



Cupid's Kitchen 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 CUPID'S KITCHEN 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: CUPID'S CROUTON SALAD
& SHOW LOVE AROUND THE WORLD**
Activity Time: 60 minutes

LEARNING OUTCOMES

- Students will **discuss** what love means to them.
- Students will **explore** the idea that there may be different kinds of love.
- Students will **share** how they show love in their family and with their friends.
- Students will **watch** videos and **listen** to ways that love is celebrated by a variety of cultures in places around the world.
- Students will **compare and contrast** a variety of ways that Valentine's Day is celebrated in 6 countries around the world.
- Students will **design** their own unique way/ festival/ event to show love to their friends and family.
- Optionally, students will **host** this "love event" for their friends and family.
- Students will **read** and **practice** with **Featured Culinary Skill** - Knife Techniques.
- Students will **make** and **share** Cupid's Crouton Salad.



SHOW LOVE AROUND THE WORLD

Notes for the Teacher:

- In this lesson it will be important to balance talking about lots of kinds of love. There is a list of books in the Resource section that highlight some of these:
 - Parental love
 - Love of a pet
 - Love of chocolate
 - Love for the planet
 - Love for yourself etc.

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, tools, and ingredients listed
 - (Optional) books from the Resource list
 - “Kids Love Celebration - Planning Worksheet” (included – see page 21)
- **Watch**
 - Watch this video to prepare discussion questions
 - 6 Unique Valentine’s Day Celebrations Around the World (4:28)
<https://www.youtube.com/watch?v=32P4d7J4jh0>

Lesson: SHOW LOVE AROUND THE WORLD

- Introduction: How do you show love?
 - (Optional) Start the lesson by **reading** a book about love. The list in the resources section contains books about many different kinds of love.
 - **Ask:**
 - What does the world love mean to you?
 - How do you show love to your friends and family?
 - Do you show love differently to different people? Why?
 - What words do you use when talking about love or telling someone that you love them?
 - Have students **define** love, individually or collaboratively. Then have them **share** their definitions.
 - (Optional) Share with students that there are many words for love in different languages that express different kinds of love.
 - For a huge list of words in languages from Arabic to Klingon and their English translations check out this website:
 - <https://www.fluentin3months.com/words-for-love/>
 - **Tell students** that today they are going to **learn** a number of ways that love is celebrated by a variety of cultures in places around the world and have an opportunity to **create** their own celebration of love!



- Background Information: Love is Celebrated Around the World in Different Ways
 - Inform students that they are going to **watch** a video about Valentine's Day celebrations around the world.
 - Ask them to pay special attention to the **similarities** and **differences** between the different celebrations.
 - Older students could practice note taking.
 - **Show** the following video, pause playback as necessary to support notetaking, and focus on similarities and differences.
 - 6 Unique Valentine's Day Celebrations Around the World (4:28)
<https://www.youtube.com/watch?v=32P4d7J4jh0>
 - **Discuss and chart** the similarities and differences amongst the celebrations. Some possible questions:
 - Was there anything that was the same in all the celebrations?
 - Which celebration surprised you the most?
 - Which celebration would you like to be a part of?
 - Do you think that Valentine's Day is experienced differently by men and women?
 - **Tell** students that there are even more ways that love is explored outside of Valentine's Day. Check out these websites to **read** examples from Finland, South Africa, Japan, Fiji, Slovenia and many more:
 - <https://www.wanderlust.co.uk/content/bizarre-ways-of-expressing-love-around-the-world/>
 - <http://blog.languageline.com/global-love-day-14-unique-ways-to-celebrate-love-around-the-world>
 - <https://www.tripsavvy.com/valentines-day-in-scandinavia-1626403>
 - <https://www.lonelyplanet.com/articles/thirty-five-incredible-love-and-marriage-customs-of-the-world>
 - Have students **reflect** on what they learned from these websites. They can:
 - **jot** down some ideas
 - **imagine** what it would be like to take part in one of these celebrations
 - **draw** a picture or describe how they think it would feel to witness or be part of one of these celebrations
 - **wonder** why in that country love is celebrated in that way?
 - Have students **share** their reflections.
- Activity Instructions: Create a Love Tradition or Event
 - **Say** "Did you notice that none of these celebrations focused on how kids could celebrate love?"
 - **Challenge** your students to change that by **creating** a love celebration that is for kids!
 - **Provide students with** the "Kids Love Celebration - Planning Worksheet" (included – see page 21)



- Support students in completing the worksheet and planning their event.
- **Optionally, assist** students in **hosting** the event or **carrying out** the experience.

Extension:

- Conduct a survey about love and graph the results.
- Make a "Love Jar"
 - Decorate a container
 - Put small pieces of paper and a pen next to it
 - Explain that this is a place to write appreciations for people in your class/family etc.
 - Set a time that you will read them out (once a week for example)



COOKING CUPID'S CROUTON SALAD

Kitchen Prep

- Read the CUPID'S CROUTON SALAD recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Knife Techniques**.
- Discuss kitchen safety. Specifically, KNIFE safety (Visit Raddishkids.com/pages/safety).

Prepare CUPID'S CROUTON SALAD

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to tear, cut and drizzle.
- When the CUPID'S CROUTON SALAD is ready, eat, taste and share!
- While your friends and family are eating, tell them about some of the interesting ways that love is celebrated around the world, and share with them your plan for a new love celebration.

RESOURCES

- **Books**
 - Snuggle Puppy (a love song) by Sandra Boynton
 - Best Friends (Owen and Mzee) by Isabella and Craig Hatkoff
 - Princess Hyacinth (The Surprising Tale of a Girl Who Floated) by Florence Parry Heide
 - Mama Do You Love Me? by Barabara M. Joose
 - Did I Tell You I Love You Today? by Deloris Jordan
 - I Love You Stinky Face by Lisa McCourt
 - And Tango Makes Three by Justin Richardson
 - Hair for Mama by Kelly A. Tinkham
- **Websites**
 - <http://blog.languageline.com/global-love-day-14-unique-ways-to-celebrate-love-around-the-world>
 - <https://www.tripsavvy.com/valentines-day-in-scandinavia-1626403>
 - <https://www.lonelyplanet.com/articles/thirty-five-incredible-love-and-marriage-customs-of-the-world>
 - <https://www.fluentin3months.com/words-for-love/>
- **Videos**
 - 6 Unique Valentine's Day Celebrations Around the World (4:28)
<https://www.youtube.com/watch?v=32P4d7J4jh0>



Lesson #2: HEARTY LASAGNA SOUP
& NOODLE KNOWLEDGE
Activity Time: 45 minutes

LEARNING OUTCOMES

- Students will **learn** the difference between noodles and pasta.
- Students will **learn** about the history of the invention of pasta.
- Students will **sort** noodles by a variety of *attributes* (long, thin, round, straight, twisty, etc.)
- Students will **watch** videos and **answer** questions.
- Students will **learn** that you can make pasta by hand or with a machine.
- Students will **brainstorm** the names of as many different kinds of noodles as they can.
- Students will **read** the **Oodles of Noodles Fun Bite** on the Hearty Lasagna Soup recipe guide.
- Students will **create** games, worksheets, videos, or surveys/ graphs to **show and teach** their noodle knowledge.
- Students will **read and practice** with **Featured Culinary Skill - Stovetop Safety**.
- Students will **make and share** Hearty Lasagna Soup.



NOODLE KNOWLEDGE

Notes for the Teacher:

- In the lesson the difference between noodles and pasta will be discussed. However, the lesson will use these terms interchangeably.

Teacher Prep:

- **Collect Materials:**
 - Recipe guide, tools, and ingredients listed
 - A selection of different kinds of noodles. (Tip: try a bulk store to just buy a few of different kinds)
 - Optional Books:
 - [Noodle Magic](#) by Roseanne Thong
 - [The Great Pasta Escape](#) by Miranda Paul
 - [Magic Ramen](#) by Andrea Wang
 - [Oodles of Noodles](#) by Diana Hendry
 - Atlas or world map
 - Name That Noodle- dependent on activity chosen
 - Game Making
 - Noodles or pictures of noodles
 - Paper/ Card Stock
 - Glue, scissors, tape, markers
 - (Optional) Dice or a spinner
 - Noodle Sort
 - Noodles of many different shapes and sizes
 - String/yarn
 - Post it notes
 - Attribute recording sheet
- **Watch**
 - Watch these videos to evaluate which one(s) are most appropriate for your students.
 - The Secret History of Pasta (2:18)
<https://www.youtube.com/watch?v=GTOCBaDBVGI>
 - A Brief History of Pasta (1:20)
<https://www.youtube.com/watch?v=38q4lvOmWYY>
 - Pasta- Pasta and Present (3:54)
<https://www.youtube.com/watch?v=vUrHBHkDfPw>

Lesson: NOODLE KNOWLEDGE



- Introduction: What do you know about noodles?
 - Optional, **read** a book about noodles. See ideas under Resources.
 - **Bring** a variety of noodles to the class and **arrange** them on the table for students to **observe** and **investigate**.
 - **Initiate** an open conversation about what they are looking at. Perhaps, **ask** questions like:
 - What do you call these things? (noodles, pasta, etc.)
 - What do you know about noodles?
 - What do they feel like? Smell like? Taste like?
 - Do you have a favorite? Why?
 - Why do you think there are so many different shapes?
 - Any idea what they are made out of?
 - Do you know how to cook them?
 - **Tell** the students that today they are going to **learn** about the history of and how to make noodles. Then they will have the opportunity to **create** a game, or **sort** noodles to teach their friends and family what they have learned.

- Information: History and How-To of Pasta

History of Pasta

- **Show** students one or more of the following videos:
 - The Secret History of Pasta (2:18)
<https://www.youtube.com/watch?v=GTOCBaDBVGI>
 - A Brief History of Pasta (1:20)
<https://www.youtube.com/watch?v=38q4lvQmWYY>
 - Pasta- Pasta and Present (3:54)
<https://www.youtube.com/watch?v=vUrHBHkDfPw>
- **Use** a map, atlas or globe to **trace** the potential routes that noodles took to get to Italy and then to North America.

Noodles vs. Pasta

- **Ask:**
 - Do you think there is a difference between noodles and pasta? If so, what?
- Noodles and Pasta are both rich sources of carbohydrates, however:
 - **Noodle:**
 - can exist in many shapes but most commonly in thin rod shapes
 - can be added to soups and casseroles
 - comes from the German word, *nudel*, and the Latin word *nodus* (knot)
 - origin is the Tarim basin, China during the East Han Dynasty
 - is a sub category of broader pasta
 - **Pasta:**
 - is lighter than noodles and, under Italian law, can only be made with durum wheat



- Durum wheat is the second most cultivated species of wheat.
- It is planted in the spring and harvested in the fall and is well adapted to the hot and dry conditions surrounding the Mediterranean Sea.
- Can be ground into *semolina* - a coarse flour commonly used in pasta and couscous.
- Occurs in many shapes with specific names, like spaghetti, macaroni and linguini for thin rod shapes, tubes, or cylinders; or lasagna for sheets and fusilli for swirls.
- Comes from Latin *pasta*- dough pastry, cake

How are Noodles Made?

- **Show** students the one or more of the following videos:
 - Factory Made
 - How It's Made- Pasta (5:48) <https://www.youtube.com/watch?v=AgI-dvy4eIQ>
 - Made by Hand
 - 2 Ingredient Homemade Pasta- without a Machine!- Bigger Bolder Baking (9:05) <https://www.youtube.com/watch?v=XWPrPWQs-PQ>
 - Homemade pasta- Jamie Oliver (2:54) <https://www.youtube.com/watch?v=upi5SkWXeBM>
 - The Art of Making Noodles By Hand (12:10) -- watch the first 3 ½ minutes <https://www.youtube.com/watch?v=f2kesmA08VU>

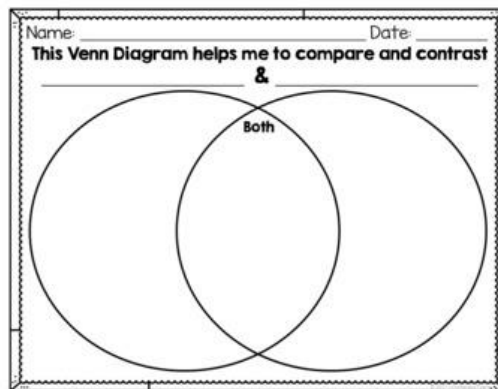
Different Shapes

- **Challenge** students to **brainstorm** names of pasta shapes. Give them about 5 minutes or more if they are still going.
- **Instruct** them to **write** the names down (don't worry about spelling!) and **draw** a simple picture to help remember which is which. How many did you come up with?
- **Check out** the Pasta Shapes Dictionary
 - <https://pastafits.org/pasta-shapes/>
- **Watch** how to make your own
 - How to Make Pasta Shapes- Jamie's Comfort Food- Gennaro Contaldo (5:56) <https://www.youtube.com/watch?v=IteUhznIYeU>
 - The Perfect Guide to Pasta Shapes- The Chiappas (3:47) https://www.youtube.com/watch?v=Lqb7quv_P0o
- Instructions for Activity: Name That Noodle Matching Game
 - **Collect** materials listed above.

- **Challenge** students to **create** a game for their friends and family to match the name of a type of noodle with the noodle itself or a picture of a noodle.
- **Design** depends on their ideas, Some examples:
 - a memory matching card game
 - join the name with the noodle by a piece of string,
 - a quiz game with questions like: "I am long and skinny and meatballs are my best friend. Who am I?"
- **Support** students in **building** and **completing** their game.
- Have students **write or dictate** the rules of the game.
- **Play** the game together.

Sort/Attributes

- **Collect** materials listed above.
- **Model** describing one type of noodle by its *attributes*.
 - *Attribute*- a characteristic or feature of an object, which allows for grouping it with similar objects. Typically, used to describe size, shape, color, etc.
- **Ask** students to try to **describe** one noodle on their own.
- **Collaborate** with the students to **write** a list of attribute descriptors for students to draw from for their sorting.
- **Challenge** the students to sort the pasta into attribute groups.
- **Have** them write or dictate labels/headings for each group that can be written on a post-it-note or index card. Example: LONG, THIN, TWISTY
- **Allow** the students to naturally come up against the idea of noodles that fit into more than one category.
 - At this point you can introduce the idea of a Venn Diagram.



-
- Have students **record** their sorts in some way. Examples:
 - make a Venn Diagram
 - take photos
 - write a poem or a song



Extension:

- **Make** your own pasta. For an easy homemade recipe without a machine try:
 - 2 Ingredient Homemade Pasta- without a Machine!- Bigger Bolder Baking (9:05)
<https://www.youtube.com/watch?v=XWPrPWQs-PQ>
- **Conduct a survey:** "What is your favorite noodle?" **Graph** the results.
- **Visit** an Italian restaurant:
 - Order a kind of pasta you have never tried before
 - Interview the chef about which pastas are most popular or hardest to make or are their favorite.



COOKING HEARTY LASAGNA SOUP

Kitchen Prep

- Read the HEARTY LASAGNA SOUP recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Stovetop Safety**.
- Discuss kitchen safety. Specifically, Stovetop safety (Visit Raddishkids.com/pages/safety).

Prepare HEARTY LASAGNA SOUP

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to cut, stir, and crush.
- When the HEARTY LASAGNA SOUP is ready, eat, taste and share!
- While your friends and family are eating, challenge them to play your game or name and sort a variety of pasta shapes.

RESOURCES

- **Books**
 - [Noodle Magic](#) by Roseanne Thong
 - [The Great Pasta Escape](#) by Miranda Paul
 - [Magic Ramen](#) by Andrea Wang
 - [Oodles of Noodles](#) by Diana Hendry
- **Websites**
 - Pasta Shapes Dictionary <https://pastafits.org/pasta-shapes/>
 - Noodles vs. Pasta https://www.diffen.com/difference/Noodles_vs_Pasta
- **Videos**
 - Homemade pasta- Jamie Oliver (2:54)
 - <https://www.youtube.com/watch?v=upi5SkWXeBM>
 - How to Make Pasta Shapes- Jamie's Comfort Food- Gennaro Contaldo (5:56)
 - <https://www.youtube.com/watch?v=IteUhznIYeU>
 - 2 Ingredient Homemade Pasta- without a Machine!- Bigger Bolder Baking (9:05)
 - <https://www.youtube.com/watch?v=XWPrPWQs-PQ>
 - The Secret History of Pasta (2:18)
 - <https://www.youtube.com/watch?v=GTOCBaDBVGI>
 - A Brief History of Pasta (1:20) <https://www.youtube.com/watch?v=38q4IvQmWYY>
 - Pasta- Pasta and Present (3:54) <https://www.youtube.com/watch?v=vUrHBHkDfPw>
 - The Perfect Guide to Pasta Shapes- The Chiappas (3:47)
 - https://www.youtube.com/watch?v=Lqb7quv_P0o



Lesson #3: RASPBERRY LOVE MUFFINS
& 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 - **Mastering Measuring Spoons.**
- Students will **make** and **share** Raspberry Love Muffins 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.
 - 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
 - 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
 - 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
- **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 make 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: Learn About ASL**
 - **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>

- **Activity Instructions: 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=EFdIE11qnko>
 - How to Sign 16 Animals in ASL (1:38)
https://www.youtube.com/watch?v=-f1My_8OFE
 - Learn to Sign- Homes, rooms, furniture (7:42)
<https://www.youtube.com/watch?v=lb3xy5svQvE>
 - 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 RASPBERRY LOVE MUFFINS

Kitchen Prep

- Read the **RASPBERRY LOVE MUFFINS** recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill Mastering - Measuring Spoons**.
- Discuss kitchen safety. Specifically, **HANDWASHING** safety (Visit Raddishkids.com/pages/safety).

Prepare **RASPBERRY LOVE MUFFINS**

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to practice using measuring spoons, whisk, and scoop.
- When the **RASPBERRY LOVE MUFFINS** are 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
 - <http://kidcourses.com/about/>
 - <https://sound-advice.ie/explaining-deafness-concept-books-for-children/>



- www.kidshealth.org/en/kids/hearing-impairment.html
- www.kidzworld.com

- Videos

- Understanding Deafness- Educational Video (3:27)
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=DCb7yaKl-q4>
- Twinkle Twinkle Little Star in ASL (1:50)
<https://www.youtube.com/watch?v=hlIj9797Z38>
- 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
- ASL signs for foods and a song (5:54)
<https://www.youtube.com/watch?v=EFdIElIqnko>
- How to Sign 16 Animals in ASL (1:38) https://www.youtube.com/watch?v=-fIMy_8OFE
- Learn to Sign- Homes, rooms, furniture (7:42)
<https://www.youtube.com/watch?v=lb3xy5svQvE>
- 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>

Kids Love Celebration Planning Worksheet

Design your own celebration. This could be an event or an experience that you share with people that you care about.

Read and think about the questions below. Write down your answers and then make a plan for your very own Love Celebration.

Some things to consider:

Does your celebration happen on a specific date? Or at a certain time of year? If so, why?

Who is the celebration for? (siblings, best friends, classmates, etc.)

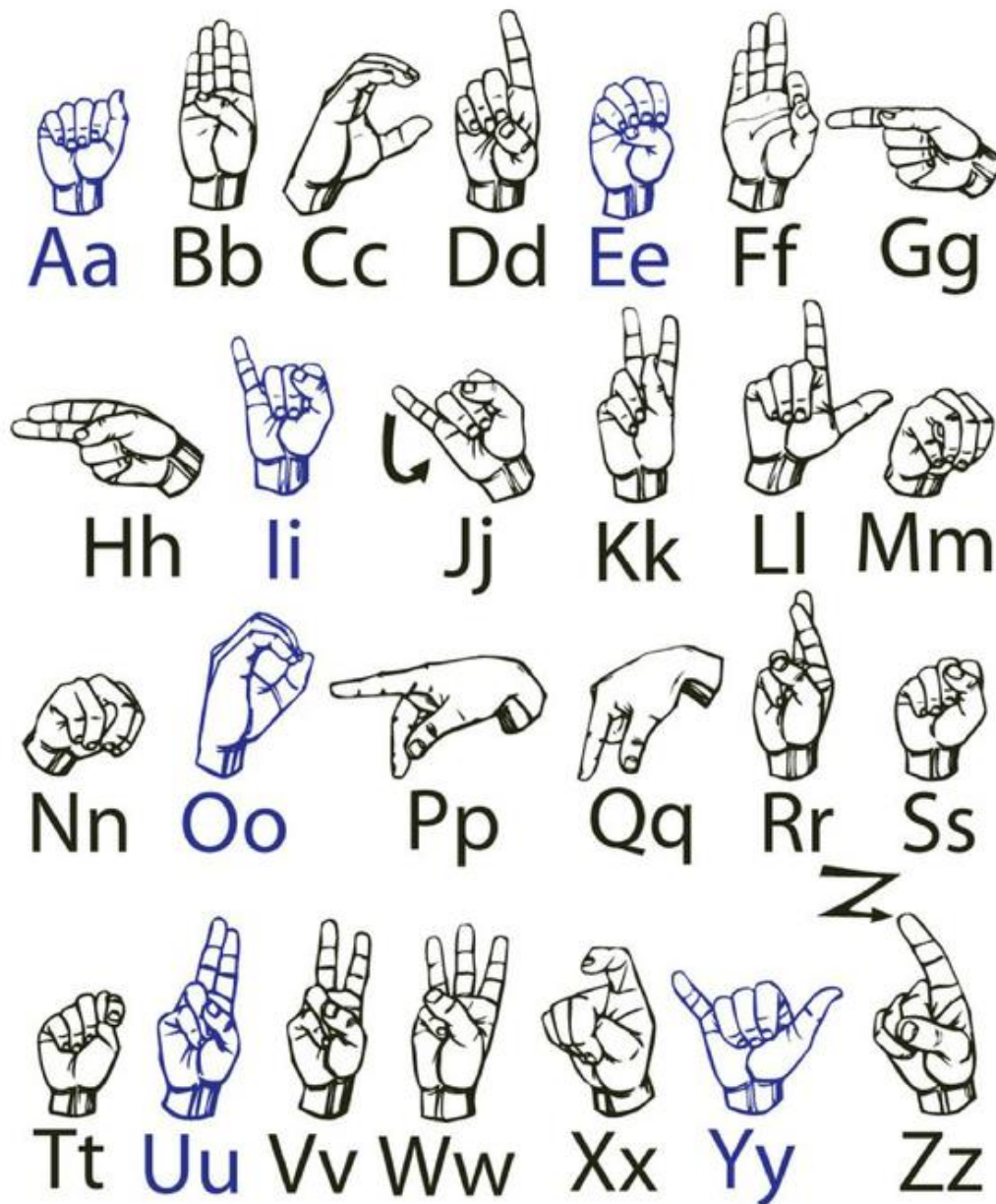
How do you celebrate?

- Colors?
- Foods? (recipes)
- Music? (play list)
- Gifts? (budget)
- Clothes?
- Dance? (choreograph)
- More...

What would you name your celebration?

American Sign Language

A Visual Guide to the Alphabet



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

Remade by /u/CitizenYellow