

Subtopic: Cooking with Hawaiian Plants

Activity sequence number: 4

Activity description: *Mai'a* (Banana Berry) Smoothies

Activity title: **Banana Berry Smoothies**

- Learning objectives: To learn how to identify the various food groups that our Smoothie ingredients belong to.
- To use the recipe as a guide for making the smoothie.

Related standards¹:

For our Montessori Environment this will give the children another opportunity to work together and take turns offering and serving the finished product to the elementary children and staff members on campus as a part of the practical life and grace and courtesy aspects of the Montessori Prepared Environment. * Please see lesson plan one and two for an overview of the Montessori Cosmic and practical life curriculum's.

This activity supports **the following NAEYC 🍎 Health and Safety Accreditation Standard: 2.K.02** Children are provided varied opportunities and materials to help them learn about nutrition, including identifying sources of food and recognizing, preparing, eating, and valuing healthy foods. Correlates with **PH5** Demonstrates Independence in Hygiene and Nutrition.
From <http://www.teacherquicksources.com/preschool/5.aspx>

Place-based connection(s):

We have a few *mai'a* (banana) plants on campus. We also have a small *mai'a* plant outside that the keiki water on a regular basis.

What will the children and teacher do?

Teacher to open with the following:

(I wonder where we get our food from.)

(I wonder where we got the *mai'a* from.)

(I wonder, what food group *mai'a* comes from?) How many servings do we need from the fruit group? Why do we need to eat Why do we need so many servings from the fruit group?

(I wonder, where did the milk come from)?

(I wonder, what food group does milk come from)? How many servings of milk do we need a day? What does milk give us? Why do we need so many servings of milk?

Teaching Steps: Go over the recipe orally and using a recipe chart. Also reference the book that the recipe came from as the source of the recipe (LLD)

Assemble and mix these ingredients according to taste. The fun of this recipe is there are no fixed amounts. You choose which ingredients and how much of each ingredient to add. This is a good classroom activity.

- Crushed ice or small ice cubes.
- Frozen mixed fruit
- Banana Slices
- Keiki to have a choice of adding orange juice to make it taste fruity or milk for a creamy taste. (We can make more than one batch alternating between orange juice and milk).

Blender

Fill blender in the following order then blend ingredients till mixed thoroughly.

- 1.) Ice
- 2.) bananas
- 3.) mixed fruit
- 4.) Fill with milk or orange juice

Recipe taken from A True Book Bananas. By Elaine Landau

How will learning objectives be assessed?

I plan to assess whether the children can identify whether they can identify the food groups (the learning goal) as we make the smoothies and again during the debriefing.

Connections to other areas:

Literacy, Math, Social Studies/Culture, Art, Music, Physical Development, Social Development, etc.

'*Ono Stuff* Song.

3 Part Nomenclature vocabulary Cards of the parts of the *Mai'a* .

Parts of the *Mai'a* vocabulary and writing booklet.

"Come on Let's Go to Market" song by Frank Leto

"Apples and Bananas Song"

"Ku'u Mala" Song

- 1.) Picture This Food by Karen Bryant-Mole.
- 2.) The New Food Guide Pyramid Fruits by Emily K. Green.
- 3.) The New Food Guide Pyramid Healthy Eating by Emily K. Green.
The New Food Guide Pyramid Milk Yogurt and Cheese by Emily K. Green.

Resources/materials needed:

Paper and marker to write down responses.

Blender, ice cubes, *mai'a*, mixed fruit knives for cutting *mai'a*, cutting boards, and cups to serve the smoothies.

How will the CREDE standards be incorporated into this activity?

JPA

Joint Productive Activity: Working together to cut the fruit and add the other ingredients to make the smoothies. Children will take turns cutting and putting ingredients into the blender. Keiki will help each other hold the measuring cups, bowls, and other cooking tools as needed. Encouraging the children to help their peers with this activity as I'm observing the activity. Asking a child if they could ask their friend who appears to need help if they need help with a task. Taking turns pouring the finished product to pass out to friends, Papa Kukui, and school staff members. Taking turns asking people if they would like a smoothie when we go to pass them out to Papa Kukui and staff members.

LLD

Language & Literacy Development: I will have a recipe chart and the book out that the recipe came from to assist in this area of development. The children will also be encouraged via questioning and answering which will support the children's continued oral language development.

*Books to read and discuss at circle times prior to this lesson:

- 1.) Picture This Food by Karen Bryant-Mole.
- 2.) The New Food Guide Pyramid Fruits by Emily K. Green.
- 3.) The New Food Guide Pyramid Healthy Eating by Emily K. Green.
The New Food Guide Pyramid Milk Yogurt and Cheese by Emily K. Green. I will refer back to these books as needed as a form of assistance when engaging in IC and CT with the children.

CTX

Contextualization:

What have we made with *mai'a* (Bananas before)?

How have we mixed ingredients before?

IC

Instructional Conversation: Going over orally the various steps to make the smoothies. Going over the steps to use the blender.

Pausing to asking the children if they have any questions.

CT

Complex Thinking: What are the various food groups that our smoothie ingredients come from?

How is this recipe similar to the *poi* smoothies that we made last month. (If it does not come up from the *keiki* first.)

Also having the written recipe and recipe chart out for the children to cover.

MD

Modeling: I will model and give the children an initial lesson on how to work the blender. I will model how to use the blender to give the children visual and orally how to use the blender before I let the children work the blender themselves. Complement the children as they do the activity so they can demonstrate modeling and leadership to their peers.

CDA

Child Directed Activity: We will Assemble and mix these ingredients according to taste. The fun of this recipe is there are no fixed amounts. You choose which ingredients and how much of each ingredient to add.

Keiki will have choice to use either orange juice or milk. I will explain to them using IC as a tool to explain that the recipe recommends that the orange juice will give the smoothies more of a fruity taste and the milk will give it more of a creamy taste.