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## A handbook for incorporating cooking activities into the primary classroom

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A HANDBOOK FOR  
INCORPORATING COOKING ACTIVITIES  
INTO THE PRIMARY CLASSROOM

MASTER'S PROJECT

Submitted to the School of Education  
University of Dayton, in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

Mary Dapore, Rhonda Homan, Janet Luthman

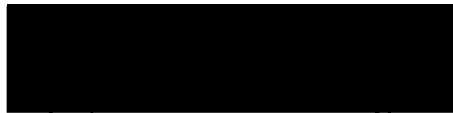
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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

" I hear and I forget, I see and I remember;  
I do and I understand" (Goodwin and Pollen,  
1974).

This Chinese Proverb reflects the need for hands-on-activities in the classroom. It is the writers' experience that children who have experienced hands-on-learning can apply the skills they have learned, not just recall the facts. The current trend in teaching is to integrate active learning through multi-sensory activities. According to Coudron, children learn most effectively by participating in lessons using concrete materials (Coudron, 1984).

Using concrete materials is one aspect of the current trend in teaching, which is referred to as "whole language". Whole language is a holistic approach in which the curriculum is integrated. Its philosophy is based on how and when individuals learn best.

Children learn best when they are supported by other learners. The climate of a whole language

classroom says it is okay to take a chance and encourages individual creative thinking. Not only does it encourage students' divergence, but it attempts to help them understand and communicate that difference.

Children learn best when their differences are accepted by others. This acceptance provides safety nets to sustain them through failure as well as success. Because of the unconditional acceptance in the whole language classroom, children are willing to take risks.

The whole language classroom encourages children to take an active role in the learning process. Children learn best when they are personally involved in decisions about their own learning. Students feel in control of their learning because they are allowed to make choices. The focus shifts from teaching to learning. The teacher's role is now that of a facilitator, guiding the learning rather than dictating it.

By allowing children to make choices in their learning, it becomes meaningful to them. In the past, students were given pieces of information in separate academic areas with the assumption that the students

would conclude the relationship among the subjects. The whole language classroom integrates the information so that the children can use it functionally and purposefully to meet their own needs.

One exciting method of incorporating the whole language teaching approach into the classroom is by using cooking as a theme. Cooking allows children the opportunity to explore their environment (Awbrey, 1989). It also gives children the opportunity to discover new ways of looking at something familiar (Cobb, 1979). For example, most students' experience with eggs is simply seeing them in a grocery store. A unit involving eggs can include a visit to a poultry farm, hatchery, and numerous ways of preparing and eating eggs. Imagine the knowledge gained from this approach to teaching compared to a teacher guided discussion.

Using a whole language approach to teach academic concepts can help make learning become more meaningful for students. The authors have found that cooking is a successful way of bringing hands-on experiences to children. Cooking is an experience of every child's life, and it brings elements of the home into the school setting. Cooking projects show

children how to apply skills learned in school to their everyday lives. For example, the concept of fractions can be learned more purposefully by using actual measuring cups rather than completing a worksheet about fractions.

The beliefs and values gained from the writers' experiences in the classroom supports the need for the development of a handbook that uses cooking activities that teaches academic concepts. However, merely including cooking in school does not insure that valuable learning will occur. Children can participate in cooking activities frequently yet gain little because their attention is misdirected towards competition or because the method of presentation is confusing.

Therefore, the purpose of this project is to create a handbook which can guide primary teachers on how to use classroom cooking in a whole language approach to teaching. It will also show the teacher how to expand on these activities to involve all areas of the curriculum.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### Reasons for Cooking in the Classroom

The literature reviewed by the authors provides many reasons for incorporating cooking in the classroom. Cooking activities reflect Piaget's theory that children construct knowledge as they explore their environment and manipulate materials (Awbrey, 1989). They learn most effectively by being actively involved in activities. Young children delight in active contact with their environment and display great curiosity about all aspects of the adult world. Therefore, children both at home and at school should be encouraged to be interested in food and involved in the preparation of their food.

It is the writers' experience that cooking projects are natural motivators. Many times students perform poorly because they are bored. They lack interest in teacher-led discussion, and are not attentive. With cooking activities children are naturally motivated to become involved in learning and improve in their academic performances.

Cooking projects are natural motivators for learning many academic skills (Eshelman, 1988) and (Awbrey, 1989). Besides learning about foods, children gain a sense of accomplishment and pleasure from cooking something that they can eat. Obtaining an edible product requires reading directions very carefully and following them sequentially. Successful cooking requires both basic sight and specialized meaning vocabulary. It requires reading and comprehending large, commonly used words. Children are motivated by activities that they are actively involved in. They do not tune out reading a recipe that they help prepare; instead, they practice many skills with pleasure.

Preparation of food offers real-life experiences for children, while at the same time learning academic concepts (Morrow, 1983) and (Swenson, 1991). It is the writers' experience that children do not realize why they are learning academic skills. They do not understand how academic skills apply to their everyday lives. By incorporating cooking activities in the classroom children have the opportunity to apply academic skills to real-life situations.

In closing, because children are actively involved in exciting real-life activities, they are motivated to learn and apply academic concepts. Children enjoy preparing and eating food, and learning is perceived as fun and something they want to do rather than hard work.

#### Concepts Learned Through Cooking

As primary teachers the authors are always looking for simpler ways of teaching academic concepts as well as ways to save time. There never seems to be enough time during the school day to accomplish all objectives set in the curriculum. One way the authors have found to save time is to integrate the academic concepts through cooking activities. With planning, the teacher can combine every area of the curriculum through hands-on activities. There are many opportunities for children to learn new concepts as they prepare and eat food.

Cooking is an excellent way to teach language skills (Summers and Daniel, 1988). By using correct terminology for the food, equipment, or process, children increase their vocabulary; dissolve the powdered milk in water, knead dough, notice the bitter taste. Relationship words such as before, after, and

change are also learned. Cooking is an interesting way to introduce foreign languages. Learning names for colors, sizes, fruits, and vegetables is another way of increasing vocabulary.

Other language skills learned through cooking are writing and oral communication. Many times children have difficulty expressing thoughts in words. Through questioning children during the cooking activities, children are given the opportunity to express thoughts and ideas. These ideas can be put down on paper as a sequencing activity or creative writing experience. The point is that children are given the opportunity to respond and communicate their ideas either orally or through writing.

Reading is an important language skill that can be learned through cooking (Stangl, 1982). Students must first read the recipe. They must comprehend the meaning of words and remember the order of steps in the recipe. Another way to incorporate reading into cooking activities is to have students read literature related to the recipe. An example would be to read The Blueberry Pie Elf by Jane Thayer before preparing blueberry muffins.

Through experiences with food, students can learn social studies concepts (Stangl, 1982). The child can develop greater appreciation for the role of the family. They can come to understand that working together, sharing tools, and dividing the work benefits all (Goodwin and Pollen, 1974).

Geography and transportation are major factors in determining the availability of foods. Students enjoy hearing about and seeing different foods from different countries. The differences in climate, soil and culture could be made to come alive through stories, pictures and projects. Students can discover much about their own families and ethnic backgrounds through food.

Mathematical concepts can be learned through cooking (Stangl, 1982) and (Anselmo, Rollins, and Schuckman, 1986). Young students can practice counting, grouping and identifying shapes. Recipes require the use of measurement and measurement devices. Students can graph the amounts of different ingredients used in a recipe and then compare. Other mathematical concepts which can be learned through cooking activities are the skills of prediction and

estimation (Stangl, 1982). For example, students could predict the number of peanuts in a pound.

Not only can cooking activities be used to teach mathematical concepts, but they can teach science concepts (Esler and Esler, 1981). During a student's primary years in school, it is a good time to begin the study of where food originates. Questions such as : "What does a plant need to grow?" and "Where and when does it grow?" can be answered through projects related to cooking activities.

Another important scientific skill which can be taught through cooking activities is the skill of observation. Students can compare and record chemical and physical changes observed when food is chopped, mashed, grated, or stirred. Before cooking, students can make predictions as to what changes might occur as an ingredient is added or as a process is completed, and then compare the results with the predictions. Students can also compare textures, odors, and sounds involved in food preparation (Stangl, 1982).

Cooking activities can awaken the artist in everyone (Goodwin and Pollen, 1974). The colors, textures, and shapes of food inspire creative expression (Marzollo, 1987). Seeds can be used to

create collages, designs, and patterns. Inedible parts of fruits and vegetables (skin from pineapple, root ends, carrot leaves) can be used for printing art projects. Ideas for using food for teaching art concepts are endless.

Both physical and mental health depend on good nutrition. Children are not born knowing how to make healthy food choices. They must be taught. One exciting way to teach about nutrition is through cooking activities (Goodwin and Pollen, 1974). The choice of wholesome foods for cooking activities is necessary.

Cooking in the classroom can also promote emotional and social development. Food preparation often gives students the feeling that their effort counts. The success in creating something good to eat improves the child's self-image and self-confidence (Goodwin and Pollen, 1974). Learning the skills necessary for cooking helps to develop a sense of independence.

Along with nutrition and mental development, safety is another important health skill that can be learned through cooking activities. The proper use of

tools and ingredients for food preparation must be learned so that the cooking activity can be successful (Walker, 1979) and (McIntyre, 1983). From these activities students learn to respect and follow safety rules not only with cooking but in all things they do.

It has been the authors' experience that every area of the curriculum can be taught through cooking activities rather than paper and pencil work. The use of an integrated approach to teaching requires time and preparation, but the children's success makes it worthwhile.

#### Suggestions for Planning Successful Cooking Experiences

Planning successful in-school cooking activities depend on following some simple suggestions. These suggestions need to be discussed with the children involved before beginning the activities. The following suggestions have been compiled from the authors' experience and related literature.

\*The number of children participating at one time needs to be limited (Velch and Harms, 1981). Working in small groups will insure



that each student will be actively involved  
in the cooking project.

\*Sufficient time must be allotted for each step  
of the cooking activity (Harms, 1980). Cooking  
becomes a learning experience when children can  
move systematically, without feeling hurried,  
from preparation, to actual cooking, to  
clean-up.

\*Close supervision of any activity that requires  
cutting, cooking, or baking is necessary  
(McIntyre, 1983). A supervisor can be any adult  
volunteer, such as parents, older children, or  
other family members (Harms, 1980).

\*Proper hygiene is an important aspect of using  
cooking activities in the classroom (McIntyre,  
1983). Children must wash their hands before  
preparing and eating food. Individual spoons,  
dishes and glasses are to be used.

(Disposable utensils are recommended, but this  
can be expensive.) " Licking the spoon" is not  
part of a successful cooking activity. Eating

and serving utensils need to be marked in a way, such as with red and white tape, so that students can tell the difference between them.

\*The classroom needs to be arranged before students arrive when a cooking activity is planned (Veitch and Harms, 1981). The cooking area should be out of the general traffic flow so that cooking can go on without disrupting other activities. If possible, the cooking area should be near a source of water and on a washable floor surface. Three tables should be used in this area: one for preparation, another for cooking, and a third for eating.

\*Using simple recipes that have few steps will be beneficial when beginning to cook in the classroom (Harms 1980). These recipes should be illustrated on large recipe cards. Placing one step on each card will enable students to quickly understand the directions of a cooking activity, as opposed to having to read printed sentences. Each card should be placed in

sequence, behind the corresponding ingredient on the preparation table.

\*All recipe cards should be laminated since they will be used during cooking activities. The name of the recipe should be written on the back of each card in order to keep all recipe steps together (Harms, 1980).

\*Proceeding from simple to more complex cooking activities will allow for a gradual accumulation of needed utensils and appliances (Harms, 1980). Teachers and adult volunteers can provide these, or they can be purchased at second-hand stores. Parents can lend their extra utensils or appliances and can even contribute an occasional ingredient for the cooking area.

\*Suggestions for help in paying for the supplies needed for cooking activities include asking parents or school organizations for small donations, using part of the yearly supply money, or applying for a grant (Harms, 1980).

## CHAPTER III

### PROCEDURE

A comprehensive handbook for integrating cooking activities into the primary classroom has been compiled. The successful cooking experiences in the authors' classrooms and the positive feedback from parents, staff and students encouraged and contributed to the development of the handbook. From personal experiences and various resources the authors were able to compile a handbook which can guide teachers as they integrate cooking activities into the elementary curriculum.

An extensive search of the literature related to incorporating cooking into the primary classroom was conducted. This included a computer search using the ERIC system, review of Journals, textbooks, cookbooks, and pamphlets.

The handbook which comprises Chapter IV of this project is divided into the following sections: an introduction, recipes and related activities, and definitions of cooking terms.

The introduction provides directions explaining how to successfully use the recipes and activities in the classroom. This section also guides the teacher on how to incorporate cooking activities into the language arts, mathematics, science, social studies, health and safety, and art curriculums.

The second section contains forty-three recipes organized alphabetically. The recipes were gathered from various cookbooks, teacher resource books, and educational magazines. Each recipe is followed by related literature and culminating activities across the curriculum. The literature and activities were compiled from the writers' experiences, personal files, and research.

The third section defines cooking terms used throughout the handbook.

## CHAPTER IV

### RESULTS

#### A HANDBOOK FOR INCORPORATING COOKING ACTIVITIES INTO THE PRIMARY CLASSROOM

**A HANDBOOK FOR  
INCORPORATING  
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INTO THE PRIMARY  
CLASSROOM**



**BY: MARY DAPORE  
RHONDA HOMAN  
JANET LUTHMAN**

## INTRODUCTION

" I hear and I forget,  
I see and I remember;  
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This Chinese Proverb reflects the need for hands-on-activities in the classroom. Children who have experienced hands-on-learning can apply the skills they have learned, not just recall the facts. The current trend in teaching is to integrate active learning through multi-sensory activities. Children learn most effectively by participating in lessons using concrete materials.

One exciting method of incorporating hands-on-experiences into the classroom is through cooking activities. Cooking allows children the opportunity to explore their environment. It also gives children the opportunity to discover new ways of looking at something familiar.

Using a hands-on approach to teach academic concepts can help make learning become more meaningful for students. Cooking is a successful way of bringing hands-on experiences to children. It is an experience of every child's life and brings elements of the home into the school setting. Cooking projects show



children how to apply skills learned in school to their everyday lives.

Cooking activities can be used to teach academic concepts. However, merely including cooking in school does not insure that valuable learning will occur. Children can participate in cooking activities frequently yet gain little because their attention is misdirected towards competition or because the method of presentation is confusing.

Therefore, this handbook was developed to guide primary teachers on how to use a hands-on approach to teaching. It shows the teacher how to expand on these activities to involve all areas of the curriculum.

## Suggestions for Planning Successful Cooking Experiences

Planning successful cooking activities depends on following some simple suggestions. These suggestions need to be discussed with the children involved before beginning the activities.

- \* The number of children participating at one time needs to be limited. Working in small groups will insure that each student will be actively involved in the cooking project.
- \* Sufficient time must be allotted for each step of the cooking activity. Cooking becomes a learning experience when children can move systematically, without feeling hurried, from preparation, to actual cooking, to clean-up.
- \* Close supervision of any activity that requires cutting, cooking, or baking is necessary. A supervisor can be any adult volunteer, such as parents, older children, or other family members.
- \* Children must wash their hands before preparing and eating food. Individual spoons, dishes and glasses are to be used. Eating and serving utensils need to be marked in a way, such as with red and white tape, so that students can tell the difference between them.
- \* The classroom needs to be arranged before students arrive when a cooking activity is planned. The cooking area should be out of the general traffic flow so that cooking can go on without disrupting other activities. If possible, the cooking area should be near a source of water and on a washable floor surface.
- \* Using simple recipes that have few steps will be beneficial when beginning to cook in the classroom. These recipes should be illustrated on large recipe cards. Placing one step on

each card will enable students to quickly understand the directions of a cooking activity, as opposed to having to read printed sentences. Each card should be placed in sequence, behind the corresponding ingredient.

- \* All recipe cards should be laminated since they will be used during cooking activities. The name of the recipe should be written on the back of each card in order to keep all recipe steps together.
- \* Proceeding from simple to more complex cooking activities will allow for a gradual accumulation of needed utensils and appliances. Teachers and adult volunteers can provide these, or they can be purchased at second-hand stores. Parents can lend their extra utensils or appliances and can even contribute an occasional ingredient for the cooking area.
- \* Suggestions for help in paying for the supplies needed for cooking activities include asking parents or school organizations for small donations, using part of the yearly supply money, or applying for a grant.

## Ants on a Log

### Equipment

knives

### Ingredients

celery  
peanut butter  
raisins

### Procedure

1. Cut celery pieces into 3-inch strips.
2. Fill the cavity of the celery stick with peanut butter.
3. Garnish with raisins (ants).
4. Serves one.

### Related Literature

Only One Ant, by Lenore Klein.

One, Two, Three with Ant and Bees, by Angela Bonner.

Ants and Bees, by Ronald Grood

"I Can't," Said the Ant, by Polly Cameron.

### Activities

- \* Discuss what it is like to be a member of a family. Ask the children if each member of their family has a certain job. Then focus on ant colonies or families. Ants live together much like people do, except ants live in a larger community. Each ant has a certain task within the community. Some of the jobs are:
  - \* nurse: to look after the young
  - \* soldier: defend colony and attack enemies
  - \* others: search for food; enlarge and clean the nest (house).
- \* Observe an ant farm. The children can watch the ants dig tunnels, build roads and rooms, eat and store food, etc.

## Apple Finger Cubes

### Equipment

saucepan  
mixing bowl  
measuring cup  
9 x 13 cake pan  
spoon  
hot plate  
knife and/or cookie cutters

### Ingredients

2 envelopes unflavored gelatin  
2 c. water  
6 oz. can unsweetened frozen  
apple juice  
shortening

### Procedure

1. Pour gelatin into bowl.
2. Boil water.
3. Add boiling water to gelatin.
4. Stir until gelatin is dissolved.
5. Add apple juice to gelatin. Stir.
6. Pour mixture into cake pan.
7. Chill.
8. When gelatin is firm, use knife to cut into squares. Or, use cookie cutters to make various shapes.

### Related Literature

Apples, how they Grow, by Bruce McMillan.  
Who's got the Apple?, by Jan Loof.  
Johnny Appleseed, by Steven Kellogg.  
Seasons of Arnold's Apple Tree, by Gail Gibbons.

### Activities

- \* Say the fingerplay, "The Apple Tree."  
Way up high in the apple tree,  
Two little apples smiled at me.  
I shook that tree as hard as I could.  
Down came the apples.  
Mmmm--they were good!

- \* Pour some of the gelatin mixture from "Apple Finger Cubes" into several differently shaped containers. This will illustrate the concept that a liquid will take on the shape of the container that it is in.
- \* Dip apples cut into halves in tempera paint to make apple prints.
- \* Make an apple tree from construction paper. Dip corks into red paint to print apples onto the trees.
- \* Use a magnifying glass to look at apple seeds. Compare these with other types of fruit seeds.

## Banana-Pumpkin Foamy

### Equipment

blender  
measuring cup  
knife  
measuring spoon  
glasses  
can opener

### Ingredients

1 c. milk  
1 sliced banana  
2 T. canned pumpkin  
dash of cinnamon

### Procedure

1. Blend ingredients together in blender.
2. Pour into glasses.
3. Recipe serves 2.

### Related Literature

Mousekin's Golden House, by Edna Miller.  
The Biggest Pumpkin Ever, by Steven Kroll.  
Vanishing Pumpkin, by Tony Johnston.  
Pumpkin, Pumpkin, by Jeanne Titherington.

### Activities

- \* Cut jack-o-lantern faces out of circles to fit the ends of flashlights. Tape onto flashlights and shine in darkened room.
- \* Sequence pictures showing the growth stages of a pumpkin.
- \* Grow personalized pumpkins. When the pumpkins are green and about the size of a grapefruit, assist the children in scratching their names on the outside of a pumpkin with a nail. Scars will form over the scratches, and the names will get bigger as the pumpkins grow.

## Bird's Nest Salad

### Equipment

grater  
spoon  
plate

### Ingredients

1/2 carrot  
1/4 c. chow mein noodles  
mayonnaise  
grapes

### Procedure

1. Grate carrot.
2. Mix together grated carrot and chow mein noodles.
3. Stir in mayonnaise to moisten.
4. Place mixture on plate.
5. Push back of spoon down into middle of mixture to form nest.
6. Place grapes into nest for eggs.
7. Recipe serves one.

### Related Literature

Cat and Canary, by Michael Foreman.  
Tico and the Golden Wings, by Leo Lionni.  
Benjy and the Barking Bird, by Margaret Graham.  
Are you my Mother?, by P. D. Eastman.  
Round Robin, by Jack Kent.

### Activities

- \* Take a walk outside and collect items that a bird might use to make a nest. Draw and cut out a bird and a nest, and glue the items onto the nest.
- \* Use a map to trace the route of birds that fly south for the winter.
- \* Paint using feathers.



- \* Make bird nests from paper. Laminate, and print math problems on the nests using vis-a-vis marker. Make eggs from paper. Have students put the correct number of eggs in each nest to answer the problem.

## Candle Salad

### Equipment

plate  
vegetable peeler  
toothpick  
spoon  
can opener

### Ingredients

1 pineapple ring  
1/2 banana, peeled  
strip of carrot

### Procedure

1. Place pineapple ring on plate.
2. Stand banana half upright in center of pineapple ring.
3. Cut off pointed end of banana.
4. Peel off strip of carrot.
5. Roll carrot strip into ring, overlapping ends.
6. Stick one end of toothpick through end of carrot strip and one end down into banana.
7. Pinch carrot ring to resemble pointed candle flame.
8. Recipe serves one.

### Related Literature

Candle for Christmas, by Jean Speare.  
Ox-Cart Man, by Donald Hall.

### Activities

- \* Collect candles of different sizes. Sort by size, shape, color.
- \* Wrap and glue construction paper around toilet paper rolls to make a candle. Top with orange or yellow construction paper flames.

- \* Make birthday cakes out of playdough or clay.  
Decorate with straw sections to represent  
candles.
- \* Say "Jack be Nimble" and act out by jumping over  
a real, unlit, candle.

## Caramel Apple Slices

### Equipment

microwave  
microwave dish  
stirring spoon

### Ingredients

1 lb. caramels  
2 T. water  
6 crisp apples

### Procedure

1. Melt caramels with water in the microwave, stirring frequently until melted.
2. Pour the melted caramel over the sliced apples.
3. Cool before serving.

### Related Literature

Johnny Appleseed, by Alikei.  
Who's Got the Apple?, by Jan Loof.  
Ten Apples Up On Top, by Dr. Seuss.  
The Giving Tree, by Shel Silverstein.

### Activities

- \* Give each child one apple and a knife.  
Discuss fractions as they cut the apple in  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ , etc.
- \* Find someone with an apple tree and bring in a bushel basket full of apples. Have the children guesstimate the number of apples and then count them by 1's, 2's, 5's, and 10's.
- \* Discuss the sequence of how an apple grows.  
Have the students make their own books dictating and illustrating the sequence of how an apple grows.

- \* Place apples in a tub of water, about 12 inches deep. With hands on the ground to help balance, the student tries to catch an apple with his/her mouth and bring it out of the water.

## Christmas Ornaments

### Equipment

saucepan  
hot plate  
spoon  
knife

### Ingredients

1 c. semisweet chocolate  
pieces  
1/4 c. butter  
3 c. multicolored miniature  
marshmallows  
3/4 c. chopped nuts

### Procedure

1. In large saucepan over low heat melt chocolate pieces and butter.
2. Remove from heat and cool.
3. Stir in marshmallows and 1/4 cup nuts.
4. Divide mixture in half.
5. Shape each half into a log about 1-1/2 inches in diameter and 6 inches long.
6. Roll logs in remaining 1/2 cup nuts.
7. Chill.
8. Cut into 1/2 inch slices.
9. Makes about 2 dozen ornaments.

### Related Literature

The Little Drummer, by Ezra Jack Keats.  
Clifford's Christmas, by Norman Bridwell.  
Arthur's Christmas Cookies, by Lillian Hoban.  
Santa's Hat, by Claire Schumacher.

### Activities

- \* Collect bells of various shapes and sizes. Listen to differences in sounds in relationship to the sizes of the bells.
- \* Cut red construction paper into candy cane shapes. Marble paint with white tempera paint.
- \* Graph "What is your favorite Christmas song".

## Corn Meal Muffins

### Equipment

muffin liners  
muffin tin  
measuring cups  
and spoons  
oven  
mixing bowl

### Ingredients

2/3 c. sifted flour  
2 T. sugar  
1 1/2 t. baking powder  
1/8 t. salt  
1 T. corn meal  
1 T. milk  
2 t. oil  
1/2 t. egg

### Procedure

1. Combine flour, sugar, baking powder, and salt. Place 2 T. of this mixture into the mixing bowl.
2. Add the corn meal to the mixing bowl and stir.
3. Beat egg and add 1/2 t. to the mixing bowl.
4. Add milk and oil.
5. Stir mixture just to moisten dry ingredients.
6. Pour into two lined muffin tins.
7. Bake at 400 degrees for 13 minutes.

### Related Literature

Corn is Maize: The Gift of the Indians, by Aliki.

Your First Garden Book, by Marc Brown.

Tops and Bottoms, by Lesley Conger.

### Activities

- \* Read the stories above aloud to students. Discuss concepts of fact and fiction. Have students categorize each book listed.
- \* Create a mural showing the different ways of using corn.

- \* Recall and discuss which foods in the story Tops and Bottoms grow on top or below the ground. Invite children to add other foods to this list.



## Corny Chips

### Equipment

spoon  
mixing bowl  
measuring cup  
teaspoon  
cookie sheet  
hot plate  
oven  
pot holders

### Ingredients

1/2 c. yellow cornmeal  
1/2 t. salt  
1 3/4 c. water  
1 t. margarine  
shortening

### Procedure

1. Combine cornmeal and salt in mixing bowl.
2. Boil 1 c. water.
3. Pour onto cornmeal and salt. Stir.
4. Add margarine. Stir until melted.
5. Boil 3/4 c. water.
6. Add to mixture. Continue stirring.
7. Grease cookie sheet with shortening.
8. Drop spoonfuls of mixture, about half-dollar size, onto cookie sheet.
9. Bake at 425 degrees for 12 to 15 minutes until lightly browned.
10. Recipe makes approximately 3 dozen chips.

### Related Literature

Popcorn, by Frank Asch.

Popcorn Book, by Tomie DePaola.

Corn is Maize: The Gift of the Indians, by Alikei.

### Activities

- \* Compare and contrast corn items, such as cornstalks, ears of corn, popcorn kernels, cornflakes, popped popcorn, canned corn, and corn chips.
- \* Place dirt in a small Ziploc bag. Add water and a few popcorn kernels. Seal the bag and hang it in a sunny window. The popcorn kernels will begin to sprout in about a week.
- \* Estimate number of popcorn kernels placed in a clear jar.
- \* Give children a bowl of cornmeal and measuring cups in order to explore volume and measurement.

## Dogs-in-a-Blanket

### Equipment

oven  
knife  
fork  
mixing bowl  
rolling pin

### Ingredients

cheese crust  
1/2 t. salt  
pinch baking powder  
1 c. flour  
1/4 c. shortening  
1/4 c. water  
1/4 c. finely shredded  
cheddar cheese  
hotdogs

### Procedure

1. Stir the dry ingredients in a large bowl.
2. Cut in shortening and then add water. Stir with a fork and add more water only if necessary to work in flour.
3. Add cheese and knead together.
4. Roll out the crust.
5. Cut in strips and wrap around a whole or half of a hotdog.
6. Bake at 350 degrees until crust is light brown.

### Related Literature

Whistle for Willie, by Ezra Jack Keats.  
I Am a Puppy, by Ole Risom.  
How Puppies Grow, by Millicent Slasam.  
Four Puppies, by Anne Heathers.

### Activities

- \* Using a scale, encourage the children to weigh different sizes and amounts of dog biscuits.
- \* On the science table place a magnifying glass along with bones, dog hair, and dog food.

- \* Invite an obedience trainer to your classroom to talk about teaching dogs.
- \* Make a chart including the children's name, type of pet, size of pet and the name of the pet. Count the number of dogs, cats, birds, etc. Discuss the most popular names.

## Fig Pig

### Equipment

toothpick  
vegetable parer

### Ingredients

1 fig  
1 miniature marshmallow  
2 cloves  
1 raisin  
1 carrot shaving  
4 small elbow macaroni  
pieces

### Procedure

1. Push the two cloves into the fig to make eyes.
2. Use a toothpick to make holes in the fig for the eyes.
3. Attach the macaroni pieces.
4. Make holes in the fig for the ears, nose, and tail.
5. Cut the raisin in half.
6. Attach the raisin halves for ears, the carrot shaving for the tail, and the marshmallow for the nose.

### Related Literature

Yummers!, by James Marshal.  
Three Little Pigs, by Paul Galdone.  
A Treeful of Pigs, by Arnold Lobel.

### Activities

- \* Read Yummers! aloud to the class. Ask children what they think Emily would do with a fig pig of her own. Discuss what Emily might do to improve her eating habits.

- \* Discuss personal hygiene and proper eating habits.
- \* Visit a pig farm. Learn how pigs are raised and how farmers care for pigs. Discuss the products made from pigs (ex. footballs, pork, bacon).

## Fishy Treats

### Equipment

bowl  
grater  
measuring spoon  
plates  
spoons  
can opener

### Ingredients

1 6 1/2 oz. can tuna  
2 T. mayonnaise  
salt  
pepper  
grated pickle  
large crackers  
fish-shaped crackers

### Procedure

1. Mix tuna and mayonnaise in bowl.
2. Add salt and pepper to taste.
3. Grate pickle into bowl. Stir.
4. Place 1 large cracker on each child's plate.
5. Spread tuna on cracker with spoon.
6. Top with fish-shaped crackers.

### Related Literature

Fish is Fish, by Leo Lionni.  
Louis the Fish, by Arthur Yorinks.  
Swimmy, by Leo Lionni.

### Activities

- \* Sing "I'm a Little Fishy"  
(Sung to "I'm a Little Teapot")  
I'm a little fishy, I can swim.  
Here is my tail, here is my fin.  
When I want to have fun with my friends,  
I wiggle my tail and dive right in.
- \* Use paper plates to make fish. Cut out a triangle for the mouth and use the triangle piece for the tail. Make an ocean mural using large blue paper or paper painted blue.

- \* Observe real fish by setting up an aquarium or bowl of fish in the classroom. Have children draw pictures of their observations.
- \* Go fishing using a pole made from a dowel rod and a string with a magnet on the end. Make fish shapes from paper and attach a paper clip to each fish. Then let the children take turns catching the fish.



## Framed Eggs

### Equipment

skillet  
round cookie cutter  
spatula  
butter knife  
hot plate

### Ingredients

bread  
eggs  
butter

### Procedure

1. Butter both sides of a slice of bread.
2. Using cookie cutter cut a circle in a slice of bread.
3. Brown both pieces on each side on medium heat.
4. Crack egg and place it in the hole in the slice of bread.
5. Cover until white is set.
6. Uncover and cook until egg is firm.

### Related Literature

Eggs, by Esme Eve.  
The World in the Candy Egg, by Alvin Tresselt.  
Good Morning, Chick, by Mirra Ginsburg.

### Activities

- \* Have children smell, look at, feel, and describe a broken egg.
- \* Have children play a memory game with small objects placed inside plastic eggs.
- \* Graph each student's favorite type of egg (scrambled, soft boiled, hard boiled, poached, fried).

## Friendly Dog Salad

### Equipment

salad plate  
fork  
scissors  
paper towel

### Ingredients

1 lettuce leaf  
1 canned pear half  
1 canned prune  
2 canned mandarin orange  
segments  
1 maraschino cherry  
1 raisin

### Procedure

1. Wash lettuce leaf and pat dry with the paper towel.
2. Place the pear half cut side down on the lettuce leaf.
3. Cut the prune lengthwise in half with scissors and remove pit.
4. Place one of the prune halves and place at the large end of the pear half for the ear.
5. Scoop out a tiny hole in the pear half for the eye with a teaspoon.
6. Place the raisin in the hole.
7. Cut the maraschino cherry in half and place it on the narrow end of the pear half for the nose.
8. Use the mandarin orange segments for the collar.

### Related Literature

David and Dog, by Shirley Hughes.  
The Digging-est Dog, by Al Perkins.  
Harry, the Dirty Dog, by Gene Zion.

### Activities

- \* Write a class story about a picture of a dog.  
Select a picture from a magazine, card, or other source.
- \* Discuss the care of pets. Also discuss the jobs some dogs perform.
- \* Ask students to cut pictures of dogs out of magazines. Paste together to make a collage.

## Gingerbread People

### Equipment

2 mixing bowls  
measuring spoons  
and cups  
wax paper  
baking oven  
rolling pin  
cookie cutter

### Ingredients

1/2 T. butter  
1/2 T. molasses  
1 1/2 c. whole wheat flour  
1/2 t. ginger  
1/4 t. cinnamon  
1/8 t. nutmeg  
3/4 t. cold water  
currants/raisins

### Procedure

1. Place butter and molasses in mixing bowl and mix.
2. In second mixing bowl add flour, ginger, cinnamon, and nutmeg and stir.
3. Add 3 T. of the flour mixture to the butter and molasses.
4. While stirring, add water slowly, only as much as needed.
5. Place dough on wax paper and roll until it is 3/8 inch thick.
6. Cut out gingerbread person and decorate with currants or raisins.
7. Bake at 325 degrees for 6 to 8 minutes.
8. Recipe makes one gingerbread person.

### Related Literature

The Gingerbread Man, by Ed Arno.  
The Gingerbread Boy, by Paul Galdone.  
The Bun: A Tale from Russia, by Marcia Brown.  
Journey Cake, Ho!, by Ruth Sawyer.

### Activities

- \* Invite volunteers to act out the story The Gingerbread Boy.
- \* Compare and contrast The Bun: A Tale from Russia with The Gingerbread Boy. Refer to setting, characters, plot, ending, and mood.
- \* Locate Russia on a world map. Discuss its climate, customs, and food products.
- \* Compare and record the physical and chemical changes observed while preparing the food.
- \* Predict what will happen when the flour mixture is added to the butter and molasses. What will happen when water is added?

## Handy Cookies

### Equipment

electric mixer or  
hand mixer  
mixing bowl  
measuring cup  
measuring spoon  
refrigerator  
rolling pin  
knife  
toothpicks  
cookie sheet  
oven  
towel

### Ingredients

1 1/2 c. powdered sugar  
1 c. softened margarine  
1 egg  
1 t. vanilla  
1/2 t. almond extract  
2 1/2 c. flour  
1 t. baking soda  
1 t. cream of tartar  
granulated sugar  
shortening

### Procedure

1. Mix powdered sugar, margarine, egg, vanilla, almond extract in bowl.
2. Mix in flour, baking soda, and cream of tartar.
3. Cover with towel and refrigerate at least 2 hours.
4. Divide dough into halves.
5. Roll each half 3/16 inch thick on lightly floured flat surface.
6. Place the children's hands on dough and trace around them with knife.
7. Use toothpick to print children's names on hand cookies.
8. Sprinkle with granulated sugar.
9. Grease cookie sheet.
10. Place hand cookies on cookie sheet.
11. Bake 7 to 8 minutes in 375 degrees oven.
12. Recipe makes about 2 dozen hands.

### Related Literature

Here are my Hands, by Bill Martin.  
If You're Happy and You Know It, by Nicki Weiss.  
The Mitten, by Alvin Tresselt.

### Activities

- \* Use paint to make handprints. Upside-down handprints look like Christmas trees, and 2 overlapped handprints make a heart.
- \* Play music and fingerpaint to different rhythms and tempos.
- \* Make handprints on 4 or 5 sheets of paper. Staple these together to make "helping hand" gift coupon books for family members.
- \* Sing "Roll, Roll, Roll your Hands."  
(Sung to "Row, Row, Row your Boat.")  
Roll, roll, roll, your hands,  
Slowly as can be.  
Roll them slow as you go,  
Roll them one, two, three.  
Roll, roll, roll your hands,  
Fast as fast can be.  
Roll them fast, don't be last,  
Roll them one, two, three.  
(Additional verses are "clap," "wave", and "tap" your hands.)

## Hidden Fossil Pancakes

### Equipment

griddle  
squeeze bottle  
spatula  
measuring spoons  
bowls  
spoons

### Ingredients

2 T. pancake mix  
2 t. water  
butter  
syrup

### Procedure

1. Ahead of time, mix 1 cup of pancake mix and pour into squeeze bottle. Refrigerate until the lesson.
2. Preheat griddle at 350 degrees.
3. Mix water and pancake mix.
4. Using squeeze bottle, squeeze fossil out onto oiled griddle.
5. Slowly count to 10.
6. Pour pancake mix from bowl, over the fossil.
7. Turn pancake when bubbles appear.
8. Wait 2-3 minutes and remove from griddle.
9. Serve warm with butter and syrup.
10. Serves one.

### Related Literature

Patrick's Dinosaur, by Carol Carrick.  
Jethro's Difficult Dinosaur, by Arnold Sundgaard.  
Dinosaurs, by Kathleen Daly.  
My Visit To The Dinosaurs, by Aliki.



### Activities

- \* Set up a dinosaur scavenger hunt, using watermelons for dinosaur eggs. Hide the watermelons (dinosaur eggs) on the school grounds. Divide the children into three or four groups and explain that they are looking for a dinosaur egg. Give each team leader their first clue and send them on their way. When all the teams have returned, break open the "eggs" and hand out slices of watermelon.
- \* Give each child 15 plastic dinosaurs. They can sort the dinosaurs by size, shape and color.
- \* Have the children make "Dinosaur Skeletons" using pipe cleaners.
- \* Bury chicken bones in wet sand. Have the children pretend they are palentologists digging for dinosaur bones, using tweezers and toothpicks for their tools.

## Ice Cream

### Equipment

1/2 gal. milk carton  
cold can  
ice  
rock salt  
measuring cups and  
spoons

### Ingredients

1/4 c. half & half  
2 t. sugar  
1/4 t. vanilla  
1 T. beaten egg

### Procedure

1. Cut the 1/2 gal. milk carton in half.
2. Place a cold can in carton.  
NOTE: It is helpful to cover the can with foil or plastic wrap to insure no salt gets into the can.
3. Fill carton around the can with ice and rock salt (4 parts ice to 1 part salt).
4. Add half & half to can.
5. Add sugar, egg, and vanilla.
6. Stir ingredients in "freezer" 5 to 6 minutes.
7. Watch frost form on can and carton.

### Related Literature

Bread and Jam for Frances, by Russell Hoban.  
Chicken Soup with Rice, by Maurice Sendak.  
The Berenstain Bears and Too Much Junk Food, by Stan and Jan Berenstain.  
Gregory, the Terrible Eater, by Mitchal Sharmat.

### Activities

- \* Read Bread and Jam for Frances to the class.  
Ask children to name their favorite foods (the ones they like to eat over and over again).  
Graph students' responses.
- \* Discuss the four food groups and how many portions of each students should eat each day.
- \* Invite students to survey class members, students in other classes, and adults to find out favorite and least favorite foods. Report findings on charts, graphs, or plan a snack party and serve favorite foods.
- \* Ask students to design an imaginary invitation to the snack party.

## Ironed Cheese Nibbles

### Equipment

foil  
knives  
iron

### Ingredients

bread  
cheese  
butter

### Procedure

1. Cut 1 slice of bread in half.
2. Butter one side of the bread.
3. Place 1 slice of cheese between bread halves to make a sandwich, buttered sides out.
4. Fold foil over sandwich.
5. Iron on both sides, until cheese melts and bread is brown.

### Related Literature

If You Give a Mouse a Cookie, by Laura Numeroff.  
The Country Mouse and the City Mouse,  
illustrated by Marian Parry.  
The Mouse Book, by Helen Piers.

### Activities

- \* See if one of your students has a pet mouse at home that could visit school. The children could observe and record their observations as it eats, plays, and sleeps. Sometimes pet stores will let you take a mouse to your classroom for a visit.

- \* Talk about how a mouse sneaks around the house looking for food. Act this out. If there is another teacher or secretary nearby, let them know that you may be sneaking in. Let the kids sneak up on those people and scare them. Mice sometimes scare people into standing on chairs. Children love to see adults doing this. Suggest to the person being scared that they may want to pretend to use a broom to scat the mice away.
- \* Other activities could be: jump as quiet as a mouse, hop, run, and sing.

## Jack O' Buenuelos

### Equipment

electric skillet  
fork  
knives

### Ingredients

flour tortilla  
oil  
cinnamon  
sugar

### Procedure

1. Have the children cut a Jack 'O Face from a flour tortilla.
2. Fry in hot oil (400 degrees), about 1/4 inch deep, on both sides until crisp.
3. Remove from skillet and drain well.
4. Sprinkle with a mixture of cinnamon and sugar.
5. Serve warm.

### Related Literature

Mousekin's Golden House, by Edna Miller.  
From Seed to Jack 'O Lantern, by Hannah Johnson.  
The Biggest Pumpkin Ever, by Steven Kroll.  
The Vanishing Pumpkin, by Tony Johnston.

### Activities

- \* Using a pumpkin, guesstimate the weight, circumference, number of vertical lines, number of seeds inside, etc. and compare to the actual weight, size, and number.
- \* Have a "Pumpkin Tasting" party. Ask parents to send in food items made with pumpkin. The kids will then have a "party" and sample all of the pumpkin treats. Afterwards, have them write about their favorite(s) and those they did not like.

- \* Have the children dip a small piece of sponge into orange paint and sponge paint the front of a paper plate. Next have them dip another sponge in black paint and make eyes, a nose, and a mouth on the orange face.

## Leprechaun Surprise

### Equipment

baby food jars  
spoons

### Ingredients

4 T. milk  
1 T. Pistachio pudding mix

### Procedure

1. Have each child place 4 T. of the magical liquid (milk) in his own jar.
2. Sprinkle 1 T. of Leprechaun Dust (pistachio pudding) into jar.
3. Put lid on tightly.
4. Wave hand above jar saying:

"Pink Moon, Blue Stars, Pots of Gold,  
Alla Kazee.  
Keep These Children Happy Wherever They  
May Be."

5. Each child shakes their jar, while slowly counting to 100.
6. Remove the lid and enjoy the treat.
7. Recipe serves one.

### Related Literature

Leprechauns Never Lie, by Lorna Balian.  
St. Patrick's Day in the Morning, by Eve  
Bunting.



### Activities

- \* Go into school the night before St. Patrick's Day and turn furniture upside down, write mischievous notes from the Leprechauns (such as, "thank you for letting us use the bathtub", which you could mount on the aquarium) and cover the room with little green footprints.
- \* Each student writes and illustrates a story page, "What I would do if I were a Leprechaun". After sharing their stories, assemble a class book.

## Lion and Lamb Salads

### Equipment

plates  
vegetable shredder  
spoon  
can opener

### Ingredients

canned pineapple rings  
shredded carrots  
cherries  
raisins  
cottage cheese  
red grapes

### Procedure

#### Lion Salads:

1. Place pineapple rings on plates for lion heads.
2. Add shredded carrots for mane.
3. Add cherries for noses and raisins for eyes.

#### Lamb Salads:

1. Place a mound of cottage cheese in middle of plate.
2. Flatten with back of spoon.
3. Make hollow in center for lamb's face.
4. Add raisins for eyes and grapes for noses.

### Related Literature

Dandelion, by Don Freeman.

Happy Lion, by Louise Fatio.

Lamb and the Butterfly, by Arnold Sundgaard.

### Activities

- \* Use the saying, "March comes in like a lion and goes out like a lamb" as a basis for discussing opposites.
- \* Give children light blue crepe paper streamers to hold. Take turns racing across the room flapping the streamers like strong "lion" winds. Then, walk back across the room, waving the streamers like soft "lamb" breezes.

- \* Make puppets using paper plates, yarn pieces for lion manes, and cotton balls for lamb's wool. Tape record loud and soft sounds. Have children hold up their lion puppets for loud sounds and their lamb puppets for soft sounds while listening to the tape.

## Meatballs

### Equipment

measuring spoons  
electric skillet  
mixing bowl  
knife

### Ingredients

pinch green pepper  
1/8 t. onion  
1/2 T. ground beef  
pinch crushed red pepper  
salt and pepper

### Procedure

1. Dice green pepper.
2. Chop onion.
3. Combine all ingredients in mixing bowl.
4. Form two balls.
5. Fry balls in skillet till brown.
6. Eat while warm.

### Related Literature

Cloudy with a Chance of Meatballs, by Judy Barrett.

### Activities

- \* The following vocabulary words are from the book Cloudy with a Chance of Meatballs. Write each word on the chalkboard. Introduce the vocabulary words to the students, and encourage students to listen for the words as you read the story.

shower	rain	prediction	south
accompanied	downpour	occasional	drifts
hurricane	northwest	clouds	north
tornado	storms	weather	east
snow	sprinkle	drizzle	fog
sifted	west	blow	wind

- \* Make a chart and graph the weather daily.  
Continue for several weeks.
- \* Research what causes clouds, rain, and other  
types of weather.

# Melon Ball Caterpillars

## Equipment

toothpicks  
melon scoop

## Ingredients

melon  
whole cloves  
lettuce leaves

## Procedure

1. Scoop melon balls.
2. Fasten three balls together with toothpicks.
3. In one end of a melon ball, partially insert two whole cloves for antennae.
4. Serve each melon ball caterpillar on a lettuce leaf.

NOTE: Have the children remove the cloves and the toothpicks before eating their melon caterpillars.

## Related Literature

Caterpillar and the Polliwog, by Jack Kent.  
If at First You Do Not See, by Ruth Brown.  
The Very Hungry Caterpillar, by Eric Carle.

## Activities

- \* Sing The Fuzzy Caterpillar  
Sung to "Eensy, Weensy Spider"  
The Fuzzy Caterpillar  
Curled up on a leaf,  
Spun her little chrysalis  
And then fell fast asleep.  
While she was sleeping,  
She dreamed that she could fly,  
And later when she woke up  
She was a butterfly!  
by Elizabeth McKinnon

- \* Read The Very Hungry Caterpillar to the class. Ask students to recall the main events of the story. List the events on the chalkboard. Encourage students to draw pictures of each story event on 4" x 3" squares of paper. Students can glue their pictures in proper sequence on a large sheet of colored paper.

## Mouse Macaroni Salad

### Equipment

bowl  
spoon  
measuring spoons  
hot plate  
saucepan  
knife

### Ingredients

2 T. macaroni  
1/2 T. celery  
1/2 T. cheddar cheese  
1/2 t. ripe olives  
1/4 t. onion  
1/2 t. pickle  
1 hotdog  
1 t. mayonnaise  
1 t. lemon juice

### Procedure

1. Chop celery.
2. Cube cheddar cheese.
3. Slice ripe olives.
4. Chop onion.
5. Thinly slice hotdog.
6. Boil water and cook macaroni.
7. Place all ingredients in mixing bowl and stir.

### Related Literature

City Mouse - Country Mouse, by Marian Parry.  
The Mouse Book, by Helen Piers.  
Whose Mouse Are You?, by Robert Kraus.

### Activities

- \* Make a macaroni collage.
- \* Dye macaroni using equal parts of food coloring and rubbing alcohol. Place in a container and shake. After macaroni has dried, string into a necklace.
- \* Compare and contrast different types of pasta.
- \* Sort and classify different types of pasta.



## Peanut Butter

### Equipment

meat grinder or flour  
mill  
measuring spoons  
mixing bowl  
spoon

### Ingredients

10 peanuts  
1 t. butter

### Procedure

1. Shell peanuts.
2. Grind peanuts.
3. Add butter to peanuts.
4. Stir.
5. Spread peanut butter on crackers, bread, or apple slices.

### Related Literature

A Weed is a Flower: The Life of George Washington Carver, by Alike.  
Rachel Carson, by Eve Stiverka.  
Frederick, by Leo Lionni.  
Peanut Butter and Jelly, by Nadine Westcott.

### Activities

- \* On a map of the United States, help students locate the four states mentioned in the story about George Washington Carver.
- \* Give each student a peanut shell. Draw faces and other details on the shells. Have students invent imaginary homes and personalities for their peanuts, also.

- \* Encourage children to write comic strip stories about their peanut people. Their peanut people should overcome a special problem. Invite students to share their comic strips with classmates.
- \* Make an elephant face on a cardboard box with a hole for its mouth. Take turns "feeding the elephant" by tossing peanuts into its mouth.
- \* Cut out peanut shapes from grocery sacks. Glue peanut shells on these to make collages.
- \* Make peanut butter play dough by mixing together equal amounts of peanut butter and dry nonfat milk.

## Peanut Butter Bear Sandwiches

### Equipment

Valentine cookie cutter  
knives

### Ingredients

whole wheat bread slices,  
partially frozen  
peanut butter  
raisins  
cherries

### Procedure

1. Use Valentine cookie cutter to cut heart shape out of slice of bread.
2. Use fingers to cut off point of heart-shaped bread to resemble bear face.
3. Spread peanut butter on bear face.
4. Make eyes using raisins.
5. Use cherry to make nose.

### Related Literature

Ask Mr. Bear, by Marjorie Flack.  
The Bear's Bicycle, by Emilie McLeod.  
The Bear's Toothache, by David McPhail.  
Teddy Bears' Moving Day, by Susanna Gretz.  
Teddy Bears' Picnic, by Jimmy Kennedy.

### Activities

- \* Sing the song, "Three Brown Bears."  
(Sung to "Three Blind Mice")  
Three brown bears,  
Three brown bears,  
See all their beds.  
See all their chairs.  
The mommy cooked in a big brown pot.  
The daddy's porridge was much too hot.  
The baby bear always cried a lot,  
Three brown bears.

- \* Cut brown posterboard into bear shapes and punch holes around the edges. Give each child a bear shape and a piece of yarn with one end taped to make a "needle." Then let the children lace the yarn through the holes.
- \* Have children bring in teddy bears. Count total number, sort, graph, by characteristics. Do similar activities with "gummy bears," and allow children to eat these after completing the activities.
- \* Use a balance scale or have children put a different teddy bear in each hand to estimate the weight.
- \* Place teddy bears on a table cloth on the floor. Place a paper plate in front of each bear. Students will use pictures or construction paper to make a healthy lunch for the bears.

## Pear Bunnies

### Equipment

plate  
spoon  
can opener

### Ingredients

pear half  
raisins  
almond halves  
cottage cheese

### Procedure

1. Place pear half, flat side down, on plate.
2. In narrow end of pear, insert raisins for eyes, and almond halves for ears.
3. At other end of pear, place spoonful of cottage cheese for tail.
4. Recipe serves one.

### Related Literature

It's not Easy being a Bunny, by Marilyn Sadler.  
The Very Bad Bunny, by Marilyn Sadler.  
Huge Harold, by Bill Peet.  
Runaway Bunny, by Margaret Wise Brown.

### Activities

- \* Roll a die and have the children hop the number of times shown. Encourage hopping in various ways.
- \* Draw outlines of bunnies on index cards. Glue tails made from textured materials (sandpaper, corduroy, etc.) onto each.
- \* Draw pictures of foods that bunnies like to eat and do not like to eat. Take turns sorting the pictures into two groups.

## Personal Pizzas

### Equipment

aluminum foil  
cookie sheet  
oven  
spoons, forks  
bowls

### Ingredients

1 refrigerator biscuit for  
each child  
pizza sauce  
shredded cheese  
pizza toppings, such as  
mushrooms, pepperoni

### Procedure

1. Give each child piece of aluminum foil with his/her name on it.
2. Place biscuit on each foil piece.
3. Press biscuits out from centers to make mini pizza crusts.
4. Spoon on tomato sauce.
5. Add cheese and other desired toppings.
6. Lift pizzas by foil and place on cookie sheet.
7. Bake at 400 degrees for 10 minutes.

### Related Literature

Curious George and the Pizza, by Margaret Rey.

### Activities

- \* Put together pizza puzzles. Draw pictures of pizza on cardboard, cut apart, and put back together.
- \* Make a graph of students' favorite toppings.
- \* Introduce fractions using real or cardboard pizza slices.

- \* Play a memory game by repeating, "I'm going to make a pizza with \_\_\_\_." Each child must say ingredients that have been named, plus add another one.
- \* Sing "I Wish I Were a Pepperoni Pizza."  
(sung to the "Oscar Meyer" theme song)  
"Oh, I wish I were a pepperoni pizza,  
That is what I'd truly like to be.  
For if I were a pepperoni pizza,  
Everyone would be in love with me."  
(Take turns singing about different types of pizzas.)

## Potato-Cheese Pancakes

### Equipment

spoon  
bowl  
grater  
electric skillet  
spatula  
measuring cup

### Ingredients

1 egg  
1 t. milk  
1 large potato  
cheddar cheese  
1 T. flour  
salt  
pepper  
cooking oil

### Procedure

1. Mix egg and milk together in bowl.
2. Grate potato and cheddar cheese to equal 1/4 c.
3. Add to mixture. Stir.
4. Add flour.
5. Add salt and pepper to taste.
6. Grease skillet. Preheat.
7. Drop by spoonfuls into skillet.
8. Cook until light brown on both sides.

### Related Literature

Potato Pancakes All Around, by Marilyn Hirsh.  
Potatoes, Potatoes, by Anita Lobel.  
Potato, by Barrie Watt.

### Activities

- \* Make a potato person from construction paper, or use real potatoes, and beads, sequins, yarn. Write or dictate stories about the potato person.
- \* Insert toothpicks around the middle of a sweet potato. Balance the toothpicks on the rim of a glass jar. Keep enough water in the jar to cover the bottom part of the potato. In about two weeks, vines will begin to sprout.



- \* Tape potato shapes onto floor. These can be labelled with letters, numbers, in English or Spanish, months, etc. Have children take turns hopping from one potato to another in sequence.
- \* Play "Hot Potato." This game can be used to see who will perform errands and other classroom activities.

## Purple Cow Drink Mix

### Equipment

blender  
drinking cups  
6 ice cubes

### Ingredients

1/2 gal. milk  
1/2 gal. grape juice

### Procedure

1. Mix the ingredients in a blender for one minute.
2. Drink and enjoy!

### Related Literature

The Big Red Barn, by Margaret W. Brown.  
The Milk Makers, by Gail Gibbons.  
Animals That Give People Milk, by Terrance W. McCabe and Harley W. Mitchell.  
A Visit to the Dairy Farm, by Sandra Ziegler.

### Activities

- \* "I Met a Purple Cow"  
I met a purple cow,  
Walking down the street,  
A little purple cow,  
With purple eyes and feet.  
She looked just like the other cows do,  
Except she was purple and her milk was too.  
I met a purple cow,  
Walking down the street.  
Moo, moo, moo.
- \* Collect plastic farm animals. Place in a basket and let the children sort them according to size color, where they live, how they move.

- \* Visit the dairy section of a grocery store.  
Record the dairy products found.
- \* Plan a milk tasting party. To do this, taste and compare the following types of milk products: cow milk, goat milk, cream, skimmed milk, whole milk, cottage cheese, sour cream, butter, margarine, buttermilk etc.

## Rainbow Toast

### Equipment

clean paint brushes  
toaster  
4 bowls

### Ingredients

4 c. milk  
red, yellow, green, blue  
food coloring  
bread  
butter

### Procedure

1. To make the rainbow coloring, mix 1/2 cup milk and about 10 drops of food coloring for each color.
2. Use paintbrushes to paint the rainbow on a slice of bread.
3. Toast the bread and the color will become brighter.
4. The toast can then be eaten plain or with butter.

### Related Literature

Brown Bear, Brown Bear, What Do You See?, by Bill Martin, Jr.  
Planting a Rainbow, by Lois Ehlert.  
The Rainbow Colored Horse, by Pura Belpre.  
A Rainbow of My Own, by Don Freeman.

### Activities

- \* Tempera paint should be prepared in red, yellow, and blue. Using a sandwich size ziploc bag, let each child choose two colors to mix together. Spoon the paint into the bag and close it. Have the child rub the bag until the colors have mixed. With a permanent marker, write the formula on the bag for the colors that were mixed. (For example: Red + Yellow = Orange.)

- \* On a large piece of mural-sized paper draw the curved lines of a rainbow. Use crayons, markers, paint etc. to fill in the colors like a mosaic. This can be done in small groups to encourage cooperative learning.
- \* Discuss what causes a rainbow. On a sunny day, place prisms on tables where the sun shines in. Prisms can also be placed on window sills or hung in windows, and watch the reflections of colors around the room.

## Reindeer Sandwiches

### Equipment

paring knife  
butter knives  
plates  
bowl

### Ingredients

1 slice bread  
8 celery sticks  
peanut butter  
8 raisins  
4 cherries or red berries  
water

### Procedure

The night before:

1. Remove crust from bread.
2. Cut each slice twice diagonally to make 4 triangular pieces.
3. Freeze cut pieces of bread.
4. Slice celery sticks halfway down.
5. Refrigerate celery overnight in bowl of water. (The sliced halves of the celery sticks will curl outward to resemble antlers).

The next day:

1. Spread peanut butter on frozen bread triangles.
2. Place triangle points down on plate.
3. Make reindeer faces using raisins for eyes, cherries for nose, celery sticks for antlers.
4. Recipe makes 4 sandwiches.

### Related Literature

Rudolph the Red Nosed Reindeer, by Barbara Hazen.  
Polar Express, by Chris Van Allsburg.

### Activities

- \* Have children pretend to be reindeer and experiment with different ways of running-- fast, slow, backward, on tiptoes.
- \* Find matching tracks of reindeer and other animals drawn on index cards. Cut out track shapes from sponges. Glue onto small pieces of wood. Press onto ink pads and stamp on paper.
- \* Use small tree branches, and dip the tips in paint to paint with "antlers."

## Rice Krispies Candy

### Equipment

hot plate  
saucepan  
13 x 9 cake pan

### Ingredients

1/4 c. butter  
5 c. Rice Krispies  
4 c. or 1/2 lb. marshmallows

### Procedure

1. Melt butter.
2. Add marshmallows.
3. Cook and stir until marshmallows melt.
4. Remove from heat.
5. Add Rice Krispies and stir.
6. Cool before cutting into squares.

### Related Literature

The Story About Ping, by Marjorie Flack and Kurt Wiese.

The Funny Little Woman, by Arlene Mosel.

Lon Po Po, by Ed Young.

### Activities

- \* On a world map, locate China and the Yangtze River.
- \* Explain to students that the main idea of a story is what the story is all about. Explain how the main idea differs from the supporting details. Read the suggested stories aloud. List the main events of the stories on the chalkboard and determine each story's main idea.
- \* Ask students to draw a scene from one of the stories. Cut it apart to make a puzzle. Students can trade and reassemble.



## S'Mores

### Equipment

baking sheet  
oven

### Ingredients

marshmallows  
graham crackers  
chocolate bars

### Procedure

1. Place a large marshmallow on a square graham cracker.
2. Place a square of chocolate on top of the marshmallow.
3. Place the graham cracker on a baking sheet and into a 250 degree oven for about 5 minutes or until the chocolate begins to melt.
4. Remove the s'more and press a second graham cracker square on top of the chocolate.
5. Let cool for a few minutes, and then serve while slightly warm.

### Related Literature

When Peter Was Lost In The Forest, by Hans Peterson.

Bailey Goes Camping, by Kevin Henkes.

Curious George Goes Hiking, by Margaret Rey and Allan J. Shalleck.

Camping In The Mountains, by Lucille Wood.

### Activities

- \* Collect various types of clothing and camping equipment and place in the dramatic play area or outdoors. Include items such as hiking boots, sweatshirts, raincoats, sleeping bags, backpacks, cooking tools and a tent.
- \* Paint at the easel with leaves, sticks, flowers and/or rocks.

- \* While outside have the children go on a scavenger hunt, looking for plants growing, insects crawling, insects flying, a vine, a flower, bird feathers, a root, a seed, etc.
- \* Discuss camping safety. Some points you may want to share:
  - always put out fires before going to sleep
  - swim in safe areas and with a partner
  - when hiking always have an adult with you
  - always wear a life jacket while in a boat.

## Snowball Cookies

### Equipment

oven  
cookie sheet  
mixing bowl & spoon

### Ingredients

2 sticks soft margarine  
1/2 c. powdered sugar  
1 t. vanilla  
1/4 t. salt  
3/4 c. chopped nuts  
2 1/4 c. flour

### Procedure

1. Heat oven to 400 degrees.
2. Mix butter, sugar and vanilla well.
3. Work in flour, salt, and nuts.
4. Shape dough into 1" balls.
5. Bake on ungreased cookie sheet 10 to 13 minutes until set, but not brown.
6. While warm, roll in powdered sugar.

### Related Literature

The Snowy Day, by Ezra Jack Keats.  
A Walk in the Snow, by Phyllis Busch.  
White Snow, Bright Snow, by Alvin Tresselt.  
Snow is Falling, by Franklyn M. Branley.

### Activities

- \* Fill a snowman-shaped jar with miniature marshmallows (snowballs). Record each student's estimate of the number of marshmallows in the jar. Then count the actual number by 1's, 2's, 5's and 10's, and compare to the estimates.

- \* Cover a piece of cardboard with dark felt. Place the cardboard piece in the freezer for about 15 minutes. (The snowflakes will last longer for examination.) Take the board outside and let snowflakes land on the board. Examine the snowflakes with a magnifying glass.
- \* Provide the children with spray bottles containing colored water, preferably red, yellow and blue. Allow them to spray the snow and experiment with mixing the colors.
- \* Since children love throwing snowballs, set up a target outside at which to throw. This is good for eye-hand coordination.

## Sunshine Shake

### Equipment

blender  
measuring cup  
teaspoon

### Ingredients

1 6 oz. can unsweetened  
frozen orange concentrate  
3/4 c. milk  
3/4 c. water  
1 t. vanilla  
6 ice cubes

### Procedure

1. Combine ingredients in blender.
2. Recipe serves four.

### Related Literature

Arrow to the Sun, by Gerald McDermott.  
Sun Up, Sun Down, by Gail Gibbons.  
The Way to Start a Day, by Byrd Baylor.

### Activities

- \* Complete an experiment by placing one plant in a dark closet and one on a sunny window sill.
- \* Place objects such as pencils, blocks, or erasers on dark construction paper. Set the papers in direct sunlight. At the end of the day, remove the objects and see what has happened to the paper.
- \* Put a blob of yellow paint on a piece of paper. Use a Q-tip to draw the paint out and make sun rays.
- \* Make sun puppets using yellow circles, popsicle sticks, and yarn or crepe paper streamers for rays. Use the puppets and a globe to act out what makes day and night.

## Thundercake Muffins

### Equipment

measuring spoons and  
cups  
pastry blender  
large mixing bowl  
mixing spoons  
mini-muffin pans  
paper liners  
serrated knives  
cutting board  
small plastic  
sandwich bags  
metal spatulas

### Ingredients

1 c. butter or margarine  
1 3/4 c. sugar  
1 t. vanilla  
3 eggs  
1 c. cold water  
1/3 c. pureed tomatoes  
2 1/2 c. cake flour  
1/2 c. dry cocoa  
1 1/2 t. baking soda  
1 t. salt  
frosting

### Procedure

1. Cream together butter and sugar.
2. Add vanilla and eggs.
3. Next add water and tomatoes.
4. Sift together flour, cocoa, baking soda, and salt.
5. Mix dry mixture into creamy mixture.
6. Line miniature muffin pan with paper cups.
7. Pour 1 T. butter into each cup.
8. Bake in a 325 degree oven for 10-12 minutes.
9. Cool.
10. Frost with chocolate butter frosting.
11. Top with sliced strawberries.
12. Makes about 60. One for now, one to take home.

### Related Literature

Thundercake, by Patricia Polacco.  
Rain, by Peter Spier.

### Activities

- \* Study the weather and how it affects us.
- \* Make the recipe during a thunderstorm.
- \* Invite a weatherman to visit the classroom.

## Turkey Burgers

### Equipment

bowls  
spoons  
griddle  
knives  
measuring spoons  
spatula

### Ingredients

3 T. ground turkey  
1 t. beaten egg  
1 t. chopped onion  
1 t. soy sauce  
oil

### Procedure

1. Preheat griddle to 350 degrees.
2. Mix turkey, egg, onion and soy sauce.
3. Shape into patty.
4. Place on oiled griddle, 5 minutes per side.

### Related Literature

Gobble, Gobble, Gobble, by Mary Jackson Ellis.  
It's Thanksgiving, by Jack Prelutsky.  
The Thanksgiving Story, by Alice Dalgliesh.  
Thanksgiving Day, by Robert Bartlett.

### Activities

- \* Bring in a wishbone from a turkey and place it in a bottle. Pour some vinegar in the bottle covering the wishbone. Leave the wishbone in the bottle for 24 hours. Remove it and feel it. It will feel and bend like rubber.
- \* Visit a turkey farm. The children can observe the behavior of the turkeys as well as the food they eat. After the field trip have them write about what they observed.
- \* Display several types of corn on the science table: Indian corn, field corn, popcorn, and popped popcorn.



## Turkey Grahams

### Equipment

blender  
measuring cup  
measuring spoon  
knife  
bowl  
rolling pin  
turkey cookie cutter  
fork  
cookie sheet  
oven

### Ingredients

1/4 c. unsweetened frozen  
apple juice concentrate  
1/4 c. vegetable oil  
1 sliced banana  
1 t. vanilla  
1 t. cinnamon  
1 c. graham flour  
1 c. whole wheat flour  
1/2 t. baking soda  
1/2 t. salt  
white flour

### Procedure

1. Combine juice, oil, banana, vanilla, and cinnamon in blender.
2. In bowl, mix both flours, baking soda, and salt.
3. Add juice mixture to flour mixture.
4. Stir thoroughly.
5. Roll out dough on floured surface.
6. Cut out turkey shapes using cookie cutter.
7. Use fork to poke holes in turkeys for eyes and feathers.
8. Place on cookie sheet.
9. Bake at 350 degrees for 8 minutes.
10. Serve plain or spread with peanut butter.
11. Recipe makes 2 to 3 dozen turkeys.

### Related Literature

Arthur's Thanksgiving, by Marc Brown.  
Farmer Goff and his Turkey Sam, by Brian Schatell.  
Sometimes It's Turkey, Sometimes It's Feathers,  
by Lorna Balian.

### Activities

- \* Play "Pin the Feather on the Turkey."
- \* Make turkey footprints on the floor using masking tape. Play music and have children strut around the room like turkeys. When the music stops, each turkey must find a footprint.
- \* Roll down the top of a large grocery bag. Make two turkey legs by stuffing two lunch bags with newspaper. Place the large bag on the floor, open end up. Attach the leg shapes to the sides of the bag. Let the children "stuff the turkey" by crumpling and tossing newspaper squares into the large grocery bag turkey.
- \* Paint the children's fingers and palms brown and their thumbs red. Press their hands on paper to make turkey prints. Add eyes, beaks, legs, and feet with markers or crayons after the paint has dried. Large paper can be used in order to make a barnyard mural.

## Valentine Cookies

### Equipment

oven  
cooling rack  
spatula  
table knives  
rolling pin  
heart-shaped cookie  
cutter  
cookie sheets

### Ingredients

2/3 c. shortening  
1 egg  
3/4 c. sugar  
1 t. vanilla  
1 1/2 c. flour  
1 1/2 t. baking powder  
4 t. milk  
1/4 t. salt  
frosting  
cookie decorations

### Procedure

1. Mix all ingredients together.
2. If time permits, refrigerate the dough.
3. Roll out dough, and cut with heart-shaped cookie cutters.
4. Bake at 375 degrees for 12 minutes.
5. Cool.
6. Frost and decorate.
7. Have the children make two cookies, one for themselves and one to give to a friend.

### Related Literature

Four Valentines in a Rainstorm, by Felicia Bond.  
Two Good Friends, by Judy Delton.  
Frog and Toad are Friends, by Arnold Lobel.  
Arthur's Valentine, by Marc Brown.  
One Zillion Valentines, by Frank Modell.

## Activities

- \* Show the children how to say "I love you" in sign language.

I	Point to self
love	Cross arms over chest
you	Point outwards

You may also want to teach how to say it in foreign languages.

- \* Visit the local post office. Valentine cards made in the classroom can be mailed while at the post office.
- \* By mixing red and white tempera paint, the children can experiment by making various shades of red and pink.
- \* Prepare a graph with the heading, "How many letters in your conversation heart?". Let each child select a candy "conversation heart." Count the letters in all the words on the heart. Copy the words from the candy onto a pre-cut construction paper heart. Use this heart to record their findings on the graph.
- \* After several days of discussion about friendship, read some books and talk about why the characters are friends. Have each child write and illustrate "A friend is someone who..." Form a class book.
- \* Use a stethoscope and allow students to listen to each other's hearts. Record the number of heartbeats per minute before and after running in place for 1 minute, 2 minutes...

## Watermelon Pops

### Equipment

measuring cup  
small paper cups  
popsicle sticks  
knife  
spoon  
blender  
freezer

### Ingredients

1 cup seedles watermelon  
chunks  
1 cup orange juice  
1 cup water  
hot water

### Procedure

1. Slice watermelon. Cut into chunks.
2. Remove seeds.
3. Blend watermelon, orange juice, and water in blender.
4. Pour into cups.
5. Place in freezer.
6. Insert popsicle sticks into cups when partially frozen.
7. Pour hot water over bottoms of cups when completely frozen to remove.

### Related Literature

Picnic, by Emily McCully.

Relatives Came, by Cynthia Rylant.

### Activities

- \* Plant watermelon seeds.
- \* Have children estimate the weight of a watermelon before actually weighing it.

- \* Give each child a slice of watermelon. Keep the seeds. Graph the number in each student's slice. Complete addition and multiplication problems using the graph.
- \* Use a green circle and a smaller red circle to make a watermelon slice. Glue on real watermelon seeds.

## Worm Pretzels

### Equipment

measuring cup  
measuring spoon  
towel  
bowl  
vegetable brush  
cookie sheet  
oven

### Ingredients

1 pkg. yeast  
1 1/2 cups warm water  
1/2 t. sugar  
4 1/2 c. flour  
shortening  
1 egg yolk  
2 T. water  
coarse salt

### Procedure

1. Dissolve yeast in water.
2. Add sugar.
3. Add flour. Knead for 6 minutes.
4. Grease bowl.
5. Place dough in bowl and cover with towel.
6. Let rise until is double in size.
7. Divide dough into 12 pieces, and let children roll into long "worm" shapes.
8. Blend egg yolk and water.
9. Brush some of mixture onto "worms."
10. Sprinkle salt on.
11. Lay "worms" on cookie sheet.
12. Bake at 450 degrees for 12 minutes.
13. Recipe makes 12 "worms."

### Related Literature

Inch by Inch, by Leo Lionni.

### Activities

- \* Make "worm tracks" by dipping 6-inch pieces of string into brown tempera paint and pulling these across pieces of construction paper.

- \* Mix red, yellow, and blue food coloring together to make brown. Add drops of this to cooked drained spaghetti to create "worms." Arrange the worms on plates. The starch in the spaghetti will act as glue.
- \* Help each child make a finger-sized hole in the bottom of a small paper cup. A worm finger puppet can be made by sticking the index finger through the hole. Add a face to the worm's "head."
- \* Fill a wooden frame with earthworm bedding material made by mixing potting soil with sphagnum moss and a sprinkling of cornmeal. Add worms collected from outdoors. To feed the worms in this earthworm farm, dust the bedding material with cornmeal from time to time.



## Measurements and their Abbreviations

tablespoon	T.
teaspoon	t.
cup	c.
ounce	oz.
pound	lb.
pint	pt.
quart	qt.

## Cooking Terms

Bake	To cook in an oven.
Beat	To mix the food hard and fast with a spoon or beater.
Blend	To mix two or more ingredients together.
Boil	To cook something until it bubbles fast and keeps bubbling.
Brown	To fry food in a little hot fat until the food turns brown.
Brush	To spread something over the food using a special cooking brush or a spoon.
Chill	To keep food in the refrigerator until it gets cold.
Chop	To cut food into small pieces.
Combine	To mix ingredients together.
Cream	To beat butter or shortening alone or with sugar until fluffy.

Cut in	To mix shortening into flour with two knives or a fork.
Dash	A very small amount.
Dice	To cut food into very small squares.
Dissolve	To pass a solid into a liquid.
Dough	Mixture of flour, liquid, and other ingredients stiff enough to be handled.
Flour	To put flour on the sides and bottom of a pan or on a flat surface for rolling out.
Fry	To cook on top of the stove in hot fat.
Grate	To cut food into small pieces by rubbing it on a grater.
Grease	To cover the sides and bottom of a pan with butter or shortening.
Knead	To turn, squeeze, and press dough until light and springy.
Melt	To heat something until it turns into a liquid.
Pare	To cut off the skin of a fruit or vegetable.
Pinch	A very small amount.
Pit	To take the seeds out of fruit.
Roll out	To spread dough thin with a rolling pin.
Shred	To cut or tear food into long thin pieces.
Sift	To put flour or other dry ingredients through a sifter.
Stir	To mix food round and round with a spoon.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Using concrete materials is one aspect of the current trend in teaching, which is referred to as "whole language". The whole language teaching approach is a holistic approach integrating the curriculum. Its philosophy is based on how and when individuals learn best.

One exciting method of incorporating the whole language teaching approach into the classroom is by using cooking as a theme. The beliefs and values gained from the writers' experiences in the classroom supports the need for the development of a handbook that used cooking activities to teach academic concepts.

Therefore, the purpose of this project was to create a handbook to guide primary teachers on how to use classroom cooking in a whole language approach to teaching. It will also show the teacher how to expand on these activities to involve all areas of the curriculum.

The procedures included an extensive search of the literature related to incorporating cooking into the primary classroom. This included a computer search using the ERIC system, review of journals, textbooks, cookbooks, and pamphlets. After collecting the data and incorporating personal teaching experiences, the handbook was developed.

The result of this study is a comprehensive handbook for integrating cooking activities into the primary classroom. The handbook is comprised of an introduction with suggestions on how to successfully use cooking activities in the classroom, recipes and related activities, and definitions of cooking terms.

### Conclusions

The review of related literature shows that children learn most effectively by participating in lessons using concrete materials.

After developing the handbook, the authors conclude that using cooking activities is a successful way to combine whole language and hands-on activities.

## Recommendations

The writers suggest that the teachers using this handbook use cooking activities to teach academic concepts. While cooking is a highly motivating method of teaching, it is the teachers' responsibility to make sure that the focus is on academic concepts.

It was the intent of the authors to provide primary teachers with a simple guide to begin compiling whole language units with cooking themes. Teachers need to expand and personalize these ideas to reflect their teaching styles and age and grade level of students.

In closing, the writers compiled this handbook with the hopes that those teachers not familiar with whole language will be inspired to begin including this teaching approach in their classrooms. For those teachers who do use whole language in the classroom, this handbook will provide cooking activities to complement their existing themes.

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