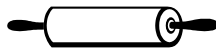


GRADES 2/3 LESSON PLAN

Recommended for
Grades 2-3

Family Staples: Hide and Seek Pancakes

Note to the Teacher:



Goals for the **Now We're Cooking!**[®]
(NWC) campaign/curriculum:

- Healthy foods or meals *can* taste delicious.
- Foods represent the many cultures of your students.
- Students experience positive social, psychological and nutritional benefits when eating with family and friends.
- Students can learn basic culinary skills that are applicable in their home settings.

This lesson highlights the importance of grains, specifically wheat, as a mainstay in diets all over the world. It will culminate with having students cook rolled pancakes. A “rolled” recipe was chosen because there are a variety of foods that can be rolled which are popular, simple, readily available, economical and represent diverse cultures. They also offer an educator versatility for integration throughout the year.

It is suggested that pancakes may have been the original cooked food item for humans. Today, pancakes in all their different forms, touch many diverse cultures. Other related NWC recipes include Easy Cheesy Enchiladas and Burritos Buenos. A



suggested non-cook option would be Aram Bread Sandwiches. Look for these and other rolled recipes in the appendix.

Culinary Skills Developed: measure, mix, beat, brown

Key Vocabulary: wheat, grasses, pancake, manners, decorations, measure, mix, cooking

Teacher Preparation:



- Review lesson, recipe, shopping and equipment lists in packet. Each lesson requires approximately 45-60 minutes.
- Give early notice to Cafeteria support personnel regarding upcoming unit. (See *Cafeteria Connection* handout included in this lesson).
- Prepare word cards for vocabulary and word sort.
- Make poster, copies or overhead transparency of recipe for classroom use.
- Make copies of *Home and Family Connection* letter and recipe for home use (included in this lesson). Select a homework assignment for students to complete from the suggested list. These are available in English or Spanish.
- Obtain recipe ingredients, necessary cooking equipment and/or supplies.
- Gather paper, crayons, markers, and scissors to make decorations and placemats for classroom.
- Gather journals or other paper for writing activities.
- Obtain copies of the following books: *This is the Way We Eat Our Lunch* by Edith Baer and *Pancakes, Pancakes* by Eric Carle.

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- Gather chart paper for brainstorming activities.
- Use available bilingual paraprofessionals or partner English language learners with English-speaking role models as needed in the lessons.
- Throughout the unit, students will have many opportunities for participation either in written, oral or a hands-on form that will provide educators on-going assessment in several curricular areas.

Family Connection

Send home the parent brochure about the **Now We're Cooking!**[®] program included in the Appendix. Inform parents of upcoming NWC events and its goals. Tell them that additional information will follow in the *Home and Family Connection* letter to be sent home at the beginning of the event. Enlist any available support for assistance in obtaining necessary food, equipment or additional cooking demonstrations.

School/District Connection

Inform other school personnel, including administration, food service, maintenance, transportation, parent volunteers, community members, restaurant owners, etc. of how their participation can enhance the upcoming event. Encourage their assistance in any available capacity, such as obtaining supplies, visiting during the week and as cooking demonstrators.

Facts About Wheat

Grains consisting of both the cereal grasses (wheat, corn, rice, oats, barley) and the non-

grass varieties (buckwheat, amaranth, quinoa) remain a staple food item today throughout all cultures. Their use as a sustenance food item can be traced all the way back to early nomadic humans. When early humans discovered that grain seeds could be cultivated, this helped to make it possible for him to settle and abandon the nomadic lifestyle. Because meat and fish were eaten only when available, grains became the basis of the human diet.

Wheat was introduced into the United States through two separate avenues: first, into the Southwest by the French and Spanish, and secondly, into the Eastern States by the Northern Europeans. Wheat is grown in almost every state in the union as well as in other countries. These countries include the Commonwealth of Independent States (formerly Russia), the People's Republic of China, the European Economic Community (12 countries operating as one trading block) and Canada. The United States is the primary supplier of wheat to the world and exports as much as 50% of its own production.

The average American consumes approximately 136 pounds of wheat flour products per year. Other interesting per capita consumption amounts is: China-180 pounds, Israel-294 pounds, France-241 pounds, Egypt-384 pounds and Algeria-441 pounds.

Day One: (approximately 45-60 minutes)

- Introduce the concepts and goals for the NWC program. Read the story *This is the Way We Eat Our Lunch* by Edith Baer to the class. The book explores the

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many different kinds of lunches children eat around the world. As you read the story, have the students generate answers to the questions in the next activity while noting the pictures, etc. Let students know that fifth graders across the state are learning to make Louisiana Gumbo, and when they get to fifth grade they may also have this opportunity! (See NWC: Grade 5 Lesson Plan).

- Use these discussion questions with the class:
 1. What kinds of things make for a fun, positive eating environment? (Note: Music? Television? Laughter? Telling secrets?). Negative experience?
 2. Why is it important to eat with family and friends?
 3. What kind of topics do you talk about during mealtimes?
 4. Based on past experience, which topics are the most fun, positive and pleasant for all the parties involved in the meal sharing experience?
 5. Who does most of the cooking at home?
 6. What kinds of foods can students cook themselves?
 7. How can we help others prepare meals?
 8. If an adult were not present, would a microwave be a safe alternative "cooking tool"?
 9. What kinds of things could we do to make lunch times in the cafeteria more fun for all students?
 10. How can we create a fun-eating environment in our own classroom?

Student responses could be discussed whole

class, with partners, in cooperative groups, or role-played. They could also be written in journals or graphed, etc. (Note: The book, *Amelia's Notebook* or *Amelia Writes Again* by Marissa Moss can be used as a resource

to teach fun, creative elements for journal writing).

- Have the students respond to the story by writing a descriptive narrative (using journals, computers, etc.) that includes a memorable meal sharing incident in their own lives. Encourage the use of details and conversations that develop and provide insight into what made the experiences special. These can be illustrated and placed in a "class book" as well as kept for assessment purposes.
- Tell students that tomorrow they can anticipate exploring a very important food staple item and will have the opportunity to cook towards the end of the week.
- Distribute the *Home and Family Connection* page to students. (Have bilingual paraprofessionals available for English language learners).

Day Two: (approximately 45 minutes)

- Tell students that they will be starting this lesson by playing a word game. Gather pictures of the foods represented by the word cards, which are included in this lesson. Make duplicates of the word cards for each student. Do an open word sort (students sort word cards using their own criteria) using the following words: Spaghetti, Bagels, Crackers, Muffins, Cereals, Tostadas, Pita Bread, Noodles,

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Biscuits, Pancakes and Pretzels. Have the students practice reading all the words before they begin their open sort. Ask students to note similarities in their sorting groups. How did they group their words? Was there a common ingredient?

- After the students have had sufficient time to sort and classify their words, ask them to place all the words into the same pile. In cooperative groups, have the students try to guess something that all the words have in common (wheat). Assist them as needed.
- Inform students that today they will be learning about wheat and why it is considered to be a food staple throughout the world. Discuss with the students that food staples are considered to be fundamental building blocks of daily diets and discuss their placement within the Food Guide Pyramid. At this time, briefly review yesterday's story and note the various uses of wheat products throughout the book. As you review the story, give students the pertinent facts about wheat from the "Facts About Wheat" section. (Note: wheat stalks may be purchased in the dried flower sections of your local stores to enhance student understanding). Students may also appreciate looking at a variety of flour samples.
- Writing Activity - have students write a "What am I?" riddle about their favorite wheat product to share with the rest of the class. Encourage students to make creative use of adjectives and phrases.

Day Three: (approximately 45-60 minutes)

- Tell students that today they will be focusing on creating a pleasant ambiance for their meal sharing experience.
- On chart paper, have students brainstorm what table manners are and specific ideas for improving them during meal sharing times. This can be done as a whole class activity or in small groups with each group being assigned one area to brainstorm and present to the rest of the class. Role-playing would also be an excellent activity. Be sure students remember to address communication and cooking techniques such as:
 1. Basic sanitation - food handling, hand washing.
 2. Specific topics of conversation - sports, family.
 3. Listening - making eye contact, nodding.
 4. Speaking skills - taking turns, not talking while eating.
 5. Safe ways to sample food items or serve themselves - only touch the one you are going to eat, do not lick the serving utensils, passing food items.
 6. Ambiance ideas - decorations, music, fun garnishes, importance of trying new food items.

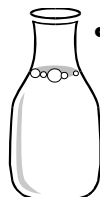
Note: After completion of this lesson, students should have some concrete "tools" to practice for participating in a successful meal sharing experience.

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- With remaining time available, students could make placemats, practice fun napkin folding techniques, make table centerpieces, etc. Try giving each student a paper plate and a photocopy of a fork, knife and spoon. After they cut the utensils out, let them practice “setting” a table.

Day Four: (approximately 45-60 minutes)

- Students will be cooking and eating their rolled pancakes today. Briefly remind students of previously learned topics including staple foods, wheat, table manners, sanitation, ambiance ideas, etc.
- Students could set up decorations and placemats either before lesson begins or during pancake cooking times.
- Read *Pancakes, Pancakes* by Eric Carle to the class. Tell students that they too will be using many of the same supplies to make pancakes today. However, they are lucky because it will be much easier for them than it was for Jack in the story.
- Suggest to the students that pancakes are something that they could make at home for *any* meal or snack. They don’t just have to be eaten for breakfast. (Note: Remind them that many International House of Pancakes restaurants are open 24 hours).
- Review recipe, ingredients, measuring and cooking techniques with class. (See *A Primer of Basic Kitchen Skills* included in the Appendix). Talk about the logistics of the cooking activity (stations, groups, adult helpers).



Students should feel comfortable with the arrangement and organization. A whole class setting could be used to make one large recipe of pancake mix or students could be grouped and each group could make its own recipe. This would allow every student to participate using a “hands-on” approach. Students could then take their individual group “mixes” back to centralized cooking area with skillets, griddles, etc. Parent helpers or older students may be able to assist in this activity as needed.

- Students enjoy their “rolled pancakes” while practicing newly learned meal-sharing skills! To round out the snack, include a beverage of cold milk or juice.
- At the conclusion of the event, give students time to share their experiences. Note what worked well and what did not work well. Talk about how improvements could be made in anticipation of another class “meal sharing” experience in the future. Encourage each student to share all their new skills and their meal experience with their families when they get home. (Possibly brainstorm other filling choices for rolled pancakes for home use or have students reflect on the many ways that wheat is used as a staple food item in their own homes).

Day Five:

Ideas for Expansion Activities:

Science:

- **Life Science/Gardening** - Use “wheat” as a springboard lesson to teach the basic needs, structures and functions of plants.

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Because wheat seeds grow rapidly and respond quickly to changing variables such as light, water and nutrient availability, they are excellent seed choices for student experiments. Have students write a simple report that includes a hypothesis, a sequential recording of their observations using pictures, numbers, written statements and their conclusions. Students can orally present their results.

- ***Physical Science*** - Begin a study on the concepts of simple tools and machines including motion and forces as they apply in the processing and production of wheat flour. Have students help research and compare the types of machinery used in the past with the more technologically advanced ones used today. What is the impact of these changes on the land, the industry, etc.? Have students present their findings in both oral and written form. Or study the reactions of leavening agents (solids, liquids, gases, etc.) used during bread making. After estimating, weigh, measure, and find the area of the products before and after this process.
- ***Earth Science*** - Look at the geographical regions where wheat is predominately grown. Analyze the similarities and differences among the weather patterns, soil, temperatures, etc. of the differing regions that support their ability to grow the varying types of wheat plants. The students could create a map of the United States using legends, topography, etc. to support their conclusions.

Language Arts - Do word studies to teach the following concepts:

1. Phonograms (Ex: wheat-“ea”)
2. Compound words (Ex: pancake)
3. Synonyms (Ex: pancakes, flapjacks)
4. Homophones (Ex: flour vs. flower)
5. Rhyming words (Ex: wheat, meat, treat)

- Play “Wheat” bingo - Have students brainstorm all the different food items they can think of that contain wheat. List these on the chalkboard. Give each student a blank piece of paper and have him or her fold it into 16 squares. Tell the class to write down any 16 wheat items and then as you randomly call off words from the board that reinforce curricular areas, they play bingo. For example, rather than just call out a word, challenge students with a description of a word such as, “this is a compound word that could be one of the oldest known cooked foods to mankind” or “the word I’m thinking of has the long e vowel sound with”. No preparation is needed to play this game!
 - Compile a book of your students’ favorite recipes. The book could be sold to parents as a fundraiser.
 - Have students write invitations to local farmers and invite them to share in your cooking event. Or write them letters thanking them for all their hard work. Letters can also be sent to other visitors such as administrators or community members.
 - Students can write and illustrate
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brochures that advertise wheat, its uses, and benefits.

- Have students invent their own crossword puzzles or hidden word games using cooking terms, wheat processing terms, table manners or any other pertinent vocabulary taught.

Technology - Have students research wheat topics on the Internet. They could become pen pals to students in schools representing major wheat producing areas, such as Kansas. Or, develop a class web page that highlights NWC concepts and skills, historical food facts, recipes and menu planning.

Oral Language Development - Have student write their own lyrics to a familiar tune (On Top of Old Smokey, Corner Grocery Store.)

Math - Divide the class into small groups and have each group make different kinds of pancakes to share with the class. Afterwards graph the most popular class choices. Use calculators to do a food cost analysis of making pancakes. Calculate totals per class and also per individual servings. Teach the concept of perimeter by having the students measure imaginary “wheat fields”.

Social Studies - Link wheat and the study of other food staples (including beans, squash, etc.) to the study of Native Americans and/or the pioneers. Laura Ingalls Wilder’s books could serve as a read aloud. Or research, write a report, and do a presentation on how pancakes are made and eaten around the world.

Health /Nutrition - Look at wheat and grains and their role in our diets. Learn how to use the Food Pyramid Guide in planning their daily diets. Learn the differences between complex and simple carbohydrates, their food sources and functions in the human body. Learn about the nutritional benefits and differences in processing of whole grain vs. white flour.

Field Trips - Take the class on a field trip to a local pancake restaurant to learn about the many different ways of making pancakes. They can also practice their new table manners, reading menus, ordering, making change, etc. Take the class to visit a wheat farmer, a bakery or a processing plant that makes a wheat item. Discuss the need for food preservation and learn some basic techniques for canning or packaging.

Cafeteria Connection - Invite a cafeteria employee into the classroom to teach students some of the many different styles of folding napkins and some simple techniques for garnishing meals. They may also do some cooking demonstrations using wheat products.

Arts/ Crafts – Teach the students some basic napkin folding techniques. Or, color noodles using food coloring and then do noodle art! Have students design and photograph foods in appealing ways. Consider such things as color and texture.

Grocery Store Treasure Hunt - Conduct a treasure hunt in a local grocery store. Using clues that describe ingredients in a recipe, have teams of students find the foods in the store. The team that finds all of

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the ingredients first wins! The class might purchase the ingredients and prepare the recipe later in the classroom.

Related Books

Pancakes:

Little Bear's Pancake Party by Janice Brustlein
Pancake Boy by Lorinda Cauley
Pancakes for Breakfast by Tomie De Paola
Journey Cake, Ho! by Ruth Sawyer
Critters of the Night-Mummy Pancakes by Mercer Mayer
Curious George Makes Pancakes by Margaret Rey, H.A. Rey
Pancakes and Pies: A Russian Folk Tale by Carole Tate
Miss Mable's Table by Deborah Chandra

Spaghetti:

Cloudy with a Chance of Meatballs by Judi Barrett
Let's Visit a Spaghetti Factory by Melinda Carey
More Spaghetti, I Say by Rita Gelman
Daddy Makes Great Spaghetti by Anna Grassnickle Hines

Sandwiches:

Let's Find Out about Bread by Burt Olive

This is the Bread I Baked for Ned by Crescent Drangonwagon
The Biggest Sandwich Ever by Rita Gelman
Bread and Jam for Frances by Frances Hobau
Sandwichery: Recipes, Riddles and Funny Facts about Food by Patricia Stubis (Parent's Magazine, 1975)

Pizza:

Little Nino's Pizzeria by Karen Barbour
Pancakes, Crackers and Pizza: A Book about Shapes by Marjorie Eberts
Pizza for Breakfast by Maryann Kovalski
Curious George and the Pizza by Margaret Rey

Manners:

Miss Manner's Basic Training: Eating by Judith Martin
Eating the Plates: A Pilgrim Book of Food and Manners by Lucille Recht Penner

Wheat Resources:

California Wheat Commission, Woodland, CA. (916) 661-1292
Wheat Foods Council, Englewood, CO. (303) 694-5828

Teacher Notes:



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Spaghetti

Bagels

Crackers

Muffins

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Cereals

Tostadas

Pita Bread

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Noodles

Biscuits

Pancakes

Pretzels

HIDE AND SEEK PANCAKES

Shopping List:

(makes 40)

- 10 cups flour
- 2 ½ tsp. salt
- 2 ½ dozen eggs
- 1 gallon milk
- 5 tbsp. oil & more for cooking
- 5 cups jam or fruit spread



Equipment List:

- large & medium mixing bowls
- skillet & hot plate (or electric skillet)
- spatula
- cookie sheet
- oven
- measuring cups & spoons
- mixing spoons
- fork or egg beater
- pot holders or oven mitts



Hide and Seek Pancakes

Serves 8 (more if smaller pancakes are made)

2 cups all-purpose flour

½ teaspoon salt

6 large eggs

3 cups milk

1 Tablespoon vegetable oil and vegetable oil spray for cooking

1 cup jam or fruit spread

In a large bowl, stir together flour and salt. Set aside.

In a medium bowl, beat eggs, milk and vegetable oil.

Add egg mixture to flour mixture and stir just until blended. Do not over mix.

In a medium skillet over moderately high heat, place enough oil to lightly coat bottom of pan. When oil is hot, pour ¼ cup batter into skillet, tilting pan back and forth so batter spreads evenly over bottom of pan. When pancake is golden brown, turn it over to brown other side. Remove pancake to a cookie sheet and place in a warm oven (200 degrees F) while making remaining pancakes.

To serve, spread each pancake with 2 Tablespoons of jam or fruit spread. Roll up and serve.

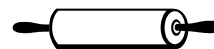
Note: *This pancake is thin and crepe-like, allowing easier “rolling up” for children.*

GRADES 2/3 LESSON PLANS

NOW WE'RE COOKING!®



Home and Family
Connection
Grades 2 –3



How often does your family sit down and eat together?

Enjoyable, healthful food is one of life's greatest pleasures, especially when shared with our family and friends. Unfortunately, today's busy family schedules result in fewer and fewer meals prepared and shared with one another. Family picnics or sharing meals at a local restaurant count too!

Thanks to a program at your school called **Now We're Cooking!**® your child is (or will be) learning safe, simple, cooking skills that can be used at home to help prepare snacks and family meals. Many skills taught in this program also *reinforce* other subjects your child is learning including social studies, math, writing, and the arts.

What You Can Do

Below is a recipe your child will be preparing in class. Join your child in reading the recipe, gathering the ingredients, and cooking it at home. No matter how simple or fancy the meal, time spent both preparing and eating with your children may be the best time to talk with them, share in their lives, and pass on cultural traditions. Please feel free to contact your child's teacher regarding donating ingredients to support our class cooking project.

Homework Extensions

Your child's teacher may be assigning one or more of the following assignments.

1. Sharing - Bring a favorite food or a dish to share that represents your culture. Choose an item that you have eaten before and enjoyed. (Be sure to bring the recipe too).
 2. Writing - Write a paragraph about a meal sharing experience you had while visiting a relative's or a friend's house. Compare and contrast how it is similar to your experiences with your own family.
 3. Math Activity - Help prepare a meal for your family. You are responsible for doing the measuring needed in the recipe.
 4. Technology - Surf the Internet. Find what you think to be the most unusual or interesting fact about wheat to share with your class. It must be something that was not covered during class.
 5. Writing - Write a letter to a relative, friend, etc. inviting them to visit your classroom and share their favorite recipe with your class.
 6. Math - Practice doubling or tripling your favorite recipe ingredients. Show your thinking using words, pictures and/or numbers.
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HIDE AND SEEK PANCAKES

Equipment List:

- large & medium mixing bowls
- skillet & hot plate (or electric skillet)
- spatula
- cookie sheet
- oven
- measuring cups & spoons
- mixing spoons
- fork or egg beater
- pot holders or oven mitts



Hide and Seek Pancakes

Serves 8 (more if smaller pancakes are made)

- 2 cups all-purpose flour
- ½ teaspoon salt
- 6 large eggs
- 3 cups milk
- 1 Tablespoon vegetable oil and vegetable oil spray for cooking
- 1 cup jam or fruit spread

In a large bowl, stir together flour and salt. Set aside.

In a medium bowl, beat eggs, milk and vegetable oil.

Add egg mixture to flour mixture and stir just until blended. Do not over mix.

In a medium skillet over moderately high heat, place enough oil to lightly coat bottom of pan. When oil is hot, pour ¼ cup batter into skillet, tilting pan back and forth so batter spreads evenly over bottom of pan. When pancake is golden brown, turn it over to brown other side. Remove pancake to a cookie sheet and place in a warm oven (200 degrees F) while making remaining pancakes.

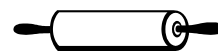
To serve, spread each pancake with 2 Tablespoons of jam or fruit spread. Roll up and serve.

Note: *This pancake is thin and crepe-like, allowing easier “rolling up” for children.*

GRADES 2/3 LESSON PLANS



Now We're Cooking![®] Cafeteria Connection Grades 2-3



How often do families find time to sit down and eat together?

Enjoyable, healthful food is one of life's greatest pleasures, especially when shared with family and friends. Unfortunately, today's busy family schedules result in fewer and fewer meals prepared and shared with one another.

Thanks to a program at our schools called **Now We're Cooking![®]**, our students are (or will be) learning safe, simple cooking skills that can be used at home to help prepare snacks and family meals. Many skills taught in this program also *reinforce* other subjects.

The cafeteria is another place that children can share a meal with friends. We would like to connect the **Now We're Cooking![®]** experience with eating in the cafeteria

What You Can Do

On the back is the recipe that students will be preparing in class. You could:

1. Provide some or all of the ingredients.
2. Help us obtain the ingredients and bill us for them.
3. Serve this recipe or a similar "staple or

wheat food" menu item the week we are preparing it in class. That will be the week of _____.

4. Visit our classroom and give a short food demonstration lesson on any "staple or wheat" food item and where it fits into the Food Guide Pyramid.
5. Have a "Lunch on the Green" where our families are invited to share lunch with us outside on the grass.
6. Provide a taste testing experience for our class with various kinds of "wheat" food items (Ex: burritos, pizzas, etc.).
7. Plan a school-wide event that highlights "wheat" food items on the menu. Our class will help decorate and serve.
8. Let us put up a bulletin board in the cafeteria about wheat and its many uses and our cooking experience.
9. Teach our class fun, simple techniques for folding napkins, making table center pieces, decorating or garnishing dishes.
10. Anything else you can think of to enhance our **Now We're Cooking![®]** classroom activity.

Teacher: _____

HIDE AND SEEK PANCAKES

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(makes 40)

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Equipment List:

- large & medium mixing bowls
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