

**Families:**

Pilot Light Family Meal Lessons are designed to easily bring food education into your home. We recommend using the Family Resources in the following way:

1. Watch the Family Meal video for the lesson as a family.
2. Make the recipe as a family.
3. In the Common Core Connections section, children can learn through and about food while strengthening Common Core English Language Arts or Math skills.
4. Family Discussion questions and Extension Activities are provided to allow learners of all ages opportunities to participate in the learning experience!



**Pilot Light Family Meal Lesson**  
**Colorful Vegetable Quesadillas**  
**+ Grades K-8 Common Core Math Skills**

**Suggested Recipe Age Range: 6 and up with adult help**

**Recipe by Chef Beth Somers:**

**Colorful Vegetable Quesadillas****Ingredients:**

- 1 sweet potato, peeled and cut into 1/2 inch cubes
- 2 red or yellow Peppers, seeded and cut into 1/2 inch cubes
- 1 yellow onion, peeled and cut into 1/4 inch cubes
- 1 cup canned black beans
- 1/2 teaspoon cumin
- 1/4 teaspoon dried oregano
- pinch dried red chili pepper or a dash of hot sauce
- salt
- pepper
- 1-1/2 cups shredded cheddar
- 8 corn or flour tortillas

**Directions:**

1. In a fry pan, heat 1 tablespoon of vegetable or canola oil over medium heat until the oil shimmers.
2. Add the diced sweet potato, peppers, onions, cumin, oregano, hot sauce, salt and pepper and stir everything well to combine. Cook over medium heat, stirring occasionally, until the onions are translucent and the sweet potatoes are easily pierced with a fork, about 10 minutes. If the onions start to burn or stick to the

bottom of the pan, add a few tablespoons of water and reduce the heat to medium-low.

3. Stir in the black beans and cook to heat through, about 2-3 minutes. Taste and add extra salt and pepper if needed. Remove the filling from the fry pan. Clean the fry pan and return to the stove.
4. To build a quesadilla, top one tortilla evenly with 2 tablespoons of shredded cheese, then with 1/4 of the vegetable filling, and then another 2 tablespoons of cheese. Sandwich with a second tortilla. Repeat to make additional quesadillas.
5. Heat a fry pan over medium heat. Carefully slide 1 quesadilla into the hot pan. Cook for 1-2 minutes or until the bottom quesadilla is slightly crispy. Using a pancake turner or other spatula, carefully flip the quesadilla and cook an additional 1-2 minutes or until the cheese is melty. Remove from the pan and slice into quarters. Repeat with remaining quesadillas. Serve alone or with toppings like chopped tomatoes, salsa, sour cream, or avocado.

### **Common Core Connections:**

#### **Grades K-2nd**

#### **Mathematics - Counting and Cardinality & Operational and Algebraic Thinking**

Common Core Standards: K.CC.2K & 1.OA.1, 2.OA.2

Students can count numbers, and add and subtract within 20.

#### **What does this mean?**

Students in kindergarten are learning to count and use numbers to add and subtract. As students progress they are able to add and subtract numbers including and up to 20.

#### **What does this look like?**

Students will have opportunities to count the items as they are added to the creation of the quesadillas and subtract the number of items not needed from a total.

#### **Materials needed:**

- Sweet potato pieces
- Pepper pieces
- Tortillas
- Knife
- Cutting board
- Any other dried materials can be used instead of the items needed for the recipe

#### **Directions:**

1. Wash hands prior to using the food pieces or use extra pieces that will not be used in the recipe.
2. Cut sweet potato and peppers into pieces.

3. Count the number of pieces of each ingredient.
4. Add the number of each ingredient together.
5. Subtract a number from the total.
6. Continue subtracting items until all are subtracted.
7. Count the total of tortillas in the package, or made by hand, and then subtract 8 tortillas needed for the recipe.

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### **Grades 3rd-5th**

#### **Mathematics - Operations and Algebraic Thinking & Numbers and Operations in Base Ten**

Common Core Standards: 3.OA.1, 4.OA.4, 5.NBT.1

Students can multiply and divide numbers within 100 and understand place value and carry out multi step problems using multiplication and division.

#### **What does it mean?**

Students will be able to multiply and divide numbers including and up to 100 and then progress to higher numbers that include multi digit whole numbers and decimals.

#### **What does it look like?**

Students will add, subtract, multiple, and divide items in the recipe

#### **Materials needed:**

- Sweet potato pieces
- Pepper pieces
- Tortillas
- Any other dried materials can be used instead of the items needed for the recipe

#### **Directions:**

1. Wash hands prior to using the food pieces or use extra pieces that will not be used in the recipe.
2. Cut sweet potato and peppers into pieces.
3. Count all pieces of the ingredients to get a total.
4. Subtract an amount from the total to find the amount left and continue subtracting different amounts until all the pieces are subtracted.
5. Divide the pieces into different piles starting with two to determine how many pieces are in each pile when divided by that number. If pieces are left over discuss how it would be fair to divide those pieces up. (Into parts or decimals.)

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### **Grades 6th-8th**

#### **Mathematics - Ratios and Proportional Reasoning**

Common Core Standards: 6.RP, 7.RP

Students will analyze proportional relationships and use them to solve real-world mathematical problems.

#### **What does this mean?**

Between 6th and 8th grade students progressively learn about the relationships between numbers. If one number increases or decreases, how does it change another number in a identified pattern that stays the same. Students progressively deepen understanding by applying the relationship of change to a specific situation. Ultimately, students will be able to apply the concept and construct an algebraic equation that defines the proportional change. In this lesson, you (the student) will be working on determining the relationship between proportions in a real life situation as it is applied to adjusting the recipe dependent upon the need to increase or decrease the amount.

### **What does this look like?**

Students will imagine they are cooking quesadillas for a slumber party they are having with four of their friends and for their family consisting of four people. The recipe listed feeds their family of four so the student will have to use proportions to determine how to adjust the recipe to feed 8 individuals. 6th and 7th grade students can calculate and state the relationship and 8th grade students can write a mathematical equation for the relationship.

### **Materials needed:**

- Pen or pencil
- 8"x11" lined piece of paper folded lengthwise into four columns (Folded "hot dog" style)
- Calculator if needed

### **Directions:**

1. Title the columns at the top in the following order: Ingredients, Original Amount of Ingredients for 4 People, Adjusted Amounts for 8 People, and Other.
2. List the ingredients in the first column.
3. List the amount of each ingredient in the second column for 4 people.
4. Multiply each amount by two to double the amount of the ingredients needed to feed double the amount of people, which is 8 people, and write the adjusted amount in the third column
5. Try adjusting the recipe for just you and one of your friends, for a larger amount of people, or for an odd number of people to fill in the Other column.
6. 6th and 7th graders can state and write a statement of the relationship between the amounts when the recipe is increased or decreased.
7. 8th graders can write a formula that represents the relationship.

### **Family Discussion Questions:**

#### **Families/children could discuss or write about:**

- What ingredient in the quesadilla have you had before? Does the ingredient taste any different mixed with the other ingredients?
- What is a new ingredient you have never tasted or had cooked in a quesadilla before? How would you describe the taste of the ingredient?
- Why do you think the dish is called, "Colorful Vegetable Quesadilla"? What new name would you give to the recipe? Think about a name that connects to how it

looks, smells, tastes, or feels in your mouth. Your name can even be a combination of them.

- What other foods do we eat that get filled with food ingredients? Compare and contrast how they are prepared, what ingredients are used, and how you would describe them compared to quesadillas.

#### **Extension Activities:**

**Here are some suggestions for additional activities that relate to this recipe:**

- Create a new recipe for a quesadilla using ingredients or combinations not traditional to quesadillas. For example, adding fruit or one of your favorite ingredients.
- Have the ingredients come to life and create a story about the ingredients in the quesadilla. Some ideas for stories might be how the ingredient arrived and what they went through to get there, how they grew up, what they have in common with other foods, or having them make a persuasive speech to entice you to eat them.
- Create a quesadilla drawing that illustrates your quesadilla story. Cut out two circles the same size you can bind together and open up to reveal the ingredients.
- Read the Book, *Kitties Don't Eat Quesadillas* by Pattie Adams Martinez and share what you don't like to eat and explain why.
- Research where the ingredients originated from.
- Research what ingredients can be substituted for others if an ingredient is unavailable.

*This original Family Lesson was written by Pilot Light Food Education Fellow, Janet Ruff.*