

Sugar Snap Peas

GRADE
2-3

Month: March

Time Required: 30 minutes

Alternative Tastings: Green Peas, Snow Peas, Okra

Lesson Goals

- Students will increase their knowledge of fruits and vegetables.
- Students will learn to try new fruits and vegetables and increase their preference for them.
- Students will learn that their peers like to eat fruits and vegetables.
- Students will learn how to ask their parents/caregivers for the fruits and vegetables tasted in class.

Lesson Objectives

- Students will be able to identify that peas grow in pods.
- Students will be able to describe how peas plants climb using trellises.

Materials

- | | |
|---|---|
| <input type="checkbox"/> 2 tbsp sesame or olive oil | <input type="checkbox"/> Water bottle with water (for cleaning) |
| <input type="checkbox"/> 1 lb sugar snap peas, washed | <input type="checkbox"/> Tasting plates or cups |
| <input type="checkbox"/> 1 tsp minced garlic (in a jar) | <input type="checkbox"/> Serving utensil |
| <input type="checkbox"/> 1 tbsp reduced-sodium soy sauce or tamari (a gluten free alternative, but check label to verify) | <input type="checkbox"/> Gloves |
| <input type="checkbox"/> 1 tsp chili oil (optional) | <input type="checkbox"/> Hand towel |
| <input type="checkbox"/> Sesame seeds (optional) | <input type="checkbox"/> Cleaning wipes |
| <input type="checkbox"/> Cooler | <input type="checkbox"/> Electric skillet |
| <input type="checkbox"/> Ice pack | <input type="checkbox"/> Power strip and extension cord |
| <input type="checkbox"/> Measuring spoons | |

Preparation

- Wash the peas.
- Search the internet for pictures of pea trellises. There are some really creative ones out there!

Recommended Books

“First Peas to the Table” by Susan Grigsby

“Gregor Mendel: The Friar Who Grew Peas” by Cheryl Bardoe

Standards Connection

This lesson supports the following Iowa Core standards.

Health Education
[Standards 1, 2, 3, 4, 5, 7, 8](#)

Science
Second grade - [2-LS2-2](#)
Structure and function

Third grade - [3-LS1-1](#)
LS1.B: Growth and development of organisms

Lesson Checklist

- Physical Activity
- Tasting
- Voting
- “Asking” Discussion
- Newsletters, Bingo cards, Stickers, Incentives
- Science Connection: Plants structures (2nd) & plant life cycles (3rd)

Engage

1. Introduction: 5 minutes

The “Introduction” section is a time to introduce yourself, recap previous lessons, establish norms, or introduce the day's lesson.

As soon as you arrive in the classroom, immediately plug in the electric skillet and preheat. Explain to students how you'll cook the sugar snap peas and how to stay safe while using heat sources. Use the following instructions (the recipe is also attached):

Follow these cooking instructions:

1. Heat sesame oil in a skillet over medium heat or medium-low heat (this depends on how hot your electric skillet gets).
2. Add sugar snap peas to hot oil. Cook for 5-7 minutes, uncovered.
3. Add garlic and soy sauce or tamari, stir. Cook for another 1-2 minutes. Be careful not to burn the sauce; tamari and soy sauce burn quickly.
4. Remove from heat and toss in chili oil. Sprinkle with sesame seeds. Enjoy!

***Cooking Tips:

- Feel free to delegate responsibilities with the teacher. Have them stir the peas, while you work with the class. Or vice versa.
- Email the teacher ahead of time to let them know you plan on using a heat source and will need a table close to an outlet, if possible.
- If you notice students getting distracted by the noise, smells, sights of cooking, use that as a teaching moment. Pause and ask students to smell the air together. Or listen very quietly for any sizzling noises. These are good interruptions!

2. Engage Activity: 3 minutes

The “Engage Activity” section has two purposes: 1) to activate students' prior knowledge and 2) to engage every student.

At the carpet, *There's a special saying about good friends - that they're “2 peas in a pod” (write saying on board or on doc cam). Let's read that together: (together) “2 peas in a pod.” This means that 2 people are like each; that they enjoy doing the same things; that they're close.* Educator shares example: *I'm “2 peas in a pod with _____” because we both like to _____.” I want to know, who are you 2 peas in a pod with?*

Choral Response:

- *When I say the magic word, “peas,” I want all of you to say the name of your good friend. Ready? Peas!* Pause to listen to answers. Listen and try to pick out a couple names you heard, repeat them back to the class.
- *Everybody quietly think of your favorite activity to do with your good friend. When I say the magic word, “peas,” I want you to say your answer. Ready? Peas!* Listen and try to pick out a couple activities you heard, repeat them back to the class.

When you finish, transition by saying, *Excellent! Isn't it great to have someone who you get along with.*

3. Experiential Learning: 10 minutes

This is a time for students to familiarize themselves with what you'll be tasting. The best way to do this is through a hands-on or exploratory activity.

Today we're trying snap peas. On a snap pea plant, the peas - which are seeds - grow inside of a pod that we can eat (draw diagram on board or doc cam). The pod protects the seeds. Note vocabulary word: pod. Define, write out, and repeat the word pod. Many peas grow inside of 1 pod. There can be 2 peas in a pod, or many more!

We're going to watch a video of a dancing pea plant to see how they grow. [Dancing Pea Plant](#) - watch video and do a dance. Show the video multiple times and have students contribute a dance move each time. The beat drops at 30 seconds. Introduce your own dance: start at the ground, bouncing, then when the beat drops, start waving your arms and "pull" yourself up like a pea plant. Transition: *When I say the magic word, "peas," we'll quietly move to sit at our desks* (opportunity for 3 deep breaths).

Trellis Activity: We saw how the pea plant waved around in the air as it was growing (reenact dance move). Those curly waving arms are pea shoots want to hold on to something for support. To grow tall and strong, the pea plant needs to climb a **trellis**. Note vocabulary word: trellis. Define, write out, and repeat the word trellis. *The purpose of a trellis is to support climbing plants; the climbing pea plant can wrap around it and add decoration to a garden.* Show creative examples of pea trellises found on the internet. In small groups or individually, support students to design a fantastical, imaginative, pea trellis of their dream, using the sheet provided. Share an example of your own!

***Cooking tips:

- While students are doing this activity, check in on the peas. While students continue working, start prepping samples to be passed out once the activity is done.
- Have another lesson and don't have time to wash the skillet? Simply squirt water into the hot skillet to cool it down, then wipe it clean with a rag. Do not wait more than 4 hours before washing with soap.

4. Tasting Activity: 5 minutes

The "Tasting Activity" section is when students get to try the fruit or vegetable. Don't forget to review your food tasting norms (for example, "don't yuck my yum").

Before you pass out any samples, be sure to review your brave tasting rules (for example, don't yuck my yum, we all try together, etc.). As students receive their samples, ask them to use their senses while they wait.

Reflect

5. Voting Activity: 3 minutes

This is a time for students to give their opinion on what they tried!

As students taste the stir fry, have them vote with their thumbs. Observe their voting and offer positive reinforcement regarding the Brave Taster Rules. If a student dislikes the tasting, perhaps ask what they would change about it.

Reflect (cont'd)

6. Reflection: 5 minutes

Reflection is one of the most important processes for students to process and retain new information or experiences. Give students an opportunity to reflect on what they've learned or tried in your lesson. This is an excellent place for students to practice the "Asking Discussion."

Choral Response:

I'm going ask a question and you're going to quietly think to yourself. When I say the magic word, "peas," you can say your answer aloud. Let's practice...

- What month is it? (March)*
- Whose class am I in?*
- What food did we try today? (Sugar Snap Peas)*
- What do peas grow in? (Pods)*
- Why is the pod important? (It protects the seeds/peas)*
- What do peas grow on? (A trellis)*

Asking Discussion:

Raise your hand if you're excited to go home and tell your family about tasting sugar snap peas.

- Ask a student with a raised hand: if you wanted to try this at home, how might you ask your grown-ups?*
- You might also ask additional questions like, where could you buy sugar snap peas?*

**Share printed copies of Sugar Snap Pea Stir Fry recipe for students to take home.*

Leave newsletters, incentives, stickers, and BINGO sheets with the teachers to pass out.

Design your Dream Pea Trellis.

DESIGN NAME:
DESIGN:

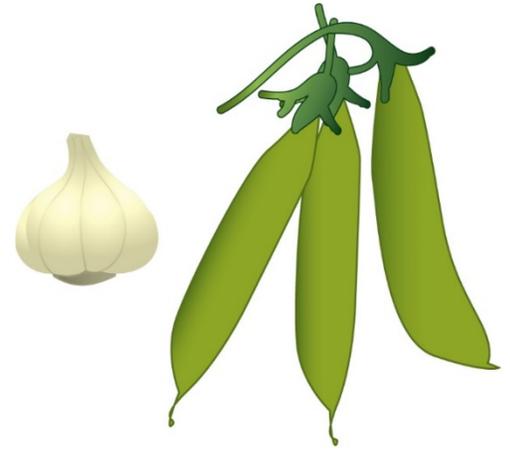
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This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. It was developed by the Iowa Department of Public Health in partnership with the Iowa Department of Human Services.
September 2020



Sugar Snap Pea Stir Fry

Ingredients:

- 2 tbsp. sesame oil (olive oil will work too)
- 1 lb. sugar snap peas
- 1 tsp. minced garlic
- 1 tbsp. reduced-sodium soy sauce (or tamari – check for gluten free)
- 1 tsp. chili oil (optional)
- Sesame seeds (optional)



Directions:

1. Heat sesame oil in a skillet over medium heat.
2. Add sugar snap peas to hot oil. Cook for 5-7 minutes, uncovered.
3. Add garlic and soy sauce or tamari, stir. Cook for another 1-2 minutes. Be careful not to burn the sauce; tamari and soy sauce burn quickly.
4. Remove from heat and toss in chili oil. Sprinkle with sesame seeds. Enjoy!

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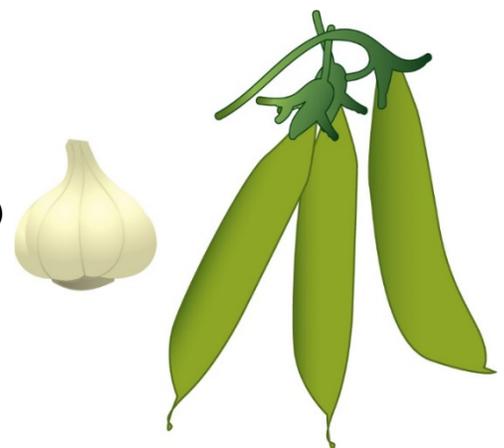
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Additional Materials

Physical Activity

[“Get Movin’ Energizer: Hit the Deck”](#) (page 12)

More ideas for physical activity are available at <https://idph.iowa.gov/inn/play-your-way/brain-breaks>.

What You Need to Know About Sugar Snap Peas

- Peas grow in Iowa. They may be eaten raw or cooked.
- Peas can be found in the grocery store fresh, canned or frozen.
- Peas are a member of the legume family, which includes plants with pods enclosing fleshy seeds. Peas do not take as long to cook as dried legumes, such as split peas and pinto beans.
- Sugar snap peas have an edible, crunchy pod with sweeter, full-sized peas inside.
- Fresh sugar snap pea pods should be firm, bright green and appear ready to burst.
- Keep unwashed sugar snap peas in the refrigerator for up to three days.
- Snow pea pods should be shiny and flat, with very small peas that are barely visible through the pod.

Facts About Sugar Snap Peas

- Today only 5% of peas grown are sold fresh. Most are canned.
- Peas have been around since ancient times. Some date back to 10,000 years ago.
- Sugar snap peas began in the 1960s by crossing green peas and snow peas.
- The third president of the United States of America, Thomas Jefferson, planted more than 30 kinds of peas in his garden in Monticello, VA.
- There are two types of peas: those with edible pods (sugar snap peas and snow peas) and those with inedible pods (green peas, also called sweet peas or garden peas).
- Sugar snap peas are edible pod peas that are called mange tout, a French term meaning “eat all.”
- Sugar snap peas convert their sugar to starch just hours after harvest. Keep the peas cold to slow down the conversion of sugar to starch to help them stay sweet.

Health Connection

- Sugar snap peas, snow peas and green peas are excellent sources of Vitamin C, to help heal cuts and wounds and keep our immune system strong. Reinforce with defense shield (Cross arms out in front of chest.)
- Green peas are a good source of Vitamin A, to help keep our eyes healthy. Reinforce with super goggles (Make goggles with your hands over your eyes.)
- Green peas are a good source of fiber, to help you feel full longer and move food through your body. Reinforce by rubbing stomach.

References and Resources

<https://www.extension.iastate.edu/news/ask-isu-extension-garden-experts-about-growing-peas>

<https://snaped.fns.usda.gov/seasonal-produce-guide/peas>

https://educateiowa.gov/pk-12/nutrition-programs/school-meals/communication-tools#Program_Promotion

<https://www.eatright.org/food/resources/national-nutrition-month>

<https://schoolnutrition.org/>

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