Pre-K / Green Eggs and Ham

Overview:
Students will listen to “Green Eggs and Ham” by Dr. Seuss then cook green eggs (by blending the eggs with spinach before scrambling) while depicting the recipe in their own cookbook by using their knowledge of shapes and colors. At the end of the lesson, students will taste their green eggs and learn about how spinach and eggs are good for their bodies.
(Time Needed: Approximately 1 hour)

Georgia Early Learning and Development Standards:
- CLL5. Acquires meaning from books read aloud.
- CCL2. Acquires vocabulary.
- CD-CR2. Creates visual art.
- CD-MA6. Identifies basic shapes.

Objectives:
- Students will be able to respond to comprehension questions after listening to “Green Eggs and Ham.”
- Students will be able to use new vocabulary: cookbook, recipe, ingredients, spinach, eggs, blender, stove, and pan.
- Students will be able to create visual art to depict their recipe using shapes and colors.

Materials:
From the Kitchen:
- Blender
- Burner, Pan, Spatula
- Forks (1 for each student)
- Various Cookbooks

From the Grocery Store:
- Spinach
- 1 dozen eggs
- Cheese (optional)

From the Library:
- “Green Eggs and Ham” by Dr. Seuss
  (Book: http://www.amazon.com/Green-Eggs-Ham-Dr-Seuss/dp/0394800168)
  (Video: https://youtu.be/2KRkR8HaR9c)
- Various Cookbooks

From the Classroom:
- Crayons or other coloring supplies

For more information, visit www.georgiaorganics.org/for-schools
Reproducibles:
- “Cookbook” for each student (2 pieces of copy paper folded in half and stapled)

Lesson Plan:
- Engage (whole group / on carpet) - 10 minutes
  - Read or watch “Green Eggs and Ham” by Dr. Seuss.
  - Check comprehension:
    - “Who were the main characters and how would you describe them?”
      (Sam - friendly, adventurous / Unnamed - grumpy, annoyed)
    - “Who were some other characters?”
      (cat, dog, fox, mouse, engineer, passengers, goat, sailor)
    - “What happens at the beginning of the story?”
      (We meet the characters and learn that the Unnamed character does not like
       Sam. Sam offers him greens eggs and ham and he says he does not like
       them. Students may be able to recite “I do not like green eggs and ham, I do not like
       them Sam I Am.”)
    - “What happens in the middle of the story?”
      (He doesn’t like them here, there, or anywhere / in a house, with a mouse / in a
       box, with a fox / in a car / in a tree / on a train / in the dark / in the rain / with a
       goat / on a boat).
    - “What happens in the end of the story?”
      (He tries them and he likes them!)
    - “What can we learn from the characters in the story?”
      (If we try new things, we may find new things that we like!)
  - Introduce lesson:
    - “Has anyone tried green eggs before?”
    - “How do you think we could make green eggs?”
- Explore, Explain (whole group / on carpet), Extend (independently / in seats) - 50 minutes total
  - Cookbooks and Recipes
    - Explore various cookbooks to look at recipes and photos.
    - Explain that cookbooks are books full of recipes that teach you how to cook
      something. Today each student is going to make a cookbook with a recipe for
      green eggs.
    - Extend to their own cookbooks by giving students time to draw their green eggs
      on an oval plate on the cover of their cookbook.
  - Ingredients
    - Explore spinach and eggs by carefully looking, touching, and smelling. Evaluate
      how many students can identify eggs and spinach. Evaluate how many students
      have tasted eggs or spinach before.
    - Explain that the foods needed to create a recipe are called the ingredients. The
      two ingredients for green eggs are spinach and eggs.
    - Extend to students’ own cookbooks by allowing time to draw their green oval
      spinach leaves and round white eggs (on the first page of their cookbook).

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- **Step 1: Blending**
  - Explore ideas for combining the spinach and the egg.
  - Explain that we will crack the egg and wash the spinach then combine the two ingredients using a blender. Demonstrate these steps with class volunteers - noticing the white egg shell with the yellow egg yolk inside that then turns green when blended with spinach.
  - Extend to students’ own cookbooks by allowing time to draw their rectangular clear blender with the yellow egg yolks and green oval spinach leaves inside (on the second page of their cookbook).

- **Step 2: Scrambling**
  - Explore ideas for the next step - heating the combined spinach and egg.
  - Explain that we will use a stove and pan to heat the eggs until they become fluffy. Demonstrate these steps as the class watches. If you would like to add cheese, you can mix in grated cheese as the eggs scramble.
  - Extend to students’ own cookbooks by allowing time to draw their small round pan on a large round stove with their green eggs inside (on the third page of their cookbook).

- **Tasting** (most easily done by providing each student with a forkful)
  - Explore the taste of the green eggs. Remind students of appropriate ways to discuss their opinions:
    - I like it. I love it! It’s delicious. Yum!
    - It’s not my favorite. I don’t care for it. It’s okay.
  - Explain that eggs are high in protein which makes their muscles strong and spinach, like other leafy greens, is high in Vitamin K which keeps your bones healthy.
  - Extend to students’ cookbooks by allowing time to draw their completed green egg dish (on the fourth page of the cookbook). They can also write a describing word from a word bank next to their picture to describe their opinion of the dish. The word bank may include: delicious, good, great, healthy, tasty, very (added to any word!), yummy.

- **Evaluation**

  **Example Evaluation**

<table>
<thead>
<tr>
<th>Engage (CLL5.)</th>
<th>Student participated in listening to “Green Eggs and Ham” and responded to comprehension questions.</th>
<th>___/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
<td>Student participated in the discovery of recipes, ingredients, and kitchen tools.</td>
<td>___/25</td>
</tr>
<tr>
<td>Explain (CCL2.)</td>
<td>Student listened while new vocabulary was introduced and utilized in speech.</td>
<td>___/25</td>
</tr>
<tr>
<td>Extend (CD-CR2., CD-MA6.)</td>
<td>Student created a cookbook sequencing the steps of the recipe using shapes and colors.</td>
<td>___/25</td>
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</tbody>
</table>

  **TOTAL**: ___/100