



LET'S TACOBOUT TACOS

INTEGRATED SUBJECT(S): English Language Arts, Mathematics	
GRADE LEVELS: 3-5	
LESSON TOPICS	
Mexican food, culture, comparing and contrasting	
CURRICULAR CONNECTION + FOOD OBJECTIVES	
Students will better understand the cuisine of other cultures by learning about the origin of tacos and by comparing and contrasting different ingredients used in tacos (such as corn and flour tortillas).	
CORE CONTENT STANDARDS/SKILLS <i>Potential Curricular Connections:</i>	PILOT LIGHT FOOD EDUCATION STANDARDS covered in lesson
Common Core English Language Arts: Grades 3-5 Informational Text: Key Ideas and Details (Standards 1-3) Grades 3-5 Informational Text: Integration of Knowledge and Ideas (Standard 9) Grades 3-5 Writing: Text Types and Purposes (Standards 1-3) Common Core Math: Grades 3-5 Measurement and Data Grades 3-5 Numbers and Operations in Base Ten Grades 3-5 Numbers and Operations - Fractions	PLFS 1: Food connects us to each other. PLFS 2: Foods have sources and origins. PLFS 6: We can make positive and informed food choices. PLFS 7: We can advocate for food choices and changes that impact ourselves, our communities and our world.
RELEVANT VOCABULARY	
tortilla, queso, salsa, flour, corn, carne asada, refried beans, guacamole, avocado, tomato, tomatillo, taco, Mexico, cuisine, culture, compare, contrast	



CLASSROOM/CURRICULUM ACTIVITIES THAT CONNECT TO THE FOOD EXPERIENCE

How the food experience connects to the curriculum:

What activities will you do that lead up to and/or follow the food experience?

***grade bands are only suggestions- activities can be modified to fit multiple grade levels**

Grades: 3-5

Possible Cross-Curricular Connections/Activities:

- Students can analyze different menus from different types of restaurants (try and get menus mentioned in books similar to *Eat This, Not That* series by David Zinczenko, Matt Goulding (or reference website: <https://www.eatthis.com/restaurants/>). Students will use the information to help make good substitutions in ingredients.
- Students can calculate how much of each ingredient in the recipe would be needed to feed their family, the class, or the school.
- Students can create a class book/video of the information they learn - how to make tacos, a collection of short stories about favorite taco recipes or toppings.
- Students can create a healthy menu using tacos as the main dish.
- Students can use recipes to map countries and find commonalities in some of the ingredients found in tacos. Then make inferences about where and how those ingredients were spread across the globe.

RELATED BACKGROUND KNOWLEDGE ON FOOD

- “History of Tacos in America” *TriMark* by Patrick Maness:
<https://www.trimarkusa.com/news-room/trimark-blog/2016/may-2016/history-of-tacos-in-america>
- “A Brief History of the Taco” *Huffpost Life* by Stephen Raichlen
https://www.huffpost.com/entry/a-brief-history-of-the-taco_b_12687046
- “Corn vs. Flour: When to Use Each Kind of Tortilla” *Food and Wine* by Max Bonem
<https://www.foodandwine.com/holidays-events/cinco-de-mayo/when-use-corn-or-flour-tortillas>

ANCHOR TEXTS

- “Where Did the Taco Come from?” *Smithsonian.com* by Katie June Friesen
<https://www.smithsonianmag.com/arts-culture/where-did-the-taco-come-from-81228162/>
- “The Culture of the Taco” *Food Around the World via Penn State University* by Alison Sears
<http://sites.psu.edu/searsforeignfood/2015/10/02/the-culture-of-the-taco/>
- *Tacos and Tortillas: Noe Saves the Day* by Alma Jimenez and Wanda Grice; October 26, 2016 ISBN-1539001547
- *Dragons Love Tacos* By Adam Rubin and Daniel Salmieri
 - Read Aloud: “Dragons Love Tacos Read Aloud” *YouTube* by Samantha Cobb
<https://www.youtube.com/watch?v=tvVlqhUzPMc>
- *Dragons Love Tacos 2* by Adam Rubin and Daniel Salmieri
- *Planet Taco: A Global History of Mexican Food* by Jeffrey M. Pilcher; October 1, 2012, ISBN-0199740062



FOOD EXPERIENCE + MATERIALS
Step by step instructions for the food experience.

Option 1:

- The teacher will read Tacos and Tortillas: Noe Saves the Day by Alma Jimenez and Wanda Grice and have a classroom discussion about text and tacos.
- Prior to food experience, the teacher can place one of each topping in a brown paper bag (tomato, lettuce, cilantro, avocado, limes, and onions).
- The teacher will break students into groups and give each a brown paper bag with a topping ingredient in it. While in their group, students can open the bag and make a list of what they can use the ingredient for.
- Groups will share lists with their class, then each group will make a taco recipe highlighting the ingredient in their bag. Groups can create a name for their taco as well as the ingredient list and recipe.
- Bring students back together and share ideas!
- Pass out walking taco recipe for students to make at home!

Materials:

- Board and markers
- 6 brown paper bags
- Article print-outs for student research station
- Tacos and Tortillas: Noe Saves the Day by Alma Jimenez and Wanda Grice
- Topping ingredients:
 - Tomato
 - Onion
 - Avocado
 - Cilantro
 - Avocado
 - Lime

Option 2:

- Prior to food experience, the teacher can place one of each topping in a brown paper bag (tomato, lettuce, cilantro, avocado, limes, and onions).
- The teacher will break students into groups and give each a brown paper bag with a topping ingredient in it. While in their group, students can open the bag and make a list of what they can use the ingredient for.
- Groups will share lists with their class, then groups will have a classroom discussion about what all the ingredients together can/could make.
- will read Tacos and Tortillas: Noe Saves the Day by Alma Jimenez and Wanda Grice and have a classroom discussion about text and tacos.
- That day (or the following), students will rotate through stations set up in the room.
 - Stations should be in the following order:
 - Writing station -- students can write what they want to put on their tacos from the ingredients listed on board
 - Taco history research station -- students should research the difference between flour and corn tortillas as well as the origin of tacos



- Tortilla station -- students should taste corn versus flour tortillas and decide which they want for their taco
 - Optional: warm tortillas in a microwave or on a griddle ahead of time and cover with paper towels to keep warm!
- Meat cooking station (supervised by teacher) -- students will fill tortillas and observe meat cooking
- Topping station: students will choose which toppings they want!
 - Teacher can precut vegetables (tomatoes, onions, cilantro, avocado, and limes) and purchase pre-shredded cheese

Materials:

- Board and markers
- 6 brown paper bags
- Article print-outs for student research station
- Tacos and Tortillas: Noe Saves the Day by Alma Jimenez and Wanda Grice
- Portable gas burner
- (Optional) Microwave or griddle
- Skillet or fry pan (to cook meat)
- Small disposable plates
- Disposable forks and spoons for toppings
- Paper towels
- Ingredients for tacos (for 25 tacos)
 - 2 # ground beef
 - 2 pkg. taco flavor seasoning
 - 1 head lettuce (you can break some leaves off for the bag activity), sliced
 - 4 tomatoes, diced + 1 whole for bag
 - 1 large bag of shredded cheese
 - 1 small container of sour cream
 - 2 large onions, diced + 1 whole for bag
 - 1 bunch cilantro, chopped (leave 1 sprig for bag)
 - 30 flour tortillas
 - break 5 tortillas up so students can taste test!
 - 30 corn tortillas
 - break 5 tortillas up so students can taste test!
 - 1 large jar of salsa
 - 1 container of guacamole
 - 3 avocados, diced + 1 whole for bag
 - 5 limes, cut in 8 + 1 whole for bag



IDEAS FOR FOOD ADVOCACY

- Students can create a PSA about tacos and healthy alternatives or versions.
- Students can create brochures or handouts to share at school functions (open houses, report card pickups, etc.)
- Analyze the menu items from lunchroom meals and find common ingredients that are also in tacos.
 - How are these ingredients used in different ways (not as tacos)?
 - Identify cultures that are not represented and what recipes or ingredients could be added to represent different cultures or favorites from the classroom.

COMMUNITY CONNECTIONS

- Use items from the school garden or donated ingredients to make tacos to eat as a class. Try to incorporate ingredients that are both well-known and new to your class.
- Incorporate this lesson with the Fresh Food Program if it is at your school.
- Work with the school cafeteria in creating the tacos in class or visit the cafeteria on the day of your food experience.

RECIPE OR TAKE-HOME ACTIVITY

Recipe:

Walking Tacos (Serves 5)

Taste of Home by Beverly Matthews <https://www.tasteofhome.com/recipes/walking-tacos/>

Ingredients:

- 1 # ground beef
- 1 envelope of reduced-sodium chili seasoning mix
- ¼ tsp. pepper
- 1 (10oz.) can diced tomatoes and green chilies
- 1 (15 oz.) can ranch style beans (pinto beans in a seasoned tomato sauce)
- 5 pkg. (1 oz. each) corn chips
- Shredded cheddar cheese (to top)
- Sliced green onions (to top)
- Sour cream (to top)

1. In a large skillet, cook beef over medium heat until no longer pink, breaking into crumbles, 6-8 minutes; drain. Stir in chili seasoning mix, pepper, tomatoes and beans; bring to a boil. Reduce heat; simmer, uncovered, until thickened, 20-25 minutes, stirring occasionally.
2. Just before serving, cut open corn chip bags. Add beef mixture and toppings.

Lesson adapted from lesson by: Erin Schave

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