

Kitchen Lesson K7-9

Maki Sushi

Communication

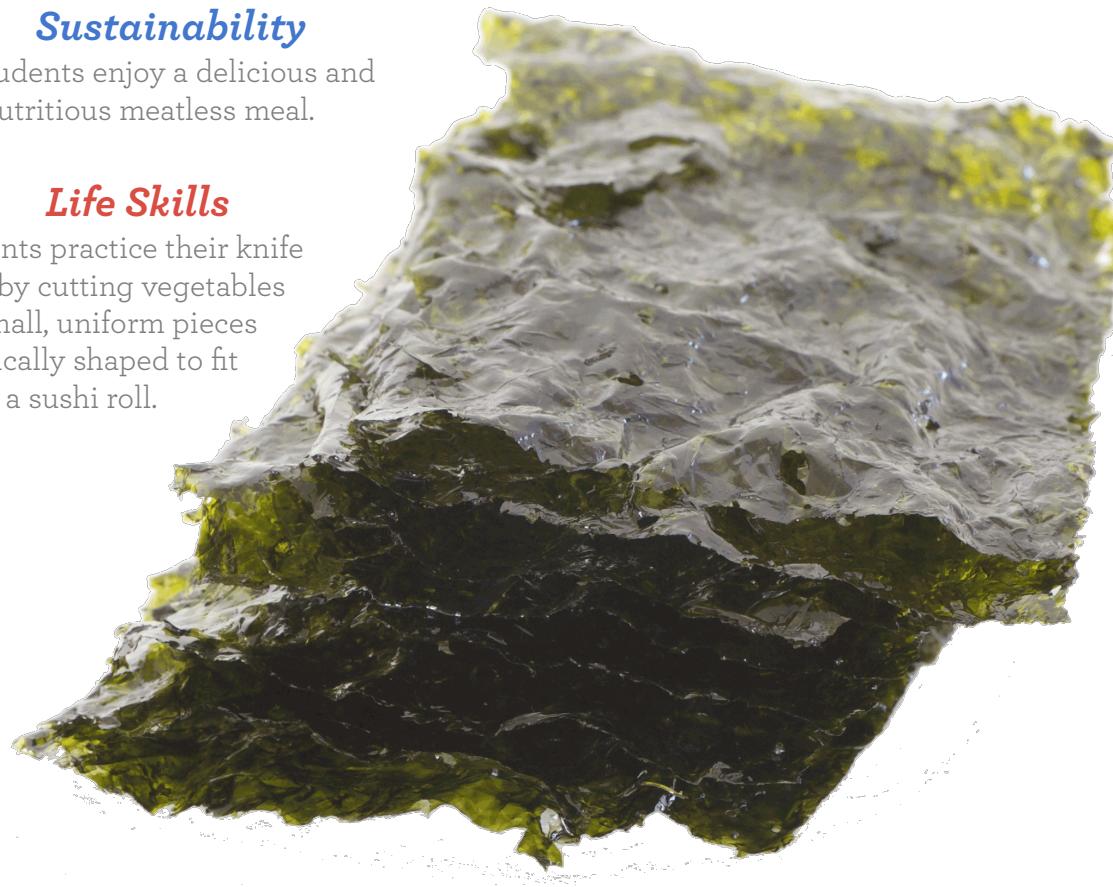
Students practice politeness when getting the attention of peers at the table and exercise patience while waiting for ingredients to be passed.

Sustainability

Students enjoy a delicious and nutritious meatless meal.

Life Skills

Students practice their knife skills by cutting vegetables into small, uniform pieces specifically shaped to fit into a sushi roll.

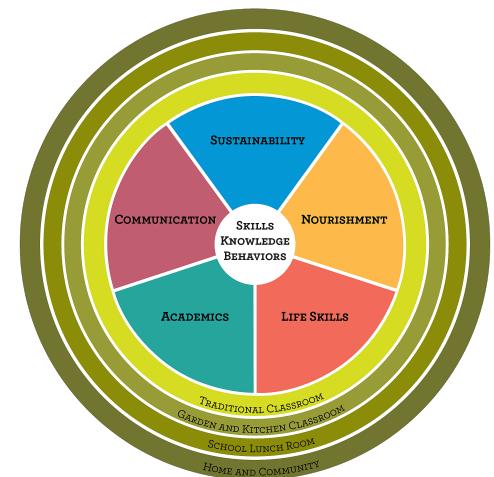


Nourishment

Students enjoy a simple meal of handmade sushi with fresh vegetables that contains a blend of quinoa and sushi rice, incorporating whole grains to enhance flavor and increase nutritive value.

Academics

This lesson fulfills Common Core State Standards for integrating information in different formats; following a multistep procedure; communication; speaking and listening; Health Standards for making healthy food choices; safe food handling and preparing nutritious food.



Maki Sushi Abstract

Summary

In this 7th grade humanities lesson, students make vegetable sushi and explore how Japan's geography has influenced its diet and culture.

Objectives

After this lesson, students will be able to:

- Cut vegetables into appropriate shapes and sizes
- Articulate the importance of seasonality
- Adjust seasoning and ingredients to their preference

Assessments

During this lesson, students will:

- Cut vegetables into a **julienne** and at an angle
- Recognize ingredients as being in season
- Refine their tasting skills

Communication is strengthened by practicing politeness when getting the attention of peers at the table and exercising patience while waiting for ingredients to be passed. **Sustainability** is highlighted by preparing a delicious and nutritious meatless meal. **Nourishment** is enjoyed through a simple meal of handmade sushi with fresh vegetables that contains a blend of quinoa and sushi rice, incorporating whole grains to enhance flavor and increase nutritive value. **Life Skills** are sharpened by practicing knife skills by cutting vegetables into small, uniform pieces specifically shaped to fit into a sushi roll.

Academics fulfill Common Core State Standards for integrating information in different formats; following a multistep procedure; collaborative discussion; speaking and listening; Health Standards for making healthy food choices; safe food handling and preparing nutritious food. See **Connections to Academic Standards** below for details.

Edible Schoolyard curriculum emphasizes developing community and personal stewardship, along with skills that will help students navigate different situations throughout their lives; selecting correct **knives** from the ESY Toolbox; understanding the versatility of **ingredients**; and refining **tasting** skills. See **Connections to *Edible Schoolyard* Standards** below for details.

This lesson follows the BEETLES Project's **Learning Cycle** (Invitation-> Exploration -> Concept Invention -> Application -> Reflection) and uses their **Discussion Routines** (Think-Pair-Share, Whip-Around). All are highlighted in **Green*** with an asterisk for easy identification. See the documents BEETLES_Discussion_Routines.pdf and BEETLES_Learning_Cycle.pdf included in **Resources** below for more information. Games and activities from other sources are also identified in **Green**, without an asterisk.

Connections to Academic Standards

Common Core State Standards, English Language Arts and Literacy, Grade 7

- RH6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 53 for specific expectations.)
- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.
 - L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - L.7.1.c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Health Education Content Standards for California Public Schools, Grades 7&8,

- 1.4.N Describe how to keep food safe through proper food purchasing, preparation, and storage practices.
- 1.8.N Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.
- 4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.
- 7.1.N Make healthy food choices in a variety of settings.
- 7.2.N Explain proper food handling safety when preparing meals and snacks.

Connections to *Edible Schoolyard* Standards

Edible Schoolyard 3.0

In the Edible Schoolyard Program

- 1.0: Students work with each other and teachers to develop community and personal stewardship, along with skills that will help them navigate different situations throughout their lives.
- 1.1.1 – 1.3.12: This lesson fulfills all Edible Schoolyard Program standards, numbers 1.1.1 through 1.3.12. See *The Edible Schoolyard Berkeley Standards* for details.

In the Kitchen Classroom, 7th grade

- Tools 1.3: Select correct **knives** from the ESY Toolbox. Refine knife skills by using different cuts and sizes while demonstrating knife safety and care.
- Techniques 2.4: Understand the versatility of **ingredients**, and realize that certain ingredients are available in particular seasons.
- Techniques 2.7: Refine **tasting** skills and adjust seasoning, compare and contrast different recipes in conversation using more advanced descriptive vocabulary

Maki Sushi Lesson

Materials

For the Chef Meeting

- K7-9 Visual Aid
- Maki Sushi recipe
- Sushi Rice Dressing recipe
- Recipe ingredients and tools for demonstration

Ingredients

For the Maki Sushi

- Seasonal vegetables
- Eggs
- Nori (dried seaweed sheets)
- Sprouted mung beans
- Pickled ginger
- Soy sauce
- Wasabi

For the Sushi Rice Dressing

- Sushi rice
- Quinoa
- Rice vinegar
- Sugar
- Salt

Tools

- Saucepan
- Vegetable peeler
- Crinkle cutter

- Offset spatula
- Chefs' knives
- Paring knives
- Cutting boards
- Measuring spoons

Equipment

- Stove
- Electric griddle

Timeline Overview

Total Duration: 90 minutes

Welcome:

1. *Invitation** (5 minutes)
2. *Concept Invention** (15 minutes)
3. *Application** (60 minutes)
4. *Reflection** (10 minutes)

Before you Begin

- Create the Visual Aid
- Copy the Maki Sushi recipe to hand out
- Copy the Sushi Rice Dressing recipe to hand out
- Cook the rice and quinoa
- Prepare the Sushi Rice Dressing and add it to the rice and quinoa
- Collect all the tools and ingredients, and then distribute them to the tables
- Gather supplies for the Chef Meeting

Procedures

Welcome

1. *Invitation*:* (5 minutes)
 - a. Welcome students and introduce Maki Sushi as an example of how food can be influenced by geography.

At the Chef Meeting

2. *Concept Invention**: (15 minutes)

Students learn how Japan's geography influenced its people's diet.

- a. Review Japan's defining geographical feature (it is an island) and emphasize how that shaped its diet and culture.
- b. Explain that making Maki Sushi gives students an opportunity to practice their knife skills and techniques, which will be helpful for the upcoming Iron Chef competition.
- c. Introduce all of the ingredients and show students how they will look once they are prepared.
- d. Explain that each ingredient for the sushi will be prepared separately and kept in a different bowl.
 - i. At the table, the various ingredients will be passed around, so that each student can choose their own ingredients.
 - ii. Students each eat the sushi that they make.
 - iii. Emphasize that this lesson is an opportunity for students to discover their own favorite combination of flavors and textures.
- e. Ask students to wash their hands and join their table group.

At the Table

3. *Application** (60 minutes)

Students prepare Maki Sushi and eat it.

- a. Meet with the table groups to review the recipe and assign jobs.
- b. Explain that for the sushi, the vegetables should be cut into small, thin pieces.
 - i. Review cutting at an angle and demonstrate juliennning.
- c. Explain that quinoa has been added to the sushi rice to add flavor and protein, because quinoa is a grain high in protein.
- d. Prepare the recipe.
- e. Set the table; offer chopsticks; eat; clean up.

At the Closing Circle

4. *Reflection**: (10 minutes)

Students reflect on today's class time.

- a. Ask each student to share the combination of ingredients he or she used and why.

Vocabulary

Julienne

Contributors

All lessons at the Edible Schoolyard Berkeley are developed in collaboration with the teachers and staff of the Edible Schoolyard and Martin Luther King Jr. Middle School.

Learning Cycle and Think-Pair-Share discussion routine © The Regents of the University of California. All materials created by BEETLESTM at The Lawrence Hall of Science.

Resources

K7-9_Visual_Aid.pdf

Maki_Sushi_Recipe.pdf

Sushi_Rice_Dressing_Recipe.pdf

BEETLES_Learning_Cycle.pdf (See lesson G6-o)

MAKING MAKI SUSHI



M A K I S U S H I



SUSHI
RICE
DRESSING

3½ TABLESPOONS
rice vinegar

1½ TABLESPOONS
sugar

1 TABLESPOON SALT.
COMBINE ALL ABOVE
IN A SMALL SAUCE
PAN. HEAT OVER
MEDIUM HEAT,
STIR PRINT UNTIL
SUGAR + SALT
DISSOLVE

5 CUPS COOKED STICKY RICE

1 RECIPE SUSHI RICE DRESSING

1 PACKAGE DRIED SEAWEED SHEETS (NORI)

PICKLED GINGER

WASABI

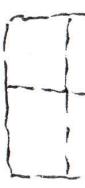
ASSORTED VEGETABLES SUCH AS:

CARROTS, ANDALO, RADISH, Cabbage, DAIKON, CILANTRO,
SPINACH.

OPTIONAL: EGG, SHRIMP, EEL, CRAB!

TO PREPARE: CUT NORI SHEETS INTO QUARTERS LIKE THIS:

SCISSORS ARE GOOD FOR THIS JOB.



WASH ALL VEGETABLES AND CUT THEM INTO SMALL
PIECES. YOU CAN USE A GRATER FOR CARROTS & RADISHES.

THINLY SLICE ANY LEAFY GREENS OR SCALLIONS. EGGS CAN
BE SCRAMBLED OR MAKE A ROULEE OMLETTE.

TO ASSEMBLE: PLACE 1-2 TABLESPOONS DRESSED SUSHI RICE ON A SQUARE
OF NORI. TOP WITH ASSORTED VEGETABLES & EGG ETC. OF YOUR
CHOICE. SERVE WITH PICKLED GINGER, SOY SAUCE & WASABI.

S-U-S-H-I

R-I-C-E

D-R-E-S-S-I-N-G

5 TABLESPOONS PLUS 1 TEASPOON
RICE VINEGAR

5 TABLESPOONS SUGAR

4 teaspoons SEA SALT

