavy.
2. True or False: A baby carrot is shorter than a cucumber.
3. What tool helps us weigh things?

Writing Questions:

1. When have you had to measure something and what tool did you use to measure it? Explain how you used a tool.
2. Describe a time you picked up something that you thought was light but it was actually heavy.

