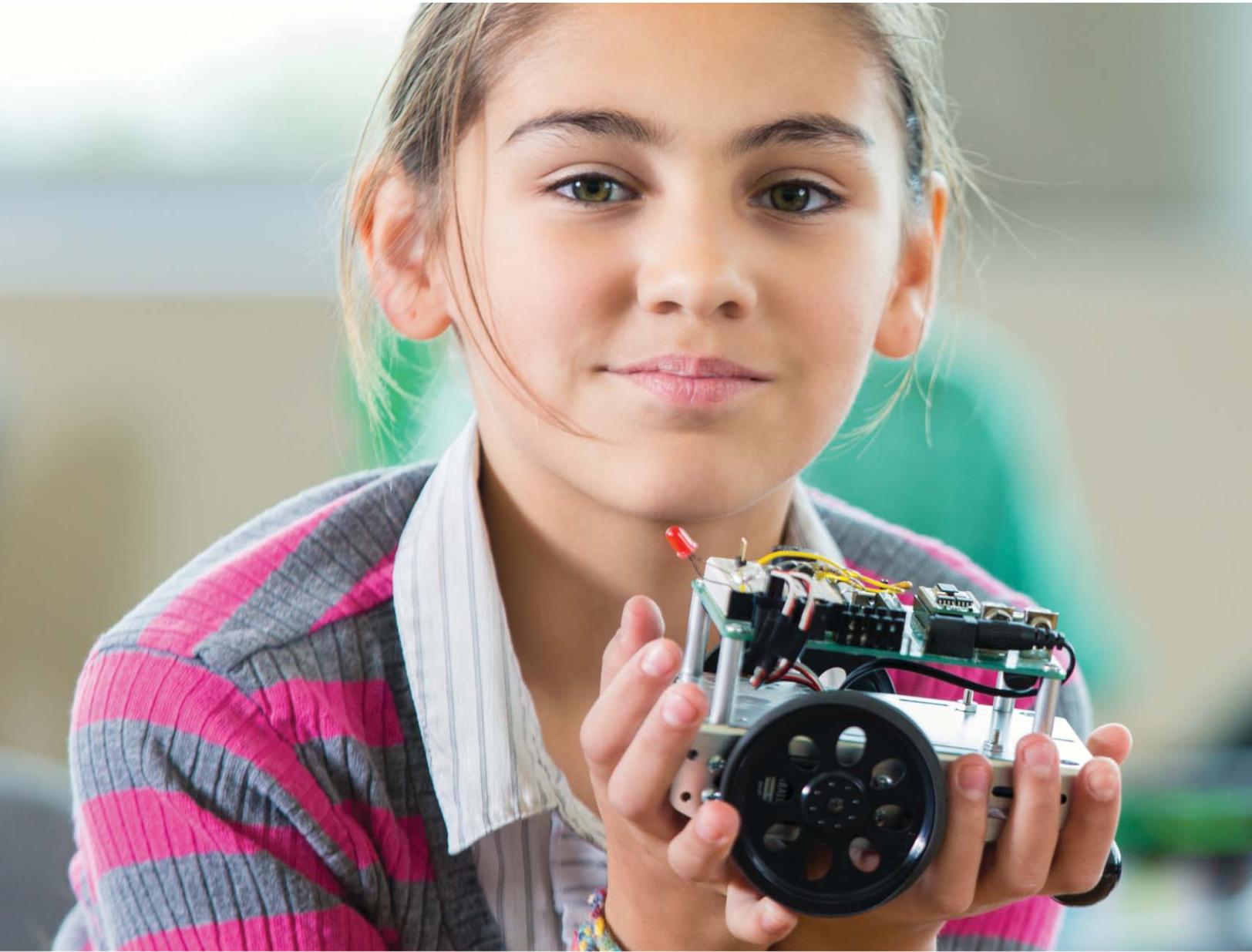


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Souper Chefs!

SASSY SOUPER CHEFS



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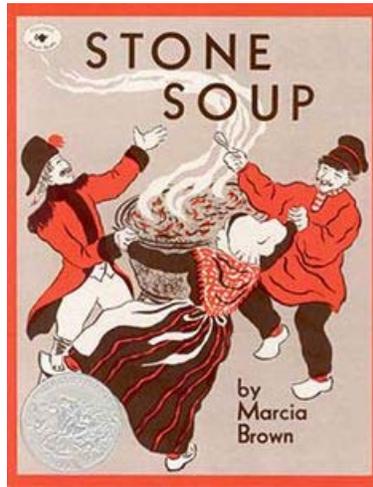
Sassy Souper Chefs!

Introduction:

Foreign Language and Intellectual Disabilities classes band together bridging ethnic, social, and physical barriers to experience grade level bilingual stories through hands-on cooking activities. Famous children's stories such as Stone Soup, Strega Nona, What Can you with a Paleta?, When the Doorbell Rang, Pancakes,Pancakes , Tortillas and Lullabies, and Eating the Alphabet, will come to life for the children when they cook the foods referred to within the book. This grant will allow the teachers the resources to bring the common core standards to life through hands on learning.

Children will read fantastic stories from around the world and will replicate the events within cooking the recipes extolled across various genres. They will read fairy tales, nonfiction, science fiction, and fantasy. They will then have the opportunity to cook during the school day something often missing in their lives.

The instructors will gather and/or purchase important children's literature aligned with the grade level pacing guides and read them aloud with all the children. The stories will come to life for the students when they make the recipes mentioned within.



Procedure for Stone Soup:

The example the grant's title was based on was "**Stone Soup.**" Stone Soup is a great predictable story that builds excitement with each page. The story develops, the plot simmers, and the soup bubbles. After reading the story, we prepared a pot of stone soup.

Materials:

Copy of the story

Single or double burner stove

Large pot

Cutting board and knife

Vegetables including onions, carrots, celery, potatoes, tomatoes

2 tablespoons butter

1 box of instant chicken or vegetable soup

Water or to make it richer vegetable or chicken broth

Clean rock or pebble such as a piece of marble or perhaps a nice polished onyx or jewelry type stone

Cooked Rice or pasta

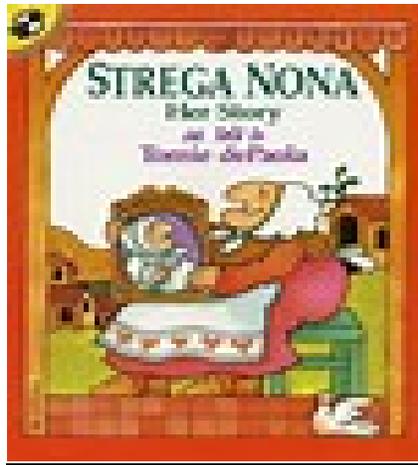
Cooking Procedures:

Picture walk the book with your class. Read the story multiple times then begin the recipe.

Chop one onion, 3 peeled carrots, 3 pieces of celery. Heat the butter to bubbling in the pan and place the stone and chopped vegetables. Stir until the vegetables are totally soft. Add 1 chopped tomato, the broth or water and the soup mix. Add cooked rice or pasta to embellish. Boil for 15 to 20 minutes. Serve.

Assessment:

Children can fill out a recipe review page (See appendix) to rate the recipe. They can also be graded on how well they follow directions and practice kitchen safety procedures through documented teacher observation.



Procedure for Strega Nona:

We began with **Strega Nona** the benevolent witch with the magic pasta pot. We obtained a copy of the story. The children read along with the instructor, helped pour the water in the pot, watched it boil, cooked the spaghetti, poured the tomato sauce over it and ate it.

Materials:

Copy of the story

Single or double burner stove

2 Pots

Strainer

Spoons

Jar of Tomato Sauce

Parmesan Cheese

Ground beef, garlic, and chopped onion (optional – depends on your students' preferences)

Procedures:

Gather your class and picture walk through the story of **Strega Nona**. Read story aloud multiple times.

Common Questions for the Story:

Was Strega Nona a good or bad witch?

Why did the pot overflow?

Why did her helper take her wand and ignite the pasta pot?

Did the helper listen to her? Do you find it hard to listen to grown-ups at times?

Why is it important to listen to grown-ups and teachers?

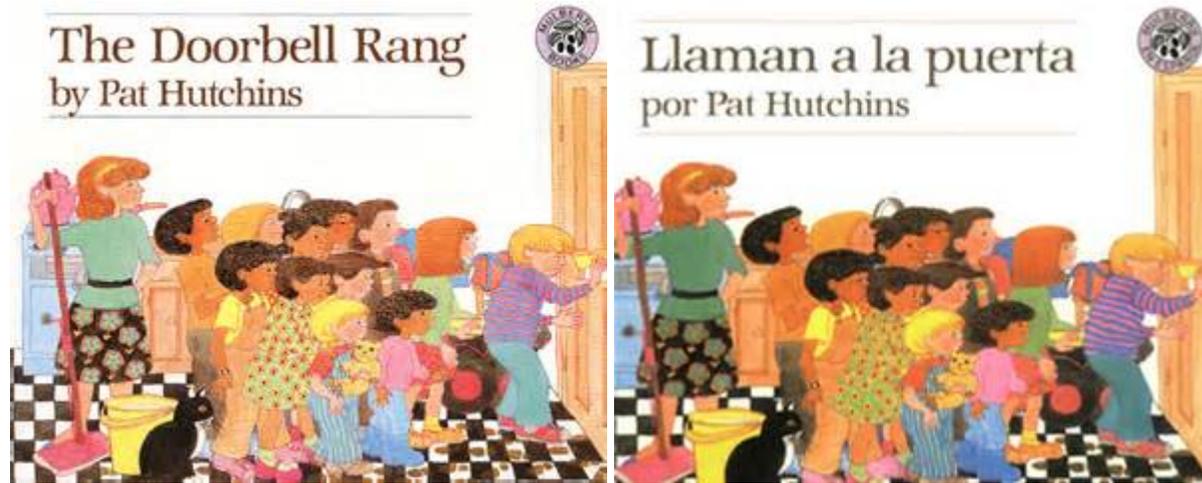
Cooking Procedures:

Plug in burner. Place deep pot on stove on medium heat. If your children like meat sauce begin by browning a pound of ground beef with 1 tsp. chopped garlic and ½ cup finely chopped onion. Drain and throw out the fat. Add 1 jar of good tomato sauce and heat thoroughly. Cover and set aside while you cook the pasta. Place the other pot on the burner full of water. Salt the water with 1 tsp. salt. Cover and boil. When pot is boiling, add one pound of dry spaghetti. Stir now and then. Cook for 7-8 minutes until almost cooked through. Drain pasta in strainer. Mix spaghetti with sauce. Sprinkle with parmesan cheese and serve to the children.

The children can help you cook by stirring the ground beef with adult help. They can also sprinkle the pasta with cheese. It is nice to have garlic bread with spaghetti.

Assessment:

Children can fill out a recipe review page (See appendix) to rate the recipe. They can also be graded on how well they follow directions and practice kitchen safety procedures through documented teacher observation.



Procedure for The Doorbell Rang:

We began by obtaining a copy of the story. Gather your class and picture walk through the story of The Doorbell Rang. Read story aloud multiple times. It is a story of division using chocolate chip cookies. The children can help the instructor bake small cookies. In cooperative learning groups, they can be given a pile of 12 cookies which will be divided into groups as the story dictates (2 groups of 6, 3 groups of 4, etc.). The children work together in groups in order to calculate the groups properly.

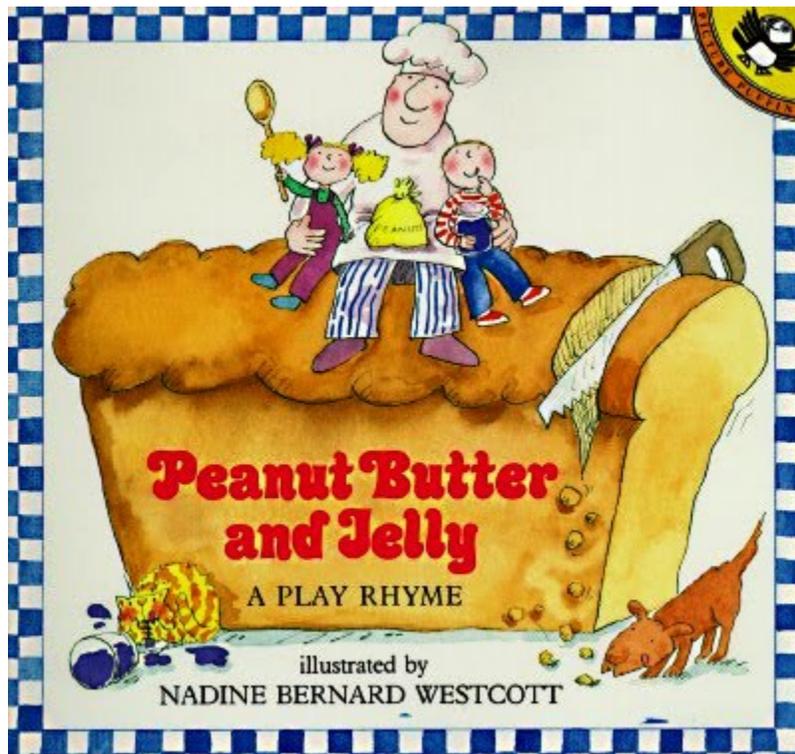
Materials:

- Copy of the story.
- Cookie Making equipment
- Cookie sheet
- Mixing Bowl
- Sifter or strainer to sift flour
- Spoon
- Measuring Cups
- Mixer
- Copy of Chocolate Chip Cookie recipe (See Appendix)
- Cookie ingredients

Cooking Procedure:

Following the recipe, measure the flour, baking powder or soda, and other dry ingredients into a sifter and sift it once. Beat the butter with the sugars until light and fluffy. Mix in the eggs until thoroughly combined. Mix in other liquids. Beat in the flour until dough becomes thick. Fold in chocolate chips and

nuts if required. (Don't forget to take into account nut allergies---its not worth the risk of harming a child.) Drop level tablespoons of dough onto ungreased cookie sheets and bake at 400 degrees until crispy. Each group will need 12 cookies to divide with.



Procedure for Peanut Butter and Jelly:

We began by obtaining a copy of the story. We picture walk through the book making predictions of what the story is about. We read the story aloud multiple times. We share the story with “shoulder buddies.” (our neighbor).

Materials:

Copy of the rhyme book Peanut Butter and Jelly

Food processor

3 cups raw peanuts to roast

Baking pan

Peanut Oil

Salt

Jelly

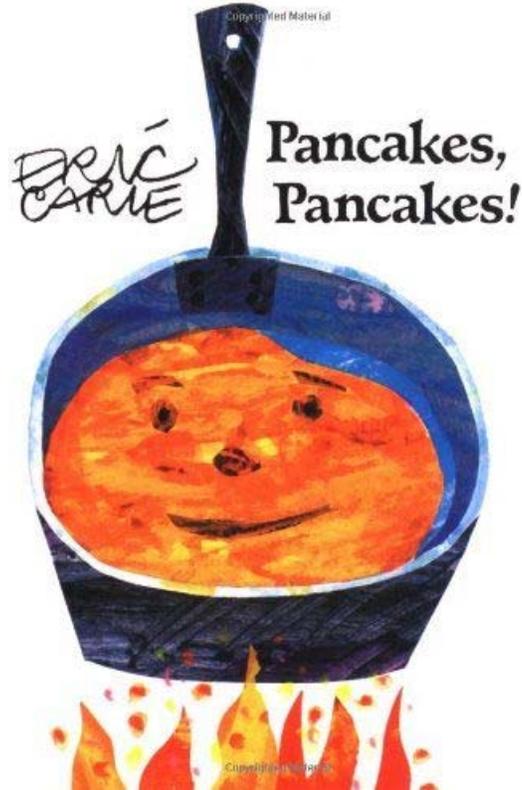
Bread

Cooking Procedures:

Roast the raw peanuts until toasted in the oven on a baking pan. Roast at 350 degrees for 20 – 25 minutes. Cool. Roll the peanuts between paper towels to remove the red skins. Put cleaned roasted peanuts and ½ teaspoon salt and 1 tablespoon oil in the food processor. Pulse until consistency of crunchy peanut butter or more to make creamy peanut butter. Make peanut butter and jelly sandwiches for kids and serve.

Assessment:

Children can fill out a recipe review page (See appendix) to rate the recipe. They can also be graded on how well they follow directions and practice kitchen safety procedures through documented teacher observation.



Procedures for Pancakes,Pancakes:

We began by obtaining a copy of the story. We review the title, and author and parts of the book: front, back of the book and spine. The students predict what the story is about based on the title and the book cover illustration. Then, we picture walk through the book and share what we think the story is about with our “shoulder buddies”. The instructor reads the story to the students and can integrate questions into this first reading and subsequent readings of the story. After the initial reading of the story, children can choral read and/or read along with the instructor. After the initial reading of the story, the instructor can introduce the ingredients in the story (flour, egg, milk, butter, strawberry jam) and pass them around the room so the students can see, touch, and smell the ingredients. The instructor can also pass around plastic farm animals or pictures of the animals in the story. Pictures of the tools (sickle, flail) can be explained and the cooking tools can be passed around, also (mixing bowl, measuring cup, wooden spoon, ladle, frying pan, plate, plastic knife, fork and spoon). Background information may be discussed as many students do not know who a miller is and what he does, what a cellar is or what a water mill is used for.

Materials:

Copy of the story

Ingredients: flour, egg, milk, butter, strawberry jam

Equipment:

Mixing bowl

Measuring cup

Wooden spoon

Ladle

Spatula

Frying pan

Plate

Plastic knife, fork and spoon

Heating element (flat grill, electric skillet, single or double burner)

Procedures:

Gather your class and picture walk through the story of Pancake pancakes. Read story aloud multiple times. Introduce ingredients, equipment, and tools, with pictures and/or actual items.

Common Questions for the Story:

How did Jack know it was morning?

What did Jack want for breakfast?

How did Jack help his mother?

Who helped Jack beat the wheat?

Where did Jack find the hen?

How did Jack churn the butter?

What do we use to heat the frying pan instead of using a pile of firewood?

Where did Jack and his mother live? (use story pictures to guide answers: farm house, farm animals, wheat field, water wheel, hen house)

Cooking Procedures:

Easy Pancakes

Recipe by: Sharon Holt from Allrecipes.com

Ingredients

15 m 4 servings 247 cal

1 cup all-purpose flour

2 tablespoons white sugar

2 teaspoons baking powder

1 teaspoon salt

1 egg, beaten

1 cup milk

2 tablespoons vegetable oil

Add all ingredients to list

Directions:

Prep 5 min.

Cook 10 min.

1. In a large bowl, mix flour, sugar, baking powder and salt. Make a well in the center, and pour in milk, egg and oil. Mix until smooth.
2. Heat a lightly oiled griddle or frying pan over medium high heat. Pour or scoop the batter onto the griddle, using approximately 1/4 cup for each pancake. Brown on both sides and serve hot.

Review safety rules with students. Have students sit in a semi-circle around the cooking table. Check off the equipment and ingredients. Plug in heating element. Call one student at a time to the front of the cooking table to assist: measure one cup of flour, pour into the bowl, crack an egg into the bowl, have several students take turns stirring, measure a cup of milk, pour the cup of milk in the bowl, have several students take turns stirring, and then have a student cut a piece of butter with a plastic knife. The instructor puts the butter in the pan and tilts the frying pan to spread the butter. She then uses the ladle to pour batter into the heating element. When the sides of the pancake begin to brown, the instructor uses a spatula to flip the pancake over. Again, when the sides of the pancake begin to brown, use the spatula to remove the pancake and place it on a plate. Add strawberry jam to the top and pass out to a student, and repeat. Other fruit jams or jellies may be substituted; syrup may also be used.

Extension Activities: pull vocabulary from the story to introduce/review:

Compound Words: (pancake, breakfast, woodshed, firewood, strawberry, something, underside)

Action Verbs: (crowed, cut, carry, grind, separate, grind, beat, poured, turned, handed, laid, squirted, scooped, break, slipped)

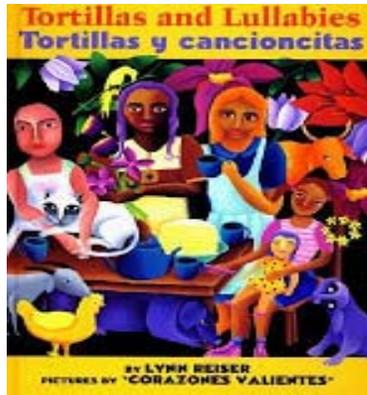
Milking a Cow: You can cut out an outline of a cow, add facial features and spots to it. Glue outline to the side of box. Put the box on a desk or a table. Use duct tape to tape a rubber/latex glove to the backside

of the outline (udders). Poke small holes in the fingertips of the gloves with a sharp pencil. Fill the glove up with water or milk and put a bucket under the udders. Have the students take turns “milking” the cow.

Make Butter: Fill an empty baby food jar half-way up with heavy whipping cream, tighten the lid and shake, shake, shake. Keep shaking very rigorously. Put in refrigerator to harden. Spread on crackers, toast, etc.

Assessment:

Children can fill out a recipe review page (See appendix) to rate the recipe. They can also be graded on how well they follow directions and practice kitchen safety procedures through documented teacher observation.



Procedures for Tortillas and Lullabies:

We began by obtaining a copy of the story. We picture walk the story multiple times. We read the story aloud multiple times. On the last reading, with the kitchen preset, we assemble the ingredients and make a fabulous recipe with tortillas – quesadillas.

Materials:

Copy of Tortillas and Lullabies.

Single burner stove or electric fry pan

Skillet

Pancake turner

Tortillas

Butter

5 blend Mexican cheese

Salsa

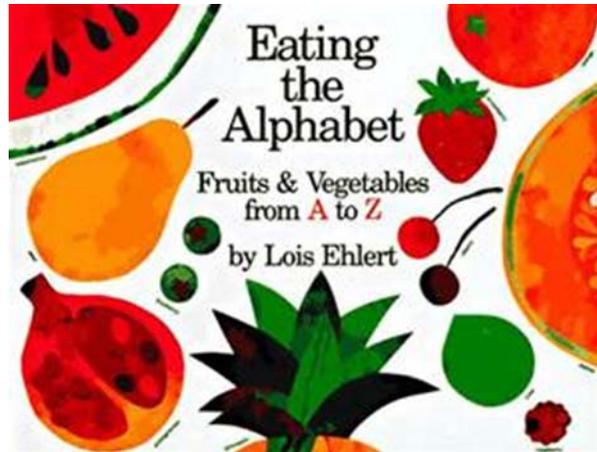
Sour Cream

Cooking Procedure:

Put skillet on hot burner. Add 1 Tablespoon butter, melt until bubbly. Have children stack one tortilla, one handful of grated cheese, and salsa and sour cream to taste. Top with second tortilla. Place in hot pan. Fry until golden, flipping once. Cut in wedges and serve.

Assessment:

Children can fill out a recipe review page (See appendix) to rate the recipe. They can also be graded on how well they follow directions and practice kitchen safety procedures through documented teacher observation.



Procedures for “Eating the Alphabet.”

First we obtain a copy of the book. It is especially impressive for the children if you obtain a big book of the story. Picture walk the story with the class. Reread it multiple times. Proceed to the cooking activities. The story illustrates more than one fruit or vegetable for each letter which would be impossible to prepare in a short time. This one book would be an excellent guide for a multiple quarter cooking project. Given enough notice, the parents of my students provided most of the ingredients I needed to cook for 6 to 16 people. I kept track of who brought ingredients and avoided asking the same families over and over. I asked for example, one apple per child, in order to make applesauce. Asking for part of a recipe from a lot of people does not put pressure on anyone and it keeps it thrifty.

Materials:

Copy of the story

Cutting board

Sharp knife

Pot

Skillet

Various utensils and measuring cups

Two burner stove

Cooking Procedures for “Eating the Alphabet”:

- **Apple:** Core apples and cut in quarters. Serve as is or with a spread of cream cheese and raisins or simply with peanut butter or peanut butter and raisins.

- **Apricot:** Fresh apricots are pricey. Cut in half and remove the pit. Serve a half per child. Can be topped with a squirt of whipped cream. Canned halves can be topped with a dollop of vanilla pudding.
- **Artichoke:** Fresh artichokes are really too fussy in a school environment. Best recipe: 1 can of quartered artichoke hearts drained mixed with 1 cup each mayo and parmesan cheese. Bake in baking pan until bubbly. Serve with pita chips or potato chips or pita wedges.
- **Asparagus:** For one fresh bunch of asparagus simply trim woody bottoms off. Boil 2 quarts of salted water. Drop asparagus in and boil 2 – 5 minutes. Serve with salt, pepper, and butter.
- **Avocado:** Choose avocados that have some give when pressed. To serve on the shell run a knife from the narrow end around the fat end and back to the top. Separate the two halves and remove the seed. Cut the halves in wedges, still in the skin. Sprinkle with salt and lime juice and serve with a spoon for scooping.
- **Banana:** Serve fresh from the skin. Cut in pieces and dip in flavored yogurt. Option 2: buy a chocolate banana popsicle kit in the produce section. Cut each peeled banana in half and insert a stick. After they are frozen heat the chocolate from the mix and dip the bananas. Refreeze then serve
- **Bean:** Buy large bunch fresh green beans. Cut off both ends of each bean. Pull off the string from the bean. Boil 2 quarts of salted water. Drop beans in and cook 4 – 6 minutes. Serve with butter and salt.
- **Beets:** Take a fresh beet and cut the greens off. Gather the greens from a few beets. Saute the greens quickly in butter and serve with salt and pepper. Peel the beets, quarter them, and boil 10-20 minutes until tender and serve. Beet juice can be used as a very vibrant paint. Use the beet juice water as paint before seasoning is added.
- **Blueberry:** Blueberries are best just as is. Simple recipes are: Yogurt mixed with fresh blueberries; blueberry muffins, or quick blueberry shortcakes which are biscuits from a roll mixed in sugar baked and split. Top split baked biscuits with sweetened blueberries and whipped cream
- **Broccoli:** Take a head of fresh broccoli and cut the head into small florets. Peel the stem until you reach the tender part. Split the stem and cut into half rounds. Boil 2 quarts of salted water and drop the veggie in. cook 6 – 10 minutes. Serve with butter, salt, pepper, and a sprinkle of parmesan cheese. Alternate recipe: Cut broccoli into florets. Serve raw with ranch dressing dip.
- **Brussel Sprout:** Cut off ends of sprouts. Cut in half and saute in butter until soft. Season well and serve
- **Cabbage:** Buy shredded cabbage slaw; mix with flavored yogurt, shredded carrot and raisins for a sweet salad.
- **Carrot:** Peel fresh carrots and cut into sticks. Eat or dip in veggie dip.

- **Cauliflower:** Cut off tough end of cauliflower head. Cut in half then cut into small florets. Eat raw with dip. To cook, drop into boiling water and cook 8 -12 minutes until tender. Serve.
- **Celery:** Break off each stick and wash thoroughly. Load sticks with processed cheese spread or cream cheese and raisins or peanut butter.
- **Cherry:** A late summer fruit I serve them fresh soon after school starts.
- **Corn:** Dip corn in water while in husk. Microwave 5 minutes and serve with butter and salt

Broccoli, green beans, and cauliflower can be washed, covered with plastic wrap and microwaved for delicious flavor.
- **Cucumber:** Peel and slice into rounds. Dress with salad dressing or eat fresh.
- **Currant:** Buy Ribena black currant juice and serve in cups. Tasty!
- **Date:** Soak ½ dried dates in warm water. Fold into date muffin mix that has been premixed. Put in mini-muffin cups bake and serve. Follow the directions on the muffin mix.
- **Eggplant:** Fried eggplant: Slice eggplant into rounds skin on. Soak in salted water 15 – 30 minutes. Remove from water and pat dry. Dip in beaten egg. Roll in Italian breadcrumbs and fry in olive oil until crisp and brown. Best done at home and reheated for kids. May top with tomato sauce and mozzarella cheese.
- **Endive:** Sometimes called chicory. A very bitter type of lettuce. Mix in a salad and top with salad dressing.
- **Fig:** Buy dried figs. Soak ¼ cup in ½ cup hot water for 15 minutes. Remove from water and dry on paper towels. Mix into softened cream cheese and spread on toast for a snack. Fresh figs can sometimes be found in the Publix produce section in Miami, Florida.
- **Gooseberry:** A sour berry not easily found in Miami, Florida. One suggestion is one may find gooseberry jam. Spread it on toast for the kids.
- **Grape:** An easier “g” word to use with the children. Eat grapes right off the vine.
- **Grapefruit:** To make grapefruit wedges without much pith do this: Take a sharp knife and cut off both ends of the grapefruit so you can stand it on end without it rolling. Now follow the curve of the fruit with your knife to peel it. Repeat in order to remove any excess pith or white covering. Now, take a smaller knife and follow the sections up and down to get a clean fresh grapefruit wedge. Serve wedges.
- **Huckleberry:** A blue- black fruit not available locally. Skip this and serve hot dogs instead.
- **Indian Corn:** It is an ornamental vegetable and is not eaten. Collect specimens of Indian corn during the Fall when decorations are being sold for Thanksgiving.

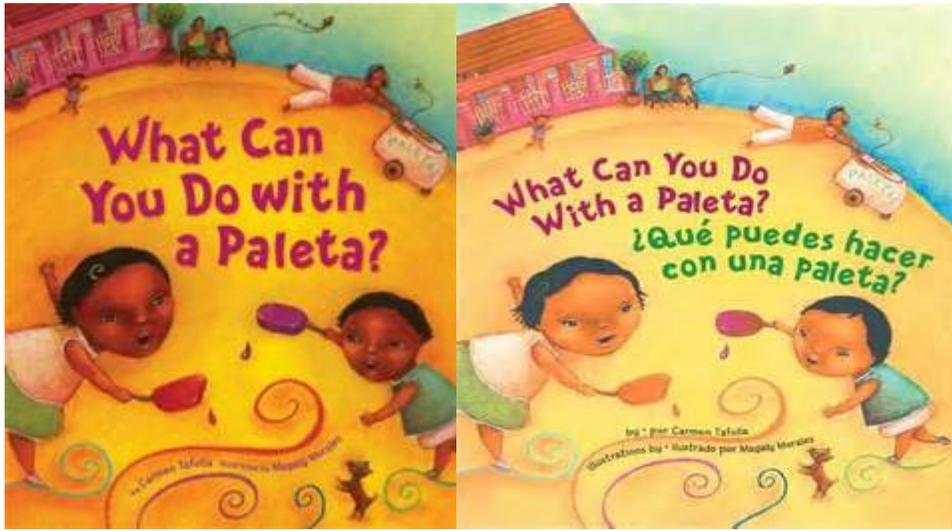
- **Jalapeno:** Use gloves when cutting and take care not to rub your eyes as the burning is really awful. Children do not generally like hot food such as jalapeno but if you want to use it mix a small amount into cheese sauce and serve as queso dip with tortilla chips.
- **Jicama:** A Mexican crunchy vegetable which has a texture of water chestnuts. Peel and slice thin and fold some pieces into a salad for the children.
- **Kiwi:** Choose fruit that is soft to touch when pressed. Cut off both ends and slice the skin off. Slice into coin shapes and serve as is.
- **Kohlrabi:** Peel and cut in chunks. Boil until tender and serve with butter and salt.
- **Leek:** Leeks are in the onion family. They are layered with layer after layer of flesh. Slice vertically top to bottom. Cut across the width as you would chop celery. They hold dirt near the bottom. After chopping across wash, wash, wash to remove grit. Saute in butter and stir into a pot of soup. They are like an onion and are not eaten by themselves.
- **Lemon:** Roll the lemon on the counter to release the juice. Cut in halves. Squeeze the juice into a glass. Pour in water and stir in sugar to taste. Lemonade!
- **Lettuce:** Mix torn clean romaine, chicory, iceberg, and spinach. Top with tomatoes and cucumber slices for an awesome salad.
- **Lime:** See lemon for recipe for limeade.
- **Mango:** Mango is a member of the poison ivy family. Some people are allergic to both the skin and the fruit so check your students before you serve to children. Cut off both ends so it can be stood up on the cutting board. Slice down and around the fruit to peel it. Slice off the flesh and serve cold. It is especially tasty sprinkled with shredded coconut.
- **Melon:** There are many types of melon that children love. Cantaloupe, honeydew, and watermelon are very popular. An easy way to prepare melon is to slice off both ends so it will stand up on the cutting board. Slice off the skin all the way around. Slice into two halves north to south not around the equator. Use a big spoon to scoop out the seeds. Place each half down on the board and cut across the width of the melon. I can get up to 16 to a melon.
- **Nectarine:** In Florida, I get “preripened” nectarines at the Publix grocery store. I choose some that already smell like fruit. I make sure there are no nicks in the skin and no bruises. Then I let them sit out 3 -4 days until they are really ripe. I cut around the perimeter, not the equator, remove the pit and slice in wedges. Serve.
- **Okra:** A vegetable put in gumbo to thicken. It is sticky, gooey, and a bit slimy. Cut off the ends and stew with tomatoes to serve. It will not be a kid favorite.
- **Onion:** Cut off both ends and slice north to south. Lay the cut side on the cutting board and slice and chop. Saute and add to chili, scrambled eggs, roast beef, or any hot dish.

- **Orange:** Cut in wedges and serve.
- **Papaya:** Choose a ripe papaya. Peel, seed, wedge and serve.
- **Parsnip:** It looks like a white carrot. Cut off the end, peel, and chop in cubes and add to vegetable soup.
- **Pea:** Use frozen peas. Thaw, microwave until hot and serve with butter, salt, and pepper.
- **Peach:** Choose ripe fresh peaches. Wash off the fuzz, wedge, and serve. You may also serve canned peaches. The best are packed in juice.
- **Pear:** Canned pears are usually served in school cafeterias so many children are familiar with them. Choose ripe pears and quarter, remove seeds and serve.
- **Pepper:** Bell peppers are now available in green, yellow, orange, and red. I like the yellow, orange, and red as they are sweet. You can buy mini-peppers in bags that are easy to eat.

Cut wedges and fill with soft cheddar cheese or hummus.

- **Persimmon:** A fruit not widely available locally.
- **Pineapple:** Canned or fresh it is delicious. Cut off the top of a fresh pineapple and put in the ground outside and you can grow your own. Have your own pineapple in a year or two. Pineapple upside down cake can be made from a cake mix. Cream butter and brown sugar until fluffy. Spread in bottom of a round pan. Lay pineapple rings into the mixture. Pour 1 layer of prepared yellow cake mix on the pineapple. Bake 30 minutes on 350 degrees. Flip over so it is pineapple side up. Delicious!
- **Plum:** Choose soft beautifully rip plums. Eat!
- **Pomegranate:** Cut off the ends. Slice north to south and scoop out seeds. Serve the fleshy seeds to the children as is.
- **Potato:** Serve as baked potatoes, French fries, potato salad or mashed potatoes.
- **Pumpkin:** Of course the best is pie. Buy canned pumpkin pie mix, read the instructions, pour in a crust and bake an hour. Serve with whipped cream.
- **Quince:** A sour fruit. Buy quince jam and serve on toast.
- **Radicchio:** It looks like purple cabbage. Wash and tear to use in a tossed salad.
- **Radish:** Slice and serve in salad.
- **Raspberry:** If you can afford it serve fresh raspberries with whipped cream. If not, thaw frozen raspberries and fold into fruit salad to serve.

- **Rhubarb:** Chop thawed frozen rhubarb and mix with sliced strawberries. Mix with sugar and 1 tablespoon of cornstarch or flour. Pour into a pie crust with sugar and make it a pie. Quite tart and may not be a child favorite.
- **Rutabaga:** Similar to a carrot in that it is a root vegetable. Peel and boil in soup until soft.
- **Spinach:** Serve with sliced onion and cooked bacon topped with Italian dressing as a popular salad.
- **Swiss Chard:** Use the stems. Saute with garlic and onions and serve.
- **Tangerine:** Allow children to peel on own, break in wedges, and eat.
- **Tomato:** Tomato sauce and mozzarella makes pizza on English muffins or serve fresh wedges in salad.
- **Turnip:** Like parsnips and rutabaga, it is a root vegetable. Peel, dice, and boil in veggie soup.
- **Ugli Fruit:** Very hard to find locally. I would recommend a different solution for letter u, such as upside down cake.
- **Vegetables:** Choose any medley to slice together, sauté and eat.
- **Watercress:** A peppery green herb that is laid with butter into white bread squares for tea sandwiches.
- **Watermelon:** Cut in slices and serve cold.
- **Xigua:** The story says it is Chinese for watermelon. See watermelon.
- **Yam:** Bake for one hour in the skin. Serve with butter & brown sugar.
- **Zucchini:** Stir shredded zucchini into muffin batter. Zucchini muffins.



Procedures for What can you do with a Paleta?:

We began by obtaining a copy of the story. Gather your class and picture walk through the story of What can you do with a Paleta? Read story aloud multiple times. Have the class read along with the teacher using guided reading strategies. Have the class share the story with their neighbor or “shoulder buddy” to the right and left. After the last read together, go the preset kitchen setup and combine the ingredients to make paletas or popsicles. Freeze and serve with a final read along of the story.

Materials:

Copy of the book What can you do with a Paleta? by Carmen Tafolla, illustrated by Magaly Morales.

Popsicle molds or Dixie Cups and popsicle sticks

Mixing bowl

Liquid Measuring Cup

Egg beater or egg whip

Tray with sides to carry popsicles to freezer

Freezer Space

Cooking Procedures:

Recipe: Purple PaletasMakes 24 small cups or 12 large popsicles

2 – 12 oz. cans of frozen grape juice concentrate

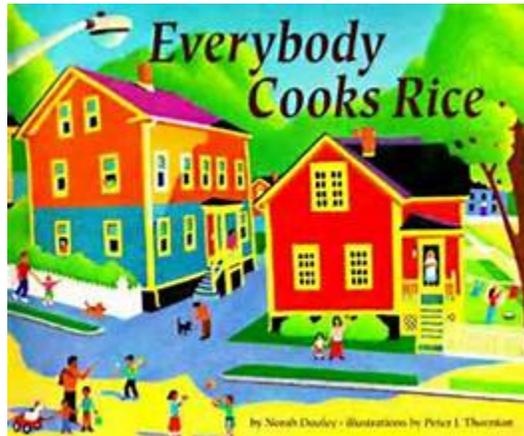
Water

Popsicle Molds

Mix each can of frozen concentrate with 2 ½ cans of water or less. The less water added the stronger the flavor. Line up the cups with one stick in each cup or use molds. Put popsicles on tray and freeze 6 hours.

Serve.

Variations: apple popsicle (use apple juice), red popsicles (use cranberry juice or fruit punch), tamarind (use frozen tamarind pulp from the Hispanic food section in the freezer, sugar to taste, and other exotic flavors. In the Hispanic frozen food section you can buy mamey which can be combined with sugar and milk, pineapple, coconut, and passion fruit. They will need to be sweetened.



Procedures for Everybody Cooks Rice

We began by obtaining a copy of the story. We review the parts of the book and the author and illustrator. We look at the book cover and think about what the book will be about. We then share our thoughts with our “shoulder” partner. Then ask several students to share their predictions. Make a class web with “rice” and have the students share different names of foods that are made with rice. Students may know what country the rice came from. Add these countries/islands to the web. Tell the students that this story is told through the eyes of a little girl named Carrie. As you read the story, make a T-Chart of the name of the rice and the country/island of its origin. Locate these countries/islands on a map or a globe (there is a map on page 31). If children are from a specific country/island, add their name to the T-Chart. These children may share if they eat this kind of rice and/or share other cultural rice dishes with the class. As you read the story, explain the words that are written in another language, such as, au revoir, that means good-bye in French. Discuss words like chopsticks, wok, Creole, etc. Review the recipes on pages 26-30 and ask the children if they have had these dishes and/or if they would like to try them. Review pages 32-38. Each page has a country or an island’s name, its size, population, climate, official language, and capital city. Three fun facts are listed below each country. The rice dishes are from the following countries/islands: Barbados, China, Haiti, India, Italy, Puerto Rico, and Vietnam. Look at the inside cover and read the paragraphs about the author and the illustrator. The author’s summary explains how she got the idea for this book!

Extension Ideas: Students can use the internet to find restaurants in their community that represent the countries and/or islands in the story. Students can download the menus and share them with their peers. They can select items that they would like to try.

Students can interview their parents and grandparents to find out if they have “cultural” rice dishes. Parents may be willing to make a dish for the class to taste. Students can then write recipe reviews, taste test reviews, and graph if they liked the dish. Names and kinds of spices can be shared and cooking utensils such as a wok and chopsticks could be shared in class.

Students can copy the recipes and take them home. The recipes could be made in class, also. A class field trip to one of the restaurants would be wonderful.

Discuss the importance of rice as a primary food source. Learn how rice is cultivated in different areas, for example, in Japan rice is grown on mountain terraces.

Students can create a commercial advertising a specific rice and students can create a video of their own “cooking” show.

Assessment: Students can be graded on their recipe reviews and taste test reviews. They can be graded on journal entries and their family interview, also. Using a pre-arranged rubric, commercials and videos can be graded. These are great cooperative group projects that really enhance descriptive

Standards: List of the Common Core Standards our project addresses.

CCSS.ELA-Literacy.SL.3.1.c

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d

Explain their original ideas and understanding in light of the discussion

CCSS.ELA-Literacy.SL.3.1.c

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d

Explain their original ideas and understanding in light of the discussion

CCSS.ELA-Literacy.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCSS.Math.Content.3.MD.A.2

Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Possible Budget:

*Children's Books-Scholastic-\$75 -Some books will be from the Media Center or borrowed

*Bullet Blender-Target Stores-One-\$50

*Two burner Stove-Target Stores-One-\$25

*Food Stuffs- Wal-Mart - \$75

Total Estimated Adapter Grant Budget: \$225

Optional Items you might consider to enhance the grant experience:

*1 case Xerox Paper Office Max-One-\$50

*3 reams of Card Stock Office Max-Three-\$45

*Digital Camera(to record event)-Office Max-\$70

*Art Supplies(Markers, Crayons, Paint)-Wal-Mart-\$50

Assessment:

Coming from a professional culinary background, as I do, I taught my students how to properly read a recipe, measure dry and wet amounts, peel, cut, chop, mix, and blend ingredients in order to produce a tasty and delicious dish. Safe kitchen practices were emphasized throughout the lessons. Students sampled their cooking and complete an Individual Recipe Review. At the end of the year, each child took home a literature-based recipe book to share with his/her family. The goal of this grant was to teach my students the necessary culinary and reading skills needed for future employment in a hotel kitchen. They will be observed during the cooking activities to see their adherence to the rules of kitchen safety. Finally after a recipe has been completed they will be recount the steps of the recipe in the proper sequence. Final Product will be a recipe book containing each recipe from each story.

Possible Adaptations to the Grant:

The children could plant different seeds in order to make a multinational garden whose produce will be cooked up using ethnic recipes based on different stories. A garden is a way to tie the grant into the current trend of healthy eating promoted county wide currently. One would add soil, gardening gloves, tools, plants and seeds to the budget in order to procure needed items to make this adaptation a success.

For example, a Stone Soup garden might include onions, garlic, carrots, potatoes, tomatoes, spinach and corn. A Peanut Butter and Jelly garden would include peanuts and strawberries (PLEASE NOTE: CHECK YOUR PARTICIPANTS FOR PEANUT ALLERGIES BEFORE USING THIS STORY OR PLANTING PEANUTS).

List of Related Books for Use with this Project:

Birthdays! Celebrating Life Around The World By: Eve B. Feldman

Bread Is For Eating By: David and Phillis Gershator

Bunny Cake Edicion en espanol

Como crece una semilla Por: Helene J. Jordan

Farmers Market Dia de Mercado By: Carmen Parks

Fiesta! By: Ginger Foglesong Guy

Fiesta Para 10 By: Cathryn Falwell

Grandma's Chocolate El Chocolate De Abuelita By/Por Mara Price

Hooray, A Pinata! By: Elisa Kleven

It's Our Garden From Seeds to Harvest in a School Garden By: George Ancona

Laughing Tomatoes and Other Spring Poems Jitomates Risuenos y otros peomas de primavera BY
Franciso X. Alarcon

La Oruga Muy Hambrienta By: Eric Carle

Marco's Cinco de Mayo By Lisa Bullard

Nos vamos a Mexico! Una Aventura bajo el sol By: Laurie Krebs y Christopher Corr

Off We Go To Mexico! An adventure in the Sun By Laurie Krebs and Christopher Corr

Oscar's House of Smoothies By: March Kelman

Pinata Party By: Susan Ring

Round Is a Tortilla A Book About Shapes By: Roseanne Greenfield Thong

Si Le Das Un Panecillo A Un Alce Por: Laura Numeroff

The Birthday Box Mi Caja De Cumpeanos By: Leslie Patricelli

Too Many Tamales By: Gary Soto

Yum! MmMm! Que rico! Haiku By: Pat Mora



APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2016-17. Most catalogs can be viewed at The Education Fund website at www.educationfund.org.

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, May 5, 2017.

**APPLICATION DEADLINE:
Monday, December 12, 2016**

Apply online at www.educationfund.org

For more information, contact:

Edwina Lau, Program Director

305.558.4544, ext. 113

elau@educationfund.org



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