

Lesson 11

SUPER SALSA

GOALS & OBJECTIVES

Students will learn that seeds are an important source of food.

Students will learn how corn grows.

Students will make and try a corn salsa.

STANDARDS

Domain 2 Physical Development and Health
Physical Development

4. Combines a sequence of large motor skills with and without the use of equipment

d). Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon says.

Domain 4 Communication, Language, and Literacy

Motivation

1. Demonstrate that they are motivated to communicate

a). Participates in small or large group activities for story telling, singing, or finger plays.

Background Knowledge

2. Demonstrated he/ she is building background knowledge

a) Asks questions related to a particular item, event or experience.

MATERIALS

- 2 avocados, sliced into 10ths
- 2 limes, cut into 1/4ths
- 3 tomatoes, sliced into 5ths
- 3 ears of corn, kernals cut off and saved, leave one unhusked*
- 1/2 cup cilantro, chopped
- 1 bag of whole grain tortilla chips

*If corn is not in season, buy a bag of frozen corn, use 2 cups in recipe

From Box:

- 1 tbsp salt
- Mixing bowl
- Mixing spoon
- Serving bowls
- Wax paper
- Lettuce knives
- Hand sanitizer
- Corn activity sheet
- Yummiloo Poster

OPENING QUESTIONS

Review: What type of food did we make last week?
Who likes to eat corn? What foods can
you make with corn?

YUMMILOO INTRO

Bring out the Yummiloo poster: “Today, the Yum Yums want to share with us a powerful food—corn! Are you ready to eat, dance, and enjoy the corn with the Yum Yums?”

“

DISCUSSION

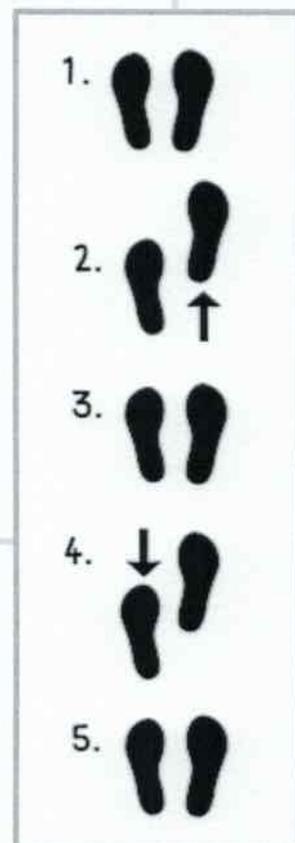
Today we are going to cook with corn! Explain to the students that corn grows on a tall stem, called a corn stalk. The stalk grows very tall, taller than me and you! (stand up to emphasize the height) Show the student unhusked ear of corn. Explain that the ear of corn is picked off the tall stalk. There are two parts of ear of corn: the husk (the protective leaves), and the kernels (the corn seeds). Take the unhusked ear of corn and peel one of the corn husk down to reveal the kernels. Ask if any students have peeled, or husked, an ear of corn. Peel away the rest of the husk to show students.

Today we will talk about a food that is made with corn kernels called salsa! Salsa is very popular in Latin America. The word “salsa” means “sauce” in Spanish. Salsa always uses tomatoes and sometimes it is spicy. People in Latin America love salsa so much, they have a type of dance named after it!

”

ACTIVITY

<p style="font-size: 48px; color: #ccc;">1</p> <p>Salsa Dance</p>	<p>Tell students that to celebrate making salsa, we are going to do the salsa dance! Have students stand up and put their hands on their hips. Next, show the students the basic step: with your right foot step forward and then bring it back; then with your left foot, step backwards and bring it back; repeat. Tell students to follow along. Once they are comfortable with stepping, tell students to shake their hips while they step.</p>
<p style="font-size: 48px; color: #ccc;">2</p> <p>Prep Time</p>	<p>Sit students at their desks. Tell students that today they will be helping to prepare our corn salsa. Review Knife Safety Rules and hand out lettuce knives and wax paper. Make sure each student gets some hand sanitizer before they touch any food.</p>
<p style="font-size: 48px; color: #ccc;">3</p> <p>Chop, Chop, Chop!</p>	<p>Demonstrate for the class how to cut the food into small pieces.</p> <p>Show students the avocado and ask if anyone remembers what this is? An avocado! Hand out 1 slice to each student.</p> <p>Tell students that salsa is a type of sauce made with tomatoes. What do you think our next ingredient is? Tomatoes! Pass out 1 slice of tomato to each student.</p> <p>Help student dice up the tomatoes and avocado.</p>



Coke

<p style="text-align: center;">4</p> <p style="text-align: center;">Adding Ingredients</p>	<p>Once students have finished cutting, collect tomatoes and avocados into a mixing bowl. Add the corn kernels.</p> <p>Show students the cilantro. Tell students that cilantro is a type of herb and is also a leaf. It is used to give extra flavor. Add chopped cilantro to mixing bowl.</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">Finishing Touch</p>	<p>Add the lime juice to the mixing bowl and share with students that the lime brings all the different parts of the salsa together. (if time permits students can squeeze lime into the bowl) Add a pinch of salt and mix all ingredients thoroughly.</p>
<p style="text-align: center;">6</p> <p style="text-align: center;">Tasting Party!</p>	<p>Serve each student a small bowl of salsa with a few chips. Remind students to wait until everyone is served to try the Super Salsa. Have a Tasting Party!</p>



PARTICIPATE AND MODEL BEHAVIOR TO ENCOURAGE STUDENTS TO BE
ADVENTUROUS IN TRYING NEW FOODS



TEACHER'S NOTE

If corn isn't in season for this lesson, we recommend buying frozen corn and letting it thaw overnight.

There are six types of corn: flint, dent, sweet corn, popcorn, pod and flour. Flint corn is Indian corn. It has a hard outer shell and seeds with a range of colors from white to red. Dent corn is also called field corn, and is often used as livestock feed. Sweet corn is commonly canned or frozen, and contains more sugar than others.

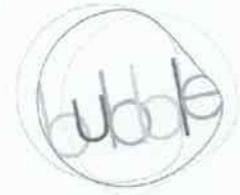
Salsa (sauce) came before the dance. It originated in the 20th century and has been influenced by the cultures of a variety of Latin American countries, like Cuba, Puerto Rico, and Colombia.

Remember, to check if an avocado is ripe flick the small brown stem off the avocado. If the stem comes off easily and you see green, the avocado is ripe. Avocados ripen faster if you put them in a brown bag with an apple or banana. The inside of an avocado turns brown quickly after it is exposed; try to cut the avocado at the last possible moment to avoid browning.

CLOSING & REMINDERS

Ask the students how corn grows.
Ask the students what is the main ingredient in salsa and what were the ingredients in our salsa.





Super Salsa

TODAY IN BUBBLE CLASS WE LEARNED ABOUT CORN. HERE IS A RECIPE TO TRY AT HOME THAT WE MADE IN CLASS.

DIRECTIONS

1. Chop avocado and tomatoes into small pieces. Cut corn off the cob.
 2. Put all chopped ingredients in a mixing bowl. Add cilantro and mix.
 3. Add the juice of 1 lime and salt and mix again.
 4. Serve!
- * Ask your child how corn grows!

INGREDIENTS

- 1 ripe avocado
- 2 tomatoes
- 2 ears of corn
- 1/2 cup of cilantro
- 1 lime
- 1 tsp salt



Lesson 12

PUMPKIN BITES

GOALS & OBJECTIVES

Students will learn that plants grow in different seasons.

Students will learn about how pumpkins grow.

Students will make pumpkin bites.

MATERIALS

- 1 1/2 cup pumpkin puree
- 4 cup oats
- 1/2 cup dried cranberries
- 6 tablespoon pepitas
- 1/2 cup cream cheese

From Box:

- 2 tsp. cinnamon
- 2 tbsp. honey
- Serving bowls
- Mixing bowl
- Mixing spoons
- Whisk
- Measuring spoons and cups
- Hand wipes
- Pumpkin bites activity sheet
- Yummiloo Poster

STANDARDS

Viewing

2. Demonstrates that he/she understand what they observe.
 - a) Uses vocabulary relevant to observations.
 - c) Asks questions related to visual text and observations.
 - d) Makes inferences and draws conclusions based on information from visual text.
 - e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.

Physical Development

5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.
 - a) Uses pincher grasp (index finger and thumb).
 - b) Demonstrates ability to engage in finger plays.

OPENING QUESTIONS

Review: What type of food did we try last class?
Who knows what the four seasons are?
What season do we pick pumpkins?

YUMMILOO INTRO

The Yum Yums took a field trip to a pumpkin patch and picked up some pumpkins. The Yum Yums need your help to make a yummy snack with the pumpkins they picked!

“ Did you know different fruit and vegetables grow during different seasons? Some fruit and vegetables grow in the warm spring, like strawberries. While some grow in the hot summer, like watermelon. Others grow better in the colder seasons. Sweet potatoes like to grow in the fall, and winter squash like to grow in the winter!

DISCUSSION

Does anyone know where pumpkins grow? Pumpkins grow in a large field called a pumpkin patch. Pumpkins need a lot of water, sunlight, and space to grow. The pumpkins grow on long green vines with big leaves to shade the pumpkin so it doesn't get too hot. Before pumpkins begin to grow, the vine grows yellow flowers. When the yellow flower falls off the vine, the pumpkin will start to grow in its place.

What can you make with pumpkin? Pumpkin can be used to make pumpkin pie, soup, bread, and jack-o-lanterns! Today we are going to use pumpkins to make pumpkin bites!

Explain to the students that they are going to make pumpkin bites with the Yum Yums' pumpkin that is already mashed. Show them the ingredients and see how much they can name. ”

ACTIVITY	
<p>1</p> <p>Add the Ingredients</p>	<p>Have some students measure and add the pumpkin, cream cheese, cranberry, pepitas, honey, and spices. Mix all the ingredients together until evenly combined. Have students help stir!</p>
<p>2</p> <p>Mix and Mash</p>	<p>Add the oats to the well-blended mixture. This will be difficult to stir, so you can add oats a little bit at a time. Make sure there are no clumps of oats in the mixture.</p>
<p>3</p> <p>Let's Play Ball</p>	<p>Have each student use hand sanitizer. Hand out wax paper to each student. Give the students a sample of the cranberries and pepitas alone, and ask them to think about how it taste.</p> <p>Give each student two tablespoons of the pumpkin mixture. Have the students roll each tablespoon up into a ball with their hands. Once rolled into balls, they can eat the bites. Ask students how the bites taste.</p> <p>Hand out hand-wipes after the students have finished eating.</p>
<p>4</p> <p>Activity Sheet</p>	<p>Hand out activity sheet and take-home recipes to students as they finish eating and cleaning up their hands.</p>

TEACHER'S NOTE

This activity can get very messy, students may need more than one wipe to clean up.

Encourage students to try to pumpkin balls. Making one with them can help them get excited about trying them.

The chart below is for your own reference, you don't need to share this information with students.

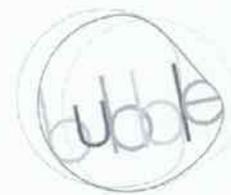
WHAT'S IN SEASON?

Winter	Carrots, celery, grapefruit, lemons, onions, oranges, pears, pineapple, potatoes, pumpkins, sweet potatoes and yam, turnips, and winter squash.
Spring	Apricots, asparagus, broccoli, carrots, celery, greens, lettuce, mushrooms, onions, peas, pineapple, radishes, spinach, strawberries, and turnips.
Summer	Apricots, beets, bell peppers, blackberries, blueberries, carrots, cantaloupe, celery, cherries, cucumbers, eggplants, green beans, honeydew melon, kiwi, lima beans, peaches, plums, raspberries, strawberries, summer squash and zucchini, tomatoes, and watermelon.
Fall	Bell peppers, broccoli, carrots, cauliflower, celery, cranberries, grapes, greens, green beans, lettuce, mushrooms, onions, peas, pears, pineapple, potatoes, pumpkins, radishes, raspberries, spinach, turnips, and winter squash.

CLOSING & REMINDERS

Ask the students what they thought of the pumpkin bites. Ask them where and when do pumpkins grow. Provide teacher with take-home recipes.

MAKES: 12 balls



Pumpkin Bites

TODAY IN BUBBLE CLASS WE LEARNED ABOUT SEASONAL FRUITS AND VEGETABLES. HERE IS THE RECIPE TO TRY AT HOME THAT WE MADE IN CLASS.



INGREDIENTS

- 1/2 cup pumpkin puree
- 1/4 cup cream cheese
- 1 cup oats
- 1/8 cup dried cranberries
- 2 tablespoon pepitas
- 1/2 tsp cinnamon
- 1 pinch nutmeg
- 1 tbsp honey

DIRECTIONS

1. Add the pumpkin, cream cheese, cranberry, honey, pepitas, and spices. Mix all the ingredients together until evenly combined.
2. Add the oats to the mixture a little bit at a time to make stirring easier.
3. Scoop two tablespoons of the pumpkin mixture. Roll each tablespoon up into a ball. Enjoy!

* Ask your child where and when pumpkins grow.

Lesson 13

APPLE ORCHARDS

GOALS & OBJECTIVES

Students will learn where apples come from.

Students will be able to identify different varieties of apples.

Students will make an apple salad

MATERIALS

- 16 apples: 4 varieties of apples and 4 apples per variety (see teaching notes for suggested varieties)*
- 2 cups mixed spring & spinach mix
- 2 tbsp feta cheese crumbles
- 1 tbsp chopped red onion
- 1 lemon

From Box:

- 3 tbsp olive oil
- Pinch of salt
- Mixing bowl & mixing spoon
- Bowls & sporks
- Take home recipe
- Yummiloo poster

*3 chopped into small pieces for tasting and salad, 1 whole apple to show students

STANDARDS

Domain 2: Physical Development and Health

Physical Development and Health: Foundational Skills

- a) Identifies sights, smells, sounds, tastes and textures.
- b) Compares and contrasts different sights, smells, sounds, tastes, and textures.

Domain 4: Communication, Language, and Literacy Craft and Structure

Craft and Structure

4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).

OPENING QUESTIONS

Review: Where do pumpkins grow?

Who here likes to eat apples?

What colors can apples be?

YUMMILOO INTRO

Bring out the Yummiloo poster. Remember when we made delicious fruit rainbows using lots of colorful fruits? Today, the Yum Yums got up early and picked some yummy apples of all different colors from their orchard so we get to make a delicious apple salad!

“

Explain to the students that apples are grown in apple orchards. Orchards are farms of only trees, like apple trees! Show students the teaching aid pictures of an apple orchard. “Did you know that there many apple orchards in New York? Explain to the students there are many different types of apples. There is even a special New York apple called the Empire Apple!” Show the students the four different types of apples. State the name of each type and ask students to repeat the names and describe what they look like and how they’re different.

DISCUSSION

Tell the students that there are many ways to eat apples. Ask the students to name some ways apples are eaten. We can eat an apple by itself, or as apple sauce, or apple juice, or apple pie! In this Bubble class, we will use apples to make a yummy apple salad!

”

ACTIVITY

1

Tasting

Distribute bowls of apple slices to each student. Give four apples slices per students, one of each variety. Ask students: Do you know if an apple is a fruit or a vegetable? Explain that a fruit has seeds and a vegetable doesn't.

After students have tried each type of apple ask if any of the apples were new to them? Ask students to describe the apples and discuss any differences?

2

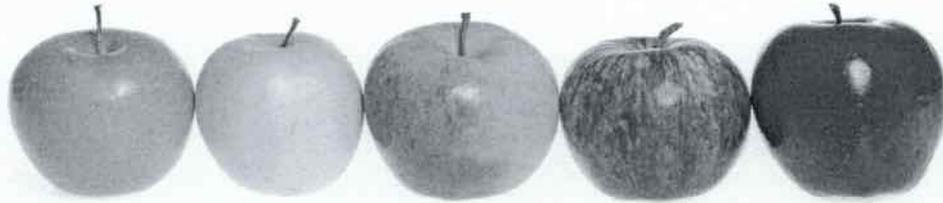
Making an apple salad

Tell students that we will now make apple salad. Have students come up and add precut apple pieces, red onion, lettuce, and cheese in a bowl. In a separate bowl have students add lemon juice, olive oil, and salt. Add the lemon dressing to the rest of the salad and mix thoroughly. Students can take turns comign up and stirring.

Give each student a sample of the salad in their bowl and ask students to describe what they taste.



ENCOURAGE STUDENTS TO BE ADVENTURERS AND TASTE THE APPLE
SALAD



TEACHER'S NOTE

When buying apples, keep in mind that this lesson is aimed at exposing students to a variety. Red delicious, golden delicious, granny smith, and Fuji apples work very well for this lesson because they show differences in color and taste. Red delicious is crisp, sweet, and juicy. Golden delicious is sweet and is very good in fresh salads. Granny smith sweet and sour. Fuji is sweet apple with a distinctive skin of red blush with stripes of green and yellow.

Apples are rich source of dietary fiber and a good source of Vitamin C.

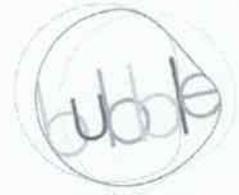
Reward good behavior by choosing well-behaved or quiet students to help make the apple salad.

CLOSING & REMINDERS

Ask the students where the apple comes from. Ask students what was their favorite apple. Ask what else we can make with apples. Provide the classroom teacher with the take home recipes.



SERVES: 4



Apple Salad

TODAY IN BUBBLE CLASS WE LEARNED ABOUT APPLES.
HERE IS A RECIPE TO TRY AT HOME THAT WE MADE IN
CLASS.



INGREDIENTS

- 1 green apple, cubed
- 1 red apple, cubed
- 2 cups mixed spring and spinach mix
- 1 tbsp feta cheese crumbles
- 1 tbsp red onion, diced
- 1 lemon
- 3 tbsp olive oil
- 1/2 tsp salt

DIRECTIONS

1. Toss together the green apple, red apple, onions, and mixed greens in a large bowl.
2. In a small ball, whisk together the salt, olive oil, and lemon juice.
3. Add the dressing to salad. Toss until well mixed.
4. Enjoy!

* Ask your child where apples come from.

and when

Lesson 14

BUILDING A RECIPE!

GOALS & OBJECTIVES

Students will review knife skills.

Students will learn how to build a recipe using different ingredients and flavors.

STANDARDS

Curiosity and Initiative

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

a) Asks questions using who, what, how, why, when, where, what if.

b) Expresses an interest in learning about and discussing a growing range of ideas.

c) Actively explores how things in the world work.

d) Investigates areas of interest.

e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).

f) Seeks out activities and materials that support his/her curiosity.

g) Willingly engages in new experiences and activities.

MATERIALS

- 1 box whole wheat penne pasta precooked with a touch of olive oil
- 1 large brick of mozzarella; 1/4 to diced for tasting, the rest cut into long strips for students to cut up
- 1 bunch of basil leaves
- 2 pints cherry or grape tomatoes

From Box:

- Olive oil
- Salt and pepper
- Lettuce knives
- Hot plate
- Pot
- Mixing spoon
- Sporks
- Serving bowls
- Take home recipes
- Building a Recipe activity sheet
- Yummiloo Poster

OPENING QUESTIONS

Review: What did we make last week?

What is a recipe?

YUMMILOO INTRO

Display the Yummiloo poster and say, “The Yum Yums are going to be working together to make a delicious recipe, but they will need your help! Their recipe will include different food items from all around Yummiloo, and the Yum Yums will need you to become Food Adventurers to taste all of the different food flavors.” (Hold onto the poster throughout discussion)

“

“Today we will taste and discover how ingredients taste alone and how the same ingredients will taste when they are all mixed together in a recipe.”

DISCUSSION

Reveal to the students that we will be making a pasta recipe that will include a lot of different ingredients from around Yummiloo. Each of the Yum Yums will be bringing an ingredient to the recipe. Tell students that we are going to travel all around Yummiloo to try and find the following foods for the ingredients in our recipe: pasta (bottom right), basil (the flags on the little lettuce boats in the river), tomatoes (bottom left hand corner), and cheese (the front center on cheese skewers).

”

ACTIVITY

<p style="font-size: 2em; color: #ccc;">1</p> <p>Food Taste Testing</p>	<p>Pass out pieces of each ingredient: one cooked piece of penne pasta, a cherry tomato, a small piece of basil (you can tear the basil leaves into smaller pieces as it is just a taste), and finally one small cube of cheese. Have students taste each of the component alone and talk about each taste/flavor. Ask students to use descriptive words such a salty, sweet, etc. to describe each food item.</p>
<p style="font-size: 2em; color: #ccc;">2</p> <p>Chopping</p>	<p>Review knife skills with students: The hand they write with is the hand to hold the knife. Ask students to show you their bear claw with their other hand. Ask where does the knife live? (On the cutting board - it never leaves)</p> <p>Group students (by table if possible), and assign each group one ingredient: tomatoes, basil, and mozzarella. Pass out ingredients to each group. Have students chop the ingredients into tiny pieces. Walk around and collect chopped ingredients in a bowl.</p>
<p style="font-size: 2em; color: #ccc;">3</p> <p>Mixing/Reading</p>	<p>Put the bowl contents in a pot on the hot plate. Introduce hot plate safety rules (See Notes).</p> <p>Hand out the activity sheet for students to work on while dish is cooking. Have a students come up one at a time to help stir.</p>
<p style="font-size: 2em; color: #ccc;">4</p> <p>Eating</p>	<p>Pass out serving bowls with a small amount of pasta and spork for each student. Ask students to keep in mind how the flavor has changed from their original tasting.</p>



TEACHER'S NOTE

Always encourage students to try all the foods and remind them to put on their Adventure Hat if they are feeling reluctant.

Hot Plate Safety

1. Do NOT touch the hot plate - only the teacher can touch the hot plate
2. Students can only come up to the hot plate if they have teacher permission and only one at a time
3. When using the hot plate, there should ALWAYS be a teacher very nearby and watching

You will need to pre-cook the penne pasta at home. Be sure to add a touch of olive oil after it is cooked in order for it not to stick together.

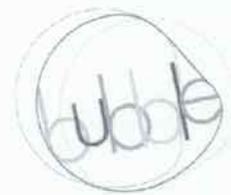
If there is time after the students finish coloring, pass out the take home recipe and review with students the ingredients and directions they followed for their delicious dish!

CLOSING & REMINDERS

Ask student, how did the ingredients taste on their own. Ask students, how did it taste differently when all of the ingredients were mixed together? And did it taste better or worse? Provide the classroom teacher with the take home recipes.



Pasta



TODAY IN BUBBLE CLASS WE LEARNED ABOUT BUILDING A RECIPE. HERE IS THE RECIPE TO TRY AT HOME THAT WE MADE IN CLASS.



INGREDIENTS

- 16 oz box of whole wheat penne pasta
- 1/4 cup olive oil
- Bunch of basil
- 1/2 lb of fresh mozzarella
- 1 lb cherry tomatoes
- 1 tsp sea salt

DIRECTIONS

1. Cook pasta according to box instructions.
2. While pasta is boiling, prepare other ingredients. Shred the basil and cut mozzarella into small pieces.
3. Drain pasta and add to bowl. Mix in shredded basil, cherry tomatoes, and mozzarella bits.
4. Pour 1/4 cup of olive oil over pasta and mix.
5. Add salt to taste. Serve and enjoy!

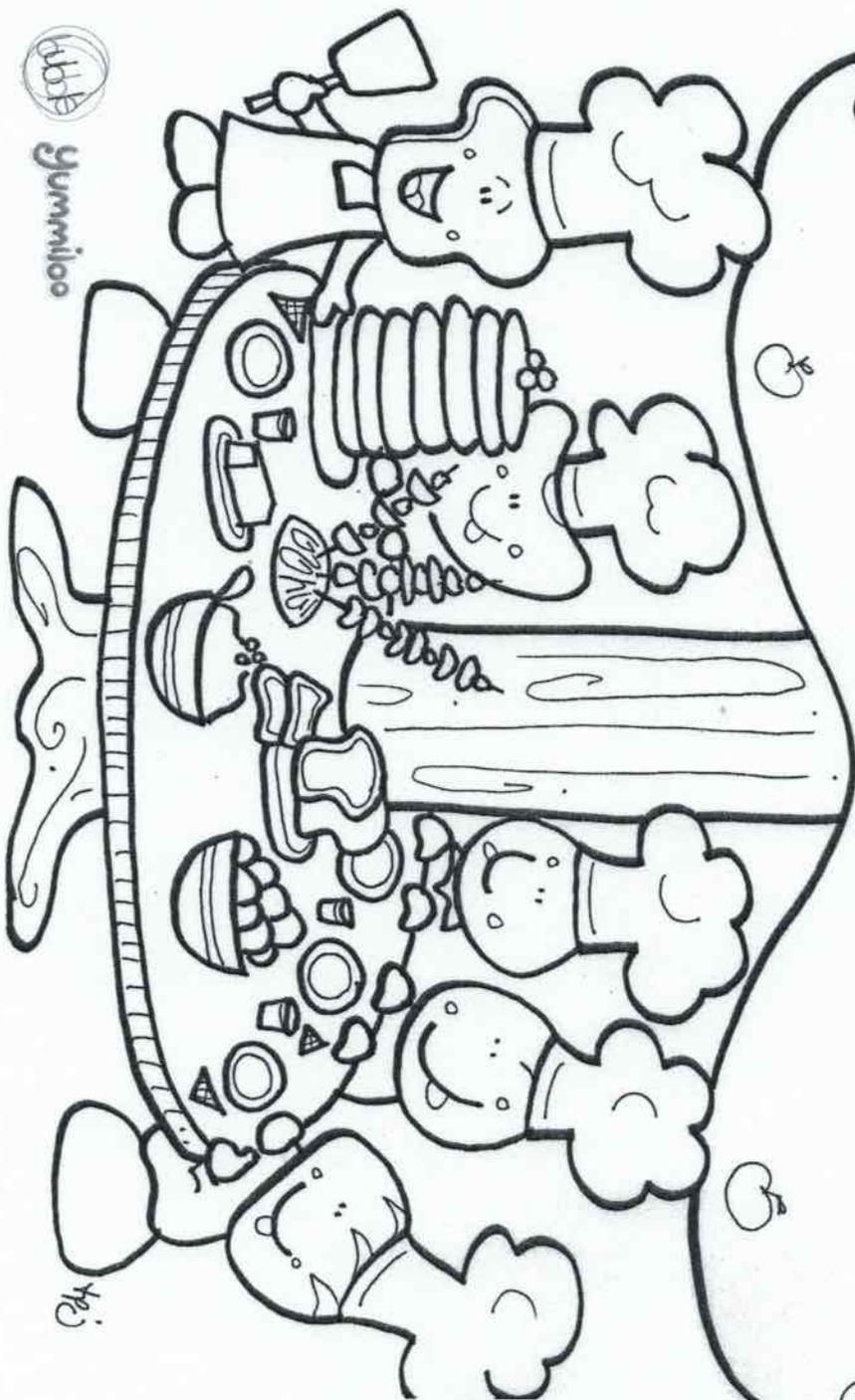
* Ask your child how the foods taste different alone and together.



ADD A TOUCH OF OLIVE OIL OR SALT TO THE BOILING WATER WHEN COOKING PASTA FOR ADDED FLAVOR

Congratulations, Chefs!!!

You did it!!! Thanks for helping the Yum Yums eat a rainbow, learn manners, grow seeds, dance to the power of eating green, farm the earth, and create recipes! Color in the Breakfast Celebration!!!!



Lesson 15

WHAT'S FOR BREAKFAST

GOALS & OBJECTIVES

Students will learn the basics of baking.

Students will learn how pancakes are made.

Students will learn why breakfast is an important meal.

Note: Turn on hot plate and heat pan at start of class

STANDARDS

Physical properties

6. Acquires knowledge about the physical properties of the world.

a) Describes, compares, and categorizes objects based on their properties.

f) Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)

MATERIALS

- 6 eggs
- 2 cups milk
- 3 cups brown rice flour
- 2 tablespoons baking powder
- 1/2 cup powdered sugar
- 4 Lemons – cut into eighths
- 1 carton of blueberries

From Box:

- 2 tablespoons vanilla extract
- Hot plate
- Pan
- Spatula
- Bowl
- Mixing spoon
- Wax Paper
- Measuring cups and spoons
- Take home recipe
- Breakfast activity sheet
- Yummiloo poster

OPENING QUESTIONS

Review: What did we make last class?
What do you like to eat for breakfast?

YUMMILOO INTRO

(Bring out the Yummiloo poster) “The Yum Yums are having a BREAKFAST FEAST to celebrate all they’ve accomplished. They ate a rainbow, they learned good manners, they’ve grown plants from a seed to sprout, they made butter, and they have danced to the parts of the plant. The Yum Yums are cooking lots of yummy dishes, but wanted to make the GOLDEN PANCAKES with you!”

“

Tell students it’s important to eat breakfast each morning when we wake up to refuel our body. We need to start the day with lots of energy so we can be play and do all the other fun things we do each day!

DISCUSSION

Today we will be having a Breakfast Feast to celebrate our last Bubble class. What was your favorite Bubble class? What did you learn in Bubble class?

”

ACTIVITY

<p>1</p> <p>Wet and Dry</p>	<p>Have students help add the flour, baking powder, and salt into a bowl. Tell students that these are the recipe's dry ingredients.</p> <p>Mix egg and milk in a separate bowl. Tell students these are the wet ingredients. Show student both bowls next to each other to compare the contents.</p> <p>Combine wet and dry ingredients. Stir mixture until smooth. Note: Add more flour if the mix is too watery.</p>
<p>3</p> <p>Cook</p>	<p>Pour pancake batter into quarter-sized circles on the pan. Cook until the top side bubbles, then flip over and cook the other side. While pancakes are cooking, have students color the activity sheet and invite students one at a time to come up and watch the pancakes cook.</p>
<p>4</p> <p>Pancake Party!</p>	<p>Serve each student one pancake with dusted powdered sugar, a lemon slice and a few blueberries on the side. Remind students to wait to eat until everyone has been served. After pancakes are served, ask students to describe what they taste using all five senses.</p> <p>If there is left-over batter, repeat.</p>



REMINDE STUDENTS THAT BREAKFAST
IS THE BEST WAY TO START THE DAY!



TEACHER'S NOTE

We recommend measuring out ingredients ahead of time.

This recipe uses rice flour as a way to introduce different types of flour to students, but you can use alternative flour types if easier to find at your local grocery.

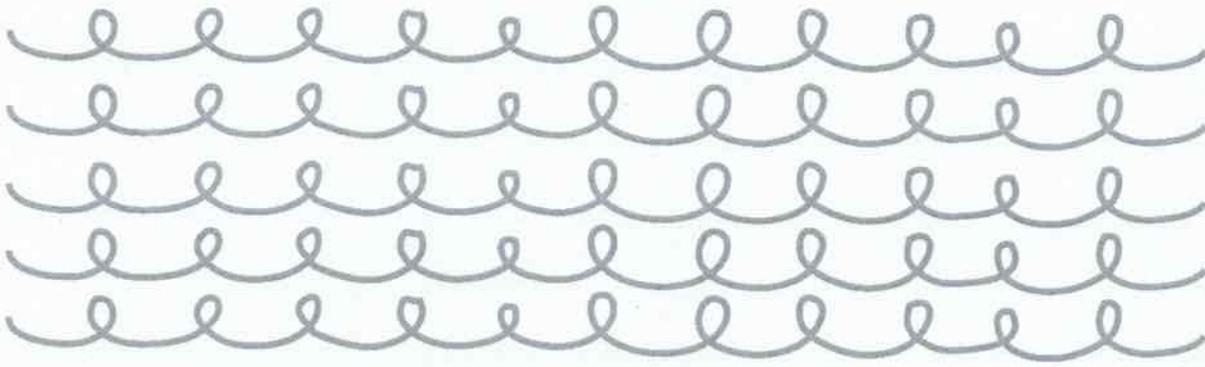
We use powdered sugar as a sweetener over syrup. Processed maple syrup usually contains additives, and both real and processed maple syrups are high in sugar content. A light "dusting" of powdered sugar can be a healthier alternative to the large amounts of syrup typically used when eating pancakes. (Just one tablespoon of maple syrup is equivalent to approximately 3 teaspoons of sugar.)

Share with students that serving pancakes with powdered sugar and a lemon slice is the traditional way of eating pancakes in Germany!

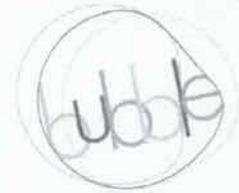
CLOSING & REMINDERS

Ask the students what they thought of the pancakes. Ask what they remember learning and about their favorite parts of the year. Provide the classroom teacher with the take home recipes.

THANK THE STUDENTS FOR A WONDERFUL SEMESTER!



89

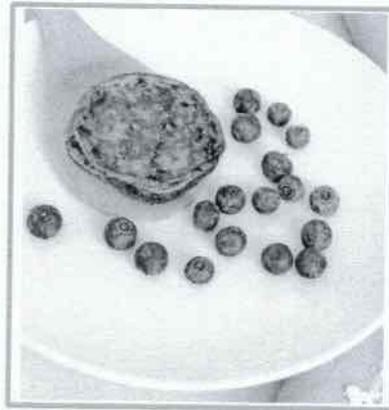


Bubble's Pancakes

TODAY IN BUBBLE CLASS WE LEARNED ABOUT BREAKFAST.
MAKE THIS DELICIOUS MEAL IN THE MORNING AS A FAMILY
TO JUMP-START YOUR DAY!

DIRECTIONS

1. Sift together flour, baking powder, and salt in a bowl.
2. Mix egg and milk in a separate bowl and add to the flour mix.
3. Stir until smooth. Optional: Add blueberries.
4. Heat oil on a nonstick pan.
5. Pour batter to desired size on the pan. Cook on side for about three minutes or until the top-side bubbles. Then flip over and cook on the other side.
6. Serve with a dusting of powdered sugar (using a spoon to sprinkle), and a small lemon slice on the side. (Squeeze lemon slice on the pancake for additional flavor.)



INGREDIENTS

- 3 eggs
- 1 tablespoons vanilla extract
- 1 cups milk
- 1.5 cups brown rice flour
- 1/2 pint blueberries
- 1 tablespoons baking powder
- Powdered sugar
- 2 Lemons. cut into eighths

*Brown rice flour is a healthy, cheap alternative to white flour.