Lesson 1

INTRO TO BUBBLE

GOALS & OBJECTIVES

Students will be introduced to the Bubble volunteers as well as the Bubble Program.

Students will begin to identify Bubble kitchen utensils.

MATERIALS

- 16 apples: 4 different varieties of apples with 4 apples per variety. (pre-slice apples, leaving 1 whole from each variety for discussion)*

From Box:

- Serving bowls
- 4 cooking tools: measuring cups, whisk, knives, sporks, etc.
- Take-home recipes

*Suggestions for apples: Fuji, McIntosh, Granny Smith, Red Delicious, or Golden Delicious

STANDARDS

Common Core Standards

ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.

ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

NYS Standards

Standard 1; Analysis, Inquiry, and Design; Engineering Design; Key Idea 1: Engineering design is an iterative process involving modeling and optimization (finding the best solution within given constraints); this process is used to develop technological solutions to problems within given constraints.

2.CN.1 Recognize the connections of patterns in their everyday experiences to mathematical ideas.

2.G.4 Group objects by like properties.

T1.1b Identify features of an object that help or hinder the performance of the object.

OPENING QUESTIONS

Who likes to eat food? Who likes to make food?

In Bubble class, we will be tasting and cooking food!!

DISCUSSION

Introduce yourself and say YOUR favorite food. Then have a few students say what THEIR favorite food is.

Introduce Bubble: Bubble is a group of people who want to teach you about healthy food, where it comes from, and how and why it's important to try new foods. We will be cooking and tasting food in every Bubble class!

ACTIVITY

1

Kitchen Utensil Identification

Tell students that they are going to learn about kitchen utensils. Hold up a kitchen tool from the Bubble Box and ask students to name the item and explain its function. Repeat activity for three more items.

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2 **Bubble Rules**	Tell students that every Bubble class, we get to learn about and try new foods! Today we will have an apple tasting party, but first we need to learn some very important Bubble rules. Show students the Bubble Rules teaching aid image. 1. **Don't yuck my yum.** Ask students why they think this rule is important. This rule is important because it will prevent anyone's feelings from getting hurt. 2. **Always wait until everyone is served before we touch our food.** Ask students why do they think this rule is important? This is important because it allows everyone to eat at the same time. 3. **Be a food adventurer!** Ask students why do they think this rule is important. It's important to try new foods, even just one bite! 4. **Help clean up.** Ask students why do they think this rule is important. It's important to always help clean up your mess. 5. **Be safe with special tools.** We will use many tools in Bubble class, we need to be careful and listen to directions when we use them.
3 **Where Apples Come From**	Describe where an apple comes from: An apple comes from an apple tree and different apple trees make different kinds of apples. Today we will be tasting different kinds of apples. Show the whole apple of each variety and name them. Encourage students to discuss how the various apples look and how they are different.

4 **Tasting Party!**	Distribute bowls to each student. Give four apple slices per student one of each variety. Ask students: Is this the first time anyone has ever tried an apple? Can you describe the apples for us using your five senses? Do the apples taste different? How do they taste different?

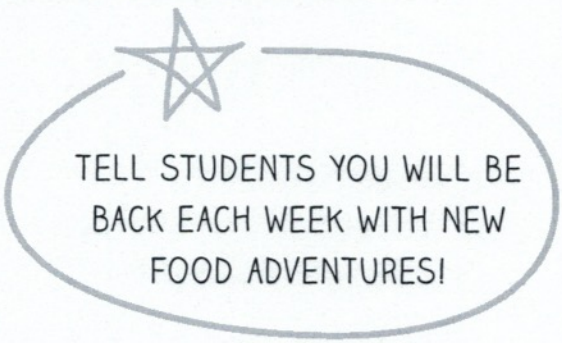
TEACHER'S NOTE

When buying apples, keep in mind that this lesson is aimed at exposing students to a variety. Red delicious, gold- en delicious, granny smith, and Fuji apples work very well for this lesson because they show differences in color and taste. Red delicious is crisp, sweet, and juicy. Golden delicious is sweet and is very good in fresh salads. Granny smith sweet and sour. Fuji is sweet apple with a distinctive skin of red blush with stripes of green and yellow.

The most effective way of demystifying the experience of trying new foods is to have the students see the whole food, discuss where it comes from, and be part of the process of making it into a finished dish.

CLOSING & REMINDERS

Ask students, what is one new kitchen tool they learned about today? Ask if there were their any differences between the different varieties of apples? Have students share which apple variety was their favorite? Provide the classroom teacher with the take home recipes.



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LESSON 1 RECIPE SERVES: 6-8 people

Applesauce

TODAY IN BUBBLE CLASS WE TRIED DIFFERENT TYPES OF APPLES. HERE IS A RECIPE THAT USES WHAT WE LEARNED.

INGREDIENTS

- 6 apples of different colors, cored and sliced
- 1.5 cups water
- 1/4 cup honey
- 1 tsp ground cinnamon

DIRECTIONS

1. Heat 1.5 cups of water in a large pot over medium heat.
2. Once at a boil, add the apples, honey and cinnamon to the pot, cover, and simmer for 15 minutes.
3. With a potato masher, mash the apples in the pot until at desired consistency.
4. You can strain out the peels from the applesauce, but it's optional.
5. Let the applesauce cool for 5 minutes and enjoy!

Lesson 2

TASTE PALATE:
TASTE THE DIFFERENCE

GOALS & OBJECTIVES

Students will use their five senses to identify and describe the foods provided to them.

Students will experience and understand four basic types of taste: sweet, salty, bitter, and sour.

MATERIALS

- 1 container crumbled feta (salty)
- 1 quart strawberries, halved (sweet)
- 5 lemons, 4 cut into 8ths and 1 halved for the salad (sour)
- 1 bag arugula (bitter)

From Box:

- 1 Tbsp honey
- Salt
- Pepper
- Olive oil
- Hand sanitizer
- Wax paper
- Forks
- Mixing bowls
- Serving bowls
- Take-home recipes

STANDARDS

Common Core Standards

Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

NYS Standards

Standard 4; Key Idea 3; Performance Indicator; Observe and describe properties of materials, using appropriate tools.

3.1b Matter has properties (color, hardness, odor, sound, taste, etc.) that can be observed through the senses.

5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment.

OPENING QUESTIONS

Review: What are the two Bubble rules?

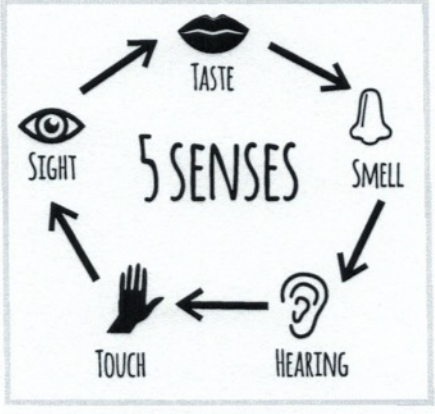
What are the 5 senses?

DISCUSSION

Explain to the students that they are going to be using ALL of their five senses to try food today!

Ask students: What do we use to see? To feel? To hear? To smell? Ask the students: What do we use to taste? Explain that our sense of taste is truly amazing because our tongue can recognize four different types of taste: sweet, sour, salty, and bitter. This is why foods taste different.

Explain that today we will be tasting foods that are sweet, sour, salty and bitter. Using the Bubble teaching aid poster, write down the ingredients we will be trying today and the associated taste. Ex. Lemons-> sour.



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ACTIVITY	
1 **Ingredient Tasting**	Distribute wax paper to students and make sure all students have hand sanitizer. Distribute a taste of each food to each student (1 half of a strawberry, 1 arugula leaf, a few crumbles of feta, 1 lemon slice). Once everyone is served, instruct students to explore each of the foods using all five of their senses.
2 **Using Senses**	Ask the students which food tasted sweet (the strawberry). Ask them how else they might describe the strawberry using all five of their senses. Ask them what other fruits and vegetables are sweet. Repeat with each of the other tastes: sour (lemon), bitter (arugula), and salty (feta).
3 **Recipe Making**	Make a salad using all of the ingredients. Choose students to come up and add dressing ingredients into a bowl (6 Tbsp olive oil, 2 Tbsp lemon juice, 1 Tbsp honey, salt, and pepper) and stir. Have other students add pre-cut strawberries, arugula, and feta to another bowl. Add dressing to the salad and toss. Share that cooking becomes even more fun when you combine different tastes together. It also makes tastes less strong (for example, arugula will taste less bitter when combined with something salty).
4 **Recipe Tasting**	Distribute a sample of the salad and ask students to describe what they taste. Ask how each ingredients taste when mixed with other ingredients.

TEACHER'S NOTE

These are two basic lessons on food experience that we melded into one. It is important to have the students begin to describe the experience of food in two ways: through the senses (eyes, ears, nose, etc.), and through the influence the tongue has on taste (i.e. salty, sweet, bitter, sour).

90% of what you taste comes from your nose- what you smell. From an evolutionary perspective; kids under the age of 5 don't like bitter tastes because bitter foods in nature are dangerous. There are no dangerous sweet foods.

In today's world, foods have a lot of added sugar, skewing our taste buds to expect sweetness. We taste so much sweetness that it can numb our taste buds to other tastes. We do this activity to make students more aware of their taste and how they perceive taste.

Food has to appeal to all our senses: smell, mouth feel (texture), hearing (crunch), sight (pleasing to the eye). If a student is having a hard time trying a new food, try to appeal to each of the senses; suggest that the student think about how it looks, smells, feels, sounds as he or she eats it.

CLOSING & REMINDERS

Ask the students to raise their hands and recall the foods that tasted salty, sour, sweet, and bitter. Explain that we will use these words to describe how different foods taste during all of our Bubble classes! Ask students which senses they used and how they explored their food. Provide the classroom teacher with the take-home recipes.

LESSON 2 RECIPE SERVES: 4 people

Strawberry Feta Salad

TODAY IN BUBBLE CLASS WE LEARNED ABOUT USING OUR SENSES WHEN WE EAT. HERE IS A RECIPE TO TRY AT HOME THAT WE MADE IN CLASS.

INGREDIENTS

- 1/2 cup crumbled feta
- 1 cup strawberries
- 1 lemon
- 1 bag arugula
- 1 Tbsp honey
- Salt to taste
- Pepper to taste
- 6 Tbsp olive oil

DIRECTIONS

1. In a small bowl, combine the dressing ingredients (olive oil, lemon juice, honey, salt, and pepper).

2. In a large bowl, tosss pre-cut strawberries, arugula, and feta with the dressing.

*Ask you child what flavors they taste. Salty, sweet, sour, or bitter?

ADD ANY OTHER SALAD INGREDIENTS YOU LIKE! CUCUMBERS, PEARS, SPINACH AND SUNFLOWER SEEDS ARE ALL GREAT!

Lesson 3

RECIPE READING / GRANOLA

GOALS & OBJECTIVES

Students will interpret the steps in a simple recipe.

Students will become familiar with simple kitchen measuring utensils.

Students will make homemade granola.

MATERIALS

- 1/2 cup butter
- 1 canister of old fashioned rolled oats
- 1 cup sweetened coconut flakes
- ½ cup raisins
- ½ cup dried cranberries
- 1 cup pepitas (pumpkin seeds)

From Box:

- ¼ cup of honey
- 1 tsp ground cinnamon
- 1 tsp vanilla extract
- Hand sanitizer
- Serving bowls
- Mixing bowls
- Sporks
- Measuring cups
- Measuring spoons
- Hotplate
- Oven mitt
- Large pan
- Take-home recipes

STANDARDS

Common Core Standards

ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Math.Content.2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

NYS Standards

2.MS.5 Compare and order objects, using lighter than and heavier than.

3.PS.3 Interpret information correctly, identifies the problem, and generate possible solutions.

Standard 1 – Language for Information and understanding: 1 - Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

OPENING QUESTIONS

Review: What did we make last class?

What is a recipe?

Has anyone ever used a recipe? What recipe did you make?

DISCUSSION

Today we're going to use a recipe to make granola. Who has eaten granola before? First, we'll list the different parts of a recipe. Ask students what a recipe includes and write their answers on the board (be sure to include title, ingredients, directions, and serving size). Hand out the take-home granola recipe for the students to look at. Go through the list of recipe components and explain why each is important, for example, serving size tells us how much we will be making. You can write the recipe name and ingredients on the teaching aid poster. Ask a student to read the first direction on the recipe.

Explain that one of the important materials we will be using to make our granola is a hot plate. We have to learn the rules before we use a hot plate:

1. Do NOT touch the hot plate - only the teacher can touch the hot plate.
2. Students can only come up to the hot plate if they have teacher permission and only one at a time.
3. When using the hot plate, there should ALWAYS be a teacher very nearby and watching.

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	ACTIVITY
1 **Measurements**	Display measuring cups and spoons. Have one student read the first ingredient. Show the class the canister of oatmeal. Have another student read the next ingredient, show the class the 1 cup measuring cup. Continue down the ingredients, stopping to pass around the corresponding measuring cup. Make sure students get to see the 1 cup, 1/2 cup, 1/4 cup, teaspoon, and tablespoon. Explain that the abbreviation tsp means teaspoon, and Tbsp means tablespoon (you can write this on the board if possible). Have students pass measuring cups back to the front of the classroom.
2 **Cooking the Oats**	Turn on hot plate and have one student read the first direction. Melt a 1/2 cup of butter in pan. Invite another student up to pour the canister of oats into the pan.
3 **Following the Recipe**	As you stir the oats, call on students to help add it to the pan. Have students add the 1 tsp vanilla extract and 1 tsp cinnamon while oats are cooking. Make sure they add the correct amount with the correct measuring tool. Read the rest of the ingredients aloud and have a student come up to pick the correct utensil, measure the ingredient, and add it to a large bowl (1 cup coconut, 1/2 cup raisins, 1/2 cup dried cranberries, 1 cup pepitas, 1/4 cup honey). Take the oat mixture off the hot plate and pour into bowl. Note: you may have to measure out the honey yourself, as this can get messy.

4 **Distribute Granola**	Pass out a spork and bowl with a scoop of granola to each student. Remind them to wait to eat until everyone is served.
5 **Tasting Party**	Once all students have been served, have a tasting party! Encourage students to find and taste the different ingredients in the granola as well as trying them all together.

TEACHER'S NOTE

If students don't like the granola as a whole encourage them to investigate which parts they do like, such as the pepitas or the raisins.

CLOSING & REMINDERS

Ask the students what their favorite part of the granola was. Ask students to name a part of a recipe and why we use recipes. Remind students that they get to keep their recipes so they can make it again at home.

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LESSON 3 RECIPE SERVES: 6-8 people

Stovetop Granola

TODAY IN BUBBLE CLASS WE LEARNED ABOUT USING RECIPES! HERE IS A RECIPE WE MADE IN CLASS TO TRY AT HOME.

THIS GRANOLA TASTES GREAT ON TOP OF YOGURT OR BY ITSELF! AND IT'S A DELICIOUS, HEALTHY ALTERNATIVE TO CEREAL!

INGREDIENTS

1 canister rolled oats

1 cup dried, flaked coconut

1/2 cup of raisins

1 cup of dried cranberries

1/2 cup pepitas

1/2 cup of butter

1/4 cup of honey

1 tsp. of ground cinnamon

1 tsp. of vanilla extract

DIRECTIONS

1. Heat the butter in a large skillet over medium-high heat until melted. Add oats, cook and stir until oats begin to brown and crisp (about 5 minutes).
2. Turn down heat and add in vanilla extract and cinnamon, stirring constantly.
3. Pour out into a non-reactive bowl to cool and mix in pepitas, coconut flakes, and dried fruit.
4. Once cool, transfer to an airtight container or serve.

*Have your child read and help follow directions on the recipe.

Lesson 4

BASIC KNIFE SKILLS & SUSHI NORI

GOALS & OBJECTIVES

Students will demonstrate how to properly and safely handle a knife.

Students will demonstrate cutting techniques.

Students will make vegetable sushi nori.

STANDARDS

Common Core Standards

ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NYS Standards

2.CM.1 Understand how to organize their thought processes.

Standard 2: World History - know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations.

MATERIALS

- 3 cucumbers, cut into 1/8ths
- 3 red peppers, cut into 1/8ths
- 3 avocados, cut into 1/8ths
- 1 bunch of carrots, peeled and quartered
- 3 oz container of plain hummus
- 1-2 packets of nori seaweed

From Box:

- Hand sanitizer
- Wax paper
- Lettuce knives
- Mixing bowls
- Serving bowls
- Sporks
- Teaching aid
- Take-home recipes

TIP: DON'T JUST GO FOR THE CHEAPEST NORI - GET GOOD QUALITY NORI, OR IT MAY BE TOO DRY AND CHEWY.

OPENING QUESTIONS

Review: Who can name some parts of a recipe?

Who likes to cook at home? What types of food do you like to cook? What are some important utensils/tools used for cooking?

Explain to students that today they will learn how to use a knife.

DISCUSSION

Ask students to pick up the hand they write with and wave it in the air. Explain that this is their knife hand. Tell the students that their other hand is a bear claw (you can put up a claw hand and growl).

Ask: Why do I want you to make a bear claw? Explain: Your "claw" goes on the food you are cutting so fingers are protected.

Explain to the students that the knife "lives on the cutting board;" it never leaves. Demonstrate cutting technique with a cucumber. Show how the tip of your knife stays on cutting board as you cut.

Explain to the students that if anyone picks up his or her knife without permission, it will be taken away. If they drop a knife, a teacher or volunteer will pick it up.

DISCUSSION

Explain to the students that they will be using their knives to cut and chop vegetables to make vegetable sushi rolls! Ask the students if they have eaten sushi.

Sushi is a traditional food served in Japan, which is in Asia (use the map in the teaching aid to show where Japan is in relation to the United States). Traditionally sushi consists of rice and fish. However, there are many ingredients used to make sushi. Show the students and name the various ingredients they will be using. Write sushi and the ingredients on the teaching aid poster.

ACTIVITY

1

Illustrate different cutting techniques

Explain to students they will be learning four different knifes cuts. Show students Knife Cuts teaching aid image, and explain the four knife cuts:

Diagonal- to cut at an angle

Dice- to cut into tiny pieces

Chop- to cut into bite sized pieces

Julienne- to cut into long strips

2 **Demonstration**	Prep a sushi roll to demonstrate and explain how to properly roll vegetarian sushi. Spread hummus on a piece of nori. Place the veggies at one end. Then roll up the nori from the end with the veggies until all the seaweed is rolled up.
3 **Distribute Materials**	Pass around the hand sanitizer and distribute wax paper. Pass out a piece of vegetable to each student. Distribute knives, reminding students that teachers and volunteers will walk around the room to assist them. Encourage students to be creative and try all the different types of cuts they learned. When students have finished cutting, give each student one piece of nori along with a small bowl filled with one scoop of hummus and a spoon.
4 **Construct Sushi**	Instruct the students to lay their sushi nori flat, placing their hummus down first (the hummus should be spread about an inch away from the edge closest to them). The students can choose which pieces of food to place on top of the hummus. Instruct the students to make a roll, by rolling the edge of the nori away from them over the hummus. If choosing to lay the avocado down, a piece of food can also be stacked on top. Roll the nori over the food; repeat until the roll is complete.

5 **Cut Sushi**	Walk around to help students as they finish rolling their sushi. The rolls should be cut 3 times and you may have to use the chef's knife to help.
6 **Taste!**	Once the students are finished cutting their sushi nori the class may taste together!

TEACHER'S NOTE

This is the first introduction to knife safety. Bubble likes to encourage the students to think of these knives as a sharp chef's knife.

Encourage students to try the sushi as a whole, but if some are reluctant, they can always eat the parts so they have something to eat.

If students are intimidated by the nori, allow them to try a bite of it alone if there are extra sheets of nori, before they try their sushi.

CLOSING & REMINDERS

Ask the students to raise their hands and discuss the important knife safety techniques they learned. Ask the students to raise their hands and name another food that might taste great in their sushi nori. Provide the classroom teacher with the take-home recipes.

LESSON 4 RECIPE

SERVES: 6

Sushi Nori

TODAY IN BUBBLE CLASS WE LEARNED ABOUT KNIFE SKILLS BY USING SPECIAL BUBBLE KNIVES! HERE IS A RECIPE WE MADE IN CLASS TO TRY AT HOME.

DIRECTIONS

1. Lay a piece of nori, shiny side down.
2. With about 2 tbsp of hummus, spread a line across the nori using the back of a spoon.
3. At the end of the nori closest to you, make a line of the vegetables.
4. Roll, starting with the end closest to you, then repeat for as many sushi rolls as you want.
4. Slice and serve with soy sauce.

INGREDIENTS

- 1 package of nori wrappers (seaweed wrappers)
- 1 cucumber, halved, seeded, and cut into thin strips
- 1 red pepper, halved, stemmed, seeded, and cut into thin strips
- 1 bunch of carrots (either pre-shredded or peeled and shredded)
- 1 avocado, sliced into thin strips
- 2-3 oz container of plain hummus

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Lesson 5

PUMPKIN PIE PARFAIT

GOALS & OBJECTIVES

Students will create a parfait made from pumpkin and yogurt.

Students will begin to understand how pumpkins grow.

MATERIALS

- 16 oz can of pumpkin puree
- 32 oz container of plain yogurt
- 7 apples, cored and sliced into 1/8ths
- 1 package pepitas
- 25 clear cups

From Box:

- Hand sanitizer
- Mixing Bowls
- Cutting Boards
- Lettuce knives
- Sporks
- Honey
- Cinnamon
- Teaching aid
- Take-home recipes

STANDARDS

Common Core Standards

ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

NYS Standards

Standard 4 – the living environment - Performance Indicator 3.1c: In order to survive in their environment, plants and animals must be adapted to that environment.

-Seeds disperse by a plant's own mechanism and/or in a variety of ways that can include wind, water, and animals.

– Leaf, flower, stem, and root. Identify common things that can be considered to be systems (e.g., a plant, a transportation system, human beings).

OPENING QUESTIONS

Review: What did we make last class? What utensil did we use?

What season are we in now?
What is special about this season? What season do we eat pumpkins in?

DISCUSSION

Tell students that we eat pumpkins in the fall because they only grow during the fall. All fruits and vegetables have their own special season when they grow. Potatoes grow in the winter, strawberries grow in the spring, watermelon grows in the summer, and pumpkins grow in the fall! Show students the Seasonality teaching aid image.

Ask what happens during fall/autumn? Discuss how the weather becomes cooler, we start to wear warmer clothes to keep warm. Explain that a pumpkin has a hard skin to protect it from the cold weather, the wind, the rain, and often the snow, just like we wear winter jackets, hats, and gloves to protect us from the cold.

Pumpkins grow on vines and on the ground until they are ready to be harvested. Ask if anyone has ever prepared pumpkin seeds. Explain that because pumpkins have seeds in the middle, that classifies them as a fruit.

Tell students, today we are going to make something with pumpkin! Show the students the ingredients: pumpkin, yogurt, apples, honey, and cinnamon. Ask the students what they think they are going to make.

Explain to the students that they we will be using pumpkin to create a parfait. A parfait is a special dessert made with layers of delicious foods that are crunchy and creamy! Explain how to create a pumpkin pie parfait. The first layer will be a scoop of pumpkin, the second layer will be apple slices, one more layer of pumpkin, and then the last layer will be yogurt with a sprinkle of pepitas.

A volunteer or teacher will hand out the honey, and we can all take turns placing a baby bird pinch of cinnamon on top.

ACTIVITY

1

Chopping Apples

Remind students of the knife rules (in teaching notes). Hand out wax paper, lettuce knives and two apples slices. Have students chop up the apples.

Once they have chopped the apples, take the knives away and hand out serving bowls, clear cups, and sporks. Leave the wax paper on the table.

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ACTIVITY

2 **Assemble Parfait**	On a piece of wax paper, give two scoops of pumpkin, one scoop of yogurt, and one handful of pepitas to each student. Tell the students they may begin to create their parfait in their cups, encouraging them to be creative with the layers!
3 **Finishing Touches**	Pass around the cinnamon, monitoring the amount "baby bird pinch" the students put on their parfait. Walk around with the honey.
4 **Enjoy!**	When all the students are finished making their parfait, everyone can eat!

TEACHER'S NOTE

Knife skills review: The knife lives on the cutting board. Your writing hand is the hand you hold the knife with. Your other hand is your bear claw.

Encourage students to taste the parfait using positive peer pressure.

Emphasize the seasonality of foods - if you are teaching this lesson in the spring, mention how we eat canned pumpkin because it is not growing right now.

CLOSING & REMINDERS

Ask the students what is one fun fact they learned about a pumpkin. Ask students how to make a parfait. Ask what their favorite part of the parfait was. Provide the classroom teacher with the take-home recipes.

LESSON 5 RECIPE SERVES: 4 people

Pumpkin Pie Parfait

TODAY IN BUBBLE CLASS WE LEARNED ABOUT PUMPKINS! HERE IS A RECIPE WE MADE IN CLASS TO TRY AT HOME.

DIRECTIONS

1. In a cup, layer a scoop of pumpkin, yogurt, pepitas, and apples. Repeat the layers as desired.
2. Top with a small squeeze of honey and a pinch of cinnamon.

INGREDIENTS

- 8 oz can of pumpkin (unsweetened)
- 1 cup of plain yogurt
- 1 teaspoon of cinnamon
- 1 good squeeze of honey
- 2 apples, cored and cut in half
- ½ cup of pepitas or sunflower seeds

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