Go-Go Grains

- Rice
- Granola
- Bread and Rolls
- Muffins
- Pasta
- Tortillas
Brown rice is not stripped of its husk during milling, so it is a good source of fiber.

Wild rice is not a grain, but a grass seed.

To thicken soup, puree a small amount of cooked rice with broth and add to soup.
Nutrition Activity—Measuring Grains and Cooking

Objective: Children will develop an awareness that rice is a grain and will be able to use various tools for measuring grains.

Materials:
Ingredients and Recipe for Cooking Grains in the Oven
- Whole Grain Rice (different kinds in containers)
- Measuring Cups and Spoons (a variety)
- Empty Plastic Containers
- Oven-Proof Pans (for cooking rice)
- Tray or Bowl for Each Child
- Scoops
- Chopsticks (Optional)
- Foil

1) Set up the tables with trays and bowls, measuring tools, containers, scoops, and different kinds of rice.

2) Allow children to explore and measure rice using the various tools and containers.

3) Choose two kinds of rice for eating. Name each kind and have children help measure the amount needed for cooking.

4) Add rice to baking pans. Draw a picture “recipe” for children to follow with the number of cups required (2 cups to 4 cups water, etc.).

5) Slowly pour premeasured boiling water or broth over the rice and cover with a lid or foil. Bake in the oven until the water is absorbed.

   Note: Cooking times will vary depending on the type of rice. (See the recipe on the next page.)

6) Serve the cooked rice at mealtime.

Optional: Have children eat with chopsticks.

Related Activities or Ideas
- Cheesy rice bake
- Rice patties
- Fried rice
- Rice pudding
- Rice balls
- Tomato rice soup
Cooking Grains in the Oven

<table>
<thead>
<tr>
<th>Grain (1 cup dry)</th>
<th>Boiling liquid (cups)</th>
<th>Baking time (minutes)</th>
<th>Amount after cooking (cups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barley</td>
<td>2 ½</td>
<td>45</td>
<td>3 ²⁄₃</td>
</tr>
<tr>
<td>Brown rice</td>
<td>2</td>
<td>55</td>
<td>3 ¹⁄₃</td>
</tr>
<tr>
<td>Buckwheat groats</td>
<td>2 ½</td>
<td>25</td>
<td>2 ²⁄₃</td>
</tr>
<tr>
<td>Bulgur wheat</td>
<td>2</td>
<td>25</td>
<td>3 ¹⁄₃</td>
</tr>
<tr>
<td>Millet</td>
<td>2 ²⁄₃</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Quinoa</td>
<td>2</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>White rice</td>
<td>2</td>
<td>35</td>
<td>3 ²⁄₃</td>
</tr>
<tr>
<td>Wild rice</td>
<td>2</td>
<td>50</td>
<td>3 ½</td>
</tr>
</tbody>
</table>

Preheat the oven to 350 degrees.
Put dry grains in an oven-proof baking pan.
Pour boiling liquid (broth or water) over the grains.
Stir and cover with a lid or foil.
Bake for the amount of time indicated.
Serve and enjoy.

Mathematics

**Learning Experiences:**
Measurement and tools
Quantity
Estimation

**Questions to Support Mathematics Experiences:**
What size is your spoon or cup?
How many grains of rice fit a teaspoon?
How many different types of rice do we have?
How can you tell they are different?
What colors are the grains of rice?
How many spoons of rice will it take to fill up the cup or container?
How many cups of rice will it take to feed the class?

Science

**Learning Experiences:**
Absorption
Comparison (taste and texture)
Cause and effect

**Questions to Support Science Experiences:**
What happens to the water when we cook the rice?
Why is there more rice after it is cooked than before?
How did the rice change after it was cooked?

What does it feel and taste like?

Which rice do you like best?

How do you eat rice with chopsticks?

What kind of rice does your family eat?

How are short grain and long grain rices different when cooked?

**Activity to Support Literacy**

Send a letter home to parents telling them about rice week. Ask for special cultural recipes they could share.

Read *Everybody Cooks Rice* and, using a map or globe, talk about how people eat rice in different ways around the world. Talk about the different utensils for eating rice (fork, fingers, chopsticks, etc.) and the different ways of flavoring rice. Ask the children how they eat rice at home and what their favorite kind of rice is. Serve rice dishes throughout the week and send home recipes.

*Song:* “Rice Chant”

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**Literacy**

**Vocabulary Builders:**

| Chopsticks | Map | Tablespoon (T.) |
| Culture | Measure | Teaspoon (tsp.) |
| Fiber | Measuring cups | Utensils |
| Globe | (¼, ½, ¾, 1 cup) | Whole Grain |
| Grain | Rice | World |

**Kinds of Rices:**

- Long Grain Brown: Wehani Rice
- Long Grain White: White Basmati
- Quick Brown Rice: Wild Pecan Rice
- Short Grain Brown: Wild Rice

**Books:**

*Chicken Soup with Rice* by Maurice Sendak (1991)

*Everybody Cooks Rice* by Norah Dooley (1992)
BREAD AND ROLLS

- Whole wheat flour and wheat germ should be stored in the refrigerator or freezer to prevent them from becoming rancid or infested with bugs.
- Always let bread dough rise in a warm draft-free spot.
- Salt is used in bread dough to strengthen the gluten and prevent the yeast from multiplying too fast. Sugar aids the yeast in growing.
Nutrition Activity—Making Bread

Objective: Children will develop an awareness that bread is made from grains and that a recipe needs to be followed to make bread.

Materials:

- Ingredients and Recipe for Bread in a Bag
- Heavy-Duty Self-Sealing Freezer Bag (1 gallon size)
- Baking Pan (13" x 9")
- Pastry Towel
- Measuring Spoons
- Rolling Pin
- Measuring Cups
- Sheet Pan
- Loaf Pan (8 ½" x 4 ½" x 2 ¼"

1) Bring out a copy of the Bread in a Bag recipe, the ingredients, and the materials needed.

2) Show children the recipe and describe the process step by step. Ask questions to support mathematics and science learning.

3) Follow the recipe. The children take turns adding the ingredients, mixing them in the bag, and kneading the dough. Place the dough in a loaf pan or give each child a small ball of dough to shape into rolls.

4) Bake the loaf or rolls and serve with a meal.

Note: This recipe works best with no more than six children at a time for adequate participation.

Extension: Take a learning trip to a grocery store, flour mill, or bakery to purchase the flour to make the bread recipe.

Related Activities or Ideas
- Biscuits
- Sandwiches
- Bread pudding
- Seeded rolls
- Pizza
- Stuffing

Bread in a Bag
(Makes 42 one-half ounce servings of grain)

2 cups All-Purpose Enriched Flour
1 Package Rapid Rise Yeast
3 T. Sugar
3 T. Nonfat Dry Milk
1 tsp. Salt
1 cup Hot Water (125° to 130°)
3 T. Oil
¾ cup Whole Wheat Flour
¼ cup Wheat Germ

(continued on next page)
1) Combine one cup of all-purpose flour, yeast, sugar, dry milk, and salt in freezer bag. Squeeze upper part of bag to force out air and seal.

2) Shake and work the bag to mix the ingredients.

3) Add hot water and oil to the dry ingredients. Reseal the bag and mix by working with fingers.

4) Add whole wheat flour and wheat germ. Reseal the bag and mix thoroughly.

5) Gradually add remaining all-purpose flour to make stiff dough that pulls away from the bag.

6) On a floured surface, knead dough 2 to 4 minutes until smooth and elastic. Cover dough with a moist pastry towel and let it stand for 10 minutes.

7) Roll dough to 12" x 7" rectangle. Roll up from narrow end. Pinch edges and ends to seal. Place in greased 8 ½" x 4 ½" x 2 ¼" loaf pan.

8) Place 13" x 9" baking pan on counter; fill halfway with boiling water. Place the sheet pan over the baking pan and stand the loaf pan on top of the sheet pan; let dough rise 20 minutes or until double in size.

9) Bake the bread in a 375˚ oven for 25 minutes or until baked through. For rolls, bake about 15 minutes.

Note: Adapted from Adventures in Learning with the Food Guide Pyramid

Mathematics

Learning Experiences:
Sequencing
Measurement and tools
Time

Questions to Support Mathematics Experiences:
What do we do first, second, and so on in the recipe?
How many ingredients are in the recipe?
Which tool do we need to measure the flour, yeast, and so forth?
What size pan do we need to put the dough in?
How long will it take before the bread is ready to eat?

Science

Learning Experiences:
Temperature
Observation skills
Predicting and reflecting
Leavening

Questions to Support Science Experiences:
What will happen if we leave one bowl of dough in a warm place and one in a cold place?
What do you see happening?
What does it smell like?
Will it rise?
How much will it rise?
Which ingredient made the dough rise (get bigger)?
How does the bread taste different if we use wheat flour and wheat germ? Why do we use wheat flour or wheat germ?
What is the sugar, salt, milk, and so forth for?
How different is the bread dough before and after it is baked?

**Books:**
*Bread Around the World* by Cynthia Rothman (1994)
*Bread, Bread, Bread* by Ann Morris; illustrated by Ken Heyman (1993)

**Activity to Support Literacy**

Read *The Little Red Hen*. Ask the children:
How did you help make the bread?
List their answers.
Recall the recipe with the children. Ask them:
What did we do first, second, and so on?
Or
Present the flannelgraph story of “*The Little Red Hen*.”

**Song:** “Biscuits in the Oven”
(Replace the word biscuits with muffins.)

**Literacy Vocabulary Builders:**

<table>
<thead>
<tr>
<th>Baking</th>
<th>Grain</th>
<th>Rise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>Ingredients</td>
<td>Texture</td>
</tr>
<tr>
<td>Crust</td>
<td>Leavened</td>
<td>Toasted</td>
</tr>
<tr>
<td>Dough</td>
<td>Loaf pan</td>
<td>Unleavened</td>
</tr>
<tr>
<td>Flour</td>
<td>Recipe</td>
<td>Yeast</td>
</tr>
</tbody>
</table>

**Kinds of Bread or Rolls:**

| Bagels          | Multi-grain | Sourdough |
| English muffins | Pita | White |
| French bread    | Pumpernickel | Whole grain |
| Italian bread   | Rye | Whole wheat |
Pasta

Pasta is most commonly made from wheat but can also be made from corn, rice, and quinoa (a type of seed ground into flour).

Cooking pasta in plenty of water prevents it from sticking together.

Spaghetti with meat sauce is a nutritious meal because the high vitamin C content in the tomatoes helps the body absorb the iron contained in the meat and whole-grain or enriched pasta.
Nutrition Activity—Making Pasta Salad

**Objective:** Children will develop an awareness that pasta comes in many shapes and sizes.

**Materials:**
- Ingredients and Recipe for Pasta Salad
- Uncooked Whole-Grain or Enriched Pasta (bow tie, shells, elbow, etc.) on Trays
- Small Bowls and Forks Place Mat (for each child)
- Serving Spoons Tongs

1.) Bring out trays with various shapes of pasta, place mats, and recipes. Distribute a variety of pasta to a small group of children to explore.

2.) Name, sort, compare, and discuss characteristics of types of pasta.

3.) Review the steps in the pasta salad recipe, naming the ingredients. Make and serve.

4.) Another option: at lunch or snack, set up a pasta bar with bowls, spoons, and ingredients for pasta salad.

5.) Or have children prepare an individual bowl of pasta salad (with assistance). Allow the children to choose the ingredients. If making the salad ahead of time, label the bowls with names, cover, and refrigerate until mealtime.

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**Related Activities or Ideas**

- Assorted pasta shapes with marinara or meat sauce
- Fresh pasta (from scratch)
- Green spaghetti frittata
- Couscous
- Macaroni and cheese
- Lasagna
- Soup with noodles

**Pasta Salad**

(Makes 30 one-eighth cup servings of vegetable; 30 one-quarter cup servings of grain; and 30 one-half ounce servings of meat alternate)

1 ¼ lbs. Cooked Enriched Macaroni*

1 ¼ lbs. Celery, Chopped

1 lb. Cheddar Cheese, Cubed

4 (6 oz.) Cans of Olives, Sliced

8 oz. Green Onion, Chopped

24 oz. Dill Pickles, Chopped

2 cups Italian Dressing

Mix the ingredients together in a bowl. Mix in Italian dressing. Chill and serve.

*Note: For a pasta salad bar, decrease macaroni amount to allow for more kinds of pasta.
Mathematics

Learning Experiences:
Characteristics
Sorting
Patterning

Questions to Support Mathematics Experiences:
What shapes do you see?
How many different shapes do you see?
Which shapes will you put in your pasta salad?
Which shape is the biggest, longest, and skinniest?
What is different about each kind of pasta?
How are the different shapes made?
What kinds of patterns can you make?

Science

Learning Experiences:
Boiling/cooking
Cause and effect
Temperature

Questions to Support Science Experiences:
How do we know when the water is ready for the pasta to be added?
How will we know when the pasta is cooked?
What will happen if we cook the pasta longer than needed?
How can we cool the pasta down to make pasta salad?
Do you like pasta best when it is hot or cold?
What is your favorite way to have pasta? What do you put on it?
What will the uncooked pasta look and feel like if we let it sit overnight in a bowl of water?

Literacy

Vocabulary Builders:
Dressing  Pasta  Sort
Grain  Recipe  Wheat flour
Ingredients  Salad bar

Kinds of Pasta:
Bow tie  Lasagna  Rotelle
Cannelloni  Linguini  Rotini
Couscous  Penne  Spaghetti
Egg noodles  Ravioli  Tortellini
Elbow macaroni  Rigatoni  Ziti
Fettuccine
**Activity to Support Literacy**

On chart paper, write the words to the song, “On Top of Spaghetti.”

Draw pictures to help children learn and follow the song and remember what comes next. Through repetition and pointing, children will “read” the words. Let the children know they are “reading”!

Call on each child and ask, “What would you do so you did not lose your meatball?” List children’s answers.

**Song:** “On Top of Spaghetti”

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**Books:**

*Cloudy with a Chance of Meatballs* by Judi and Ron Barrett (1982)

*Spaghetti Eddie* by Ryan Sanangelo and Jackie Urbanovic (2002)

*Strega Nona* by Tomie dePaola (1979)
Whole-grain corn and whole-wheat tortillas are good sources of fiber; tortillas made with all-purpose flour are not.
Nutrition Activity—Making Tortillas

Objective: Children will be able to follow a recipe to make flour tortillas.

Materials:
- Ingredients and recipe for flour tortillas
- Cutting Board
- Measuring Cups
- Electric Griddle
- Measuring Spoons
- Extra Bowl of Flour
- Rolling Pins
- Fork or Pastry Cutter
- Spatula
- Large Bowl and Spoon
- Trays

1) Set up three tables that have been cleaned and sanitized for making tortillas:
   - **Table 1:** Recipe, ingredients, bowl, spoon, fork, measuring spoons and cups
   - **Table 2:** Flour, rolling pins, and trays
   - **Table 3:** Electric griddle and spatula
     (This table must be closely supervised.)

2) Have the children assist in measuring the ingredients and mixing up a batch of dough.

3) Divide into small balls and take to Table 2.

4) Put out a small amount of flour for each child. Let the children use rolling pins to roll out the dough into circles and place on a tray. Take to Table 3.

5) Place the tortillas on a heated griddle. Cook until lightly browned on each side. Keep warm and serve at mealtime.

Note: This activity is more successful with parent participation.

Related Activities or Ideas
- Baked chips
- Quesadillas
- Burritos
- Mexican lasagna
- Enchiladas
- Tostadas
- Variety of tortillas (corn, wheat, spinach)

Flour Tortillas

(Makes one dozen tortillas or about one pound of dough)

- 2 cups Enriched Flour
- ½ cup Whole Wheat Flour
- 1 ½ tsp. Baking Powder
- 2 pinches Salt
- 1 cup Warm Water
- 2 T. Butter or Trans Fat-free Margarine, Slightly Softened

Additional Flour for Kneading  
(continued on next page)
Mix together flour, baking powder, and salt in a bowl. Use a fork, pastry cutter, or your hands to cut in margarine or butter. Add warm water a little at a time, mixing with a fork (you may not need all the water); mix in until dough is soft and not sticky. Knead dough for a few minutes on a floured board. Form a smooth ball and break off into 12 golf ball-size pieces. Roll out the balls of dough with a tortilla rolling pin until they are very thin. Cook on griddle about one and one-half minutes per side.

For a larger group, repeat the process to make more tortillas.

**Mathematics Learning Experiences:**
- Characteristics/shapes
- Quantity
- Sequencing

**Questions to Support Mathematics Experiences:**
- What shape will your tortilla be?
- How many tortillas can we make out of the dough?
- How will we make this ball of dough into a tortilla (flat circle)?
- How many tortillas can we cook on the grill at one time?

**Science Learning Experiences:**
- Observation skills
- Browning/toasting
- Temperature

**Questions to Support Science Experiences:**
- How are tortillas different from the bread rolls?
- Why does it make bubbles when it cooks?
- How will the tortillas change when we put them on the griddle?
- How do we make the tortillas crisper?
- What will happen if we leave the tortillas on the griddle too long?
- What is different about our tortillas from the kind we buy in the store?
- What is your favorite way to eat tortillas?

**Literacy Vocabulary Builders:**
- Baking powder
- Ingredients
- Rolling pin
- Dough
- Measuring cups
- Round
Flatten  Measuring spoon  Spatula
Flour    Mix        Stir
Grain    Recipe     Tortilla
Griddle  Roll       Tortilla press

**Kinds of Tortillas:**
Corn  Wheat  White
Flour

**Books:**
*Taste of the Mexican Market* by Nancy Tabor (1996)
*The Tortilla Factory* by Gary Paulsen and Ruth Wright Paulsen (1998)
*Tortillas and Lullabies* by Lynn Reiser (1998)

**Activity to Support Literacy**

To introduce the activity to children, create a picture recipe book (enlarged for easier viewing with a large group).

First ask, “How are we going to make tortillas?”

Review recipe step by step.

Sing the song using hand motions.

**Song:** “Roll, Roll, Roll the Tortilla”
Granola

Whole grains, nuts, and seeds (such as oats, wheat germ, and sunflower seeds) should be stored in the refrigerator to maintain freshness.

Many commercial brands of granola are high in fat and sugar (check labels).

Making granola from scratch is a great way to control the fat and sugar content.

Granola (or other healthy cereals) served with milk and fruit is a snack that is high in fiber, protein, calcium, and vitamins.

CAUTION:
DO NOT give nuts to children with a known allergy to nuts.
Nutrition Activity—Making Granola

Objective: Children will work cooperatively to make granola and will be able to identify each ingredient.

Materials:
Ingredients (labeled clearly) and Recipe for Granola
Measuring Spoons or Cups for Each Child
Extra Bowl with 2 Cups of Oats
Large Metal Bowls Baking Sheet
Large Spoon

1) Bring out the recipe, ingredients for granola, and other materials. Show and name the ingredients. Pass an extra bowl of oats for children to feel and smell.

2) Have the children practice measuring oats with the utensil they have been provided.

3) Have each child add an ingredient to a large bowl, stirring and counting ingredients after each addition.

4) Spoon the mixture onto the baking sheet.

5) Bake in an oven and offer samples or serve at the next meal.

Note: This activity is best for groups of six to seven children so that each child will have an ingredient to add.

Related Activities or Ideas

- Baked fruit topped with granola
- Yogurt pops with granola at the bottom of cup
- Muffins topped with granola

Granola

(Yields 2 ¼ lb)

| ¼ cup Molasses | ¼ cup Oil |
| ¼ cup Honey | 1 tsp Cinnamon |

Mix together in a small bowl and set aside.

| 8 cups Rolled Old-Fashioned Oats (1 ¼ lb.) |
| 1 ½ cups Coconut | ¼ cup Sunflower Seeds† |
| ¾ cup Wheat Germ | ¼ cup Sesame Seeds |
| ¼ cup Chopped Nuts* |

Mix together in a large bowl. Coat dry ingredients with liquid ingredients that you set aside in the small bowl. Spoon the mixture onto a baking sheet.

*Omit nuts if children are allergic to them.
†Maybe a choking hazard for young children.

(continued on next page)
Bake in oven at 300° for 30 to 40 minutes, stirring occasionally. When done, cool and offer samples to the children or serve at mealtime.

**Note:** This recipe can also be cooked in a microwave. Put in a glass container and cook on medium heat for 15 to 18 minutes, stirring every 5 minutes.

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**Mathematics**

**Learning Experiences:**
Measurement and tools
Fractions
Counting

**Questions to Support Mathematics Experiences:**
Which ingredients are the tiniest?
How many different things are we going to put in the bowl?
How many scoops of oats, wheat germ, and so forth do we need?
Which ingredient do we need the most of?
How many teaspoons (or tablespoons) does it take to fill the cup?
What size pan will we need to put the granola in the oven?

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**Science**

**Learning Experiences:**
Browning/toasting
Melting
Sensory awareness

**Questions to Support Science Experiences:**
What will we do to make sure all the grains are covered with oil and honey?
Why do we heat the oil and honey mixture?
What will happen to the grains when we put them in the oven?
How will we know when the granola is ready to eat?
Why do we add the honey and oil?
What does the granola smell like (when it is cooking)?

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**Literacy**

**Vocabulary Builders:**
Chewy ½ cup Tablespoon
Grain Recipe Teaspoon
Granola Seeds ¾ cup
Oats Sticky Wheat germ
¼ cup Sweet
Kinds of Granola:
Apple cinnamon       Date nut       Raisin
Dried Cranberry/berry

Activity to Support Literacy

- Make a recipe book that includes photographs of children making granola, the step-by-step recipe, and the children's comments.
- Ask the children what other kinds of granola we could make. What could we add?
- Include the children's suggestions in the recipe book and read it to them.

**Song**: “Making Granola”
MUFFINS

To lower the fat content when baking muffins, substitute one-half the oil or butter with applesauce or fruit puree.

Increase fiber in muffins by replacing one-half of the all-purpose flour with whole-wheat flour.

Adding dried fruit and nuts is an easy way to increase the nutritional value of muffins.

If you do not have enough batter to fill all the holes in the muffin tin, half-fill empty ones with water so muffins brown evenly.
Nutrition Activity—Making Muffins

**Objective:** Children will develop an awareness that muffins contain many ingredients and that a recipe must be followed to make them.

**Materials:**
Ingredients and Recipe for Basic Muffins
- Large Bowl and Spoon
- Measuring Spoons and Cups
- Medium Bowl and Whisk
- Muffin Tin (greased)

**Related Activities or Ideas**
- Corn muffins
- Pumpkin cornmeal muffins
- Fruit muffins (apple, blueberry, etc.)
- Vegetable muffins (carrot, zucchini, etc.)
- Bran muffins

### Basic Muffins
*(Yields 24 muffins)*

- 1 ½ cups + 1 T. Enriched All-Purpose Flour
- 1 ½ cups + 1 T. Whole Wheat Flour
- ¼ cup + 2 T. Instant Nonfat Dry Milk
- 2 T. Baking Powder
- ½ tsp. Sugar
- 1 tsp. Salt
- ½ tsp. Cinnamon
- ½ cup + 2 T. Raisins*
- 2 Large Eggs
- 1 ¼ cups Pureed Fruit (banana, applesauce, pumpkin)
- ¼ cup + 2 T. Vegetable Oil
- 1 cup Water

Wheat Germ for Topping

*(continued on next page)*
Stir together the flour, dry milk, baking powder, sugar, salt, and cinnamon in a large bowl. Add raisins (optional). Whisk the eggs and pureed fruit in a medium bowl. Add the wet ingredients slowly to the dry ingredients. Mix only until dry ingredients are moistened, 15 to 20 seconds, scraping down the sides of the bowl. Add oil and water slowly while mixing. **Do not overmix.** The batter will be lumpy. Scoop the batter into an oiled muffin tin, filling the cups to about two-thirds full. Sprinkle with wheat germ.

Bake in a 400° oven for 18 to 20 minutes.

* To plump raisins, cover them with very hot tap water. Soak 2 to 5 minutes. **Do not oversoak.** Drain the raisins well before adding to the recipe.

### Mathematics Learning Experiences:
- Measurement and tools
- Sequencing
- Counting
- Fractions

### Questions to Support Mathematics Experiences:
- How many cups of ingredients do we need?
- How many muffins will we need and how many will we get from this batch?
- How many times should each child get to stir?
- How many times will we have to stir to coat the dry ingredients with the liquid ingredients?
- How big of a spoon or scoop should we use to fill the muffin tin two-thirds full?

### Science Learning Experiences:
- Leavening
- Cooking
- Browning/toasting

### Questions to Support Science Experiences:
- What did we put in the muffins to make them rise?
- How did their shape change when we cooked them?
- How much bigger did they get?
- Why are the insides soft and the outsides crispy?
- Which part of the muffin did you like best?
- What other kinds of muffins could we make? What ingredients would we add?
- What would happen to the muffins if we left them in the oven longer? How would they taste?
Literacy

Vocabulary Builders:

<table>
<thead>
<tr>
<th>Batter</th>
<th>Mix</th>
<th>Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain</td>
<td>Muffin</td>
<td>Rise</td>
</tr>
<tr>
<td>Lumpy</td>
<td>Muffin tin</td>
<td>Scoop</td>
</tr>
<tr>
<td>Scratch (not prepackaged item)</td>
<td></td>
<td>Stir</td>
</tr>
</tbody>
</table>

Kinds of Muffins:

- Apple
- Carrots
- Orange
- Banana
- Corn
- Pumpkin
- Blueberry
- Cranberry
- Whole wheat
- Almond poppy seed
- Zucchini
- Lemon poppy seed

Books:

*If You Give a Moose a Muffin* by Laura Numeroff; illustrated by Felicia Bond (1991)

Activity to Support Literacy

On a chart paper, write the children’s names in the class. Sing the muffin man song, changing the “M” in *muffin* and *man* with the first letter of each child’s name. For example, for Ricky sing, “Do You Know the Ruffin Ran?” Repeat for each child.

*Song:* “Biscuits in the Oven”

(Replace the word *biscuits* with *muffins.*)