



Ultimate Kids Cook-Off Lesson Plan for Homeschool

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your Ultimate Kids Cook-Off box, this lesson plan divides your box into 3 45-90 minute lessons you can use and adapt to support your homeschool study, pre-k – middle school. Depending on your timeframe and child's age and engagement, these can be taught together or separated for a longer lesson. Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card. Happy cooking! Happy learning!

Lesson 1: Surprise Scramble and Amazing Adjectives

Activity Time: 45 minutes

Learning Outcomes

- Students will learn what an adjective is and how to identify it.
- Students will be able to use adjectives correctly in speaking and writing.
- Students will review their 5 senses and use them to describe nouns.
- Students will explore the effect adjectives have on writing, and how selecting different adjectives change the meaning of a sentence.
- Younger students will play games and/or do art to practice using adjectives.
- Older students will write increasingly descriptive sentences using adjectives.
- Students will read and practice the **Featured Culinary Skill- Whisking Skills**.
- Students will make and share Surprise Scramble with family and friends.

Materials

- Recipe guide, ingredients, and tools listed within.
- Introductory Activity- The 5 Senses at Play



- Some fun items: for example, a blanket, a piece of fruit, a tennis ball etc.
- Cards with the five senses represented on them.
 - Pre-readers need pictures, older students can use words
 - Simple printable: www.chicagohacksbig.com/images/5-senses-clipart-5-senses-clip-art-images-9.jpg
- Markers and chart paper or index cards.
- Amazing Adjectives
 - Younger Students
 - Images (coffee table books, magazines, etc.)
 - An assortment of interesting objects. (funny sock, stuffed toy, kitchen gadgets, etc.)
 - Art supplies (paper, paint, crayons, popsicle sticks, cotton balls, tin foil, tissue paper, etc.)
 - Older Students
 - Images (coffee table books, magazines, etc.)
 - Paper and pencil
- Optional Books
 - Hairy, Scary, Ordinary: What is an Adjective? by Brian P. Cleary
 - Quirky, Jerky, Extra Perky: More About Adjectives by Brian P. Cleary

Resources

- <https://www.education.com/lesson-plan/adorable-ajectives/>
- <http://www.brighthubeducation.com/preschool-lesson-plans/46466-teaching-adjectives-as-words-that-describe/>
- <http://classroom.synonym.com/teaching-simple-adjectives-kindergarten-students-12185484.html>
- Adjective Scavenger Hunt: <http://education.seattlepi.com/teaching-simple-adjectives-kindergarten-students-4303.html>
- Adjective List: <https://www.keepandshare.com/doc/12894/adjective-list>

Videos

- The Wiggles Nursery Rhymes- I'm a Little Teapot (1:27)
<https://www.youtube.com/watch?v=FN76szEUWh0>



1. Introduction- The 5 Senses at Play

- Secretly bring in some fun items, for example: a blanket, a piece of fruit, a tennis ball, etc.
- Show students the 5 senses cards and have them tell you what each of them is.
- Distribute sets of cards to each student or group of students. Have them place them face down on the table.
- Reveal one of the items you brought. (For example, an orange.)
- Pass the item to a student and have them flip over one of the sense cards. Based on what the card represents, the student describes the object. (With an orange, a student with a “touch” card might say it is smooth.)
- Have that student pass the item to a class mate. The next student then flips over another sense card and based on what that card represents, describes the object further. (A student with a “sight” card might say it is orange or big.)
- Repeat the adjectives as you go, building the description. (For example, “This is a big, smooth, sour, quiet, squishy, juicy orange.”)
- Continue until many students have had a chance. It is okay if more than one student uses the same sense card for an item.
- Have students use their imagination and be silly. (What does a tennis ball taste like? Minty gum? Spicy? It is the adjectives that count!)
- Continue with the other items. You can keep doing it as a whole class or switch to a small group activity.
- It is a good idea to begin a word bank of adjectives that students can later refer to. You can write a list on chart paper or write words on index cards so that they can later be sorted in many different ways.
- Teach what an adjective is – Say:
 - Do you know what kinds of words big, smooth, sour, and juicy are? What job are they doing? They are *describing* the orange. These kinds of words are called adjectives. An adjective’s job is to describe a person, place, or thing. Adjectives can be a way for us to distinguish one item from another. (For example, “Please pass me the blue pen.” This means I don’t want the red pen.)

Read the **Word Scramble** section of the Surprise Scramble recipe guide and complete the **Food for Thought** activity.



2. Amazing Adjectives

Choose from the activities below. Some are more suited to younger or older students, but all can be adapted.

Younger Students

Art

- Art Attack an Adjective
 - Provide students with art materials.
 - Assign them an adjective and have them create works of art to represent that word. (For example, "tall" students can sculpt a giant out of playdough, or make a building out of popsicle sticks, or draw a giraffe.)
 - Repeat with a different adjective. You can have every student work on a different adjective or have them all work on the same one.
 - Create a gallery of descriptive artwork. Write the adjective on a piece of paper and have students sort their artwork accordingly.
- Create and Describe
 - Provide students with art materials.
 - Have students create a work of art of their choice.
 - Have each student take a turn displaying their art.
 - You can either have the student use adjectives to describe their own art, have their classmates do it, or a combination.

Games

- Memory
 - Gather a tray (cookie sheet works well) of interesting varied items. (Lego blocks, crayons, kitchen tools, etc.)
 - Have students study the items.
 - Cover them with a towel.
 - Now describe one of the items and have the students guess what it is. Provide one adjective at a time until they guess the item. (For example, it is bumpy. It is yellow. It is rectangular. It is hard. It is smooth. Yes, it's a piece of Lego!)
 - You can then give the students each a turn to choose an item to describe for the others to guess.
- Eye Spy with my Little Eye



- Play the classic game but don't just use color adjectives. Try using size and texture as well. ("I spy with my little eye something that is brown and crunchy." – peanut butter)
- Try using different senses. ("I Hear with my Little Ear... something that is loud and funny." – my dad's laugh)

Songs

- Sing a song like "I'm a Little Teapot" and have students act it out.
I'm a **little** teapot **short** and **stout**.
Here is my handle, here is my spout.
When I get all steamed up hear me shout.
Tip me over and pour me out.
- Then vary the descriptive words. I'm a **big** teapot, **tall** and **narrow**....
- Then vary the noun. I'm an **electric** guitar **red** and **loud**.... And start again with new adjectives.
- Optional video: The Wiggles Nursery Rhymes- I'm a Little Teapot (1:27)
<https://www.youtube.com/watch?v=FN76szEUWh0>

Writing

- What am I looking at?
 - Provide students with cut-out magazine images.
 - Have students glue the image onto a piece of paper.
 - Help students to describe. (What is the image? A dog. What does the dog look like? Black and fluffy. What size is the dog? Tiny. What is it doing?)
 - Now have students write or dictate a simple descriptive sentence. (The tiny black dog is sleeping.)
 - Have students share their images and sentences with one another.
- Silly Sentences
 - Write a silly sentence on a chalk or whiteboard and leave blanks in front of the nouns. (See some examples below.)

The _____ man ate the _____ apple in the _____ kitchen.

A _____ car crashed into the _____ tree on a _____ morning.

My _____ dog stole a _____ toy from my _____ brother.



- Ask individual students to provide adjectives to fill in the blanks and create silly sentences. (For example, “The grumpy man ate the wormy apple in the dirty kitchen.”)
- Students can then illustrate their sentences.

Older Students

Adjective Warm Up

- Provide students with cut-out magazine images.
- Have each student write down as many adjectives they can think of to describe the image in 60 seconds.
- Share to the group.
 - Optional: Make it a competition!
 - Have each student score the words that they have that no one else in the group does.
 - Have one person read all their words. If anyone has any of those words put a check beside the word and say, “got it.” This way the reader can check off on their list as well.
 - The next person continues to read any words that haven’t been said yet. Continue until everyone in the group has read from their list.
 - Any words that are not checked off should be circled and tallied up.
 - The person with the most original (not duplicated) words is the Adjective Winner.
- Have students choose their two favorite adjectives for the image and write a descriptive sentence.
- Repeat with other images.

Adjective Add On

- Write a simple sentence. (For example: **The cat found a mouse in the house.**)
- Circle the nouns (cat, mouse, house) and point out that the nouns on their own do not give us any information about how they look, feel, taste, etc.
- Have students close their eyes and visualize the sentence. Lead them through the visualization by asking questions about what the cat may sound like or how the mouse feels or what the house looks like.



- Now add adjectives to enhance the sentence and show more information about the nouns. (For example: **The sneaky cat found a scared little mouse in the old house.**)
- Have students close their eyes again and visualize the sentence. Do you have a clearer picture now? (Use another example: **The cute fluffy cat found a mean scruffy mouse in the doll's house.**)
- Provide students with basic sentences and have them spice them up with adjectives.
- Have students share their sentences and encourage them to help one another with even more specific or descriptive words to create the best sentences possible.

Extension Ideas

Younger Students

- Hunting for Adjectives- Provide students with a list of adjectives and have them find and draw items that represent each one. (For example: "Pointy" could describe a pencil or a witch's hat.) Younger students can draw or dictate. You can also vary the location of the Adjective Hunt. (For example, the park, the supermarket, etc.)

Older Students

- Write a short narrative to describe a real or imaginary person. Make sure to use precise and vivid adjectives. Then have your friends and family guess who you are describing.

3. Kitchen Prep

- Read the Surprise Scramble recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill- Whisking Skills.**
- Discuss kitchen safety. Specifically, stove top safety (Visit Raddishkids.com/pages/safety).

4. Prepare Surprise Scramble

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to crack, whisk and fold.



- When the Surprise Scramble is ready, eat, taste and share!
- While friends are eating encourage them to describe the flavors they are tasting. Use the Food for Thought activity for inspiration: *List three adjectives to describe the best scrambled eggs you've ever eaten.*



Lesson 2: Build-a-Burger and How to Host a Food Competition

Activity Time: 90 minutes

Learning Outcomes

- Students will conceive, plan, create a scoring rubric, and host a food competition.
- Students will learn what steps need to be taken in order to host a super fun and successful food competition.
- Students will learn the terms: *taste*, *originality*, and *plating*.
- Students will learn what information is important to include when writing an invitation.
- In the **Featured Culinary Skill** students will learn how important **Kitchen Cleanliness** is for health, safety, and a happy cooking environment.
- Students will Build-a-Burger to share with their friends and family.

Materials

- Recipe guide, ingredients, and tools listed within.

Food Competition

- Paper, markers, stickers, stamps etc. to make invitations and signs
- Paper and pen
- Invitation Worksheet (included)
- Any dishes, napkins, cups, or utensils necessary for the competition.

Resources

- <http://www.apartmenttherapy.com/how-to-host-a-cookoff-118567>
- <https://www.thespruce.com/posts/host-your-own-cooking-contest>
- <http://www.wikihow.com/Host-a-Cook-Off>
- <http://www.pbs.org/parents/kitchenexplorers/2012/06/04/how-to-host-a-cooking-competition-for-your-kids/>
- <https://communitytable.parade.com/567495/communitytable/throw-a-family-cook-off-how-to-host-a-cooking-competition-in-your-kitchen/>



1. Introduction- Ultimate Kids Cook-Off

- **Ask** students:
 - Have you ever watched a cooking competition show?
 - What show?
 - What was fun about watching it?
- **Watch** videos of cooking challenges:
 - 5 Ingredient Dish Challenge:
 - Rachael Ray's Kids Cookoff (Watch from minute 1:52-15:30)
https://www.youtube.com/watch?v=5n3ROI_BGfc
 - **Discuss:**
 - i. Why only 5 ingredients?
 - ii. Did you learn any cooking skills by watching?
 - iii. "Be thinking about your plating" What does that mean?
 - Secret Ingredient Challenge
 - Chopped Junior - Adorably Ambitious
<https://www.youtube.com/watch?v=iK8lDrnEsu8>
 - Group Cooking Challenge
 - Master Chef Junior- Whip it Real Good (1:20:00)
<https://www.youtube.com/watch?v=OmEPJgv0LpY&t=62s>
- **Ask:**
 - How do the chefs describe their dishes?
 - Would you ever want to compete?
 - What would be your strongest dish?

2. What kind of competition?

- Read the **Championship Burger** section of the recipe guide.
- Explain: There are many types of cooking competitions.
- Have students **choose** together with their parent or teacher what kind of competition they want to have.
 - _____ **Cook-Off**- Every competitor makes their version of the same dish. (For example, burger, chocolate chip cookie, salsa.)
 - **Secret Ingredient Challenge**- Chefs are provided with one or more ingredients that they must use in a dish of their creation.
 - **Cuisine Themed**- Chefs create a dish that highlights a style of cuisine. (For example: Mexican, New England, Italian.)



- **Meal Themed**- Chefs create a dish that fits into that meal category. (For example: Breakfast, dessert, snack food.)
- **Kitchen Tool**- Chefs create a dish that uses that specific kitchen tool. (For example: Blender, slow-cooker, microwave.)

3. What type of competition will work for your group?

- **Ask:** Besides the type of competition, what other things do you think you need to take into consideration when planning?
- Have students discuss together and then share their ideas back to the group. It is important that you figure out the answers to these questions so that you can choose the kind of competition that best fits you!
 - **Who?** How many people? How old? What is their interest level and cooking ability?
 - **Where?** At home? Inside? Outside?
 - **What?** What do you need to provide as the host? Supplies for set up, cooking, displaying, and eating?
 - **When?** How much notice do people need to plan if they can come? How long should the cook-off be from start to finish? How long should the cooking be if it is a timed challenge?
 - **Why?** Are you hosting this party for fun, for a birthday, to raise money for charity, etc.?

Example 1 You want to have a small competition with your brother and your parents in your house, using your kitchen, tomorrow night so that you can show your brother that you are a better cook than him.

Try: A **Secret Ingredient Challenge** or **Meal Themed Challenge**

Example 2- You want to have all the kids on your street (ranging in age from 4-15), in your backyard, on picnic blankets, next weekend, to raise money for your school.

Try: A **Chocolate Chip Cookie Cook-Off!** That way everyone can bake in their own kitchens, most people will have the ingredients that they need already, you don't need any plates, and it's a recipe that can work for multiple age groups.

4. Writing an Invitation

- **Review** the "Invitation Worksheet" (included)



- Work with students to complete all the information.
- Give students supplies (paper, markers, stickers, stamps etc.) to create eye-catching invitations.

5. Judging

- **Ask:**
 - Have you ever been judged for anything? Maybe a swim meet, soccer final, or dance competition?
 - What does it mean to be judged?
 - How can it make you feel?
 - Did you get any kind of recognition?
- **Remind** students that you are doing this Cook-Off for fun and that all your guests should have a good time. However, most food competitions do have a winner. How that winner gets decided is the last step in planning your Cook-Off.
- **Choose** the categories in which the food will be judged (include all or some):
 - **Taste-** Is the food delicious? If it is an ingredient based Cook-Off is that ingredient the star of the dish. Is it too salty or bland?
 - **Originality-** Is the dish interesting? Is it like every other dish of that kind you have ever eaten?
 - **Plating-** Does the dish look nice? Is the food placed nicely on the plate? Or is it sloppy? Was a garnish added? Does the shape and size of the plate match the dish? Does the item look good enough to eat?
- **Choose** a scoring system.
 - How will you score each category? Are all the categories equally important or are some more important than others?
 - Examples:
 - A total score of 20 points with 10 points possible for taste, and 5 each for originality and plating.
 - Choose one category, like taste, and rank the dishes from best to worst.
- **Create** a score sheet.
 - Include all your categories and the total points possible in each category.
 - Include a comments section where you can share "favorite parts about the dish" and "areas for improvement."



- (Optional) Decide on prizes.
- **Choose** the judges:
 - **Everyone**- Will everyone who attends have the opportunity to score the dishes? or will you
 - **Designated panel of judges**- a few of people to be the judge.
 - **Special Guest**- an expert (chef, baker, butcher) or an honored guest. For example, if you are raising money for your school maybe have the principal be the judge.

Now you have all the tools to host a fun, well organized Cook-Off.

6. Kitchen Prep

- Read the title page together.
- Identify and gather ingredients and tools.
- Read the **Signature Seasoning** section of the recipe guide. What seasoning blend will you create?
- Read the **Featured Culinary Skill- Kitchen Cleanliness**
- Discuss kitchen safety. Specifically, stove top safety (Visit Raddishkids.com/pages/safety).

7. Prepare Build-a-Burger

- Ask children to read or describe each step.
- Give each child a turn blending spices, sealing edges, and assembling burgers.
- When the burgers are built, eat, taste and share!
- Share your Cook-Off plan with your family and friends and ask them if they want to participate.



Lesson 3: Create-a-Cupcake and Go Marble Crazy!

Activity time: 60 minutes

Learning Outcomes

- Students will learn the history of marbles.
- Students will learn how marbles are made.
- Students will learn how to play the game of marbles and the terms: *shooter*, *lagging*, *mibs or kimmies*, *ringer*, and *friendlies or keepsies*.
- Older Students can explore the relationship between the diameter and circumference of a circle.
- Students will explore their culinary creativity with the **Customize Your Cakes** activity.
- In the **Featured Culinary Skill** students will practice **How to Frost a Cupcake**.
- Students will Create-a-Cupcake.

Materials

- Recipe guide and ingredients and tools listed within
- Atlas or world map
- How to Play Marbles - Step by Step Instructions (3:20) <https://www.youtube.com/watch?v=ewqFhNw9k7g>).
- Marbles Game
 - 2 to 6 Players
 - Smooth surface to play on
 - Something to mark a circle with (tape, chalk, string (9.5'), stick in the dirt)
 - 13 standard size marbles
 - 1 shooter per player

Resources

- Circle Math
 - Circumference & Diameter: www.mathgoodies.com/lessons/vol2/circumference.html
 - Circle Geometry: www.ducksters.com/kidsmath/circle.php
- Marbles



- <http://mentalfloss.com/article/29486/brief-history-marbles-including-all-marble-slang>
- [https://en.wikipedia.org/wiki/Marble_\(toy\)](https://en.wikipedia.org/wiki/Marble_(toy))
- <http://www.wikihow.com/Play-Marbles>
- <http://www.landofmarbles.com/marbles-play.html>
- https://www.amazon.com/Marbles-Players-Shooters-Assorted-Finishes/dp/B01CZ0IQ3K/ref=sr_1_6?ie=UTF8&qid=1496178428&sr=8-6&keywords=marbles

Videos

- How It's Made- Marbles (4:31) <https://www.youtube.com/watch?v=He0mI0OTgBc>
- How to Play Marbles (3:20) <https://www.youtube.com/watch?v=ewqFhNw9k7g>

Books (optional)

Fun fictional "Math Adventures"

- [Sir Cumference and the First Round Table](#) by Cindy Neuschwander
- [Sir Cumference and the Dragon of Pie](#) by Cindy Neuschwander

1. Introduction- History of Marbles

- Place a container of marbles on the class table. Allow students time to touch, sort, and explore.
- **Ask** students:
 - Do you know what these are called?
 - What do you notice about the marbles?
 - What shape are they?
 - What material are they made from?
 - Have you ever played with them before? How did you play?
 - How long do you think marbles have been around?
- Today you are going to learn about the history of the game of marbles and how marbles are made. You will also learn how to play a game of marbles and the funny words you say when you play.

2. History of Marbles

- Have an atlas or world map available to show the variety of places marbles have been historically found.
- Share:



- No one really knows when the game of marbles first began, or when the first marble was made. Archaeologists have found game boards and playing pieces in the earliest excavated graves in Egypt and the Middle East and in most other parts of the world. Little white marbles and round pebbles were found in Austria in caves inhabited by our Palaeolithic ancestors. They were not made of local stone so they must have been of some value to their owners to have been kept and carried with them!
- The early Greeks played various games with nuts. There are frequent references to marbles and marble type games played with nuts throughout Roman literature. It is likely that the Romans took this popular form of entertainment with them to all parts of their empire. Children playing marbles appear in Roman murals in Bath, England. Clay marbles have been found in a settlement influenced by Roman culture in North Western India dating from the second century AD.

3. How are Marbles Made?

- **Share:**

- The earliest marbles were made of common stone, in some cases real marble and clay. That is why they are called marbles.
- Colored glass marbles are mentioned as early as the fifteenth century in German literature and were known to have been made in Venice and Bohemia at this time. Historians think that these early glass marbles were not made to sell, but were made by glass workers, in their spare time, for their own children.
- China and crockery marbles were introduced around 1800 and were produced in increasingly large quantities until the end of the century.
- By the middle of the 19th century German glass blowers had invented a tool to cut marble canes more easily. These specially adapted shears meant that production became quick enough to make the sale of glass marbles for the public financially worth it to the manufacturers. These marbles became increasingly popular throughout Europe and America. An enormous variety of colors were used and intricate patterns were created within the glass.
- Today marbles are made from all kinds of materials but glass is the most popular. Now marbles are made in factories where hot glass is dropped onto steel rollers that shape the glass into marbles.



- **Watch** video:
 - How It's Made- Marbles (4:31) <https://www.youtube.com/watch?v=He0mI0OTgBc>

Extensions

- Learn about the many kinds of marble and how it forms.
 - Marble rock formation: <http://geology.com/rocks/marble.shtml>
 - Uses of marble: <http://geology.com/rocks/uses-of-marble/>
 - Marble types & colors: <http://www.stonecolors.net/marble-colors/nggallery/page/1>
 - Marble Lesson Plan: <http://study.com/academy/lesson/marble-facts-lesson-for-kids.html>
- Make cool art with marbles.
 - Younger students: Painting with Marbles: <https://artfulparent.com/2015/05/marble-painting-for-kids.html>
 - Art Marbling techniques and links: <http://buggyandbuddy.com/cool-marbling-techniques-kids/>
- Map the historical path that marbles took.

4. How to Play Marbles

- Gather materials and designate a space to play.
 - 2 to 6 Players
 - Smooth surface to play
 - Something to mark a circle (tape, chalk, string (9.5'), stick in the dirt)
 - 13 standard size marbles
 - 1 shooter per player
- Watch the video to learn how to both set up and play the game.
 - How to Play Marbles (3:20) <https://www.youtube.com/watch?v=ewqFhNw9k7g>
- Practice using the lingo
 - **Lagging**- A way of choosing who shoots first. Players roll their marbles toward a line (the lag line) Whoever gets closest without going over gets to shoot first.
 - **Mibs/Kimmies**- The target marbles in a game.
 - **Knuckling down**- To put one knuckle of your shooting hand in contact with the ground.



- **Shooter**- A bigger marble used to knock out the mibs.
- **Keepsies**- Playing for keeps. The winner keeps all the marbles after the game.
- **Friendlies**- Playing for fun. Give your opponent their marbles back after the game is over.
- **Ringer**- The kind of marbles game described in the video. This is the version played at the National Marbles Tournament.
- Try playing the game.
- Teach your friends and family how to play.

Extensions

- Older Students- Marbles can be played in a circle anywhere from 3-10 feet across (the diameter). Teach how to calculate the circumference of the circle (how much string you would need) from the diameter.
www.mathgoodies.com/lessons/vol2/circumference.html
- Learn other marble games:
www.streetplay.com/thegames/marbles/marbleglossary.shtml
- Learn about the National Marbles Tournament. This tournament was first held in 1922. You could start your own Marble Team!
<https://www.nationalmarblestournament.org>

5. Kitchen Prep

- Read the title page together.
- Identify and gather ingredients and tools.
- Read the **Customize Your Cakes** section of the Recipe Guide and decide how you are going to make these cupcakes an original creation.
- Read the **Featured Culinary Skill- Oven Safety**

6. Create-a-Cupcake

- Ask children to read or describe each step.
- Give each child a turn whisking, cracking, and customizing.
- Once cupcakes are created, gather your family and friends together to Eat, Taste and Share!
- While everyone is enjoying their Create-a-Cupcakes you can teach them about the History of Marbles and show them how to play the Game of Marbles.

You are invited to

Date _____

Time _____ - _____

Where- (address and maybe a map)

Why - (for fun, for charity, etc.)

What to bring (what food or type of dish, how many to serve, bring your own pots and pans, etc.)

What will be provided (plates, napkins, tables, etc.)

RSVP (RSVP comes from French and stands for *Répondez s'il vous plaît* which means *please respond*.)

This is where you put when and who to respond to. Include your contact information, phone number or email address, and when you need your guests to respond by.)
