

Kasama Means Together: Connecting Through Longanisa

Grade Levels and Subject: 1st Grade English Language Arts - Writing

Lesson Duration: 35-40 minutes

OBJECTIVES AND STANDARDS

Objective: Students will create a narrative piece of writing that describes a real or imagined experience with making and/or eating a food that reminds them of a loved one.

Food Education Standards:	Content Area Standards:	This lesson also aligns to:
<p>FES 1: Food connects us to each other.</p> <p>FES 4: Food behaviors are influenced by external and internal factors.</p>	<p>CCSS.ELA-Literacy.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>CASEL Skills:</p> <ul style="list-style-type: none"> ● Self-awareness ● Social awareness ● Relationship skills <p>Learning for Justice Social Justice Standards:</p> <ul style="list-style-type: none"> ● Identity 4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people. ● Diversity 6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

LESSON SYNOPSIS

In this lesson, students will learn how food connects them to others/their family by learning about the Filipino sausage longanisa and drawing or writing a story about sharing a dish with someone special to them.

LESSON PREPARATION

Prep steps	Materials
<ul style="list-style-type: none"> ● Load and preview video: Pilot Light in One Bite Longanisa <ul style="list-style-type: none"> ○ https://vimeo.com/1031231335?share=copied ● Print copies of student worksheet (Attached below) ● Practice pronunciation of longanisa: [lawng-guhn-ees-uh] and Kasama: [kuh-sah-muh] ● <i>Optional: Find a world map with your school's location, Chicago, and the Philippines marked.</i> 	<ul style="list-style-type: none"> ● Writing and drawing utensils

VOCABULARY

- Caramelize [kar-uh-muh-lahyz, kahr-muh-] (verb) - to change into caramel by heating at a high temperature
- Region [ree-juhn] (noun) - a broad geographic area
- Savory [sey-vuh-ree] (adjective) pleasing to the taste or smell
- Tradition [truh-dish-uhn] (noun) -the handing down of information, beliefs, or customs from one generation to another
- Variation [vair-ee-ey-shuhn] (noun) - a version of something with some differences from the typical or original

LESSON ACTIVITIES

INTRODUCTION (3-5 minutes)

1. Ask students prompting questions to activate prior knowledge (record answers on board or chart paper if you'd like):
 - a. What is a food that you love to eat for breakfast?
 - i. *Teacher note: Groups, families, and individuals differ greatly in what they consider to be "breakfast food". Make sure to validate all contributions and model respectful language when discussing food choices.*
 - b. Why do you think you love to eat that food?
 - c. Who is connected to this food in your memories? Did they make the food for you? Did they teach you how to make the food? Do they eat this food with you?
 - d. What can you remember about the first time you ate that food?

- i. *Teacher note: Feel free to use participation routines you've previously established in your classroom such as turn-and-talk, thumbs up/thumbs down, etc.*

INSTRUCTION (20 minutes)

1. Today, students, we are going to watch a video showing how sharing a certain food can connect people, even across time and across the world!
2. You will meet Chefs Tim and Genie. They are the owners of a restaurant in Chicago called Kasama, that serves Filipino food. The Philippines is a country in Southeast Asia. They will talk about a breakfast food that they serve, called longanisa.
 - a. *Teacher note: You could show the Philippines, Chicago, and your location on a map.*
3. Play video from the beginning. Pause at different points of the video to invite discussion and engagement with the following prompts:
 - a. *Teacher note: You can decide which prompts to use and which ones to skip depending on your students and the time you have available.*
 - i. Longanisa variations
 1. Tim talks about some different longanisa variations from different regions (parts of the Philippines). Which ones would you be most interested to try?
 - ii. Breakfast sandwich at Kasama
 1. Would you try this breakfast sandwich?
 - a. *Teacher note: Model respectful language like "Not for me" instead of saying "Yuck!" for those who are not interested in trying the breakfast sandwich.*
 2. What would you add to your own breakfast sandwich?
 - b. *Teacher note: Use your discretion and take cues from your students to add quick movement/brain breaks throughout the video as well.*
4. In the video, Chef Tim and Chef Genie talk about a food called longanisa. They talk about how this food connects them to the people who eat at their restaurant and to their family. I'd like you to think of a food that makes you feel connected to someone else when you eat it. This could be family, friends at school, etc. Maybe it is a breakfast food like longanisa.
 - a. Who were you eating the food with?
 - b. What was in the food?
 - c. How did it feel when you ate the food with that person, or to think about them while you eat it?
 - i. *Teacher note: Feel free to use strategies like talking partners/turn-and-talk during this discussion.*
5. Students, **food connects us to each other**, and eating with another person helps you spend time with them and get closer to them. Like Chef Genie, Chef Tim and the people who eat at Kasama, eating with another person or people helps you learn about each other, especially if that dish is special to them or to you. Now we will write a story about a time that you ate a special dish with someone and how that felt.

6. Using the worksheet below or another sheet of paper or tool online, students will draw a picture and could write or dictate a few sentences if they are able to.
 - a. Consider having the following sentence starters up on the board to get ideas flowing and to support students' writing:
 - i. "I like to eat [dish] with [name of friends/family] .
 - ii. It tastes [word to describe the food] ."
 - iii. I feel [feeling word] when we share food together.
 - b. *Teacher note: If students cannot think of a specific memory or specific food, they could draw/write about another food that they would like to eat with someone they care about.*

CLOSING (teacher discretion)

1. Students can share their drawings/writing with their classmates. If students make the food they wrote about in the future, encourage them to take a photo and share with the class afterwards.

CONSIDERATIONS (What adaptations are needed for diverse learners and/or varying dietary needs?)

- Be familiar with your school and/or district's allergy policies as well as any food restrictions for the students in your particular class.
- Students can work in partners to brainstorm their stories.
- Consider displaying visuals and a word bank to support students' writing.

ASSESSMENTS

- Completed student worksheet
- Have students read their stories to each other and sign each other's paper to keep track of how many classmates got to hear their story.
- Students can film a video of themselves sharing what they drew and/or wrote.
- Showcase everyone's work by displaying on a bulletin board or compiling a class book.

EXTENSION IDEAS

- Check out Pilot Light's [Food Education Center](#) for free food education lessons and resources for home and school.
- **Content Integration:**
 - **Literacy:** Practice phonemic awareness by clapping out the number of syllables and sounding out the different foods that people share about.
 - **Math:** Make tallies or create a bar graph about how many of the foods students write about are eaten for breakfast, lunch, or dinner, or any other categories such as ingredients, whether the food served hot or cold, etc.
 - **Science:** Teach about the five senses and how we can use them to describe the foods we try.

- **Social Studies:** Talk about a food that is important to their family and/or culture of origin. Locate the Philippines on a world map and talk about countries and continents.
- **SEL:** Ask students to name a feeling that describes how they felt before, during, and after eating food with a loved one.
- **Related Texts:**
 - *A is for Adobo: ABCs of Filipino Culture* by G.M. Reyes and Twinkle A
 - *Cora Cooks Pancit* by Dorina K. Lazo Gilmore
 - *Something Special: All Kinds of Foods* by Lisa Bullard
 - *My Food, Your Food, Our Food* by Emma Carlson Berne
 - *Everybody Cooks Rice* by Norah Dooley
 - *What Kids Should Know About Filipino Food* by Felice Prudente Sta. Maria

REFLECTION AND NEXT STEPS

Activities that worked	Topics to revisit	Community extension opportunities

Name: _____

Food Connects Us

Think about a time you ate food with your family or friends. Draw a picture and write a few sentences that tell about the dish and who you were eating it with.
