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A Syllabus for First Grade Teachers: Introducing Reading as a Functional Skill Through Food-Related Activities and Food Preparation

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EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

A SYLLABUS FOR FIRST GRADE TEACHERS:
INTRODUCING READING AS A FUNCTIONAL SKILL
THROUGH FOOD-RELATED ACTIVITIES AND FOOD PREPARATION

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Tonia Carlene McKenzie
July, 1983

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. BACKGROUND OF THE STUDY	1
Purpose of the Project	3
The Project	3
Limitations of the Project	4
Definition of Terms	4
Organization of the Paper	5
II. A REVIEW OF THE LITERATURE	6
Functional Reading	6
Reading with a Purpose	7
Motivation and Learning to Read	9
Comprehension and Functional Reading	10
Beginning Reading	12
Food-Related Experiences in the Classroom	15
III. PROCEDURES OF THE PROJECT	19
IV. THE PROJECT	23
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	158
Summary	158
Conclusions	158
Recommendations	159

BIBLIOGRAPHY

CHAPTER 1

BACKGROUND OF THE STUDY

Learning to read is an important life-skill. As young children learn to read, they must be taught the functions of reading and the importance of knowing how to read. In Western culture, economic and social forces require a functional reading ability. Jobs, leisure-time activities, and day-to-day survival require some degree of reading ability. Yet a Harris Poll in 1970 revealed that "11 1/2 million adults were unable to read well enough to survive independently in their economic environments" (Robeck & Wilson, 1974, p.200). People need to be able to read materials necessary for functioning and surviving in society and must be taught the skills for doing so.

Reading functional material is purposeful reading. Durkin (1970) and others agree that setting a purpose for reading is vital to the reading process. Anderson (1960) stated

Since the function of reading is to satisfy some purpose or to solve some problem which necessitates the using of reading as a means, it would seem to be obvious that the development of reading skills which lead to the required end must form a basic element of any reading program (p.206).

Stauffer (1969) stated

Purposes...represent the directional and motivating influences that get a reader started, keep him on course, and produce the vigor and potency and push to carry him through to the end (p.43).

Motivation results when a teacher helps a child discover clear goals and purposes for reading. Robeck and Wilson (1974) stress that this motivation is essential to success in learning to read.

It is generally recognized that beginning reading is taught in first grade. Further, research indicates that the beginning reader is more successful using materials that draw from the child's previous experiences with words and language and with print present in the child's everyday environment. In view of the preceding discussions, this instruction should be purposeful, meaningful, and motivating while simultaneously teaching the child that reading serves many functions.

Using food-related experiences and cooking activities in the first grade classroom may be one method of teaching students the functional nature of reading while drawing on the students' previous experiences and while providing motivating and purposeful reading tasks. At the same time, these food-related experiences should help to develop expressive language and build a meaningful vocabulary. Some reading comprehension skills should be developed as the child

is required to read for details, follow directions, compare and contrast, make predictions, and understand sequencing in order to successfully complete a food-related activity.

According to Smith (1978), "The teacher's role is to motivate, encourage, and help children to learn to read. To do this teachers must make reading meaningful" (p.164). Using food-related activities and cooking may be one method of accomplishing this in the first grade classroom.

Purpose of the Project

The purpose of the project was two-fold. First, it was developed to teach first grade children the importance of learning to read as a functional necessity. The second purpose was to develop methods of doing this while simultaneously reinforcing several beginning reading and comprehension skills in a motivational way. Both purposes are addressed in a syllabus for first grade teachers that outlines how to use food-related experiences to supplement a beginning reading program.

The Project

A syllabus of 53 activities was developed for use by first grade teachers in teaching reading as an important life-skill. The syllabus contains a rationale for imple-

menting food-related experiences in the classroom. It contains cooking activities which present children with a purpose for learning to read as well as guided practice in reading. It also includes introductory and follow-up activities which provide motivating materials and methods for reinforcing some beginning reading skills, building vocabulary and concepts, and reinforcing important comprehension skills.

Limitations of the Project

The project was designed to be used as a supplement to the basal reading program. It was developed for use during the first semester of first grade. The reading skills and readiness skills emphasized in the project were selected from the pre-primer Starting Out in Lippincott's Basic Reading Series (Walcutt & McCracken, 1981). Six comprehension skills were addressed: vocabulary development, following directions, reading for details, sequencing, making predictions, and comparing and contrasting.

Definition of Terms

For the purpose of this study, the following terms will be used:

Food-related Experiences - Activities which include food preparation; working with cans, labels, boxes, and other food containers; learning to recognize and properly use a variety of cooking

utensils, and learning and applying the skills necessary for reading a recipe.

Functional Literacy - "A level of competence in reading, writing (and sometimes arithmetic and vocational skills) essential for working and living; survival reading skills" (Harris & Hodges, 1981, p.125).

Functional Reading - "Reading for practical purposes, as to get information; the level of reading skill needed to get along in society" (Harris & Hodges, 1981, p.125).

Organization of the Paper

Chapter 2 discusses a review of the literature, Chapter 3 presents the development of the project. Chapter 4 contains the syllabus which was developed for the project. Chapter 5 contains a summary of the study, conclusions, and recommendations.

CHAPTER 2

A REVIEW OF THE LITERATURE

Chapter 2 contains a review of the literature in respect to using food-related experiences in the classroom to teach reading as a functional skill. It is divided into the following six categories: Functional Reading, Reading with a Purpose, Motivation and Learning to Read, Comprehension as Related to Functional Reading Skills, Beginning Reading, and Food-Related Experiences in the Classroom.

Functional Reading

Functional literacy is defined by Wilson (1981) "as having sufficient reading skills for getting along in a reading based society" (p.10). Functional instruction in reading refers to applying skills to real-life tasks and problems (Vacca & Vacca, 1981). This instruction in functional reading (sometimes referred to as "survival reading") used to be recommended "for only the seriously handicapped readers" (Wilson, 1981, p.348). It is recognized that Western culture requires a functional reading ability of all citizens (Robeck & Wilson, 1974). Educators and researchers (Wilson, 1981; Durkin, 1970; Zjawin, Longnecker, Pelow & Chant, 1981), therefore, are concluding

that functional reading should be a segment of the total reading program of all readers.

Functional reading is a type of reading that students should practice "because it means solving the real-life problems they'll [students] be confronted with the rest of their lives" (Zjawin et al., 1981, p.44).

Vacca and Vacca (1981) emphasized that material for functional reading should be of personal value to the student and that it should be "real" and timely. According to Wilson (1981) this type of material has appeal and is relevant and essential. These materials are easily found in the student's environment and might include traffic signs, menus, recipes, labels, signs in buildings, newspapers, maps, timetables, directories, calendars, rules and regulations, catalogues, directions for playing games or putting something together (Zjawin et al., 1981; Durkin, 1977; Parke, 1964; Smith, 1978). Students need to recognize that reading reaches beyond the realm of books (Smith, 1978).

Reading with a Purpose

Children must understand the concept that reading performs a function (Robinson, Strickland, & Cullinan, 1977). Tovey (1976) and Alexander and Filler (1976) agreed that the child must be taught to see a need or a

reason for reading because children often don't know why reading is important. Teaching the child the functions of reading gives him a purpose for learning to read. The child learns that he needs to read to accomplish what he wanted or needed to do (Page & Pinnell, 1979).

Eeds (1981) and Parke (1964) identified many of the purposes of reading. These include keeping informed, answering questions, gathering information for problem solving, pursuing an interest, following directions, finding personal satisfaction, and sharing information. Because there is an unlimited number and type of purposes for which people read, it is important that the school help the child in identifying and carrying out his purposes (Dallmann, Rouch, Chang, and DeBoer, 1974).

In Downing's research (1969) of how children think about reading, he reached several conclusions with implications for teaching reading. Among his conclusions was the statement

Children's thoughts about reading, their notions, or conceptions of its purpose and nature, present the most fundamental and significant problems for the teacher of reading (p.217).

Anderson (1960) contended that comprehension was not possible if the child did not understand the purpose of the reading task. Stauffer (1969) emphasized that purposes provide the motivation and direction needed to start and

complete a reading task. Edwards (1962) declared that children must be taught to read for a purpose, and Robinson et al. (1977) recommended that the child be able to experience in school the purposes of reading.

Motivation and Learning to Read

Dallmann et al. (1974) claim that motivation is of great importance especially in the initial stages of reading. Robeck and Wilson (1974) agreed that motivation is of prime importance in learning to read. According to these authors, "The basis for motivation to read or to avoid reading is found in the pleasure or punishment loadings of the reading situation" (Robeck & Wilson, 1974, p.21). Consequently, if a child finds a reading task to be a positive experience, he is likely to repeat the reading act. Conversely, if the child has a negative experience with reading and, therefore, becomes frustrated or feels inadequate, he will tend to avoid reading.

In a study of why students did or did not like reading, Callaway (1981) made several observations. Students tended to classify "good teachers" as those who made reading enjoyable and meaningful. Students were discouraged by teachers who used materials that were boring, difficult, irrelevant, or biased. The students' attitudes were affected by their conceptions of positive and negative motivators.

Bettelheim and Zelan (1981) report

A child's attitude toward reading is of such importance that, more often than not, it determines his scholastic fate. Moreover, his experiences in learning to read may decide how he will feel about learning in general, and even about himself as a person (p.25).

This suggests that it is crucial for the teacher of reading to provide motivating reading activities in which the child can experience success.

In a University of Pittsburgh report, Kemper (in Alexander and Filler, 1976) outlined several ways the teacher can motivate and affect the attitudes of students.

These include

Using reading materials in which students can succeed, providing situations where the usefulness of reading is apparent... , and using reading material found in the student's everyday world (p.10).

Dallmann et al. (1974) contend that providing the child with clear goals is essential to motivation. Smith (1976), Durkin (1970), and Schulwitz (1977) agreed that motivation is enhanced by drawing upon past experiences and real-life situations.

Comprehension and Functional Reading

Durkin (1970) defined comprehension as "the fulfillment of a particular purpose through the use of appropriate material which is read in a particular way" (p.370). This suggests that comprehension instruction is important,

and that skills should be selected based on the material to be read. Durkin (1978-79) studied comprehension instruction in grades 3 through 6 during reading and social studies periods and discovered that very little comprehension instruction was taking place. Further, the comprehension instruction was almost solely limited to assessment in the form of teacher questions.

According to Durkin (1970) comprehension depends on recognizing words and understanding their meanings. She emphasized that the teacher must assist the child to develop an extensive listening-speaking vocabulary and an extensive reading vocabulary as well as develop skills to figure out new words.

Robinson et al. (1977) also identified vocabulary development as an important role of the teacher. They stated that the teacher's role "must be to expand children's language; to provide experiences which will help develop concepts more fully and accurately" (p.22). They emphasized that language development will have limited results without "participation and active use by children" (p.35).

Dallmann et al. (1974) concluded that learning to read to follow directions is a comprehension skill and involves learning to note details, to organize information, and to follow the sequence of events. Burns (1980)

found that her students did not know how to follow directions until they were taught the skills for doing so and the importance of knowing how.

Parke (1964) stated that "there are innumerable instances when it is necessary for children to read directions accurately and follow them with the utmost care" (p.244), but that there is a lack of this type of reading instruction. She emphasized that children should be taught how to read materials that require following directions because there are many life situations that call for using this skill.

Robeck and Wilson (1974) list details, main ideas, sequence, comparison, cause and effect relationships, and character development as elements of literal comprehension. They contended that teachers do help students identify major points and facts, but don't teach literal comprehension systematically and less frequently teach students that it is necessary and worthwhile to look for specific details. Durkin (1970) suggested using directions (such as recipes or game instructions, for example), menus, math problems--real-life activities--to teach the skill of reading for specific details.

Beginning Reading

Teale (1978) reviewed studies concerning the early

reader, the child who learned to read prior to formal instruction. Teale compiled a list of four characteristics in the early reader's environment which consistently appeared in the studies. These characteristics included

1. An availability and range of printed materials in the environment (p.925).
2. Reading is 'done' in the environment (p.926).
3. The environment facilitates contact with paper and pencil (p.928).
4. Those in the environment should respond to what the child is trying to do (p.929).

Teale surmised that if these elements helped the early reader, then these same elements should be part of any positive environment for learning to read. Two of these elements are particularly significant to consider in view of the classroom setting. Teale emphasized that "availability of print" meant that the early readers were exposed to everyday print (such as signs, labels, food containers) as well as books. "Reading 'done' in the environment" meant that reading was a part of the child's environment in that adults and older children (in the environment) read and enjoyed reading themselves, and one or more of these people interpreted written language for the child. In this way the child learned that print was meaningful and served a purpose.

Strang (1968) and Smith (1976) reported that young children recognize and attach meaning to words in their everyday environments. Durkin (1970) and Smith (1978) agreed that this meaningful print from the world around the child should be brought into the classroom whenever possible.

According to Eeds (1981) and Oliver (1970) beginning reading instruction should also be organized around meaningful activities. Durkin (1970) and Schulwitz (1977) emphasized that this means involving the child in direct experiences. This concurs with Piaget's theory that "during... periods of cognitive growth, learning must involve first-hand observation and direct participation" (Schwartz, 1979, p.677).

As discussed previously, children need to be taught that reading is purposeful. Edwards (1962) emphasized that the beginning reader needs to be taught to read for meaning, and he stated that "when beginning readers are delayed in learning that we 'read for meaning' the result could be ineffective life-time reading habits" (p.215). Taylor and Vawter (1978) agreed with Edwards, and they stated that there are many natural opportunities in the primary classroom to stress function and purpose and that the teacher should capitalize on these situations.

Eeds (1981) stated that "beginning reading instruc-

tion should pair meaningful activity with systematic code breaking instruction at many levels" (p.566). Dallmann et al. (1974) stated that most children can be aided in learning to read by specific instruction in reading skills. Heilman (1967), Eeds-Kniep (1979), Oliver (1970), and Durkin (1970) agreed that this instruction for the beginning reader should include building a simple sight vocabulary. Durkin (1970) added that skills taught in first grade should include letter names, preparation for phonics, preparation for structural analysis, and teaching word meanings. Heilman (1967) concurred with Durkin when he wrote that some of the objectives for primary reading instruction should be to expand word meanings and concepts and to teach the child to apply some phonetic principles.

Food-Related Experiences in the Classroom

A review of the literature did not state any "studies" on the benefits of using food-related activities in the classroom. It did, however, have articles describing programs which incorporated food-related activities in the curriculum. The authors of these articles listed the benefits of these activities in relation to the child's reading and language development.

Croft and Hess (1972), Henneman & Eunice (1981), Placek (1976), Jenkins and Shaul (1976), and Coody (1973) agreed that the total curriculum can be enhanced and en-

enriched by cooking activities. They cited language development, cognitive, social, and cultural learning, and fine motor development as positive outcomes of food-related experiences in the classroom.

Arthur (1981) listed three benefits of classroom cookery. These included vocabulary development, direct experiences with processes, and a vehicle for language arts experiences which include reading, writing, speaking, and listening. Arthur stated, "Perhaps the most convincing argument for cooking in the classroom is that it involves 'real' reading, made easier by children's experiences with cooking and eating" (p.584). Johnson and Povey (1976) and Croft and Hess (1972) agreed with Arthur that this type of reading is 'real' and, thus, can help to teach children the importance and purpose of reading.

Greenburg and Epstein (1973) also enumerated benefits of cooking as part of the curriculum. They stated that cooking projects build math, science, and social studies concepts as well as social skills. Cooking, in their program, however, is basically a segment of the language development and readiness to read program. According to Greenburg and Epstein young children "learn language by 'doing' and then by learning and using the words that explain the experience" (p.1).

Specific reading skills are taught and/or reinforced

when children are involved in food-related activities. The Integrated Nutrition, Education, and Training manual (Illinois State Board of Education, 1980) lists letter recognition, letter sounds, manuscript formation of letters, sequence, vocabulary development, and comprehension as reading skills which are developed or reviewed when children are involved in cooking experiences. Wilson (1981) claimed that cooking instructions can teach the skill of locating information. Placek (1976) stated that cooking teaches children how to follow directions. Coody (1973) stated that through cooking sequence is taught in a natural way.

Jenkins and Shaul (1976), Croft and Hess (1972), and Johnson and Povey (1976) cited cooking in the classroom as a contributor to positive self-esteem. Because all of the students can do the activities, they gain a sense of accomplishment. Each child becomes a contributing member of the class and this helps to build feelings of success.

A review of the literature emphasized that reading serves a purpose and is functional. The research further indicated that an understanding of the purpose and function of reading is an important element in learning to read. The research also emphasized that motivation is an important factor in learning to read. The literature contained examples of food-related programs in the elementary school

curriculum which listed vocabulary development, language experience, and concept development as beneficial outcomes of cooking activities. It appears, therefore, that cooking and food-related activities could be a motivational way to enrich the basal reading program, teach that reading is functional, and help reinforce beginning reading and comprehension skills.

CHAPTER 3

PROCEDURES OF THE PROJECT

A Syllabus for First Grade Teachers: Introducing Reading as a Functional Skill Through Food-Related Activities and Food Preparation was developed to enrich the basal reading program. The purpose of the syllabus was to provide teachers with activities which would teach first grade students that reading is functional. The activities were designed to reinforce readiness and comprehension skills and develop vocabulary and concepts.

In developing the project, the literature was first reviewed. The literature revealed that it was important to teach children that reading serves many purposes and functions. The Lippincott pre-primer Basic Reading A (Walcutt & McCracken, 1981) was then examined to find lessons on reading with a purpose. It was discovered that "purpose" was addressed in the pre-primer as "setting a purpose" for silent reading. There were no lessons which discussed the functional characteristic of reading.

The literature also revealed that beginning readers often learned to read print in their everyday environment and that these young readers were likely to be more success-

ful and motivated to read if they were actively involved. Further, the literature contained descriptions of successful cooking activities in the classroom. It was determined that food-related activities might be a vehicle for teaching first graders one of the functions of reading while reinforcing skills in the basal reading program.

Next, a study was made of the skills taught in the Lippincott pre-primer, Basic Reading A (Walcutt & McCracken, 1981). The skills in the text could be divided into readiness skills for review and new skills. Readiness skills included a review of colors, numbers, ordinals, spatial terms, directional terms, shapes, sequence, likenesses and differences, and comparatives. New skills introduced included all short vowels, 11 consonant sounds, 4 consonant clusters, 5 "special" (sight) words, and 4 comprehension skills (reading for detail, sequencing, predicting outcomes, and cause and effect relationships). Readiness skills and comprehension skills were selected for inclusion in the syllabus.

Cookbooks and handbooks for teachers on cooking in the classroom were examined. From these books 15 recipes and a number of activities were adapted for inclusion in the syllabus.

The development of the syllabus involved many steps. First, introductory pages were written to explain the

rationale for cooking in the classroom, to describe the organization of the syllabus, and to outline how to initiate the food-related program in the classroom.

Next, a form was developed giving the lesson plans for all activities a consistent outline. This form included the name of the activity, a statement of objectives and skills, a list of materials, the step-by-step plan, activities for review of readiness skills found in Lippincott's Basic Reading A (Walcutt and McCracken, 1981), and activities for enrichment. Activities 1 and 2 were developed to motivate children to want to read and to show the children they could each read something. Activity 3 was designed to teach that reading serves many purposes. Activity 4 was an extension of Activity 3 and taught that it is important to know how to read in order to recognize food labels and containers. Activities 5, 6, 14 and 15 were developed to introduce cooking and to teach specific comprehension skills needed in following a recipe. Activities 16 - 50 included 13 recipes and accompanying activities to precede and follow-up each cooking experience. Activities 51 - 53 were designed as culminating activities. After Activity 53 was completed, Activities 7 - 13 were developed. These lessons were designed to teach specific terms and concepts to be used in the lessons which were to follow.

Finally, a continued search of cookbooks and source

books was made. A number of books were selected from all cookbooks and source books examined. These selections were listed in two annotated bibliographies at the end of the syllabus.

CHAPTER 4

THE PROJECT

A syllabus containing 53 food-related experiences was developed for this project. This syllabus is presented on the following pages.

TABLE OF CONTENTS

	<u>Page</u>
Introduction.	1
Why Cooking?	2
Using the Syllabus	3
Getting Started	4
Recipes and Related Activities	6
Activity 1: When Will I Read?	6
Activity 2: Why Do I Read?	8
Activity 3: I Can Read Signs and Labels	10
Activity 4: I can Read Food Containers	12
Activities 5 & 6: Peanut Butter and Jelly Sandwiches	14
Activity 7: Rules for the Cooking Center	19
Activity 8: Learning About Measuring Spoons.	21
Activity 9: Learning About Measuring Cups.	23
Activity 10: Learning About Utensils.	25
Activity 11: Yummy, Yummy!.	28
Activity 12: Cooking Bingo.	30
Activity 13: Following Directions	33
Activities 14 & 15: Finger Jello	37
Activities 16 & 17: Stoplights.	42
Activities 18 - 20: Applesauce	48

	<u>Page</u>
Activity 21: Butter	55
Activity 22: Peanut Butter.	58
Activity 23: Cracker Fun.	60
Activities 24 - 26: Peanut Butter Balls	62
Activities 27 - 31: Corn, Corn, Corn!	69
Activities 32 - 33: Orange Shake.	78
Activities 34 - 36: Alphabet Pretzels	82
Activities 37 - 39: Individual Pizza.	89
Activities 40 - 41: The Gingerbread Man	95
Activities 42 - 43: Gingerbread Men	99
Activities 44 - 47: Stone Soup.	105
Activities 48 - 50: Super Silly Sandwiches.	115
Activities 51 - 52: Making a Cookbook	121
Activity 53: Reading a Cookbook	126
References	127
Appendix A: Annotated Bibliography of Source Books for Cooking in the Classroom	128
Appendix B: Annotated Bibliography of Cookbooks	130
Appendix C: Suggested List of Equipment and Supplies for the Cooking Center	132

INTRODUCTION

Children entering first grade begin the school year at different levels of readiness for reading. Some first graders are already reading successfully, others are getting meaning from print in their everyday worlds, and still others are just beginning to show interest in letters and sounds. This syllabus was developed for use by the first grade teacher to supplement the basic reading curriculum for all students, and, most importantly, to help the young reader realize that reading is functional and purposeful. Toward these goals, the syllabus contains 53 food-related activities and cooking experiences in which each student can participate.

WHY COOKING ?

Food is a natural motivator! Food-related activities and cooking experiences in the classroom can spark enthusiasm and have many beneficial results. This syllabus contains 15 recipes and 53 activities to precede or accompany each cooking experience. The activities are designed

1. to teach the child that reading is purposeful and serves a function;
2. to motivate the child to read;
3. to reinforce beginning reading skills;
4. to reinforce comprehension skills including reading for detail, sequencing, following directions, comparing and contrasting, making predictions, and developing vocabulary.

Although the activities in the syllabus were developed with the four previous points in mind, they will also

1. involve each child in reading tasks in which he/she can experience success;
2. encourage expressive language development;
3. help to build science, math, and social studies concepts;
4. provide opportunities for the development of social skills.

USING THE SYLLABUS

In using the syllabus, the teacher should keep several points in mind.

1. The objective of most of the activities is to teach skills which will help the students read recipes and complete food-related experiences. The objective is not to teach specific phonetic skills for word recognition. Although emphasis is not placed on phonics instruction, the teacher may wish to use elements of the recipes and activities to review the phonetic skills being taught at the time in the basal reading program.
2. The activities in the syllabus follow a sequence so students can systematically learn the skills necessary for reading a recipe and following the directions in the recipe. Nevertheless, many of the suggested activities can be applied to more than one recipe. The teacher is encouraged to use the activities with other recipes in the syllabus or with recipes the teacher has selected from other sources.
3. "Readiness Skill Review" and "Enrichment" are not included with every activity. The teacher is encouraged to develop readiness review and enrichment activities which would supplement the skills and concepts being taught at the time in the basal reading program.
4. Each section of the syllabus is accompanied by a recipe. Copies of these recipes should be sent home so students can share the cooking experience with a parent, compile a cookbook, and try preparing the recipe again.

GETTING STARTED

Before initiating food-related activities in the classroom, the teacher must set up a cooking center.

(Metric Milk Shakes and Witches' Cakes: Cooking Centers in Primary Classrooms by Johnson and Povey, 1976, is an excellent guide.) The following are some suggestions for preparing to cook in the classroom.

1. Choose a spot in the classroom to set up the center (preferably near a sink).
2. The center should include
 - a. a table covered with oilcloth or a plastic tablecloth,
 - b. a place to store all equipment and utensils (Metric Milk Shakes and Witches' Cakes suggests using a pegboard for convenient storage).
 - c. a chart rack for displaying recipes,
 - d. a list of rules and vocabulary charts as they are developed during the activities.
3. All utensils and equipment should be collected, labeled, and stored. The storage area should be labeled so all items can be returned to their proper places. Labels will also help the students learn the printed words for these utensils and equipment. Parents might be willing to donate used kitchen utensils to the center. (See Appendix C.)
4. The teacher must decide how food for the cooking center will be financed. School funds might be available or students might bring a small amount of money or occasionally share an ingredient from home.

5. All of the recipes in the syllabus should be copied on to large recipe charts. It is suggested that the teacher use rebus pictures on the recipe charts (particularly for the first few recipes).

The following is an example of a recipe with rebus pictures:

Stoplights

Ingredients:

One graham cracker 

One scoop chocolate frosting 

One red gumdrop 

One yellow gumdrop 

One green gumdrop 

Directions:

1. Get one graham cracker. 

2. Spread it with one scoop of chocolate frosting. 

3. Put one red gumdrop on top. 

4. Put one yellow gumdrop in the middle. 

5. Put one green gumdrop on the bottom. 



Activity:

WHEN WILL I READ?

Number: 1

Who: Whole Class

Objective / Skills: The student will recognize that he/she can read by reading his/her own name.

Materials: Book When Will I Read? by Miriam Cohen; flashcard of each child's name; pocket chart (optional).

Procedure:

1. Ask students how many think they can read; discuss.
2. Read the book When Will I Read?
3. Discuss the book with the students.
4. Discuss with the students the idea that each child learns to read at a different time, just as each child grows at a different rate and learns other skills at different times.
5. Show students that each can read something. Hold up one name card at a time and ask the child who recognizes his/her name to come get the card. Emphasize with each child that he/she knew how to read the name.
6. Place the name cards in a pocket chart on on the chalk-ledge. Have individual students come up and find their names.

Procedure (cont.):

Readiness Skill Review:

1. Categorizing - Work as a class to separate the cards into "Boys" and "Girls." Find all the names that begin with B, D, T, etc. Emphasize letters being taught.
2. Beginning sounds - Find names that begin like "baby", etc.

Enrichment:

1. Have each student draw a picture of him/herself. Label the picture "I am _____." Send home or staple all pages together to form a class book.
2. Provide each student with a flashcard that says "I am _____" to take home.



Activity:

WHY DO I READ?

Number: 2

Who: Whole Class (and a parent volunteer or aide).

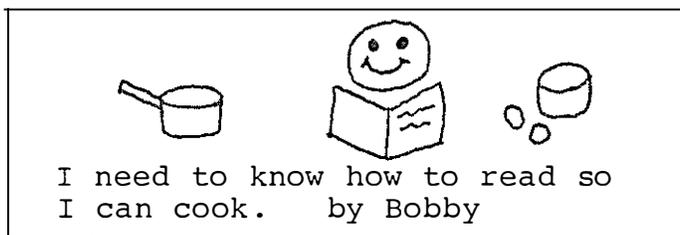
Objective / Skills: The student will be able to list reasons for knowing how to read (i.e., reading is functional).

Materials: 12 X 18 white drawing paper for each child; 4 sheets colored construction paper; chalkboard.

Procedure:

1. Brainstorm with the class. As the students respond to the question, "Why do we need to know how to read?" list responses on the board. Read the responses.
2. Have the students draw pictures which illustrate situations in which they will need to know how to read. Ask each student to dictate a sentence about his/her picture as you and/or an aide write the sentence on the picture.

Example:



Procedure (cont.):

3. Collect the pictures. Staple them together with construction paper covers to make two class books.
4. Read the books with the class.
5. Make the books available for children to read in their free-time.

Readiness Skill Review:

1. Read the student's statement to and with the student several times.
2. Help each student look for specific elements within his/her own sentence (example: "How many words are there?" "Find the words that begin with _____." etc.)

Enrichment:

Have students look in magazines for pictures of people reading.
Make a class collage.



Activity:

I CAN READ SIGNS AND LABELS!

Number: 3

Who: Whole class or smaller groups of 6 - 8.

Objective / Skills: The student will recognize words labeling objects in the classroom.

Materials: Labels for objects in the classroom.

Procedure:

1. Attach labels to objects in the classroom (example: "chalkboard," "pencil," "book," "window").
2. Tour the classroom stopping at each label. Ask students to try to identify the word on each label. Ask, "What do you think the word says? How do you know or how did you figure it out?"
3. Discuss with the students that people learn to read many words because of clues (the object begins the same way as the word; we see the word and the object together).
4. Discuss with the students that it is important to know how to read signs and labels because they give important information ("Exit," "Boys," "Girls").

Procedure (cont.):

Readiness Skill Review:

1. Beginning Sounds: Ask students which label/object begins with "s" or begins like "seven," etc.
2. Categorizing: The objects can be categorized by color, size or function.

Enrichment:

1. Provide a set of flashcards containing the words found on the labels. Let children match flashcards to labels, match flashcards to pictures of the labeled objects, and/or practice reading the flashcards.
2. Tour the school. Ask students to identify other signs and labels they see throughout the building.



Activity:

I CAN READ FOOD CONTAINERS!

Number: 4

Who: Whole Class

Objective / Skills: The student will be able to identify a food by its container.

Materials: The Little Old Man Who Could Not Read by Irma Simonton Black, assorted empty food boxes, cans and cartons, flash-cards with words from the food containers.

Procedure:

1. Read and discuss The Little Old Man Who Could Not Read.
2. Discuss with students that one reason we need to know how to read is to shop for food and to cook.
3. Display boxes, cans, and cartons.
4. Hold up each item. Ask students to identify it. Ask how they knew what the item was. Have students find a word on the box, carton, or can that tells what the item is.
5. Give each student a box, can, or carton. Then ask, "Bring me the milk; bring me the applesauce," etc.
6. Ask students to think of ways to group the various food containers. Then work together to categorize the containers several ways. Some suggestions include:
 - a. by "Fruit," "Vegetable," "Meat," "Milk Product," or "Grain."

Procedure (cont.):

- b. by "Cooked" or "Needs to be Cooked."
 - c. by "Breakfast," "Lunch," "Dinner," "Snack."
 - d. by size, color, shape, or type of container.
7. Show flashcards of words on the labels, cans, and boxes. Ask students to locate the correct container.

Readiness Skill Review:

Likenesses/Differences

Cut words from extra boxes, labels, and containers. Have students match the words to a second box, label, or container.

Enrichment:

1. Have students find pictures of food boxes, cans, and cartons in magazines. Cut and paste to make a class collage or chart or graph.
2. Set up a store in the classroom where students can "go shopping" with shopping lists provided for them.

Peanut Butter and Jelly Sandwiches

Ingredients:

To be developed
as a class project.

Directions :

To be developed
as a class project.



Activity:
PEANUT BUTTER AND JELLY SANDWICHES

Number: 5

Who: 1. Small groups of
6 - 8;
2. Whole class.

Objective / Skills: The student will learn that preparing a recipe requires following specific directions.

Materials: 4 large sheets of lined tagboard, marking pen, peanut butter, jelly, bread, knife, wax paper.

Procedure:

1. Tell students that the class will soon be doing some cooking in the classroom and that there are many things they need to learn about cooking.
2. Divide the class into 4 smaller groups. Provide 3 groups with an independent activity while you work with 1 group at a time.
3. Ask students in the group to help you write a "recipe" that explains how to make peanut butter and jelly sandwiches. Write down the directions just as the students dictate. (*Do not assist the group because you want the recipe to be inconcise.) Read the recipe with the group.
4. Repeat with the other 3 groups.
5. Bring the class together. Prepare 4 "sandwiches" by following the recipes very literally.

Procedure (cont.):

6. After following one recipe, discuss with the class the problems encountered in following the directions.
7. Repeat with the 3 remaining recipes.
8. If time permits, proceed to Activity #6. If no time, explain to the class that tomorrow they will help write a recipe that is clear and easy to follow.

Readiness Skill Review:

Enrichment:



Activity:

PEANUT BUTTER AND JELLY SANDWICHES

Number: 6

Who: Whole Class

Objective/Skills: The student will learn that preparing a recipe requires following specific directions. The student will learn the meaning of "Ingredients" and "Directions."

Materials: 1 large sheet of lined tagboard and a marker; 4 recipes from previous lesson; chalkboard and chalk; peanut butter, jelly, bread, knife.

Procedure:

1. Read to the class the recipes developed in Activity #5. Review the problems encountered.
2. Explain to the students that together you are going to develop a recipe for making a peanut butter and jelly sandwich. Be prepared to write student responses on the chalkboard so revisions can be made as necessary.
3. Define the word "Ingredients." Ask students to list the ingredients for a peanut butter sandwich. Discuss, and include "how much."
4. Define the word "Directions." Ask students to list the steps for making the sandwich. Discuss the importance of listing the steps in the right order. Make revisions as necessary.
5. When the class has completed an accurate recipe, copy it on a lined tagboard chart.

Procedure (cont.):

6. Using the recipe, make enough sandwiches that each child can have one fourth.
7. Read the recipe together. Display in the room.

Readiness Skill Review:

1. Cut the sandwiches in different shapes to review triangle  , square  , and rectangle  .
2. Use a frame . Depending on student's ability, ask him/her to frame specific words or letters or words that begin a certain way.

Enrichment:

1. Show the class several cookbooks. Discuss the likenesses and differences of the recipes in the book and the recipe the class developed.
2. Send a copy of the recipe home. Encourage the class to tell parents the meanings of "Ingredients" and "Directions."
3. Ask class how they would change the recipe to make 4 or 6 sandwiches.



Activity:

RULES FOR THE COOKING CENTER

Number: 7

Who: Whole Class

Objective/Skills: The student will be able to state appropriate rules for working in a cooking center.

Materials: Chalkboard and chalk, 2 sheets of poster board, marking pen.

Procedure:

1. Discuss with the students that often we must be able to read to follow rules.
2. Ask the students to think of situations or places where they might find lists of rules to read.
3. Explain that the class will need a set of rules to follow at the cooking center.
4. Ask the students to help make 2 sets of rules:

Before You Cook

After You Cook

Procedure (cont.):

5. List responses on the chalkboard. Discuss, add, and eliminate until the students agree.
6. Completed rules might include:

Before You Cook

1. Wash your hands.
2. Put on an apron.
3. Read the recipe.
4. Get out all the ingredients and utensils you will need.

After You Cook

1. Wash the utensils.
2. Wash the table.
3. Put everything away.

Readiness Skill Review:

Enrichment:



Activity:

LEARNING ABOUT MEASURING SPOONS

Number: 8

Who: Whole Class

Objective / Skills: The student will learn how to measure with the $1/4$, $1/2$, and 1 teaspoon and 1 tablespoon measuring spoons.

Materials: Set of measuring spoons, knife, waxed paper, container of salt, container of water, bowl, set of flashcards.

Procedure:

1. Show the students the set of measuring spoons.
2. Ask the students to explain the purpose of measuring spoons. Discuss ingredients which might be measured with the spoons.
3. Show the students the words written on the spoons which identify the size of the spoon. Discuss the difference between $1/4$, $1/2$, and 1 teaspoon. Discuss the size of 1 tablespoon.
4. Demonstrate how to measure a liquid (use water) and a dry substance (use salt). (If desired, use a knife to level the dry ingredient.)
5. Prepare a set of at least 10 flashcards each of which contains a direction for measuring. The cards might include:
 - a. "Measure $1/4$ teaspoon salt."
 - b. "Measure 3 teaspoons water."

Procedure (cont.):

Let students select a card, read the card with help, and follow the direction.

6. Leave the flashcards and materials at the center so the students may return during free time.

Readiness Skill Review:

Enrichment:

1. Experiment with the measuring spoons by discovering how many teaspoons equal 1 tablespoon. How many $\frac{1}{4}$ teaspoons equal $\frac{1}{2}$ teaspoon, etc.
2. Discuss the meanings of dry and liquid ingredients. Make lists of dry ingredients and liquid ingredients or sort food containers into dry and liquid.



Activity:
LEARNING ABOUT MEASURING CUPS

Number: 9

Who: Whole Class

Objective / Skills: The student will learn how to measure with the $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, and 1 cup dry measuring cups and with the 1 cup liquid measuring cup.

Materials: Set of dry measuring cups, 1 cup liquid measuring cup, waxed paper, container of flour, container of water, bowl, set of flashcards.

Procedure:

1. Show the students the dry and liquid measuring cups.
2. Ask the students to explain why there are two kinds of measuring cups.
3. Discuss ingredients which might be measured with the cups.
4. Show the students the words written on the cups which identify the size of each. Discuss the differences.
5. Demonstrate how to measure a liquid (use water) and a dry ingredient (use flour). (If desired, use the knife to level the dry ingredient.) Demonstrate how to measure $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, and $\frac{3}{4}$ cup with the liquid measuring cup.
6. Prepare a set of at least 15 flashcards each of which contains a direction for measuring. The cards might include:
 - a. "1/4 cup flour"
 - b. "1 1/2 cup water"

Procedure (cont.):

Explain that in a recipe ingredients will be listed in this way. Let students select a card, read the card with help, and follow the direction.

7. Leave the flashcards and materials at the center so the students may use them during free time.

Readiness Skill Review:

Enrichment:

Experiment with the measuring cups by discovering how many $\frac{1}{4}$ cups equal 1 cup, how many $\frac{1}{4}$ cups equal $\frac{1}{2}$ cup, etc.



Activity:

LEARNING ABOUT UTENSILS

Number: 10

Who: Whole Class

Objective / Skills: The student will learn to recognize a utensil and match it with the correct word.

Materials: Utensils (listed below) and flashcards containing the names of the utensils, 1 worksheet per student.

Procedure:

1. Define the word utensil (tool for use in preparing food).
2. Display a knife, spoon, spatula, scraper, sifter, rolling pin, vegetable peeler, pastry brush, bowl, pan, lid, cookie sheet, cake pan, colander.
3. Prepare a set of flashcards containing the names of the utensils.
4. Show one utensil at a time, explain its use, present the corresponding flashcard.
5. Continue with all utensils.
6. Pass out the utensils. Hold up a flashcard asking the student with the corresponding utensil to return it.
7. Pass out the flashcards. Hold up a utensil asking the student with the corresponding flashcard to return it.

Procedure (cont.):

8. Ask each student to complete Worksheet No. 10. Read the worksheet to the class as they write the answers.

Readiness Skill Review:

Enrichment:

Read a recipe. Ask the students to try to think of all the utensils they would need to make the recipe.

Name _____

Worksheet No. 10

52

Missing Utensils

1. Find and circle these utensils:

spoon

colander

bowl

spatula

sifter

pans

scraper

knife

lid

rolling pin

h	b	a	g	i	s	b	c	k
r	p	a	n	s	p	o	o	n
o	k	l	c	i	a	w	l	i
l	i	f	j	f	t	l	a	f
l	n	p	e	t	u	m	n	e
i	s	u	n	e	l	o	d	q
n	o	s	c	r	a	p	e	r
g	p	i	n	h	o	t	r	m

2. On the back of the paper draw a cookie sheet, a pastry brush, and a vegetable peeler.



Activity:

YUMMY, YUMMY!

Number: 11

Who: Whole Class

(Small groups if aides are available.)

Objective / Skills: After listening to a story about baking a cake, the student will be able to list some of the missing utensils, ingredients and directions.

Materials: Book: Yummy, Yummy by Judith Grey, chalkboard and chalk.

Procedure:

1. Tell the students that you are going to read Yummy, Yummy, a book about baking a cake.
2. Ask them to listen for words which name utensils and ingredients. Ask the students to listen for the steps or directions for baking a cake.
3. Read the story.
4. Ask the students if it would be possible to make a cake by reading the book. (No.) Why? (Many ingredients and directions are missing.)
5. Ask the students to help you list the ingredients mentioned. Ask them to list other ingredients they think might be needed.
6. Repeat with directions; be sure to sequence the directions in the correct order.

Procedure (cont.):

7. Last of all, ask the students to list the utensils they think they might need.
8. Reread the story for enjoyment.

Readiness Skill Review:

Enrichment:



Activity:

COOKING BINGO

Number: 12

Who: Whole Class
(Aides, if available.)

Objective / Skills: The student will learn the meanings of measure, put, mix, pour & stir, cook, bake, and will review other cooking terms.

Materials: Flashcards for measure, put, mix, cook, bake, pour, stir, directions, ingredients, bowl, tablespoon, teaspoon, cup, FREE, 1 worksheet per student, dry beans.

Procedure:

1. Develop the words measure, put, mix, pour, stir, cook, and bake. Explain the meanings, demonstrate when possible, use the words in sentences or phrases, write phrases on the board for students to read.
2. List the 14 words (see "Materials" above) on the board. Review all words.
3. Distribute one blank Bingo board (Worksheet No. 12) to each student.
4. Tell the students to write "FREE" in any box.
5. Tell the students to choose 8 more words and write them in the remaining boxes. (Some students may need help printing the words.)
6. Play BINGO. Call the words by drawing flashcards one at a

Procedure (cont.):

time. Students cover words with beans.

7. Students may take the gameboard home.

Readiness Skill Review:

Enrichment:

Name _____

Bingo



Activity:

FOLLOWING DIRECTIONS

Number: 13

Who: 1. Whole Class
2. Pairs of students

Objective / Skills: The student will be able to read a direction and do what it says.

Materials: 12 "L'eggs" egg-shaped containers, 12 construction paper eggs (see step 3), container of rice, container of water, wooden spoons, bowls, cake pans, measuring utensils.

Procedure:

1. Review with the students that they have learned the meanings of ingredients, utensils, and directions. They have learned how to measure ingredients, to recognize words naming utensils, and to read other cooking terms.
2. Explain that they will use this information to help them follow different directions.
3. Reproduce the eggs on white construction paper, color the centers yellow, and laminate. (If desired, make copies for students to take home.) Place one egg in each "L'eggs" container.
4. Place the eggs and other materials at the cooking center.
5. Allow two students to go to the center. The students should take turns picking an egg and following the directions.

Activity No. 13

59

Put $\frac{1}{4}$ cup
rice in a
bowl.

Measure
2 tablespoons
water.

Mix $\frac{1}{2}$ cup
water and
4 teaspoons
water.

Pour $1\frac{1}{2}$
cups water
in a pan.

Mix 2
tablespoons
rice and
3 tablespoons
rice.

Put $\frac{1}{2}$
cup rice in
a bowl. Stir.
Pour into a
pan.

Mix $\frac{3}{4}$ cup
water and
 $\frac{1}{3}$ cup water.
Pour into a
pan.

Stir 2
teaspoons
rice and $\frac{1}{4}$
cup rice.
Put in a
bowl.

Stir $\frac{1}{3}$ cup
water and
 $\frac{2}{3}$ cup
water.

Put $\frac{1}{3}$ cup
rice in a
pan.

Measure
 $\frac{1}{2}$ teaspoon
rice and
1 teaspoon
rice.

Pour $\frac{2}{3}$
cup rice
in a pan.

Finger Jello

Ingredients:

- 3 packages orange jello
- 4 cups boiling water
- 4 packages Knox gelatine
- 1 cup cold water
- 2 tablespoons lemon juice

Directions:

1. Dissolve jello in boiling water.
2. Dissolve Knox gelatine in cold water.
3. Mix the gelatine and jello together.
4. Add lemon juice and stir.
5. Pour mixture into large cake pan.
6. Chill in refrigerator for 10 minutes.
7. Cut into squares.

Adapted from

Kindergarten Cooks

N. Edge

Port Angeles, Washington:

-37- Per-Print, Inc., 1975



Activity:

FINGER JELLO

Number: 14

Who: Whole Class or small groups of 6 - 8.

Objective / Skills: The student will learn that preparing a recipe requires noting specific details.

Materials: Recipe chart for "Finger Jello," ingredients for "Finger Jello," hot plate, pan, 2 bowls, spoon, 13 X 9 cake pan or large cookie sheet, cup measure, tablespoon, spatula.

Procedure:

1. Display the boxes of jello and gelatine and the bottle of lemon juice.
2. Ask the student what they think can be made from the ingredients.
3. Display the recipe.
4. Tell the students that they are going to make "Finger Jello." Ask, "Why do you think it is called 'Finger Jello'?"
5. Read the recipe to the class.
6. Explain that in making a recipe it is important to note what to use and how much to use.
7. Ask the students to look at "Ingredients" on the recipe. Ask

Procedure (cont.):

them to recall the ingredients and the amounts.

8. Prepare the recipe (allowing students to participate when possible) by reading and following each step in the "Directions." Discuss "dissolve" and "chill."
9. While the jello is chilling, ask the students to again recall the ingredients and amounts. Make a list. Compare with the recipe.
10. Eat the "Finger Jello."
11. Ask the students what might have happened with too much water, too little water, one package of orange jello, etc., pointing out that if the wrong amounts or ingredients are used, the recipe will not turn out correctly.

Readiness Skill Review:

Enrichment:

Try making "Finger Jello" with the incorrect amounts of one or two ingredients. Note the results. Compare with the "Finger Jello" which was correctly prepared.



Activity:

FINGER JELLO

Number: 15

Who: Whole Class

Objective / Skills: The student will learn that making a recipe requires doing things in a certain order.

Materials: Recipe chart for "Finger Jello," chalkboard, strips of drawing paper 6" X 12" (1 for each student).

Procedure:

1. Review with the students the previous activity. Review the meaning of "Ingredients" and remind the students that the correct ingredients and amounts must be used.
2. Tell the class that when making a recipe, it is important to first read the recipe to find out what is needed and how it is done.
3. Review the meaning of "Directions."
4. Explain to the class that it is very important to follow the directions in the order they are written.
5. Ask students to list the order of events in making "Finger Jello." List the steps on the board, discuss, and revise.
6. Compare the list with the "Directions" on the recipe.

Procedure (cont.):

7. Give each student one strip of drawing paper which he/she folds in half 2 times to make a sequence of 4 boxes. Each student draws 4 pictures in sequence of making "Finger Jello."

Readiness Skill Review:

Display individual pictures of steps necessary to make "Finger Jello." Let students arrange them in the correct order.

Enrichment:

Write each of the 7 directions for making "Finger Jello" on individual sentence strips. Let students arrange the sentences (without the numbers) in the correct order.

Stoplights

Ingredients:

- One graham cracker
- One scoop chocolate frosting
- One red gumdrop
- One yellow gumdrop
- One green gumdrop

Directions:

1. Get one graham cracker.
2. Spread it with one scoop of chocolate frosting.
3. Put one red gumdrop on top.
4. Put one yellow gumdrop in the middle.
5. Put one green gumdrop on the bottom.

(Note: You can substitute M&M's or lifesavers for the gumdrops.)

Adapted from

Cooking up Learning

J. Jundt & L. Rumpf

(No publishing information available)



Activity:

STOPLIGHTS

Number: 16

Who: Whole Class

Objective / Skills: The student will be able to listen to and follow a set of directions to make a stoplight.

Materials: 1 piece of black, 9" X 12" construction paper per student and one copy of 3 circles run on white 9" X 12" construction paper per student, scissors, glue, and crayons.

Procedure:

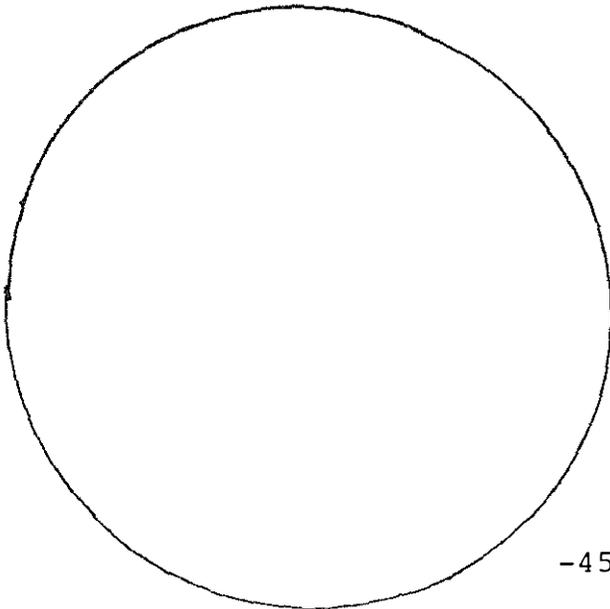
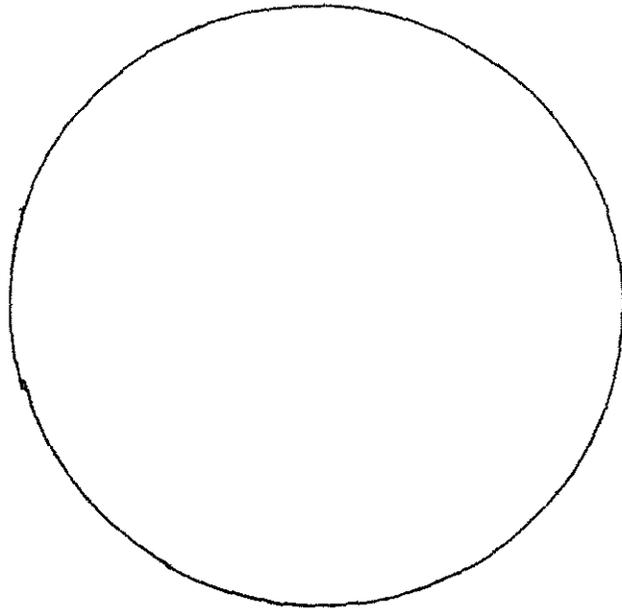
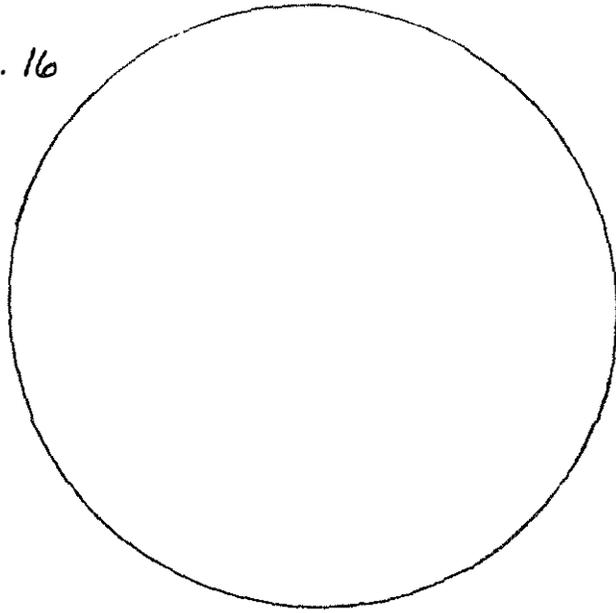
1. Give each student 1 black piece of paper and one white piece of paper which has 3 circles dittoed on it.
2. Give the following directions:
 - a. "Get out your crayons, glue, and scissors.
 - b. With an orange crayon, write your name on the back of the black piece of paper. (Check.)
 - c. Get the white piece of paper.
 - d. Color the middle circle green. (Check.)
 - e. Color the bottom circle red. (Check.)
 - f. Color the top circle yellow. (Check.)
 - g. Cut out the three circles.

Procedure (cont.):

- h. Glue the red circle at the top of the black paper.
 - i. Glue the green circle at the bottom of the black paper.
 - j. Glue the yellow circle in the middle of the black paper."
3. Ask the class what they made. Discuss.
 4. Review the sequence of events.

Readiness Skill Review:

Enrichment:





Activity:

STOPLIGHTS

Number: 17

Who: 1. Whole Class
2. Pairs of students.

Objective / Skills: The students will be able to follow a recipe for "Stoplights" by noting details and following a specific sequence.

Materials: Graham crackers; red, yellow, and green gumdrops; 1 can chocolate frosting; knives; napkins; small dishes for ingredients; recipe chart for "Stoplights."

Procedure:

1. Read to the class the recipe for "Stoplights."
2. Using a frame, ask individual students to look for specific words in the recipe.
3. Ask the class to read the recipe with you.
4. Ask the students to name the ingredients needed; set out each ingredient as it is named.
5. Ask the students to recall the directions step-by-step as you demonstrate how to make a "Stoplight."
6. Set up the cooking center for an independent cooking experience.
7. Allow 2 children to work together at the center to prepare "Stoplights" for themselves.

Procedure (cont.):

Readiness Skill Review:

1. Review colors and color words.
2. Review numerals and any number words which have been taught.
3. Review top, middle, bottom.

Enrichment:

Discuss with the class that we read safety signs. Explain how we "read" a stoplight. Display and discuss pictures of other safety signs and signals.

Applesauce

Ingredients :

6 apples
 $\frac{1}{2}$ cup water
1 teaspoon lemon juice
 $\frac{1}{4}$ cup sugar
cinnamon

Directions :

1. Peel apples.
2. Cut each apple into 4 pieces.
3. Cut out the core.
4. Mix the apples, water, sugar and lemon juice together in a pan.
5. Cover and cook over medium heat until tender.
6. Press apples through a colander or food mill.
7. Add a dash of cinnamon.



Activity:

APPLESAUCE

Number: 18

Who: Whole Class

Objective / Skills: The student will learn the meanings of colander, medium heat, tender, and dash and will review the skills necessary for following a recipe by preparing "Applesauce."

Materials: Recipe chart for "Applesauce," ingredients listed, hot plate, pan, knife, 1/2 and 1/4 measuring cups, 1 teaspoon, spoon, colander.

Procedure:

1. Read the recipe to the class.
2. Set out the necessary ingredients and utensils.
3. Ask the students to explain the meaning of medium heat (in between high and low); demonstrate on the hot plate.
4. Ask the students to explain the meaning of tender. Compare the idea of a solid, crunchy apple to one that is soft and easy to poke or mash with a fork.
5. Show the colander. Ask the students why the recipe says to put the apples through a colander (to make the applesauce smooth and free of lumps).
6. Ask the meaning of dash; does it mean to hurry and add the cinnamon? Explain that a dash is a quick sprinkle.

Procedure (cont.):

7. Prepare the applesauce, discussing the ingredients and directions continuously. Let students help when possible.
8. Refrigerate the applesauce until the following activity (Activity 19).

Readiness Skill Review:

Review numerals 1 - 10. Prepare flashcards with phrases like "6 apples," "5 apples," "2 apples." Have a student read one card and count out the appropriate number of apples.

Enrichment:

Bring in a can or jar of processed applesauce. Compare the ingredients in the store-bought applesauce with the applesauce made in Activity 18.



Activity:

APPLES, APPLES, APPLES

(*Idea adapted from Metric Milk Shakes and Witches' Cakes by G. Johnson and G. Povey.)

Number: 19

Who: Whole Class

Objective / Skills: The student will be able to list different forms of apples; the student will sample apples in 3 different forms.

Materials: Apples, apple juice, applesauce (made in previous lesson); knife; 1 spoon, 1 napkin, and 2 small paper cups per student; chalkboard.

Procedure:

1. Ask the students to think of apples in as many different ways as possible.
2. List responses on the board. These might include

an apple	apple juice
applesauce	apple pie
apple popsicles	baked apples
apple salad	apple crisp
3. Give each student a slice of apple. Ask the students to think about the way it looks, feels, smells. Have the students eat the apple and think about the way it tastes. (At this point, you may wish to proceed to Activity 20, step 3.)
4. Repeat with a small cup of apple juice. (You may wish to proceed to Activity 20, step 4.)

Procedure (cont.):

5. Repeat with a small cup of applesauce. (You may wish to proceed to Activity 20, step 5.)
6. Ask the students if all 3 were alike or different.
7. Proceed to Activity 20.

Readiness Skill Review:

Enrichment:

Put the following graph on a sheet of butcher paper:

Which Do You Like Best?		
 Apple Slices	  Apple Juice	 Apple- sauce

Let the students record their responses by taking half an apple (cut horizontally so the star pattern in the middle appears), dip in red paint, and print in the appropriate column. (The students may wish to write their initials next to their print.) Discuss.



Activity:

APPLES

Number: 20

Who: Whole Class or
small groups of 4 - 6

Objective / Skills: The student will be able to state the likenesses and differences between applesauce, apple juice, and apple slices.

Materials: White butcher paper or lined tagboard and marking pen or chalkboard and chalk.

Procedure:

1. Review with the class the tasting experience from Activity 19.
2. On the chalkboard, tagboard, or butcher paper make 3 columns with the headings

<u>Apple Slices</u>	<u>Apple Juice</u>	<u>Applesauce</u>
---------------------	--------------------	-------------------
3. First, ask students to name all the words they can think of which describe the apple slices they sampled. Record.
4. Next, list words which describe the apple juice.
5. Finally, list words which describe the applesauce.

Procedure (cont.):

6. After this brainstorming session, make a second chart with the headings

Apple slices, apple juice
and applesauce are alike.

Apple slices, apple juice,
and applesauce are different.

7. Using the previous chart, students list words that describe how apple slices, apple juice, and applesauce are alike and different. Some example responses are,

"They smell the same."

"They feel different."

"One is a liquid."

Readiness Skill Review:

Enrichment:

Butter

Ingredients :

2 cups whipping cream
Salt

Directions :

1. Put cream into a jar with a lid.
2. Leave the cream out at room temperature for 1 hour.
3. Shake, shake, shake!
4. Shake the cream until lumps of butter appear.
5. Pour off the buttermilk.
6. Add salt to taste.



Activity:
BUTTER

Number: 21

Who: Whole Class, then
divide into two groups.

Objective / Skills: The student will review the skills needed to follow a recipe.

Materials: 2 jars with lids, crackers, knife, 2 cups whipping cream, salt, 1 cup measure, recipe chart for "Butter."

Procedure:

1. Display the recipe chart for making butter.
2. Ask students to read as much of the recipe as they can and to touch their noses when they think they know what the recipe is and how it is made.
3. Ask several students to respond. Ask how they knew what the recipe was. Ask how they found out how to make it.
4. Have the class sit in 2 circles.
5. Make 2 jars of butter. After pouring 2 cups of whipping cream into each jar, let each student shake the jar 10 times and pass it to the next person. When lumps of butter appear, pour off the buttermilk and add salt to taste.
6. Use one jar of butter to sample (on crackers).
7. Save the second jar of butter for Activity 23.

Procedure (cont.):

Readiness Skill Review:

Enrichment:

1. Compare the ingredients found in store-bought butter and homemade butter.
2. Describe the likenesses and differences between store-bought butter and homemade butter.

Peanut Butter

Ingredients:

1 bag roasted peanuts
1 tablespoon vegetable oil
 $\frac{1}{2}$ teaspoon salt.

Directions:

1. Shell the peanuts.
2. Remove the skins.
3. Put the peanuts in a blender.
4. Add the vegetable oil.
5. Add the salt.
6. Blend until smooth.

(Add more oil
if needed.)



Activity:

PEANUT BUTTER

Number: 22

Who: Whole Class

Objective / Skills: The students will review the skills needed to follow a recipe (sequence, noting details).

Materials: Recipe chart for "Peanut Butter," 1 bag of peanuts, vegetable oil, salt, 1/2 teaspoon, 1 tablespoon, blender, scraper, container with lid, knife, crackers.

Procedure:

1. Repeat Steps 1 - 3 outlined in Activity 21.
2. Give each student an equal number of peanuts.
3. Ask the students to look at the recipe again and try to find the sentences that tell them what to do with the peanuts.
4. Ask, "What should you do first?" (Shell the peanuts.)
 "What should you do second?" (Remove the skins.)
 "What should you do third?" (Put the peanuts in the blender.)
 Have students come up and find the sentences which give the directions.
5. Complete the recipe by adding salt and oil to the blender and blending until smooth.
6. Save half the peanut butter for Activity 23. Sample the remaining peanut butter on crackers.



Activity:

CRACKER FUN

Number: 23

Who: 2 students at a time.

Objective / Skills: The student will be able to read and follow a set of directions.

Materials: Crackers in assorted shapes, (circle, hexagon, square, etc.); peanut butter and butter from previous lessons; knives, napkins; activity cards (see below).

Procedure:

1. Set up the cooking center as an independent activity for two students at a time.
2. Make 4 activity cards, each containing a set of directions. For example:

Card 1 -

1. Get 1  cracker.
2. Get 2  crackers.
3. Get 1  cracker.
4. Put peanut butter on 2 crackers.
5. Put butter on 2 crackers.
6. Eat!

Card 2 -

1. Get 2  crackers.
2. Get 1  cracker.
3. Get 1  cracker.

Procedure (cont.):

4. Put peanut butter on 1 cracker.
5. Put butter on 3 crackers.
6. Eat!

Card 3 -

1. Get 1 ○ cracker.
2. Get 2 □ crackers.
3. Get 1 ◇ cracker.
4. Put butter on the 2 □ crackers.
5. Put peanut butter on 2 crackers.
6. Eat!

3. Allow 2 students to go to the cooking center together.
4. Each student randomly chooses one activity card.
5. Each student reads the card to his/her partner.
6. The students may then follow the directions on their cards.

~~Readiness Skill Review:~~ PROCEDURE (CONT.)

NOTES

1. The cards will need to be adjusted to the shapes of crackers available.
2. To review the number words one and two, use the words in place of the numerals on the activity cards.

Enrichment:

Peanut Butter Balls

Ingredients:

2 tablespoons peanut butter
1 tablespoon powdered milk
1 tablespoon powdered sugar
Wheat germ

Directions:

1. Mix the peanut butter, powdered milk, and powdered sugar.
2. Roll the mixture into 3 balls.
3. Dip balls in wheat germ.



Activity:

PEANUT BUTTER BALLS

Number: 24

Who: Whole Class

Objective / Skills: The student will be able to predict a recipe from the ingredients available.

Materials: Peanut butter, powdered milk, powdered sugar, and wheat germ in their original containers or packages; chalkboard.

Procedure:

1. Display the peanut butter, powdered milk, powdered sugar, and wheat germ.
2. Discuss each label to determine what each ingredient is.
3. Tell the students that they will be making something out of the ingredients.
4. Ask students to list recipes they might make with the ingredients.
5. Go back over the items listed. Ask children to help you decide if the recipes suggested would include all four ingredients, part of the ingredients, or need more ingredients.
6. If the class thinks a recipe needs more ingredients, try to

Procedure (cont.):

list the items needed.

7. If the class thinks a recipe would not use all four ingredients, ask them to try to name the unnecessary ingredient/s.
8. Eventually erase all recipes which the class determines need more ingredients.
9. Proceed to Activity 25 and compare any remaining recipe suggestions with the recipe for "Peanut Butter Balls."

Readiness Skill Review:

Enrichment:



Activity:
PEANUT BUTTER BALLS

Number: 25

Who: Whole Class, then individual students or pairs.

Objective / Skills: The student will be able to prepare "Peanut Butter Balls" by following a recipe.

Materials: Recipe chart for "Peanut Butter Balls;" ingredients listed in the chart; small dish for the wheat germ, 2 small mixing bowls; 1 tablespoon measure; wax paper.

Procedure:

1. Display the recipe for "Peanut Butter Balls."
2. Ask students to try to read the recipe silently to find out how much of each ingredient is necessary.
3. Show the peanut butter. Ask a volunteer to find the word peanut butter two times in the recipe. Also ask how much.
4. Repeat with the powdered milk, powdered sugar, and wheat germ.
5. Next, read the entire recipe together.
6. Demonstrate how to make "Peanut Butter Balls."
7. Set up the cooking center as an independent activity.
8. Allow one or two students to work at the center at a time.

Procedure (cont.):

9. After each student completes the cooking activity, he/she should proceed to Activity 26.

Readiness Skill Review:

Enrichment:

Have students look at recipe cards or cookbooks to see if they can find other recipes with peanut butter as an ingredient or other no-bake cookie recipes.



Activity:

PEANUT BUTTER BALLS

Number: 26

Who: Whole Class,
working independently.

Objective/Skills: The student will be able to supply missing details in a recipe and draw 3 pictures to show the sequence of events in preparing "Peanut Butter Balls."

Materials: 1 worksheet per student.

Procedure:

1. After making "Peanut Butter Balls" each student should complete the Worksheet No. 26.
2. The student should attempt to complete the worksheet independently and then compare it with the recipe chart displayed at the center.

Name _____

Worksheet No. 26

93

Peanut Butter Balls

Fill in the missing words.

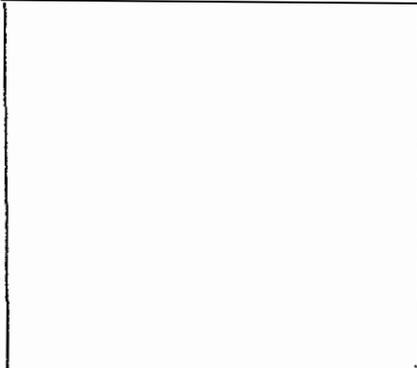
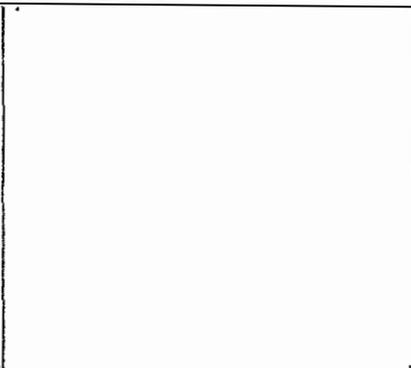
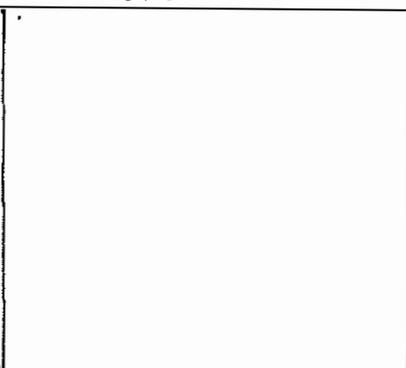
Ingredients:

2 _____ peanut butter
_____ tablespoon powdered milk
1 tablespoon powdered _____
Wheat _____

Directions:

1. Mix the _____,
_____, and
_____.
2. Roll mixture into _____ balls.
3. Dip _____ in wheat germ.

Draw 3 pictures to show how "Peanut Butter Balls" are made.

First	Second	Third
		



Activity:

CORN, CORN, CORN!

Number: 27

Who: Whole Class

Objective / Skills: The student will become familiar with new vocabulary as corn products are compared and contrasted.

Materials: Chalkboard and chalk or chart paper and a marker; a variety of corn products - cornmeal, corn-on-the-cob, popcorn, canned corn, etc.

Procedure:

1. Ask the students to help you list as many different forms of corn as possible. Record responses.
2. Show available corn products and discuss each one. Talk about the color, size, texture, whether or not it must be cooked, etc. Discuss how the products are alike and how they are different. Record the information on a chart.
3. Discuss cornmeal and how it is made. Tell the students that they will be cooking two similar things with the cornmeal.
4. Proceed to Activity 28.

Cornbread

Ingredients :

- 1 cup cornmeal
- 1 cup flour
- 4 teaspoons baking powder
- $\frac{1}{4}$ cup sugar
- 1 teaspoon salt
- 2 eggs
- 1 cup milk
- $\frac{1}{4}$ cup oil

Directions :

1. Mix flour, baking powder, sugar, and salt in a bowl.
2. Add cornmeal and mix.
3. Mix eggs, milk, and oil in a bowl.
4. Add to the flour mixture.
5. Stir.
6. Pour into a greased 9"x9" pan.
7. Bake at 425° for 20-25 minutes.



Activity:
CORNBREAD

Number: 28

Who: Whole Class

Objective / Skills: The student will be able to predict the ingredients and utensils needed for preparing "Cornbread."

Materials: Chalkboard and chalk; recipe chart for "Cornbread," ingredients listed in the recipe; 2 bowls, appropriate measuring utensils, 2 spoons, scraper, 9 X 9 pan, and oven or large toaster oven.

Procedure:

1. Tell the students that they are going to make cornbread.
2. Ask the students to help list the ingredients they think are in cornbread. Record responses on a chart.
3. Display the "Ingredients" portion of the "Cornbread" recipe. Compare the list of ingredients on the recipe chart with those listed on the chalkboard. Discuss, add, and eliminate as necessary.
4. Next, ask the students to predict what utensils will be needed when preparing "Cornbread." Record responses on a chart.
5. Read the recipe to the class. Ask the class to help you read it a second time.
6. Prepare the recipe allowing students to help measure and stir when possible.
7. After completing the recipe, look at the list of utensils on the chalkboard. Discuss, add, and eliminate as necessary.

Individual Cornmeal Muffins

Ingredients :

- $\frac{1}{2}$ teaspoon sugar
- 2 teaspoons cornmeal
- 2 tablespoons bisquick
- 1 tablespoon milk
- 1 tablespoon egg

Directions :

1. Put all ingredients in a bowl.
2. Mix well.
3. Pour into a muffin cup.
4. Bake at 425° for 15 minutes.



Activity:

INDIVIDUAL CORNMEAL MUFFINS

Number: 29

Who: Whole Class

Objective/Skills: The student will be able to predict the ingredients, utensils, and directions needed for preparing "Cornmeal Muffins."

Materials: Chalkboard and chalk; recipe chart for "Individual Cornmeal Muffins;" ingredients listed in the recipe, appropriate measuring utensils, 2 bowls, 2 spoons, muffin cups, oven or toaster oven.

Procedure:

1. Tell the students that they will each have a chance to make a cornmeal muffin.
2. Tell them that cornmeal muffins are made very much like the cornbread made in the previous activity.
3. Ask the students to help list the ingredients they think are in cornmeal muffins. Record responses.
4. Display the "Ingredients" portion of the "Individual Cornmeal Muffins" recipe. Compare these ingredients with those listed on the board. Discuss, add, and eliminate ingredients as necessary.
5. Next, ask the students to predict the steps they think they will need to follow in order to make a muffin. Record responses.
6. Again compare with the original recipe and discuss as in

Procedure (cont.):

Step 5.

7. Ask students to predict what utensils will be needed.
Record responses.
8. Discuss the utensils listed and help the students make the necessary adjustments.

Readiness Skill Review:

Enrichment:



Activity:

INDIVIDUAL CORNMEAL MUFFINS

Number: 30

Who: Whole Class; then pairs of students.

Objective / Skills: The student will be able to prepare a cornmeal muffin after first selecting the correct set of ingredients and sequencing the directions in the correct order.

Materials: Recipe chart for "Individual Cornmeal Muffins," pocket chart, sentence strips (see below).

Procedure:

1. Prepare two sets of sentence strips.
 - a. The first set should include one sentence strip for each ingredient and the amount listed on the recipe. Also include 4 or 5 sentence strips with ingredients which are not listed in the recipe.
 - b. The second set should include one sentence strip for each of the 4 directions on the recipe.
2. Set up the cooking center as an independent activity for 2 students at a time. Include the sentence strips and the pocket chart. In the pocket chart place a sentence strip reading "Individual Cornmeal Muffins," a strip reading "Ingredients," and a strip reading "Directions."
3. Inform the students that they will work in pairs. Before preparing the muffins, each pair must find the correct

Procedure (cont.):

sentence strips in the pocket chart. They must also put the sentence strips for the directions in the correct sequence.

4. With the help of the class, demonstrate how to sort the sentence strips.
5. Demonstrate how to prepare a muffin.
6. Allow pairs of students to cook a muffin after they have arranged the sentence strips and after you have checked their work.

Note: The muffins may be cooked in a toaster oven a few at a time or they may be cooked in the oven after everyone has mixed up a muffin.

Readiness Skill Review:

Enrichment:



Activity:

COMPARING CORNBREAD AND CORNMEAL
MUFFINS

Number: 31

Who: Whole Class or
small groups of 4 - 6

Objective / Skills: The student will be able to note the likenesses and differences between the recipes for "Cornbread" and "Individual Cornmeal Muffins."

Materials: Recipe charts for "Cornbread" and "Cornmeal Muffins;" chalkboard.

Procedure:

1. Display the recipes for "Cornbread" and "Individual Cornmeal Muffins."
2. Ask the class to compare the two recipes.
3. On the chalkboard make two lists recording how the recipes were the same and how they were different.

Orange Shake

Ingredients :

- $\frac{2}{3}$ cup orange juice
- $\frac{1}{4}$ cup instant powdered milk
- $\frac{1}{4}$ teaspoon vanilla

Directions :

1. Put the ingredients into a jar with a lid.
2. Shake ! Shake ! Shake !
3. Pour into a glass.
4. Drink !

Adapted from

Metric Milk Shakes

and Witches' Cakes

G. Johnson & G. Povey
New York: Scholastic
Book Services, 1976.



Activity:

ORANGE SHAKE

Number: 32

Who: Whole Class, then
1 - 2 students at a time.

Objective/Skills: The student will be able to prepare an orange shake by following a recipe.

Materials: Recipe chart for "Orange Shake," ingredients listed in the recipe, $\frac{2}{3}$ cup, $\frac{1}{4}$ cup, 1 teaspoon, container with lid, paper cups.

Procedure:

1. Display the recipe for "Orange Shake."
2. After reading the recipe aloud, ask students to respond to questions about the recipe.
3. Demonstrate how to prepare an "Orange Shake."
4. Set up the cooking center as an independent activity.
5. Allow 1 or 2 students to prepare an "Orange Shake" at a time.
6. The students should proceed immediately to Activity 33.



Activity:
ORANGE SHAKE

Number: 33

Who: Whole Class or
reading groups.

Objective / Skills: The student will be able to recall how to make an "Orange Shake" by answering yes/no questions.

Materials: 1 worksheet per student.

Procedure:

After making an orange shake, each student should complete Worksheet No. 33 by reading each statement and drawing a circle around "yes" or "no."

Some students may need help reading each statement.

Name _____

106

Worksheet No. 33

Orange Shake

Read the question. Draw a circle around Yes or No.

1. An "Orange Shake" has apple juice.
Yes or No?

2. You must use a jar with a lid.
Yes or No?

3. You must use $\frac{1}{4}$ teaspoon vanilla.
Yes or No?

4. An "Orange Shake" has milk in it.
Yes or No?

5. You must cook an "Orange Shake" in the oven.
Yes or No?

6. You must use $\frac{1}{2}$ cup orange juice.
Yes or No?

7. An "Orange Shake" is red.
Yes or No?

Alphabet Pretzels

Ingredients:

- 1 package yeast
- 1½ cups warm water
- 1 teaspoon salt
- 1 tablespoon sugar
- 4 cups flour
- 1 egg, beaten
- Coarse salt

Directions:

1. Dissolve the yeast in the warm water.
2. Add and mix salt, sugar, and flour.
3. Knead.
4. Divide dough into small balls.
5. Roll each ball into a long rope.
6. Twist each rope into a letter of the alphabet.
7. Put the letters on a cookie sheet.

8. Brush with beaten egg.
9. Sprinkle with coarse salt.
10. Bake at 425° for about 15 minutes until light brown.

Adapted from
Kindergarten Cooks
N. Edge

-83-

Port Angeles, Washington
Pen-Print, Inc., 1975



Activity:

ALPHABET PRETZELS

Number: 34

Who: Whole Class

Objective / Skills: The student will be able to look at 1 set of ingredients and 3 recipes and determine which recipe will use the set of ingredients.

Materials: Recipe chart for "Alphabet Pretzels," recipe charts for 2 other recipes (your choice or select recipes previously used); ingredients for "Alphabet Pretzels."

Procedure:

1. Display the set of ingredients. Discuss. Talk about yeast and its purpose. Discuss the difference between coarse salt and regular salt.
2. Display the recipe chart for "Alphabet Pretzels" and two other recipe charts.
3. Ask the students to look at the 3 charts and choose the recipe that goes with the set of ingredients. Ask the students why they selected a certain recipe.
4. Ask, "What other information helped you pick the recipe?"
5. Ask, "Why didn't you pick the other two recipes?"
6. Discuss the differences between the three recipes.
7. Read the 3 recipes together.



Activity:
ALPHABET PRETZELS

Number: 35

Who: Whole Class

Objective / Skills: The student will learn the meaning of knead, review the meaning of dissolve, and will help prepare "Alphabet Pretzels" by demonstrating how to measure correctly and/or follow a specific direction.

Materials: Recipe chart for "Alphabet Pretzels," ingredients listed in the recipe; 1/2 cup, 1-cup, 1 teaspoon, and 1 tablespoon measuring utensils; small bowl, large bowl, mixing spoon, cookie sheet, pastry brush, waxed paper, oven.

Procedure:

1. Display the recipe chart for "Alphabet Pretzels."
2. Read the list of ingredients with the class.
3. Ask individual students to find an ingredient and measure the correct amount.
4. Read the list of directions together.
5. Ask a student to read or tell what to do first and to follow that direction.
6. Review the meaning of dissolve.
7. Repeat with the second and third directions.
8. Define knead. Demonstrate. Ask several students to take turns kneading the dough.

Procedure (cont.):

9. Divide dough into small balls sending each student back to his/her seat with a small ball of dough and a piece of waxed paper.
10. Let the students roll their balls into long ropes and make different shapes and letters.
11. Assign each student a different letter of the alphabet (record which letter each student chooses).
12. Ask the students to twist the rope into the assigned letters.
13. Let each student put his/her letter on the cookie sheet. Brush with egg, and sprinkle with salt.
14. Cook as indicated.

Readiness Skill Review:

Enrichment:



Activity:

MAKING AN ALPHABET BOOK

Number: 36

Who: Whole Class (and several aides, if possible).

Objective/Skills: The student will be able to write or dictate two sentences about the "Alphabet Pretzel" he/she made.

Materials: Half-ruled newsprint - 12" X 18"
2 sheets colored construction paper - 12" X 18"
3 metal rings

Procedure:

1. Review cooking "Alphabet Pretzels" from the previous activity.
2. Give each student a piece of half-ruled newsprint.
3. Students will write or dictate (to the teacher or an aide) two sentences which follow the format

My pretzel was the letter _____.

_____ is for _____.

4. Each student illustrates a word that begins with the pretzel letter he/she made.
5. Alphabetize the students' stories and pictures.
6. Compile the stories into a class book with a construction

Procedure (cont.):

paper cover. Use the rings to keep the book together.

7. Ask the class to help determine a title for the book.
8. Read the book to the class.
9. Make the book available for the students to read during free time.

Readiness Skill Review:

Enrichment:

Individual Pizza

Ingredients:

1 refrigerator biscuit
1 tablespoon tomato paste
1 tablespoon shredded
mozzarella cheese
sprinkle of oregano
6-8 slices olive
5 slices hot dog
(or 1 slice pepperoni)
vegetable oil
flour

Directions:

1. Sprinkle flour on waxed paper.
2. Roll biscuit to make a flat circle.
3. Brush biscuit with oil.
4. Brush cookie sheet with oil.

5. Put biscuit on cookie sheet.
6. Spread with tomato paste.
7. Add oregano.
8. Add cheese.
9. Put olives and hot dogs on top.
10. Bake at 450° for 15 minutes.

Adapted from

Metric Milk Shakes
and Witches' Cakes

G. Johnson & G. Povey
New York: Scholastic
Book Services, 1976.



Activity:

INDIVIDUAL PIZZA

Number: 37

Who: Whole Class

Objective/Skills: The student will be able to listen to directions and find details in a recipe.

Materials: 1 copy (2 pages) of the recipe for "Individual Pizza" per student; recipe chart for "Individual Pizza."

Procedure:

1. Display the recipe chart for "Individual Pizza." Read it to the class.
2. Give each student a copy (2 pages) of the recipe. Again read through the recipe.
3. Tell the students that they must listen very carefully to all directions in order to find details in the recipe.
4. Give the following directions:
 - a. "Take out your pencil and crayons."
 - b. "Write your name in the upper right hand corner of the recipe."
 - c. "Draw a red circle around the word Directions."
 - d. Draw a blue box around the word Ingredients."

Procedure (cont.):

- e. "Put an orange star by the number that tells how long to cook the pizza."
- f. "Draw a green circle around the number that tells how many hot dog slices to use."
- g. "Put a purple line under the word tablespoon each time you see it."
- h. "Draw a picture under Direction # 10 which shows how you are going to make pizza."

NOTES

1. Add other directions, if desired.
2. This can become an independent activity by putting the directions on a tape at a listening center.

Readiness Skill Review:

Enrichment:



Activity:

INDIVIDUAL PIZZA

(*Idea adapted from Metric Milk Shakes and Witches' Cakes by G. Johnson and G. Povey.)

Number: 38

Who: Groups of 6 students (and an aide, if available).

Objective/Skills: The student will be able to help a group prepare "Individual Pizza" by being responsible for one job in an assembly line.

Materials: Recipe chart for "Individual Pizza," necessary ingredients, waxed paper, 4 - 5 cookie sheets, pastry brush, rolling pin, spoon, spatula, small dishes for the ingredients.

Procedure:

1. Display the recipe chart for "Individual Pizza." Read the recipe with the class.
2. Demonstrate how to make one pizza.
3. Set up the cooking center with the necessary ingredients for 6 pizzas.
4. Let 1 group of 6 students go to the center at a time.
5. Ask the group to read the "Directions" with you.
6. The group should determine a way to divide up the work of making the pizzas so that each member has a specific job to do. The group should work as an assembly line to produce 1 pizza for each member of the group.



Activity:

INDIVIDUAL PIZZA

Number: 39

Who: Whole Class
(Aide, if available.)

Objective/Skills: The student will be able to write or dictate sentences describing how he/she helped make pizza. The student will be able to sequence events.

Materials:

Half-ruled newsprint - 12" X 18"

Construction paper - 12" X 18"

Procedure:

1. Distribute paper to students.
2. Ask each student to write or dictate a sentence(s) telling what he/she did to help the group make the pizzas.
3. Ask the students to illustrate their jobs.
4. Members of each group should meet to share their papers and to sequence them in the correct order of events.
5. Compile the pages to make 1 book per group. The group should select a title for its book.
6. Read all books to the class.
7. Make the books available for students to read during free time.



Activity:

THE GINGERBREAD MAN

Number: 40

Who: Whole Class

Objective/Skills: The student will be able to listen to a story and recall details and events.

Materials: The Gingerbread Man by Ed Arno, 1 copy of worksheet No. 40 per student.

Procedure:

1. Read the story The Gingerbread Man to the class.
2. Distribute Worksheet No. 40 to each student.
3. Read the questions to the students and allow time for them to write their responses before proceeding.

The Gingerbread Man

Draw a circle around the sentences you think are correct.

Literal

1. The little boy opened the oven door.
2. The old woman did not run after the gingerbread man.
3. A horse ran after the gingerbread man.
4. The farmers ran so fast they had to stop and rest.

Interpretive

1. The little boy was a curious boy.
2. The fox was not very smart.
3. The old woman knew the gingerbread man might run away.

Applied

1. Children should do as they are told.
2. Sometimes it's better to use your head instead of your feet.
3. Don't look in the oven before the food is finished cooking.



Activity:

THE GINGERBREAD MAN

Number: 41

Who: Whole Class

Objective / Skills: The student will be able to help recreate the story The Gingerbread Man and put the story in the correct sequence.

Materials: Chart paper or butcher paper and a marking pen; half-ruled newsprint, 12" X 18"; construction paper.

Procedure:

1. Have a brainstorming session. Ask the students to recall the story The Gingerbread Man. Record all events the students can list; try to elicit as many responses as the number of students in the class.
2. After recording the responses, cut the chart paper up, giving one sentence to each student in the class.
3. Ask the students to copy and illustrate their sentences on pieces of 12" X 18" newsprint.
4. Collect all papers.
5. Ask the class to help you divide the papers into 3 groups: Beginning of the Story; Middle of the Story; End of the Story.
6. After the papers are sorted, ask the class to help you sequence them in the correct order.

Procedure (cont.):

7. Finally, compile all pages into a book.
8. Read the book and make it available for students to read during free time.

Readiness Skill Review:

Enrichment:

Gingerbread Men

Ingredients :

- 4 cups sifted flour
- 1 tablespoon cinnamon
- 1 teaspoon salt
- 1 teaspoon baking powder
- 1 teaspoon ginger
- $\frac{1}{2}$ cup shortening
- $\frac{1}{2}$ cup firmly packed brown sugar
- 1 egg
- 1 cup molasses

Directions :

1. Sift together the flour, cinnamon, salt, baking powder, and ginger.
2. Cream shortening.
3. Slowly add brown sugar and cream after each addition.
4. Stir in the egg.
5. Stir in molasses.
6. Add flour mixture and stir.
7. Roll dough to $\frac{1}{4}$ " thick on a floured surface.

8. Cut dough with gingerbread cutter.
9. Put cookies on a lightly greased cookie sheet.
10. Bake at 350° for 10-15 minutes.

(Idea:

Instead of using a cookie cutter, design your own gingerbread man. Get

1 ball of dough for the head
1 ball of dough for the body
4 small balls of dough
for arms and legs.

Flatten and mash the balls together so the pieces stick and make a gingerbread man.)

Adapted from

Using Literature

with Young Children

B. Coody

-100- Dubuque, Iowa: Wm. C.
Brown Company, Publishers,
1973.



Activity:
GINGERBREAD MEN

Number: 42

Who: Whole Class

Objective / Skills: The student will be able to help make "Gingerbread Men" by orally reading details and following directions.

Materials: Recipe chart for "Gingerbread Men," ingredients listed in recipe, sifter, 2 bowls, mixing spoon, appropriate measuring utensils, gingerbread man cookie cutter, rolling pin, 4 - 5 cookie sheets, oven

Procedure:

1. Display the recipe chart for "Gingerbread Men."
2. Ask students to silently read the ingredients for "Gingerbread Men."
3. Ask a number of questions, like
 - a. "Read the line that tells how much flour to use."
 - b. "Read the line that tells what to do with the brown sugar."
 - c. "Read the line that tells _____."
4. Ask students to silently read the directions for making "Gingerbread Men."
5. Again ask a number of questions like,
 - a. "Read the line that tells what to sift together."

Procedure (cont.):

- b. "Read the line that tells what to add after stirring in the egg."
- c. "Read the line that tells _____."
6. Prepare "Gingerbread Men" asking students to help by following your directions whenever possible.
7. After making "Gingerbread Men," read through the recipe again telling the students to pay particular attention to the amount of each ingredient and the order of the directions.

Readiness Skill Review:

Enrichment:

Name _____

Worksheet No. 43

129

Gingerbread Men

Here are some of the ingredients for making "Gingerbread Men." How much is needed? Fill in the blanks.

_____ sifted flour
_____ egg
_____ ginger
_____ shortening
_____ molasses

Try to number some of the directions in the right order.

_____ Slowly add brown sugar and cream after each addition.

_____ Stir in molasses.

_____ Sift together the flour, cinnamon, salt, baking powder, and ginger.

_____ Cream shortening.

_____ Stir in egg.

Stone Soup

Ingredients:

1 very clean stone
3 quarts water
4 carrots, peeled and sliced.
4 potatoes, peeled and sliced
4 stalks celery, sliced
1 can tomatoes, chopped
peas
green beans
corn
1 pound ground beef, cooked
4 beef bouillon cubes
salt

Directions:

1. Put the stone in a big pot.
2. Add the water.
3. Add the bouillon cubes.
4. Boil the water.
5. Add the vegetables.
6. Cook until tender.

7. Add the ground beef.
8. Add salt to taste.
9. Boil 10 minutes.

Adapted from
Using Literature
with Small Children
B. Coody
Dubuque, Iowa: Wm. C
Brown Company,
Publishers, 1973.



Activity:

STONE SOUP

Number: 44

Who: Whole Class

Objective / Skills: The student will be able to listen to a story and recall a sequence of events.

Materials: Book Stone Soup by Ann McGovern, chalkboard and chalk.

Procedure:

1. Read the story Stone Soup to the class.
2. Ask the students to list the events that took place in the story. Ask them to help put the events in the correct order. Record responses.
3. Reread the story. As you do so, check the list on the board and make necessary adjustments.
4. If time, read the story a third time, encouraging the children to join in the rhythm of the story.

Procedure (cont.):

Readiness Skill Review:

Enrichment:

Read Stone Soup by Marcia Brown and Nail Soup by Harve Zemach. Compare and contrast the illustrations, characters, plots, and sequence of events in these two books with Stone Soup by Ann McGovern.



Activity:

STONE SOUP

Number: 45

Who: Whole Class and
small groups of 6 - 8.

Objective / Skills: The student will be able to recall details from a story.

Materials: Book Stone Soup by Ann McGovern, chalkboard and chalk or chart paper and marking pen, 12" X 18" unlined newsprint, letter to parents.

Procedure:

1. Review the story Stone Soup.
2. Divide the class into small groups.
3. Pick a person to record responses for each group.
4. Give each group a sheet of 12" X 18" unlined newsprint.
5. Instruct the groups to think of everything that went into the "Stone Soup." The recorder lists responses (and may draw rebus pictures instead of spelling a word if necessary.)
6. As a class, compare each list.
7. Write a final list on the chalkboard or chart paper.
8. Tell the students that they are going to make "Stone Soup" by cooperating and sharing.

Procedure (cont.):

9. Ask the students to list all the things that could go into Stone Soup.
10. Ask students to volunteer to bring different vegetables from home. (Refer to the recipe for "Stone Soup" for suggestions and amounts.)
11. Send a letter to the parents explaining the project and requesting the ingredients.

Readiness Skill Review:

Enrichment:

Dear Parent,

Our class has recently completed reading and discussing the story Stone Soup by Ann McGovern. As a follow-up activity, we will prepare "Stone Soup" in our classroom. This project will be a lesson in reading, sharing, and cooperating.

We will make "Stone Soup" on _____ . If possible, please send _____ for your child to add to our soup.

Thank you!

Sincerely,



Activity:

STONE SOUP

Number: 46

Who: Whole Class

Objective/Skills: The students will help prepare "Stone Soup" by listening to and following directions. The student will prepare a vegetable for the soup.

Materials: 1 pound ground beef (pre-fried and crumbled), 1 large pot, hot plate, knives, peelers, cutting board, ingredients for "Stone Soup," copy of recipe, crackers, "hot" paper cups, plastic spoons.

Procedure:

1. Let students prepare vegetables for the soup by peeling, slicing, and/or chopping the vegetables they brought.
2. Place a stone in a large pot.
3. Add 3 quarts water and 4 bouillon cubes.
4. Bring to a boil and add all vegetables and cook until tender.
5. Add the ground beef and salt.
6. Boil 10 more minutes.
7. Let students help when possible.
8. Serve with crackers as a snack or serve with lunch.



Activity:

STONE SOUP

Number: 47

Who: Whole Class

Objective / Skills: The student will be able to help write a recipe for "Stone Soup" by recalling the ingredients used and the steps taken.

Materials: Blank recipe chart, chalkboard and chalk.

Procedure:

1. Ask the class to help you write a recipe for "Stone Soup."
2. Ask, "What comes first in a recipe?"
3. Write "Ingredients" on the board.
4. List all ingredients.
5. Ask, "What do we need to know about the ingredients." (How much.)
6. Add the amount to each ingredient.
7. Ask, "What comes next in a recipe?"
8. Write "Directions" on the board.
9. As students respond, list each step. Put the steps in

Procedure (cont.):

the correct order.

10. After the class is happy with the recipe, copy it on to the blank recipe chart. Also make copies to send home.

Readiness Skill Review:

Enrichment:

Super Silly Sandwiches

Ingredients:

Celery stalks (cut into 3 inch pieces)
Round carrot slices
Apple slices
Banana slices
Crackers
Cream cheese
Cheese spread
Mayonnaise
Sunflower seeds
Bacon bits
Raisins

Directions:

1. Look at all the ingredients.
2. Choose 3-6 ingredients.
3. Create 1 sandwich with your ingredients.
4. What did you use?
How much did you use?
How did you do it?
5. Write your recipe or tell it to someone.



Activity:
SUPER SILLY SANDWICHES

Number: 48

Who: Whole Class and small groups of 6 - 8

Objective / Skills: The student will be able to name ingredients which might be found in a sandwich and categorize the ingredients into groups.

Materials: Chalkboard and chalk or chart paper and marking pen; 12" X 18 " unlined newsprint.

Procedure:

1. Ask the students to think of all the different ingredients that could be used to make sandwiches. Record responses.
2. Think of different categories into which the ingredients could be divided (meat, spreads, vegetables, etc.).
3. Divide the class into small groups.
4. Give each group a piece of newsprint with one of the headings printed at the top.
5. Choose a recorder for each group.
6. Each group looks at all the ingredients listed on the board and selects those ingredients which go with the group's category. The recorder writes all the responses on the paper.

Procedure (cont.):

7. Post all papers and discuss; make adjustments if necessary.
8. Inform the students that during the next activity they will have an opportunity to create their own sandwich.
9. Tell the class that bread will not be available for the sandwiches. Ask, "What could be used in place of bread?"
10. Display the recipe chart for "Super Silly Sandwiches" and read it to the class.
11. Ask the students which ingredients on the chart could be used in place of the bread.

Readiness Skill Review:

Enrichment:



Activity:

SUPER SILLY SANDWICHES

Number: 49

Who: 1 or 2 students
at a time

Objective/Skills: The student will create a "Super Silly Sandwich."

Materials: Recipe chart for "Super Silly Sandwiches," ingredients listed in the recipe, small containers with labels for each ingredient, knives, napkins.

Procedure:

1. Review the recipe chart for "Super Silly Sandwiches."
2. Set up the cooking center for an independent activity.
3. Allow 1 or 2 students to go to the center at a time.
4. Instruct the students to use 3 - 6 ingredients to create a "Super Silly Sandwich" referring to the recipe chart.
5. After making the sandwich, the student should proceed to Activity 50.



Activity:

SUPER SILLY SANDWICHES

Number: 50

Who: Whole Class

Objective / Skills: The student will be able to write (or dictate) a recipe and include the ingredients, amounts, and directions.

Materials:

Worksheet No. 50

Procedure:

1. Each student should complete Worksheet No. 50 after creating a "Super Silly Sandwich."
2. Instruct the students to write their recipes for the sandwich they created. (Some students may need to dictate their recipe.) Their recipes should include ingredients, amounts, and directions.
3. If desired, let pairs of students exchange recipes and allow the students to make a second sandwich following the recipes they receive.

Name _____

Super Silly Sandwich

Ingredients :

Directions :



Activity:
MAKING A COOKBOOK

Number: 51

Who: Whole Class

Objective/Skills: The student will be able to dictate a favorite recipe which his/her parents prepares.

Materials: Pencil and paper; letter to parent; form for recipe book.

Procedure:

1. Ask each student to dictate a favorite recipe which one of his/her parents prepares at home. Write the recipe exactly as dictated.
2. Next, send a letter home requesting the parent's version of the recipe.
3. On the form provided, write both the child's version and the parent's version of the recipe.
4. Make enough copies of each child's contribution for each member of the class.
5. Proceed to Activity 52.

Dear Parent,

Our class is compiling a cookbook of favorite recipes. Your child has chosen

as a contribution to the cookbook. Please take a few minutes to write your version of this recipe and return it with your child by

Thank you for your help.

Sincerely,

Form for recipe

book. Print student's
recipe on the left
side of the heart
and the parent's
version on the
right side.



Activity:
MAKING A COOKBOOK

Number: 52

Who: Whole Class

Objective / Skills: The student will be able to categorize recipes into groups; the student will learn the meaning of "Table of Contents."

Materials: Chalkboard and chalk; recipes from previous lessons, several cookbooks, construction paper, 9" X 12".

Procedure:

1. Ask the class to name different ways of classifying recipes. This could include breakfast, lunch, dinner, meat, casserole, etc. Record the responses.
2. Tell the class that the recipe book needs a "Table of Contents." Explain what a table of contents is and show examples in several cookbooks.
3. Choose the headings which might best go with the recipes previously collected.
4. As you read the title of each recipe, ask the students to decide under which heading the recipe would best fit.
5. Write the table of contents and arrange the recipes in the correct order. Mark with page numbers.
6. Compile all recipes into cookbooks.

Procedure (cont.):

7. Let the students choose a title for the cookbook and decorate construction paper covers.
8. Let the students take the cookbooks home after Activity 53.

Note: The cookbooks could be used as Christmas gifts for the parents.

Readiness Skill Review:

Enrichment:



Activity:

READING A COOKBOOK

Number: 53

Who: Whole Class or reading groups.

Objective/Skills: The student will be able to locate specific information in a cookbook.

Materials: 1 copy per student of the cookbook compiled in Activity 52.

Procedure:

1. This activity can be conducted with the whole class working independently or in pairs or the activity can be conducted in reading groups.
2. Ask students questions which they must answer by locating the information in the cookbook. Some sample questions include:
 - a. "Look at the Table of Contents. What recipe is found on page 6?"
 - b. "Look at the Table of Contents. On what page can you find a recipe for _____?"
 - c. "Look at the recipe for _____. How much _____ is in the recipe? How did you find the recipe?"
3. The students may take the recipe books home.

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- Edge, N. Kindergarten cooks. Port Angeles, Washington: Pen-Print, Inc., 1975.
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- Johnson, G., & Povey, G. Metric milk shakes and witches' cakes: cooking centers in primary classrooms. New York: Scholastic Book Services, 1976.
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APPENDIX A

ANNOTATED BIBLIOGRAPHY OF SOURCE BOOKS
FOR COOKING IN THE CLASSROOM

- Coody, B. Using literature with young children (2nd ed.). Dubuque, Iowa: Wm.C. Brown Company, Publishers, 1973. One chapter of this book correlates recipes with popular children's books. Each entry contains a synopsis of the selected children's book, a recipe, and a list of related activities for language arts, social science, science and mathematics, health and safety, and art.
- Croft, D.J., and Hess, R. D. An activities handbook for teachers of young children. Boston: Houghton Mifflin Co., 1972. Part 5 of this book contains a rationale for cooking in the classroom, suggestions for conducting cooking experiences, and a variety of recipes.
- Greenberg, P., & Epstein, B. Bridge to reading: section VI - cooking. Morristown, New Jersey: General Learning Corporation, 1973. Section VI of this total reading readiness program contains recipes and excellent suggestions for setting up cooking in the classroom. It includes suggestions for using the cooking experiences to develop language, reading readiness skills, vocabulary, and concepts.
- Illinois State Board of Education. Integrated nutrition, education, and training, ages 3 - 8. Washington, D.C.: Department of Agriculture, 1980. (ERIC Document Reproduction Service No. ED 196 537) Excellent publication which thoroughly describes how to initiate and conduct a cooking program in the classroom. It gives nutritional recipes accompanied by activities for developing multidisciplinary skills, concepts, and language.
- Johnson, G., & Povey, G. Metric milk shakes and witches' cakes: cooking centers in primary classrooms.

New York: Scholastic Book Services, 1976.
This book describes in detail how to use cooking in the classroom to enrich the basic curriculum. The book contains details for preparing a cooking center, a variety of recipes, and suggestions for extending cookery into all areas of the curriculum.

Jundt, J., & Rumpf, L. Cooking up learning. 1976.
Available by mailing \$5.00 to

Cooking Up Learning
c/o Jackie Jundt
2340 St. Claire Avenue
St. Louis, Missouri 63144

or c/o Lucy Rumpf
5 Hilldale Drive
Belleville, Illinois 62223

A collection of recipes grouped by seasons and months. Each section contains seasonal art projects and books to read.

APPENDIX B

ANNOTATED BIBLIOGRAPHY OF COOKBOOKS

Better homes and gardens junior cook book for beginning cooks of all ages. Des Moines, Iowa: Meredith Corporation, 1972.

This cookbook contains step-by-step recipes which are well illustrated by easy to understand diagrams. Recommended for intermediate readers.

Betty Crocker's cookbook for boys and girls. New York: Golden Press, 1977.

Excellent cookbook with many cooking tips and beautiful photographs. Recommended for intermediate readers.

Edge, N. Kindergarten cooks. Port Angeles, Washington: Pen-Print, Inc., 1975.

An excellent cookbook of nutritious recipes accompanied by rebus pictures.

Gretz, S., & Sage, A. Teddybear's cookbook. Garden City, New York: Doubleday and Company, Inc., 1978.

23 easy-to-follow recipe treats accompanied by bear cartoons. Recommended for intermediate readers.

Hautzig, E. Cool cooking. New York: Lothrop, Lee, & Shepard Company, 1973.

This book contains 16 recipes to prepare without a stove.

Johnson, H.L. Let's make jam. New York: Lothrop, Lee, & Shepard Company, 1975.

This book contains the step-by-step process of making jam from picking the fruit until the jam is bottled. Good for primary grades.

_____ . Let's make soup. New York: Lothrop, Lee, & Shepard Company, 1976.

This book contains the step-by-step directions for making vegetable and beef soup and chicken soup. The photographs are excellent. Good for primary grades.

Jundt, J., & Rumpf, L. Cooking up learning. See listing in Appendix A.

Loo, M. Special dishes for special days: a cookbook for children. Colorado Springs, Colorado: Current, Inc., 1980.

This cookbook is written for children nine and older. The cookbook is divided into major holidays with menus and recipes for celebrating each holiday.

MacGregor, C. The storybook cookbook. Garden City, New Jersey: Doubleday & Company, Inc., 1967.

22 recipes based on foods mentioned in some of the classics of children's literature.

Moore, E. The Seabury cook book for boys and girls. New York: The Seabury Press, Inc., 1969.

This cookbook can be used in the primary grades. It contains nine step-by-step recipes and suggestions for using the recipes for a dinner and a party.

APPENDIX C

SUGGESTED LIST OF EQUIPMENT AND
SUPPLIES FOR THE COOKING CENTER

waxed paper	set of mixing bowls
napkins	jars with lids
cold drink cups	4 - 6 small bowls
hot drink cups	
plastic spoons	9" X 9" pan
	9" X 13" cake pan
1 set measuring cups	2 - 4 cookie sheets
1 set measuring spoons	2 pans with lids
2 liquid measuring cups	1 large pot with lid
	muffin pan and/or muffin cups
wooden mixing spoons	
2 spreading knives	hot plate
2 paring knives	toaster oven
pastry brush	blender
vegetable peeler	availability of oven
rolling pin	availability of refrigerator
sifter	
spatula	dishcloth
scraper	dishtowels
colander or food mill	2 aprons
cutting board	dishwashing liquid
gingerbread man cookie cutter	

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the project was to provide a syllabus for first grade teachers to use as an enrichment to supplement the basal reading program. The syllabus was specifically developed to teach that reading serves a purpose and is a functional activity necessary in everyday living. The syllabus contains 53 food-related activities and cooking experiences which are designed to reinforce readiness and beginning reading skills, comprehension skills, and vocabulary and concept development.

Conclusions

A Syllabus for First Grade Teachers: Introducing Reading as a Functional Skill Through Food-Related Activities and Food Preparation was developed to enrich the basal reading program. As indicated by the research cited in Chapter 2 , young children learn to read print in their everyday environments, need to learn that reading serves a purpose before they can become proficient readers, and tend to learn to read more successfully when they are

motivated and have positive experiences with reading. The activities and objectives suggested in the syllabus were developed with these key points in mind.

Throughout the 1982-83 school year, several of the activities were used with a group of 25 first graders. As a result of these activities, the students were able to verbalize some of the functions of reading. The students were also able to do some reading activities beyond the basal reading program. After the first cooking experience, future cooking activities generated much enthusiasm and anticipation. As the children worked with recipes and ingredients, they were able to locate specific words within the recipe, match words on boxes and containers, make predictions, sequence events, and follow directions. As a culminating activity, a cookbook was compiled. Each child dictated to the teacher a favorite recipe and then brought the mother's recipe from home. Children were able to find their recipes in the book as well as identify other recipes and ingredients. They expressed enthusiasm for testing some of the recipes at home.

Recommendations

The following recommendations are suggested. It would be worthwhile to initiate the activities in the syllabus at the beginning of the school year. Before the

project has been put into operation, an informal survey should be developed and administered to the first grade students to determine the students' attitudes toward reading and their perceptions of what reading is and what purpose reading serves. The survey should be readministered at the end of the first semester to record any changes in the students' attitudes and perceptions. After this data has been collected, the project should be evaluated and necessary changes made in the activities.

A test should also be developed to measure each student's ability to do the objectives outlined in the syllabus. This test could be used as both a pre-test and post-test if desired.

It is further recommended that a permanent kit be developed and assembled which would contain all the necessary equipment as well as the syllabus, recipe charts, flashcards, sentence strips, worksheets, and other materials suggested in the syllabus. The kit should be portable for easy movement between classrooms.

Another recommendation is to continue to develop activities and materials for the project. The project could be expanded in several ways. First, the activities in the syllabus could be individualized to include three levels of difficulty, thus challenging the more capable students and assuring successful experiences for

the less capable. Second, food-related activities and cooking experiences could be developed for the second semester of first grade and/or for other grade levels. Third, the activities in the syllabus could be correlated with social studies, science, and health concepts at the first grade level. Fourth, activities other than food-related and cooking experiences could be developed which would teach other functions and purposes for reading in everyday living.

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