

KINDERGARTEN COOKING & FOOD

First edition

8 units

32 lessons · one school year

A video for every lesson

FIRST EDITION

COURSE GUIDE

This course is a child's first year as a kitchen helper. In thirty-two short lessons a five- or six-year-old learns to wash hands and fruit, to listen in the kitchen, to name the five food groups, to taste sweet, salty and sour, to notice how food changes when it is warmed, cooled, mixed and baked, to wait for a treat, to stay back from a hot grill, and to set the table for the family. The eight units are the same eight our older students study every year: kitchen safety, the food groups, taste and smell, heat and cold, food chemistry, hunger and treats, the grill and spice, and the family table. In kindergarten each idea is met for the first time, simply and concretely.

Each lesson begins with a short story read aloud: a Bible story such as Abraham baking cakes for his guests or Jesus cooking fish by the sea, or a true moment from long ago, such as the iceman bringing ice to the door or a boy who left a cup of juice out on a cold night. Then comes a short video, a look at a great painting of food or a kitchen, and a real recipe the child makes with a grown-up. The child washes, tears, pours, measures, stirs, spreads, mashes, shakes and arranges; a grown-up does every hot and sharp job while the child watches from a safe spot.

Food is God's good gift, received with thanks and shared with others. We talk about food in terms of helping, safety, nourishment, thankfulness and hospitality, never in terms of body size or appearance. The year ends with a family feast: the child makes a dish, helps set the table, serves the family and joins in saying grace. *Fabricando fit faber*: by making, one becomes a maker.

Most videos come from trusted teaching sources: the USDA and MyPlate, SciShow Kids, Peekaboo Kidz, America's Test Kitchen Kids, children's hospitals and careful children's educators, chosen lesson by lesson. Every video was previewed for content, accuracy and modest dress. Kindergarten videos are short; watch them together on the couch, and pause whenever your child has a question.

Some channels end with an invitation to subscribe or a short message about their other videos; you can stop the video when the teaching ends.

Start with Lesson 1.1 →

WHO IT IS FOR

Written for kindergarten children (about ages 5–6) and the parent who cooks beside them. No reading is required: a parent reads the lesson aloud, and the child answers by telling, pointing, drawing and doing. Nothing needs to be bought beyond an ordinary kitchen and ordinary groceries. A child-safe nylon or plastic knife and a sturdy step stool are helpful.

HOW TO USE THIS COURSE

1. **The weekly rhythm.** The year has 32 lessons, one a week, in two short sessions. Session 1 (about 30–40 minutes) is the warm-up, the story read aloud, the video and the picture study. Session 2 (about 30–40 minutes) is the kitchen project: make the recipe together, try the little experiment inside it, clean up, and add a page to the cook's notebook. In the last week of each unit, add a short third session for the unit review and the unit challenge.
2. **A grown-up supervises all cooking.** A parent or responsible adult is in the kitchen for every kitchen project in this course, from start to finish. Before cooking, check every recipe and every taste test against your own family's food allergies; each recipe card names the major allergens it contains and offers swaps where they are easy.
3. **The kindergarten safety ladder.** Kindergartners do not use sharp knives, the stove, the oven, the toaster or the grill. They may cut soft foods (banana, strawberries, cooked egg, cheese slices) with a butter knife or a plastic or nylon "kid knife." A grown-up does every hot step and every sharp step while the child watches from a safe spot, such as a chair set back from the stove. Children wash, tear, rinse, measure, pour, stir cold mixtures, spread, mash, shake, arrange and taste. Never let a child taste uncooked dough or batter.
4. **Story, then science, then cooking.** The core ideas are written to be read aloud in a few minutes. After each paragraph, ask your child to tell it back in his or her own words. The video comes after the story; the recipe comes last.

5. **Picture study.** Each lesson has one painting or old photograph of food, a kitchen, a market or a table. Look at it quietly together for one minute. Then put it away and let your child tell everything he or she remembers. Bring it back and use the “look for” items and questions, which point to the food, the tools and the people in the picture.
6. **The cook’s notebook.** Use one notebook or folder for the whole year. Most pages are drawings: the food we made, the faces we made when we tasted it, a chart of smiley faces. The parent writes down what the child says. Cook it, draw it, and next time make it a little better.
7. **How we talk about food and bodies.** This course never discusses weight or how bodies look. We call foods “everyday foods” and “sometimes foods,” never “good” or “bad.” Treats and feasts are good gifts in their place. Praise your child for washing up, listening, trying, helping and cleaning up.
8. **Groceries.** The recipes use ordinary grocery-store ingredients and are mostly snacks, breakfasts and side dishes for a family of four to six. Most weeks the kitchen project can be the family’s snack or part of a meal, so the course adds little to the grocery bill. Read the recipe card a few days ahead and add its ingredients to the shopping list.
9. **Optional books and tools.** Some units list free charts, picture guides and simple tools. They are extras. Every recipe can be made without them.
10. **Unit review and unit challenge.** Each unit ends with a short “show and tell” review: a parent asks the questions aloud, and the child may answer by telling, pointing, showing or drawing. There are no points. The unit challenge is something real made, served and remembered, such as a hand-washing poster, a rainbow plate for the family, or a family taste test. Keep the pages and photographs in a folder.
11. **The family feast.** In the last week the child makes a dish for a family meal, helps set the table, serves it, and joins in giving thanks.

SCOPE AND SEQUENCE

UNIT 1 • WEEKS 1–4

Kitchen & Food Safety

Germes too small to see and soap that chases them away; listening in the kitchen like the boy Samuel; washing fruit; and keeping cold foods cold, as the iceman’s ice did long ago.

- 1.1 Germs Are Too Small to See
- 1.2 Kitchen Helpers Listen
- 1.3 Wash the Fruit
- 1.4 Cold Foods Stay Cold

UNIT 3 • WEEKS 9–12

Taste, Smell & Your Taste Buds

Sweet, salty and sour on a tasting tray; how the nose helps us taste; crunchy and soft foods; and one more thankful bite of something new.

- 3.1 Sweet, Salty, Sour
- 3.2 Your Nose Helps You Taste
- 3.3 Crunchy and Soft
- 3.4 One More Bite

UNIT 5 • WEEKS 17–20

Food Chemistry

Abraham’s quick cakes and why we never taste uncooked dough; oil and water in a shaken jar; how eggs change when they cook; and yeast that blows up a balloon and puffs up bread.

- 5.1 Flour and Water Make Dough
- 5.2 Oil and Water Don’t Mix
- 5.3 Eggs Change When Cooked
- 5.4 Bread Puffs Up with Yeast

UNIT 2 • WEEKS 5–8

Food Groups & the Balanced Meal

God made good food; the five food groups on MyPlate; Daniel’s vegetables and water, and everyday and sometimes foods; and a breakfast that gets you going.

- 2.1 God Made Good Food
- 2.2 Five Groups on One Plate
- 2.3 Growing Foods and Sometimes Foods
- 2.4 Breakfast Gets You Going

UNIT 4 • WEEKS 13–16

Heat & Cold

Warm food and cold food at the hearth; melting chocolate; a boy who left his drink out on a cold night; and watching muffins rise through the oven window.

- 4.1 Warm Food, Cold Food
- 4.2 Melting
- 4.3 Freezing
- 4.4 The Oven Bakes

UNIT 6 • WEEKS 21–24

Cravings, Reward & a Balanced Diet

Listening to your tummy for hungry and full; treats in their place; water, the best drink; and saying thank you for food.

- 6.1 Hungry and Full
- 6.2 Sometimes Foods Are Treats
- 6.3 Water Is the Best Drink
- 6.4 Saying Thank You for Food

UNIT 7 • WEEKS 25–28

Fire, the Grill & Spice

Staying back from the grill; Jesus cooking breakfast by the sea; spices that smell good; and flavors that are friends.

- 7.1 Stay Back from the Grill
- 7.2 Jesus Cooks Breakfast by the Sea
- 7.3 Spices Smell Good
- 7.4 Flavors That Are Friends

UNIT 8 • WEEKS 29–32

Meal Planning & the Family Table

Setting the table; a grocery list with pictures; helping make dinner and gathering the fragments; and the family feast.

- 8.1 Setting the Table
- 8.2 A Grocery List with Pictures
- 8.3 Helping Make Dinner
- 8.4 The Family Feast

WEEKLY PACING CALENDAR

WEEK	PLAN
1	• Session 1: Lesson 1.1 Germs Are Too Small to See: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 kitchen project (cook the recipe) and cook's notebook <i>Two sessions a week is the usual rhythm: one to learn, one to cook. Younger children can split a long session in two. Cook the week's recipe again at home whenever you can.</i>
2	• Session 1: Lesson 1.2 Kitchen Helpers Listen: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 kitchen project (cook the recipe) and cook's notebook
3	• Session 1: Lesson 1.3 Wash the Fruit: warm-up, video, teaching and picture study • Session 2: Lesson 1.3 kitchen project (cook the recipe) and cook's notebook
4	• Session 1: Lesson 1.4 Cold Foods Stay Cold: warm-up, video, teaching and picture study • Session 2: Lesson 1.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 1 review and unit challenge
5	• Session 1: Lesson 2.1 God Made Good Food: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 kitchen project (cook the recipe) and cook's notebook
6	• Session 1: Lesson 2.2 Five Groups on One Plate: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 kitchen project (cook the recipe) and cook's notebook

WEEK	PLAN
7	• Session 1: Lesson 2.3 Growing Foods and Sometimes Foods: warm-up, video, teaching and picture study • Session 2: Lesson 2.3 kitchen project (cook the recipe) and cook's notebook
8	• Session 1: Lesson 2.4 Breakfast Gets You Going: warm-up, video, teaching and picture study • Session 2: Lesson 2.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 2 review and unit challenge
9	• Session 1: Lesson 3.1 Sweet, Salty, Sour: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 kitchen project (cook the recipe) and cook's notebook
10	• Session 1: Lesson 3.2 Your Nose Helps You Taste: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 kitchen project (cook the recipe) and cook's notebook
11	• Session 1: Lesson 3.3 Crunchy and Soft: warm-up, video, teaching and picture study • Session 2: Lesson 3.3 kitchen project (cook the recipe) and cook's notebook
12	• Session 1: Lesson 3.4 One More Bite: warm-up, video, teaching and picture study • Session 2: Lesson 3.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 3 review and unit challenge
13	• Session 1: Lesson 4.1 Warm Food, Cold Food: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 kitchen project (cook the recipe) and cook's notebook
14	• Session 1: Lesson 4.2 Melting: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 kitchen project (cook the recipe) and cook's notebook
15	• Session 1: Lesson 4.3 Freezing: warm-up, video, teaching and picture study • Session 2: Lesson 4.3 kitchen project (cook the recipe) and cook's notebook
16	• Session 1: Lesson 4.4 The Oven Bakes: warm-up, video, teaching and picture study • Session 2: Lesson 4.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 4 review and unit challenge

WEEK	PLAN
17	• Session 1: Lesson 5.1 Flour and Water Make Dough: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 kitchen project (cook the recipe) and cook's notebook
18	• Session 1: Lesson 5.2 Oil and Water Don't Mix: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 kitchen project (cook the recipe) and cook's notebook
19	• Session 1: Lesson 5.3 Eggs Change When Cooked: warm-up, video, teaching and picture study • Session 2: Lesson 5.3 kitchen project (cook the recipe) and cook's notebook
20	• Session 1: Lesson 5.4 Bread Puffs Up with Yeast: warm-up, video, teaching and picture study • Session 2: Lesson 5.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 5 review and unit challenge
21	• Session 1: Lesson 6.1 Hungry and Full: warm-up, video, teaching and picture study • Session 2: Lesson 6.1 kitchen project (cook the recipe) and cook's notebook
22	• Session 1: Lesson 6.2 Sometimes Foods Are Treats: warm-up, video, teaching and picture study • Session 2: Lesson 6.2 kitchen project (cook the recipe) and cook's notebook
23	• Session 1: Lesson 6.3 Water Is the Best Drink: warm-up, video, teaching and picture study • Session 2: Lesson 6.3 kitchen project (cook the recipe) and cook's notebook
24	• Session 1: Lesson 6.4 Saying Thank You for Food: warm-up, video, teaching and picture study • Session 2: Lesson 6.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 6 review and unit challenge
25	• Session 1: Lesson 7.1 Stay Back from the Grill: warm-up, video, teaching and picture study • Session 2: Lesson 7.1 kitchen project (cook the recipe) and cook's notebook

WEEK	PLAN
26	• Session 1: Lesson 7.2 Jesus Cooks Breakfast by the Sea: warm-up, video, teaching and picture study • Session 2: Lesson 7.2 kitchen project (cook the recipe) and cook's notebook
27	• Session 1: Lesson 7.3 Spices Smell Good: warm-up, video, teaching and picture study • Session 2: Lesson 7.3 kitchen project (cook the recipe) and cook's notebook
28	• Session 1: Lesson 7.4 Flavors That Are Friends: warm-up, video, teaching and picture study • Session 2: Lesson 7.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 7 review and unit challenge
29	• Session 1: Lesson 8.1 Setting the Table: warm-up, video, teaching and picture study • Session 2: Lesson 8.1 kitchen project (cook the recipe) and cook's notebook
30	• Session 1: Lesson 8.2 A Grocery List with Pictures: warm-up, video, teaching and picture study • Session 2: Lesson 8.2 kitchen project (cook the recipe) and cook's notebook
31	• Session 1: Lesson 8.3 Helping Make Dinner: warm-up, video, teaching and picture study • Session 2: Lesson 8.3 kitchen project (cook the recipe) and cook's notebook
32	• Session 1: Lesson 8.4 The Family Feast: warm-up, video, teaching and picture study • Session 2: Lesson 8.4 kitchen project (cook the recipe) and cook's notebook • Session 3: Unit 8 review and unit challenge <i>Last week. Hold a family feast: the student plans the menu, shops with a parent, cooks a balanced meal with a dish from several units, sets the table, says grace with the family and shows the cook's notebook.</i>

MATERIALS

Cook's notebook (a folder, scrapbook or drawing notebook)

One for the whole year: drawings of what we made, smiley-face taste charts, photographs, and the words your child says, written down by a parent.

A sturdy step stool or a chair pushed to the counter

So your child can reach the counter and the sink safely. A grown-up checks that it does not wobble.

A butter knife or a plastic or nylon “kid knife”

For spreading and for cutting soft foods only, such as bananas, strawberries, cooked eggs and cheese slices.

Measuring cups and spoons, mixing bowls, a whisk, a wooden spoon and a potato masher or fork

Used in most recipes. Your child does the measuring, pouring, stirring and mashing.

Clean jars with tight lids

For shaking salad dressing, overnight oats and the oil-and-water experiment.

An apron, clean dish towels, dish soap and a small sponge

Cleanup is part of every recipe. Children can wipe the counter and wash unbreakable bowls.

An instant-read food thermometer (for the grown-up)

Used by the grown-up to check cooked fish, eggs and leftovers. Children watch the numbers.

Ice pop molds or small paper cups and wooden craft sticks

For the ice pops in Lesson 4.3.

Crayons, colored pencils, and a camera or phone

For notebook drawings and for photographs of finished dishes and unit challenges.

GRADING

Kindergarten has no letter grades. Parents give warm, specific narrative feedback on effort, safety, listening, helpfulness and cleanup, and keep a recipe folder of the year’s work.

Scale: No letter grades in kindergarten. At the end of each unit, write two or three sentences about what your child learned and did well, and one thing to keep practicing.

- Praise the helper, not the dish. Did your child wash hands first, listen, stay back from hot and sharp things, try a taste, help clean up, and say thank you?
- Keep a recipe folder: one page for each recipe, with your child’s drawing or a photograph and a few words your child said about it. At the end of the year it becomes your child’s first cookbook.

- The unit reviews are spoken. Your child may answer by telling, pointing, showing or drawing. If an answer is shaky, cook that recipe again and talk about it while you work.
- A recipe that flops is part of learning. Spilled milk and lopsided sandwiches are fine; wipe up together and try again.
- Never grade or comment on anyone's body, size or how much they ate.

A NOTE TO PARENTS

You do not need to be a chef to teach this course. Read the story aloud, watch the short video together, look at the picture, and then cook side by side. Let your child do every job the safety ladder allows, even when it is slower and messier than doing it yourself. Two questions do most of the teaching: “What do you think will happen?” and “What did you notice?”

Keep it short and cheerful. Five-year-olds learn best in small bites, and a recipe that takes twenty minutes is plenty. Expect spills. Wiping up is part of cooking, and a child who learns to clean up gladly has learned something valuable.

Food in this course is a good gift to be received with thanks and shared. We keep the conversation on helping, nourishment, thankfulness and hospitality, never on weight or appearance, and we name foods neutrally as “everyday foods” and “sometimes foods.” Food allergies and any special medical needs belong to your family and your doctor: please read each recipe card's allergen note and make the swaps your family needs.

UNIT 1

KITCHEN & FOOD SAFETY

Every good cook starts the same way: with clean hands and a listening heart. In this unit you will find out about germs, tiny living things too small to see, and how soap and water chase them away. You will learn to be a kitchen helper who listens, who stays back from hot and sharp things, and who lets a grown-up do the hot and sharp jobs.

You will also learn to wash fruit before you eat it and to keep cold foods cold in the refrigerator. Long ago, families had no refrigerator at all, and an iceman brought big blocks of ice to the door. Each week you will make a real snack or breakfast for your family: apple “nachos,” banana pancakes, fruit kabobs and a yogurt parfait.

PREREQUISITES

- Can stand safely on a step stool at the counter with a grown-up nearby
- Can wash hands at the sink with a little help
- Knows that the stove, the oven and knives belong to grown-ups

MASTERY CHECKLIST

- ☐ I can wash my hands with soap for 20 seconds before I cook and after I touch eggs or raw meat.
- ☐ I can tell why we wash: germs are too small to see, and soap and water wash them away.
- ☐ I can listen to my grown-up in the kitchen and stay back from hot and sharp things.
- ☐ I can rinse fruit under running water and dry it with a clean towel.
- ☐ I can tell why we keep cold foods in the refrigerator and put them back quickly.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Nemours KidsHealth: Why Do I Need to Wash My Hands?**: Free. A short article for children about germs and handwashing from Nemours Children’s Health. Read it aloud before Lesson 1.1, and see their companion page “What Are Germs?”
- **A sturdy step stool and a child-size apron**: So your child can reach the sink and the counter safely. A grown-up checks that the stool does not wobble.
- **A refrigerator thermometer**: Optional and inexpensive. Leave it in the refrigerator so your child can check that it reads 40 °F or below (Lesson 1.4).

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1 Germs Are Too Small to See	2 sessions of 30–40 minutes
1.2 Kitchen Helpers Listen	2 sessions of 30–40 minutes
1.3 Wash the Fruit	2 sessions of 30–40 minutes
1.4 Cold Foods Stay Cold	2 sessions of 30–40 minutes

UNIT 1 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, practice that skill again in the kitchen.

1. Show me how you wash your hands before cooking. How long do you scrub?
2. Why do we use soap? What happened to the pepper when we touched it with soap?
3. Point to the grown-up jobs on our job chart. Point to the helper jobs.
4. Where do you stand when a grown-up is cooking at the stove? What do you do if a grown-up says “Stop”?

5. Show me how to wash a strawberry. Why do we wash a melon even though we don't eat the outside?
6. Name three foods that live in the refrigerator. Why do we put them back quickly?

ANSWER KEY

1. Wet, soap, scrub palms, backs, between the fingers and under the nails for 20 seconds (two "Happy Birthday" songs), rinse and dry with a clean towel.
2. Soap grabs germs and dirt so water can wash them away. The pepper rushed away from the soapy finger.
3. Grown-up: stove, oven, toaster, sharp knives. Helper: washing, pouring, measuring, stirring cold things, mashing, spreading, wiping up.
4. In a safe spot set back from the stove where I can see but not reach. I stop right away.
5. Rinse it under cool running water, rub it, and pat it dry. The knife can carry germs from the outside to the inside.
6. For example milk, yogurt, cheese, eggs, meat or leftovers. Germs grow fast in warm food and slowly in the cold.

UNIT CHALLENGE: OUR CLEAN KITCHEN POSTER

Make a big hand-washing poster for your kitchen sink. Trace your hands, and draw or glue pictures of the steps: wet, soap, scrub, rinse, dry. Add your job chart from Lesson 1.2.

Then show your family how to wash hands the right way before a meal, and serve them one of this unit's snacks that you made with clean hands. Your grown-up takes a photo for your folder.

LOOK FOR	WHAT IT MEANS
Clean hands	Your child washes with soap for 20 seconds without being reminded of each step.
Poster	The poster shows the hand-washing steps in order, in your child's own drawings.
Listening and safety	Your child stayed back from hot and sharp jobs and stopped when asked.
Cleanup	Your child helped wipe up and put away cold foods quickly.

1.1 GERMS ARE TOO SMALL TO SEE

OBJECTIVES

- Tell that germs are tiny living things too small to see, and that some can make us sick.
- Wash hands the right way: wet, soap, scrub for 20 seconds, rinse and dry.
- Help make apple “nachos” with clean hands while a grown-up slices the apples.

Warm-up. Look closely at your hands. Do they look clean? Now rub a little cooking oil on your hands and sprinkle on a pinch of cinnamon. The cinnamon is our pretend “germs.” Rinse with plain water only. Where is the cinnamon still hiding? Now wash with soap. What happened?

WATCH

What Are Germs?

Sesame Workshop · 2:13

<https://www.youtube.com/watch?v=ACDLuToE0UI>

WHEN TO WATCH

After the story of homemade soap, before the pepper experiment. Listen for where germs like to hide.

KEY TERMS

germs

Tiny living things, too small to see, that can make people sick.

soap

A cleaner that grabs dirt, grease and germs so water can wash them away.

scrub

To rub hard all over, between the fingers, on the backs of the hands and under the nails.

CORE IDEAS

Long ago... Long ago, families made their own soap. They saved fat from cooking and ashes from the fireplace. In the spring they boiled them together in a big iron kettle outdoors, stirring and stirring, until the mixture turned into soft soap. It was

hard, hot work, a grown-up's job. Families worked so hard to make soap because they knew that washing kept their homes and their food clean.

What did they find out? People could not see germs. Germs are so small that thousands of them could fit on the dot of this letter i. Much later, scientists looked through microscopes and saw tiny living things everywhere: on hands, on doorknobs and on food. Some germs are harmless, but some can give us a tummy ache or make us sick. Today doctors at the CDC, a government group that helps keep people healthy, tell us that washing hands with soap and water is one of the best ways to stop germs.

What happens when we wash? Germs stick to the oil and dirt on our skin, and plain water slides right over them. Soap grabs the oil and dirt and lets the water carry them away down the drain. Scrubbing helps the soap reach every part of your hands. Wash for 20 seconds, about as long as singing “Happy Birthday” two times. Wash before you cook, before you eat, and after you touch eggshells or uncooked meat.

Let's cook! You will make apple “nachos”: apple slices on a plate with a drizzle of nut butter and a sprinkle of toppings. A grown-up cores and slices the apples. Your job is to wash your hands well, rinse the apples, arrange the slices, drizzle and sprinkle.

PICTURE STUDY



The Scullery Maid, Jean-Siméon Chardin, about 1738 · Oil on canvas · National Gallery of Art, Washington, D.C.

Image: [Wikimedia Commons](#), public domain

Jean-Siméon Chardin was a French painter who loved quiet kitchen scenes. Here a young kitchen helper is scrubbing the pots in a wooden tub. In her day there was no faucet: water was carried in by the bucket.

Look closely

- Find the wooden tub. Where do you think the water came from?
- Find the pots on the floor. Are they clean yet or still waiting?
- Look at the maid's white cap and apron. Why would a kitchen helper wear an apron?
- Look at her face and hands. Is she hurrying or working carefully?

Talk about it

1. Why do cooks wash their pots and their hands?
2. What jobs do you do in your kitchen to keep it clean?

Safety first. A parent or responsible adult supervises all cooking in this course, and every family checks each recipe against its own food allergies before cooking. Only a grown-up cores and slices the apples; you arrange, drizzle and sprinkle. Stand on a steady step stool, and wipe up spills right away so no one slips.

KITCHEN PROJECT

Clean Hands and Apple “Nachos”

First you will do a little experiment that shows how soap chases “germs” away. Then you will wash your hands the right way and make a plate of apple “nachos” for your family.

You will need

- A shallow bowl or plate, water, ground black pepper and liquid dish soap for the experiment
- A cutting board and a sharp knife or apple slicer (for the grown-up only)
- A large plate or platter
- Small spoons for drizzling and sprinkling
- A colander and a clean dish towel

APPLE “NACHOS”

Serves 4 snack servings · Prep 15 min

Ingredients

- 3 crisp apples (any kind)
- 1 tablespoon lemon juice mixed into 1 cup cold water (to keep the slices from browning)
- ¼ cup creamy peanut butter or sunflower seed butter
- 2 tablespoons raisins
- 2 tablespoons granola or crispy rice cereal
- 1 tablespoon mini chocolate chips (optional)

Method

1. Wash your hands with soap and water for 20 seconds.
2. Rinse the apples under cool running water and rub them with your hands. Dry them with a clean towel.
3. A grown-up cores the apples and cuts them into thin slices on a cutting board. You watch from a safe spot.

4. Dip the slices in the lemon water and let them drip in a colander. Lay them on the platter in a circle, overlapping a little, like chips.
5. Stir the nut butter until it is smooth and runny. If it is too thick, a grown-up warms it in the microwave for 10–15 seconds and stirs it. Drizzle it over the apples with a spoon.
6. Sprinkle on the raisins, granola and chocolate chips. Serve right away.
7. Clean up: put away the jars, wipe the counter, and wash your hands again.

Allergy check: Contains peanuts if you use peanut butter. For a peanut- and tree-nut-free plate, use sunflower seed butter (check the label) or a thick vanilla yogurt dip, which contains milk. Granola may contain wheat, oats and nuts; check the label or leave it out. Chocolate chips may contain milk and soy.

Steps

1. **Pepper experiment.** Pour water into a shallow bowl and shake ground pepper over the top. The pepper is our pretend germs. Dip a clean finger in the middle. What happens?
2. Now put a drop of dish soap on your fingertip and dip it in again. Watch the pepper rush away to the edges! Tell your grown-up what you saw.
3. **Wash the right way.** Wet your hands, add soap, and scrub the palms, the backs, between your fingers and under your nails while you sing “Happy Birthday” two times. Rinse and dry with a clean towel.
4. Make the apple “nachos” with your grown-up.
5. **Taste test.** Give each person a little plate. Ask: Do you like it? Draw a smiley face, a straight face or a frowny face for each person.
6. Clean up: wipe the counter with a soapy cloth and wash the bowl and spoons.

Tips

- Crisp, sweet apples like Gala, Fuji or Honeycrisp work best.
- If your child cannot reach the faucet easily, set the step stool in place before you begin so the 20 seconds of scrubbing are not a struggle.

Check your work

- ☐ I can wash my hands for 20 seconds with soap.
- ☐ I can tell why soap helps wash germs away.

- ☐ I helped make apple “nachos” while my grown-up did the cutting.

COOK’S NOTEBOOK

1. Draw your two hands. Color the places germs like to hide: between the fingers, under the nails and on the thumbs.
2. Draw the pepper bowl before and after the soap. Your grown-up writes down what you say about it.
3. Draw your apple “nachos” and the smiley faces from your family.

From history. Before stores sold bars of soap, many American families made soft soap at home once or twice a year. Soap became cheap and easy to buy in the late 1800s, when factories began making it in large batches.

COMMON MISTAKES

- Rinsing for just a second without soap. Germs stay on; use soap and scrub for 20 seconds.
- Forgetting to wash after touching eggshells or uncooked meat. Wash every time.
- Drying clean hands on your shirt. Use a clean towel.

Make it a game • Pretend Hand Wash. Stand at the sink with the water turned off. Act out the five steps in order: wet, soap, scrub, rinse, dry. While you scrub, your grown-up counts slowly to 20 and you wiggle every finger. Then tell why we wash. Switch jobs: your grown-up skips a step, and you shout which one is missing.

1.2 KITCHEN HELPERS LISTEN

OBJECTIVES

- Tell the story of the boy Samuel, who listened carefully and answered, “Speak; for thy servant heareth.”
- Name the jobs that belong to grown-ups (hot and sharp jobs) and the jobs a kindergarten helper can do.
- Mash bananas and stir batter for banana pancakes while a grown-up cooks them on the stove.

Warm-up. Play “Grown-up job or helper job?” Your grown-up names a kitchen job, and you say who does it: turning on the stove, washing a banana, cutting with a sharp knife, stirring cold milk, taking a pan out of the oven, wiping the table. Hold up one finger for a grown-up job and two fingers for a helper job.

WATCH

I Spy Cooking Safety.

NFPA Kids • 2:41

<https://www.youtube.com/watch?v=2UBYautmHgk>

WHEN TO WATCH

After the story of Samuel. Play along and spot the kitchen dangers before the video points them out.

BACKUP VIDEO

Kitchen Safety for Kids - Camp Galileo Anywhere: Chefology

Camp Galileo Anywhere • 4:34

<https://www.youtube.com/watch?v=KL9r9q9n20A>

A longer look at kitchen safety rules for young cooks. Watch with your grown-up.

KEY TERMS

helper

Someone who does a job to make work easier for another person.

listen

To hear carefully and then do what you hear.

batter

A runny mixture of flour, eggs, milk and other foods that is cooked into pancakes, muffins or cakes. We never taste batter before it is cooked.

CORE IDEAS

Long ago... In the Bible, a boy named Samuel lived with an old priest named Eli and helped him in God's house. One night Samuel heard a voice calling, "Samuel!" He ran to Eli, but Eli had not called him. It happened again, and again. Then Eli understood that God was calling the boy. The next time, Samuel answered, "Speak; for thy servant heareth." Samuel was a good helper because he listened.

What does a kitchen helper do? A kitchen helper listens, too. Some jobs in the kitchen are grown-up jobs: anything hot, like the stove, the oven and the toaster, and anything sharp, like knives and graters. Some jobs are helper jobs: washing fruit, pouring, measuring, stirring cold things, mashing, spreading, setting the table and wiping up. When your grown-up says "Stop" or "Step back," you stop right away. Listening keeps everyone safe.

Where does a helper stand? When a grown-up is cooking on the stove, you watch from a safe spot, such as a chair set back from the stove, where you can see but cannot reach. Pot handles are turned in so no one bumps them. Hot pans and steam can burn, so a helper never touches the stove, even when it looks turned off.

Let's cook! You will make banana pancakes. You will mash the bananas, measure and pour, and stir the batter. Then your grown-up will cook the pancakes on the stove while you watch for the bubbles that mean it is time to flip.

PICTURE STUDY



A Woman Peeling Apples, Pieter de Hooch, about 1663 · Oil on canvas · The Wallace Collection, London

Image: [Wikimedia Commons](#), public domain

Pieter de Hooch was a Dutch painter who painted quiet homes and courtyards. In this picture a mother is peeling apples, and her little girl stands close beside her, watching and waiting to help.

Look closely

- Find the apple and the long curl of peel. Who is holding the knife?
- Find the little girl. What is she holding, and what is she reaching for?
- Find the basket of apples in the mother's lap. What might the apples become?
- Find the fire in the fireplace. Who should stay back from it?

Talk about it

1. Why does the mother do the cutting while the girl watches?
2. What job could the little girl do to help after the apples are peeled?
3. How can you tell the girl is listening and paying attention?

Safety first. Only a grown-up uses the stove. Watch from a safe spot set back from the stove, and stop right away when your grown-up says “Stop.” Wash your hands after cracking the egg, and never taste the batter before it is cooked: uncooked eggs and flour can carry germs.

KITCHEN PROJECT

Helper Jobs and Banana Pancakes

You will make a kitchen job chart with your grown-up and then use it to make banana pancakes. You do the helper jobs, and your grown-up does the hot job.

You will need

- Paper and crayons for the job chart
- A large bowl, a medium bowl, a fork or potato masher and a whisk
- Measuring cups and spoons
- A griddle or large skillet and a spatula (for the grown-up)
- A chair set back from the stove for the helper

BANANA PANCAKES

Serves About 12 small pancakes (4 servings) · Prep 10 min · Cook 15 min

Ingredients

- 1 large ripe banana (with brown spots)
- 1 cup all-purpose flour
- 1 tablespoon sugar
- 2 teaspoons baking powder
- $\frac{1}{4}$ teaspoon salt
- 1 cup milk
- 1 egg
- 2 tablespoons butter, melted by a grown-up, or vegetable oil
- Butter or oil for the griddle; maple syrup or sliced fruit for serving

Method

1. Wash your hands. Peel the banana, put it in the large bowl, and mash it with a fork until it is mostly smooth.
2. Measure the flour, sugar, baking powder and salt into the medium bowl. Level each cup and spoon with the back of a butter knife. Stir with a whisk.

3. Pour the milk into the banana. With your grown-up's help, crack the egg into a small cup first (to catch any shell), then pour it in. Wash your hands. Add the melted butter and whisk.
4. Pour the flour mixture into the banana mixture and stir gently with a spoon just until no dry flour shows. A few lumps are fine.
5. Go to your safe spot. A grown-up heats the griddle over medium heat, greases it, and pours $\frac{1}{4}$ cup of batter for each pancake.
6. Watch for bubbles to pop on top and the edges to look dry, about 2 minutes. Say "Bubbles!" The grown-up flips each pancake and cooks it 1–2 minutes more, until golden and cooked through.
7. Serve warm with fruit or a little syrup. Clean up: carry your bowls to the sink and wipe the counter.

Allergy check: Contains wheat, milk and eggs. For a milk-free version, use oat milk and oil. For an egg-free version, add 2 more tablespoons of milk and an extra $\frac{1}{2}$ teaspoon of baking powder; the pancakes will be a little more tender.

Steps

1. **Job chart.** Fold a paper in half. On one side draw a grown-up, and on the other side draw yourself. Under each picture, draw the kitchen jobs that belong to that person: stove, knife and oven for the grown-up; washing, pouring, stirring and mashing for you.
2. Read the chart together. Tape it to the refrigerator.
3. Make the banana pancakes. Before each step, ask: "Is this a grown-up job or a helper job?"
4. From your safe spot, watch the pancakes. Count the bubbles you see before the flip.
5. **Taste test.** Taste a pancake plain, then with a few banana slices on top. Which do you like better?
6. Clean up: help load the dishes, wipe the counter, and wash your hands.

Tips

- Bananas with lots of brown spots are sweeter and mash more easily.
- Leftover pancakes freeze well. Toast or warm them for a quick breakfast later in the week (a grown-up job).

Check your work

- ☐ I can name grown-up jobs and helper jobs in the kitchen.
- ☐ I stayed in my safe spot while my grown-up cooked.
- ☐ I mashed, measured and stirred the pancake batter.

COOK'S NOTEBOOK

1. Draw your kitchen job chart: grown-up jobs on one side, helper jobs on the other.
2. Draw a pancake with bubbles on top. Your grown-up writes: "When the bubbles pop, it is time to flip."
3. Draw yourself in your safe spot, watching the stove.

COMMON MISTAKES

- Reaching toward the stove to see better. Stay in your safe spot; the grown-up will show you.
- Licking the spoon or tasting the batter. Uncooked batter can carry germs. Wait until the pancakes are cooked.
- Stirring the batter too long. Stir just until the flour disappears, and the pancakes will be fluffy.

Make it a game • Speak, Your Helper Hears. Your grown-up whispers a kitchen job, like stir the batter or wipe the table. Answer like Samuel, Speak; for thy servant heareth, then act it out. Sometimes the job is a grown-up job, like a hot pan or a sharp knife. Then you freeze, hands on your head, and say, Grown-up job.

Scripture. "Then Samuel answered, Speak; for thy servant heareth." (1 Samuel 3:10, KJV)
Samuel listened when he was called. A good kitchen helper listens too, and stops right away when a grown-up says "Stop."

1.3 WASH THE FRUIT

OBJECTIVES

- Tell why we rinse fruits and vegetables before eating them.
- Rinse fruit under cool running water, rub it, and dry it with a clean towel.
- Make fruit kabobs on blunt sticks, cutting soft banana with a butter knife.

Warm-up. Think about an apple’s trip to your kitchen. Who touched it? Make a list with your grown-up: the farmer who picked it, the worker who packed it, the truck driver, the store clerk, the shoppers who picked it up and put it back... How many hands can you count?

WATCH

Mayo Clinic Minute: Quick Tips for Washing Fruits and Vegetables

Mayo Clinic • 1:09

<https://www.youtube.com/watch?v=d41O6StbMTU>

WHEN TO WATCH

After the warm-up about the apple’s trip. Watch how the fruit is rinsed and rubbed under running water.

Note: A very short tip from the Mayo Clinic, written for grown-ups; watch it together and let your child copy the steps at the sink.

KEY TERMS

rinse

To wash something with clean running water.

produce

Fresh fruits and vegetables. Say it “PRO-does.”

kabob

Small pieces of food threaded onto a stick.

CORE IDEAS

A long trip. The fruit in your kitchen took a long trip to get to you. It grew on a farm, out in the open air, with dirt and rain and birds all around. Farm workers picked it by hand. It was packed in boxes, driven in trucks, and set out in the store, where

many people picked it up and put it down again. All along the way, dirt and germs can ride along on the outside.

What do food scientists say? Food safety experts at the U.S. Food and Drug Administration tell us to rinse fruits and vegetables under cool running water just before we eat or cut them. Rub them with your hands while you rinse. Firm foods, like apples, potatoes and melons, can be scrubbed with a clean vegetable brush. Then dry them with a clean towel. We do not use soap on food, only water.

Why wash a melon or a banana? We do not eat the rind of a melon, but when a grown-up cuts it, the knife can carry germs from the outside right into the juicy part. So we wash even fruits we peel. Washing just before eating is best; berries washed and then put away wet can turn soft and moldy.

Let's cook! You will rinse a rainbow of fruit, slice a banana with a butter knife, and thread the pieces onto blunt sticks to make fruit kabobs. Your grown-up cuts the melon and the grapes.

PICTURE STUDY



Basket of Wild Strawberries, Jean-Siméon Chardin, 1761 · Oil on canvas · Musée du Louvre, Paris

Image: [Wikimedia Commons](#), public domain

Chardin painted a basket piled high with tiny wild strawberries, picked by hand in the woods and fields of France. Next to them stands a clear glass of water.

Look closely

- Find the basket. How many strawberries do you think are in the pile?
- Find the glass of water. What could you do with water and strawberries before eating them?
- Find the peach and the cherries. Which fruit would you want to taste first?
- Look at the little leaves and bits of stem. Where did these berries come from?

Talk about it

1. These berries were picked in the fields. Why should they be rinsed before anyone eats them?
2. If you made kabobs from the fruit in this picture, what would you put on your stick?

Safety first. A grown-up cuts the melon, the strawberries' green tops and the grapes. You may cut the banana with a butter knife or a plastic kid knife. If you use wooden skewers, a grown-up snips off the sharp points first; walk, never run, with a kabob stick.

Rinse It Right: Rainbow Fruit Kabobs

You will be the fruit washer today. You will rinse each fruit, test how much water a towel can dry off, and build fruit kabobs in rainbow order.

You will need

- A colander and clean dish towels or paper towels
- A cutting board, a butter knife or plastic kid knife (for you), and a sharp knife (for the grown-up)
- 8–10 blunt sticks: plastic drinking straws, or wooden skewers with the points snipped off by a grown-up
- A large plate

RAINBOW FRUIT KABOBS

Serves 8–10 kabobs · Prep 20 min

Ingredients

- 1 cup strawberries (red)
- 1 cup cantaloupe chunks (orange), cut by a grown-up
- 1 cup pineapple chunks (yellow), fresh or canned and drained
- 1 cup green grapes, cut in half by a grown-up
- 2 bananas
- 1 cup blueberries (blue)
- Optional dip: 1 cup vanilla yogurt

Method

1. Wash your hands.
2. Rinse the strawberries, grapes and blueberries in a colander under cool running water, gently rubbing them with your fingers. Rinse the cantaloupe before the grown-up cuts it, rubbing the bumpy rind.
3. Pat the fruit dry on a clean towel.

4. A grown-up cuts the green tops off the strawberries, cuts the cantaloupe into bite-size chunks and cuts the grapes in half.
5. Peel the bananas and cut them into thick coins with a butter knife or a kid knife on the cutting board.
6. Thread the fruit onto the sticks in rainbow order: red, orange, yellow, green, banana, blue. Push gently so the fruit does not break.
7. Lay the kabobs on a plate and serve with a little yogurt for dipping.

Clean up: rinse the colander and wipe the board and counter.

Allergy check: The fruit contains none of the nine major allergens. The yogurt dip contains milk; leave it out or use a dairy-free yogurt. Whole grapes and blueberries can be a choking risk for little ones; cut grapes in half for young children.

Steps

1. **The towel test.** Rinse one apple under the faucet and hold it up. Is it wet? Dry it with a clean towel. Is the towel a little dirty? Talk about what came off.
2. Rinse all the fruit for your kabobs. Count to 10 while you rub each handful under the water.
3. Make the kabobs in rainbow order. Can you make a pattern on one stick, like red, green, red, green?
4. **Taste test.** Which fruit is the sweetest? Which is the juiciest? Point to it.
5. Serve the kabobs to your family. Tell them how you washed the fruit.
6. Clean up: put the extra fruit in a covered bowl in the refrigerator and wipe the counter.

Tips

- Straws are easiest for small hands: just push the fruit onto them.
- Keep the bananas for last; they turn brown and soft if they sit out.

Check your work

- ☐ I can rinse fruit under running water and dry it.
- ☐ I can tell why we wash fruit, even fruit we peel.
- ☐ I cut a banana with a butter knife and made fruit kabobs.

COOK'S NOTEBOOK

1. Draw the apple's trip: a farm, a truck, a store and your kitchen.

2. Draw your rainbow kabob and color each fruit.
3. Your grown-up writes down the three steps you remember: rinse, rub, dry.

COMMON MISTAKES

- Washing fruit with soap. Soap is for hands and dishes; fruit gets clean running water.
- Skipping the wash because you will peel it. The knife can carry germs from the outside to the inside.
- Washing berries and putting them away wet. Wash them just before you eat them.

Make it a game • Rinse Race. Set four pieces of fruit on a towel. Your grown-up times 60 seconds while you carry each one to the sink, rinse it under cool water, rub it all over, dry it with a clean towel and say, Rinsed! Then tell why we rinse before eating. Play again and try to beat your own time.

1.4 COLD FOODS STAY COLD

OBJECTIVES

- Tell how families kept food cold long ago, with ice from the iceman, and how a refrigerator keeps food cold today.
- Name cold foods that belong in the refrigerator and put them back quickly.
- Build a yogurt parfait and return the yogurt to the refrigerator right away.

Warm-up. Open the refrigerator with your grown-up and feel the cold air on your face. Then close it quickly to keep the cold in! Name five foods you saw inside. Now look in the pantry. Why do some foods live in the cold refrigerator and others live on a shelf?

WATCH

The Ice Box: Village Memories

[Memory Lane Heritage Village](#) • 1:53

<https://www.youtube.com/watch?v=VfLI8fgGWkA>

WHEN TO WATCH

After the story of the iceman. Watch the block of ice come out of the old icebox.

BACKUP VIDEO

Food Safety in Seconds

[U.S. Food and Drug Administration](#) • 1:17

https://www.youtube.com/watch?v=iguM_pqetzo

For the grown-up: a quick reminder of the four food-safety steps, including keeping cold foods cold.

KEY TERMS

refrigerator

A kitchen machine that keeps food cold so germs grow very slowly. It should be 40 °F or colder.

icebox

A wooden box lined with metal that held a big block of ice to keep food cold, before families had refrigerators.

parfait

Layers of yogurt, fruit and crunchy granola in a glass. Say it “par-FAY.”

CORE IDEAS

Long ago... About a hundred years ago, most families did not have a refrigerator. They had an icebox. In winter, workers cut huge blocks of ice from frozen lakes and stored them in icehouses, packed in sawdust so they would not melt. All summer long, the iceman drove his wagon or truck down the street. He carried a block of ice into each kitchen with big tongs and put it in the icebox. Children ran after his wagon, hoping for a cool chip of ice.

Why keep food cold? Germs grow quickly in warm food, but in the cold they grow very slowly. Milk, yogurt, cheese, eggs, meat and leftovers must stay cold, or they can spoil and make people sick. Today our refrigerator is like an icebox that never runs out of ice. Food scientists at the USDA say it should be at 40 °F or colder. Cold foods go back into the refrigerator quickly, never left out on the counter for more than 2 hours.

Close the door! Every time the refrigerator door stands open, warm air rushes in. So we decide what we want first, open the door, take it out, and close the door quickly.

Let's cook! You will build a yogurt parfait in a clear cup: yogurt, fruit, granola, and yogurt again. When you are done with the yogurt, you put it right back in the refrigerator.

PICTURE STUDY



Iceman, Crowley, Louisiana, Russell Lee, for the Farm Security Administration, 1938 · Photograph · Library of Congress, Washington, D.C.
Image: [Wikimedia Commons](#), public domain

This is a real photograph taken in 1938 in the town of Crowley, Louisiana. In those days the iceman still came down the street to deliver ice to families who kept their food in an icebox.

Look closely

- Find the block of ice. What is the iceman using to carry it?
- Find the wagon. What do the words on its side say?
- Find the wet puddle on the street. Where did the water come from?
- Find the boy running. Why might children run after the ice wagon?

Talk about it

1. Why did families need the iceman to come again and again?
2. How is our refrigerator like an icebox? How is it different?

Safety first. Put the yogurt and milk back in the refrigerator as soon as you are done with them. Wash your hands before you begin. Use a spoon, not your fingers, to scoop the yogurt.

Cold Foods Home Fast: Yogurt Parfaits

You will check the refrigerator's temperature, sort foods into "cold" and "shelf," and build a yogurt parfait for each person in your family, putting the cold foods back right away.

You will need

- Clear cups or small glass jars, one for each person
- Spoons and a measuring cup
- A refrigerator thermometer (optional)
- Paper and crayons for the sorting game

LAYERED YOGURT PARFAITS

Serves 4 parfaits · Prep 10 min

Ingredients

- 2 cups vanilla or plain yogurt
- 2 cups berries or other soft fruit (blueberries, raspberries, sliced strawberries, or banana coins cut with a butter knife)
- 1 cup granola
- Optional: a drizzle of honey (not for babies under one year)

Method

1. Wash your hands. Take the yogurt out of the refrigerator and close the door.
2. Rinse the berries in a colander and pat them dry. Slice strawberries or bananas with a butter knife if you are using them; a grown-up can cut large strawberries.
3. Spoon $\frac{1}{4}$ cup yogurt into the bottom of each cup.
4. Add a layer of fruit, then a spoonful of granola.
5. Add another $\frac{1}{4}$ cup yogurt, then fruit, and a sprinkle of granola on top.

6. Put the yogurt back in the refrigerator right away. Serve the parfaits now, or cover them and keep them in the refrigerator until snack time (add the top granola just before eating so it stays crunchy).

7. Clean up: wash the spoons and wipe the counter.

Allergy check: Contains milk. Granola often contains wheat and oats and may contain tree nuts, peanuts or soy; check the label or use crispy rice cereal. For a milk-free parfait, use a dairy-free yogurt. Honey is never given to babies under one year old.

Steps

1. **Check the cold.** If you have a refrigerator thermometer, put it on a middle shelf and check it after a few hours. Is it 40 °F or below? Your grown-up helps you read the numbers.
2. **Cold or shelf?** Your grown-up draws two boxes: a refrigerator and a pantry shelf. Draw these foods in the right box: milk, crackers, yogurt, cheese, cereal, eggs, a can of soup, butter, rice.
3. **Make the parfaits.** Time how long the yogurt is out of the refrigerator. Can you get it back in less than 5 minutes?
4. **Taste test.** Eat your parfait. Which layer do you like best: creamy, juicy or crunchy?
5. **Clean up:** rinse the cups and wipe the counter.

Tips

- Clear cups make the layers easy to see, and children love looking at their own stripes.
- Parfaits make a quick breakfast, too.

Check your work

- ☐ I can tell how the iceman and the icebox kept food cold long ago.
- ☐ I can name foods that belong in the refrigerator.
- ☐ I made a parfait and put the yogurt back right away.

COOK'S NOTEBOOK

1. Draw the iceman carrying a block of ice into a kitchen.
2. Draw your parfait cup with all its layers. Color each layer.
3. Draw the inside of your refrigerator with three cold foods in it.

From history. In the late 1800s and early 1900s, ice harvesting was a big winter business in the northern United States. Electric home refrigerators were first sold around 1915–1920, and by the 1940s most American homes that had electricity had one.

COMMON MISTAKES

- Standing with the refrigerator door open while you decide. Decide first, then open and close quickly.
- Leaving milk or yogurt on the counter after breakfast. Put cold foods back right away.
- Putting granola on a parfait the night before. It gets soggy; add it just before eating.

Make it a game • The Iceman Is Coming. Put six foods on the table: some cold ones like milk, cheese and yogurt, and some that stay on the shelf. Your grown-up calls, The iceman is here! Race to carry the cold foods to the refrigerator before the count of fifteen. Then say how families kept food cold long ago.

UNIT 1

KITCHEN & FOOD SAFETY

Every good cook starts the same way: with clean hands and a listening heart. In this unit you will find out about germs, tiny living things too small to see, and how soap and water chase them away. You will learn to be a kitchen helper who listens, who stays back from hot and sharp things, and who lets a grown-up do the hot and sharp jobs.

You will also learn to wash fruit before you eat it and to keep cold foods cold in the refrigerator. Long ago, families had no refrigerator at all, and an iceman brought big blocks of ice to the door. Each week you will make a real snack or breakfast for your family: apple “nachos,” banana pancakes, fruit kabobs and a yogurt parfait.

PREREQUISITES

- Can stand safely on a step stool at the counter with a grown-up nearby
- Can wash hands at the sink with a little help
- Knows that the stove, the oven and knives belong to grown-ups

MASTERY CHECKLIST

- ☐ I can wash my hands with soap for 20 seconds before I cook and after I touch eggs or raw meat.
- ☐ I can tell why we wash: germs are too small to see, and soap and water wash them away.
- ☐ I can listen to my grown-up in the kitchen and stay back from hot and sharp things.
- ☐ I can rinse fruit under running water and dry it with a clean towel.
- ☐ I can tell why we keep cold foods in the refrigerator and put them back quickly.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Nemours KidsHealth: Why Do I Need to Wash My Hands?**: Free. A short article for children about germs and handwashing from Nemours Children’s Health. Read it aloud before Lesson 1.1, and see their companion page “What Are Germs?”
- **A sturdy step stool and a child-size apron**: So your child can reach the sink and the counter safely. A grown-up checks that the stool does not wobble.
- **A refrigerator thermometer**: Optional and inexpensive. Leave it in the refrigerator so your child can check that it reads 40 °F or below (Lesson 1.4).

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

1.1 Germs Are Too Small to See	2 sessions of 30–40 minutes
1.2 Kitchen Helpers Listen	2 sessions of 30–40 minutes
1.3 Wash the Fruit	2 sessions of 30–40 minutes
1.4 Cold Foods Stay Cold	2 sessions of 30–40 minutes

UNIT 1 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, practice that skill again in the kitchen.

1. Show me how you wash your hands before cooking. How long do you scrub?
2. Why do we use soap? What happened to the pepper when we touched it with soap?
3. Point to the grown-up jobs on our job chart. Point to the helper jobs.
4. Where do you stand when a grown-up is cooking at the stove? What do you do if a grown-up says “Stop”?

5. Show me how to wash a strawberry. Why do we wash a melon even though we don't eat the outside?
6. Name three foods that live in the refrigerator. Why do we put them back quickly?

ANSWER KEY

1. Wet, soap, scrub palms, backs, between the fingers and under the nails for 20 seconds (two "Happy Birthday" songs), rinse and dry with a clean towel.
2. Soap grabs germs and dirt so water can wash them away. The pepper rushed away from the soapy finger.
3. Grown-up: stove, oven, toaster, sharp knives. Helper: washing, pouring, measuring, stirring cold things, mashing, spreading, wiping up.
4. In a safe spot set back from the stove where I can see but not reach. I stop right away.
5. Rinse it under cool running water, rub it, and pat it dry. The knife can carry germs from the outside to the inside.
6. For example milk, yogurt, cheese, eggs, meat or leftovers. Germs grow fast in warm food and slowly in the cold.

UNIT CHALLENGE: OUR CLEAN KITCHEN POSTER

Make a big hand-washing poster for your kitchen sink. Trace your hands, and draw or glue pictures of the steps: wet, soap, scrub, rinse, dry. Add your job chart from Lesson 1.2.

Then show your family how to wash hands the right way before a meal, and serve them one of this unit's snacks that you made with clean hands. Your grown-up takes a photo for your folder.

LOOK FOR	WHAT IT MEANS
Clean hands	Your child washes with soap for 20 seconds without being reminded of each step.
Poster	The poster shows the hand-washing steps in order, in your child's own drawings.
Listening and safety	Your child stayed back from hot and sharp jobs and stopped when asked.
Cleanup	Your child helped wipe up and put away cold foods quickly.

UNIT 2

FOOD GROUPS & THE BALANCED MEAL

When God made the world, He filled it with good things to eat: seeds and grain, fruit on the trees, and green plants in the field. In this unit you will thank God for His good gifts and learn to sort them into five food groups: fruits, vegetables, grains, protein and dairy. Each group helps your body in its own way.

You will learn to fill a plate with all five groups, hear how Daniel and his friends chose vegetables and water in the king's palace, learn the difference between everyday foods and sometimes foods, and find out why breakfast gets you going. You will make a rainbow snack plate, a five-group lunch, veggie-face mini pizzas and overnight oats in a jar.

PREREQUISITES

- Washes hands with soap for 20 seconds before cooking (Unit 1)
- Rinses fruit and vegetables under running water (Unit 1)
- Knows that a grown-up does every hot and sharp job (Unit 1)

MASTERY CHECKLIST

- ☐ I can say thank you to God for good food.
- ☐ I can name the five food groups: fruits, vegetables, grains, protein and dairy.
- ☐ I can point to a food from each group on my plate.
- ☐ I can tell the difference between everyday foods and sometimes foods.
- ☐ I can help make a breakfast with foods from three or more groups.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **MyPlate Kids (U.S. Department of Agriculture):** Free. Coloring pages, activity sheets and a printable MyPlate picture on the USDA's MyPlate website (search "MyPlate kids"). Print the plate and color it together for Lesson 2.2.
- **Nemours KidsHealth: Breakfast:** Free. A short article for children about why breakfast matters, from Nemours Children's Health. Good to read aloud with Lesson 2.4.
- **A divided plate or a plain paper plate:** Optional. A plate with sections makes it easy for a young child to see the food groups; a paper plate with lines drawn on it works just as well.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 God Made Good Food	2 sessions of 30–40 minutes
2.2 Five Groups on One Plate	2 sessions of 30–40 minutes
2.3 Growing Foods and Sometimes Foods	2 sessions of 30–40 minutes
2.4 Breakfast Gets You Going	2 sessions of 30–40 minutes

UNIT 2 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, talk about it again at the next meal.

1. Who made fruits and vegetables? What do we say before we eat them?
2. Name the five food groups. Can you point to them on our MyPlate picture?
3. Point to the food group for each of these: bread, cheese, carrot, egg, banana.
4. What did Daniel ask to eat and drink? What happened after ten days?
5. Is a cupcake an everyday food or a sometimes food? Is an apple?

6. Why is the first meal of the day called breakfast? Show me a good breakfast with three food groups.

ANSWER KEY

1. God made them and gave them to us as food. We say thank you (grace).
2. Fruits, vegetables, grains, protein and dairy.
3. Bread: grains. Cheese: dairy. Carrot: vegetables. Egg: protein. Banana: fruits.
4. Pulse (vegetables and seeds like beans) and water. Daniel and his friends looked healthier and stronger than the others.
5. A cupcake is a sometimes food, a treat for special times. An apple is an everyday food.
6. It breaks the fast of the night, when we did not eat while we slept. For example, oatmeal (grain), milk (dairy) and berries (fruit).

UNIT CHALLENGE: A RAINBOW PLATE FOR THE FAMILY

Help your grown-up put a family dinner on the table that fills all five parts of MyPlate. You choose and wash the fruit and vegetables, help build each plate, and check every group.

Before the meal, lead the family in saying thank you. Afterward, draw the dinner plate and color each food group. Your grown-up writes down what you said about each food.

LOOK FOR	WHAT IT MEANS
Five groups	Your child can point to and name a food from each of the five groups on the plate.
Helping	Your child washed, sorted or arranged food and helped set the plates, staying back from hot and sharp jobs.
Thankfulness	Your child joined in or led the thank-you before the meal.
Drawing	The drawing shows the plate with each group colored and named (with help).

2.1 GOD MADE GOOD FOOD

OBJECTIVES

- Tell how God made plants for food on the third day and gave them to people (Genesis 1:29).
- Name fruits and vegetables of every color of the rainbow.
- Help build a rainbow snack plate and give thanks before eating it.

Warm-up. Go on a color hunt in your kitchen. Can you find a red food, an orange food, a yellow food, a green food, a blue or purple food, and a white or brown food? Set them on the table in rainbow order. Which ones grew on a plant?

WATCH

Why Are Foods Many Colors? | The Science of Colors! | SciShow Kids

SciShow Kids · 5:48

<https://www.youtube.com/watch?v=RJkqB3JqqIE>

WHEN TO WATCH

After the story of creation. Watch for why fruits and vegetables come in so many colors.

KEY TERMS

fruit

The part of a plant that holds its seeds, like an apple, a berry or a melon. Many fruits are sweet.

vegetable

Another part of a plant we eat, such as a root (carrot), a leaf (lettuce), a stem (celery) or a flower (broccoli).

thanks

Words we say to show we know something is a gift.

CORE IDEAS

In the beginning... The Bible tells us that in the beginning God made the heavens and the earth. On the third day He made the dry land and covered it with plants: grass, herbs that make seeds, and trees that make fruit. Then He made people, and He said, “Behold, I have given you every herb bearing seed ... and every tree, in the

which is the fruit of a tree yielding seed; to you it shall be for meat.” In the old words of the Bible, “meat” means food. Every apple and every carrot is a gift from God.

What did God make? God made food in every color: red strawberries and tomatoes, orange carrots and oranges, yellow bananas and corn, green peas and broccoli, blue blueberries, and purple grapes and cabbage. Food scientists have found that the different colors come from different natural things inside the plants, and each one does a different good job in your body. That is why it is wise to eat many colors, like a rainbow.

Why do we say thank you? We did not make the sun, the rain or the seeds. God gives them, and farmers work hard to grow the food. So before we eat, we stop and say thank you.

Let’s cook! You will wash fruits and vegetables and arrange them on a plate in the shape of a rainbow. A grown-up cuts the foods that need a sharp knife. You wash, sort, count and arrange.

PICTURE STUDY



Still Life with Quince, Cabbage, Melon and Cucumber, Juan Sánchez Cotán, about 1602 · Oil on canvas ·
San Diego Museum of Art, San Diego, California
Image: [Wikimedia Commons](#), public domain

Juan Sánchez Cotán was a Spanish painter who later became a monk. He painted plain fruits and vegetables hanging in a cool stone window, where people long ago kept food fresh. He painted them so carefully that they seem to glow, as if he wanted us to see how wonderful God's ordinary gifts are.

Look closely

- Find the four foods. Which are fruits and which are vegetables?
- Find the strings. Why do you think the quince and cabbage are hanging up?
- Look at the melon. Someone cut a slice. What color is the inside?
- Look at the curve the foods make, from the top left down to the bottom right. Trace it with your finger.

Talk about it

1. What colors do you see in this picture? What colors are missing that you could add to a rainbow plate?
2. Why might a painter want to paint a plain cabbage so beautifully?
3. What would you say to thank God for these foods?

Safety first. A grown-up cuts the peppers, cucumbers, tomatoes and grapes. You may cut soft foods like banana with a butter knife. Check for food allergies before anyone tastes the dip.

KITCHEN PROJECT

A Rainbow Snack Plate

You will sort fruits and vegetables by color and build a rainbow on a big plate for your family's snack. Then you will count how many colors your family eats today.

You will need

- A large round platter or tray
- A colander and a clean dish towel
- A cutting board and a sharp knife (for the grown-up), and a butter knife (for you)
- A small bowl for the dip

RAINBOW SNACK PLATE WITH HUMMUS

Serves 4–6 snack servings • Prep 20 min

Ingredients

- Red: 1 red bell pepper or 1 cup strawberries
- Orange: 1 cup baby carrots
- Yellow: 1 yellow bell pepper or 1 cup pineapple chunks
- Green: 1 cucumber or 1 cup sugar snap peas
- Blue and purple: 1 cup blueberries or purple grapes
- 1 cup hummus (store-bought) or plain yogurt dip

Method

1. Wash your hands. Rinse every fruit and vegetable under cool running water and pat it dry.
2. A grown-up cuts the peppers into strips, the cucumber into rounds, and the grapes in half. You may cut strawberries in half with a butter knife.
3. Spoon the hummus into a small bowl and set it at the bottom edge of the platter, like a cloud.
4. Lay the foods in curved stripes above the bowl to make a rainbow: red on the outside, then orange, yellow, green, and blue or purple on the

inside.

5. Show your family the rainbow, give thanks together, and eat.

6. Clean up: put leftovers in a covered container in the refrigerator, and wipe the counter.

Allergy check: Hummus contains sesame (in the tahini). For a sesame-free dip, use plain yogurt with a pinch of salt and dill (contains milk). The fruits and vegetables contain none of the nine major allergens.

Steps

1. **Sort by color.** Before you build the plate, sort the washed foods into color piles. Which pile is biggest?
2. Build the rainbow plate with your grown-up.
3. **Fruit or vegetable?** Point to each food and say whether it is a fruit or a vegetable. A tomato is a fun puzzle: it holds seeds, so it is a fruit, but cooks use it like a vegetable!
4. Give thanks. Say a short grace with your family before eating, or use the words of Genesis 1:29.
5. **Taste test.** Taste one food from each color. Which color was your favorite?
6. Clean up: wash the platter and wipe the counter.

Tips

- Use whatever fruits and vegetables your family already has; any color counts.
- Children are more willing to taste foods they have washed and arranged themselves.

Check your work

- ☐ I can tell who made the fruits and vegetables and say thank you.
- ☐ I can name a fruit or vegetable for each color of the rainbow.
- ☐ I built a rainbow plate for my family.

COOK'S NOTEBOOK

1. Draw your rainbow plate and color every stripe.
2. Draw one food God made for each day of the week, with a different color each day.
3. Your grown-up writes down your thank-you prayer.

COMMON MISTAKES

- Thinking all fruits are sweet and all vegetables are green. Fruits and vegetables come in every color.
- Forgetting to wash before arranging. Wash first, then build.
- Starting to eat before giving thanks. Stop and say thank you first.

Make it a game • Rainbow Kitchen Hunt. God made food in every color. Your grown-up calls a color: red, orange, yellow, green or purple. Hunt through the kitchen and bring back one fruit or vegetable of that color. Hold it up and say, God made this. Can you find all five colors before the timer rings at two minutes?

Scripture. “And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in the which is the fruit of a tree yielding seed; to you it shall be for meat.” (Genesis 1:29, KJV)

God made fruits and vegetables and gave them to people as food. Every snack is a gift from His hand.

2.2 FIVE GROUPS ON ONE PLATE

OBJECTIVES

- Name the five food groups on MyPlate: fruits, vegetables, grains, protein and dairy.
- Sort foods into their groups.
- Build a lunch plate with a food from each of the five groups.

Warm-up. Your grown-up sets out five foods: a slice of bread, a piece of cheese, an apple, a carrot and an egg (or a few beans). Can you guess which foods are “cousins” that belong in the same family? Make up your own groups first, then we will learn the real ones.

WATCH

The 5 Fabulous Food Groups

SciShow Kids · 4:31

<https://www.youtube.com/watch?v=L9ymkJK2QCU>

WHEN TO WATCH

After the story of MyPlate, before you color your own plate. Name each group as it appears.

BACKUP VIDEO

Discover MyPlate “Reach for the Sky” Music Video

USDA Food and Nutrition Administration · 2:14

<https://www.youtube.com/watch?v=1ewG3fZAsy8>

A MyPlate song and movement video from the USDA. Stand up and move along with it.

KEY TERMS

food group

A family of foods that help the body in the same way.

MyPlate

A picture of a plate made by the U.S. Department of Agriculture to show the five food groups: fruits, vegetables, grains, protein and dairy.

grains

Foods made from seeds like wheat, rice, oats and corn: bread, rice, oatmeal, pasta and tortillas.

protein

Foods that help build strong muscles: meat, fish, eggs, beans, nuts and seeds.

dairy

Milk and foods made from milk, like cheese and yogurt.

CORE IDEAS

A picture of a plate. For a long time, people in the United States Department of Agriculture, a part of our government that helps farmers and families, have made pictures to help children learn how to eat well. In 1992 they made a pyramid. In 2011 they made a simpler picture: a plate called **MyPlate**, divided into four parts, with a cup beside it.

What is on the plate? One side of the plate is for **fruits and vegetables**; they fill half the plate, and the vegetable part is a little bigger. The other side is for **grains and protein**. The cup beside the plate is for **dairy**, like a glass of milk. Fruits and vegetables help keep you healthy. Grains give you energy to run and play. Protein helps build strong muscles. Dairy helps build strong bones and teeth.

Why mix the groups? No single food has everything your body needs. Bread cannot do milk's job, and an apple cannot do an egg's job. When we put foods from all five groups together, they work like a team.

Let's cook! You will make a five-group lunch plate: a sandwich or roll-up (grain and protein), cucumber slices (vegetable), apple slices (fruit), and a cup of milk or a cheese stick (dairy). You build it yourself and check every group.

PICTURE STUDY



The Harvesters, Pieter Bruegel the Elder, 1565 · Oil on wood · The Metropolitan Museum of Art, New York

Image: [Wikimedia Commons](#), public domain

Pieter Bruegel painted farm workers in the Netherlands bringing in the wheat harvest on a hot summer day. At noon, some of them stop to rest and eat lunch together in the shade of a tree.

Look closely

- Find the people eating under the tree. What foods can you see? Look for bread, bowls, cheese and pears.
- Find the tall golden wheat. Which food group will the wheat become?
- Find the pear tree. Which food group are pears?
- Find the man asleep under the tree. Why is he so tired?

Talk about it

1. Which food groups are in the harvesters' lunch? Is any group missing?
2. Hard work makes people hungry. Which foods would give the workers energy?

Safety first. A grown-up cuts the apple and cucumber. You may spread with a butter knife and cut a sandwich or cheese with a butter knife. Check for food allergies before you build plates for others.

KITCHEN PROJECT

Make Your Plate: A Five-Group Lunch

You will draw a MyPlate placemat, sort foods into their groups, and then build a real lunch that fills every part of the plate.

You will need

- Paper plates and crayons for the placemat
- A cutting board, a butter knife (for you) and a sharp knife (for the grown-up)
- Plates and cups for the family

FIVE-GROUP LUNCH PLATE WITH TURKEY-AND-CHEESE ROLL-UPS

Serves 4 lunch plates · Prep 20 min

Ingredients

- Grain: 4 soft whole-wheat tortillas (8-inch) or 4 slices whole-wheat bread
- Protein: 8 thin slices deli turkey or ham, or ½ cup hummus or bean dip
- Dairy: 4 slices cheese, plus 4 cups milk or 4 cheese sticks
- Vegetable: 1 cucumber and 1 cup baby carrots
- Fruit: 2 apples or 2 cups grapes (halved by a grown-up for young children)

Method

1. Wash your hands. Rinse the cucumber, carrots and fruit.
2. Lay a tortilla flat. Put 2 slices of turkey and 1 slice of cheese on top.
3. Roll it up tightly from one side, like a sleeping bag. Cut it in half with a butter knife.
4. A grown-up slices the cucumber into rounds and the apples into wedges.
5. Put the roll-up on the grain-and-protein side of each plate. Put the cucumber and carrots in the vegetable part and the fruit in the fruit part.

6. Pour a small cup of milk for each person (or add a cheese stick).
7. Clean up: put the turkey, cheese and milk back in the refrigerator right away, and wipe the counter.

Allergy check: Contains wheat (tortilla or bread) and milk (cheese and milk). Some deli meats contain soy or milk; check the label. For a wheat-free plate, use corn tortillas or rice crackers. For a milk-free plate, use a calcium-fortified soy or oat drink (soy is a major allergen) and skip the cheese. Hummus contains sesame.

Steps

1. **Color the plate.** Draw a big circle on a paper plate and divide it into four parts with a cup beside it, like MyPlate. Color the parts and say the group names: fruits, vegetables, grains, protein, dairy.
2. **Sort game.** Your grown-up names foods, and you point to the part of your plate where each one belongs: rice, cheese, banana, chicken, broccoli, yogurt, bread, beans, an orange, a carrot.
3. Build the real lunch plates with your grown-up.
4. **Check the plate.** Point to each food on your lunch plate and name its group. Did you fill all five?
5. **Taste test.** Which group was your favorite part of lunch today?
6. Clean up: put away cold foods first, then wipe the counter.

Tips

- Some foods belong to two groups, like a cheese pizza (grain and dairy). That is fine; just name both.
- Beans and peas can count as a vegetable or a protein.

Check your work

- ☐ I can name the five food groups.
- ☐ I can sort foods into their groups.
- ☐ I built a lunch plate with all five groups.

COOK'S NOTEBOOK

1. Draw MyPlate and draw one food you like in each part.
2. Draw your five-group lunch plate.
3. Your grown-up writes down which group helps your muscles, which helps your bones, and which gives you energy, in your words.

COMMON MISTAKES

- Thinking a plate of only bread and cheese is a full meal. Look for fruits and vegetables too; they fill half the plate.
- Leaving the turkey and cheese out on the counter. Cold foods go back into the refrigerator right away.
- Thinking juice is the same as fruit. Whole fruit is the better choice most of the time.

Make it a game · Five Fingers, Five Groups. Hold up one hand. Name the five food groups, one finger at a time: fruits, vegetables, grains, protein, dairy. Now four corners of the room become groups. Your grown-up names a food, like cheese or rice, and you hop to the right corner. Get ten in a row and cheer.

2.3 GROWING FOODS AND SOMETIMES FOODS

OBJECTIVES

- Tell the story of Daniel and his friends, who asked for vegetables and water in the king's palace (Daniel 1).
- Sort foods into everyday foods and sometimes foods.
- Decorate mini pizzas with vegetable faces while a grown-up bakes them.

Warm-up. Your grown-up names foods one at a time. If it is a food we eat almost every day to help us grow, stand up tall like a tree. If it is a treat we eat only sometimes, crouch down small. Try: apple, cupcake, carrot, milk, candy, bread, chips, eggs, cookies, beans.

WATCH

Good Foods | Healthy Foods Song for Kids | Jack Hartmann

Jack Hartmann Kids Music Channel · 3:00

<https://www.youtube.com/watch?v=5dR22hbln6w>

WHEN TO WATCH

After the story of Daniel, before the food sort. Sing along and point to each growing food.

Note: A song from Jack Hartmann, a longtime children's music teacher.

KEY TERMS

everyday foods

Foods from the five food groups that help our bodies grow and stay strong, like fruits, vegetables, whole grains, eggs, beans and milk.

pulse

An old word for vegetables and seeds such as beans, peas and lentils.

sometimes foods

Treats like candy, cake, cookies and chips. They are good gifts in their place, eaten once in a while and in small amounts.

CORE IDEAS

Long ago... Long ago, a boy named Daniel was taken far from home to the palace of Nebuchadnezzar, king of Babylon. The king wanted Daniel and his friends to eat the fancy food from the king's own table. But Daniel had decided to obey God's law about food. He politely asked the man in charge to let him and his friends eat "pulse," which means vegetables and seeds like beans, and drink water for ten days.

What happened? After ten days, Daniel and his friends looked healthier and stronger than all the young men who ate the king's food. God blessed them, and they grew wise. Daniel was brave and kind, and he chose to obey God even when it was hard.

Everyday foods and sometimes foods. Most of what we eat should be **everyday foods**: fruits, vegetables, grains, protein foods and dairy, the five groups that help us grow. Treats like cake, candy and chips are **sometimes foods**. They are not "bad," and a birthday cake is a happy gift. But they do not help us grow the way everyday foods do, so we eat them once in a while, in small amounts.

Let's cook! You will make mini pizzas on English muffins and give each one a funny face made of vegetables. You spread the sauce, sprinkle the cheese and make the faces. A grown-up bakes them in the hot oven.

PICTURE STUDY



The Potato Planters, Jean-François Millet, 1861 · Oil on canvas · Museum of Fine Arts, Boston

Image: [Wikimedia Commons](#), public domain

Jean-François Millet grew up on a farm in France and loved to paint farm families at work. Here a husband and wife are planting potatoes in the spring. Their baby sleeps nearby in the shade.

Look closely

- Find the man with the hoe. What is he doing?
- Find the woman's hand. What is she dropping into the ground?
- Find the baby and the donkey under the tree.
- Look at the wide, flat field. How many potatoes do you think they will plant today?

Talk about it

1. Potatoes are an everyday food. How long do you think it takes for a potato to grow?
2. How is this family like Daniel, eating plain foods from the ground?
3. What could this family make from their potatoes?

Safety first. Only a grown-up uses the oven and takes out the hot pan. Stay back from the open oven door. Let the pizzas cool for a few minutes before you touch them; melted cheese stays very hot.

KITCHEN PROJECT

Veggie-Face Mini Pizzas and a Food Sort

You will sort pictures of foods into everyday foods and sometimes foods, and then make mini pizzas with vegetable faces for your family.

You will need

- Old magazines or grocery flyers, scissors (child-safe) and glue, or crayons and paper
- A baking sheet lined with foil or parchment (for the grown-up to bake)
- Spoons for spreading sauce
- Oven mitts (for the grown-up)

VEGGIE-FACE ENGLISH MUFFIN PIZZAS

Serves 8 mini pizzas (4 servings) · Prep 15 min · Bake 8–10 min

Ingredients

- 4 whole-wheat English muffins, split in half by a grown-up
- ½ cup pizza sauce or plain tomato sauce
- 1 cup grated mozzarella cheese
- Vegetables for faces: cherry tomatoes (halved by a grown-up), black olive slices, bell pepper strips, cucumber or zucchini rounds, baby spinach leaves, grated carrot

Method

1. Wash your hands. A grown-up heats the oven to 400 °F (200 °C).
2. Rinse the vegetables. A grown-up cuts them into rounds, strips and halves for eyes, noses, mouths and hair.
3. Lay the muffin halves cut side up on the baking sheet.
4. Spoon about 1 tablespoon of sauce onto each half and spread it with the back of the spoon.
5. Sprinkle about 2 tablespoons of cheese on each one.

6. Make a face on each pizza with the vegetables: olive eyes, a tomato nose, a pepper smile, carrot hair.
7. Step back. A grown-up bakes the pizzas for 8–10 minutes, until the cheese melts and bubbles, then takes the pan out with oven mitts.
8. Let them cool for 5 minutes before eating. Clean up: wipe the counter and put the cheese back in the refrigerator.

Allergy check: Contains wheat (English muffins) and milk (cheese). For a wheat-free pizza, use gluten-free English muffins or thick slices of baked sweet potato. For a milk-free pizza, use a dairy-free cheese or skip the cheese and add more vegetables.

Steps

1. **Food sort.** Cut out or draw pictures of ten foods. Make two piles: everyday foods and sometimes foods. Glue them onto a paper divided in two.
2. Retell the story of Daniel to your grown-up. What did Daniel ask for? What happened after ten days?
3. Make the veggie-face pizzas. Give each family member a pizza with a face that looks a little like him or her.
4. **Taste test.** Which vegetable on your pizza was the crunchiest? Which one did you try for the first time?
5. Clean up: put away the cold foods and wipe the counter.

Tips

- Let your child choose the vegetables. Children are more willing to eat what they have arranged.
- Leftover pizzas keep in the refrigerator for 2 days; a grown-up reheats them.

Check your work

- ☐ I can retell the story of Daniel and the vegetables.
- ☐ I can sort foods into everyday foods and sometimes foods.
- ☐ I made veggie-face pizzas while my grown-up used the oven.

COOK'S NOTEBOOK

1. Glue in your everyday foods and sometimes foods sorting page.
2. Draw Daniel and his friends with their plates of vegetables and cups of water.
3. Draw the funniest veggie face you made.

COMMON MISTAKES

- Calling treats “bad food.” They are sometimes foods: good gifts in their place.
- Touching the pizza right out of the oven. Wait 5 minutes; melted cheese is very hot.
- Piling on so many toppings that the pizza gets soggy. A few vegetables make the best faces.

Make it a game • Daniel Asks for Vegetables. Your grown-up plays the king and offers rich palace foods. You play Daniel and politely ask for vegetables and water instead. Then trade parts. Finish with a sorting game: your grown-up names a food, and you show thumbs up for an everyday food or wiggle fingers for a sometimes food.

Scripture. “Prove thy servants, I beseech thee, ten days; and let them give us pulse to eat, and water to drink.” (Daniel 1:12, KJV)

Daniel asked politely for plain food and water so he could obey God, and God made him strong and wise.

2.4 BREAKFAST GETS YOU GOING

OBJECTIVES

- Tell why the first meal of the day is called “breakfast.”
- Name breakfast foods from at least three food groups.
- Make overnight oats in a jar the night before and eat them in the morning.

Warm-up. How do you feel when you first wake up? Is your tummy empty or full? Act out a slow, sleepy car with no gas, then a zooming car with a full tank. Which one is you after a good breakfast?

WATCH

The Eat Your Breakfast Club S6 S15

WonderGrove Kids · 3:15

<https://www.youtube.com/watch?v=Ux7TU8MH8Po>

WHEN TO WATCH

After the story of the farm breakfast. Watch why breakfast gives you energy for the day.

BACKUP VIDEO

Why Breakfast is Important for Kids

UNRExtension · 1:43

<https://www.youtube.com/watch?v=U40ddSLmxjs>

A short talk from University of Nevada Cooperative Extension on why breakfast matters for children.

KEY TERMS

breakfast

The first meal of the day. It “breaks the fast” of the night, when we did not eat while we slept.

fast

A time of not eating. Every night while you sleep, you go without food.

oats

A whole grain. Rolled oats are oat seeds pressed flat so they cook or soften quickly.

CORE IDEAS

Long ago... On farms long ago, families rose before the sun. Fathers and older children went out to milk the cows and feed the animals, and mothers built up the fire to cook. The Bible tells about a wise mother who “riseth also while it is yet night, and giveth meat to her household.” After the early chores, everyone sat down to a big breakfast of porridge, eggs, bread and milk before a long day’s work.

Why is it called breakfast? All night long, while you sleep, you do not eat. That long time without food is called a **fast**. In the morning you “break the fast” by eating. Breakfast gives your body and brain fuel to think, play and learn, the way a car needs gas to go.

A good breakfast. A good breakfast has foods from more than one group: a grain like oatmeal or toast, a fruit, and a protein or dairy food like eggs, milk or yogurt. Oats are a whole grain. Whole grains keep the outside of the seed, so they give you more fiber, which helps you feel full until lunch.

Let’s cook! You will make overnight oats in a jar. You measure oats, milk and yogurt into a jar, stir, and put it in the refrigerator. While you sleep, the oats drink up the milk and get soft. In the morning, add fruit and eat!

PICTURE STUDY



Children's Breakfast, Albert Anker, 1879 · Oil on canvas

Image: [Wikimedia Commons](#), public domain

Albert Anker was a Swiss painter who painted the children and grandparents of his village. Here children are eating their breakfast together at a plain wooden table.

Look closely

- Count the children. Do not forget the baby peeking over the chair!
- Find the little jug and the cups. What do you think they are drinking?
- Find the rolls of bread on the table.
- Look at the older girl standing up. How is she helping?

Talk about it

1. What would these children do after breakfast in a farm village?
2. How is their breakfast like yours? How is it different?

Safety first. Wash your hands before you start. Put the milk and yogurt back in the refrigerator right away, and keep the jars of oats in the refrigerator overnight, not on the counter.

KITCHEN PROJECT

Overnight Oats in a Jar

Tonight you will make overnight oats and watch an experiment: dry oats in one cup and oats with milk in another. Tomorrow morning you will see what the milk did and eat your breakfast.

You will need

- 4 clean jars or containers with lids (about 1-pint size)
- Measuring cups and spoons
- A spoon for stirring
- Two small clear cups for the experiment

OVERNIGHT OATS

Serves 4 jars • Prep 10 min • Rest overnight (at least 6 hours)

Ingredients

- 2 cups old-fashioned rolled oats
- 2 cups milk
- 1 cup plain or vanilla yogurt
- 4 teaspoons maple syrup or honey (honey is not for babies under one year)
- 1 teaspoon vanilla extract (optional)
- A pinch of cinnamon
- In the morning: 2 cups berries, banana coins or chopped apple

Method

1. Wash your hands.
2. Into each jar measure $\frac{1}{2}$ cup oats, $\frac{1}{2}$ cup milk and $\frac{1}{4}$ cup yogurt.
3. Add 1 teaspoon maple syrup, a drop of vanilla and a tiny pinch of cinnamon to each jar.
4. Stir well with a spoon, all the way to the bottom. Put the lids on.

5. Put the jars in the refrigerator overnight. Put the milk and yogurt away too.
6. In the morning, stir each jar, top with fruit, and eat it cold. Clean up: rinse the jars right away so the oats do not stick.

Allergy check: Contains milk. Oats are often processed with wheat; use oats labeled gluten-free if needed. For a milk-free version, use oat or soy milk (soy is a major allergen) and a dairy-free yogurt. Honey is never given to babies under one year old.

Steps

1. **Oat experiment.** Put 2 tablespoons of oats in each of two small cups. Add 3 tablespoons of milk to one cup only. Feel the dry oats. Put both cups in the refrigerator.
2. Make the four jars of overnight oats.
3. **In the morning.** Look at the two cups. Which oats got soft and fat? Where did the milk go? Feel them with a clean spoon.
4. Top your jar with fruit. Name the food groups in your breakfast: grain (oats), dairy (milk and yogurt), fruit.
5. **Taste test.** Rate your overnight oats with a smiley, straight or frowny face. What fruit would you try next time?
6. Clean up: rinse the jars and wipe the counter.

Tips

- Use old-fashioned rolled oats, not steel-cut oats, which stay hard.
- Overnight oats keep in the refrigerator for up to 3 days, so you can make breakfast for several mornings at once.

Check your work

- ☐ I can tell why breakfast is called breakfast.
- ☐ I can name the food groups in my breakfast.
- ☐ I made overnight oats and saw how the oats soaked up the milk.

COOK'S NOTEBOOK

1. Draw the two oat cups: dry oats and soaked oats. Your grown-up writes what you noticed.

2. Draw your favorite breakfast and label its food groups with colors from your MyPlate.
3. Draw the sun coming up and your family eating breakfast together.

COMMON MISTAKES

- Leaving the oat jars on the counter overnight. Milk and yogurt must stay in the refrigerator.
- Skipping breakfast because you are in a hurry. A jar made the night before is ready in a moment.
- Using instant oats; they turn mushy. Old-fashioned oats stay chewy.

Make it a game • Break the Fast Dash. At night you do not eat, so breakfast breaks the fast. Stretch like you are waking up. Then your grown-up counts thirty seconds while you build a pretend breakfast from the pantry and fridge, grabbing food from three different groups. Say each group's name as you place it. Can you do four groups?

Scripture. “She riseth also while it is yet night, and giveth meat to her household, and a portion to her maidens.” (Proverbs 31:15, KJV)

The wise mother of Proverbs 31 rose early to give her family breakfast. When you make breakfast for your family, you are serving them too.

UNIT 2

FOOD GROUPS & THE BALANCED MEAL

When God made the world, He filled it with good things to eat: seeds and grain, fruit on the trees, and green plants in the field. In this unit you will thank God for His good gifts and learn to sort them into five food groups: fruits, vegetables, grains, protein and dairy. Each group helps your body in its own way.

You will learn to fill a plate with all five groups, hear how Daniel and his friends chose vegetables and water in the king's palace, learn the difference between everyday foods and sometimes foods, and find out why breakfast gets you going. You will make a rainbow snack plate, a five-group lunch, veggie-face mini pizzas and overnight oats in a jar.

PREREQUISITES

- Washes hands with soap for 20 seconds before cooking (Unit 1)
- Rinses fruit and vegetables under running water (Unit 1)
- Knows that a grown-up does every hot and sharp job (Unit 1)

MASTERY CHECKLIST

- ☐ I can say thank you to God for good food.
- ☐ I can name the five food groups: fruits, vegetables, grains, protein and dairy.
- ☐ I can point to a food from each group on my plate.
- ☐ I can tell the difference between everyday foods and sometimes foods.
- ☐ I can help make a breakfast with foods from three or more groups.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **MyPlate Kids (U.S. Department of Agriculture):** Free. Coloring pages, activity sheets and a printable MyPlate picture on the USDA's MyPlate website (search "MyPlate kids"). Print the plate and color it together for Lesson 2.2.
- **Nemours KidsHealth: Breakfast:** Free. A short article for children about why breakfast matters, from Nemours Children's Health. Good to read aloud with Lesson 2.4.
- **A divided plate or a plain paper plate:** Optional. A plate with sections makes it easy for a young child to see the food groups; a paper plate with lines drawn on it works just as well.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

2.1 God Made Good Food	2 sessions of 30–40 minutes
2.2 Five Groups on One Plate	2 sessions of 30–40 minutes
2.3 Growing Foods and Sometimes Foods	2 sessions of 30–40 minutes
2.4 Breakfast Gets You Going	2 sessions of 30–40 minutes

UNIT 2 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, talk about it again at the next meal.

1. Who made fruits and vegetables? What do we say before we eat them?
2. Name the five food groups. Can you point to them on our MyPlate picture?
3. Point to the food group for each of these: bread, cheese, carrot, egg, banana.
4. What did Daniel ask to eat and drink? What happened after ten days?
5. Is a cupcake an everyday food or a sometimes food? Is an apple?

6. Why is the first meal of the day called breakfast? Show me a good breakfast with three food groups.

ANSWER KEY

1. God made them and gave them to us as food. We say thank you (grace).
2. Fruits, vegetables, grains, protein and dairy.
3. Bread: grains. Cheese: dairy. Carrot: vegetables. Egg: protein. Banana: fruits.
4. Pulse (vegetables and seeds like beans) and water. Daniel and his friends looked healthier and stronger than the others.
5. A cupcake is a sometimes food, a treat for special times. An apple is an everyday food.
6. It breaks the fast of the night, when we did not eat while we slept. For example, oatmeal (grain), milk (dairy) and berries (fruit).

UNIT CHALLENGE: A RAINBOW PLATE FOR THE FAMILY

Help your grown-up put a family dinner on the table that fills all five parts of MyPlate. You choose and wash the fruit and vegetables, help build each plate, and check every group.

Before the meal, lead the family in saying thank you. Afterward, draw the dinner plate and color each food group. Your grown-up writes down what you said about each food.

LOOK FOR	WHAT IT MEANS
Five groups	Your child can point to and name a food from each of the five groups on the plate.
Helping	Your child washed, sorted or arranged food and helped set the plates, staying back from hot and sharp jobs.
Thankfulness	Your child joined in or led the thank-you before the meal.
Drawing	The drawing shows the plate with each group colored and named (with help).

UNIT 3

TASTE, SMELL & YOUR TASTE BUDS

God gave you a wonderful tongue and a wonderful nose. Your tongue is covered with tiny bumps, and hidden in them are taste buds that tell you whether a food is sweet, salty, sour or bitter. Your nose works right alongside your tongue: much of what we call the “taste” of a food is really its smell!

In this unit you will set up a tasting tray, squeeze lemons for lemonade, play a smell-and-guess game with spice jars, sort foods into crunchy and soft, and learn the brave and thankful habit of “one more bite.” The Bible says, “O taste and see that the LORD is good.” Every new taste is a chance to enjoy His gifts.

PREREQUISITES

- Washes hands before cooking and rinses fruits and vegetables (Unit 1)
- Can name the five food groups (Unit 2)
- Lets a grown-up do hot and sharp jobs (Unit 1)

MASTERY CHECKLIST

- ☐ I can name sweet, salty and sour, and find a food for each one.
- ☐ I can tell that taste buds are all over my tongue.
- ☐ I can show how pinching my nose changes the way food tastes.
- ☐ I can sort foods into crunchy and soft.
- ☐ I can take one more polite, thankful bite of a new food.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **A hand-held lemon squeezer (reamer or press):** Inexpensive and fun for small hands. A fork twisted into a lemon half works too (Lesson 3.1).
- **Nemours KidsHealth: Your Tongue and Your Nose:** Free. Short articles for children about taste buds and about smell (see also “Your Nose” on the same site). Read them aloud with Lessons 3.1 and 3.2.

Not required. Every recipe in this unit works in an ordinary home kitchen.
School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

3.1 Sweet, Salty, Sour

2 sessions of 30–40 minutes

3.2 Your Nose Helps You Taste

2 sessions of 30–40 minutes

3.3 Crunchy and Soft

2 sessions of 30–40 minutes

3.4 One More Bite

2 sessions of 30–40 minutes

UNIT 3 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, play the tasting or smelling game again.

1. Name a sweet food, a salty food and a sour food.
2. Show me where your taste buds are. Can the tip of your tongue taste sour things?
3. What happens when you pinch your nose and eat an apple? Why?
4. Show me a crunchy food and a creamy food in our kitchen.
5. Why is fresh celery crunchy, and why does old celery bend?
6. What do we do when someone serves us a new food? Why does it help to taste it again and again?

ANSWER KEY

1. For example: sweet, a strawberry or honey; salty, a pretzel or cheese; sour, a lemon or a pickle.
2. All over the tongue. Yes; every part of the tongue can taste every taste.
3. It tastes plain. Much of flavor is smell, and pinching the nose stops the smell from reaching it.
4. For example: crunchy, a carrot, celery or crackers; creamy, yogurt, peanut butter or applesauce.
5. Fresh celery is full of water that makes it snap. Old celery has dried out and lost its water.
6. Take a polite try-it bite and say thank you. The more times we taste a food, the more we get used to it and learn to like it.

UNIT CHALLENGE: OUR FAMILY TASTE TEST

Set up a taste test for your family. With your grown-up, choose four foods: one sweet, one salty, one sour and one crunchy or creamy. Have each person close their eyes, taste each food, and guess the taste and the texture.

Make a big chart with each person's name and a smiley, straight or frowny face for each food. Finish with a try-it bite of a vegetable that someone in the family is still learning to like. Your grown-up takes a photo of the chart.

LOOK FOR	WHAT IT MEANS
Clean and safe	Your child washed hands, rinsed the foods and checked allergies with you before the test.
Taste words	Your child used the words sweet, salty, sour, crunchy and creamy correctly.
Chart	The chart shows each family member's faces, filled in with your child's help.
Thankful trying	Your child took a polite try-it bite and said thank you.

3.1 SWEET, SALTY, SOUR

OBJECTIVES

- Name the tastes sweet, salty and sour (and bitter), and find a food for each.
- Tell that taste buds are found all over the tongue.
- Squeeze lemons and stir sugar to make lemonade, tasting how sweet and sour balance.

Warm-up. Stick out your tongue and look at it in a mirror. Do you see tiny bumps all over it? Those bumps hold your taste buds. Now take a sip of water and swish it around. Can water taste like anything?

WATCH

The Five Tastes

Denver Museum of Nature & Science · 3:48

<https://www.youtube.com/watch?v=MZn2PMUWO-Y>

WHEN TO WATCH

After the kitchen-science paragraph, before the tasting tray.

BACKUP VIDEO

Your Tongue: The Taste-Maker!

SciShow Kids · 3:52

<https://www.youtube.com/watch?v=C4rdqXXzPGU>

Look in a mirror at your own tongue while you watch.

KEY TERMS

taste buds

Tiny parts of your tongue, too small to see, that tell your brain whether a food is sweet, salty, sour, bitter or savory.

salty

The taste of salt, pretzels, crackers and cheese.

sweet

The taste of sugar, honey, ripe fruit and maple syrup.

sour

The puckery taste of lemons, limes, pickles and vinegar.

CORE IDEAS

Long ago... In the Bible, a man named Job asked a question every cook knows the answer to: “Can that which is unsavoury be eaten without salt?” He meant that plain food with no salt tastes flat. Long before anyone knew about taste buds, people knew that a pinch of salt made food taste better, that honey made it sweet, and that a squeeze of sour fruit made it bright.

What did scientists find? Your tongue is covered with little bumps you can see in a mirror. Inside the bumps are thousands of taste buds, far too small to see. Scientists have found that taste buds all over your tongue can taste sweet, salty, sour and bitter (and a fifth taste, a savory taste found in cheese, tomatoes and broth). Some old books show a “tongue map” with sweet only on the tip and sour only on the sides, but that is a mistake. Every part of your tongue can taste every taste.

What happens when you taste? When food mixes with the wet spit in your mouth, tiny bits of it touch your taste buds. The taste buds send a message to your brain: “Sweet!” or “Sour!” Your brain likes sweet and salty tastes. Sour and bitter tastes can make you pucker or make a face, but many of the best foods mix them together.

Let’s cook! You will make real lemonade. A grown-up cuts the lemons in half. You squeeze out the sour juice, stir in sweet sugar and cold water, and taste until it is just right: not too sour, not too sweet.

PICTURE STUDY



Still Life with Lemons, Oranges and a Rose, Francisco de Zurbarán, 1633 · Oil on canvas · Norton Simon Museum, Pasadena, California

Image: [Wikimedia Commons](#), public domain

Francisco de Zurbarán, a Spanish painter, set three simple things in a row on a dark table: lemons, oranges and a cup of water with a rose. He painted them so carefully that they seem to shine in the dark.

Look closely

- Find the lemons. How many are there? What taste do lemons have?
- Find the basket of oranges. Are oranges sweeter or more sour than lemons?
- Find the white flowers among the oranges. They are orange blossoms, which smell sweet.
- Find the cup of water and the rose.

Talk about it

1. If you mixed lemon juice with the water in the cup, what would you need to add to make lemonade?
2. Which fruit in the picture would you like to taste? Which would make you pucker?

Safety first. A grown-up cuts the lemons with a sharp knife. Keep lemon juice away from your eyes, and wash your hands after squeezing. Check for food allergies before the tasting tray.

KITCHEN PROJECT

A Tasting Tray and Fresh Lemonade

You will taste a tray of foods and sort them into sweet, salty and sour. Then you will squeeze lemons for lemonade and find the balance between sour and sweet.

You will need

- A tray or plate and small cups or spoons for tasting
- A cutting board and a sharp knife (for the grown-up)
- A lemon squeezer or a fork
- A measuring cup, a big pitcher and a long spoon
- A small strainer to catch seeds

FRESH-SQUEEZED LEMONADE

Serves 6 cups (about 6 servings) · Prep 15 min

Ingredients

- 5–6 lemons (to make 1 cup juice)
- $\frac{1}{2}$ to $\frac{3}{4}$ cup sugar
- 5 cups cold water
- Ice cubes
- For the tasting tray: a few chocolate chips or raisins (sweet), small pretzels or crackers (salty), a dill pickle slice or a lemon wedge (sour), and a little unsweetened cocoa powder or a radish slice (bitter)

Method

1. Wash your hands. Rinse the lemons and roll each one on the counter, pressing with your palm; this makes them juicier.
2. A grown-up cuts the lemons in half across the middle.
3. Squeeze each half over a strainer set on the measuring cup, twisting hard, until you have 1 cup of juice.
4. Pour the juice into the pitcher. Add $\frac{1}{2}$ cup sugar and 1 cup of the water. Stir until the sugar disappears.

5. Add the rest of the water and stir. Taste with a clean spoon. Too sour? Add a little more sugar, 1 tablespoon at a time, up to $\frac{3}{4}$ cup in all. Too sweet? Add a little more water.
6. Serve over ice. Clean up: throw away the lemon rinds and seeds, wash the squeezer, and wipe up any sticky drips.

Allergy check: The lemonade contains none of the nine major allergens. On the tasting tray, pretzels and crackers contain wheat and may contain milk, soy or sesame, and chocolate chips may contain milk and soy; check labels and choose foods that are safe for your family.

Steps

1. **Tasting tray.** Taste one food at a time and sip water in between. After each one, say “sweet,” “salty,” “sour” or “bitter.”
2. Make a chart with four columns and a picture at the top of each: a candy (sweet), a pretzel (salty), a lemon (sour) and a cocoa bean (bitter). Draw each food in the right column.
3. Squeeze the lemons and make the lemonade.
4. **Taste test.** Taste a drop of plain lemon juice on a spoon. Then taste the finished lemonade. What did the sugar do to the sour taste?
5. Pour a glass for each person in your family and ask them to rate it: too sour, just right or too sweet.
6. Clean up: wipe the counter, and wash and dry the pitcher when it is empty.

Tips

- Room-temperature lemons give more juice than cold ones.
- Lemonade keeps covered in the refrigerator for up to 5 days.

Check your work

- ☐ I can name sweet, salty and sour and find a food for each.
- ☐ I can tell that every part of my tongue can taste every taste.
- ☐ I squeezed lemons and balanced sour and sweet in lemonade.

COOK'S NOTEBOOK

1. Draw your tasting chart with a food in each column.
2. Draw your tongue with little dots all over it for taste buds.

3. Draw the face you made when you tasted plain lemon juice, and the face you made when you tasted the lemonade.

COMMON MISTAKES

- Believing the old “tongue map.” Every part of your tongue can taste every taste.
- Dumping in all the sugar at once. Add a little, stir, taste, and add more if needed.
- Rubbing your eyes with lemony fingers. Wash your hands after squeezing.

Make it a game • Taste Faces. Make a face for each taste. Sweet is a smile, salty is a squint, sour is a pucker, bitter is a scrunch. Your grown-up names a food, like lemon, pretzel, honey or a cookie, and you show the face and say the taste. Then stick out your tongue and point to where taste buds live. Everywhere!

Scripture. “Can that which is unsavoury be eaten without salt?” (Job 6:6, KJV)

Job knew that a little salt brings out the taste of food. God made our tongues able to taste salty, sweet and sour.

3.2 YOUR NOSE HELPS YOU TASTE

OBJECTIVES

- Tell that much of a food's flavor comes from its smell.
- Play a smell-and-guess game with spice jars.
- Shake cinnamon sugar and sprinkle it on toast that a grown-up makes.

Warm-up. Close your eyes. Your grown-up holds something under your nose: an orange peel, a slice of onion, or a cinnamon stick. Can you guess what it is without looking or tasting? How did you know?

WATCH

How Your Nose Works

Nemours KidsHealth • 4:22

https://www.youtube.com/watch?v=hzOSzX_HXE4

WHEN TO WATCH

After the paragraph about how your nose smells, before the smell-and-guess game.

BACKUP VIDEO

How Your Nose Works? - The Dr. Binocs Show | Best Learning Videos For Kids | Peekaboo Kidz

Peekaboo Kidz • 5:34

<https://www.youtube.com/watch?v=V9CpmgTPhu8>

Another cartoon look at how your nose works.

KEY TERMS

smell

The sense your nose uses to notice odors in the air.

flavor

Everything you notice when you eat a food: its taste on your tongue and its smell in your nose, working together.

spice

A dried part of a plant, such as bark, seeds or roots, used to give food flavor.

Cinnamon is a spice.

CORE IDEAS

Have you noticed? When you have a stuffy nose from a cold, your food seems to taste plain. Your mother's soup or your favorite apple just does not taste the same. Scientists have studied why, and what they found is surprising.

What did scientists find? Your tongue can tell only a few tastes: sweet, salty, sour, bitter and savory. But you can tell the difference between an apple and a pear, or strawberry and grape, because of **smell**. When you chew, little bits of the food's smell float up the back of your mouth into your nose. Your brain puts the taste and the smell together, and that is called **flavor**. Much of what we call taste is really smell!

How does your nose smell? Inside the top of your nose are special smell sensors. When a smell floats in, they send a message to your brain. Your nose can tell apart a great many smells, many more than your tongue has tastes. When you pinch your nose shut, the smell cannot get up there, and food tastes plain.

Let's cook! You will make cinnamon toast. You shake cinnamon and sugar together in a jar. A grown-up toasts the bread. You spread butter and sprinkle the cinnamon sugar on top. Smell it before you take a bite!

PICTURE STUDY



Kitchen Scene with Christ in the House of Martha and Mary, Diego Velázquez, 1618 · Oil on canvas ·
National Gallery, London

Image: [Wikimedia Commons](#), public domain

Diego Velázquez painted this kitchen when he was only about nineteen years old. A young cook is pounding garlic in a mortar and pestle. Through a window or doorway behind her, we can see the Bible story of Jesus visiting Martha and Mary.

Look closely

- Find the brass mortar and pestle. What is the cook crushing? (Look for the white heads of garlic.)
- Find the fish, the eggs and the red pepper on the table.
- Imagine the smells in this kitchen. Which food would smell the strongest when it is crushed?
- Find Jesus in the little scene in the back.

Talk about it

1. Why do cooks crush garlic and spices before they use them?
2. If you closed your eyes in this kitchen, what would your nose tell you?
3. Martha was busy in the kitchen, and Mary sat listening to Jesus. How can we serve others and also listen to Jesus?

Safety first. Only a grown-up uses the toaster or toaster oven. Let the toast cool for a minute before you spread it. Sniff spices gently by waving the smell toward your nose; never sniff powder up close, and keep spices away from your eyes.

KITCHEN PROJECT

Smell-and-Guess Spice Jars and Cinnamon Toast

You will play a smell-and-guess game with your eyes closed, try the nose-pinch test, and then make cinnamon toast, smelling the cinnamon before you taste it.

You will need

- 4–6 small cups or jars with a little of each smell: cinnamon, orange peel, vanilla on a cotton ball, cocoa powder, garlic powder, peppermint candy
- A blindfold or scarf (optional)
- A small jar with a lid for shaking cinnamon sugar
- A toaster (for the grown-up) and a butter knife

CINNAMON TOAST

Serves 4 slices · Prep 5 min · Toast 3 min

Ingredients

- 4 slices bread (whole-wheat or white)
- 2 tablespoons soft butter
- 2 tablespoons sugar
- 1½ teaspoons ground cinnamon

Method

1. Wash your hands. Put the sugar and cinnamon in a small jar, close the lid tightly, and shake, shake, shake until it is all one light-brown color.
2. Step back. A grown-up toasts the bread until it is golden.
3. When the toast has cooled for a minute, spread butter on each slice with a butter knife, all the way to the edges.
4. Open the jar and sprinkle cinnamon sugar over the butter with a spoon.
5. A grown-up cuts each slice into 4 triangles or strips. Smell it, then eat it!
6. Clean up: put the lid back on the cinnamon sugar for next time, brush crumbs into the sink, and wipe the counter.

Allergy check: Contains wheat (bread) and milk (butter). Some breads contain soy, milk, eggs or sesame; check the label. For a milk-free version, use a dairy-free spread or a little coconut oil. Use gluten-free bread

if needed.

Steps

1. **Smell-and-guess.** Close your eyes. Your grown-up holds each cup under your nose. Wave the smell toward you with your hand and guess what it is. How many did you get right?
2. **Nose-pinch test.** Pinch your nose shut and eat a small piece of apple. Now let go and take another bite. Was there a difference? (Try it with a jelly bean or a piece of cinnamon toast too.)
3. Make the cinnamon toast.
4. **Taste test.** Take one bite of cinnamon toast with your nose pinched and one bite without. Tell your grown-up what you noticed.
5. Clean up: put the lids back on the spice jars and wipe the counter.

Tips

- Keep the spice cups small and covered until it is time to smell them so the smells do not mix.
- Extra cinnamon sugar keeps for weeks in a closed jar; it is delicious on oatmeal and apples too.

Check your work

- ☐ I can tell that smell is a big part of flavor.
- ☐ I guessed spices by smell and tried the nose-pinch test.
- ☐ I shook cinnamon sugar and made cinnamon toast while my grown-up used the toaster.

COOK'S NOTEBOOK

1. Draw a nose and a tongue holding hands. Your grown-up writes: "They work together to make flavor."
2. Make a chart of the smell-and-guess jars: draw each one, and put a check by each one you guessed.
3. Draw your cinnamon toast with smell lines rising from it.

COMMON MISTAKES

- Sniffing spice powder up close. It can make you sneeze or sting your nose; wave the smell toward you instead.

- Grabbing the toast right out of the toaster. Let a grown-up take it out and let it cool a minute.
- Thinking the tongue does all the tasting. The nose does a big part of the work!

Make it a game · Mystery Spice Sniff. Close your eyes. Your grown-up holds a closed spice jar under your nose, opens it a crack and lets you sniff. Guess the spice! Cinnamon, vanilla and ginger are fun ones. Count your right guesses on your fingers. Then pinch your nose and sniff again. Why is it harder? Tell your grown-up.

3.3 CRUNCHY AND SOFT

OBJECTIVES

- Use the words crunchy, soft, chewy and creamy to describe how foods feel in your mouth.
- Tell why fresh celery and carrots are crunchy (they are full of water).
- Make ants on a log by spreading a creamy filling into crunchy celery.

Warm-up. Listen with your ears! Your grown-up gives you a carrot stick, a slice of banana, a cracker and a raisin. Bite each one close to your grown-up's ear. Which ones make a sound? Which ones are quiet?

WATCH

A Fun and Healthy Snack: ANTS ON A LOG | Full-Time Kid | PBS Parents

FullTimeKid · 2:57

<https://www.youtube.com/watch?v=v6XZqm8Na48>

WHEN TO WATCH

Watch before you make your own ants on a log, then listen for the crunch!

KEY TERMS

texture

How a food feels in your mouth and in your fingers: crunchy, soft, chewy, creamy, smooth or lumpy.

crunchy

Hard and crisp, making a sound when you bite it, like a carrot or a cracker.

creamy

Soft and smooth, like yogurt, peanut butter or mashed potatoes.

CORE IDEAS

Long ago... About 150 years ago, celery was a special, fancy food in America. Families who had it set it out on the table standing up in a tall glass vase, like flowers, for guests to admire and nibble. Farmers around the town of Kalamazoo,

Michigan, grew so much celery in their dark, wet fields that people called it “Celery City.” Children there helped plant, wash and bundle the crisp stalks.

Why is celery crunchy? Fresh vegetables like celery, carrots and cucumbers are mostly water. Every tiny part of the plant, too small to see, is filled with water and pressed tight, like a water balloon. When you bite, they snap open with a crunch! If celery sits out too long and dries, it bends instead of snapping. Cooking makes vegetables softer too.

Many textures. Foods feel different in your mouth. A cracker is crunchy, a banana is soft, a raisin is chewy, and yogurt is creamy. Cooks like to put different textures together, crunchy with creamy or soft with crisp, because it makes eating more interesting.

Let’s cook! You will make ants on a log: crunchy celery “logs” filled with creamy peanut butter (or sunflower seed butter or cream cheese) and topped with chewy raisin “ants.” A grown-up trims the celery. You spread and sprinkle.

PICTURE STUDY



Still Life with Cabbage and Clogs, Vincent van Gogh, 1881 · Oil on paper on panel · Van Gogh Museum, Amsterdam

Image: [Wikimedia Commons](#), public domain

This is one of the very first paintings Vincent van Gogh made, when he was just learning to paint. He chose plain things from a farm kitchen in the Netherlands: a cabbage, some potatoes and a pair of wooden shoes called clogs.

Look closely

- Find the cabbage. Would a fresh cabbage leaf be crunchy or soft?
- Find the potatoes. Are raw potatoes hard or soft? What about cooked potatoes?
- Find the wooden clogs. Who might have worn them?
- Look at the colors. Is this a bright, sunny picture or a dim, quiet one?

Talk about it

1. How could a cook change a crunchy cabbage into a soft one?
2. Why do you think van Gogh painted plain kitchen foods when he was learning?

Safety first. A grown-up trims and cuts the celery with a sharp knife. Spread with a butter knife. Check for peanut and tree-nut allergies before serving; sunflower seed butter or cream cheese are good swaps.

KITCHEN PROJECT

Texture Sort and Ants on a Log

You will sort snack foods by texture and then make ants on a log, a snack with three textures in every bite.

You will need

- A muffin tin or several small bowls for sorting
- A cutting board and a sharp knife (for the grown-up)
- A butter knife or a small spoon for spreading
- A plate

ANTS ON A LOG

Serves 4 snack servings (16 “logs”) · Prep 15 min

Ingredients

- 4 large celery stalks
- ½ cup creamy peanut butter, sunflower seed butter, or soft cream cheese
- ¼ cup raisins (or dried cranberries for “ladybugs”)

Method

1. Wash your hands. Rinse the celery stalks under cool running water, rubbing off any dirt at the bottom. Pat them dry.
2. A grown-up trims the ends and cuts each stalk into 4 pieces about 3 inches long.
3. Hold a celery piece with the hollow side up. Fill the hollow with peanut butter, using the butter knife or the back of a small spoon.
4. Press 4 or 5 raisins in a row on top: the ants marching on their log.
5. Arrange the logs on a plate and serve.
6. Clean up: put the lid on the peanut butter, wash the knife, and wipe the counter.

Allergy check: Contains peanuts if you use peanut butter. For a peanut- and tree-nut-free snack, use sunflower seed butter (check the label for a nut-free facility) or cream cheese, which contains milk. Raisins

and celery contain none of the nine major allergens. Celery strings can be hard for little ones to chew; a grown-up can peel off the strings with a vegetable peeler.

Steps

1. **Texture sort.** Set out small piles of snack foods: crackers, banana slices, raisins, yogurt, carrot sticks, cheese cubes, pretzels, applesauce. Taste each one and put it in the right cup: crunchy, soft, chewy or creamy.
2. **Snap test.** Bend a fresh celery stalk until it snaps. Listen! Now bend a celery stalk that your grown-up left out on the counter overnight. Does it snap or bend?
3. Make ants on a log.
4. **Taste test.** Take a bite. Name the three textures in your mouth: crunchy, creamy and chewy.
5. Clean up: wipe the counter and put leftover celery in a container with a little water in the refrigerator.

Tips

- Celery stored in the refrigerator wrapped in foil or standing in a jar of water stays crisp much longer.
- Try other “logs” too: cucumber boats, apple slices or a split banana.

Check your work

- ☐ I can name crunchy, soft, chewy and creamy foods.
- ☐ I can tell why fresh celery is crunchy.
- ☐ I made ants on a log by spreading and sprinkling.

COOK'S NOTEBOOK

1. Draw four boxes labeled crunchy, soft, chewy and creamy, and draw a food in each.
2. Draw your ants on a log. Give the ants little faces.
3. Draw the celery that snapped and the celery that bent.

From history. Celery vases of pressed or cut glass were a common sight on American dinner tables in the late 1800s. Kalamazoo, Michigan, became famous for celery in that era, and the town still remembers its nickname, “Celery City.”

COMMON MISTAKES

- Leaving celery out on the counter. It loses water and gets bendy; keep it cold and covered.
- Filling the celery so full that the filling squishes everywhere. A little goes a long way.
- Forgetting to check for nut allergies before you share. Ask first.

Make it a game • Crunchy, Soft, Chewy, Creamy. Your grown-up calls a word: crunchy, soft, chewy or creamy. Show it with your whole body and face, then name a food that feels that way. Carrots and celery are crunchy, so tell your grown-up why: they are full of water. Now you call a word and your grown-up must act it out.

3.4 ONE MORE BITE

OBJECTIVES

- Tell how the Israelites tasted a brand-new food, manna, that God gave them in the wilderness.
- Tell that tasting a new food many times helps us learn to like it.
- Stir up a yogurt dip and take a “try-it” bite of a vegetable on a dip plate.

Warm-up. Think of a food you did not like when you were little but like now. Ask your grown-up about a food he or she learned to like when older. How did that happen?

WATCH

Daniel Tiger's Neighborhood | Snacktime with Juan Carlos | PBS KIDS

PBS KIDS • 3:13

<https://www.youtube.com/watch?v=11DpLmyRiOY>

WHEN TO WATCH

After the story of the manna, before the dip plate. Sing along: try a new food, it might taste good!

KEY TERMS

manna

The food God sent from heaven to feed the Israelites in the wilderness. It was white and tasted like wafers made with honey.

dip

A thick sauce you dunk foods into, like yogurt dip or hummus.

try-it bite

One small, polite taste of a food, even a new one, with a thank-you.

CORE IDEAS

Long ago... When God led the Israelites out of Egypt into the wilderness, there was no food there. So every morning God sent a new food from heaven. When the people first saw it on the ground, small and white like frost, they asked each other, “What is it?” They had never seen it before. They called it **manna**. The Bible says it tasted “like

wafers made with honey.” For forty years, God fed His people with a food they had to learn to eat.

What have scientists learned? Children’s tongues are extra sensitive, especially to bitter tastes, so some vegetables taste stronger to you than to your grown-up. Scientists have also found that the more times we taste a new food, the more we get used to it and the more we like it. Many children need to try a food about 8 to 15 times before they enjoy it. So a food you do not like today might become a favorite later!

The thankful habit. We do not have to love every food. But when someone has cooked for us, we can take one polite **try-it bite** and say thank you. Each bite is practice for your taste buds, and each thank-you honors the person who made it and the God who gave it.

Let’s cook! You will make a creamy yogurt dip and set out a plate of colorful raw vegetables. Then you will choose one vegetable that is new or not-yet-loved, and give it a try-it bite.

PICTURE STUDY



The Potato Eaters, Vincent van Gogh, 1885 · Oil on canvas · Van Gogh Museum, Amsterdam

Image: [Wikimedia Commons](#), public domain

Vincent van Gogh painted a poor farm family in the Netherlands eating supper by lamplight. They have only one plate of potatoes, which they grew with their own hands, and they share it together.

Look closely

- Find the plate of potatoes. Can you see the steam?
- Count the people at the table. Do they each have their own plate?
- Find the woman pouring from the kettle into small cups.
- Find the lamp. Why is the room so dark?

Talk about it

1. This family ate potatoes almost every day. How do you think they felt about their supper?
2. Even a plain supper is a gift. What could this family say to thank God for it?
3. What new food could you add to their table?

Safety first. Check for food allergies before anyone tastes a new food. A grown-up cuts the vegetables. Cut cherry tomatoes in half for young children, and sit down while you eat.

Try-It Vegetable Dip Plate

You will stir up a creamy yogurt dip, set out a rainbow of raw vegetables, and start a try-it chart to keep for the rest of the year.

You will need

- A medium bowl, a spoon and measuring spoons
- A cutting board and a sharp knife (for the grown-up)
- A large plate
- Paper and crayons for the try-it chart

CREAMY DILL YOGURT DIP WITH VEGETABLES

Serves 4–6 snack servings (about 1 cup dip) · Prep 15 min

Ingredients

- 1 cup plain Greek yogurt
- 1 tablespoon lemon juice
- 1 teaspoon dried dill
- ½ teaspoon garlic powder
- ½ teaspoon onion powder
- ¼ teaspoon salt
- 4–5 cups raw vegetables: baby carrots, cucumber rounds, sugar snap peas, bell pepper strips, broccoli florets, cherry tomatoes (halved)

Method

1. Wash your hands. Rinse all the vegetables and pat them dry.
2. A grown-up cuts the cucumber, peppers, broccoli and tomatoes into dipping sizes.
3. Measure the yogurt, lemon juice, dill, garlic powder, onion powder and salt into the bowl.
4. Stir until everything is mixed and the dip is speckled green. Taste it with a clean spoon. Does it need a pinch more salt?

5. Put the dip in the middle of the plate and arrange the vegetables around it like the petals of a flower.

6. Clean up: put the yogurt back in the refrigerator, and wipe the counter.

Leftover dip keeps covered in the refrigerator for 3 days.

Allergy check: Contains milk (yogurt). For a milk-free dip, use hummus (contains sesame) or a dairy-free plain yogurt. The vegetables contain none of the nine major allergens.

Steps

1. Make the dip and the vegetable plate.
2. **Try-it chart.** Draw a chart with the names or pictures of five vegetables down the side and five boxes across. Each time you take a try-it bite of that vegetable, color a box.
3. **Taste test.** Choose one vegetable you do not usually eat. Take one try-it bite with dip and one without. Give it a smiley, straight or frowny face.
4. Say thank you to the person who bought or grew the vegetables.
5. Keep your chart on the refrigerator. Try the same vegetable again this week, and color in another box.
6. Clean up: put away the leftover vegetables in a covered container and wipe the counter.

Tips

- Never force a bite. A calm, cheerful try-it bite with no fuss is the goal; praise the trying, not the eating.
- Children often like raw vegetables better than cooked ones at first. Try both ways over the year.

Check your work

- ☐ I can tell the story of the manna, the new food God gave.
- ☐ I can tell why tasting a food again and again helps.
- ☐ I made a dip and took a try-it bite of a new vegetable.

COOK'S NOTEBOOK

1. Draw the Israelites gathering manna in the morning.
2. Glue in or draw your try-it chart.

3. Draw the face you made at your first try-it bite, and the face you hope to make at your tenth.

COMMON MISTAKES

- Saying “Yuck!” to a food someone made for you. Try a polite bite and say thank you.
- Giving up after one taste. Many foods need many tries.
- Double-dipping into a shared bowl after biting. Spoon some dip onto your own plate.

Make it a game • Gathering Manna. Scatter white paper scraps or cotton balls around the floor for manna. Your grown-up says, Morning has come! Gather as much as you can in thirty seconds and say, Thank You, God. Then practice a try-it bite. Your grown-up names a food you are still learning to like, and you say, I will try one more bite.

Scripture. “O taste and see that the LORD is good” (Psalm 34:8, KJV)

God invites us to taste and see His goodness. A thankful try-it bite is a small way of enjoying the good things He gives.

UNIT 3

TASTE, SMELL & YOUR TASTE BUDS

God gave you a wonderful tongue and a wonderful nose. Your tongue is covered with tiny bumps, and hidden in them are taste buds that tell you whether a food is sweet, salty, sour or bitter. Your nose works right alongside your tongue: much of what we call the “taste” of a food is really its smell!

In this unit you will set up a tasting tray, squeeze lemons for lemonade, play a smell-and-guess game with spice jars, sort foods into crunchy and soft, and learn the brave and thankful habit of “one more bite.” The Bible says, “O taste and see that the LORD is good.” Every new taste is a chance to enjoy His gifts.

PREREQUISITES

- Washes hands before cooking and rinses fruits and vegetables (Unit 1)
- Can name the five food groups (Unit 2)
- Lets a grown-up do hot and sharp jobs (Unit 1)

MASTERY CHECKLIST

- ☐ I can name sweet, salty and sour, and find a food for each one.
- ☐ I can tell that taste buds are all over my tongue.
- ☐ I can show how pinching my nose changes the way food tastes.
- ☐ I can sort foods into crunchy and soft.
- ☐ I can take one more polite, thankful bite of a new food.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **A hand-held lemon squeezer (reamer or press):** Inexpensive and fun for small hands. A fork twisted into a lemon half works too (Lesson 3.1).
- **Nemours KidsHealth: Your Tongue and Your Nose:** Free. Short articles for children about taste buds and about smell (see also “Your Nose” on the same site). Read them aloud with Lessons 3.1 and 3.2.

Not required. Every recipe in this unit works in an ordinary home kitchen.
School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

3.1 Sweet, Salty, Sour

2 sessions of 30–40 minutes

3.2 Your Nose Helps You Taste

2 sessions of 30–40 minutes

3.3 Crunchy and Soft

2 sessions of 30–40 minutes

3.4 One More Bite

2 sessions of 30–40 minutes

UNIT 3 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, play the tasting or smelling game again.

1. Name a sweet food, a salty food and a sour food.
2. Show me where your taste buds are. Can the tip of your tongue taste sour things?
3. What happens when you pinch your nose and eat an apple? Why?
4. Show me a crunchy food and a creamy food in our kitchen.
5. Why is fresh celery crunchy, and why does old celery bend?
6. What do we do when someone serves us a new food? Why does it help to taste it again and again?

ANSWER KEY

1. For example: sweet, a strawberry or honey; salty, a pretzel or cheese; sour, a lemon or a pickle.
2. All over the tongue. Yes; every part of the tongue can taste every taste.
3. It tastes plain. Much of flavor is smell, and pinching the nose stops the smell from reaching it.
4. For example: crunchy, a carrot, celery or crackers; creamy, yogurt, peanut butter or applesauce.
5. Fresh celery is full of water that makes it snap. Old celery has dried out and lost its water.
6. Take a polite try-it bite and say thank you. The more times we taste a food, the more we get used to it and learn to like it.

UNIT CHALLENGE: OUR FAMILY TASTE TEST

Set up a taste test for your family. With your grown-up, choose four foods: one sweet, one salty, one sour and one crunchy or creamy. Have each person close their eyes, taste each food, and guess the taste and the texture.

Make a big chart with each person's name and a smiley, straight or frowny face for each food. Finish with a try-it bite of a vegetable that someone in the family is still learning to like. Your grown-up takes a photo of the chart.

LOOK FOR	WHAT IT MEANS
Clean and safe	Your child washed hands, rinsed the foods and checked allergies with you before the test.
Taste words	Your child used the words sweet, salty, sour, crunchy and creamy correctly.
Chart	The chart shows each family member's faces, filled in with your child's help.
Thankful trying	Your child took a polite try-it bite and said thank you.

UNIT 4

HEAT & COLD

Cooks are always warming things up and cooling things down. Heat turns hard oats soft, melts chocolate into a shiny sauce, and makes muffin batter puff up in the oven. Cold turns juice into ice and keeps food fresh. In this unit you will watch these changes happen, always from a safe spot while a grown-up does the hot jobs.

You will hear how families long ago cooked over the fireplace, how Milton Hershey learned to make chocolate bars, and how an eleven-year-old boy named Frank Epperson left his drink outside on a cold night and found a frozen treat in the morning. You will make warm oatmeal with toppings, chocolate-dipped strawberries, fruit ice pops and banana muffins.

PREREQUISITES

- Stays in a safe spot while a grown-up uses the stove or oven (Unit 1)
- Knows that cold foods go back into the refrigerator quickly (Unit 1)
- Can measure with cups and spoons and stir (Units 1–3)

MASTERY CHECKLIST

- ☐ I can tell the difference between warm, hot and cold foods, and stay back from steam and hot pans.
- ☐ I can tell what happens when butter, chocolate and ice get warm (they melt) and when they get cold again (they get hard).
- ☐ I can tell what happens when juice or water gets very cold (it freezes into ice).
- ☐ I can tell how an oven bakes muffins, and why we never taste batter before it is baked.
- ☐ I can help make a recipe while a grown-up does every hot step.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Ice pop molds:** Inexpensive and reusable. Small paper cups with wooden craft sticks work just as well (Lesson 4.3).
- **A muffin tin and paper liners:** Used in Lesson 4.4 and again later in the year. A grown-up handles the hot tin.
- **America's Test Kitchen Kids:** Free recipes, videos and experiments for young cooks from America's Test Kitchen. Many recipes have jobs a kindergartner can do while a grown-up handles the heat.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

4.1 Warm Food, Cold Food	2 sessions of 30–40 minutes
4.2 Melting	2 sessions of 30–40 minutes
4.3 Freezing	2 sessions of 30–40 minutes
4.4 The Oven Bakes	2 sessions of 30–40 minutes

UNIT 4 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, try the experiment again.

1. What does steam tell you about a pot or a bowl of food? What should you do?
2. Show me with your hands what happens when chocolate gets warm, and what happens when it gets cold again.
3. What happened to Frank Epperson's drink on the cold night?
4. Why do we leave a little space at the top of an ice pop mold?
5. What does the oven do to muffin batter? Who opens the oven?
6. Why don't we taste muffin batter or cookie dough before it is baked?

ANSWER KEY

1. It is hot. Stay back and keep your face and hands away; let a grown-up handle it.
2. It melts into a liquid that flows; when it cools, it turns solid and hard again.
3. It froze solid with the stick inside it, and that became the ice pop.
4. When water freezes, it spreads out and takes up more room.
5. It makes the batter rise, set firm and turn golden brown. Only a grown-up opens the oven, with oven mitts.
6. Uncooked flour and eggs can carry germs. Baking makes them safe.

UNIT CHALLENGE: ONE BANANA, THREE WAYS

With your grown-up, try the same food three ways: a fresh banana, a frozen banana (peeled, cut into coins with a butter knife, and frozen for 3 hours), and a banana baked into a muffin. Taste each one.

Make a chart with three pictures. For each one, tell your grown-up how it looks, feels and tastes: cold or warm, hard or soft, sweet or plain. Your grown-up writes down your words and takes a photo.

LOOK FOR	WHAT IT MEANS
Safe helping	Your child stayed back while a grown-up used the oven and handled hot pans.
Noticing	Your child described how heat and cold changed the banana, using words like soft, hard, cold, warm, melted and frozen.
Chart	The chart has a picture of each banana and your child's words, written down by you.
Cleanup	Your child helped wash up and put away.

4.1 WARM FOOD, COLD FOOD

OBJECTIVES

- Tell how families long ago cooked over the fireplace, with the children kept safely back.
- Tell that heat moves from hot things to cold things, and that steam means “hot!”
- Add cold toppings to warm oatmeal that a grown-up cooks, and watch it cool.

Warm-up. Your grown-up gives you two cups of water: one warm from the tap and one with ice. Put one finger in each. Which is warm and which is cold? Now pour a little cold water into the warm cup. What happens to the warm water?

WATCH

Hot and Cold for Kids | Temperature for Kids | Thermometer | Hot & Cold for Preschool & Kindergarten

Neel Nation · 8:55

<https://www.youtube.com/watch?v=g-eBDAhB9VI>

WHEN TO WATCH

After the story of the hearth, before the oatmeal. Point to the hot things and the cold things.

BACKUP VIDEO

Hot and Cold Water Experiment | Energy | The Good and the Beautiful

The Good and the Beautiful Homeschool Science · 1:45

<https://www.youtube.com/watch?v=hpUhv206Zt0>

A short hot-and-cold water experiment you can try at the table.

KEY TERMS

hot

Very warm, warm enough to burn.
Stoves, ovens, pans and steam are hot.

steam

The cloud of tiny water drops rising from hot food or boiling water. Steam can burn.

hearth

The floor of a fireplace, where families long ago cooked their food.

CORE IDEAS

Long ago... In American homes long ago, there was no stove. Mothers cooked in a big fireplace called the **hearth**. Iron pots hung from a strong iron arm called a crane, which could swing out from the fire so the cook did not have to lean over the flames. Porridge bubbled in the pot, and bread baked in the coals. Children were taught to keep back from the hearth, because long skirts and little hands could get too close to the fire.

What is heat? Heat always moves from a hot thing to a cooler thing. A spoon in hot oatmeal gets warm. A bowl of hot oatmeal on the table slowly cools as its heat moves into the air. When you add cold milk or cold fruit, some of the heat moves into them, and the oatmeal cools faster.

Steam says “Hot!” When food is hot, you can often see **steam** rising from it. Steam is made of water that got so hot it floated up into the air. Steam can burn your skin, so keep your face and hands back from a steaming pot. Hold your hand above a warm bowl, far away, to feel the warm air rise.

Let’s cook! A grown-up will cook a pot of oatmeal on the stove while you watch from your safe spot. When it is in the bowls, you will add your own cold toppings and watch the steam slow down as the oatmeal cools.

PICTURE STUDY



Girl Eating Soup, Albert Anker, 1898 · Oil on canvas

Image: [Wikimedia Commons](#), public domain

Albert Anker, a Swiss painter, loved to paint the children of his village doing ordinary things. This little girl is eating a bowl of soup. Anker painted many children eating soup and porridge, the everyday warm meals of a farm village.

Look closely

- Find the spoon and the bowl. What is in the bowl?
- Is the girl eating quickly or carefully? Why might she be careful?
- Find the bread and the glass of water. Which food groups are on her table?
- Look at the white cloth hanging on the chair behind her.

Talk about it

1. How can you tell when soup is too hot to eat? What can you do to cool it?
2. Why are warm foods so nice on a cold day?

Safety first. Only a grown-up uses the stove and carries the hot pot. Watch from your safe spot, and keep your face and hands away from steam. Let your bowl cool, and test a small bite on the spoon before you eat.

Warm Oatmeal with a Topping Bar

You will watch oats change in a hot pot, set up a topping bar, and find out which toppings cool your oatmeal the fastest.

You will need

- A medium saucepan and a wooden spoon (for the grown-up)
- Bowls and spoons for everyone
- Small bowls for the toppings
- A chair or stool set back from the stove for the helper

STOVETOP OATMEAL WITH A TOPPING BAR

Serves 4 bowls · Prep 5 min · Cook 7 min

Ingredients

- 2 cups old-fashioned rolled oats
- 3½ cups water or milk (or half and half)
- ¼ teaspoon salt
- Toppings: cold milk, sliced bananas, blueberries, raisins, a little brown sugar or maple syrup, cinnamon

Method

1. Wash your hands. Measure the oats into a bowl and the water or milk into a large measuring cup, and hand them to your grown-up.
2. Go to your safe spot. A grown-up brings the water or milk and salt to a boil in the saucepan, stirs in the oats, and turns the heat to medium-low.
3. The grown-up stirs the oatmeal now and then for about 5 minutes, until the oats are soft and thick. Watch the bubbles and the steam from your safe spot.
4. While it cooks, set out the toppings in small bowls. Slice the banana with a butter knife.
5. The grown-up turns off the stove and spoons oatmeal into the bowls, then sets them on the table.

6. Add your toppings. Wait until the steam slows, and test a small bite on your spoon first.
7. Clean up: carry your bowl to the sink and wipe the table. The grown-up fills the pot with water to soak.

Allergy check: Contains milk if made with milk or topped with milk. Oats are often processed with wheat; use oats labeled gluten-free if needed. For a milk-free bowl, cook the oats in water and top with oat milk.

Steps

1. **Watch the change.** Before cooking, feel a few dry oats. After cooking, look at a spoonful of oatmeal. How did the hot water change the oats?
2. **Steam watch.** Hold your hand high above your bowl, far from it, and feel the warm air rising. Then add cold milk and watch: does the steam slow down?
3. **Cooling test.** Fill two small bowls with the same amount of oatmeal. Add cold milk to one and nothing to the other. After 3 minutes, have your grown-up help you feel which bowl is cooler.
4. **Taste test.** Which topping is your favorite? Which topping made your oatmeal cool the fastest?
5. Clean up: help put the toppings away and wipe the table.

Tips

- Leftover oatmeal keeps in the refrigerator for 3 days. A grown-up reheats it with a splash of milk.
- A little pinch of salt makes oatmeal taste sweeter and fuller, even with no sugar.

Check your work

- ☐ I can tell how families cooked at the hearth long ago.
- ☐ I can tell that steam means hot and that heat moves from hot things to cold things.
- ☐ I stayed in my safe spot and added toppings to my oatmeal.

COOK'S NOTEBOOK

1. Draw a family long ago cooking at the hearth, with the children standing back.
2. Draw your oatmeal bowl with steam lines rising, and draw your toppings.
3. Draw the two cooling bowls. Your grown-up writes which one was cooler.

COMMON MISTAKES

- Leaning over a steaming pot to look inside. Steam burns; stay back.
- Taking a big first bite of hot food. Test a small bite on your spoon.
- Thinking a stove is cool because it is turned off. Burners stay hot for a while.

Make it a game · Steam Says Hot. Your grown-up names foods: fresh oatmeal, ice cream, hot soup, a frozen pop. For cold foods, shiver. For hot foods, fan your hands and say hot. When your grown-up says steam, freeze and step back, like children kept safely away from the fireplace long ago. Which foods give off steam?

Scripture. “The eyes of all wait upon thee; and thou givest them their meat in due season.” (Psalm 145:15, KJV)

God gives us food at the right time, warm porridge on a cold morning and cool fruit on a hot day. We wait on Him and thank Him.

4.2 MELTING

OBJECTIVES

- Tell that some solid foods, like butter, chocolate and ice, melt into liquids when they get warm and get hard again when they cool.
- Tell the story of Milton Hershey, who kept trying until he learned to make chocolate bars.
- Dip strawberries in chocolate that a grown-up has melted, and watch it harden as it cools.

Warm-up. Put a chocolate chip in the palm of your hand and close your fist. Count slowly to 60. Open your hand. What happened? Why do you think the chocolate changed?

WATCH

How Ice Melts | Science for Kids

Little School • 3:09

<https://www.youtube.com/watch?v=1txtORqYX3Q>

WHEN TO WATCH

After the story of Milton Hershey, before the melting race. Watch what warmth does to ice.

BACKUP VIDEO

"Our World: Melting and Freezing" by Adventure Academy

Adventure Academy • 3:39

<https://www.youtube.com/watch?v=zwCUqG7GA3Y>

A short cartoon about melting and freezing.

KEY TERMS

melt

To change from a solid to a liquid by warming, like ice turning into water.

solid

Something that keeps its own shape, like an ice cube, a stick of butter or a chocolate bar.

liquid

Something that flows and takes the shape of its cup, like water, milk or melted chocolate.

CORE IDEAS

Long ago... Milton Hershey grew up on a farm in Pennsylvania. As a young man he wanted to make candy, but his first candy shops did not succeed. He kept trying, and he became a successful maker of caramels. Then he saw chocolate-making machines at a big fair in Chicago in 1893 and decided to learn to make chocolate. After many tries, in 1900 he began selling milk chocolate bars that ordinary families could afford. He even built a town for his workers in Pennsylvania.

What happens when things melt? Chocolate, butter and ice are **solids**: they keep their shape. When they get warm, they **melt** and become **liquids** that flow and drip. Chocolate melts at a temperature a little cooler than the inside of your body, which is why it melts in your hand and on your tongue. When melted chocolate cools down, it turns solid again.

Melting needs gentle heat. Cooks melt chocolate slowly with gentle heat, stirring often. If it gets too hot, chocolate can burn and turn thick and lumpy. That is why a grown-up melts it a little at a time.

Let's cook! A grown-up will melt chocolate in the microwave. You will dip strawberries into the warm chocolate, set them on paper, and watch the chocolate turn from shiny liquid to firm solid in the refrigerator.

PICTURE STUDY



Still Life with Chocolate Service, Luis Egidio Meléndez, 1770 · Oil on canvas · Museo del Prado, Madrid

Image: [Wikimedia Commons](#), public domain

In Spain long ago, families drank hot chocolate from little cups. Luis Meléndez painted everything needed to make it: a copper chocolate pot, a wooden stick for whisking, a cup, and blocks of solid chocolate.

Look closely

- Find the copper pot. What would be heated inside it?
- Find the round tablets of chocolate on the paper. Are they solid or liquid?
- Find the wooden stick. Cooks spun it between their hands to whisk the hot chocolate.
- Find the cup, the bun and the biscuits. How would someone eat them together?

Talk about it

1. How would the solid chocolate blocks become a warm drink? What would they need?
2. What other foods melt when they get warm?

Safety first. Only a grown-up uses the microwave and stirs the hot chocolate. Wait until your grown-up says the chocolate is warm, not hot, before you dip. Hold each strawberry by its green top, and keep your fingers out of the chocolate.

The Melting Race and Chocolate-Dipped Strawberries

You will race three foods to see which melts first, then dip strawberries in melted chocolate and watch it turn solid again.

You will need

- Three small plates, an ice cube, a pat of butter and a few chocolate chips for the melting race
- A microwave-safe bowl and a spoon (for the grown-up)
- A baking sheet or large plate lined with wax paper or parchment
- Paper towels

CHOCOLATE-DIPPED STRAWBERRIES

Serves About 20 strawberries (4–6 servings) • Prep 15 min • Chill 20 min

Ingredients

- 1 pound (about 20) strawberries with green tops
- 1 cup (6 ounces) semisweet chocolate chips
- 1 teaspoon coconut oil or vegetable oil (optional, makes it smoother)
- Optional: 2 tablespoons sprinkles or flaked coconut

Method

1. Wash your hands. Rinse the strawberries under cool water and pat them completely dry with paper towels. (Water makes melted chocolate turn lumpy.)
2. A grown-up puts the chocolate chips and oil in a microwave-safe bowl and heats them for 30 seconds, stirs, and heats in 15-second bursts, stirring each time, until almost melted. Stirring melts the last bits.
3. The grown-up checks that the chocolate is warm, not hot, and sets the bowl on the table in front of you.
4. Hold a strawberry by its green top. Dip it into the chocolate, turning it, so about half of it is covered. Let the extra drip back into the bowl.

5. Lay it on the lined sheet. Shake on sprinkles if you like. Repeat with the rest.
6. Put the sheet in the refrigerator for about 20 minutes, until the chocolate is firm.
7. Clean up: scrape the leftover chocolate into a cup (it hardens for later), soak the bowl in warm water, and wipe the table. Eat the strawberries the same day.

Allergy check: Semisweet chocolate chips often contain milk and soy and may be made with tree nuts or peanuts; check the label and choose a brand that is safe for your family. Strawberries contain none of the nine major allergens. Sprinkles may contain soy or milk.

Steps

1. **Melting race.** Put an ice cube, a pat of butter and a chocolate chip on three small plates in a sunny window or near a warm (not hot) spot. Guess which will melt first. Check every 5 minutes.
2. Make the chocolate-dipped strawberries with your grown-up.
3. **Solid again.** Touch the chocolate on one strawberry right after dipping (it is soft and shiny). After 20 minutes in the refrigerator, touch it again. What changed?
4. **Taste test.** Let a small bite of chocolate sit on your tongue without chewing. Does it melt in your mouth? Why?
5. Clean up: wash the plates and wipe the table.

Tips

- Dry strawberries are the secret: even a drop of water can make melted chocolate seize up and turn grainy.
- Chocolate-dipped strawberries are a sometimes food, perfect for a birthday or a special family evening.

Check your work

- ☐ I can tell what melting means and name three foods that melt.
- ☐ I can tell the story of Milton Hershey, who kept trying.
- ☐ I dipped strawberries in chocolate a grown-up melted and saw it turn solid again.

COOK'S NOTEBOOK

1. Draw the melting race: the ice cube, the butter and the chocolate chip, before and after.
2. Draw a chocolate-dipped strawberry. Label the solid strawberry and the chocolate that was once liquid.
3. Your grown-up writes down which food melted first and why you think so.

From history. The town Milton Hershey built in Pennsylvania for his chocolate workers was renamed Hershey in 1906. In 1909 he and his wife Catherine also started a school for orphan boys, which still serves children today.

COMMON MISTAKES

- Getting water in the melted chocolate. Dry the strawberries well.
- Heating chocolate too long at once. A grown-up heats it in short bursts and stirs.
- Dipping your finger in the bowl. Use the strawberry's green top as a handle.

Make it a game • The Melting Race. Put one ice cube on a plate and one in your cupped hand. Guess which will melt first, then watch and count together. Next, act it out. Your grown-up says warm, and you melt slowly to the floor like butter. Says cool, and you turn hard and still. Tell what Milton Hershey did: he kept trying.

4.3 FREEZING

OBJECTIVES

- Tell that water and juice freeze into solid ice when they get very cold.
- Tell the story of Frank Epperson and the frozen drink he found on a cold morning.
- Pour and fill fruit juice ice pops, and check on them as they freeze.

Warm-up. Hold an ice cube in a paper towel. Is it solid or liquid? Where does ice come from? Look inside your freezer with your grown-up and name three frozen foods. Why do they stay hard?

WATCH

The Frozen Treat History | Invention of Popsicles by 11 Years Old Frank Epperson | Dr. Binocs Show

Peekaboo Kidz • 5:53

<https://www.youtube.com/watch?v=thctmoqDpHU>

WHEN TO WATCH

After you hear Frank Epperson's story, watch it told as a cartoon.

BACKUP VIDEO

How the popsicle was invented | Moments of Vision 11 - Jessica Oreck

TED-Ed • 1:51

<https://www.youtube.com/watch?v=yA00JNZYu7k>

A very short animated retelling of how the ice pop was invented.

KEY TERMS

freeze

To change from a liquid to a solid by getting very cold, like water turning into ice.

ice pop

Frozen juice or another drink on a stick.

freezer

The coldest part of the kitchen, about 0 °F, where food freezes hard and keeps a long time.

CORE IDEAS

Long ago... The story goes that one evening in 1905, an eleven-year-old boy named Frank Epperson in California mixed himself a fruity soda drink with powder and water. He left the cup out on the porch with the stirring stick still in it and forgot all about it. That night was very cold. In the morning, Frank found his drink frozen solid, with the stick standing up in it like a handle! Many years later, as a grown man, he began selling frozen treats on sticks. His children called them “Pop’s ’sicles,” and the name Popsicle was born.

What happens when water freezes? Water is a liquid. When it gets cold enough, 32 °F (0 °C), it turns into ice, a **solid**. That is called **freezing**. Juice freezes the same way, because juice is mostly water. Our kitchen freezer is much colder than that, about 0 °F, so things freeze hard inside it.

A surprise about ice. When water freezes, it spreads out and takes up a little more room. That is why ice cubes float, and why a jar filled to the very top with water can crack in the freezer. So we leave a little space at the top of our ice pop molds.

Let’s cook! You will pour fruit juice and bits of soft fruit into ice pop molds, push in the sticks, and put them in the freezer. You will check them every hour to see the liquid turning solid.

PICTURE STUDY



Ice Harvest on Clearwater Lake, Photographer for the U.S. Bureau of Indian Affairs, Red Lake Agency, 1934 · Photograph · U.S. National Archives (Red Lake Agency, Minnesota)

Image: [Wikimedia Commons](#), public domain

Before electric freezers, people “harvested” ice in winter. Workers cut big blocks of ice from frozen lakes, slid them out of the water, and stored them in icehouses to use all summer.

Look closely

- Find the blocks of ice. How thick do you think they are?
- Find the horses. What job are they doing?
- Find the long wooden ramp. Where do you think the ice is going?
- Look at the snow and the people’s coats. What season is it?

Talk about it

1. How cold must it get for a whole lake to freeze?
2. How is your freezer like a frozen lake? How is it easier?

Safety first. Use only small, soft fruit that you can cut with a butter knife, or ask a grown-up to cut harder fruit. Wipe up drips right away so no one slips. Let a frozen pop sit for a minute before you lick it; very cold ice can stick to lips and tongue.

Frank's Frozen Fruit Pops

You will make fruit juice ice pops and do a freezing experiment: how long does it take for juice to turn from liquid to solid?

You will need

- Ice pop molds, or 6 small paper cups and 6 wooden craft sticks
- A large measuring cup with a spout
- A butter knife and a cutting board
- A small clear cup and a marker or a strip of tape
- A timer

FRUIT JUICE ICE POPS

Serves 6 ice pops • Prep 10 min • Freeze 4–6 hr

Ingredients

- 2 cups 100% fruit juice (apple, white grape, orange or a blend)
- 1 cup soft fruit: blueberries, raspberries, sliced strawberries or banana coins

Method

1. Wash your hands. Rinse the berries and pat them dry.
2. Slice strawberries or banana into small pieces with the butter knife.
3. Drop a few pieces of fruit into each mold or cup.
4. Pour juice into each mold, stopping about $\frac{1}{2}$ inch below the top to leave room for the ice to spread.
5. Put on the mold tops, or cover each paper cup with a square of foil and push a craft stick through the middle so it stands straight.
6. Set them carefully in the freezer on a flat spot. Freeze at least 4–6 hours, or overnight.
7. To unmold, a grown-up runs the outside of the mold under warm water for a few seconds, then pulls gently on the stick. Peel off paper cups.

Clean up: wash the measuring cup and wipe up sticky drips.

Allergy check: Fruit and juice contain none of the nine major allergens.

Steps

1. **Line test.** Fill a small clear cup halfway with water. Mark the water line with a marker or tape. Put it in the freezer next to your pops.
2. Make the ice pops.
3. **Freeze watch.** Every hour, open the freezer quickly and look at one pop. Is it liquid, slushy, or solid? Close the door fast!
4. **The next day.** Look at your clear cup. Is the ice above or below the line you marked? (Ice takes up more room than water, so it rises above the line.)
5. **Taste test.** Eat a pop. Can you see the fruit frozen inside? Which part melts first in your mouth?
6. Clean up: wash the molds and put them away.

Tips

- Stand the molds in a small loaf pan or mug so they do not tip over in the freezer.
- Ice pops keep in the freezer for up to a month in a covered container or bag.

Check your work

- ☐ I can tell what freezing means and what temperature water freezes at.
- ☐ I can tell the story of Frank Epperson.
- ☐ I made ice pops and checked on them as they froze.

COOK'S NOTEBOOK

1. Draw Frank's cup on the porch at night and in the morning.
2. Draw your ice pop at each check: liquid, slushy and solid.
3. Draw the clear cup with your line and the ice above it.

From history. Frank Epperson applied for a patent on his frozen treat on a stick in 1923, and it was granted in 1924. He first called it the "Epsicle," but his children's name, Popsicle, is the one that stuck.

COMMON MISTAKES

- Filling the molds to the very top. Ice spreads out; leave a little space.

- Leaving the freezer door open while you look. Look quickly and close it.
- Licking a pop the moment it comes out of the freezer. Let it sit a minute so it does not stick.

Make it a game · Frank's Cold Morning. Draw three quick pictures to tell about Frank Epperson: a cup of juice with a stick left outside, a very cold night, and a frozen pop in the morning. Your grown-up shuffles the pictures and you put them back in order. Then tell the story to a stuffed animal. What made the juice freeze?

4.4 THE OVEN BAKES

OBJECTIVES

- Tell how bakers long ago heated brick ovens with fire, and how our oven heats food from all sides.
- Tell what the oven does to batter: it puffs up, sets firm and turns golden brown.
- Measure and stir banana muffin batter, and watch the muffins bake through the oven window.

Warm-up. With your grown-up, turn on the oven light and look through the window of the cold oven. What do you see inside? Where does the heat come from? (Look for the heating parts at the top and bottom, or the gas burner under the floor.)

WATCH

Making Easy Carrot Muffins On Play School | ABC Kids

ABC Kids • 8:37

<https://www.youtube.com/watch?v=G6l7AxQLbVs>

WHEN TO WATCH

Before you bake. Watch how the hosts measure and stir, and who puts the muffins in the oven.

Note: From the Australian Broadcasting Corporation's long-running preschool program Play School.

KEY TERMS

oven

A hot box that bakes food with hot air all around it.

bake

To cook food with dry heat in an oven, like muffins, bread and cookies.

rise

To puff up and get taller, the way muffin batter does in the oven.

CORE IDEAS

Long ago... Long ago, many families baked their bread in a brick oven built beside the fireplace or out in the yard. First they built a fire right inside the oven and let it

burn for a long time until the bricks were very hot. Then they swept out the ashes and slid in the loaves on a long wooden paddle called a peel. The hot bricks baked the bread. It was a grown-up's job, and children stayed back.

How does our oven work? Our oven heats up with electricity or gas. The hot air inside moves all around the food, and the hot pan heats the bottom. When you set the oven to 350 °F, it gets much hotter than boiling water, hot enough to burn instantly. Only grown-ups open the oven door and use oven mitts.

What happens to the batter? Muffin batter is runny and gooey. In the hot oven, tiny bubbles from the baking soda grow and make the batter **rise**. The egg and flour set firm, so the muffin keeps its puffy shape. The outside turns golden brown and smells wonderful. We never taste batter before it is baked, because uncooked flour and eggs can carry germs; the oven makes them safe.

Let's cook! You will mash bananas, measure and stir the batter for banana muffins. A grown-up puts them in the oven and takes them out. You will watch through the oven window as they rise.

PICTURE STUDY



Woman Baking Bread, Jean-François Millet, 1854 · Oil on canvas · Kröller-Müller Museum, Otterlo, Netherlands

Image: [Wikimedia Commons](#), public domain

Jean-François Millet painted a farm woman in France putting bread into a big brick oven. The fire inside has heated the oven, and she is sliding in the loaves on a long wooden paddle called a peel.

Look closely

- Find the long wooden paddle. Why is the handle so long?
- Find the opening of the oven. What do you think it feels like there?
- Look at her arms and face. Is this easy work or hard work?
- Look for more loaves waiting to go in.

Talk about it

1. How is her oven like ours? How is it different?
2. Why should children stay back from a hot oven door?

Safety first. Only a grown-up opens the oven, puts the muffins in, and takes them out with oven mitts. Stay back from the open oven door. Never taste the batter before it is baked: uncooked flour and eggs can carry germs. Wash your hands after touching the egg.

Watch Them Rise: Banana Muffins

You will make banana muffins and watch through the oven window to see when they start to rise and turn golden.

You will need

- A 12-cup muffin tin and paper liners
- A large bowl, a medium bowl, a fork or potato masher and a wooden spoon
- Measuring cups and spoons
- A $\frac{1}{4}$ -cup measure or ice-cream scoop for filling
- Oven mitts and a cooling rack (for the grown-up)
- A timer

SIMPLE BANANA MUFFINS

Serves 12 muffins · Prep 15 min · Bake 18–22 min

Ingredients

- 3 very ripe bananas (with lots of brown spots)
- $\frac{1}{3}$ cup butter, melted by a grown-up and cooled, or vegetable oil
- $\frac{1}{2}$ cup sugar (white or brown)
- 1 egg
- 1 teaspoon vanilla extract
- 1 teaspoon baking soda
- $\frac{1}{4}$ teaspoon salt
- $1\frac{1}{2}$ cups all-purpose flour

Method

1. Wash your hands. A grown-up heats the oven to 350 °F (175 °C). Put paper liners in the muffin cups.
2. Peel the bananas into the large bowl and mash them with a fork until mostly smooth.

3. Stir in the cooled melted butter, sugar and vanilla. With your grown-up's help, crack the egg into a small cup, then pour it in and stir. Wash your hands.
4. Sprinkle the baking soda and salt over the top and stir.
5. Add the flour and stir gently, just until no dry flour shows. Do not taste the batter.
6. Spoon the batter into the muffin cups, filling each about $\frac{2}{3}$ full. (A grown-up can help with the scoop.)
7. Step back. A grown-up puts the tin in the oven. Bake 18–22 minutes, until the tops are golden and spring back when lightly touched.
8. The grown-up takes the tin out with oven mitts and sets it on a rack. Let the muffins cool at least 10 minutes. Clean up: wash the bowls and wipe the counter.

Allergy check: Contains wheat, eggs and milk (butter). For a milk-free version, use vegetable oil. For an egg-free version, use $\frac{1}{4}$ cup unsweetened applesauce instead of the egg. Use a gluten-free 1-to-1 baking flour if needed.

Steps

1. **Before.** Look at the batter in the muffin cups. How full is each cup? Draw it.
2. Make the muffins with your grown-up.
3. **Window watch.** With the oven light on, look through the window (do not open the door). Check at 5, 10 and 15 minutes. When do the muffins start to rise? When do they turn golden?
4. **After.** Compare a baked muffin with your “before” drawing. How did the oven change the batter?
5. **Taste test.** When cool, break a muffin open. Smell it. Look at the little holes inside; the bubbles made them!
6. Clean up: help wipe the counter and put away the ingredients.

Tips

- The browner the bananas, the sweeter and softer the muffins.
- Muffins keep 2 days in a covered container, or freeze them for up to a month.

Check your work

- ☐ I can tell how the oven bakes and why I stay back from it.
- ☐ I can tell why we never taste batter before it is baked.
- ☐ I measured and stirred banana muffins and watched them rise.

COOK'S NOTEBOOK

1. Draw a muffin cup before baking and after baking, side by side.
2. Draw the woman at the brick oven, or draw your grown-up at your oven with oven mitts.
3. Your grown-up writes down how many minutes it took for your muffins to start rising.

COMMON MISTAKES

- Opening the oven door to peek. It lets the heat out; use the window and the light.
- Tasting the batter. Wait until the muffins are baked.
- Stirring the batter hard and long. Stir gently, just until the flour disappears, and the muffins stay tender.

Make it a game • Be the Muffin. Curl up small on the floor. You are cold muffin batter in a pan. Your grown-up is the oven and says, Warming! Slowly puff up taller and taller. Then say firm, and hold very still. Then golden brown, and spread your arms. Tell what the oven did to the batter. Trade places.

UNIT 4

HEAT & COLD

Cooks are always warming things up and cooling things down. Heat turns hard oats soft, melts chocolate into a shiny sauce, and makes muffin batter puff up in the oven. Cold turns juice into ice and keeps food fresh. In this unit you will watch these changes happen, always from a safe spot while a grown-up does the hot jobs.

You will hear how families long ago cooked over the fireplace, how Milton Hershey learned to make chocolate bars, and how an eleven-year-old boy named Frank Epperson left his drink outside on a cold night and found a frozen treat in the morning. You will make warm oatmeal with toppings, chocolate-dipped strawberries, fruit ice pops and banana muffins.

PREREQUISITES

- Stays in a safe spot while a grown-up uses the stove or oven (Unit 1)
- Knows that cold foods go back into the refrigerator quickly (Unit 1)
- Can measure with cups and spoons and stir (Units 1–3)

MASTERY CHECKLIST

- ☐ I can tell the difference between warm, hot and cold foods, and stay back from steam and hot pans.
- ☐ I can tell what happens when butter, chocolate and ice get warm (they melt) and when they get cold again (they get hard).
- ☐ I can tell what happens when juice or water gets very cold (it freezes into ice).
- ☐ I can tell how an oven bakes muffins, and why we never taste batter before it is baked.
- ☐ I can help make a recipe while a grown-up does every hot step.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Ice pop molds:** Inexpensive and reusable. Small paper cups with wooden craft sticks work just as well (Lesson 4.3).
- **A muffin tin and paper liners:** Used in Lesson 4.4 and again later in the year. A grown-up handles the hot tin.
- **America's Test Kitchen Kids:** Free recipes, videos and experiments for young cooks from America's Test Kitchen. Many recipes have jobs a kindergartner can do while a grown-up handles the heat.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

4.1 Warm Food, Cold Food	2 sessions of 30–40 minutes
4.2 Melting	2 sessions of 30–40 minutes
4.3 Freezing	2 sessions of 30–40 minutes
4.4 The Oven Bakes	2 sessions of 30–40 minutes

UNIT 4 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, try the experiment again.

1. What does steam tell you about a pot or a bowl of food? What should you do?
2. Show me with your hands what happens when chocolate gets warm, and what happens when it gets cold again.
3. What happened to Frank Epperson's drink on the cold night?
4. Why do we leave a little space at the top of an ice pop mold?
5. What does the oven do to muffin batter? Who opens the oven?
6. Why don't we taste muffin batter or cookie dough before it is baked?

ANSWER KEY

1. It is hot. Stay back and keep your face and hands away; let a grown-up handle it.
2. It melts into a liquid that flows; when it cools, it turns solid and hard again.
3. It froze solid with the stick inside it, and that became the ice pop.
4. When water freezes, it spreads out and takes up more room.
5. It makes the batter rise, set firm and turn golden brown. Only a grown-up opens the oven, with oven mitts.
6. Uncooked flour and eggs can carry germs. Baking makes them safe.

UNIT CHALLENGE: ONE BANANA, THREE WAYS

With your grown-up, try the same food three ways: a fresh banana, a frozen banana (peeled, cut into coins with a butter knife, and frozen for 3 hours), and a banana baked into a muffin. Taste each one.

Make a chart with three pictures. For each one, tell your grown-up how it looks, feels and tastes: cold or warm, hard or soft, sweet or plain. Your grown-up writes down your words and takes a photo.

LOOK FOR	WHAT IT MEANS
Safe helping	Your child stayed back while a grown-up used the oven and handled hot pans.
Noticing	Your child described how heat and cold changed the banana, using words like soft, hard, cold, warm, melted and frozen.
Chart	The chart has a picture of each banana and your child's words, written down by you.
Cleanup	Your child helped wash up and put away.

UNIT 5

FOOD CHEMISTRY

When cooks mix and heat foods, the foods change into something new. Flour and water become sticky, stretchy dough. Oil and vinegar refuse to mix until a little mustard helps them. A runny egg turns white and firm. And a tiny living thing called yeast makes bread puff up. Scientists call these changes chemistry, and you can watch them happen right in your kitchen.

In this unit you will feel dough between your fingers (but never taste it uncooked), shake a jar of salad dressing, peel and mash eggs a grown-up has cooked, and blow up a balloon with yeast before shaping your own bread rolls. Jesus said the kingdom of heaven is like a little leaven, or yeast, that works through a whole batch of dough.

PREREQUISITES

- Washes hands with soap after touching eggs (Unit 1)
- Stays back while a grown-up uses the stove and oven (Units 1 and 4)
- Knows why we never taste uncooked batter (Unit 4)

MASTERY CHECKLIST

- ☐ I can tell that flour is made from ground wheat seeds and that flour and water make dough.
- ☐ I can tell why we never taste uncooked dough or batter.
- ☐ I can show that oil and water do not mix, and that shaking with mustard helps them stay together.
- ☐ I can tell how an egg changes when it is cooked.
- ☐ I can tell that yeast is alive and makes bread puff up.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Fight BAC!: food safety for families**: Free. Family food-safety pages from the Partnership for Food Safety Education, including why uncooked dough and batter should not be eaten. Good background for the grown-up before Lesson 5.1.
- **A clear jar with a tight lid**: A clean jam or peanut butter jar is perfect for shaking salad dressing in Lesson 5.2.
- **A packet of yeast and a balloon**: For the yeast balloon test in Lesson 5.4. Any grocery-store yeast works.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1 Flour and Water Make Dough	2 sessions of 30–40 minutes
5.2 Oil and Water Don't Mix	2 sessions of 30–40 minutes
5.3 Eggs Change When Cooked	2 sessions of 30–40 minutes
5.4 Bread Puffs Up with Yeast	2 sessions of 60–90 minutes

UNIT 5 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, try the experiment again.

1. Where does flour come from? What happens when you add water to flour?
2. Why don't we eat uncooked dough or batter?
3. Show me what happens to oil and water in a jar after you shake it and wait.
4. What little seed helps salad dressing stay mixed?
5. How does an egg change when it is cooked?
6. What made the balloon blow up and the bread puff up?

ANSWER KEY

1. From wheat seeds ground at a mill. It turns into sticky dough.
2. Uncooked flour (and uncooked eggs) can carry germs. Baking or cooking makes it safe.
3. They mix for a moment and look cloudy, then the oil floats back to the top.
4. Mustard (made from ground mustard seeds).
5. The clear, runny white turns white and firm, and the runny yolk turns firm.
6. Yeast. It is alive; it eats sugar and makes gas bubbles that get trapped in the dough.

UNIT CHALLENGE: ROLLS FOR THE FAMILY TABLE

Make a batch of the Lesson 5.4 rolls again with your grown-up. This time, you do as much of the measuring, stirring, kneading and shaping as you can, and your grown-up does the warm water and the oven.

Draw three pictures for your folder: the dough before rising, the dough after rising, and the baked rolls. Serve the rolls at a family supper and tell everyone how the yeast made them rise.

LOOK FOR	WHAT IT MEANS
Clean and safe	Your child washed hands before and after, never tasted the uncooked dough, and stayed back from the oven.
Doing the work	Your child measured, stirred, kneaded and shaped the rolls with help as needed.
Three pictures	The drawings show the dough before and after rising and the finished rolls.
Telling	Your child explained to the family, in his or her own words, how yeast makes bread rise.

5.1 FLOUR AND WATER MAKE DOUGH

OBJECTIVES

- Tell that flour is made by grinding wheat seeds, and that flour and water make dough.
- Tell why we never taste uncooked dough: flour must be cooked to be safe.
- Mix and roll no-bake energy bites, which are made with oats and need no cooking.

Warm-up. Put a spoonful of flour on a plate and rub it between your fingers. How does it feel? Now add a few drops of water and squish it. How did it change? (This is for feeling and looking, not for tasting.)

WATCH

Ever Wonder How Bread Is Made? | Highlights Kids

Highlights Kids · 2:17

<https://www.youtube.com/watch?v=yzqsdUJbDOK>

WHEN TO WATCH

After the story of Abraham and Sarah, before the dough experiment.

BACKUP VIDEO

Learn about wheat with George the Farmer

George the Farmer · 6:54

<https://www.youtube.com/watch?v=CWVrNNy6kRs>

A longer look at wheat growing on a farm, for children who want to know more.

KEY TERMS

wheat

A tall grass plant whose seeds, called grains, are ground into flour.

flour

A soft powder made by grinding grains, usually wheat. Flour must be cooked before we eat it.

dough

A thick, sticky mixture of flour and water (and often other foods) that can be shaped and baked into bread.

knead

To press, fold and push dough with your hands to make it smooth and stretchy.

CORE IDEAS

Long ago... One hot day, Abraham was sitting at the door of his tent when three visitors came walking toward him. Abraham ran to welcome them. He hurried into the tent and said to his wife Sarah, “Make ready quickly three measures of fine meal, knead it, and make cakes upon the hearth.” Sarah mixed the meal (that is, flour) with water, kneaded it into dough, and baked it on the hot stones of the fire. Then Abraham served the warm bread to his guests.

Where does flour come from? Flour comes from wheat, a tall grass that farmers grow in big fields. When the wheat is ripe and golden, the farmer harvests the seeds. A mill grinds the seeds into a soft powder: flour. When you add water to flour, it turns into sticky **dough**. If you **knead** the dough, pushing and folding it, it gets smooth and stretchy.

Why not taste it? Flour comes straight from the field, where it can pick up germs, and the mill does not cook it. Doctors at the CDC tell us never to eat uncooked dough or batter, because the flour (and any uncooked eggs in it) can make us sick. Baking or cooking makes it safe. That is why Sarah baked her cakes before anyone ate them.

Let’s cook! You will mix a little flour-and-water dough just to feel it and see how it changes. Then you will make no-bake energy bites, a snack made with oats instead of flour, so it is safe to eat without baking. You will measure, stir and roll the bites into balls with clean hands.

PICTURE STUDY



The Baker, Job Berckheyde, about 1681 • Oil on canvas • Worcester Art Museum, Worcester, Massachusetts

Image: [Wikimedia Commons](#), public domain

In Dutch towns long ago, the baker blew a horn when his bread came out of the oven, so the neighbors would know it was fresh and hot. Job Berckheyde painted a baker leaning out his window with a horn and his fresh loaves.

Look closely

- Find the horn. Why is the baker blowing it?
- Find the pretzels hanging on the rack. How many can you count?
- Find the round loaves and the basket of rolls.
- Look at the baker's rolled-up sleeves. Why would a baker roll up his sleeves?

Talk about it

1. All this bread began as flour and water. What did the baker do to turn dough into bread?
2. What would you buy from this baker?

Safety first. Never taste uncooked dough or batter: uncooked flour can carry germs. Wash your hands after playing with the flour dough, and throw that dough away. Energy bites contain nut or seed butter and honey, so check for allergies; honey is never given to babies under one year.

KITCHEN PROJECT

Feel the Dough, Then Roll Energy Bites

First you will be a dough scientist: mix flour and water and feel it change. Then you will make energy bites with oats, which are safe to eat without baking.

You will need

- A small bowl, $\frac{1}{4}$ cup flour and a little water for the dough experiment
- A medium bowl, a sturdy spoon and measuring cups and spoons
- A plate or tray lined with wax paper
- A container with a lid for storing

NO-BAKE OAT ENERGY BITES

Serves About 20 bites • Prep 15 min • Chill 30 min

Ingredients

- 1 cup old-fashioned rolled oats
- $\frac{1}{2}$ cup creamy peanut butter or sunflower seed butter
- $\frac{1}{3}$ cup honey or maple syrup
- $\frac{1}{2}$ cup mini chocolate chips or raisins
- 1 teaspoon vanilla extract
- A pinch of salt

Method

1. Wash your hands.
2. Measure the oats, peanut butter, honey, chocolate chips or raisins, vanilla and salt into the bowl.
3. Stir hard with the spoon until everything is mixed and sticky. (If it is too dry, add 1 more tablespoon of peanut butter; if too sticky, add 2 tablespoons more oats.)
4. Put the bowl in the refrigerator for 15–30 minutes so the mixture is easier to roll.

5. With clean hands, scoop out a tablespoon at a time and roll it between your palms into a ball. Set it on the lined plate.
6. Store the bites in a covered container in the refrigerator for up to a week. Clean up: wash your hands, the bowl and the spoon, and wipe the counter.

Allergy check: Contains peanuts if made with peanut butter. For a peanut- and tree-nut-free version, use sunflower seed butter (check the label). Chocolate chips may contain milk and soy. Oats are often processed with wheat; use oats labeled gluten-free if needed. Honey is never given to babies under one year old; use maple syrup instead if a baby will share them.

Steps

1. **Dough experiment.** Put $\frac{1}{4}$ cup flour in a small bowl. Add water a teaspoon at a time, stirring with a spoon, then squish it with your hands. When does it turn from powder to paste to dough?
2. Knead your little dough for 2 minutes: push, fold, turn. Does it get smoother? Pull it slowly. Does it stretch?
3. Throw the flour dough away (it is for feeling, not eating) and wash your hands well.
4. Make the energy bites.
5. **Taste test.** Taste an energy bite. Can you find the chewy oats, the creamy peanut butter and the sweet chips?
6. Clean up: wipe the flour off the counter with a damp cloth and wash the bowls.

Tips

- Wet hands slightly if the mixture sticks while you roll.
- Energy bites make a good after-school snack or a treat to share with a neighbor.

Check your work

- ☐ I can tell where flour comes from and how flour and water make dough.
- ☐ I can tell why I never taste uncooked dough.
- ☐ I mixed and rolled energy bites with clean hands.

COOK'S NOTEBOOK

1. Draw the journey of flour: a wheat field, a mill, a bag of flour and a loaf of bread.
2. Draw the flour in three steps: dry powder, wet paste and smooth dough.
3. Draw Sarah kneading dough and baking cakes on the hearth for Abraham's guests.

COMMON MISTAKES

- Licking fingers after touching dough or batter. Wash your hands instead.
- Thinking flour is safe because it is dry and white. It is a raw food until it is cooked.
- Adding all the water at once. Add a little at a time and watch the change.

Make it a game • Flour Writing. Spread a thin layer of flour on a tray. Draw a wheat stalk with your finger. Wheat seeds are ground into flour, so say that out loud. Add a splash of water and squish it into dough. Your grown-up asks, Can we taste this dough? Shake your head and tell why: flour must be cooked.

Scripture. “Make ready quickly three measures of fine meal, knead it, and make cakes upon the hearth.” (Genesis 18:6, KJV)

Sarah kneaded dough and baked it before serving it to her guests. Cooks have been turning flour and water into bread for a very long time.

5.2 OIL AND WATER DON'T MIX

OBJECTIVES

- Show that oil and water separate, and that oil floats on top.
- Tell that mustard, made from tiny mustard seeds, helps oil and vinegar stay mixed.
- Tear lettuce for a salad and shake a jar of dressing to pour over it.

Warm-up. Pour a little water into a clear cup, then pour in a spoonful of cooking oil. Where does the oil go? Stir it hard and watch for one minute. What happens? Draw what you see.

WATCH

Why Don't Oil and Water Mix? | ATK Kids Food Science Explainers

America's Test Kitchen Kids • 1:33

<https://www.youtube.com/watch?v=mPob0pVvVzg>

WHEN TO WATCH

After the kitchen-science paragraph, before the jar race.

BACKUP VIDEO

Fascinating Oil & Water Science Experiment for Kids

TheDadLab • 1:52

https://www.youtube.com/watch?v=9J_SCQhTmcM

A colorful oil-and-water experiment you can try after your salad.

KEY TERMS

oil

A smooth, slippery liquid made from plants such as olives, corn or sunflowers. Oil does not mix with water.

vinegar

A sour liquid used in salad dressing and pickles. It is mostly water.

mustard

A spicy yellow or brown sauce made from ground mustard seeds. It helps oil and vinegar stay mixed.

dressing

A sauce poured over a salad to give it flavor.

CORE IDEAS

Long ago... Jesus told a story about a mustard seed. He said that the kingdom of heaven is like a grain of mustard seed, one of the smallest seeds a farmer plants, which grows into a plant so big that birds can rest in its branches. Mustard seeds are tiny, round and hard. When they are ground up and mixed with vinegar, they make the mustard we spread on sandwiches.

What happens with oil and water? When you pour oil into water, the oil floats on top. If you shake them hard, the oil breaks into tiny drops and the mixture looks cloudy, but soon the drops come back together and the oil floats up again. Oil and water just do not want to mix! Salad dressing is made of oil and vinegar, and vinegar is mostly water, so dressing separates too.

How does mustard help? Cooks found that a little spoonful of mustard makes salad dressing stay mixed much longer. Something in the ground mustard seeds holds on to the tiny drops of oil and keeps them spread out in the vinegar. A tiny seed does a big job!

Let's cook! You will wash lettuce and tear it into bite-size pieces with your hands. Then you will measure oil, vinegar, mustard and honey into a jar, close it tightly, and shake, shake, shake to make salad dressing.

PICTURE STUDY



Still Life with Cucumbers, Tomatoes and Vessels, Luis Egidio Meléndez, 1770s · Oil on canvas · Museo del Prado, Madrid

Image: [Wikimedia Commons](#), public domain

Luis Meléndez, a Spanish painter, painted everything a cook needs for a summer salad: cucumbers, tomatoes, a tall metal container for oil, a jug, a bowl and a little dish of salt.

Look closely

- Find the cucumbers and tomatoes. Which are bumpy and which are ridged?
- Find the tall metal container with a narrow spout. It holds olive oil. Why would a cook want a narrow spout for oil?
- Find the little salt dish.
- Find the bowl. What could a cook mix in it?

Talk about it

1. If you made a salad with these foods, what else would you need for the dressing?
2. What would happen if you poured the oil into a cup of water?

Safety first. Hold the jar lid on tightly with both hands while you shake. A grown-up cuts any vegetables that need a sharp knife. Wipe up oil drips right away; oily floors are slippery. Honey is never given to babies under one year.

KITCHEN PROJECT

Shake-It Salad Dressing and a Torn Lettuce Salad

You will race two jars, one with mustard and one without, to see which stays mixed longer. Then you will make a salad for your family with lettuce you tear yourself.

You will need

- Two small clear jars with tight lids, and one more jar for the dressing
- Measuring cups and spoons
- A salad spinner or clean dish towels
- A large salad bowl and salad tongs
- A timer

SHAKE-IT HONEY-MUSTARD DRESSING WITH A TORN LETTUCE SALAD

Serves 4–6 side salads · Prep 15 min

Ingredients

- **Dressing:** ¼ cup olive oil or vegetable oil
- 2 tablespoons apple cider vinegar or lemon juice
- 1 teaspoon yellow mustard
- 1 teaspoon honey or maple syrup
- A pinch of salt
- **Salad:** 1 head romaine or green leaf lettuce
- 1 cup cherry tomatoes, halved by a grown-up
- ½ cucumber, sliced by a grown-up
- ½ cup grated carrot

Method

1. Wash your hands. Rinse the lettuce leaves under cool running water, one at a time.

2. Dry the leaves in a salad spinner, or lay them on a clean towel and pat them dry. Dressing slides off wet leaves.
3. Tear the lettuce into bite-size pieces with your hands and drop them into the salad bowl.
4. Add the tomatoes, cucumber and carrot that your grown-up cut.
5. Measure the oil, vinegar, mustard, honey and salt into the jar. Close the lid very tightly.
6. Hold the lid on with both hands and shake hard for 20 seconds, until the dressing looks creamy.
7. Just before eating, pour a little dressing over the salad and toss with tongs. Clean up: wash the jars and wipe up any oil.

Allergy check: The salad and dressing contain none of the nine major allergens. Check your mustard label. Honey is never given to babies under one year old; use maple syrup if a baby will eat this.

Steps

1. **Jar race.** In jar A, put 1 tablespoon vinegar and 3 tablespoons oil. In jar B, put the same, plus $\frac{1}{2}$ teaspoon mustard. Close both lids tightly.
2. Guess: which jar will stay mixed longer?
3. Shake both jars hard for 20 seconds and set them side by side. Start the timer. Watch for the oil to float to the top. Which jar separated first?
4. Make the dressing and the salad.
5. **Taste test.** Taste a plain lettuce leaf, then a leaf with dressing. What did the dressing add: sour, sweet, salty?
6. Clean up: wash the jars in hot, soapy water and wipe the counter.

Tips

- Store leftover dressing in the refrigerator for up to a week. Shake it again before using.
- Tearing lettuce is a perfect job for small hands, and children are proud to serve a salad they made.

Check your work

- ☐ I can show that oil and water separate.
- ☐ I can tell how mustard helps a dressing stay mixed.

- I tore lettuce and shook a dressing for our salad.

COOK'S NOTEBOOK

1. Draw the cup of oil and water: oil on top, water on the bottom.
2. Draw the two jars after five minutes. Your grown-up writes which one stayed mixed longer.
3. Draw a tiny mustard seed and a big mustard plant with birds in it.

COMMON MISTAKES

- Forgetting to close the lid tightly. Check it twice before you shake!
- Putting dressing on wet lettuce. Dry the leaves first.
- Pouring dressing on the salad hours early. The leaves get soggy; dress it just before eating.

Make it a game • Oil Floats, Water Sinks. Fill a clear jar halfway with water and pour in a spoonful of oil. Guess where the oil will go before you look. Shake the jar for a count of ten, then watch the oil float up to the top. Tell your grown-up what you saw. Mustard helps them stay mixed, so say it twice.

Scripture. “The kingdom of heaven is like to a grain of mustard seed, which a man took, and sowed in his field” (Matthew 13:31, KJV)

A mustard seed is very small, yet it grows into a big plant. In the kitchen, a little mustard does a big job holding a dressing together.

5.3 EGGS CHANGE WHEN COOKED

OBJECTIVES

- Tell how an egg changes from runny and clear to firm and white when it is cooked.
- Tell that eggs must be cooked all the way before we eat them.
- Peel and mash eggs that a grown-up has cooked to make egg salad on crackers.

Warm-up. Your grown-up cracks one uncooked egg into a clear bowl. Look closely (but do not touch). What colors do you see? Is the egg white really white? Then look at an egg your grown-up has hard-cooked and cut in half. What changed?

WATCH

Why Does Cooking Eggs Make Them Hard? | The Science of Cooking. | SciShow Kids

SciShow Kids · 4:25

<https://www.youtube.com/watch?v=ikh-QAUi8vA>

WHEN TO WATCH

After the warm-up, when you have looked at an uncooked egg and a cooked one.

KEY TERMS

yolk

The round yellow part in the middle of an egg.

egg white

The part of the egg around the yolk. It is clear and runny before cooking and turns white and firm when cooked.

hard-cooked egg

An egg cooked in its shell in hot water until the white and yolk are both firm.

CORE IDEAS

Long ago... On farms long ago, gathering eggs was often a child's job. Every morning a boy or girl took a basket to the henhouse, reached gently under the hens, and carried the eggs carefully back to the kitchen. Mother might fry them in a pan over the fire, boil them in a pot, or bake them into bread and cakes. The great Spanish

painter Diego Velázquez painted an old woman cooking eggs in a clay dish over a little fire.

What happens to the egg? An uncooked egg white is clear and runny. When the egg gets hot, the white turns from clear to white and from runny to firm. The yolk changes from a runny yellow liquid to a soft, then firm, yellow center. Scientists explain that the tiny parts inside the egg, too small to see, are folded up like balls of yarn. Heat makes them unfold and hook together like a net, and the egg sets. Once an egg is cooked, it can never go back to being runny.

Cook eggs all the way. Uncooked eggs can carry germs. Cooking an egg until the white and yolk are firm makes it safe. That is why we never eat uncooked eggs, and why we wash our hands after touching an eggshell.

Let's cook! A grown-up will hard-cook eggs on the stove and cool them in ice water. You will tap and peel the cool eggs, mash them with a fork, and stir in the other ingredients to make egg salad to spread on crackers.

PICTURE STUDY



An Old Woman Cooking Eggs, Diego Velázquez, 1618 · Oil on canvas · Scottish National Gallery, Edinburgh

Image: [Wikimedia Commons](#), public domain

Velázquez painted this when he was about nineteen. An old woman is cooking eggs in a clay dish over a small fire. She is holding another egg, ready to crack it in. A boy stands beside her, holding a melon.

Look closely

- Find the eggs cooking in the dish. Which part has turned white?
- Find the egg in the woman's hand. Is it cooked yet?
- Find the wooden spoon. What will she do with it?
- Find the onion, the red pepper and the white jug on the table.

Talk about it

1. How can you tell the eggs in the dish are cooking?
2. What job is the boy doing to help?
3. Why is the woman, not the boy, sitting by the fire?

Safety first. Only a grown-up cooks the eggs on the stove and handles the hot water. Wait until the eggs are cool before you peel them. Wash your hands after touching eggshells. Never eat uncooked eggs.

Watch the Egg Change: Egg Salad on Crackers

You will compare an uncooked egg and a cooked egg, then peel and mash cooked eggs to make egg salad for your family.

You will need

- A medium saucepan with a lid and a slotted spoon (for the grown-up)
- A large bowl of ice water
- A medium bowl, a fork or potato masher, and measuring spoons
- A butter knife for spreading
- A plate for the crackers

EGG SALAD ON CRACKERS

Serves 4 snack servings (about 1½ cups) • Cook 12 min • Cool 10 min • Prep 10 min

Ingredients

- 6 eggs
- ¼ cup mayonnaise (store-bought)
- 1 teaspoon yellow mustard
- ⅛ teaspoon salt and a pinch of black pepper
- 1 tablespoon chopped chives or dill (optional)
- 24 whole-grain crackers or 4 slices bread

Method

1. Go to your safe spot. A grown-up puts the eggs in the saucepan, covers them with cold water by 1 inch, and brings the water to a boil. The grown-up turns off the heat, covers the pan and lets the eggs sit for 12 minutes.
2. The grown-up lifts the eggs into the bowl of ice water with a slotted spoon. Let them cool for 10 minutes.
3. Wash your hands. Tap a cool egg gently on the counter all over until the shell is cracked like a puzzle. Peel off the shell, starting at the wide end. Rinse off any little bits of shell.

4. Put the peeled eggs in the bowl and mash them with a fork until they are in small pieces.
5. Add the mayonnaise, mustard, salt, pepper and chives. Stir well.
6. Spread a little egg salad on each cracker with a butter knife, or make sandwiches.
7. Clean up: throw away the shells, wash your hands, and put leftover egg salad in the refrigerator right away. Eat it within 3 days.

Allergy check: Contains eggs. Crackers usually contain wheat and may contain milk, soy or sesame; check the label or use rice crackers. Mayonnaise contains eggs and often soy. For an egg-free spread, mash a can of drained chickpeas with the mayonnaise or with hummus (contains sesame).

Steps

1. **Compare.** Look at the uncooked egg in the bowl and at a hard-cooked egg cut in half by your grown-up. Draw them side by side. Which parts changed color? Which got firm?
2. **Spin test.** With your grown-up, spin an uncooked egg in its shell and a cooked egg in its shell on a plate. Which one spins smoothly and fast? (The cooked one is solid inside; the uncooked one wobbles because it is runny.) Wash your hands.
3. Peel the eggs and make the egg salad.
4. **Taste test.** Taste a cracker with egg salad. Is it creamy? Is the cracker crunchy?
5. Clean up: wipe the counter and wash the bowl and fork.

Tips

- Eggs that are a week or two old peel more easily than very fresh ones.
- Peeling under a thin stream of running water helps the shell slip off.

Check your work

- ☐ I can tell how an egg changes when it is cooked.
- ☐ I can tell why we cook eggs all the way and wash our hands after touching them.
- ☐ I peeled and mashed cooked eggs to make egg salad.

COOK'S NOTEBOOK

1. Draw an uncooked egg in a bowl and a cooked egg cut in half. Color the parts.
2. Draw the old woman cooking eggs, or draw your grown-up cooking eggs while you watch.
3. Draw your egg salad crackers on a plate.

From history. People have kept chickens for their eggs for thousands of years. Hens lay eggs in many colors, white, brown, blue and green, but inside they are the same: a white and a yolk.

COMMON MISTAKES

- Peeling eggs while they are still hot. Let them cool in ice water first.
- Forgetting to wash hands after touching eggshells. Wash every time.
- Leaving egg salad out on the table. Put it back in the refrigerator right away.

Make it a game • Before and After Egg. Fold a paper in half. On the left draw a runny egg: clear egg white and a yellow yolk. On the right draw a cooked egg that is firm and white. Hold up the picture while your grown-up asks, Can we eat it runny? Answer, We cook it all the way. Show how the egg changed.

5.4 BREAD PUFFS UP WITH YEAST

OBJECTIVES

- Tell that yeast is a tiny living thing that eats sugar and makes bubbles of gas.
- Watch yeast blow up a balloon.
- Knead and shape bread rolls with clean hands, without tasting the uncooked dough, while a grown-up bakes them.

Warm-up. Look at a slice of bread up close, with a magnifying glass if you have one. Do you see the little holes? How do you think the holes got there? Squeeze the bread. Where did the air go?

WATCH

Blow Up Balloon with Yeast / Yeast Science Experiment

Teach Starter • 1:06

https://www.youtube.com/watch?v=_1DV0q1_9ac

WHEN TO WATCH

After the kitchen-science paragraph, before you set up your own yeast balloon. Watch which balloons grow.

Note: A short demonstration with no talking; read the captions aloud for your child.

KEY TERMS

yeast

A tiny living thing, too small to see one by one, that eats sugar and gives off bubbles of gas. Bakers use it to make bread rise.

leaven

An old word for something put into dough to make it rise, like yeast.

rise

To puff up and grow bigger, the way bread dough does when the yeast makes gas bubbles.

CORE IDEAS

Long ago... Jesus told a very short story about bread. He said the kingdom of heaven is like leaven, which a woman took and hid in three measures of meal, until the whole batch was leavened. Women in Bible times kept a little piece of yesterday's risen dough and mixed it into today's fresh dough. Hidden inside, it worked quietly until the whole lump puffed up.

What is yeast? Yeast is alive! It is made of tiny living cells, so small you would need a microscope to see one. Dry yeast from the store is sleeping. When you give it warm water and a little sugar, it wakes up. The yeast eats the sugar and gives off bubbles of gas, the same gas we breathe out.

How does bread rise? When you knead dough, it gets stretchy, like a balloon. The gas bubbles from the yeast get trapped inside the stretchy dough, and the dough puffs up, or **rises**. In the hot oven, the bubbles grow a little more, and then the bread sets firm around them. That is why bread is full of little holes.

Let's cook! You will watch yeast blow up a balloon. Then you will knead bread dough with clean hands, shape it into rolls, and watch them rise. A grown-up bakes them in the oven. Remember: we do not taste the dough until it is baked.

PICTURE STUDY



Mrs. Gillie Treadway Taking Bread from the Oven, Russell Lee, 1946 · Photograph · National Archives, College Park, Maryland

Image: [Wikimedia Commons](#), public domain

This photograph was taken in 1946 in Bell County, Kentucky, by Russell Lee, a photographer working for the U.S. government. Mrs. Gillie Treadway, whose husband worked in a coal mine, is taking fresh bread out of her wood-burning stove. Many American families baked their bread at home like this.

Look closely

- Find the pan of bread. What is she holding it with, and why?
- Find the oven door. Where would the fire have been in a stove like this?
- Count the pots and kettles on top of the stove. What might be cooking in them?
- Look at the bread's top. Does it look puffed up or flat?

Talk about it

1. Why must you always use a cloth or oven mitts to take a pan out of the oven?
2. What made her bread dough puff up before it baked?
3. How is her stove different from the one in your kitchen? How is it the same?

Safety first. A grown-up checks that the water for the yeast is warm, not hot, and does all the oven work. Wash your hands before kneading and again after. Never taste uncooked dough; it is safe to eat only after it is baked.

KITCHEN PROJECT

The Yeast Balloon and Shape-Your-Own Rolls

You will feed yeast some sugar and watch it blow up a balloon. Then you will knead and shape dinner rolls, watch them rise, and eat them warm from the oven.

You will need

- For the balloon test: a small clear bottle, a balloon, a packet of yeast, sugar and warm water
- A large bowl, a wooden spoon, and measuring cups and spoons
- A clean dish towel or plastic wrap
- A baking sheet or 9×13-inch pan, greased
- Oven mitts (for the grown-up)

EASY DINNER ROLLS

Serves 12 rolls · Prep 25 min · Rise 1 hr 30 min · Bake 15–18 min

Ingredients

- 1 cup warm water, about 110 °F (43 °C): warm like a bath, not hot
- 2¼ teaspoons (1 packet) instant or active dry yeast
- 2 tablespoons sugar
- 2 tablespoons vegetable oil or melted butter
- 1 teaspoon salt
- 2¾ to 3 cups all-purpose flour, plus a little for the counter

Method

1. Wash your hands. A grown-up runs warm tap water and checks it with a thermometer or a wrist: warm, not hot. Pour 1 cup into the large bowl.
2. Sprinkle in the yeast and sugar and stir. Wait 5 minutes. Do you see foam or bubbles? The yeast is awake!
3. Add the oil, salt and 2 cups of flour. Stir with the wooden spoon. Add more flour, ¼ cup at a time, until the dough is too stiff to stir.

4. Sprinkle a little flour on the counter. Turn the dough out and knead it with your hands for 5–8 minutes: push it away with the heels of your hands, fold it over, turn it, and push again. Your grown-up can take turns with you. It should be smooth and springy.
5. Put the dough back in the bowl (a grown-up can wipe it with a little oil first), cover with a towel, and let it rise in a warm place for about 1 hour, until doubled.
6. Punch the dough down gently with your fist. Divide it into 12 pieces. Roll each piece into a ball on the counter under your cupped hand. Set the balls on the greased pan, a little apart.
7. Cover and let them rise 30 minutes, until puffy. A grown-up heats the oven to 375 °F (190 °C).
8. Step back. A grown-up bakes the rolls 15–18 minutes, until golden brown, and takes them out with oven mitts. Let them cool 10 minutes. Clean up: scrape the counter, wash the bowl, and wash your hands.

Allergy check: Contains wheat. Contains milk if made with butter; use oil for a milk-free roll. No eggs or nuts.

Steps

1. **Yeast balloon.** Put 1 packet of yeast and 1 tablespoon sugar in a small bottle. A grown-up adds ½ cup warm water. Swirl it, then stretch a balloon over the top. Check every 10 minutes for 30 minutes. What happens to the balloon? Why?
2. Make the dough and knead it.
3. **Rise watch.** When you cover the bowl, put a piece of tape on the outside to mark how high the dough is. Check after 30 minutes and after 1 hour. How much did it grow?
4. Shape the rolls. Try making one into a little snail or a knot!
5. **Taste test.** When the rolls are baked and cooled, pull one open. Find the holes made by the yeast bubbles. Smell it. Then eat it!
6. Clean up: scrape flour and dough off the counter before it dries, and wash all the bowls.

Tips

- If your kitchen is cool, let the dough rise in the oven with only the oven light turned on (a grown-up checks that the oven is off).
- Rolls freeze well. Warm them later for supper (a grown-up job).

Check your work

- ☐ I can tell that yeast is alive and makes gas bubbles.
- ☐ I watched yeast blow up a balloon.
- ☐ I kneaded and shaped rolls without tasting the uncooked dough.

COOK'S NOTEBOOK

1. Draw the bottle and balloon at the start and after 30 minutes.
2. Draw the bowl of dough before and after rising. Show your tape line.
3. Draw the inside of a roll with all its little holes.

COMMON MISTAKES

- Using hot water for the yeast. Very hot water can kill the yeast; it should be warm like a bath.
- Tasting the dough while you knead. Wait until it is baked.
- Giving up on kneading too soon. Keep pushing and folding until the dough is smooth and springy.

Make it a game · Be the Yeast Bubbles. Yeast eats sugar and makes bubbles of gas. Fill a clear cup with water and put in a straw. Now blow gentle bubbles, never sucking. Count how many bubbles you make in ten seconds, then try to beat your count. Tell your grown-up what the tiny yeast eats and what it makes.

Scripture. “The kingdom of heaven is like unto leaven, which a woman took, and hid in three measures of meal, till the whole was leavened.” (Matthew 13:33, KJV)

A little yeast, hidden in the dough, makes the whole batch rise. Jesus used this kitchen picture to show how God’s kingdom grows.

UNIT 5

FOOD CHEMISTRY

When cooks mix and heat foods, the foods change into something new. Flour and water become sticky, stretchy dough. Oil and vinegar refuse to mix until a little mustard helps them. A runny egg turns white and firm. And a tiny living thing called yeast makes bread puff up. Scientists call these changes chemistry, and you can watch them happen right in your kitchen.

In this unit you will feel dough between your fingers (but never taste it uncooked), shake a jar of salad dressing, peel and mash eggs a grown-up has cooked, and blow up a balloon with yeast before shaping your own bread rolls. Jesus said the kingdom of heaven is like a little leaven, or yeast, that works through a whole batch of dough.

PREREQUISITES

- Washes hands with soap after touching eggs (Unit 1)
- Stays back while a grown-up uses the stove and oven (Units 1 and 4)
- Knows why we never taste uncooked batter (Unit 4)

MASTERY CHECKLIST

- ☐ I can tell that flour is made from ground wheat seeds and that flour and water make dough.
- ☐ I can tell why we never taste uncooked dough or batter.
- ☐ I can show that oil and water do not mix, and that shaking with mustard helps them stay together.
- ☐ I can tell how an egg changes when it is cooked.
- ☐ I can tell that yeast is alive and makes bread puff up.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Fight BAC!: food safety for families**: Free. Family food-safety pages from the Partnership for Food Safety Education, including why uncooked dough and batter should not be eaten. Good background for the grown-up before Lesson 5.1.
- **A clear jar with a tight lid**: A clean jam or peanut butter jar is perfect for shaking salad dressing in Lesson 5.2.
- **A packet of yeast and a balloon**: For the yeast balloon test in Lesson 5.4. Any grocery-store yeast works.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

5.1 Flour and Water Make Dough	2 sessions of 30–40 minutes
5.2 Oil and Water Don't Mix	2 sessions of 30–40 minutes
5.3 Eggs Change When Cooked	2 sessions of 30–40 minutes
5.4 Bread Puffs Up with Yeast	2 sessions of 60–90 minutes

UNIT 5 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, try the experiment again.

1. Where does flour come from? What happens when you add water to flour?
2. Why don't we eat uncooked dough or batter?
3. Show me what happens to oil and water in a jar after you shake it and wait.
4. What little seed helps salad dressing stay mixed?
5. How does an egg change when it is cooked?
6. What made the balloon blow up and the bread puff up?

ANSWER KEY

1. From wheat seeds ground at a mill. It turns into sticky dough.
2. Uncooked flour (and uncooked eggs) can carry germs. Baking or cooking makes it safe.
3. They mix for a moment and look cloudy, then the oil floats back to the top.
4. Mustard (made from ground mustard seeds).
5. The clear, runny white turns white and firm, and the runny yolk turns firm.
6. Yeast. It is alive; it eats sugar and makes gas bubbles that get trapped in the dough.

UNIT CHALLENGE: ROLLS FOR THE FAMILY TABLE

Make a batch of the Lesson 5.4 rolls again with your grown-up. This time, you do as much of the measuring, stirring, kneading and shaping as you can, and your grown-up does the warm water and the oven.

Draw three pictures for your folder: the dough before rising, the dough after rising, and the baked rolls. Serve the rolls at a family supper and tell everyone how the yeast made them rise.

LOOK FOR	WHAT IT MEANS
Clean and safe	Your child washed hands before and after, never tasted the uncooked dough, and stayed back from the oven.
Doing the work	Your child measured, stirred, kneaded and shaped the rolls with help as needed.
Three pictures	The drawings show the dough before and after rising and the finished rolls.
Telling	Your child explained to the family, in his or her own words, how yeast makes bread rise.

CRAVINGS, REWARD & A BALANCED DIET

God made your body able to tell you when you are hungry and when you have had enough. In this unit you will learn to listen to your tummy: the rumble that says “I’m hungry” and the comfortable feeling that says “I’m full.” You will learn that it takes a little while for your tummy to tell your brain it is full, so eating slowly helps.

You will also learn that treats are good gifts in their place, that water is the best drink when you are thirsty, and that every meal is a time to say thank you. You will make an apple-and-cheese plate, fruit “pizzas” on graham crackers, fruit-flavored water and banana “sushi” to share as a thank-you snack.

PREREQUISITES

- Knows the five food groups (Unit 2)
- Knows the words everyday foods and sometimes foods (Unit 2)
- Spreads with a butter knife and cuts soft foods (Units 1–3)

MASTERY CHECKLIST

- ☐ I can tell how my tummy feels when I am hungry, just right and too full.
- ☐ I can eat slowly and stop when I feel just right.
- ☐ I can tell that treats are sometimes foods, good gifts in their place, and enjoy a small amount.
- ☐ I can tell why water is the best drink when I am thirsty.
- ☐ I can say thank you to God and to the cook before I eat.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Nemours KidsHealth: Why Drinking Water Is the Way to Go**: Free. A short article for children about why water is the best drink, from Nemours Children’s Health. Read it aloud with Lesson 6.3.
- **A child-size water bottle or cup**: Optional. A cup of their own, kept where they can reach it, helps children choose water when they are thirsty (Lesson 6.3).

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

6.1 Hungry and Full	2 sessions of 30–40 minutes
6.2 Sometimes Foods Are Treats	2 sessions of 30–40 minutes
6.3 Water Is the Best Drink	2 sessions of 30–40 minutes
6.4 Saying Thank You for Food	2 sessions of 30–40 minutes

UNIT 6 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, talk about it again at the next meal.

1. Show me how your tummy feels when you are hungry, just right and too full.
2. Why does it help to eat slowly?
3. What did wise King Solomon say about honey?
4. Is cake an everyday food or a sometimes food? Is it bad?
5. What is the best drink when you are thirsty? Why does your body need it?
6. Say the grace you learned. Why do we say thank you for food?

ANSWER KEY

1. Hungry: empty, rumbling, maybe tired or grumpy. Just right: comfortable and satisfied. Too full: stuffed and uncomfortable.
2. It takes about 20 minutes for the “full” message to get from your tummy to your brain. Eating slowly gives it time to arrive.
3. Eat as much as is enough (sufficient), not too much.
4. A sometimes food. It is not bad; it is a good gift for special times, eaten in small amounts.
5. Water. More than half of your body is water, and you lose water when you sweat, breathe and go to the bathroom.
6. For example, “Come, Lord Jesus, be our guest, and let these gifts to us be blessed. Amen.” Food is a gift from God and from the people who grow and cook it.

UNIT CHALLENGE: A WEEK OF THANK YOU

For one week, lead your family in grace at one meal every day, and thank the cook after the meal. Each day, do a tummy check halfway through the meal, and choose water when you are thirsty.

Keep a chart with seven days. Each day, draw a small cross or folded hands when you said grace, a water drop when you chose water, and a smiling tummy when you stopped at just right. At the end of the week, make a thank-you snack for the family.

LOOK FOR	WHAT IT MEANS
Thankfulness	Your child led or joined in grace each day and thanked the cook.
Listening to the tummy	Your child practiced eating slowly and noticing just right.
Chart	The chart was kept honestly for the week, with your help.
Serving	Your child made and served a thank-you snack with clean hands and helped clean up.

6.1 HUNGRY AND FULL

OBJECTIVES

- Tell how Ruth ate at Boaz’s table until she was satisfied and had some left over (Ruth 2:14).
- Name how your tummy feels when you are hungry, just right and too full.
- Eat a snack of apples and cheese slowly and notice when you feel just right.

Warm-up. Put your hand on your tummy. How does it feel right now: empty and rumbling, just right, or stuffed? Show with your arms: arms down for hungry, arms out for just right, arms way up for too full.

WATCH

God's Story: Ruth

Crossroads Kids' Club • 3:37

<https://www.youtube.com/watch?v=irThVpdeSXk>

WHEN TO WATCH

After you read the story of Ruth. Watch for Ruth gathering grain in Boaz’s field.

KEY TERMS

hungry

The feeling that your body needs food. Your tummy may rumble, and you may feel tired or grumpy.

full

The comfortable feeling that you have eaten enough.

satisfied

Having had enough to feel just right, not hungry and not too full. The Bible’s old word is “sufficed.”

CORE IDEAS

Long ago... In the Bible, a young woman named Ruth worked hard in the barley fields of a kind farmer named Boaz, picking up the grain the reapers left behind. At mealtime, Boaz invited her to sit with his workers and share their bread. He handed her roasted grain, and the Bible says “she did eat, and was sufficed, and left.” That

means she ate until she was satisfied, and she even had some left over to take home to her mother-in-law, Naomi.

What is your tummy saying? God made your body to tell you when it needs food. When you are **hungry**, your tummy may rumble or feel empty, and you might feel tired or grumpy. When you eat, your stomach fills up and stretches. Then your body sends a message to your brain: “That’s enough!” That is the **full** feeling.

Slow down. Scientists have found that it takes about 20 minutes for the “I’m full” message to get from your tummy to your brain. If you eat very fast, you might eat more than you need before the message arrives, and then feel too stuffed. If you eat slowly, chew well, and talk with your family, the message has time to arrive. Then, like Ruth, you can stop when you are satisfied.

Let’s cook! You will make an apple-and-cheese plate. A grown-up slices the apples, and you cut the cheese into shapes with a butter knife or cookie cutters. Then you will eat slowly and stop to check your tummy halfway through.

PICTURE STUDY



Harvesters Resting (Ruth and Boaz), Jean-François Millet, 1850–1853 · Oil on canvas · Museum of Fine Arts, Boston

Image: [Wikimedia Commons](#), public domain

Jean-François Millet painted French farm workers resting at noon during the harvest. He gave the painting a second title, *Ruth and Boaz*, because it reminded him of the Bible story: the kind farmer brings Ruth to share the workers' meal.

Look closely

- Find the farmer in the straw hat. Who is he bringing to the meal?
- Find the young woman holding the bundle of grain. That is how Ruth gathered barley.
- Find the workers sitting in a circle around a dish. What are they doing?
- Find the haystacks and the ladder. What season is it?

Talk about it

1. The workers have worked hard all morning. How do you think their tummies feel at noon?
2. How was Boaz kind to Ruth? How can you share food with someone?

Safety first. A grown-up slices the apples. Cut cheese with a butter knife or press cookie cutters with your palm. Sit down to eat, and take small bites so you do not choke.

KITCHEN PROJECT

The Slow Snack: Apples and Cheese

You will make an apple-and-cheese plate and play the “tummy check” game: eat slowly, stop halfway, and listen to what your tummy says.

You will need

- A cutting board and a sharp knife or apple slicer (for the grown-up)
- A butter knife and small cookie cutters (optional)
- Small plates
- Paper and crayons for the tummy chart
- A timer

APPLE AND CHEESE SNACK PLATE

Serves 4 snack servings · Prep 10 min

Ingredients

- 2 crisp apples
- 4 ounces mild cheddar or Colby cheese, in slices or a small block
- 8 whole-grain crackers (optional)
- A few grapes, halved by a grown-up (optional)

Method

1. Wash your hands. Rinse and dry the apples.
2. A grown-up cores the apples and cuts them into wedges.
3. Cut the cheese slices into squares, strips or triangles with a butter knife, or press out shapes with small cookie cutters.
4. Arrange the apple wedges and cheese on small plates. Add crackers and grapes if you like.
5. Sit down at the table to eat. Clean up: put the cheese back in the refrigerator and wipe the counter.

Allergy check: Contains milk (cheese). Crackers usually contain wheat and may contain milk, soy or sesame; check the label. For a milk-free plate, use sunflower seed butter for dipping (check the label) or a dairy-free cheese.

Steps

1. **Tummy chart.** Draw three tummies: an empty one (hungry), a smiling one (just right) and a stuffed one (too full). Before you eat, point to how your tummy feels.
2. Make the apple and cheese plate.
3. **Slow eating.** Take small bites. Put your apple down between bites and chew well. Talk with your family while you eat.
4. **Halfway check.** When your plate is half empty, stop. Put your hand on your tummy and point to the chart again. Are you still hungry, or just right?
5. If you are just right, it is fine to stop and save the rest for later. Put leftovers in the refrigerator.
6. Clean up: carry your plate to the sink and wipe the table.

Tips

- Never make a child “clean the plate.” Help your child notice the just-right feeling instead.
- Sitting at the table, without screens, helps children notice when they are full.

Check your work

- ☐ I can tell how hungry, just right and too full feel.
- ☐ I ate slowly and checked my tummy halfway through.
- ☐ I cut cheese with a butter knife and made a snack plate.

COOK'S NOTEBOOK

1. Draw your three tummies: hungry, just right and too full.
2. Draw Ruth sitting with the reapers, eating bread and grain.
3. Draw your apple and cheese plate. Your grown-up writes what your tummy said at the halfway check.

COMMON MISTAKES

- Eating so fast that the “full” message cannot catch up. Slow down and chew.
- Eating because you are bored instead of hungry. Check your tummy first.

- Thinking you must finish everything on your plate. It is fine to stop when you feel just right and save the rest.

Make it a game • Tummy Charades. Act out how your tummy feels without using words. Rumble and rub for hungry. Pat your tummy and smile for just right. Puff your cheeks and groan for too full. Your grown-up guesses each one. Then tell how Ruth ate at Boaz's table until she was satisfied and had some left over.

Scripture. “and she did eat, and was sufficed, and left.” (Ruth 2:14, KJV)

Ruth ate until she was satisfied and saved what was left over. God made our bodies to tell us when we have had enough.

6.2 SOMETIMES FOODS ARE TREATS

OBJECTIVES

- Tell what Proverbs 25:16 teaches about honey: enjoy sweet things, but only as much as is enough.
- Tell that sweet treats are sometimes foods, good gifts for special times, eaten in small amounts.
- Make fruit “pizzas” on graham crackers as a small treat to share.

Warm-up. What is your favorite treat? When do you usually get to have it: every day, or on special days? Why do you think treats are for special times?

WATCH

Cookie Monster Learns About Healthy Eating | Eating Well

Sesame Workshop · 1:04

https://www.youtube.com/watch?v=MAuCzz_ox9c

WHEN TO WATCH

After the story of Solomon’s honey. Listen for what Cookie Monster learns about sometimes foods.

KEY TERMS

treat

A special food we enjoy once in a while, like cake, cookies or candy.

sometimes food

A food for special times and small amounts, not every day.

enough

As much as you need, and not more.

CORE IDEAS

Long ago... King Solomon was the wisest king of Israel. He wrote many wise sayings, called proverbs. One of them is about honey, the sweetest treat in his land: “Hast thou found honey? eat so much as is sufficient for thee.” Honey was a good gift from God. Solomon did not say “Never eat honey!” He said: enjoy it, but eat only as much as is enough. Too much honey can give you a tummy ache.

Why do treats taste so good? God made us able to enjoy sweet foods. Our tongues love sweet tastes, and our brains remember them and want them again. Cakes, cookies and candy have lots of sugar, so they taste very sweet, but they do not have much of what our bodies need to grow. That is why they are **sometimes foods**.

Treats in their place. A birthday cake, a holiday cookie or a special dessert with friends is a happy gift. We enjoy it with thanks, a small piece at a time, and we share it. Most of the time we eat everyday foods, and fruit is a sweet everyday food God made.

Let's cook! You will make a small, special treat to share: fruit “pizzas” on graham crackers, with a sweet creamy spread and colorful fruit on top.

PICTURE STUDY



Still Life with Oranges, Jars and Boxes of Sweets, Luis Egidio Meléndez, about 1760 · Oil on canvas ·

Kimbell Art Museum, Fort Worth, Texas

Image: [Wikimedia Commons](#), public domain

In Spain long ago, sweets were kept in round wooden boxes and jars and brought out for special occasions. Luis Meléndez painted them next to a heap of fresh oranges, a sweet everyday food.

Look closely

- Find the round wooden boxes. What do you think was kept inside?
- Find the jars. What sweet things might be stored in them?
- Count the oranges. Which is an everyday food, the oranges or the sweets?
- Look at the leaves on the oranges. Were they picked recently?

Talk about it

1. Why do you think the sweets were kept in closed boxes and jars?
2. When would a family long ago open a box of sweets?

Safety first. Check for food allergies before making a treat to share. Use a butter knife for spreading and for cutting soft fruit; a grown-up peels and slices the kiwi. Honey is never given to babies under one year.

KITCHEN PROJECT

Fruit Pizzas to Share

You will make little fruit “pizzas,” decide together how many is enough for each person, and share them with your family or a neighbor.

You will need

- A small bowl and a spoon for mixing
- A butter knife for spreading
- A cutting board and a sharp knife (for the grown-up)
- A plate or tray

GRAHAM CRACKER FRUIT PIZZAS

Serves 8 small pizzas · Prep 15 min

Ingredients

- 4 whole graham crackers, broken in half into 8 squares
- 4 ounces ($\frac{1}{2}$ cup) cream cheese, softened
- 2 tablespoons vanilla yogurt
- 1 tablespoon honey or maple syrup
- 1 cup mixed fruit: sliced strawberries, blueberries, raspberries, banana coins, mandarin orange segments, kiwi slices (peeled and sliced by a grown-up)

Method

1. Wash your hands. Rinse the berries and pat them dry.
2. Stir the cream cheese, yogurt and honey in the bowl until smooth and creamy.
3. Spread about 1 tablespoon on each graham cracker square, all the way to the edges.
4. Slice the strawberries and banana with a butter knife. A grown-up peels and slices the kiwi.
5. Arrange the fruit on top to make a pattern or a picture: a flower, a smiley face or a rainbow.

6. Serve right away so the crackers stay crisp. Clean up: put the cream cheese back in the refrigerator and wipe the counter.

Allergy check: Contains wheat (graham crackers) and milk (cream cheese and yogurt). Some graham crackers contain soy or honey; check the label. For a milk-free treat, use a dairy-free cream cheese and yogurt. Honey is never given to babies under one year old.

Steps

1. Read Proverbs 25:16 together. What does “sufficient” mean? (Enough.)
2. Make the fruit pizzas.
3. **How many is enough?** Before you eat, decide with your grown-up how many each person will have. Is one enough? Write it down.
4. **Share.** Take a plate of fruit pizzas to someone in your family or a neighbor. Say, “I made this for you.”
5. **Taste test.** Eat your fruit pizza slowly. Which fruit is sweetest? Do you still want more when you finish, or is it enough?
6. Clean up: wipe the counter and wash the bowl.

Tips

- Make treats together for special days. A treat you make and share means more than one you grab.
- Talk about treats calmly and cheerfully, never as “bad” or as a reward for eating vegetables.

Check your work

- ☐ I can tell what Proverbs says about honey.
- ☐ I can tell why treats are sometimes foods and enjoy a small amount.
- ☐ I made fruit pizzas and shared them.

COOK’S NOTEBOOK

1. Draw a beehive and a honeycomb. Your grown-up writes: “Eat so much as is sufficient.”
2. Draw your fruit pizza design.
3. Draw a special day when your family enjoys a treat together.

COMMON MISTAKES

- Calling treats “bad food.” They are sometimes foods, good gifts in their place.

- Eating treats fast because they taste good. Slow down and enjoy every bite.
- Making fruit pizzas hours ahead. The crackers get soggy; make them just before serving.

Make it a game • Just Enough Honey. Set out a bowl of dry beans, a spoon and a small cup. Pretend the beans are honey. Your grown-up says, Fill until it is enough, and shows you one level spoonful. Scoop just that much and stop. Then name two sweet treats that are sometimes foods. What does Proverbs say about honey?

Scripture. “Hast thou found honey? eat so much as is sufficient for thee” (Proverbs 25:16, KJV)

Honey is a sweet gift from God. Solomon teaches us to enjoy it, and to eat only as much as is enough.

6.3 WATER IS THE BEST DRINK

OBJECTIVES

- Tell that your body needs water every day, and that water is the best drink when you are thirsty.
- Tell that sugary drinks like soda are sometimes drinks.
- Make fruit-flavored water in a pitcher for the family.

Warm-up. Run in place for one minute, or do 20 jumping jacks. How does your mouth feel? What does your body want? Take a drink of cool water. How do you feel now?

WATCH

Why Do We Drink Water? | Importance Of Water | Stay Hydrated | The Dr Binocs Show | Peekaboo Kidz

Peekaboo Kidz · 6:09

<https://www.youtube.com/watch?v=31F0laJjyy8>

WHEN TO WATCH

After the story of the water seller, before you make the fruit water.

BACKUP VIDEO

Why We Must Drink Water | WonderGrove Kids

WonderGrove Kids · 3:07

<https://www.youtube.com/watch?v=t9MpHES07Os>

A short cartoon about drinking water every day.

KEY TERMS

thirsty

The feeling that your body needs water.
Your mouth may feel dry.

water

The best drink for your body. More
than half of your body is water.

sugary drink

A drink with lots of added sugar, like
soda, punch or sweet tea. It is a
sometimes drink.

CORE IDEAS

Long ago... In the hot city of Seville, in Spain, there were no faucets in the houses. Water sellers walked the streets with big clay jars of cool water and sold cups of it to thirsty people. The painter Diego Velázquez painted an old water seller handing a boy a clear glass of water. A little fig was dropped in the glass to give the water a fresh taste.

Why do we need water? More than half of your body is made of water. You lose water all day long: when you sweat, when you breathe out, and when you go to the bathroom. When your body needs more, you feel **thirsty**. Water helps your body stay cool, helps your food move through your tummy, and helps you think and play.

The best drink. When you are thirsty, water is the best drink. Milk is a good drink at meals. Soda, punch and other **sugary drinks** have lots of added sugar, so they are sometimes drinks. Like the water seller's fig, a few pieces of fresh fruit can make water taste fresh and special, with no added sugar.

Let's cook! You will make fruit-flavored water. You wash and slice soft fruit with a butter knife, tear mint leaves, drop them into a pitcher of cold water, and let it sit in the refrigerator so the water takes on their flavor.

PICTURE STUDY



The Waterseller of Seville, Diego Velázquez, about 1618–1622 · Oil on canvas · Apsley House (Wellington Collection), London

Image: [Wikimedia Commons](#), public domain

Velázquez painted this when he was a young man in Seville. The old water seller is giving a boy a glass of cool, clear water. The big clay jar in front is so cool that drops of water have formed on the outside.

Look closely

- Find the glass of water. Can you see the little fig inside it?
- Find the big clay jar. Look for the drops of water on the outside.
- Find the man in the back drinking from a jug.
- Look at the old man's face. Is he kind or grumpy?

Talk about it

1. Why would people in a hot city want to buy water?
2. Why do you think the water seller put a fig in the glass?
3. Where does your family get its water?

Safety first. A grown-up slices the oranges, lemons and cucumbers. Slice soft fruit with a butter knife. Keep the fruit water in the refrigerator and drink it within a day.

KITCHEN PROJECT

Fruit-Flavored Water and a Drink Chart

You will make a pitcher of fruit-flavored water, keep a chart of what you drink for a day, and find out which drink your family likes best.

You will need

- A large pitcher (about 2 quarts)
- A cutting board, a butter knife (for you) and a sharp knife (for the grown-up)
- A long spoon
- Paper and crayons for the drink chart

STRAWBERRY-ORANGE-MINT WATER

Serves 8 cups · Prep 10 min · Chill 1–2 hr

Ingredients

- 8 cups cold water
- 1 cup strawberries
- 1 orange (or ½ cucumber)
- 6–8 fresh mint leaves (optional)
- Ice cubes

Method

1. Wash your hands. Rinse the strawberries, orange and mint.
2. Pull the green tops off the strawberries and slice them with a butter knife.
3. A grown-up cuts the orange into thin rounds.
4. Tear the mint leaves in half to let out their smell.
5. Put the fruit and mint in the pitcher and pour in the cold water. Stir gently.
6. Put the pitcher in the refrigerator for 1–2 hours so the flavor spreads into the water. Serve over ice.

7. Clean up: wipe the counter. Drink the water within a day, then throw away the fruit.

Allergy check: Contains none of the nine major allergens.

Steps

1. **Drink chart.** Draw a chart for one day with a cup for each drink you have. Color it blue for water, white for milk, orange for juice and red for a sugary drink.
2. Make the fruit-flavored water.
3. **Taste test.** Taste plain water and then the fruit water after it has chilled. Can you taste the strawberries? Ask your family which they like better.
4. **Count up.** At the end of the day, count your cups. Which color did you drink most?
5. Clean up: wash the pitcher and put away the cups.

Tips

- Keep a pitcher of cold water where children can see it in the refrigerator. They will reach for it more often.
- Try other combinations: cucumber and lemon, watermelon and mint, or blueberries and orange.

Check your work

- ☐ I can tell why my body needs water.
- ☐ I can tell that water is the best drink when I am thirsty.
- ☐ I made fruit-flavored water for my family.

COOK'S NOTEBOOK

1. Draw the water seller and his big clay jar.
2. Glue in or draw your drink chart.
3. Draw your pitcher of fruit water with the fruit floating inside.

COMMON MISTAKES

- Waiting until you are very thirsty to drink. Drink water during the day, especially when you play hard.
- Thinking juice and soda are the same as water. Water is the best drink for thirst.

- Leaving fruit water out on the counter all day. Keep it cold and drink it within a day.

Make it a game • Water Pour Race. Line up four cups on a tray. Pour water from a small pitcher into each cup without spilling a drop. Your grown-up counts thirty seconds. Each time you finish a cup, say, Water is best when I am thirsty. How many cups can you fill? Then name one drink that is only for sometimes.

6.4 SAYING THANK YOU FOR FOOD

OBJECTIVES

- Tell the story of the one man in ten who came back to thank Jesus.
- Learn a short grace to say before meals, and thank the cook after.
- Make banana “sushi” as a thank-you snack for your family.

Warm-up. Think of all the people who helped bring your breakfast to the table: the farmer, the truck driver, the store clerk, the cook. Count them on your fingers. Who else should we thank? (Thank God, who gives the rain and the sun and makes the food grow.)

WATCH

The Thankful Leper (Luke 17: 11-19).

Saddleback Kids • 1:52

<https://www.youtube.com/watch?v=LzZUDRrKgI8>

WHEN TO WATCH

Watch the story of the thankful man first, then read it together.

KEY TERMS

grace

A short prayer of thanks to God before (or after) a meal.

thankful

Glad about a gift and wanting to say thank you for it.

serve

To bring food to others and help them.

CORE IDEAS

Long ago... One day, as Jesus walked into a village, ten men who were very sick called out to Him from far away: “Jesus, Master, have mercy on us!” Jesus told them to go and show themselves to the priests. As they went, they were healed! But only one of the ten men turned back. He praised God with a loud voice, fell down at Jesus’ feet, and gave Him thanks. Jesus asked where the other nine men were.

Why do we say grace? Every bit of food we eat is a gift. God sends the sun and rain, farmers plant and harvest, and someone in our family shops and cooks. When we stop before eating and say **grace**, we are like the one man who came back to say thank you. The Bible says that every good thing God made is to be “received with thanksgiving.”

A grace to learn. Many families say a short grace like this one, an old table prayer: “Come, Lord Jesus, be our guest, and let these gifts to us be blessed. Amen.” After the meal, we thank the cook too: “Thank you for supper!”

Let’s cook! You will make banana “sushi” as a thank-you snack for your family. You spread a tortilla, roll it around a banana, and cut it into little rounds with a butter knife. Then you will serve it and lead the family in grace.

PICTURE STUDY



Saying Grace, Jean-Siméon Chardin, 1740 · Oil on canvas · Musée du Louvre, Paris

Image: [Wikimedia Commons](#), public domain

Jean-Siméon Chardin painted a mother serving supper to her two small children. Before anyone eats, the youngest child is saying grace, and the mother waits patiently for the prayer to finish.

Look closely

- Find the youngest child. What is the child doing with folded hands?
- Find the mother. What is she holding, and why is she waiting?
- Find the bowls and the pot. What do you think is for supper?
- Find the little drum hanging on the chair. What was the child doing before supper?

Talk about it

1. Why do you think the mother lets the little one say grace?
2. What would you say if it were your turn to say grace?
3. How is this family like your family at supper?

Safety first. Check for peanut and tree-nut allergies before serving; sunflower seed butter is a good swap. Cut the banana rolls with a butter knife on a cutting board.

KITCHEN PROJECT

A Thank-You Snack: Banana Sushi

You will make banana “sushi” for your family, serve it, and lead everyone in saying grace. Then you will make a thank-you card for the person who cooks most of your meals.

You will need

- A cutting board and a butter knife
- A plate for serving
- Paper and crayons for a thank-you card

BANANA “SUSHI” ROLLS

Serves 4 snack servings · Prep 10 min

Ingredients

- 2 soft whole-wheat tortillas (8-inch)
- ¼ cup creamy peanut butter or sunflower seed butter
- 2 bananas
- 2 tablespoons crispy rice cereal or granola (optional)
- 1 teaspoon honey or maple syrup (optional; honey is not for babies under one year)

Method

1. Wash your hands.
2. Lay a tortilla flat on the cutting board. Spread half of the peanut butter all over it with a butter knife, right to the edges.
3. Sprinkle on half the cereal and drizzle a little honey if you like.
4. Peel a banana and lay it near one edge of the tortilla.
5. Roll the tortilla tightly around the banana, like a sleeping bag.
6. Cut the roll into 6–8 rounds with a butter knife, sawing gently. Repeat with the other tortilla.

7. Arrange the rounds on a plate, cut side up, like sushi. Clean up: wipe the board and the counter, and put the lid back on the peanut butter.

Allergy check: Contains wheat (tortillas) and peanuts if made with peanut butter. For a peanut- and tree-nut-free roll, use sunflower seed butter (check the label). Use a gluten-free tortilla if needed. Cereal and granola may contain wheat, nuts or soy; check the label. Honey is never given to babies under one year old.

Steps

1. Learn the grace: “Come, Lord Jesus, be our guest, and let these gifts to us be blessed. Amen.” Say it three times with your grown-up.
2. Make the banana sushi.
3. **Serve.** Carry the plate to the table and offer it to each person. Then fold your hands and lead your family in grace.
4. **Taste test.** Ask each person to rate the banana sushi with a smiley, straight or frowny face.
5. **Thank-you card.** Make a card for the person who cooks most of your meals. Draw your favorite meal he or she makes, and your grown-up helps you write “Thank you!”
6. Clean up: carry the plates to the sink and wipe the table.

Tips

- Let your child lead grace at one meal each day this week.
- Saying “Thank you for supper” to the cook is a lovely habit to start young.

Check your work

- ☐ I can tell the story of the one man who came back to thank Jesus.
- ☐ I can say a grace before a meal.
- ☐ I made and served a thank-you snack.

COOK’S NOTEBOOK

1. Draw the one thankful man kneeling at Jesus’ feet.
2. Draw your family at the table with folded hands, saying grace.
3. Draw your banana sushi on its plate.

COMMON MISTAKES

- Starting to eat before grace. Wait until everyone has said thank you.
- Forgetting to thank the cook. Say “Thank you for supper!”

- Rolling the tortilla loosely. Roll it tight so the rounds hold together.

Make it a game · Ten Friends, One Thank You. Line up ten toys or beans for the ten men Jesus healed. Nine walk away, so slide them to the side. You are the one who comes back. Kneel, say thank you to Jesus, and wiggle with joy. Then practice your family grace and thank the cook by name.

Scripture. “For every creature of God is good, and nothing to be refused, if it be received with thanksgiving” (1 Timothy 4:4, KJV)

Everything God made is good, and we receive our food with thanksgiving. That is why we say grace.

CRAVINGS, REWARD & A BALANCED DIET

God made your body able to tell you when you are hungry and when you have had enough. In this unit you will learn to listen to your tummy: the rumble that says “I’m hungry” and the comfortable feeling that says “I’m full.” You will learn that it takes a little while for your tummy to tell your brain it is full, so eating slowly helps.

You will also learn that treats are good gifts in their place, that water is the best drink when you are thirsty, and that every meal is a time to say thank you. You will make an apple-and-cheese plate, fruit “pizzas” on graham crackers, fruit-flavored water and banana “sushi” to share as a thank-you snack.

PREREQUISITES

- Knows the five food groups (Unit 2)
- Knows the words everyday foods and sometimes foods (Unit 2)
- Spreads with a butter knife and cuts soft foods (Units 1–3)

MASTERY CHECKLIST

- ☐ I can tell how my tummy feels when I am hungry, just right and too full.
- ☐ I can eat slowly and stop when I feel just right.
- ☐ I can tell that treats are sometimes foods, good gifts in their place, and enjoy a small amount.
- ☐ I can tell why water is the best drink when I am thirsty.
- ☐ I can say thank you to God and to the cook before I eat.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **Nemours KidsHealth: Why Drinking Water Is the Way to Go**: Free. A short article for children about why water is the best drink, from Nemours Children’s Health. Read it aloud with Lesson 6.3.
- **A child-size water bottle or cup**: Optional. A cup of their own, kept where they can reach it, helps children choose water when they are thirsty (Lesson 6.3).

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

6.1 Hungry and Full

2 sessions of 30–40 minutes

6.2 Sometimes Foods Are Treats

2 sessions of 30–40 minutes

6.3 Water Is the Best Drink

2 sessions of 30–40 minutes

6.4 Saying Thank You for Food

2 sessions of 30–40 minutes

UNIT 6 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, talk about it again at the next meal.

1. Show me how your tummy feels when you are hungry, just right and too full.
2. Why does it help to eat slowly?
3. What did wise King Solomon say about honey?
4. Is cake an everyday food or a sometimes food? Is it bad?
5. What is the best drink when you are thirsty? Why does your body need it?
6. Say the grace you learned. Why do we say thank you for food?

ANSWER KEY

1. Hungry: empty, rumbling, maybe tired or grumpy. Just right: comfortable and satisfied. Too full: stuffed and uncomfortable.
2. It takes about 20 minutes for the “full” message to get from your tummy to your brain. Eating slowly gives it time to arrive.
3. Eat as much as is enough (sufficient), not too much.
4. A sometimes food. It is not bad; it is a good gift for special times, eaten in small amounts.
5. Water. More than half of your body is water, and you lose water when you sweat, breathe and go to the bathroom.
6. For example, “Come, Lord Jesus, be our guest, and let these gifts to us be blessed. Amen.” Food is a gift from God and from the people who grow and cook it.

UNIT CHALLENGE: A WEEK OF THANK YOU

For one week, lead your family in grace at one meal every day, and thank the cook after the meal. Each day, do a tummy check halfway through the meal, and choose water when you are thirsty.

Keep a chart with seven days. Each day, draw a small cross or folded hands when you said grace, a water drop when you chose water, and a smiling tummy when you stopped at just right. At the end of the week, make a thank-you snack for the family.

LOOK FOR	WHAT IT MEANS
Thankfulness	Your child led or joined in grace each day and thanked the cook.
Listening to the tummy	Your child practiced eating slowly and noticing just right.
Chart	The chart was kept honestly for the week, with your help.
Serving	Your child made and served a thank-you snack with clean hands and helped clean up.

UNIT 7

FIRE, THE GRILL & SPICE

This is the fun unit! People have cooked over fire since the very beginning, and food cooked over a grill or a campfire tastes smoky and wonderful. But fire is hot and dangerous, so in this unit you will learn the grill rules first: only grown-ups light and run the grill, and children stay at least 3 big steps back, in the kid-free zone.

You will hear how Jesus cooked fish and bread over a fire of coals for His friends by the sea, smell spices that come from bark, seeds and roots, and find out which flavors are “friends” that taste good together. You will shuck corn for the grill, set out a seaside picnic, stir cinnamon into applesauce and make a sandwich cut into shapes. Every grill recipe also has an indoor way for families without a grill.

PREREQUISITES

- Stays in a safe spot while a grown-up uses heat (Units 1 and 4)
- Knows the tastes sweet, salty and sour, and that smell is part of flavor (Unit 3)
- Spreads and cuts soft foods with a butter knife (Units 1–6)

MASTERY CHECKLIST

- ☐ I can tell the grill rules: only grown-ups light and run the grill, and I stay 3 big steps back.
- ☐ I can tell the story of Jesus cooking breakfast for His friends by the sea.
- ☐ I can tell that spices come from parts of plants, like bark, seeds and roots, and name cinnamon.
- ☐ I can name two flavors that are “friends” and taste good together.
- ☐ I can help get food ready for the grill without going near the fire.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **NFPA: Grilling safety:** Free. Grilling safety tips from the National Fire Protection Association, for the grown-up to read before Lesson 7.1.
- **Sidewalk chalk or a jump rope:** To mark the 3-foot kid-free zone around the grill (Lesson 7.1).
- **For the grown-up: long-handled tongs and an instant-read thermometer:** Long tongs keep hands away from the heat, and a thermometer checks that fish reaches 145 °F. Not required: every recipe in this unit also works under the oven broiler or on the stovetop.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

7.1 Stay Back from the Grill	2 sessions of 30–40 minutes
7.2 Jesus Cooks Breakfast by the Sea	2 sessions of 30–40 minutes
7.3 Spices Smell Good	2 sessions of 30–40 minutes
7.4 Flavors That Are Friends	2 sessions of 30–40 minutes

UNIT 7 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, practice the grill rules again outdoors.

1. Who lights and runs the grill? Show me how far back you stand.
2. Why should you never touch a grill, even after cooking is finished?
3. What did Jesus cook for His disciples by the sea?
4. How do we know fish is cooked? Who checks it?
5. What part of a plant is cinnamon? Why were spices so precious long ago?

6. Name two foods that are flavor friends.

ANSWER KEY

1. Only a grown-up. At least 3 big steps (3 feet) back, outside the kid-free zone.
2. It stays very hot for a long time and can burn you.
3. Fish and bread on a fire of coals, for breakfast.
4. It turns white and flaky, and a grown-up checks it with a thermometer: 145 °F.
5. The bark of a tree. They grew in faraway lands and had to be carried a very long way by camels and ships.
6. For example: peanut butter and jelly, apples and cheese, apples and cinnamon, strawberries and yogurt.

UNIT CHALLENGE: A FAMILY COOKOUT (OR BROILER SUPPER)

Help your family get ready for a cookout. Shuck the corn, wash the fruit, set the table or picnic blanket, and mark the kid-free zone around the grill. A grown-up grills (or broils indoors) the main dish while you stay back.

Add a flavor-friends dish you make yourself, such as cinnamon applesauce or apples with cheese. Lead the family in grace. Afterward, draw the cookout, with the grill, the kid-free zone and everyone at the table.

LOOK FOR	WHAT IT MEANS
Grill safety	Your child stayed outside the kid-free zone the whole time and never touched the grill.
Helping	Your child shucked, washed, set the table and made one dish with clean hands.
Flavor friends	Your child chose and explained a pair of foods that taste good together.
Drawing and thanks	Your child drew the cookout and joined in or led grace.

7.1 STAY BACK FROM THE GRILL

OBJECTIVES

- Tell how cowboy cooks long ago cooked over campfires, and why the fire was the cook's job.
- Say the grill rules and show the 3-foot kid-free zone.
- Shuck corn for a grown-up to grill (or broil indoors).

Warm-up. Take three big steps. That is about 3 feet. Now go outside with your grown-up and use chalk or a jump rope to draw a circle 3 big steps around the grill (or around a pretend grill: a chair). That circle is the kid-free zone. Practice stopping at the line.

WATCH

Safe Kids: Start Safe - I Spot Something Hot

Safe Kids Worldwide • 8:27

<https://www.youtube.com/watch?v=r4w7ub5RJeA>

WHEN TO WATCH

After the grill rules, before you mark the kid-free zone. Point out every hot thing you spot.

Note: From Safe Kids Worldwide's program for preschoolers about hot things at home.

KEY TERMS

grill

An outdoor cooker with a metal grate over hot coals or gas flames.

kid-free zone

A circle at least 3 feet (3 big steps) around a grill or fire, where children never go.

shuck

To pull the green leaves (husks) and silky threads off an ear of corn.

CORE IDEAS

Long ago... About 150 years ago, cowboys drove huge herds of cattle across the open plains of Texas for weeks at a time. They needed food every day, so a rancher named

Charles Goodnight built a sturdy wagon with a cupboard on the back, full of flour, beans, coffee, pots and pans. It was called a chuck wagon. The cook drove it ahead of the herd, built a fire every evening and cooked supper in heavy iron pots. Everyone knew the fire belonged to the cook, and the cowboys stayed out of his way.

Why is a grill dangerous? A grill is like a campfire in a box. The coals or flames, the metal grate, the lid and even the outside of the grill get very hot, hot enough to burn you badly in an instant. Grills can also flare up with sudden flames. That is why only a grown-up lights and runs the grill.

The grill rules. Grills are used only outdoors, on flat ground, away from the house. Only grown-ups light the grill and cook on it. Children stay 3 big steps back, outside the **kid-free zone**, and never run or play near it. The grown-up uses long tongs and never leaves a lit grill alone. A grill stays hot for a long time after cooking.

Let's cook! You will **shuck** corn: pull off the green husks and the silky threads. Then a grown-up grills the corn while you watch from outside the kid-free zone. If your family has no grill, a grown-up can broil it in the oven.

PICTURE STUDY



Camp Fire, Winslow Homer, 1880 · Oil on canvas · The Metropolitan Museum of Art, New York

Image: [Wikimedia Commons](#), public domain

Winslow Homer, an American painter, loved the outdoors. Here two men are camping in the woods at night. Their campfire lights up the dark trees, and bright sparks fly up into the sky.

Look closely

- Find the fire. What color is it at the bottom? At the top?
- Find the sparks flying up. Why should no one stand too close?
- Find the men. How far are they sitting from the fire?
- Find the shelter. What is it made of?

Talk about it

1. How do the campers stay warm and safe at the same time?
2. What could you cook over a campfire like this one, with a grown-up in charge?

Safety first. Only a grown-up lights and runs the grill, outdoors, on flat ground away from the house. Stay outside the 3-foot kid-free zone, never run near the grill, and never touch it, even after cooking; it stays hot for hours. Children never touch matches, lighters or any fire starter.

The Kid-Free Zone and Grilled Corn

You will mark the kid-free zone, practice the grill rules, shuck corn, and watch your grown-up grill it from a safe distance.

You will need

- Sidewalk chalk, a jump rope or a garden hose to mark the kid-free zone
- A large paper bag or a trash can for the husks
- Long-handled tongs and a platter (for the grown-up)
- A soft vegetable brush or paper towel for the corn silk

GRILLED CORN ON THE COB

Serves 6 ears · Prep 15 min · Grill 10–15 min

Ingredients

- 6 ears fresh corn in their husks
- 3 tablespoons butter, softened
- ½ teaspoon salt

Method

1. Wash your hands. Sit outside or at the table with the corn and a big bag for the husks.
2. Shuck the corn: hold the ear, pull the green husks down from the top, and snap them off at the bottom. Pull off as much of the silky threads as you can. Rub off the last silk with a soft brush or a damp paper towel.
3. Rinse the shucked corn under cool water and lay it on a tray.
4. **Grill:** A grown-up heats the grill to medium-high. You go outside the kid-free zone. The grown-up lays the corn on the grate and turns it every 2–3 minutes with long tongs for 10–15 minutes, until some kernels are golden brown.
5. **Indoor way:** A grown-up sets an oven rack about 5 inches below the broiler and turns the broiler on. The corn goes on a foil-lined pan and

broils 10–12 minutes, turned every 3 minutes with tongs, until spotted brown.

6. The grown-up brings the hot corn to the table on a platter. Let it cool for a few minutes. Spread butter on your corn with a butter knife and sprinkle a little salt.
7. Clean up: put the husks in the compost or trash and wipe the table. The grown-up turns off the grill and lets it cool completely.

Allergy check: Contains milk (butter). For a milk-free version, brush the corn with olive oil instead. Corn is not one of the nine major allergens.

Steps

1. **Mark the zone.** Draw the kid-free circle around the grill with chalk or lay a jump rope around it.
2. **Practice.** Your grown-up says “Grill’s on!” and you walk (never run) to the line and stop. Say the rules out loud: Only grown-ups light the grill. I stay 3 steps back. I never touch the grill.
3. Shuck the corn. Count how many layers of husk are on one ear.
4. Watch the grown-up grill the corn from outside the zone. What do you see? What do you smell?
5. **Taste test.** Taste a bite of grilled corn. Is it sweet? Smoky? Crunchy or soft?
6. Clean up: help pick up husks and silk, and wipe the table.

Tips

- Shucking corn is a perfect outdoor job for small hands, and the mess stays outside.
- Leftover corn can be cut off the cob by a grown-up and stirred into salads or soup.

Check your work

- ☐ I can say the grill rules.
- ☐ I stayed outside the kid-free zone the whole time.
- ☐ I shucked corn for the grill.

COOK'S NOTEBOOK

1. Draw the grill with the kid-free circle around it. Draw yourself standing outside the circle.
2. Draw an ear of corn in its husk and an ear of corn shucked.
3. Draw a chuck wagon with the cook and the campfire.

From history. Charles Goodnight, a Texas cattleman, is credited with building the first chuck wagon in 1866 from an old army wagon. “Chuck” was cowboy slang for food. Chuck wagon cooks were so important that cowboys knew never to ride near the cook’s fire and kick up dust.

COMMON MISTAKES

- Running or playing ball near the grill. Play far away from it.
- Touching the grill after cooking because the fire looks out. Grills stay hot for hours.
- Standing too close to see better. Stay outside the zone; your grown-up will show you the food.

Make it a game • Freeze at the Line. Put a pillow on the floor for the campfire. Lay a string three big grown-up steps around it to make the kid-free zone. Walk, skip and tiptoe nearby. When your grown-up says, Hot!, freeze outside the string. Say the grill rule aloud. Why was the fire the cook's job?

7.2 JESUS COOKS BREAKFAST BY THE SEA

OBJECTIVES

- Tell the story of Jesus making a fire of coals and cooking fish and bread for His disciples (John 21).
- Tell that fish must be cooked all the way, and that a grown-up checks it with a thermometer.
- Set out a seaside picnic of bread, fruit and fish-shaped crackers while a grown-up cooks fish.

Warm-up. Have you ever eaten a meal outdoors, at a picnic or on a beach? What did you eat? What made it special? Imagine eating breakfast by a lake, early in the morning, with fish cooking on a little fire.

WATCH

Breakfast on the beach - A Resurrection Story of Jesus

Bible Blocks • 3:08

<https://www.youtube.com/watch?v=18Ks1GbKqsl>

WHEN TO WATCH

After the story, watch the disciples' boat, the full net and the fire of coals on the shore.

Note: Told with wooden peg figures by Bible Blocks.

BACKUP VIDEO

Jesus Forgives Peter | Stories of the Bible

Saddleback Kids • 3:03

https://www.youtube.com/watch?v=OZ_ROBNrUQI

A cartoon retelling that includes the breakfast by the sea and Jesus' words to Peter.

KEY TERMS

disciples

The friends and followers of Jesus who learned from Him.

coals

Glowing pieces of burned wood or charcoal that give off strong heat for cooking.

fillet

A piece of fish with the bones taken out. Say it “fil-LAY.”

CORE IDEAS

Long ago... After Jesus rose from the dead, Peter and some of the other disciples went fishing on the Sea of Galilee. They fished all night and caught nothing. In the morning, a man on the shore called out, “Cast the net on the right side of the ship.” They did, and the net was so full of fish they could hardly pull it in! Then they knew: “It is the Lord!”

Breakfast is ready. When the disciples came to land, they saw a fire of coals with fish cooking on it, and bread. Jesus had made breakfast for His tired, hungry friends. He said, “Come and dine,” and He gave them bread and fish. Jesus, the Son of God, cooked for His friends and served them.

Cooking fish safely. Fish is a protein food. Like eggs and chicken, it must be cooked all the way to be safe. Cooked fish turns from shiny and see-through to white or pink and flaky. Grown-ups check fish with a food thermometer: it must reach 145 °F in the thickest part.

Let’s cook! A grown-up will cook fish on the grill or under the broiler. You will set out a seaside picnic: bread, a basket of fruit and fish-shaped crackers, and squeeze lemon over the fish when it is ready.

PICTURE STUDY



Meal of Our Lord and the Apostles, James Tissot, 1886–1894 · Opaque watercolor over graphite on paper · Brooklyn Museum, New York
Image: [Wikimedia Commons](#), public domain

James Tissot was a French painter who traveled to the Holy Land to see the real places of the Bible. Here he painted Jesus eating breakfast with His disciples by the Sea of Galilee.

Look closely

- Find Jesus in His white robe.
- Find the disciples sitting in a circle. How many can you count?
- Find the smoke from the little fire. What is cooking there?
- Look at the calm water and the hills. What time of day do you think it is?

Talk about it

1. How do you think the disciples felt when they saw Jesus had made breakfast for them?
2. How can you serve your family the way Jesus served His friends?

Safety first. Only a grown-up cooks the fish on the grill or under the broiler, and checks it with a thermometer: 145 °F. Stay outside the kid-free zone. Wash your hands after touching raw fish. Fish is a major allergen; check before serving.

KITCHEN PROJECT

A Seaside Breakfast Picnic

You will set up a picnic like the one by the Sea of Galilee: bread, fish and fruit, outdoors on a blanket if the weather is nice. A grown-up cooks the fish, and you get everything else ready.

You will need

- A picnic blanket or tablecloth and a basket
- Plates, napkins and cups
- A foil-lined baking sheet and a spatula (for the grown-up)
- An instant-read food thermometer (for the grown-up)

LEMONY GRILLED (OR BROILED) FISH WITH BREAD AND FRUIT

Serves 4 servings · Prep 15 min · Cook 8–12 min

Ingredients

- 1 pound (4 fillets) mild white fish, such as cod, tilapia or haddock
- 1 tablespoon olive oil
- ½ teaspoon salt and a pinch of pepper
- 1 lemon, cut into wedges by a grown-up
- 4 small bread rolls or pita breads
- 2 cups fruit: grapes (halved by a grown-up), berries or orange segments
- 1 cup fish-shaped crackers

Method

1. Wash your hands. Spread the blanket and set out the plates and napkins.
2. Put the rolls in the basket. Rinse the fruit and arrange it in a bowl. Pour the fish crackers into a small bowl.
3. A grown-up pats the fish dry, brushes it with oil, and sprinkles it with salt and pepper. Everyone washes hands after touching raw fish.
4. **Grill:** A grown-up cooks the fish on an oiled grill or in a grill basket over medium-high heat, 3–5 minutes per side, while you stay outside the kid-

free zone.

5. **Indoor way:** A grown-up broils the fish on a foil-lined pan about 5 inches below the broiler for 8–12 minutes (no need to turn), until it flakes.
6. The grown-up checks the thickest part with a thermometer: 145 °F. The fish should be white and flaky.
7. When the fish has cooled a little, squeeze a lemon wedge over it. Serve with bread and fruit. Clean up: shake out the blanket, carry the dishes in, and wipe the table.

Allergy check: Contains fish. Rolls, pita and fish-shaped crackers contain wheat, and the crackers contain milk. For a fish-free picnic, a grown-up can grill chicken tenders to 165 °F instead. Use gluten-free bread and crackers if needed.

Steps

1. Read John 21:9 together, then set up your picnic.
2. **Look closely.** Before cooking, look at the raw fish (do not touch). Is it shiny? See-through? After cooking, look again. How did it change?
3. Watch your grown-up check the fish with the thermometer. What number does it need to reach?
4. Before eating, say grace together, and thank the cook as the disciples might have thanked Jesus.
5. **Taste test.** Taste the fish with lemon and without. Which do you like better?
6. Clean up: help carry everything inside and wash your hands.

Tips

- Thin white fish cooks quickly and has a mild taste that children often like.
- If fish is new to your child, make it a try-it bite (Lesson 3.4) and fill up on bread and fruit.

Check your work

- ☐ I can tell the story of Jesus cooking breakfast by the sea.
- ☐ I can tell that fish is cooked to 145 °F and turns white and flaky.
- ☐ I set up a seaside picnic while my grown-up cooked the fish.

COOK'S NOTEBOOK

1. Draw the fire of coals by the sea with fish and bread on it.
2. Draw the disciples' boat with a net full of fish.
3. Draw your own picnic. Your grown-up writes what you liked best.

COMMON MISTAKES

- Touching raw fish and then your food. Wash your hands after touching raw fish.
- Thinking fish is done when the outside looks cooked. The grown-up checks the thickest part with a thermometer.
- Going near the grill to watch the fish. Stay outside the kid-free zone.

Make it a game • Fish by the Fire. Your grown-up hides five paper fish around the room. You are the disciples casting your net, a dish towel, to catch them. Count your catch. Then your grown-up plays Jesus and calls, Come and have breakfast. Tell what He cooked and what the grown-up checks so the fish is cooked all the way.

Scripture. “As soon then as they were come to land, they saw a fire of coals there, and fish laid thereon, and bread.” (John 21:9, KJV)

Jesus cooked breakfast for His tired friends. Making food for others is a way to love and serve them.

7.3 SPICES SMELL GOOD

OBJECTIVES

- Tell that spices come from parts of plants: cinnamon from bark, pepper from berries, ginger from a root.
- Tell how traders long ago carried spices on camels and ships because they were precious.
- Measure and stir cinnamon into applesauce that a grown-up cooks, and mash the soft apples.

Warm-up. Your grown-up sets out a cinnamon stick, some whole peppercorns and a piece of fresh ginger (or ground cinnamon, ground ginger and black pepper). Look, touch and smell each one. Which part of a plant do you think each came from?

WATCH

How is cinnamon made?

Mystery Science • 7:26

<https://www.youtube.com/watch?v=U7l0Zl3tSjQ>

WHEN TO WATCH

After the paragraph about where spices come from, before the smell-and-sort.

BACKUP VIDEO

Did you know cinnamon is actually the bark of a tree? See it's fascinating farm to fork journey.

Eat Happy Project • 4:06

https://www.youtube.com/watch?v=DPCsk_fN1S4

Watch cinnamon bark being peeled and dried on a farm.

KEY TERMS

spice

A dried part of a plant, such as bark, seeds, berries or roots, used to give food flavor and smell.

cinnamon

A sweet-smelling spice made from the dried inner bark of the cinnamon tree.

trader

A person who carries goods from place to place to sell or trade them.

CORE IDEAS

Long ago... Long ago, spices like cinnamon and pepper grew only in faraway, warm lands such as India and the island of Sri Lanka. Traders carried them thousands of miles, on camels across the desert and in ships across the sea. The Bible tells of a line of camels carrying spices down to Egypt. Because the trip was so long and hard, spices cost a great deal, and only rich families could buy much of them.

Where do spices come from? Every spice comes from a part of a plant. **Cinnamon** is the inner bark of a tree: workers peel off thin strips, and as the strips dry, they curl up into the sticks we buy. Black pepper is a little dried berry. Ginger is a knobby root. Nutmeg is a seed. Ground spices are these plant parts dried and crushed into powder.

Why do spices smell so strong? Spices are full of smell. When you warm them in food, the smell floats out even more and fills the kitchen. Remember: smell is a big part of flavor! A little pinch of cinnamon can make plain apples taste warm and sweet.

Let's cook! A grown-up will cook chopped apples in a pot until they are soft. When they cool, you will mash them, measure in cinnamon, stir, and smell the warm cinnamon applesauce.

PICTURE STUDY



Still Life with Pomegranates, Apples and Grapes in a Landscape, Luis Egidio Meléndez, 1770s · Oil on canvas · Museo del Prado, Madrid

Image: [Wikimedia Commons](#), public domain

Luis Meléndez painted the fruits of a Spanish autumn piled outdoors: pomegranates, apples, quinces and grapes. In his day, cooks stewed apples and quinces with sugar and precious spices from faraway lands.

Look closely

- Find the apples and quinces. What colors are they?
- Find the pomegranates that are split open. What is inside?
- Find the bunches of grapes. How many can you count?
- Look at the sky. Is it sunny or cloudy?

Talk about it

1. What spice would you add if you cooked these apples?
2. Why do you think the painter put so many different fruits together?

Safety first. Only a grown-up peels, cores and chops the apples and cooks them on the stove. Wait until the cooked apples are cool before you mash them. Sniff spices by waving the smell toward your nose; keep spice powder away from your eyes.

Smell-and-Sort Spices and Cinnamon Applesauce

You will sort spices by the part of the plant they come from, then make cinnamon applesauce and see how the smell fills the house.

You will need

- Small dishes with a cinnamon stick, peppercorns, ginger root, whole nutmeg or cloves (whatever you have)
- Paper with four pictures: bark, berry or seed, root, and leaf
- A medium saucepan with a lid (for the grown-up)
- A potato masher or fork, measuring spoons and a bowl

CINNAMON APPLESAUCE

Serves About 3 cups (6 servings) · Prep 15 min · Cook 15–20 min · Cool 15 min

Ingredients

- 6 medium apples (sweet kinds like Gala, Fuji or McIntosh)
- ½ cup water
- 1 tablespoon lemon juice
- 1 to 2 tablespoons sugar or maple syrup (optional)
- ½ teaspoon ground cinnamon (or 1 cinnamon stick)

Method

1. Wash your hands. Rinse the apples and dry them.
2. A grown-up peels, cores and chops the apples into chunks and puts them in the saucepan with the water and lemon juice. Drop in the cinnamon stick if you are using one.
3. Go to your safe spot. A grown-up brings the pot to a boil, turns the heat to low, covers it and cooks the apples for 15–20 minutes, stirring now and then, until they are very soft.
4. The grown-up takes out the cinnamon stick, turns off the stove and lets the apples cool for at least 15 minutes, then moves the cooled apples to a bowl on the table.

5. Mash the soft apples with a potato masher until they are as smooth or chunky as you like.
6. Measure the ground cinnamon and the sugar (if using) and stir them in. Taste. Does it need more cinnamon?
7. Serve warm or cold. Store in a covered container in the refrigerator for up to a week. Clean up: wash the masher and bowl.

Allergy check: Contains none of the nine major allergens.

Steps

1. **Smell and sort.** Smell each spice. Put it on the right picture: cinnamon on bark, peppercorns and nutmeg on berry or seed, ginger on root. (Herbs like mint and basil go on leaf.)
2. Make the applesauce.
3. **Smell walk.** While the apples cook, walk to another room. Can you smell the cinnamon from there?
4. **Taste test.** Taste a spoonful of plain mashed apples, then a spoonful after you stir in the cinnamon. What did the cinnamon change?
5. Clean up: put the spice lids back on and wipe the counter.

Tips

- Leaving the peel on red apples makes a pink applesauce. Mash it well or have a grown-up blend it.
- Applesauce is lovely stirred into oatmeal or spooned over pancakes.

Check your work

- ☐ I can tell which part of a plant cinnamon, pepper and ginger come from.
- ☐ I can tell why spices were precious long ago.
- ☐ I mashed apples and stirred in cinnamon while my grown-up did the cooking.

COOK'S NOTEBOOK

1. Draw a cinnamon tree and the curly sticks made from its bark.
2. Draw a line of camels carrying bags of spices across the desert.
3. Draw your bowl of applesauce with smell lines rising from it.

From history. There are two main kinds of cinnamon. Ceylon cinnamon comes from Sri Lanka and has thin, papery layers. Cassia cinnamon, the kind most common in American stores, comes mostly from China and Indonesia and has thicker bark and a stronger taste.

COMMON MISTAKES

- Thinking cinnamon grows as a powder. It is tree bark, dried and ground.
- Using too much spice. Start with a little; you can always add more.
- Mashing the apples while they are hot. Let them cool first.

Make it a game • Spice Trader Caravan. Crawl across the room like a camel carrying spices from far away. At each stop, your grown-up holds up a spice jar and asks where it comes from. Cinnamon is bark, pepper is berries, and ginger is a root. Answer right and trade for one bean. How many beans can you carry home?

7.4 FLAVORS THAT ARE FRIENDS

OBJECTIVES

- Name flavors that are “friends”: salty peanut butter and sweet jelly, apples and cheese, strawberries and cream.
- Tell that one of the first printed recipes for a peanut butter and jelly sandwich appeared in 1901.
- Spread and build a sandwich and cut it into shapes with cookie cutters.

Warm-up. Play “Flavor Friends.” Your grown-up names a food, and you name a food that goes with it: peanut butter and... (jelly!), bread and... (butter!), apples and... (cheese or cinnamon!), milk and... (cookies or cereal!). Why do you think these foods are good together?

WATCH

The Best DIY Peanut Butter & Jelly Sandwich | Full-Time Kid | PBS Parents

FullTimeKid · 2:26

<https://www.youtube.com/watch?v=G0p8uMli7kg>

WHEN TO WATCH

Before you make your shape sandwiches.

BACKUP VIDEO

How to Make a Peanut Butter and Jelly Sandwich - Sandwich Skills for Kids

Miacademy & MiaPrep Learning Channel · 5:41

<https://www.youtube.com/watch?v=LYo2EhLxodc>

Another step-by-step sandwich video for young cooks.

KEY TERMS

flavor friends

Two foods that taste even better together than alone, like peanut butter and jelly.

jelly

A sweet, smooth spread made from fruit juice and sugar. Jam is made with pieces of fruit.

spread

To smooth a soft food over bread with a knife, or a soft food that is spread, like butter or jam.

CORE IDEAS

Long ago... Peanut butter became popular in America a little over 100 years ago. In 1901, a writer named Julia Davis Chandler printed a recipe in a cooking magazine from Boston for little sandwiches made with peanut paste and fruit jelly. Later, when bread came already sliced and peanut butter came in jars, peanut butter and jelly sandwiches became a favorite lunch for American children.

Why are some flavors friends? Some flavors taste better together than alone. Peanut butter is salty and rich; jelly is sweet and a little sour. Together they balance each other. Cooks have found many flavor friends: salty cheese and sweet apples, sour lemon and sweet sugar in lemonade, creamy yogurt and crunchy granola, cinnamon and apples.

Texture friends too. A good sandwich has texture friends as well: soft bread, creamy peanut butter and smooth jelly. Some people add crunchy apple slices or banana coins!

Let's cook! You will spread a sandwich with peanut butter (or sunflower seed butter) and jelly, then press cookie cutters into it to make stars, hearts or animals. Save the crusts for the birds or a snack.

PICTURE STUDY



A Woman Preparing Bread and Butter for a Boy, Pieter de Hooch, about 1660–1663 · Oil on canvas · J. Paul Getty Museum, Los Angeles

Image: [Wikimedia Commons](#), public domain

Pieter de Hooch painted a Dutch mother spreading butter on bread for her little boy before he goes out. Bread and butter are among the oldest flavor friends: soft bread and rich, salty butter.

Look closely

- Find the loaf of bread and the little pot of butter on the stool.
- Find the boy. What is he holding? Why do you think his head is bowed?
- Look through the open door. Can you find the sign on the building across the street? It is the boy's school.
- Find the sunlight coming through the window.

Talk about it

1. Bread and butter are flavor friends. What other spreads go well with bread?
2. The boy may be saying grace before he eats his bread and goes to school. When do you say thank you for your food?

Safety first. Check for peanut and tree-nut allergies before making sandwiches for others; sunflower seed butter is a good swap. Press cookie cutters with the flat of your hand, not your fingertips, and cut with a butter knife.

Flavor Friends Taste Test and Shape Sandwiches

You will taste foods alone and then together to find out which are flavor friends, and then make sandwiches cut into shapes.

You will need

- A cutting board and a butter knife
- Large cookie cutters (stars, hearts, animals)
- Small plates
- Paper and crayons for a flavor friends chart

SHAPE SANDWICHES WITH PEANUT BUTTER AND JELLY

Serves 4 sandwiches · Prep 15 min

Ingredients

- 8 slices soft whole-wheat bread
- ½ cup creamy peanut butter or sunflower seed butter
- ¼ cup jelly or jam (strawberry or grape)
- Optional: 1 banana or a few thin apple slices (cut by a grown-up)

Method

1. Wash your hands.
2. Lay 4 slices of bread on the board. Spread 2 tablespoons of peanut butter on each one, all the way to the edges.
3. Spread 1 tablespoon of jelly on each of the other 4 slices.
4. Add banana coins (cut with a butter knife) or apple slices if you like.
5. Put the jelly slices on top, jelly side down, and press gently.
6. Press a big cookie cutter into the middle of each sandwich with the flat of your hand. Lift away the crusts. Save the crusts for a snack or to toast later.
7. Clean up: put the lids back on the jars, wash the knife and cutters, and wipe the counter.

Allergy check: Contains wheat (bread) and peanuts if made with peanut butter. For a peanut- and tree-nut-free sandwich, use sunflower seed butter (check the label) or cream cheese (contains milk). Some breads contain milk, soy, eggs or sesame; check the label.

Steps

1. **Alone and together.** Taste a little peanut butter alone, then a little jelly alone, then both together on a cracker or bread. Which did you like best?
2. Try another pair: an apple slice alone, a small piece of cheese alone, then both together.
3. Make a flavor friends chart: draw each pair and give it a smiley, straight or frowny face.
4. Make the shape sandwiches.
5. **Taste test.** Which shape did your family choose? Is the sandwich sweet, salty, or both?
6. Clean up: wipe the counter and put the cutters away.

Tips

- Spreading peanut butter on both slices (thinly) and jelly in the middle keeps the bread from getting soggy in a lunch box.
- Soft bread is easiest to cut with cookie cutters.

Check your work

- ☐ I can name three pairs of flavor friends.
- ☐ I can tell when one of the first PB&J recipes was printed.
- ☐ I spread and cut shape sandwiches by myself.

COOK'S NOTEBOOK

1. Draw your flavor friends chart with smiley faces.
2. Draw your shape sandwich.
3. Draw two foods holding hands, like friends. Your grown-up writes their names.

COMMON MISTAKES

- Spreading only in the middle. Spread to the edges so every bite has flavor.
- Forgetting to ask about peanut allergies before you share. Ask first.
- Pressing cookie cutters with your fingertips. Use the flat of your hand.

Make it a game • Flavor Friends Match. Draw six simple cards in pairs: peanut butter and jelly, apples and cheese, strawberries and cream. Turn all six face down. Take turns flipping two cards. If they are flavor friends, keep the pair and say, They go together! Play until every pair is found. Which friends are your favorite?

UNIT 7

FIRE, THE GRILL & SPICE

This is the fun unit! People have cooked over fire since the very beginning, and food cooked over a grill or a campfire tastes smoky and wonderful. But fire is hot and dangerous, so in this unit you will learn the grill rules first: only grown-ups light and run the grill, and children stay at least 3 big steps back, in the kid-free zone.

You will hear how Jesus cooked fish and bread over a fire of coals for His friends by the sea, smell spices that come from bark, seeds and roots, and find out which flavors are “friends” that taste good together. You will shuck corn for the grill, set out a seaside picnic, stir cinnamon into applesauce and make a sandwich cut into shapes. Every grill recipe also has an indoor way for families without a grill.

PREREQUISITES

- Stays in a safe spot while a grown-up uses heat (Units 1 and 4)
- Knows the tastes sweet, salty and sour, and that smell is part of flavor (Unit 3)
- Spreads and cuts soft foods with a butter knife (Units 1–6)

MASTERY CHECKLIST

- ☐ I can tell the grill rules: only grown-ups light and run the grill, and I stay 3 big steps back.
- ☐ I can tell the story of Jesus cooking breakfast for His friends by the sea.
- ☐ I can tell that spices come from parts of plants, like bark, seeds and roots, and name cinnamon.
- ☐ I can name two flavors that are “friends” and taste good together.
- ☐ I can help get food ready for the grill without going near the fire.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **NFPA: Grilling safety:** Free. Grilling safety tips from the National Fire Protection Association, for the grown-up to read before Lesson 7.1.
- **Sidewalk chalk or a jump rope:** To mark the 3-foot kid-free zone around the grill (Lesson 7.1).
- **For the grown-up: long-handled tongs and an instant-read thermometer:** Long tongs keep hands away from the heat, and a thermometer checks that fish reaches 145 °F. Not required: every recipe in this unit also works under the oven broiler or on the stovetop.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

7.1 Stay Back from the Grill	2 sessions of 30–40 minutes
7.2 Jesus Cooks Breakfast by the Sea	2 sessions of 30–40 minutes
7.3 Spices Smell Good	2 sessions of 30–40 minutes
7.4 Flavors That Are Friends	2 sessions of 30–40 minutes

UNIT 7 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; if an answer is shaky, practice the grill rules again outdoors.

1. Who lights and runs the grill? Show me how far back you stand.
2. Why should you never touch a grill, even after cooking is finished?
3. What did Jesus cook for His disciples by the sea?
4. How do we know fish is cooked? Who checks it?
5. What part of a plant is cinnamon? Why were spices so precious long ago?

6. Name two foods that are flavor friends.

ANSWER KEY

1. Only a grown-up. At least 3 big steps (3 feet) back, outside the kid-free zone.
2. It stays very hot for a long time and can burn you.
3. Fish and bread on a fire of coals, for breakfast.
4. It turns white and flaky, and a grown-up checks it with a thermometer: 145 °F.
5. The bark of a tree. They grew in faraway lands and had to be carried a very long way by camels and ships.
6. For example: peanut butter and jelly, apples and cheese, apples and cinnamon, strawberries and yogurt.

UNIT CHALLENGE: A FAMILY COOKOUT (OR BROILER SUPPER)

Help your family get ready for a cookout. Shuck the corn, wash the fruit, set the table or picnic blanket, and mark the kid-free zone around the grill. A grown-up grills (or broils indoors) the main dish while you stay back.

Add a flavor-friends dish you make yourself, such as cinnamon applesauce or apples with cheese. Lead the family in grace. Afterward, draw the cookout, with the grill, the kid-free zone and everyone at the table.

LOOK FOR	WHAT IT MEANS
Grill safety	Your child stayed outside the kid-free zone the whole time and never touched the grill.
Helping	Your child shucked, washed, set the table and made one dish with clean hands.
Flavor friends	Your child chose and explained a pair of foods that taste good together.
Drawing and thanks	Your child drew the cookout and joined in or led grace.

UNIT 8

MEAL PLANNING & THE FAMILY TABLE

A meal is more than food. It is a family sitting down together, a table set with care, a grace said with thankful hearts, and a cook who planned ahead. In this unit you will learn to set the table, make a grocery list with pictures, help shop for food, and help make a real dinner for your family.

You will hear how a boy shared his five loaves and two fish with Jesus, and how Jesus said, “Gather up the fragments that remain, that nothing be lost.” And you will hear how Abraham welcomed three visitors with a meal under a tree. In the last week you will hold a family feast: you will make a dish, set the table, serve your family and join in giving thanks.

PREREQUISITES

- Washes hands, rinses produce and keeps cold foods cold (Unit 1)
- Can name the five food groups (Unit 2)
- Says grace and thanks the cook (Unit 6)
- Stays back from hot and sharp jobs (all units)

MASTERY CHECKLIST

- ☐ I can set a place at the table with a plate, fork, knife, spoon, cup and napkin.
- ☐ I can help make a grocery list with pictures and help find foods at the store.
- ☐ I can help make part of a family dinner and save leftovers so nothing is wasted.
- ☐ I can make a no-cook dish and serve it to my family at a feast.
- ☐ I can welcome guests and say thank you to God and to the cook.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **MyPlate Kids (U.S. Department of Agriculture):** Free. Use the MyPlate picture from Unit 2 again to check that the feast menu has all five food groups (Lesson 8.4).
- **A child-size apron and a small serving tray:** Optional. A tray makes it easier for a small child to carry napkins, cups and dishes to the table.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

8.1 Setting the Table	2 sessions of 30–40 minutes
8.2 A Grocery List with Pictures	2 sessions of 30–40 minutes
8.3 Helping Make Dinner	2 sessions of 30–40 minutes
8.4 The Family Feast	2 sessions of 60–90 minutes

UNIT 8 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; this review can be done at the feast table.

1. Show me how to set one place at the table.
2. Why do we make a grocery list? How can you make one if you cannot write yet?
3. What was special about the Piggly Wiggly store in 1916?
4. What did the boy give to Jesus? What did Jesus say about the leftovers?
5. How long can leftovers sit out before they go into the refrigerator?
6. How did Abraham welcome his guests? How did you welcome your family at the feast?

ANSWER KEY

1. Plate in the middle; fork on the left with the napkin; knife (sharp edge toward the plate) and spoon on the right; cup above the knife.
2. So we remember what we need and buy only what we planned. Draw pictures of the foods.
3. It was the first self-service grocery store: shoppers picked out the food themselves instead of asking a clerk.
4. Five barley loaves and two small fish. "Gather up the fragments that remain, that nothing be lost."
5. No more than 2 hours.
6. He ran to meet them, gave them a place to rest, served them bread, butter, milk and meat, and stood by them while they ate. (Your child's own answer about the feast.)

UNIT CHALLENGE: THE FAMILY FEAST

The feast itself is the unit challenge. Your child helps plan the menu, makes a picture grocery list, shops with you, makes at least one no-cook dish, sets the table, serves the family and joins in giving thanks.

Put the menu card, the picture grocery list, a photo of the table and a drawing of the feast in the recipe folder. Your grown-up writes down a short thank-you prayer or note your child says for the year of cooking together.

LOOK FOR	WHAT IT MEANS
Planning	Your child helped choose a menu with all five food groups and made a picture grocery list.
Cooking safely	Your child made a dish with clean hands, stayed back from hot and sharp jobs, and kept cold foods cold.
Hospitality	Your child set the table, served the family warmly and joined in grace.
Thankfulness and cleanup	Your child thanked the cook, helped clear the table and put away leftovers.

8.1 SETTING THE TABLE

OBJECTIVES

- Tell how Emily Post wrote a famous book about good manners, including how to set a table.
- Set a place: fork on the left, knife and spoon on the right, cup above the knife, napkin by the fork.
- Make little tea sandwiches and serve them at a table you set.

Warm-up. Look at your hands. Your left hand makes the shape of a letter “b” and your right hand makes a “d” when you hold up your thumbs and pointer fingers. “b” is for bread plate on the left, and “d” is for drink on the right! Try it.

WATCH

How to set the table - Anna Post

TED-Ed • 3:26

<https://www.youtube.com/watch?v=KoU1XiQJ1vo>

WHEN TO WATCH

After the story of Emily Post. Anna Post is her great-great-granddaughter!

KEY TERMS

place setting

The plate, fork, knife, spoon, cup and napkin for one person at the table.

manners

Kind and polite ways of acting, like saying please and thank you and waiting until everyone is served.

napkin

A cloth or paper square for wiping your mouth and fingers. It goes on your lap during the meal.

CORE IDEAS

Long ago... In 1922, a writer named Emily Post wrote a big book called *Etiquette*, which is a word for good manners. It told people how to be kind and polite: how to greet guests, how to write thank-you notes, and how to set a table. So many families

read it that her name became famous. Her great-great-granddaughter Anna Post still teaches people about good manners today.

Why set the table? Setting the table tells your family, “Come and eat. I got things ready for you.” Everything has its place so that each person can find what he or she needs. Setting the table carefully is a way to serve others, just as Jesus served His friends.

Where does everything go? The plate goes in the middle, in front of the chair. The fork goes on the left side of the plate, with the napkin under it or beside it. The knife goes on the right side, with the sharp edge facing the plate, and the spoon goes to the right of the knife. The cup goes above the knife. A good trick: “fork” and “left” both have four letters; “knife,” “spoon” and “right” all have five.

Let’s cook! You will set the table for your family and make little tea sandwiches to serve on it. You spread the cream cheese and cut the sandwiches into triangles with a butter knife.

PICTURE STUDY



Mrs. James Robert Howard Sets the Table for Supper, Russell Lee, for the U.S. Department of the Interior, 1946 · Photograph · U.S. National Archives

Image: [Wikimedia Commons](#), public domain

This is a real photograph taken in 1946 in a coal-mining town in the United States. Mrs. Howard is setting the table for an early supper, because her husband worked the night shift in the mine and had to leave at 6 o'clock.

Look closely

- Find the plates. Is there one at each chair?
- Find the forks, knives and spoons. Which side of the plate are the forks on?
- Find the bowl of bread.
- Find the bucket, the sink and the stovepipe. What kind of room is this?

Talk about it

1. Why did this family eat supper early?
2. How does setting the table help a family that is busy?
3. What would you do to help Mrs. Howard get supper ready?

Safety first. Carry one thing at a time, and walk, do not run, with dishes. A grown-up carries glass and sharp knives; you can set the table knives because they are dull. A grown-up slices the cucumber.

KITCHEN PROJECT

Set the Table and Serve Tea Sandwiches

You will draw a place-mat map, set the table for your whole family, and serve little tea sandwiches you made yourself.

You will need

- A large sheet of paper (about 11×17 inches) and crayons for a place-mat map
- Plates, forks, table knives, spoons, cups and napkins for each person
- A cutting board and a butter knife (for you), and a sharp knife (for the grown-up)
- A serving plate

LITTLE CREAM CHEESE AND CUCUMBER TEA SANDWICHES

Serves 16 small sandwiches (4 servings) · Prep 15 min

Ingredients

- 8 slices soft sandwich bread
- 4 ounces (½ cup) cream cheese, softened
- ½ teaspoon dried dill or chives (optional)
- 1 small cucumber, sliced very thin by a grown-up
- A pinch of salt

Method

1. Wash your hands. Rinse the cucumber, and a grown-up slices it into thin rounds.
2. Stir the dill into the cream cheese.
3. Spread cream cheese on all 8 slices of bread with a butter knife.
4. Lay cucumber rounds on 4 of the slices, a little overlapping, and sprinkle with a tiny pinch of salt.
5. Put the other slices on top, cream cheese side down, and press gently.

6. Cut each sandwich into 4 triangles with a butter knife (a grown-up can trim the crusts first if you like). Arrange them on a serving plate.
7. Clean up: put the cream cheese back in the refrigerator and wipe the counter.

Allergy check: Contains wheat (bread) and milk (cream cheese). Some breads contain soy, eggs or sesame; check the label. For a milk-free version, use a dairy-free cream cheese or hummus (contains sesame). Use gluten-free bread if needed.

Steps

1. **Place-mat map.** On a large sheet of paper, trace a plate in the middle. Draw the fork on the left with the napkin, the knife and spoon on the right, and the cup above the knife. This is your map.
2. Use your map to set one real place. Then set a place for every person in your family.
3. Make the tea sandwiches and carry the plate to the table.
4. Invite your family to the table. Wait until everyone is seated, say grace, and pass the sandwiches.
5. **Taste test.** Are the sandwiches crunchy, creamy, or both?
6. Clean up: help clear the table, one dish at a time.

Tips

- Laminate the place-mat map or cover it with clear contact paper, and use it for the rest of the year.
- Let your child set the table for one meal every day. It is a real job that serves the whole family.

Check your work

- ☐ I can tell who Emily Post was.
- ☐ I can set a place correctly.
- ☐ I made tea sandwiches and served them at the table I set.

COOK'S NOTEBOOK

1. Glue in or draw your place-mat map.
2. Draw your family at the set table.

3. Your grown-up writes down your table-setting trick: “fork” and “left” both have four letters.

COMMON MISTAKES

- Putting the fork on the right. Fork goes on the left.
- Running with plates or cups. Walk, and carry one thing at a time.
- Starting to eat before everyone is served. Wait, and say grace together.

Make it a game • Set the Place Race. Gather a plate, a fork, a spoon, a cup and a napkin, plus a paper knife made from folded paper. Your grown-up counts sixty seconds while you set one place. Fork and napkin on the left, knife and spoon on the right, cup above the knife. Then close your eyes while a piece goes missing.

8.2 A GROCERY LIST WITH PICTURES

OBJECTIVES

- Tell how shopping changed when Clarence Saunders opened the first self-service grocery store, Piggly Wiggly, in 1916.
- Make a grocery list with pictures for a recipe.
- Help shop for the ingredients and mix a homemade trail mix.

Warm-up. Look in your pantry and refrigerator with your grown-up. What foods are almost gone? What do we need to buy? Draw three things on a sticky note.

WATCH

Grocery Store | **Virtual Field Trip** | **KidVision Pre-K**

South Florida PBS • 6:50

<https://www.youtube.com/watch?v=XTVnATGu5d0>

WHEN TO WATCH

After the story of Piggly Wiggly, before you make your picture list.

KEY TERMS

grocery store

A store that sells food and other things for the home.

list

Things written or drawn in a row so you remember them.

ingredients

All the foods that go into a recipe.

CORE IDEAS

Long ago... A little over 100 years ago, shopping for food was different. You stood at a counter and told the clerk what you wanted, and the clerk went to the shelves behind the counter and got each thing for you. In 1916, a man named Clarence Saunders opened a new kind of store in Memphis, Tennessee, called Piggly Wiggly. Shoppers took a basket, walked up and down the aisles, and picked out the food themselves. It was the first self-service grocery store, and soon stores all over the country did the same.

Why make a list? A grocery store has thousands of foods. Without a list, it is easy to forget what you need and to come home with things you did not plan to buy. Wise cooks look at the recipe, check what is already in the kitchen, and write a list of only what they need.

A list with pictures. You can make a list even before you can read and write: draw a picture of each food! At the store, you can match your pictures to the real foods and check them off.

Let's cook! You will make a picture list for homemade trail mix, help find the foods at the store, and then measure and mix the trail mix at home.

PICTURE STUDY



The Original Piggly Wiggly Store, Memphis, Photograph published by Clarence Saunders, 1918 · Black-and-white photograph · Memphis, Tennessee

Image: [Wikimedia Commons](#), public domain

This photograph shows the inside of the first Piggly Wiggly store in Memphis in 1918, two years after it opened. It was taken to show people this new way of shopping, where you picked out your own food.

Look closely

- Find the shoppers. Are they waiting for a clerk or helping themselves?
- Find the shelves. What kinds of food might be in the cans and boxes?
- Find the white turnstile, a little gate that turns. Which way do shoppers go in?
- Find the cash register, where shoppers paid on the way out.

Talk about it

1. How is this store like the store where your family shops? How is it different?
2. Why do you think shoppers liked choosing their own food?

Safety first. At the store, stay close to your grown-up and hold the cart or a hand in the parking lot. Check for nut and seed allergies before making trail mix to share. Whole nuts can be a choking risk for young children; a grown-up decides whether to use them or chopped nuts.

Picture List, Store Trip and Trail Mix

You will draw a picture grocery list, help shop for the ingredients, and mix a big batch of trail mix for snacks.

You will need

- Paper, crayons and a clipboard for the picture list
- A large bowl, measuring cups and a big spoon
- Small bags or jars for portions

HOMEMADE TRAIL MIX

Serves About 5 cups (10 snack portions of ½ cup) · Prep 10 min

Ingredients

- 2 cups oat cereal rings or crispy corn squares
- 1 cup small pretzels
- 1 cup raisins or dried cranberries
- ½ cup sunflower seeds or pumpkin seeds (or chopped nuts, if safe for your family)
- ½ cup mini chocolate chips or yogurt chips (optional)

Method

1. Wash your hands.
2. Measure the cereal, pretzels, raisins, seeds and chips into the large bowl.
3. Stir gently with a big spoon until everything is mixed.
4. Scoop ½ cup into each small bag or jar for snacks.
5. Store in a closed container for up to 2 weeks. Clean up: wipe the counter and put away the leftover ingredients.

Allergy check: Pretzels contain wheat; cereals may contain wheat, oats or soy; chocolate and yogurt chips usually contain milk and soy. Sunflower and pumpkin seeds are not major allergens but may be packed with nuts; check labels. If you use nuts, the trail mix contains tree nuts or peanuts. Choose ingredients that are safe for your family.

Steps

1. **Check the kitchen.** Read the recipe with your grown-up. Look in the pantry: what do we already have?
2. **Picture list.** Draw a picture of each food we still need. Put a little box beside each picture.
3. **At the store.** Hold your list. Find each food with your grown-up and check its box. Did you stick to the list?
4. Mix the trail mix at home.
5. **Taste test.** Which part of the trail mix do you like best: crunchy, chewy or sweet?
6. Clean up: put away the groceries with your grown-up: cold foods first, then pantry foods.

Tips

- Shop when your child is not hungry or tired; the trip goes better for everyone.
- Let your child hand items to the cashier and help bag the light things.

Check your work

- ☐ I can tell about Piggly Wiggly, the first self-service grocery store.
- ☐ I made a picture grocery list and used it at the store.
- ☐ I measured and mixed trail mix.

COOK'S NOTEBOOK

1. Glue in your picture grocery list with its check marks.
2. Draw the old-fashioned shop with the clerk behind the counter, and a store today with shoppers in the aisles.
3. Draw your favorite thing you saw at the grocery store.

From history. Clarence Saunders received a patent for his self-service store in 1917. Piggly Wiggly stores also were among the first to put price tags on every item, so shoppers could see the cost without asking a clerk.

COMMON MISTAKES

- Shopping without a list. You may forget what you need.
- Putting cold groceries away last. Cold foods go into the refrigerator first.

- Wandering away from your grown-up in the store. Stay close.

Make it a game · Draw Your Grocery List. Your grown-up names five things for trail mix. Draw a quick picture of each one in sixty seconds. That is your picture list. Now play Piggly Wiggly. Walk through the kitchen alone, with no helper, finding every item on your list. Tell how self-service shopping was a brand-new idea.

8.3 HELPING MAKE DINNER

OBJECTIVES

- Tell how a boy shared five loaves and two fish and Jesus fed five thousand people, then said to gather up the leftovers.
- Help make part of a family dinner: a fruit salad.
- Save leftovers so that nothing is wasted.

Warm-up. What happens to the food left on plates and in pots after dinner at your house? Look in your refrigerator for leftovers. What could your family make with them tomorrow?

WATCH

Jesus Feeds the 5,000

Saddleback Kids • 2:09

<https://www.youtube.com/watch?v=S6rj9cAJrWE>

WHEN TO WATCH

Watch the story of the five loaves and two fish, then read John 6:12 together.

KEY TERMS

share

To give some of what you have to others.

leftovers

Food that is not eaten at a meal and is saved to eat later.

waste

To throw away something that could have been used.

CORE IDEAS

Long ago... One day a huge crowd, about five thousand men plus women and children, followed Jesus up a hillside to hear Him teach. It grew late, and the people were hungry, but there was no place to buy food. A boy had five small barley loaves and two small fish, and he gave them to Jesus. Jesus gave thanks and handed out the food, and everyone ate as much as they wanted!

Nothing wasted. When everyone was full, Jesus told His disciples, “Gather up the fragments that remain, that nothing be lost.” They filled twelve baskets with the leftover pieces. Jesus could make food from almost nothing, yet He did not want any of it wasted.

Helping at dinner. The boy helped by giving what he had. You can help at dinner too: washing vegetables, stirring, setting the table, making a salad, and clearing up. And you can help save leftovers: we put them in containers in the refrigerator within 2 hours and eat them in the next few days.

Let’s cook! You will make the fruit salad for tonight’s family dinner. You peel bananas and little oranges, cut soft fruit with a butter knife, and stir it all together. Any leftover fruit goes into a container for tomorrow’s breakfast or a smoothie.

PICTURE STUDY



The Miracle of the Loaves and Fishes, James Tissot, 1886–1894 · Opaque watercolor over graphite on paper · Brooklyn Museum, New York

Image: [Wikimedia Commons](#), public domain

James Tissot painted the hillside where Jesus fed the five thousand. The disciples are passing out bread and fish to the huge crowd sitting on the grass.

Look closely

- Find Jesus. What is He holding?
- Find the disciples passing out the food.
- Look at the crowd. Can you count all the people? Why not?
- Look for baskets.

Talk about it

1. How do you think the boy felt when he saw his lunch feed so many people?
2. Why did Jesus want the leftovers gathered up?
3. What leftovers could your family save instead of throwing away?

Safety first. A grown-up cuts the apples, melon and grapes with a sharp knife. You cut bananas, strawberries and kiwi with a butter knife. Put leftover fruit salad in the refrigerator within 2 hours.

KITCHEN PROJECT

Fruit Salad for the Family Dinner

You will make the fruit salad for a real family dinner, help with one more dinner job, and save the leftovers in a container so nothing is wasted.

You will need

- A large bowl and a big spoon
- A cutting board and a butter knife (for you), and a sharp knife (for the grown-up)
- A colander
- Containers with lids for leftovers

FAMILY FRUIT SALAD

Serves 6 servings · Prep 20 min

Ingredients

- 2 bananas
- 3 clementines or mandarin oranges
- 1 cup strawberries
- 1 cup grapes, halved by a grown-up
- 1 apple, cored and cut into chunks by a grown-up
- 1 cup melon or pineapple chunks, cut by a grown-up
- Juice of 1 orange (about $\frac{1}{3}$ cup), or 2 tablespoons orange juice from a carton

Method

1. Wash your hands. Rinse the strawberries, grapes and apple in the colander.
2. A grown-up cuts the apple, melon and grapes.
3. Peel the clementines and pull them apart into sections. Drop them into the bowl.

4. Pull the green tops off the strawberries and slice them with a butter knife.
5. Peel the bananas and cut them into coins with a butter knife.
6. Put all the fruit in the bowl. Squeeze or pour the orange juice over it (it keeps the apples and bananas from turning brown) and stir gently.
7. Serve at dinner. Put the leftovers in a covered container in the refrigerator and eat them within 2 days. Clean up: put the peels in the compost or trash and wipe the counter.

Allergy check: Contains none of the nine major allergens.

Steps

1. Read John 6:12 together.
2. Make the fruit salad for dinner.
3. **One more job.** Choose another dinner job: set the table, fill the water cups, or carry the bread to the table.
4. At dinner, say grace together and serve the fruit salad.
5. **Gather the fragments.** After dinner, help your grown-up put the leftovers in containers. Count how many containers you filled.
6. **Taste test.** The next day, eat the leftover fruit salad for breakfast or blend it into a smoothie with a grown-up. Does it taste as good the next day?

Tips

- Bananas brown quickly; add them last, just before serving.
- Leftover fruit salad makes a quick smoothie: a grown-up blends 1 cup of it with $\frac{1}{2}$ cup yogurt and a few ice cubes.

Check your work

- ☐ I can tell the story of the five loaves and two fish.
- ☐ I made the fruit salad for our family dinner.
- ☐ I helped save leftovers so nothing was wasted.

COOK'S NOTEBOOK

1. Draw the boy giving his five loaves and two fish to Jesus.
2. Draw twelve baskets full of leftovers.

3. Draw your fruit salad and your leftover container.

COMMON MISTAKES

- Throwing away good leftovers. Save them in the refrigerator and eat them soon.
- Leaving leftovers on the counter after dinner. Put them away within 2 hours.
- Cutting hard fruit like apples yourself. A grown-up cuts the hard fruit.

Make it a game • Basket of Leftovers. Line up toys as the hungry crowd. With five paper loaves and two paper fish, pass out food until everyone is fed. Then Jesus said to gather up the leftovers. Carry a basket and collect every scrap. Count what is left. Tell why we do not waste food, and name one way to share at dinner.

Scripture. “When they were filled, he said unto his disciples, Gather up the fragments that remain, that nothing be lost.” (John 6:12, KJV)

Jesus fed thousands of people from one boy’s lunch, and He still did not want any food wasted.

8.4 THE FAMILY FEAST

OBJECTIVES

- Tell how Abraham welcomed three visitors and served them a meal under a tree (Genesis 18).
- Help plan a feast menu with all five food groups.
- Make a no-cook dish, set the table, serve your family and join in saying grace.

Warm-up. Think about everything you have learned to make this year. Which recipe was your favorite? Which one would you like to make for a feast? Draw it.

WATCH

Sarah Laughs | Stories of the Bible

Saddleback Kids • 2:19

<https://www.youtube.com/watch?v=DksL29yKo8E>

WHEN TO WATCH

After the story of Abraham's visitors. Watch how quickly Abraham and Sarah get the meal ready.

KEY TERMS

feast

A special, happy meal shared with family or friends, often to celebrate or give thanks.

menu

A list of the foods that will be served at a meal.

hospitality

Welcoming guests warmly and taking care of them with food and kindness.

CORE IDEAS

Long ago... On a hot day, Abraham saw three visitors coming toward his tent. He ran to meet them and bowed. "Rest yourselves under the tree," he said, "and I will bring you a little bread." Then he hurried! Sarah baked fresh cakes, a servant prepared meat, and Abraham brought butter and milk. He set the food before his guests and

stood by them under the tree while they ate. Welcoming people with food and kindness is called **hospitality**.

A feast to give thanks. A feast is a special meal for celebrating and giving thanks. All year you have learned to wash, measure, stir, spread, mash, shake and serve. Now you will use what you learned to help make a feast for your family and thank God for all His good gifts.

Planning the feast. A good feast menu has foods from all five groups. Your grown-up will cook the hot dishes. You will choose and make a no-cook dish, set the table, and serve. Plan ahead: make a picture list, shop together, and decide who does each job.

Let's cook! You will make feast fruit kabobs with honey-yogurt dip for dessert (or another no-cook dish you choose from this year), set a beautiful table, carry your dish to the table, and join in grace.

PICTURE STUDY



Abraham Receiving the Three Angels, Bartolomé Esteban Murillo, 1667 · Oil on canvas · National Gallery of Canada, Ottawa

Image: [Wikimedia Commons](#), public domain

Bartolomé Esteban Murillo, a Spanish painter, showed the moment Abraham first welcomes the three visitors. Before he gives them any food, he hurries out, bows low and invites them to rest.

Look closely

- Find Abraham. What is he doing to show respect and welcome?
- Find the three visitors. What are they holding?
- Find the big tree. Where will the guests rest while Abraham gets the meal ready?
- Look at Abraham's face and open arms. Is he glad to see them?

Talk about it

1. How did Abraham show kindness to his guests before he even fed them?
2. How can you welcome your family and guests at the feast?

Safety first. A grown-up does all the hot and sharp jobs for the feast. You may cut soft fruit with a butter knife. If you use wooden skewers, a grown-up snips off the sharp points. Check every guest's food allergies, and put leftovers in the refrigerator within 2 hours.

KITCHEN PROJECT

Our Family Feast

You will help plan, shop for and serve a family feast. A model menu: herb-roasted chicken (cooked by a grown-up to 165 °F), a torn lettuce salad with shake-it dressing (Lesson 5.2), dinner rolls you shaped (Lesson 5.4), a glass of milk, and feast fruit kabobs with honey-yogurt dip for dessert. Change the menu to fit your family.

You will need

- Paper and crayons for a menu card and a picture grocery list
- Your place-mat map from Lesson 8.1
- Plates, cups, napkins and a serving plate
- 8–10 blunt sticks: drinking straws, or wooden skewers with the points snipped off by a grown-up
- A small bowl for the dip

FEAST FRUIT KABOBS WITH HONEY-YOGURT DIP

Serves 8–10 kabobs (6 servings) · Prep 20 min

Ingredients

- 1 cup strawberries
- 1 cup pineapple chunks
- 1 cup green grapes, halved by a grown-up
- 2 kiwis, peeled and cut into chunks by a grown-up
- 1 cup blueberries
- 1 banana
- **Dip:** 1 cup vanilla or plain yogurt
- 1 tablespoon honey or maple syrup (honey is not for babies under one year)
- A pinch of cinnamon

Method

1. Wash your hands. Rinse the strawberries, grapes and blueberries and pat them dry.
2. A grown-up halves the grapes and peels and cuts the kiwis.
3. Pull the tops off the strawberries. Cut the banana into thick coins with a butter knife.
4. Thread the fruit onto the sticks in a pattern: strawberry, pineapple, grape, kiwi, banana, blueberry.
5. Stir the yogurt, honey and cinnamon together in a small bowl for the dip.
6. Lay the kabobs on a serving plate around the bowl of dip. Keep them in the refrigerator until dessert.
7. Clean up: wipe the counter and put the yogurt back in the refrigerator.

Allergy check: The fruit contains none of the nine major allergens. The dip contains milk; use a dairy-free yogurt for a milk-free dip. Honey is never given to babies under one year old. For the model menu, the rolls contain wheat and the salad dressing is allergen-free; check every dish for your guests.

Steps

1. **Plan.** With your grown-up, choose the feast menu. Check MyPlate: is there a fruit, a vegetable, a grain, a protein and a dairy food? Draw a menu card for the table.
2. **Shop.** Make a picture grocery list (Lesson 8.2) and shop together.
3. **Prepare.** On feast day, make your kabobs, help tear the salad or shape the rolls, and stay back while your grown-up cooks the hot dishes.
4. **Set the table.** Use your place-mat map. Put your menu card in the middle. Add a flower or a candle (a grown-up lights it) if you like.
5. **Serve.** Welcome your family to the table like Abraham welcomed his guests. Lead or join in grace, and carry your kabobs to the table for dessert.
6. **Thank you.** After the meal, thank the cook, help clear the table, and put leftovers in the refrigerator.

Tips

- Keep the feast simple. One grown-up main dish plus two or three dishes the child helped make is a real feast.

- Take a photo of your child with the table and the dish he or she made, and put it in the front of the recipe folder.

Check your work

- ☐ I can tell how Abraham welcomed his guests with a meal.
- ☐ I helped plan a feast menu with all five food groups.
- ☐ I made a dish, set the table and served my family.

COOK'S NOTEBOOK

1. Draw your feast menu card.
2. Draw your family at the feast table, with your dish in the middle.
3. Your grown-up writes down what you were most thankful for at the feast.

COMMON MISTAKES

- Trying to make too many dishes. Choose one or two and do them well.
- Forgetting to check guests' allergies. Ask before the feast.
- Leaving the cleanup to someone else. Cleanup is part of the feast.

Make it a game • Welcome Under the Tree. Your grown-up knocks as a visitor. You play Abraham: welcome them, offer them a seat under a tree, and serve a pretend feast. Draw five circles on paper for your menu and put one food from each food group in each circle. Say, Welcome! Please sit down. Then trade parts.

Scripture. “and set it before them; and he stood by them under the tree, and they did eat.” (Genesis 18:8, KJV)

Abraham served his guests himself and stood by to care for them. Serving our family at a feast is a way to show love and hospitality.

UNIT 8

MEAL PLANNING & THE FAMILY TABLE

A meal is more than food. It is a family sitting down together, a table set with care, a grace said with thankful hearts, and a cook who planned ahead. In this unit you will learn to set the table, make a grocery list with pictures, help shop for food, and help make a real dinner for your family.

You will hear how a boy shared his five loaves and two fish with Jesus, and how Jesus said, “Gather up the fragments that remain, that nothing be lost.” And you will hear how Abraham welcomed three visitors with a meal under a tree. In the last week you will hold a family feast: you will make a dish, set the table, serve your family and join in giving thanks.

PREREQUISITES

- Washes hands, rinses produce and keeps cold foods cold (Unit 1)
- Can name the five food groups (Unit 2)
- Says grace and thanks the cook (Unit 6)
- Stays back from hot and sharp jobs (all units)

MASTERY CHECKLIST

- ☐ I can set a place at the table with a plate, fork, knife, spoon, cup and napkin.
- ☐ I can help make a grocery list with pictures and help find foods at the store.
- ☐ I can help make part of a family dinner and save leftovers so nothing is wasted.
- ☐ I can make a no-cook dish and serve it to my family at a feast.
- ☐ I can welcome guests and say thank you to God and to the cook.

OPTIONAL BOOKS AND TOOLS FOR THIS UNIT

- **MyPlate Kids (U.S. Department of Agriculture):** Free. Use the MyPlate picture from Unit 2 again to check that the feast menu has all five food groups (Lesson 8.4).
- **A child-size apron and a small serving tray:** Optional. A tray makes it easier for a small child to carry napkins, cups and dishes to the table.

Not required. Every recipe in this unit works in an ordinary home kitchen.

School Launch has no ties to these authors, publishers or companies.

LESSONS IN THIS UNIT

8.1	Setting the Table	2 sessions of 30–40 minutes
8.2	A Grocery List with Pictures	2 sessions of 30–40 minutes
8.3	Helping Make Dinner	2 sessions of 30–40 minutes
8.4	The Family Feast	2 sessions of 60–90 minutes

UNIT 8 REVIEW

Ask each question aloud. Your child may answer by telling, pointing, showing or drawing. There are no points; this review can be done at the feast table.

1. Show me how to set one place at the table.
2. Why do we make a grocery list? How can you make one if you cannot write yet?
3. What was special about the Piggly Wiggly store in 1916?
4. What did the boy give to Jesus? What did Jesus say about the leftovers?
5. How long can leftovers sit out before they go into the refrigerator?
6. How did Abraham welcome his guests? How did you welcome your family at the feast?

ANSWER KEY

1. Plate in the middle; fork on the left with the napkin; knife (sharp edge toward the plate) and spoon on the right; cup above the knife.
2. So we remember what we need and buy only what we planned. Draw pictures of the foods.
3. It was the first self-service grocery store: shoppers picked out the food themselves instead of asking a clerk.
4. Five barley loaves and two small fish. "Gather up the fragments that remain, that nothing be lost."
5. No more than 2 hours.
6. He ran to meet them, gave them a place to rest, served them bread, butter, milk and meat, and stood by them while they ate. (Your child's own answer about the feast.)

UNIT CHALLENGE: THE FAMILY FEAST

The feast itself is the unit challenge. Your child helps plan the menu, makes a picture grocery list, shops with you, makes at least one no-cook dish, sets the table, serves the family and joins in giving thanks.

Put the menu card, the picture grocery list, a photo of the table and a drawing of the feast in the recipe folder. Your grown-up writes down a short thank-you prayer or note your child says for the year of cooking together.

LOOK FOR	WHAT IT MEANS
Planning	Your child helped choose a menu with all five food groups and made a picture grocery list.
Cooking safely	Your child made a dish with clean hands, stayed back from hot and sharp jobs, and kept cold foods cold.
Hospitality	Your child set the table, served the family warmly and joined in grace.
Thankfulness and cleanup	Your child thanked the cook, helped clear the table and put away leftovers.