



Make Believe Meals 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 Make Believe Meals kit, this lesson plan divides your kit into 4 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 cards, skill card, and introduction card. Happy cooking! Happy learning!

Lesson 1: Superhero Scramble and Train to be a Superhero

Activity Time: 60 minutes

Learning Outcomes

- Students will discover that some foods are nutrient rich to help you grow strong.
- Students will play a word scramble game to learn about nutrient rich foods.
- Students will learn what an attribute is.
- Students will brainstorm which attributes superheroes may or may not possess.
- Students will learn the physical activity terms: balance, coordination, change direction, flexibility, speed, and strength.
- Students will play games to practice and improve their range of physical activity.
- Students will make Superhero Scrambles.

Materials

- Recipe guide, ingredients, and tools listed within.
- Chart paper and markers for brainstorm.
- Description of Superhero Training Activities (included)



I. Introduction

- a. Ask students who their favorite superhero is? What makes them a superhero? For example, they are fast, strong, kind, or smart. Tell students that they just listed *attributes* of that superhero. An *attribute* is a quality or feature that is part of someone or something. Ask students if they can think of an attribute that describes them? A parent? A friend?
- b. Brainstorm a list of attributes that superheroes have and a list of attributes they don't have. Have students review the lists. Do you think these attributes are necessary to someone being a superhero? What attributes are physical? How do you think the superhero acquired these physical talents? Maybe it was magic, or where they were born, or by an accident. Ask students what they think they would have to do to have one of those physical attributes that they admire?
- c. Tell students that they will be training to strengthen some of their physical attributes.

2. Pre-training

- a. Teach students the following terms. Then, engage in a physical activity that displays the term. Finally, ask students how a superhero may use the skill.
 - i. *Change of direction*- going one way then quickly going another way. Have students walk in one direction until you clap then have them turn and walk quickly in that direction.
Ex: A Superhero may have to dodge a falling building.
 - ii. *Balance*- the ability to stay upright and stay in control of body movement. Have students stand on one foot with their arms outstretched to help balance.
 - iii. *Coordination*- the ability to move two or more body parts together. Have students walk around the room while passing something back and forth between their own hands.
 - iv. *Flexibility*- the range of motion in a joint or the ability to move joints effectively. Have students do cat and cow stretch. Start on all fours (hands under shoulders, knees under hips) with a flat/tabletop back with eyes looking straight down at the ground. Then breathe in and drop the belly down and slowly lift the neck and head and look up. This is the cow pose. Next, when you breathe out lift the belly and the spine so the back is arched like a cat. Look towards your bellybutton. For other great kid stretches visit <http://familyfitness.about.com/od/kidssports/ss/Kids-Stretching-Exercises.htm#step-heading>
 - v. *Speed*- How fast you can travel across a distance over a period of time, or the rate at which you can perform a movement. Have students stand up and sit down on the floor 10 times and count how long it takes them.



- vi. *Strength*– the state of being strong, or a muscle exerting force during an activity. Have students lift up a stack of books. Animal walks are also a great way to improve strength using only your own body. See www.therapystreetforkids.com/r-animalwalks.html for great examples!

3. Training

- a. Tell students that they are going to play some games that will practice the physical attributes that they have just learned about.
- b. Choose some games from the attached Superhero Training Activities and play them.
- c. After playing each game ask the students what physical attributes they think they worked on.
- d. **Extensions**
 - i. Have students create their own games and identify what physical attributes are activated.
 - ii. Have students track how they did in a given activity and chart their progress (in speed or number of repetitions) over time.
 - iii. Put on a Superhero play where they show off the heroes physical attributes.

4. Kitchen Prep

- a. Read the Superhero Scramble recipe card together.
- b. Identify and gather ingredients.
- c. Gather tools.
- d. Discuss kitchen safety, specifically oven safety (Visit Raddishkids.com/pages/safety)

5. Prepare Superhero Scrambles!

- a. Ask children to read or describe each step.
- b. Together, follow the steps in the recipe.
- c. While you are going through the steps ask students if they are using any of the physical attributes that they have learned about. For example, in step 9 they are using speed to whisk the eggs. In step 10, they are using coordination and strength to hold the bowl and pour at the same time.
- d. While the Superhero Scrambles are baking take a look at the Fun Bites Superfood Scramble. Unscrambling the words. Discuss how students need to put good fuel into their bodies so that they have the energy and strong bones and muscles to be able to do the same physical skills that Superheroes do!
- e. When the Superhero Scrambles are ready, eat, taste and share!

Discussion snacking Bonus Table Talk: If you could be any superhero what kind of physical attributes would you have and why? How could that superhero help others?

Sites Consulted for this Lesson Plan



- www.brianmac.co.uk
- www.bbc.co.uk
- www.teachpe.com
- www.familyfitness.about.com
- www.theryapistreetforkids.com
- Activities sourced from *Super Troopers Activity Journal* from Laya Healthcare, Ireland.

Lesson 2: Sweet and Salty Pirate Popcorn and Making Pirate Bedroom Maps

Activity Time: 90 minutes

Learning Outcomes

- Students will learn what a map is.
- Students will learn what a map key/legend is.
- Students will be introduced to the idea of symbols and cardinal directions.
- Students will draw a map of their bedroom using symbols and cardinal directions.
- Students will learn that every map should include a title, compass and map key/legend.
- Students can read books about maps.
- Students will practice using vocabulary to describe location of items in relation to other items, i.e. between, beside, behind.
- Students will make Sweet and Salty Pirate Popcorn.

Materials

- Recipe guide, ingredients, and tools listed within.
- Paper, pencil, crayons, markers for map creation.
- Map of Pirate Bedroom (included)
- Map Key Worksheet (included)
- Online mapping tool for kids **or** you can draw by hand
 - The Cat in the Hat Can Map This and That
<http://pbskids.org/catinthehat/games/mappingtool.html>

Optional Teaching Resource and Story Books

- Any maps that you have around the house. (Museum maps, zoo maps, etc are great!)
- Henry's Map by David Elliot
- There's a Map on My Lap (Cat in the Hat) by Tish Rabe



- Me on the Map by Joan Sweeney
- Follow that Map- A first book of mapping skills by Scot Ritchie
- Map Making with Children by David Sobel

1. Introduction

- a. First, you can read any of the storybooks above. Have a discussion about the book and map related information. Or simply look at maps that you have around home. Or you may just begin with a conversation with the students about their bedroom.
- b. What do they like about their bedroom? What shape is their room? What things are in their room? What do they like to do there? Have students draw a picture of one piece of furniture that is in their room. Ask the students if these drawings are the real piece of furniture? Explain that we call this a **symbol** – it represents something else.

2. Map Investigation

- a. Show the students the Cat in the Hat Pirate Bedroom Map (included). Have students explore the map. Let them tell you what they see on the map. What do they think each of the symbols on the map means? For example, the oval is a rug. Create a *map key/legend* that has a picture of the symbol and the word that matches it. Use the Map Key Worksheet included.
- b. Have students practice using *spatial location vocabulary* by asking questions about the map. Such as, what is next to the bed? What is near the bookshelf? What is between the windows? What is far from the door? Of course this is a pirate map so there is an X to mark the spot where some treasure is hidden! What do the students think the treasure might be?
- c. Another way to talk about where things are on a map is to use *cardinal directions*: north, south, east and west. Show the students the compass in the corner of the map. (For younger students you can also write an N at the top of the map, an E to the right, an S at the bottom, and a W to the left) Imagine you were in the Pirate's Bedroom. If you were standing by the bed you would be on the west side of the room. Point at the compass to show where west is then show that the bed is on the west side of the map. If you walked in the direction of the east, where would you end up? (Trace your finger across the map heading east until you touch the door.) Ask questions using the cardinal directions. What is south of the desk? What is west of the bookshelf?
- d. Have students create their own map of their bedroom. You can use paper and pencil or the The Cat in the Hat Can Map This and That activity at: <http://pbskids.org/catinthehat/games/mappingtool.html>.
- e. Help students to make a Map Key/Legend. Include a compass and a title for their map.



f. Extensions

- i. Have students make their map a treasure map and give it to a friend to interpret to find the treasure.
- ii. Have students write 3 sentences about where things are located on their map, using the words near, far, next to, between, north, south, east, or west.

3. Kitchen Prep

- a. Read the title page together.
- b. Identify and gather ingredients and tools.
- c. Discuss kitchen safety, in particular stove top safety. For example, have students keep their elbows high and handles turned in when stirring on the stove top.

4. Prepare Sweet and Salty Pirate Popcorn

- a. Ask children to read or describe each step.
- b. What do you notice about step 5? What does the symbol of the circle with the line through it mean?
- c. Why does popcorn pop? Take a look at The Ingredient Spotlight on your Recipe Guide.
- d. Give each child a turn, measuring, mixing, etc.
- e. Eat, taste and share!

Sources consulted for this lesson plan

- <http://pbskids.org/catinthehat/games/mappingtool.html>
- www.K6educators.about.com
- www.geolounge.com



Lesson 3: Royal Tea Sandwiches and Knowing the Half of It

Activity time: 45 minutes

Learning Outcomes

- Students will explore the concepts of part and whole.
- Students will learn what one half means.
- Students will learn that a fraction is part of a whole.
- Students will be able to represent one half pictorially.
- Students will cut ingredients into halves to make Royal Tea Sandwiches.

Materials

- Recipe guide and ingredients and tools listed within.
- Picture Fraction Worksheet (included) (ideal for younger students)
- Sesame Street Video Ernie's Half Eaten Sandwich.
https://www.youtube.com/watch?v=bo_svGP-iO4
- Give me Half by Stuart Murphy or this Youtube video of the story being read:
<https://www.youtube.com/watch?v=hVaxijB6Fls>
- Optional Storybooks that teach fractions
 - My Half Day by Doris Fisher
 - Eating Fractions by Bruce McMillan

1. Introduction

- a. Show the students Sesame Street: Ernie's Half Eaten Sandwich (3:05)
https://www.youtube.com/watch?v=bo_svGP-iO4
- b. Lead a discussion using the words half, whole, and part. What does half mean? What does whole mean? If Ernie is missing half of his sandwich does he still have a whole sandwich to eat? Demonstrate with an actual sandwich. Be sure to divide it equally.
- c. Explain that when we split one whole thing (like a sandwich) into parts, the part is called a fraction.

2. Read and Discuss

- a. Read the Book Give Me Half! By Stuart Murphy. Or watch the video (4:14)
<https://www.youtube.com/watch?v=hVaxijB6Fls>
- b. Ask the students what they noticed reading the book/watching the video. How did the brother and sister share whole things so they each got a fair amount? Have you



ever had to share with someone? Did you want to? How did you make it fair? How much did each person get?

3. Fraction Practice

- Collect different size and shape pieces of paper and work together to find ways to practice folding them in half.
- Find things around the house that are already divided in half. Like a window or couch cushions. Be on the lookout for things you could cut in half. For example, how could we split this whole table into halves? How many parts would we have then? Make certain that you are continually reinforcing that halves are the same as each other (equal). It may help to explain that it wouldn't be fair if one "half" was bigger than the other "half".
- Give students the Fraction Practice Worksheet and have them practice turning wholes into halves by drawing a line through the middle. Challenge older students to make quarters or thirds.
- Provide a snack where students need to share with one other person. Challenge them to make the whole into halves. How will they be able to do it fairly? How much will each person get to eat?

4. Kitchen Prep

- Read the title page together.
- Identify and gather ingredients and tools.
- Discuss kitchen safety, in particular knife safety.

5. Prepare Royal Tea Sandwiches

- Ask children to read or describe each step.
- Give each child a turn measuring, timing, cutting, etc.
- When the students get to step 7 have them show you how they cut the grapes in half. Are there multiple ways to cut the grape but still end up with 2 halves?
- When cutting the sandwiches in step 12 reinforce again that you are starting with a whole sandwich and then dividing it into equal halves.
- Read together the Fun Bites: Royal Table Manners on the Recipe Guide. Discuss the table manners and whether students have to follow these at their houses. Do they have any other table manners in their family?

6. Tea and Manners

- Display the Royal Tea Sandwiches on your table. Keep the Fun Bites: Royal Table Manners handy. Check and see if everyone is showing good table manners. If they are, congratulate them. If they forget give them a reminder why it is enjoyable to eat at a table where people are polite.
- Eat, taste and share!



Lesson adapted from Give me Half by Stuart Murphy. A Math Start book © 1996, Harper Collins Publishers

Lesson 4: Family Crest and Symbols All Around

Activity time: 60 minutes

Learning Outcomes

- Students will learn what a symbol is.
- Students will learn that symbols can be used to express ideas.
- Students will identify symbols all around them.
- Students will learn that there are different categories of symbols dependent on their use. For example, traffic signs, national symbols, rules, feelings.
- Students will be able to sort symbols into categories.
- Students will create a Family Crest Potholder using symbols.

Materials

- Family Crest Pot Holder Activity Card
- Post it notes or index cards, or paper cut into flash card size
- Chart paper and markers
- Symbol Flash Card worksheet
- Camera or note pad.

1. Introduction

- a. Explain to students that we can read things that are written without words. Sometimes we use signs or symbols to express an idea. A symbol is a drawing, or image that stand for something else.
- b. Share examples with students. Write some symbols on post-it notes such as; smiley face, sad face, no smoking, do not enter, stop sign, airport, parking, etc. Place the post-its on the table and ask one student to pick up the happy and sad face symbols and put them on the wall. Then ask another student to do the same with the no smoking and parking symbols. Ask the students how they decided what each symbol meant? Since a symbol is a drawing or sign that stands for a real place or thing, symbols can be made for nearly everything.

2. Different Types of Symbols

- a. Symbols can be found all around us all the time. Symbols have different jobs. A few examples are
 - i. *Rules* -- tell us what we can and can't do



- ii. *Traffic* -- how to behave in a car or on a bike
- iii. *National Symbols* -- stand for an idea like the Statue of Liberty represents Freedom
- iv. *Feelings*-- a way to let others know how you're feeling, like test emoticons
- b. Draw or find examples online of a few of each kind of symbol above. Some examples can be found on the Symbol Flash Card worksheet included. Have students take turns saying what they think each of them means and why.
- c. Using chart paper, create a table with at least the four symbol categories above, and add more if desired. (Such as money.) Ask the students to sort the existing cards into the categories. Ask them why they think they belong in that category.
- d. Have students draw at least one further symbol for each category and have a friend decide where they should be sorted.
- e. Ask students why they think there are so many symbols all around us?

3. Symbol Scavenger Hunt

- a. Now that students are sensitized to many different kinds of symbols it is time to look for them in the “real” world.
- b. Arm students with a camera or note pad and writing utensil and give them a goal. For example,
 - i. Find and record 10 symbols in the house. At least two need to be from the kitchen.
 - ii. Take a walk around the block. How many symbols can you find and record on one block? Walk around a second block and record the symbols you find there. Did you find more or less? Why do you think they're different?
 - iii. On a trip at a bus, train station or airport, pre-print some symbols that you think you will see and have students keep an eye out for them.
 - iv. On a road trip use a road sign travel bingo game. Such as the one available at <http://www.thrivingfamily.com/~media/AC2E91BEC0EA4B7DB632A5C7C212B4B5.pdf>

4. Family Crest Pot Holder Prep

- a. Read the title page together.
- b. Identify and gather tools.
- c. Do the before you begin brainstorm.

5. Create your Crest

- a. Review that a symbol is used to express ideas it can be a drawing, or lines that stand for something else.
- b. Follow the instructions on the Family Crest Potholder Activity Card to create your design.
- c. Bring your finished Family Crest Potholder to a family meal and explain what the symbols in your crest represent. Other family members may have different ideas but



that's okay. Celebrate all of the things that your family means and values for all its different members!

Sources consulted for this lesson plan

- www.littlegiraffes.com
- www.worldmapsonline.com
- www.thrivingfamily.com
- www.atozkidsstuff.com

Superhero Training

Dance Party- (2 or more) Pick a song and create your own dance moves then teach the dance to someone else.

Obstacle Course- (2 or more) With a partner, set up an obstacle course that involves running, jumping, hopping and crawling. See who can complete it the fastest. Challenge yourself to beat your own time.

Hit the Deck- (2 or more) Using a deck of cards, have your partner select a card and do the activity below for 10 seconds for each suit. Then you select a card for your partner. Keep going until you've gone through the whole deck.

Heart- touch elbow to knee

Diamond- jog or march in place

Club- dance

Spade- jumping jacks

Freeze Tag- (3 or more) When the person who is "it" tags you, you must freeze in your exact position. Frozen people can be thawed/freed if another player crawls through your legs. The game ends when everyone is frozen.

Mountain Climbers- (solo) Start down on your hands and knees as if you were about to start a race with the right leg towards the chest and the left staying straight behind. Quickly switch legs and keep going. Go for 1 minute, then rest for 1 minute. Repeat 5 times.

Penguin Shuffle- (2 or more) Stand side by side with a bean bag or something soft resting on your feet. Shuffle across the floor like a penguin, being careful not to drop your bean bags on the ground. If they fall off place them back on your feet and keep going. The first player to the other side wins!

Ball Clap- (solo) Throw a small ball (tennis) in the air and clap your hands before catching it. How many successful catches can you make in 2 minutes? Try 5 more times to beat your high score.

Housework Hustle- (solo) Have fun helping with the housework- how much vacuuming, sweeping, laundry folding can you get done in 10 minutes?

Blob Tag- (3 or more) When the person who is "it" tags someone, they join hands and chase the others together. Eventually, you have a whole group of people (the Blob), chasing one or two. The game ends when the blob has caught everyone.

Follow the Leader- (2 or more) Play follow the leader for 10-15 minutes, switching the leader every minute. Do things like skip, walk backwards, dance, spin etc.

Balance Reach- (solo) Balance on one leg for 1 minute while holding something above your head and then switch legs. Repeat 5 times.

Playground Party- (family) Go to the park with your family and play on all of the equipment in the playground.

Up and Downs- (2 people) Get a ball. Stand back to back with your partner. One of you should have the ball. The first person passes the ball through both of your legs to the other person. The second person passes it back over your heads. Go for 1 minute then rest for 1 minute. Repeat 5 times.

Tightrope walk- (solo) Find a line or put a rope that you can walk along like a tightrope. Walk one foot in front of the other without falling off of the line or the rope. How many times can you walk the tight rope without falling off? Can you do it backwards?

All activities featured in the Super Troopers Activity Journal produced by Laya Healthcare, Ireland, 2014.

Map Key/Legend



bed



bookshelf

Map Key/Legend

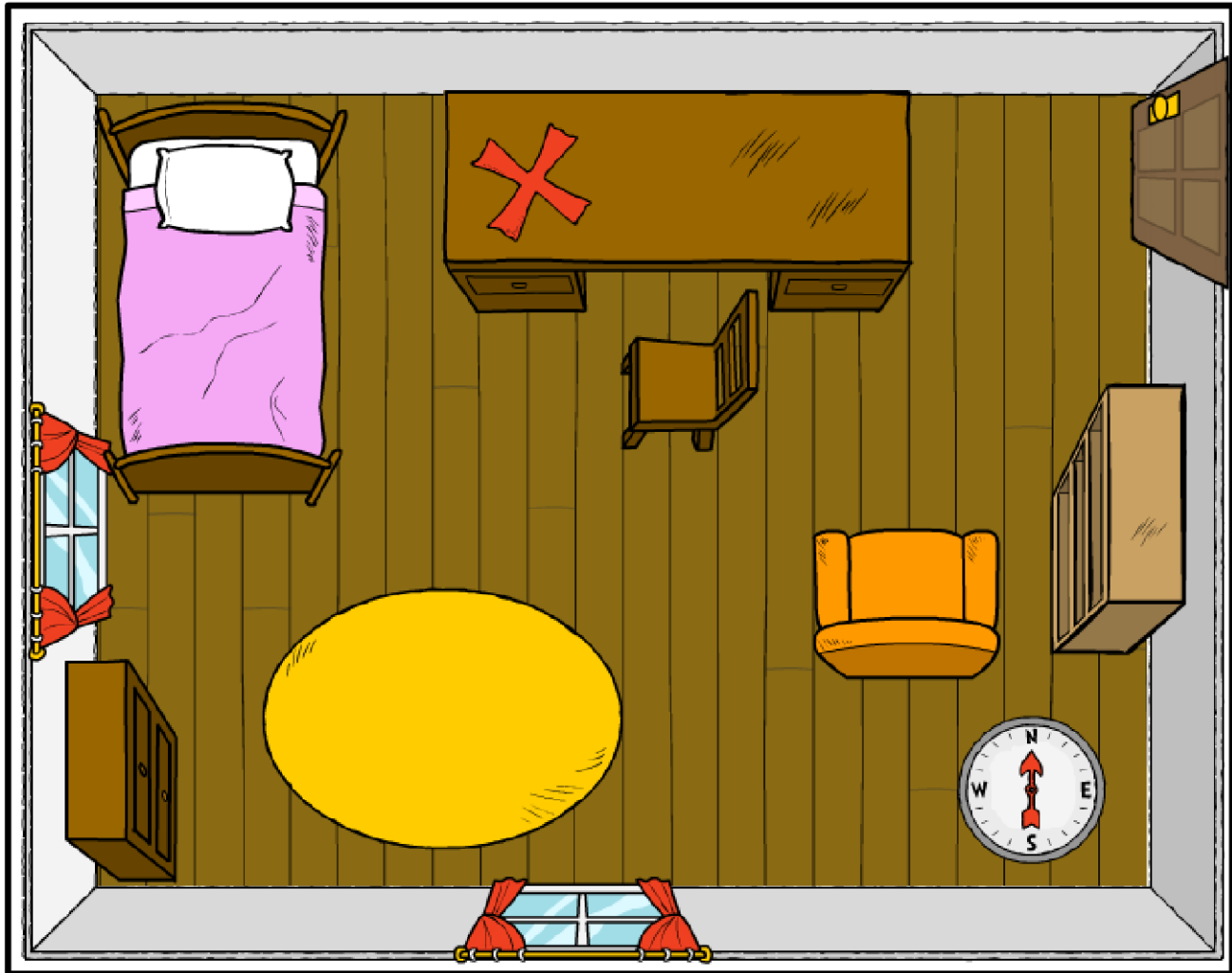


bed



bookshelf

pbs.org/parents/catinthehat

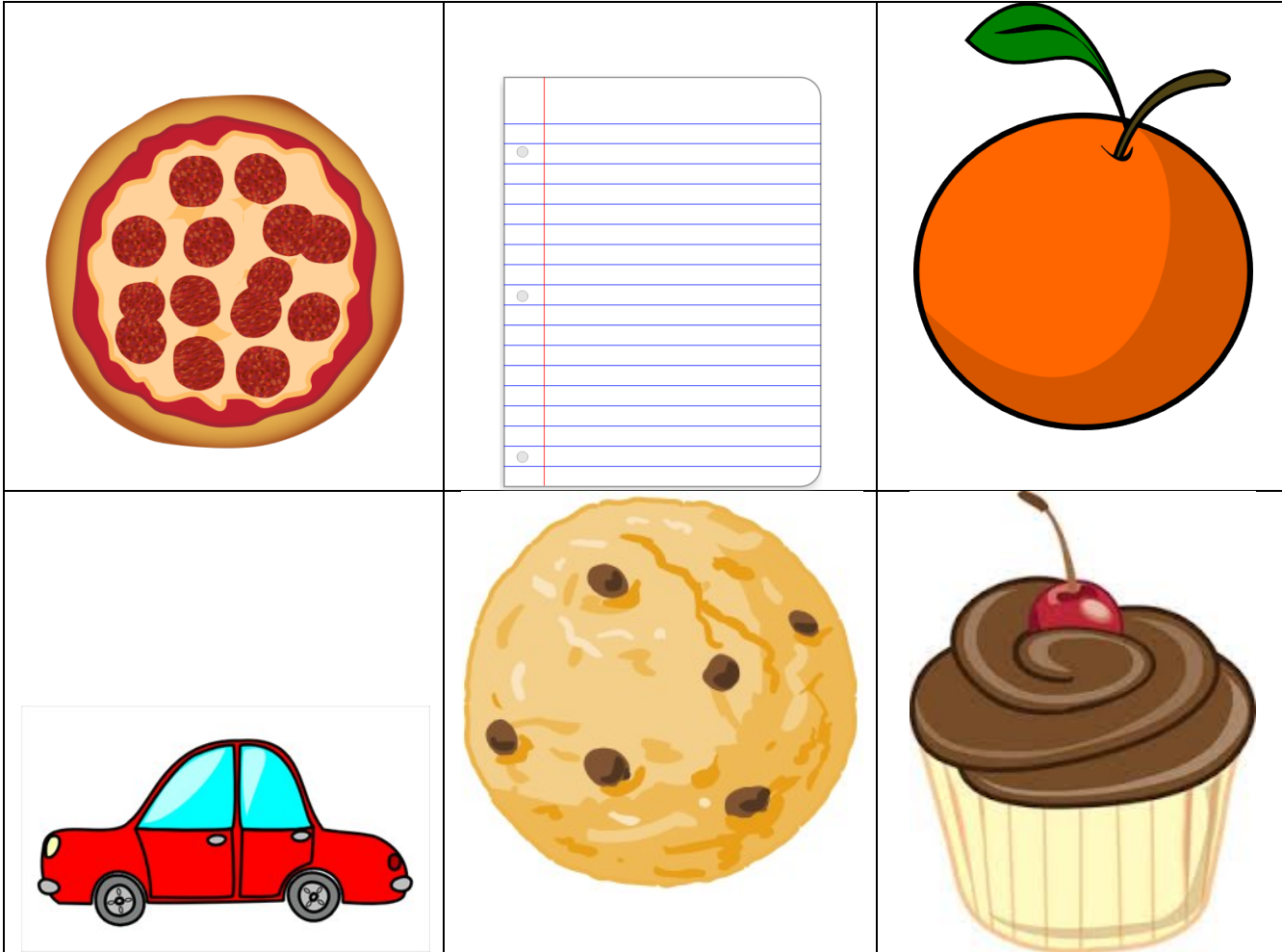


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Turn a Whole into Two Halves

Draw a line to divide each whole into two halves.



On the back, draw a picture of an object of your choice and give it to a friend.
Ask your friend to turn it into two halves.

Symbol Flash Cards



