



## FOOD IS LOVE Homeschool Lesson Plan

### **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 FOOD IS LOVE box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.*

*Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.*

*Happy cooking! Happy learning!*



**Lesson #1: LAYERS OF LOVE LASAGNA  
& SIGN LANGUAGE**

Activity Time: 60 minutes

**LEARNING OUTCOMES**

- Students will **learn** the terms hearing loss, hearing impairment, hard of hearing, and deaf.
- Students will **share** any experiences they have had with people that are deaf.
- Students will **learn** and **discuss** what it means to be deaf.
- Students will **learn** the history of the creation of sign language.
- Students will **learn** how to sign the American Sign Language (ASL) alphabet.
- Students will **learn, sign, and sing** new ASL vocabulary.
- Students will **perform** a song that they have learned **or share** their understanding of sign another way.
- Students will **read** and **practice** the Featured Culinary Skill **Mincing Garlic**.
- Students will **make** and **share** Layers of Love Lasagna with friends and family.



## SIGN LANGUAGE

Notes for the Teacher:

- How to talk to your students about disabilities.
  - **Address your student's curiosity**
    - If you notice a student staring, go ahead and say something to them like “I noticed you saw that child has a harder time walking than you do. She has cerebral palsy, which makes her muscles work a little differently.”
    - If you know the person with the disability let your child ask them a question.
  - **Be straightforward**
    - When a student notices a person with a disability avoid being emotional.
    - When a student asks you a question about a person with a disability, don't go into a lot of detail. Answer only the question asked as simply as possible. For example: “Why is that person in a wheelchair?” your answer might be “I imagine they may be having problems with their legs. They can't walk.”
    - By only answering the question asked, you keep your answers at a developmentally appropriate level. Students can only form questions about concepts that they have an awareness of – so follow their lead. As their questions become more sophisticated or detailed, so can your answer. However, remember to still be brief and only answer what is asked.
  - **Know that your student is listening**
    - Be aware of how you describe people with disabilities. Avoid outdated and derogatory terms.
    - Separate the person from the condition. For example, “Say the child who is deaf” versus “the deaf child.”
    - Avoid referring to nondisabled kids as “normal” because that implies abnormality in others.
  - **Point out what is the same**
    - Talk to your students about what a child or person with a disability has in common with others. Maybe they go to the same school, like video games, celebrate the same holidays.
  - **Teach awareness and sensitivity**
    - Be sure to point out not only what people with disabilities can't do but also what they can.
    - Help students to understand that just because a child is physically impaired, it does not mean that they are mentally impaired. Speak to a disabled person just as you would another person of that same age.
    - Do not allow jokes or bullying. Take overhearing something like that as an opportunity to explain that those words hurt. Provide them with tools to experience empathy and express apology.



#### Teacher Prep:

- **Collect Materials:**
  - Recipe guide, ingredients, and tools listed within.
  - “Signs of Love” Activity Card
  - American Sign Language – A Visual Guide to the Alphabet (included)
- **Read**
  - The history of the development of sign language  
<http://www.kidzworld.com/article/6505-history-of-sign-language>
  - Optional Books for you and your students:
    - Explaining Deafness: Concept Books for Children <https://sound-advice.ie/explaining-deafness-concept-books-for-children/>
- **Watch**
  - Understanding Deafness- Educational Video (3:27)  
[https://www.youtube.com/watch?v=I\\_EmsgujMic](https://www.youtube.com/watch?v=I_EmsgujMic)
  - Dear Hearing People- A Film by Sarah Snow & Jules Dameron (2:19)  
<https://www.youtube.com/watch?v=JY4uof7wZk>

#### Lesson: WHAT IS SIGN LANGUAGE AND WHY IS IT USED?

- Introduction:
  - **Ask** students:
    - Do you know anyone that is deaf? If so, who? What can you tell us about them?
    - What does it mean to be deaf?
    - How do deaf people communicate if they cannot hear?
  - Have students **read** or **listen** to the following definitions of hearing loss or impairment, and sign language.
    - **Hearing loss** or hearing impairment happens when there is a problem with one or more parts of the ear or ears, the nerves coming from the ears, or the part of the brain that controls hearing. Impairment means something is not working correctly or as well as it should.
      - Someone who has hearing loss might be able to hear some sounds or nothing at all. People also may use the words deaf, deafness, or hard of hearing when they are talking about hearing loss.
      - To learn more about how hearing works visit [www.kidshealth.org/en/kids/hearing-impairment.html](http://www.kidshealth.org/en/kids/hearing-impairment.html)
    - A **sign language** is a way for deaf people to communicate by using hands and other parts of the body. Sign languages are an important way for deaf people to communicate. Did you know that sign language is the fourth most-used language in the United States? Spoken languages use sounds from the mouth and are understood with the ears. Sign languages use hands and are understood with the eyes.



- **Watch** the following video to learn more about what deafness is and how some deaf people can be helped to hear.
  - Understanding Deafness- Educational Video (3:27)  
[https://www.youtube.com/watch?v=I\\_EmsguJMic](https://www.youtube.com/watch?v=I_EmsguJMic)
- **Watch** the following video to learn more about who deaf people are and how they may feel about how they are treated. Suitable for all ages.
  - Dear Hearing People- A Film by Sarah Snow & Jules Dameron (2:19)  
<https://www.youtube.com/watch?v=JY4uof7vZk>
- **Discuss** the above videos with the students.
  - **Ask:** How did these videos made you feel? What new information did you learn?
- **Tell** students that today they are going to learn about how sign language was developed and have the opportunity to learn some American Sign Language (ASL).
- Information:
  - **Share** the following history of the development of ASL with your students.
    - <http://www.kidzworld.com/article/6505-history-of-sign-language>
  - **Facilitate** students learning the ASL alphabet
    - Use the included sheet: "American Sign Language – A Visual Guide to the Alphabet" or watch videos to help students learn the alphabet.
    - This website has ASL for Kids- ABC Signs along with signs that start with each letter in a catchy rhyme! <http://kidcourses.com/abc-signs-program/>
    - ABC Song- ASL symbols (8:11)  
<https://www.youtube.com/watch?v=DCb7yaKI-q4>
- Instructions for Activity: **Show Your Signs**
  - Practice the alphabet until memorized and fluid, next you can use this as a jumping off point to spell names of people and things around them or to learn further signs.
  - Options for **Show Your Signs:**
    - Learn a song
      - Twinkle Twinkle Little Star in ASL (1:50)  
<https://www.youtube.com/watch?v=hl1j9797Z38>
      - Old Macdonald Song in ASL (4:47)  
<https://www.youtube.com/watch?v=nUoipFFCEm0>
      - Itsy Bitsy Spider in ASL (1:53) <https://www.youtube.com/watch?v=-ugzWuVwEM>
    - Learn a category of vocabulary
      - ASL signs for foods and a song (5:54)  
<https://www.youtube.com/watch?v=EFdIE11qoko>
      - How to Sign 16 Animals in ASL (1:38)  
[https://www.youtube.com/watch?v=-f1My\\_8OFE](https://www.youtube.com/watch?v=-f1My_8OFE)



- Learn to Sign- Homes, rooms, furniture (7:42) <https://www.youtube.com/watch?v=Ib3xy5svQvE>
- Learn a few introductory phrases:
  - Learn American Sign Language- Beginner Conversational Words and Phrases (7:55) <https://www.youtube.com/watch?v=RhQvlq-mZtA>
  - Learn ASL- Signing about Feelings and Emotions (8:07) <https://www.youtube.com/watch?v=RhQvlq-mZtA>
- Have students **learn, practice** and **perform** their **Show Your Signs** ability to friends and family.

#### Extension:

- Take a sign language course online or in your community.
- Interview a deaf person about how they learned sign language and other curious questions you may have.
- Research a famous person that was/is deaf.
  - Examples:
    - Helen Keller (author, lecturer), Marlee Matlin (actress) , Thomas Edison (scientist) , Ludwig von Beethoven (musician/composer), Heather Whitestone (Miss America), Gertrude Ederle (swimmer), Linda Bove (Sesame Street), Laurent Clerc (founded the first school for the deaf), Sean Berdy (actor), Jim Kyte (NHL hockey player)



## COOKING LAYERS OF LOVE LASAGNA

### Kitchen Prep

- Read the **LAYERS OF LOVE LASAGNA** recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the Featured Culinary Skill **Mincing Garlic**
- Discuss kitchen safety. Specifically, KNIFE safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).

### Prepare **LAYERS OF LOVE LASAGNA**

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to mince, measure, and layer.
- When the **LAYERS OF LOVE LASAGNA** is ready, eat, taste and share!
- While your friends and family are eating, have the students teach them the ASL alphabet, perform a song in sign language or show them some simple phrases or new vocabulary. They could also tell them about the they learned about the history of sign language and what it means to be deaf.

## RESOURCES

- **Books**
  - **Non-Fiction**
    - [My First Book of Sign Language](#) by Joan Holub
    - [Signing for Kids or Signing Everyday Phrases](#) by Mickey Flodin
    - [I Have a Sister—My Sister is Deaf](#) by Jeanne Whitehouse Peterson
  - **Fiction for Younger Students**
    - [Hands & Hearts](#) by Donna Jo Napoli
    - [The Deaf Musicians](#) by Pete Seeger
    - [Moses Sees a Play, Moses Goes to School, Moses Goes to a Concert](#) by Isaac Millman
  - **Fiction for Older Students**
    - [Missing](#) by Kate Chester – a detective series featuring a smart, beautiful, deaf detective
    - [Season of Change](#) by Lois L.R. Hodge
    - [Is That you Miss Blue](#) by M.E. Kerr
- **Websites**
  - [https://media.cheatography.com/storage/thumb/cheatography\\_american-sign-language-a-visual-guide.750.jpg](https://media.cheatography.com/storage/thumb/cheatography_american-sign-language-a-visual-guide.750.jpg)
  - <http://kidcourses.com/about/>
  - <https://sound-advice.ie/explaining-deafness-concept-books-for-children/>



- [www.kidshealth.org/en/kids/hearing-impairment.html](http://www.kidshealth.org/en/kids/hearing-impairment.html)
- [www.kidzworld.com](http://www.kidzworld.com)

- Videos

- Understanding Deafness- Educational Video (3:27)  
[https://www.youtube.com/watch?v=I\\_EmsgujMic](https://www.youtube.com/watch?v=I_EmsgujMic)
- Dear Hearing People- A Film by Sarah Snow & Jules Dameron (2:19)  
<https://www.youtube.com/watch?v=jY4uof7wZk>
- ABC Song- ASL symbols (8:11) <https://www.youtube.com/watch?v=DCb7yaKI-q4>
- Twinkle Twinkle Little Star in ASL (1:50)  
<https://www.youtube.com/watch?v=hl1j9797Z38>
- Old Macdonald Song in ASL (4:47)  
<https://www.youtube.com/watch?v=nUoipFFCEm0>
- Itsy Bitsy Spider in ASL (1:53) [https://www.youtube.com/watch?v=-\\_ugzWuVwEM](https://www.youtube.com/watch?v=-_ugzWuVwEM)
- ASL signs for foods and a song (5:54)  
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- How to Sign 16 Animals in ASL (1:38) [https://www.youtube.com/watch?v=-\\_f1My\\_8OFE](https://www.youtube.com/watch?v=-_f1My_8OFE)
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**Lesson #2: HEARTY GREENS CAESAR SALAD  
& HOW CHEESE IS MADE**  
Activity Time: 45 minutes

**LEARNING OUTCOMES**

- Students will **taste test** a variety of cheese and using all five senses will describe them.
- Students will **learn** about the basic 5 categories of cheese.
- Students will **learn** and **discuss** the ingredients and steps necessary for cheese making.
- Students will **learn** the terms curds, whey, acidification, and *affinage*.
- Students will **make** their own simple cheese and **experience** the steps in cheese making.
- Students will **read** and **practice** the Featured Culinary Skill **Guide to Salad Greens**.
- Students will **make** and **share** Hearty Greens Caesar Salad with friends and family.



## CHEESE PLEASE

### Notes for the Teacher:

- **Remind** the students about the rule “DON'T YUCK MY YUM!”
  - This means that something that one student does not like, someone else might really find delicious. This is about respecting difference and allowing everyone to make up their own minds about a food.
- Give students permission to dislike some things.
  - **Provide** them with an example of a food that you don't like. But take it a step further and tell them why you don't like it.
    - **Say** for example, “I don't like cooked salmon! I don't like the oily feel in my mouth and how the taste stays there for a long time. It is okay not to like all foods. But what we can't do is simply say that you hate something because that doesn't teach us anything about our taste buds and also might YUCK SOMEONE ELSE'S YUM!”

### Teacher Prep:

- **Collect Materials:**
  - Recipe guide, ingredients, and tools listed within.
  - A variety of cheeses (as your budget allows)
    - See the introduction section for some suggested categories and kinds of cheese.
    - If you can go to a Cheesemonger or cheese counter at your grocery store you will be able to buy small amounts of each in order to keep costs down.
  - Cheese Taste Test worksheet
  - For cheese making
    - Whole milk
    - A heavy bottomed pot
    - Wooden spoon
    - Acid (vinegar or lemon juice)
    - Salt
    - Sieve or colander
    - Cheese cloth, old (clean) t-shirt, or a clean thin kitchen towel
    - Bowl
    - Food processor (cream cheese only)
- **Watch**
  - Classic Sesame Street: How Cheese is Made (3:13) <https://www.youtube.com/watch?v=FP4aXT7iNxU>
  - How it's Made: Cheese (4:32) <https://www.youtube.com/watch?v=FHmXAb3G0ek>
  - How to Make your own Cream Cheese- Gemma's Bold Baking Basics Ep. 11 (4:32) <https://www.youtube.com/watch?v=tFefLWsQqAA>
  - Cheese Making Video (1:26) <https://www.youtube.com/watch?v=TVVpjVk4Gy8>



## Lesson: CHEESE PLEASE

- Introduction:
  - **Tell** students that they are going to get to **participate** in a taste test.
  - **Tell** the students that they are going to keep their opinions to themselves until after everyone has tried all the cheeses.
  - **Remind** the students about the rule “DON'T YUCK MY YUM!”
  - **Provide** students with a glass of water to clean their palate in between tastes.
  - **Cut** the cheese into small bite sized pieces for the students not to be overwhelmed about trying something new.
  - **Present** a selection of cheeses to the students.
    - Try and have a few different kinds, such as:
      - a **hard cheese** (like cheddar, Gouda, or Provolone)
      - a **soft cheese** (like Brie or Camembert)
      - a **semi soft cheese** (like Havarti or Mozzarella)
      - a **blue-veined** cheese (like Roquefort, Gorgonzola, or Stilton)
      - a **fresh cheese** (like Ricotta, cream cheese, Goat Cheese Chevre).
    - For more information about The Major Cheese Categories go to <https://www.ourcheeses.com/all-about-cheese/categories>
  - **Have** the students **taste** the cheese and **observe** with all their senses.
  - **Ask** students to **record/ dictate** their observations onto the *Cheese Taste Test worksheet* (included).
  - Once everyone has tried all the different types of cheese, have the students **discuss** the results of the taste test.
    - Which ones did they think were most visually appealing?
    - Which one was the blandest? Most flavorful?
    - Which one would you recommend to a friend?
    - Which one didn't you like and why?
  - Next, **ask**:
    - What ingredients do you think are needed to make cheese?
    - Do you know how cheese is made?
  - **Tell** them that today they will have the opportunity to learn what you need to make cheese, how it is made, and even get to make a fresh cheese themselves!
- Information: How Cheese is Made
  - There are two videos below. If you have time you could **show** both. The first one shows how cheese is made on a small scale with people power. While the second shows how cheese is made in a factory on an industrial scale with machinery.
    - Classic Sesame Street: How Cheese is Made (3:13)  
<https://www.youtube.com/watch?v=FP4aXT7iNxU>
    - How it's Made: Cheese (4:32)  
<https://www.youtube.com/watch?v=FHmXAb3G0ek>
  - After watching, ask:



- What ingredients are needed to make cheese?
- How is cheese made?
- What new words did you hear? Or learn?
- **List** new words on a chart paper. Ask students if they can define the new words.
- **Discuss** the cheese making process and fill in any gaps the students had in understanding.
- **SIX BASIC STEPS OF CHEESE MAKING**
  - **ACIDIFICATION**- when an acid (starter culture, lemon juice, vinegar) is added to the warm milk to change the lactose (milk sugar) into lactic acid. This change in acidity level begins the process of turning milk from a liquid to a solid. *(To learn more about the science of cheese making check out the extension ideas below.)*
  - **COAGULATION**- Rennet can be added to further encourage the milk to solidify.
  - **CURDS AND WHEY/CUTTING**- The curds (milk solids) are cut. This cutting helps the curds to get rid of, or expel, more liquid which is called whey. The smaller the curds are cut, the harder the cheese will be.
  - **SALTING**- Salt adds flavor and acts as a preservative so the cheese doesn't go bad.
  - **SHAPING**- The cheese is put into a mold to form it into a specific shape. At this time the cheese is also pressed with weights to get rid of any remaining liquid/whey.
  - **RIPENING/CURING**- This process ages cheese until it is ripe (bringing out its best flavors.) While it is ripening, its environment is watched closely. During this time a cheese aging expert, called an *affineur*, treats the cheese in specific ways to get the flavor that she wants. The *affineur* may add mold onto the cheese, like with Brie, or into the cheese, like with Blue cheese. They may also brush the outside of the cheese with oil, and some even get a wash with salt water or alcohol every few weeks!
- A simple and helpful graphic can be found at <http://www.eatwisconsincheese.com/cheeses/how-cheese-is-made>.
- Instructions for Activity: **Make Your Own Cheese**
  - It is incredibly easy to make fresh cheese at home without any special ingredients (like Rennet). All you need is milk and an acid like lemon juice!
  - Below there are links to two videos that explain how to make fresh cheese. **Decide** which one you would like to make and **collect** the necessary tools and ingredients. (listed in the materials section above)
  - Have students **watch** the video and **point out** the ingredients and steps that they see shown in the cheese making process.
    - How to Make your own Cream Cheese- Gemma's Bold Baking Basics Ep. 11 (4:32) <https://www.youtube.com/watch?v=tFefLWsQqAA>



- Cheese Making Video (1:26)  
<https://www.youtube.com/watch?v=TVVpjVk4Gy8>
- Have students **make** cheese. While they work, have them **name** and **describe** what is happening in each step of the cheese making process as they do it.
- When the fresh cheese is read, TASTE & SHARE!

Extension:

- Learn the history of your favorite cheese.
  - Over 1831 kinds of cheese with pictures: <https://www.cheese.com/>
- What is cheddaring? <https://curd-nerd.com/cheddaring-process/>
- Read the **Ingredient Spotlight Parmesan**. Research further what it means for a food to have a *protected designation of origin*.
- Delve deeper into the science behind cheese making.
  - Enter the world of bacteria and enzymes at <https://www.sciencelearn.org.nz/resources/827-the-science-of-cheese>



## COOKING HEARTY GREENS CAESAR SALAD

### Kitchen Prep

- Read the **HEARTY GREENS CAESAR SALAD** recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Ingredient Spotlight Parmesan**. What makes Parmesan special?
- Read the Featured Culinary Skill **Guide to Salad Greens**
- Discuss kitchen safety. Specifically, KNIFE safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).

### Prepare HEARTY GREENS CAESAR SALAD

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to tear, smash, and juice.
- When the **HEARTY GREENS CAESAR SALAD** is ready, eat, taste and share!
- While your friends and family are eating, teach them what you learned about how cheese is made, and explain to them how simple it is to make your own fresh cheese.

## RESOURCES

- **Books**
- **Non-Fiction**
  - [Say Cheese! A Kid's Guide to Cheese Making with Recipes for Mozzarella, Cream Cheese, Feta, and Other Favorites](#) by Ricki Carroll and Sarah Carroll
  - [World Cheese Book](#) by Juliet Harbutt
- **Fiction**
  - [Cheese](#) by Sarah Weeks
  - [The Cheese Experiment](#) by Geronimo Stilton
- **Websites**
  - <https://www.pbslearningmedia.org/resource/sf10.sci.ps.psci.chmchnp.lpcheese/cheesy-chemistry/#.WmjxDJM-c8Z>
  - <http://www.instructables.com/id/Basic-Steps-of-How-to-Make-Cheese/>
  - <https://www.ourcheeses.com/all-about-cheese/categories>
  - <https://www.cheese.com/>
  - <https://curd-nerd.com/cheddaring-process/>
- **Videos**
  - Classic Sesame Street: How Cheese is Made (3:13) <https://www.youtube.com/watch?v=FP4aXT7iNxU>
  - How it's Made: Cheese (4:32) <https://www.youtube.com/watch?v=FHmXAb3G0ek>
  - How to Make your own Cream Cheese- Gemma's Bold Baking Basics Ep. 11 (4:32) <https://www.youtube.com/watch?v=tFefLWsQqAA>
  - Cheese Making Video (1:26) <https://www.youtube.com/watch?v=TVVpjVk4Gy8>



**Lesson #3: MINI CHOCOLATE CHEESECAKES  
& POETRY RHYME TIME**  
Activity Time: 60 minutes

**LEARNING OUTCOMES**

- Students will **learn** what a rhyme is and how to **create** rhymes.
- Students will **listen** to, **read**, and **write** rhyming poems.
- Students will **learn** about two or more poetic forms (Acrostic, Concrete, Cinquain, Diamante).
- Students will **select** a focus when writing.
- Younger students will **write** or **dictate** an original poem.
- Younger students will **use** phonetics to **create** rhyming pairs for their poem.
- Older students will **practice identifying** and **using** rhyming schemes to **create** original poems or song lyrics.
- All students will **plan** and **present** dramatic interpretations of their poem with clear diction, pitch, tempo, and tone.
- Students will **read** and **practice** the Featured Culinary Skill: **Mixing and Scraping**.
- Students will **make** and **share** Mini Chocolate Cheesecakes with friends and family.

## RHYME TIME

YOUNGER STUDENTS

Notes for the Teacher:

- A variety of research shows that there is a correlation between rhyming mastery and eventual reading preparedness. So why is this?
  - Rhyming is a part of phonemic awareness, which is the awareness of how to listen to, identify, and change around the sounds in spoken language. This phonemic awareness is the foundation for written language.
  - Rhyming isn't only fun for most students, it is actually a precursor to learning how to read and write.
- You can easily incorporate rhyming into your everyday teaching:
  - There are thousands of rhyming books for young children. While reading, you can point out rhyming words by saying, "I hear rhyming words! 'cat' and 'hat' rhyme." "What sound do they both have?" You can also point out how they are written. CAT and HAT both have the same two last letters AT. What sound does that make? What other sounds can we put in front of AT to make even more rhyming words?
    - Lists of Rhyming Books
      - Baby-7- <https://theimaginationtree.com/the-best-rhyming-books-for-kids/>
      - Age 5-8- <https://www.themeasuredmom.com/best-rhyming-books-for-kids-ages-5-8/>
    - Use songs, nursery rhymes, and poems for students to listen to, sing, and move to!
    - Make it personal by using student's names to introduce rhyming concepts.
      - Address students by a rhyming version of their names- Silly Billy
      - Play name games that use rhymes. If your name rhymes with Tenny, sit down, if your name rhymes with Pimon, shake hands with your neighbor. Etc.

Teacher Prep:

- **Collect Materials:**
  - Recipe guide, ingredients, and tools listed within.
  - Chart Paper and Markers
  - Paper and pencil
  - Types of Poems (included)
  - Art Materials to make and decorate poems
    - Card stock
    - Doilies
    - Stickers
    - Markers and Crayons etc.





## Lesson: RHYME TIME

- Introduction:
  - **Read** a rhyming book, a poem, or lyrics for a rhyming song.
  - **Ask**
    - What does it mean to rhyme?
  - Most students can give you some examples but might need a little help creating a definition. **Encourage** students to create their own definition. Some definitions follow:
    - A rhyme is a repetition of similar sounds in two or more words.
    - A rhyme is a repetition of similar sounding words, occurring at the end of lines of poems or songs.
    - A rhyme is a tool using repeating patterns that bring rhythm or musicality to poems.
  - **Make** a wall chart to record the definition of a rhyme and to capture great rhymes that get discovered, or created throughout the lesson.
  
- Information:
  - **Share** that there are different types of rhymes. Here are just a few:
    - **Perfect Rhymes**- words whose stressed syllables share identical sounds, as do all sounds that follow the stressed syllable. For example: “pencil” and “stencil” or “game” and “fame” or even with different spelling “compare” and “despair”.
    - **Imperfect Rhymes**- include words that rhyme the **stressed** syllable of one word with the unstressed syllable of another word. For example: “uptown” and “frown”, or “painting” and “ring.”
    - **Assonance**- a type of rhyme involving the repetition of the same or similar vowel sounds. For example: “roof” and “tooth,” or “wow” and “sound.”
  - Have students practice rhyming with some fun games.
    - **Riddle Rhymes**
      - What do you call a chubby kitty? (fat cat)
      - What do you call a crying father? (sad dad)
      - What do you call a desk that won't fall down? (stable table)
      - What do you call a rabbit that tells jokes? (funny bunny)
      - **Optional**- Have students create their own riddle rhymes!
    - **Go Fish your Wish**
      - **Create** a deck of rhyming picture cards or find some free printables at <https://www.prekinders.com/rhyming-cards/>
      - **Shuffle** and **deal** each player 5 cards. Put the rest of the cards face down in a pile.
      - Have the first player say, “I have cat” The player with the matching rhyme says, “I have bat” The match is placed face up in the center of



the table. If there is no match, Player 1 will fish a card out of the facedown pile and it is Player 2's turn.

- The Player to run out of cards first is the winner.
- **Extension-** Have students use the matches to make up sentences, poems or whole stories!
- **Rhyme Hunt**
  - **Tell** students that “We are all going on a rhyme hunt,” and **ask** them to find something in the room that rhymes with a given word. For example, “I see a sock! What do you see in the room that rhymes with sock?” (clock).
  - Next have the student that made the rhyme **say** the next sentence. “I see a door. What do you see in the room that rhymes with door?” (floor).
  - **Continue** with other words and objects. This game translates well to all environments. Try it in a restaurant or at the park!
- Instructions for Activity: **Love is Sweet**
  - Now that the students are clear about what a rhyme is and are warmed up from playing some games, it is time to use rhyming to create poetry.
  - **Read** the Love is Sweet section of the Recipe Guide together.
  - **Read** the poem together a few times. Then read the beginning of each line and have the students fill in the rhyming words.
  - **Tell** the students they are going to be able to create their own custom “Love is Sweet” poem.
  - Work together to **brainstorm** a list of things that are red, blue, and sweet.
  - Then have students write or dictate their poems.
  - To extend try the **Food for Thought** idea and change up the colors and the last line!
  - Have students **decorate** their poems to give to a loved one.



## RHYME TIME

OLDER STUDENTS

Notes for the Teacher:

- Poetry and song lyrics can be a very powerful medium for teaching a wide range of literacy skills. For example, parts of speech, spelling patterns, alliteration, onomatopoeia, etc.
- Do your best to choose poems and song lyrics that your students will really connect too.

Teacher Prep:

- **Collect Materials:**
  - Recipe guide, ingredients, and tools listed within.
  - Chart Paper and Markers
  - Paper and pencil
  - Types of Poems (included)
- **Watch**
  - Rhyme Scheme and You (7:03) [https://www.youtube.com/watch?v=bICNBWlr\\_5s](https://www.youtube.com/watch?v=bICNBWlr_5s)
  - Rhyme Scheme (2:43) <https://www.youtube.com/watch?v=XSSmrlZ7zJU>

Lesson: Rhyme Time

- **Read** a rhyming book, a poem, or song lyrics.
- **Ask:**
  - What does it mean to rhyme?
- Most students can give you some examples but might need a little help creating a definition. **Encourage** students to create their own definition. Some definitions follow:
  - A rhyme is a repetition of similar sounds in two or more words.
  - A rhyme is a repetition of similar sounding words, occurring at the end of lines of poems or songs.
  - A rhyme is a tool using repeating patterns that bring rhythm or musicality to poems.
- **Make** a wall chart to record the definition of a rhyme and to capture great rhymes that get discovered, or created throughout the lesson.
- **Discuss** how the rhymes affect how a piece of writing might be experienced.
- Information: **DIFFERENT KINDS OF RHYME AND THEIR SCHEMES**
  - **Share** that there are different types of rhymes. Here are just a few:
    - **Perfect Rhymes-** words whose stressed syllables share identical sounds, as do all sounds that follow the stressed syllable. For example: “pencil” and “stencil” or “game” and “fame” or even with different spelling “compare” and “despair”.
    - **Imperfect Rhymes-** include words that rhyme the **stressed** syllable of one word with the unstressed syllable of another word. For example: “uptown” and “frown”, or “painting” and “ring.”



- **Assonance**- a type of rhyme involving the repetition of the same or similar vowel sounds. For example: “roof” and “tooth,” or “wow” and “sound.”

## WHAT IS A RHYME SCHEME?

- Have students **watch** the following video to hear about different kinds of rhymes and get an introduction to rhyme schemes.
  - Rhyme Scheme and You (7:03)  
[https://www.youtube.com/watch?v=blCNBWlr\\_5s](https://www.youtube.com/watch?v=blCNBWlr_5s)
- Have students **watch** this video as well for modelling of how to mark a rhyme scheme.
  - Rhyme Scheme (2:43) <https://www.youtube.com/watch?v=XSSmrlZ7zJU>
- Have students **choose** a favorite poem or some song lyrics and try their hand at:
  - **Identifying** the types of rhyme.
  - **Marking** the rhyme scheme.
- Instructions for Activity: **Show ‘em a Poem!**
  - Now that the students are clear about what a rhyme and a rhyme scheme is and they are warmed up from the activity above, it is time to use rhyming to create poetry.
  - **Read** the Love is Sweet section of the Recipe Guide together.
  - Have the students **identify** the rhyming words and mark the rhyme scheme.
  - **Challenge** students to write a poem or song lyric for someone that they care about.
    - **Choose** who you want to write about and **brainstorm** a list of things about them. For example, how they make you feel, what they like to do, who they are to you, what they look like, things that are special about them, etc.
    - Then **make** a corresponding list of words that rhyme with words in the first list.
    - **Decide** what type of poem/song you would like to write
      - Some ideas of different types of poems can be found in *Types of Poems* (included).
      - Choose a rhyme scheme and create a poem that fits.
    - Have students **write** their poem, providing support as needed. Encourage them to **ask** and **collaborate** with classmates for ideas!
    - Students can **write** a good copy of their poem/song lyrics to **present** to the person they care about and/or they can **rehearse**, **memorize** (optional), and **perform** it for that person or friends and family.



Extension:

- Learn about more poetic forms. [www.poetry4kids.com](http://www.poetry4kids.com)
- Have students choose a poem that they really connect to and practice reciting it and then present it to friends and family.
- Have a poetry night and have every family member or friend choose a poem to share with the group.
- Research the life of a poet.



## COOKING MINI CHOCOLATE CHEESECAKES

### Kitchen Prep

- Read the **MINI CHOCOLATE CHEESECAKES** recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Mixing and Scraping**
- Discuss kitchen safety. Specifically, OVEN safety (Visit [Raddishkids.com/pages/safety](http://Raddishkids.com/pages/safety)).

### Prepare **MINI CHOCOLATE CHEESECAKES**

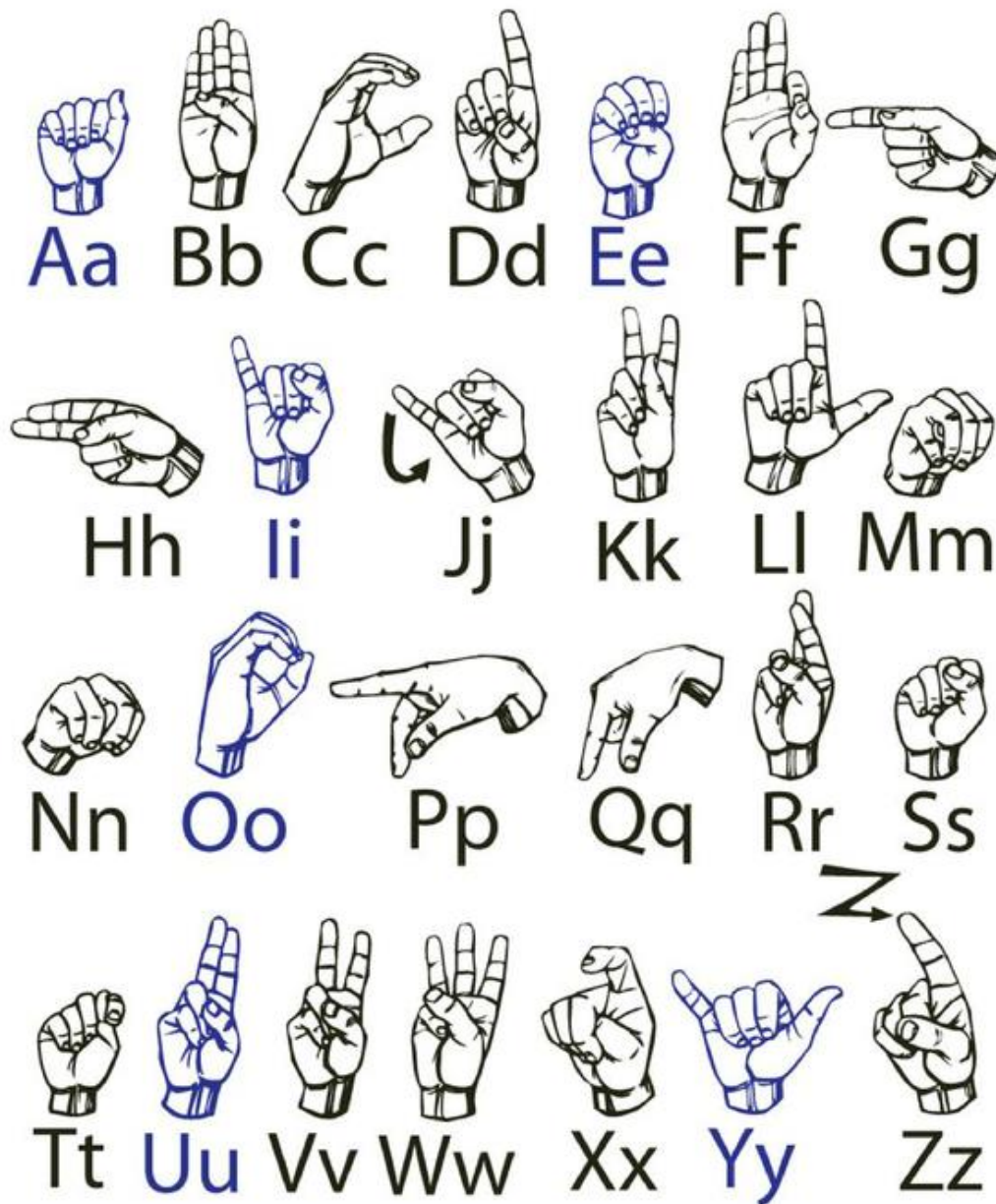
- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to crush, scrape, and crack.
- When the **MINI CHOCOLATE CHEESECAKES** are ready, eat, taste and share!
- While your friends and family are eating, teach them about rhymes and play a rhyming game. Then perform your poem for them.

## RESOURCES

- **Books**
  - Where the Sidewalk Ends, or A Light in the Attic, by Shel Silverstein
  - Alligator Pie, by Dennis Lee
  - Now We Are Six, by A.A. Milne
  - Meet Danitra Brown, by Nikki Grimes
  - Revolting Rhymes, by Roald Dahl
  - Anything by Dr. Seuss
  -
- **Websites**
  - <https://theimaginationtree.com/the-best-rhyming-books-for-kids/>
  - <https://www.themeasuredmom.com/best-rhyming-books-for-kids-ages-5-8/>
  - [www.poetry4kids.com](http://www.poetry4kids.com)
  - <https://blog.allaboutlearningpress.com/teach-rhyming/>
  - <https://www.scilearn.com/blog/phonemic-awareness-foundational-reading-skills>
- **Videos**
  - Rhyme Scheme and You (7:03) [https://www.youtube.com/watch?v=bICNBW1r\\_5s](https://www.youtube.com/watch?v=bICNBW1r_5s)
  - Rhyme Scheme (2:43) <https://www.youtube.com/watch?v=XSSmrlZ7zJU>

# American Sign Language

## A Visual Guide to the Alphabet



<http://en.wikipedia.org/wiki/Fingerspelling#/media/File:AslFingerspellalpha.png>

Remade by /u/CitizenYellow

# Cheese Taste Test Worksheet

Observe each cheese with all your senses:

TYPE OF CHEESE	SIGHT What does it look like? (color, shiny, powdery)	SMELL What does it smell like? (strong, pungent, floral, sweet)	TASTE What does it taste like? (buttery, moldy, sharp)	TOUCH What does it feel like in your mouth? (smooth, melty, chalky)	HEAR What does it sound like when you chew? (squeaky, silent)

Mark (\*) the cheese that you liked the best and be prepared to explain why.



# Four Types of Poems

## **Acrostic Poetry**

- Acrostics are a fun poetic form that anyone can write.
- An acrostic is a poem in which the first letters of each line spell out a word or phrase. The word or phrase can be a name, a thing, or whatever you like.
- Usually, the first letter of each line is capitalized. This makes it easier to see the word spelled out vertically down the page.
- Acrostics are easy to write because they don't need to rhyme, and you don't need to worry about the rhythm of the lines. Each line can be as long or as short as you want it to be.

### **Steps to Write an Acrostic Poem:**

1. Decide what to write about.
2. Write your word down *vertically*.
3. Brainstorm words or phrases that describe your idea. At this point, don't worry about the letter in the word. Just get a bunch of ideas.
4. Try and use your first line to introduce the subject and your last line to end the poem.
5. Place your brainstormed words or phrases on the lines that begin with the same letters.
6. Fill in the rest of the lines to create a poem.

### **Example of an Acrostic:**

**R**eady to learn, cook and share!

**A**dventures in the kitchen

**D**elicious tastes in my mouth

**D**isplaying dinner like a work of art

**I**nventing new recipes

**S**cavenger hunts in the grocery store

**H**ome eating with my family at the dinner table

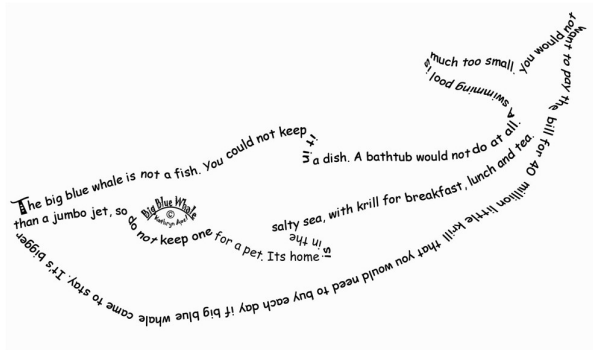
# Concrete Poetry

- Concrete poetry is also called shape poetry.
- It is poetry whose visual appearance matches the topic of the poem. The words form shapes which illustrate the poem's subject as a picture as well as through their literal meaning.
- This type of poetry has been around since the ancient Greeks used it back in the 3<sup>rd</sup> and 2<sup>nd</sup> centuries B.C.
- The name "Concrete Poetry" started to be used in the 1950's by a group of Brazilian Poets called the Noigandres. They held an international exhibition of their work where they defined "Concrete Poetry." They stated that concrete poetry "communicated its own structure/content."
- Concrete Poems can be written in two ways:
  - In an **outline poem**, the words create the lines of the shape.
  - In a **picture poem**, the words are written to fill the space.

## Steps to Write a Concrete Poem

1. Choose a subject for your poem.
2. Brainstorm and record words that describe the subject and how the subject makes you feel.
3. Draw and outline your subject (you can use coloring books or clipart to help).
4. Write your poem in pencil around the shape (outline poem) or fill the shape (picture poem).
5. You may need to erase and rewrite your poem a couple of times to fit the space.
  - Try varying the size of your writing for emphasis or to fill the space.
6. Copy your poem in pen when you have a final version.

## Examples of a Concrete Poem:



**Outline Poem**  
Grade9ela.wikispaces.com



**Picture Poem**  
pinterest.com

## Cinquain Poetry

- The cinquain poem was created by American poet, Adelaide Crapsey, about 100 years ago.
- It is similar to Japanese poetic forms, such as haiku and tanka.
- Although cinquains are only five lines long, the best ones tell a small story. Instead of just having descriptive words, they may also have an action (something happening), a feeling caused by the action, and a conclusion or ending.
- The Rules of a Traditional Cinquain:
  - Cinquains are five lines long.
  - They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth, and just 2 in the last line. (2,4,6,8,2)
  - Cinquains do not need to rhyme, but you can include rhymes if you want to.
- Tell a story with a cinquain:
  - Start with your subject on the first line, describe it on the second, put an action on the third line, a feeling on the fourth line, and a conclusion on the last line, like this:

### Title

Subject (2)

Description (4)

Action (6)

Feeling (8)

Conclusion (2)

### Steps to Write a Cinquain Poem

1. Decide what you would like to write about.
2. Brainstorm words and phrases that have to do with your idea.
3. Think about what story you want to tell.
4. Write your words and phrases in an order that tells your story, being sure to count the syllables as you go. (2,4,6,8,2)

### Example of a Cinquain:

I Love to Cook!

Cooking

Shopping for food

Tasting, creating art

I share with friends we are all full

Content

## Diamante Poetry

- A diamante – pronounced dee-uh-MAHN-tay – is an unrhymed seven-line poem.
- The beginning and ending lines are the shortest, while the lines in the middle are longer, giving diamante poems a diamond shape.
- “Diamante” is the Italian word for diamond, so this poetic form is named for this diamond shape. It is also called a “Diamond Poem.”
- The diamante was invented 48 years ago by an American poet named Iris McClellan Tiedt in 1969, and has become very popular in schools.
- The Rules of a Diamante:
  - Diamantes are seven lines long.
  - The first and last lines have just one word.
  - The second and sixth lines have two words.
  - The third and fifth lines have three words.
  - The fourth line has four words.
  - Lines 1, 4, and 7 have nouns.
  - Lines 2 and 6 have adjectives.
  - Lines 3 and 5 have verbs.
- There are two different types of diamantes: *synonym* diamantes and *antonym* diamantes.
  - In a synonym diamante, the nouns at the beginning and end are two words that mean basically the same thing.
  - In an antonym diamante, the two nouns are opposites.

Noun
Adjective, Adjective
Verb, Verb, Verb
Noun, Noun, Noun, Noun
Verb, Verb, Verb
Adjective, Adjective
Noun

### Steps for Writing a Diamante Poem

1. Decide what thing (noun) you want to write about.
2. Decide if you are writing a synonym or antonym diamante.
  - If you choose synonym you need to choose another word that means the same thing as your subject.
  - If you are writing an antonym diamante, choose a word that is its opposite.
3. Once you’ve chosen your two nouns, take a piece of paper and make a column for each noun. Then brainstorm as many words as you can that have to do with each of them. Remember that you want descriptive words (adjectives), action words (verbs) and even more nouns. Write more words than you need so you have lots of options.
4. Arrange your diamante, putting the synonyms or antonyms at the top and bottom, the adjectives next, on lines 2 and 6, the verbs after that on lines 3 and 5, and lastly your additional nouns on the middle line.
  - In the *top* half of the poem – lines 2 and 3 – your adjectives and verbs should be ones from your first brainstorming column
  - In the *bottom* half of the poem – lines 5 and 6 – your adjectives and verbs should be related to the noun on line.
  - On line 4 (the line in the middle of the poem) the first two nouns should be related to the noun on line 1, and the last two nouns should be related to the noun on line 7.

### Example of Antonym Diamante:

Chocolate	Vanilla
Melting	Liquid
Brown	White
Bitter	Sweet
Oozing	Flavoring
Chomping	Licking
Pod	Flower
Bar	bean
Tree	Scent

Chocolate  
 Brown, Bitter  
 Melting, Oozing, Chomping  
 Pod, Tree, Bean, Flower  
 Flavoring, Scenting, Licking  
 White, Sweet  
 Vanilla