



STE That Can Happen During Meals

Below lists many of the topics discussed while preparing a salad. You can see all of the rich details shared and how they connect to the STE Frameworks! Consider how these topics could be extended into other experiences. Meal time is a wonderful time for STE!

| Cross Cutting Concepts (CCCs) |
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| Patterns <ul style="list-style-type: none">- Making a salad typically follows a pattern: 1) choose the ingredients, 2) chop up the larger ones into bite size, 3) mix in a bowl, 4) add condiments and salad dressing, 5) mix again. |
| Cause and effect: Mechanism and explanation <ul style="list-style-type: none">- A specific ingredient adds a unique taste- Some ingredients, for example cod, will change the overall flavor too much. |
| Scale, proportion, and quantity <ul style="list-style-type: none">- "Add a little bit."- "3 bowls of ____."- "How much of each ingredient?" |
| Systems and system models <ul style="list-style-type: none">- How do the parts of the plant work together to support the growth of the fruit we eat? |
| Energy and matter <ul style="list-style-type: none">- Temperature affects the growth of various vegetables? |
| Structure and function <ul style="list-style-type: none">- Function of spoon + knife: different tools but can have the same function- Center (talking about what part of a plant the artichoke is & how does its structure let you know it's the part you eat)- Stem, leaf, seeds, flower, root each have their function in the plant's growth- Plants grow under and aboveground – how does this benefit the plant? |
| Stability and change <ul style="list-style-type: none">- Colors of vegetables - some change and some don't- Cut a whole fruit/vegetable into smaller pieces to make a salad |

| Science and Engineering Practices (SEPs) |
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| Asking questions (science) and defining problems (engineering) <ul style="list-style-type: none">- What ingredient cause which flavor?- Observe smells of various foods.- What is ____?- What is a vegetable?- Describe the artichoke plant.- Talk about how to remove salt from the salted cod fish.- Observe textures of the foods.- Two layers within the salad dressing - what happens when it's still & when you shake?- Do you need a spoon or a knife to open the avocado? |
| Developing and using models <ul style="list-style-type: none">- Creating replicas of the bamboo studied in a classroom. |

Planning and carrying out investigations

- After getting the first round of ingredients/dressing, talk about what ingredients they want and need to get more of.
- Mix the ingredients + identify each ingredient added.
- Tasting yellow vs. orange pepper and compare/describe flavors. Some description words included: “quiet vs kick” “softer vs harder”.
- Trying foods you have never tasted before.

Analyzing and interpreting data

- Combine lemon + vinegar + olive oil + salt + pepper + garlic. Shake it up. Does it taste good?
- Compare what everyone chooses for ingredients.
- Group determining ingredients based on the question “who will eat ____?”
- Review what ingredients were put in the prepared salad.

Using mathematics and computational thinking

- We used 3 of _____ and 2 of _____ for the recipe

Constructing explanations (science) and designing solutions (engineering)

- Comment of temperature required to grow peppers discussed
- -Decision of salt cod negative- will change taste of the salad as a whole→ more sweet w/ clementine is needed

Engaging in argument from evidence

- No onion in salad decided because of smell.
- Debate on what ingredients the salad dressing needs.

8. Obtaining, evaluating and communicating information

- It’s kind of _____, adds sweet flavor.
- Share how an artichoke grows.
- Keep draining the salted cod to make it less salty.
- Make a book, children draw observations.
- Identify the name/taste of a specific ingredient.

Rich Vocabulary Words During Experience

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| carrot | crunchy | layer |
| lettuce | smell | observe |
| cucumber | sound | tools |
| paper | cut | growth |
| spices | mix | similarities |
| tomatoes | add | differences |
| root | chop | diet |
| colors (red/orange, yellow, green, purple), | shake | balanced |
| taste (sweet, salty, strong, light, spicy, bitter, sour) | separate | culture |
| flavor | still | fresh |
| crispy | drain | texture |
| | blend | swallow |
| | stir | |