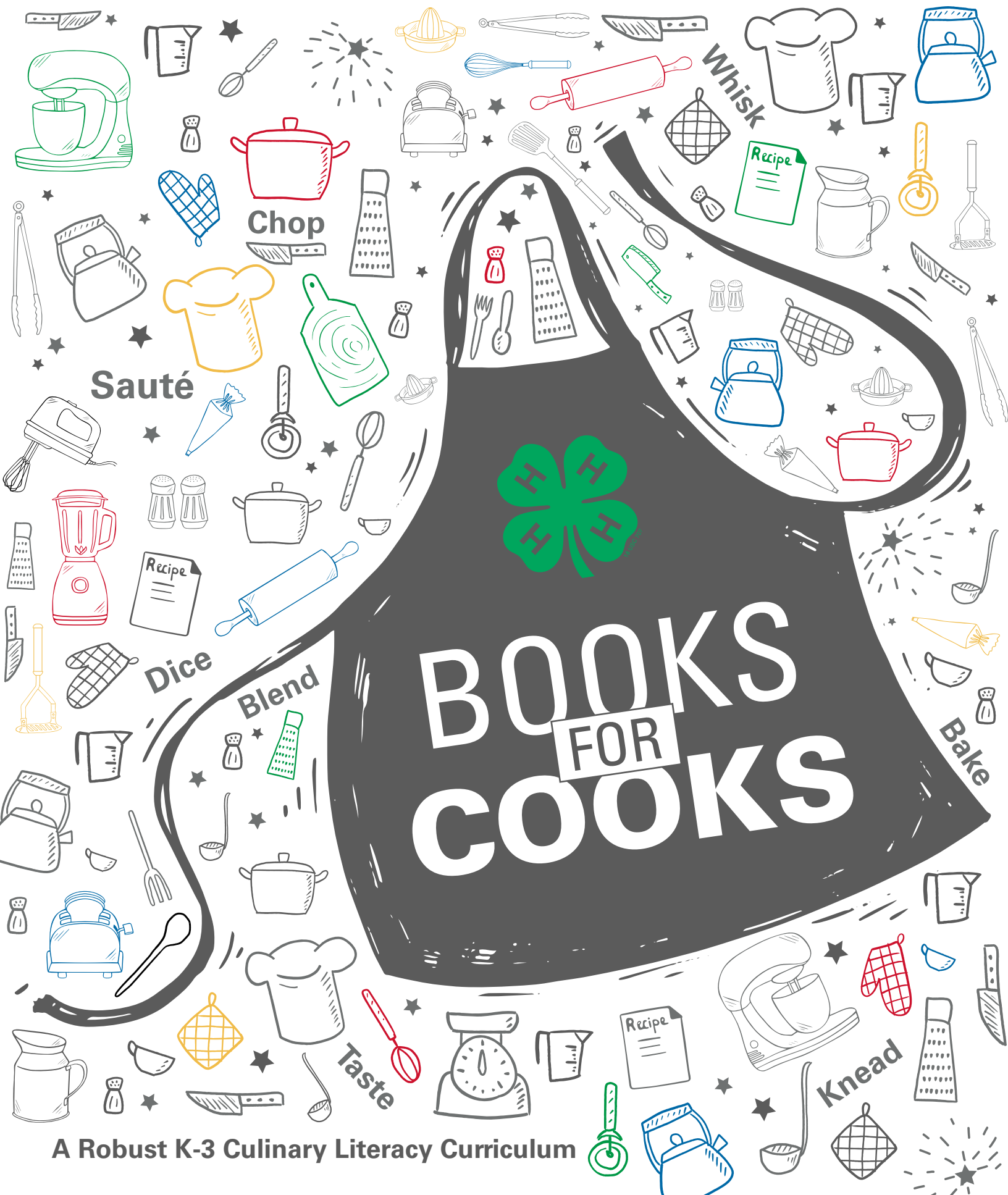




IOWA STATE UNIVERSITY
Extension and Outreach



BOOKS FOR COOKS

A Robust K-3 Culinary Literacy Curriculum



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OVERVIEW

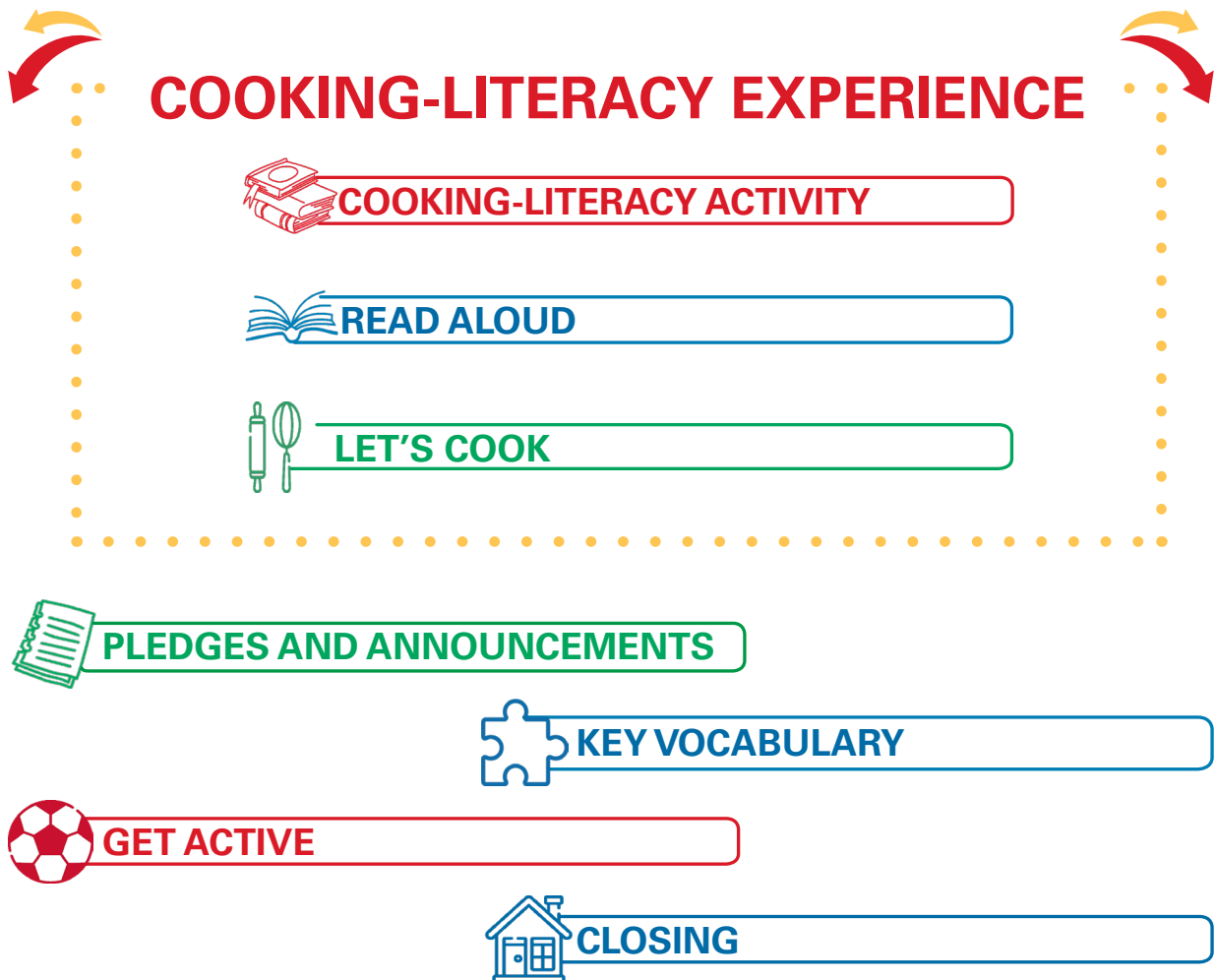
Books for Cooks is an innovative Iowa 4-H program that supports the development of culinary and literacy skills for K-3 children. This informal education program is designed to teach children fundamental culinary concepts through integrated literacy activities that focus on kitchen skills. In addition, this exciting research-based program is designed to support Common Core English Language Arts Standards.

Learning Objectives

- Children will increase their willingness to try new foods.
- Children will explore culinary skills, including using tools, cooking techniques, and kitchen safety practices.
- Children will learn the importance of nutritional variety and the food preparation skills needed to make healthy snacks and meals at home.
- Children will practice reading, writing, speaking, and listening skills.

Each Books for Cooks agenda contains five core elements. The first element is time for an opening and the 4-H pledge. Next, the main element of the agenda is presented. This is the cooking-literacy experience that incorporates hands-on culinary experiences, interactive read-alouds, and multiple opportunities to read, write, speak, and listen. Children will taste-test their finished recipe to round out the culinary experience, followed by a get-active activity to move their bodies. Lastly, there is time for closing and connections. These elements can be rearranged as needed to meet the needs of each group.

Elements of **Books for Cooks**





EXPERIENTIAL LEARNING MODEL

Books for Cooks is designed around the Experiential Learning Model. Experiential learning utilizes a cyclical process where learners have opportunities to construct understandings through engaging, active, and hands-on experiences. The experiential learning model of Do, Reflect, and Apply includes the following phases:

Experience: Children engage in a hands-on educational experience.

Share: Children are asked to describe their observations and reactions.

Process: Children identify themes, problems, and opportunities.

Generalize: Children connect learning to real-life experiences.

Apply: Children are asked how they use what they learned in similar or different situations.



4-H EXPERIENTIAL LEARNING MODEL



The Experiential Learning Model requires those who lead activities to actively engage children and not simply disseminate knowledge. The process requires the active participation of children. The experiential learning model is embedded into the Books for Cooks program and has been identified throughout the lessons.

Do

Ask open ended questions while children participate in cooking-literacy activities.

Ask children about their experiences and listen carefully.

Encourage children to engage in the kitchen skills being taught.

Reflect

Ask children to discuss the learned kitchen skills with each other.

Refer to recipe and steps followed.

Ask children to share what they learned about the topic.

Apply

Ask children to apply what they learned to recipes used at home.

Discuss how they can recreate the recipe using tools in their home kitchen.

Ask children what they learned about themselves and the kitchen skills covered.





SUPPORTING CHILD DEVELOPMENT

Positive child development builds on children's strengths and assets. It is an intentional process supported by caring and knowledgeable adults. The Iowa 4-H Clover Kids program designs educational programs that focus on the following life skills for structured out-of-school time learning for children in kindergarten through third grade:

- Self-Understanding
- Social Interaction
- Decision-Making
- Learning to Learn
- Mastering Physical Skills

In addition, the National Association for the Education of Young Children has established guidelines in six areas for developmentally appropriate practices when educating children based on research and literature (2020). While Iowa 4-H Clover Kids is not a formal educational setting for children, these six guidelines are just as important in informal education as they are in formal education for the positive development of children.

- Creating a caring community of learners.
- Engaging in reciprocal partnerships with families and fostering community connections.
- Observing, documenting, and assessing children's development and learning.
- Teaching to enhance each child's development and learning.
- Planning and implementing an engaging curriculum to achieve meaningful goals.
- Demonstrating professionalism as an early childhood educator.

National Association for the Education of Young Children. (2020). Developmentally Appropriate Practices. National Association for the Education of Young Children.

Retrieved from <https://www.naeyc.org/resources/position-statements/dap/contents>.

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Promesa 4-H

Prometo usar mi mente para pensar con más claridad, mi corazón para ser más leal, mis manos para ser más servicial, mi salud para cuidarme más, por mi club, mi comunidad, mi país y mi mundo.





SUPPORTING LITERACY DEVELOPMENT

Literacy skills are an essential component and focus of the Books for Cooks program. For this program, literacy is defined as the ability to read, write, speak and listen. Literacy skills are strengthened by including a variety of practices, such as interactive read-alouds, modeled writing, and group discussions.

Practices to support literacy development:

Implement Interactive Read-Alouds. Allow children to engage in the text through an interactive conversation about the book. These prompts are intended as a starting point for a conversation about the book, which links to the topic of each lesson. Here is a sample of what to do before, during, and after reading one of the Books for Cooks books. (Wright, T. S., 2019).

- Before Reading: Take a picture walk (flip through the pictures of the book together and make predictions of what might be happening)
- During Reading: Seek out predictions. Ask children what they think might happen next? What might be the outcome of the book?
- After Reading: Refer to the before reading prompts. Were the predictions correct? Or did the story end differently than anticipated?

Include Non-fiction. Non-fiction texts are a great segue to connect previous knowledge to newly learned content. Following an activity with a non-fiction book allows children to connect concepts explored to new vocabulary and build conceptual knowledge.

Focus on Vocabulary. Focus on explaining the words, engaging youth in conversation, and extending their knowledge of the words to real-life connections. Ideas for ways to introduce and develop a strong vocabulary follow. (Watts-Taffe, Gwinn, & Forrest, 2019).

- Define new words using child-friendly terms
- Discuss and ask children questions about the new words
- Reread the books, so words are heard again
- Engage in retelling activities that encourage children to use the words
- Use the new words in other activities such as the art experience

Model Writing. It is important to model writing as much as possible with the children for various purposes. For example, use vocabulary words in a sentence and write the sentence on chart paper or make a list of ideas generated from questions asked.

Maximize Speaking Opportunities. Work to get children speaking and sharing their thoughts as often as possible. One idea for group discussions might be to use sticky note sharing. Pose a question for the group and have each child write or draw a response on a sticky note. Next, have the child find one or two people to share their responses with and switch partners. Ask several children to share their responses with the entire group.

Wright, T. S. (2019). Reading to Learn from the Start: The Power of Interactive Read-Alouds. *American Educator*, 42(4), 4–8.

Watts-Taffe, S., Gwinn, C. B., & Forrest, C. (2019). Explain, Engage, Extend, Examine: Four E's of Vocabulary Instruction. *Texas Journal of Literacy Education*, 7(1), 25–43.

Read Aloud Tips

1. Preview the book.
2. State purpose for reading to children. Ex: Today I want you to listen for...
3. Read with animation and expression.
4. Ask questions before, during, and after reading.
5. Model enthusiasm for reading.





CONNECTIONS TO THE COMMON CORE LANGUAGE ARTS STANDARDS

Books for Cooks supports the English Language Arts Standards identified in the Common Core (CC) (2010). Children in kindergarten-3rd grade will work on mastering reading, writing, speaking, listening and language standards that will assist them in developing the language arts skills needed for success in college and career. Books for Cooks assists in supporting children as they strive to meet the CC English Language Arts Anchor Standards. A few of the core standards covered through the implementation of the program include but are not limited to:

Anchor Standards for Writing:

Text Types and Purposes: Children write arguments, informative/explanatory, or narrative pieces.

Range of Writing: Children write routinely over extended and shorter time frames for a variety of purposes and audiences.

Anchor Standards for Reading:

Key Ideas and Details: Children read closely to determine central ideas or themes.

Craft and Structure: Children interpret words and phrases as well as analyze the structure of texts.

Anchor Standards for Language:

Vocabulary Acquisition and Use: Children determine or clarify the meaning of unknown words and phrases using various tools such as context clues.

Conventions of Standard English: Children demonstrate command of conventions of standard English grammar and usage when writing or speaking.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration: Children will prepare for and participate effectively in a range of conversations with diverse partners, building on others' ideas and expressing their own.

Presentation of Knowledge and Ideas: Children will present information, findings, and supporting evidence so that others can follow a line of reasoning.

Common Core State Standards Initiative. (2010). *Common Core State Standards for English Language Arts & Literacy In History/Social Studies, Science, and Technical Subjects*.





CULINARY PRACTICE SUPPORT

Cooking is an essential life skill. Research shows that engaging children in hands-on cooking experiences are an effective way to encourage healthy eating habits from a young age. The Books for Cooks curriculum targets childhood obesity by teaching food preparation skills needed to increase the number of nutritious meals prepared in the home. This program teaches developmentally appropriate kitchen skills while children make nutritious recipes with caring adults. Since children involved in food preparation are more likely to eat what they make, this is a great way to expose them to a variety of healthy foods at a young age. The Books for Cooks program also introduces children to kitchen and food safety practices to ensure safety in preparing, cooking, eating, and storing foods.

The Books for Cooks program utilizes high-quality children's picture books to spark interest in a specific food. A healthy recipe is then paired with the book. Involving children in cooking experiences greatly increases language skills and teaches basic science and math concepts. In the kitchen, children practice reading recipes, learn new vocabulary, use counting and measurement skills, and see firsthand the science behind cooking and baking.



TIPS FOR COOKING WITH KIDS

Get Familiar With the Recipe:

Before making a recipe with children, review the recipe carefully and ensure an understanding of kitchen skills, processes, and ingredients needed. Test the recipe before making it with a group to ensure a successful experience leading the children through the recipe.

Be Prepared:

When cooking with a group of children, create a plan that best fits the needs of the specific group. For some recipes, it works well to break the children into small groups and have each group complete the entire recipe. Other times, it works best to have each group take a segment of the recipe to complete. No matter how the culinary experience is structured, enough kitchen utensils and ingredients must be provided for children to successfully complete the recipe.

Engage All Senses:

Children learn best when they engage all senses in a hands-on experience. Immerse children in a deeper culinary experience by using their five senses and discussing what they smell, taste, feel, see, and hear in the kitchen.

- ☐ Smell the aroma of food cooking or baking.
- ☐ Expand the taste palette by trying new foods. Describe the taste of different foods.
- ☐ Feel the different textures of food.
- ☐ Observe how the food changes while cooking or baking.
- ☐ Listen to the different sounds in the kitchen.

Embrace the Mess:

When children participate in preparing snacks and meals, it often takes longer and creates more of a mess than when adults cook. It is important to allow children to experience this process. Be patient and let children try new skills even when it seems messy or difficult. Embrace the mess and take the opportunity to teach children the important life skill of cleaning up in the kitchen.





KITCHEN SAFETY RULES FOR KIDS



- ☐ Wash hands with soap and water.
- ☐ Tie back long hair.
- ☐ Keep surfaces clean.
- ☐ Be careful with hot surfaces and knives.
- ☐ Follow directions.
- ☐ Read the recipe.
- ☐ Don't lick fingers or utensils while cooking.
- ☐ Clean up after yourself.



KNIFE SKILLS HANDOUT

Basic Knife Safety

S Securely hold your knife. Grip the handle firmly between your thumb and forefinger. Cut things on a flat surface like a cutting board.

A Anchor all cutting boards to ensure they don't slip. Always use sharp knives.

F Fingertips should be curled back. Hold foods with fingertips tucked under away from the knife. Be careful of the blade.

E Eyes on the knife! When using a knife, avoid distractions and keep your eyes on what you're doing.

T Take your time. Don't rush with a knife.

Y Yield to falling knives. If a knife slips out of your hand or falls from the counter, let it drop. Do not attempt to catch it.

Reference: <https://blogs.extension.iastate.edu/spendsmart/2015/10/12/knives-101/>

Getting Started Safely

1. Model how to hold a knife safely for your child.
2. Then, have your child raise the hand they write their name with – and share that this is the hand that holds the knife. The hand that holds the paper when writing is the hand that will hold the food to be cut.
3. Next, have your child show you their best bear claw and roar. Bending fingers like this will protect fingers from being cut while cutting food.
4. Do a cutting demonstration. Place the nose of the knife on the cutting board then drop the blade carefully through the food item.
5. Supervise your child closely as they begin. Use the following chart for additional help.

Tips shared by Demi Johnson, Kids in the Kitchen Educator

STAGE	KNIFE TYPE	FOODS TO CUT UNDER ADULT SUPERVISION
BEGINNER	Child's knife, plastic knife, or butter knife	Soft foods such as bananas or cooked carrots
INTERMEDIATE	Small paring knife	Start with familiar soft foods and then move to firmer foods such as celery or blocks of cheese
ADVANCED	Knife that is appropriate for the food	Start with familiar foods, then move to new foods

Additional Knife Safety Tips: <https://extension.psu.edu/use-knives-safely>

Knife skills written by Demi Johnson, Sara Nelson, and Laura Paulsen.

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A DAIRY YUMMY TREAT



kitchen
SKILLS

Children learn to cream dairy foods to the desired consistency.



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

My Fairy Godmother

Read *Tales of the Dairy Godmother: Chuck's Ice Cream Wish* by Viola Butler

Let's Cook: Frozen Yogurt in a Bag

Get Active: Milk Carton Ring Toss

Closing: 4-H Home Connections Letter



KEY VOCABULARY

CREAM

to stir or mix ingredients until they are soft and smooth

CONSISTENCY

the quality of being thick, firm, smooth, etc.

DAIRY PRODUCT

made from milk

DAIRY FARM

a farm that produces milk or milk products

Materials

- ☐ Book: *Tales of the Dairy Godmother: Chuck's Ice Cream Wish* by Viola Butler
- ☐ Chart Paper & Markers
- ☐ Writing Utensils
- ☐ Plastic Water Bottles
- ☐ Milk Bottle Cutouts*
- ☐ Dairy Chore Checklist*
- ☐ Plastic Tossing Rings
- ☐ Tape

*Included in Books for Cooks

Ingredients & Supplies

- Ingredients
 - Sweetened Greek Yogurt
 - Vanilla
 - Toppings: Fresh Fruit, Granola, Mini Chocolate Chips
 - Kosher Salt
 - Ice
- Supplies
 - Child Safe Knives
 - Spoons
 - Plastic Zip Bag
 - Bowls
 - Cutting Board
 - Tableware





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Begin by asking if anyone knows what a fairy godmother is. Discuss what the children think a fairy godmother is or does. On chart paper, create a list of things the group wishes they had a fairy godmother to help with. On the second piece of chart paper, draw an outline of a fairy godmother's body and complete the drawing as a group. Ask the children to raise their hands and describe one characteristic of a fairy godmother. The facilitator can draw or have the children draw the characteristic they described. Examples include a pair of wings, a special outfit, fun hair, a crown, a wand, and fairy dust.

Next, we will read a book about a special kind of godmother, a Dairy Godmother!



READ ALOUD

Read *Tales of the Dairy Godmother: Chuck's Ice Cream Wish* by Viola Butler.



BEFORE

Introduce the book *The Tales of the Dairy Godmother: Chuck's Ice Cream Wish!* by Viola Butler and ask the following questions:

What do you think this book might be about?

What is a **dairy product**?

What is a **dairy farm**?

How do you think ice cream is made?



DURING

Throughout the book, ask the group to identify important chores that need to be done for ice cream to be made. A chore is a small job that is done regularly. Write the list on chart paper.

Examples to point out include cleaning the cows, milking the cows, storing milk in cold tanks, washing the floor, testing the milk, throwing out milk that doesn't pass the test, checking on the cows throughout the day, feeding the cows, shoveling "cow pies" or poop, and birthing calves before cows can produce milk.

Ask the children:

Do you know of any other chores that need to be done on a dairy farm that isn't in the book?

Why is it important to check each batch of milk?

What is a nutritionist? Why is the nutritionist important?



AFTER

Hold a discussion about the book.

At the end of the book, the Dairy Godmother has a book of names, some were crossed off, and some were not. What do you think her list is for?

Have you ever wanted to skip your chores? What helped you complete them?

Review the careers discussed in the book. Ask the children if they want to be a dairy farmer, nutritionist, or veterinarian. Why or why not?

Share that today, everyone will get to make their own delicious dairy treat!

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

DAIRY PRODUCT

made from milk

DAIRY FARM

a farm that produces milk or milk products

Helpful Hint

Dairy Products Include Milk, Yogurt, Cheese, and Ice Cream.





LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, define the vocabulary words **cream** and **consistency**.



Make the Frozen Yogurt in a bag recipe from Utah State University Nutrition Extension, found at <https://extension.usu.edu/nutrition/recipes/frozen-yogurt-in-a-bag>.

Provide children with child-safe knives and cutting boards. Before beginning, demonstrate proper techniques for cutting fruits. Knife skill tips and pictures are at the front of this curriculum. Allow children to cut a variety of fruit toppings to mix with the frozen yogurt.



Then, bring the group back together for a brief discussion. Questions may include:

What are your favorite frozen yogurt toppings? Do they pair well with ice cream too?

What are some other foods you eat that are creamy?

What did you enjoy about preparing the fruit?

What was challenging about preparing the fruit?

What is important to remember when preparing fruit? Wash the fruit. Proper knife skills.

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What are your favorite dairy products?

What other recipes could you make with dairy products?

Key Vocabulary

CREAM

to stir or mix ingredients until they are soft and smooth

CONSISTENCY

the quality of being thick, firm, smooth, etc.





GET ACTIVE

Milk Carton Ring Toss

Before you begin, show the children the provided checklist. Have them determine what dairy farm chores each picture represents and explain how to record their tallies on the checklist. Then divide the children into equal groups and assign each group to a station. At each station, set up six water bottles in a triangle, like bowling pins, about two inches apart. Each water bottle should have a milk bottle cutout attached to it. Across from the triangle, place a 2ft line of tape for children to stand behind when tossing the rings. Each child will get one chance to toss a ring at the water bottles. If they miss, they can go to the back of the line to try again. Have the child move closer to the water bottles if they have trouble making a ring. Have each child make a tally next to the dairy farm chore they made a ring around on the provided checklist. Once everyone has made a ring, come back together as a group, and have each group share how many times they “completed” each of the chores.



CLOSING

Ask children to share one thing they learned today about where dairy products come from. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned about dairy products and how to cut and prepare fruit. Clover Kids learned about dairy and fruit preparation by:

- Reading *Tales of the Dairy Godmother: Chuck's Ice Cream Wish* by Viola Butler.
- Making frozen yogurt in a bag and preparing fruit toppings.
- Playing milk carton ring toss.



AT HOME

- Practice cutting and food preparation by asking your child to assist you in cooking meals.
- As a family, make Berry Banana Popsicles using the recipe from Spend Smart. Eat Smart. ® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/berry-banana-popsicles/>.
- While eating together, determine which part(s) of your meal include dairy.



DIG DEEPER

- Read *From Milk to Ice Cream* by Stacy Taus-Bolstad.
- Watch a video from the Science Channel to learn how ice cream is made in a factory, <https://youtu.be/Vlb4mfQv6-s>.
- Watch a video from Citizen Kid by Disney to learn about Jenna, a Dairy Farmer and 4-H member who is passionate about teaching others about dairy farms, <https://www.youtube.com/watch?v=EOAavg4ftFk>.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Go around the table and have everyone share their favorite dairy food.
- What jobs take place on a dairy farm?
- There are lots of chores on a dairy farm. Go around the table and have everyone share their favorite and least favorite chore at home.

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

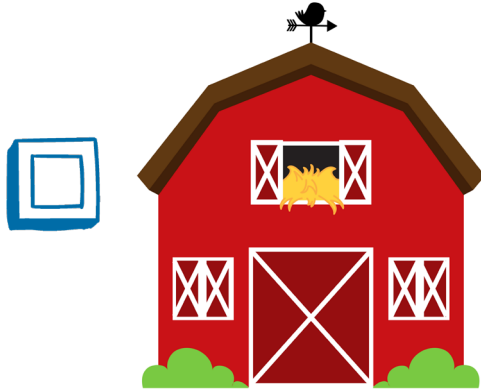
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A DAIRY YUMMY TREAT



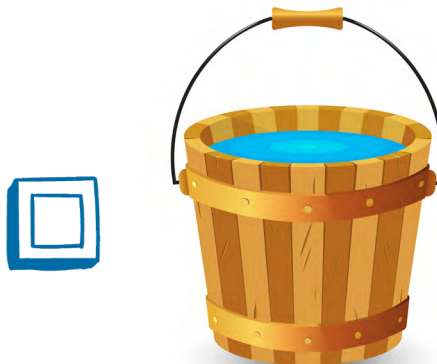
wash cows _____

clean barn _____



milk cows _____

feed cows _____

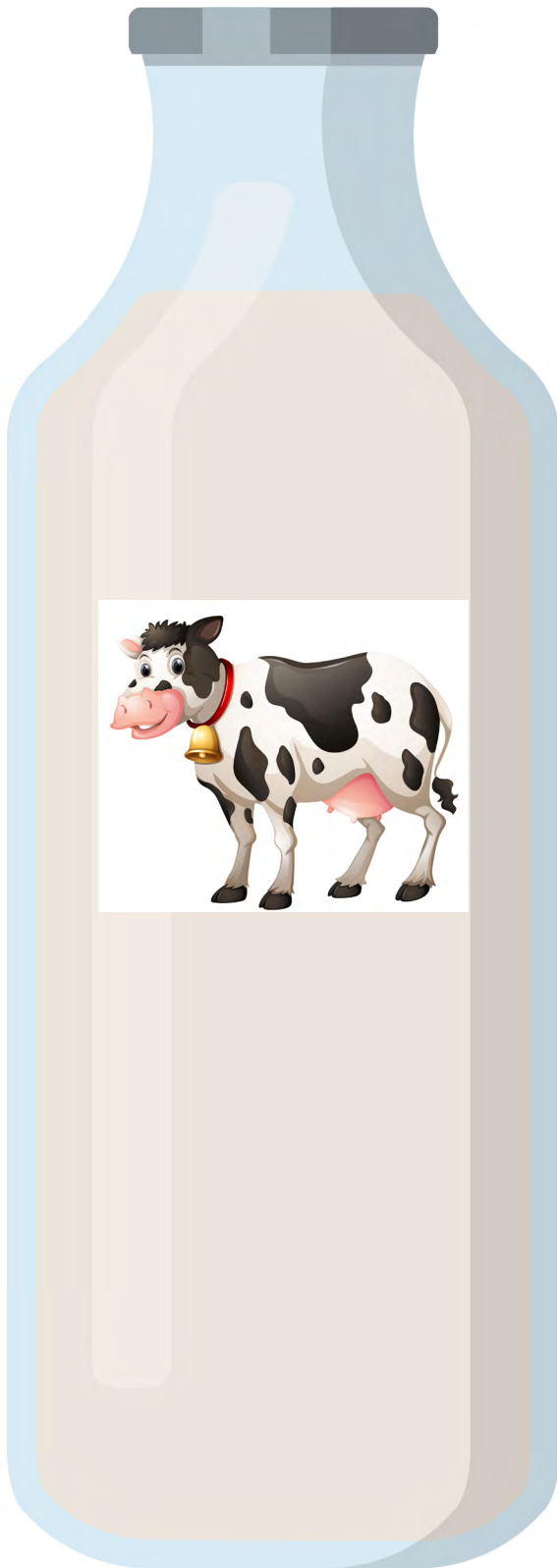


store milk _____

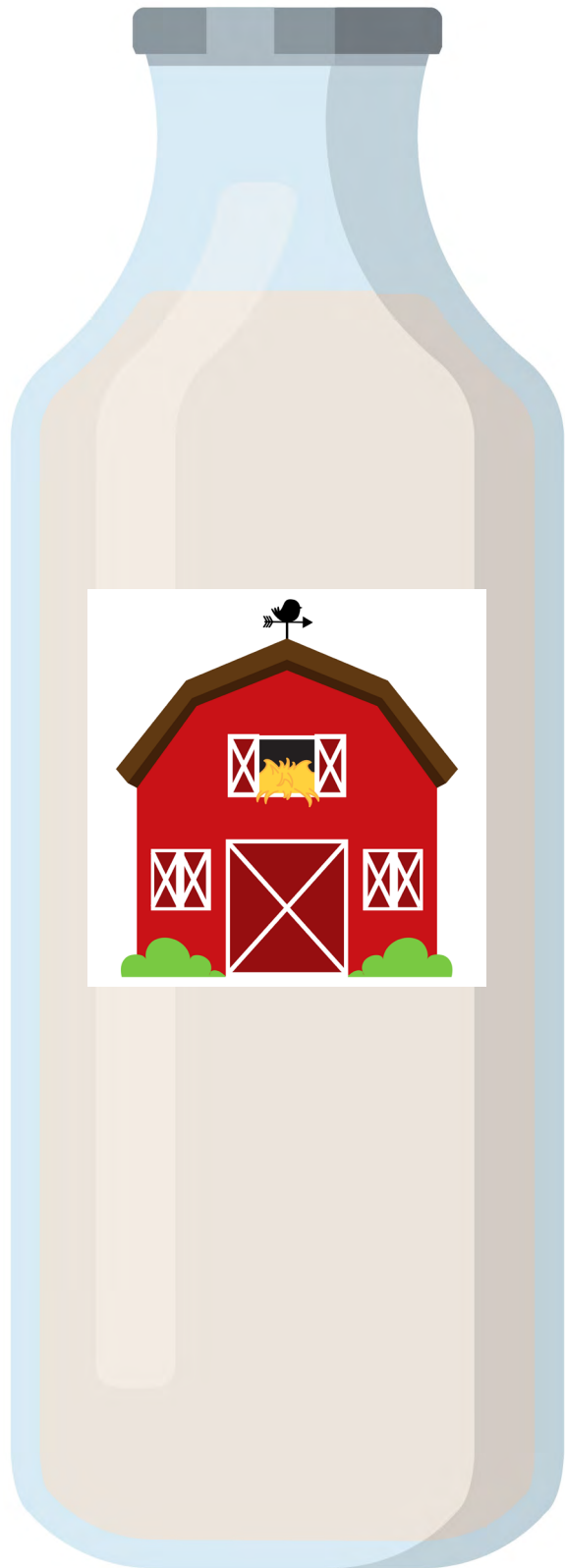
water cows _____



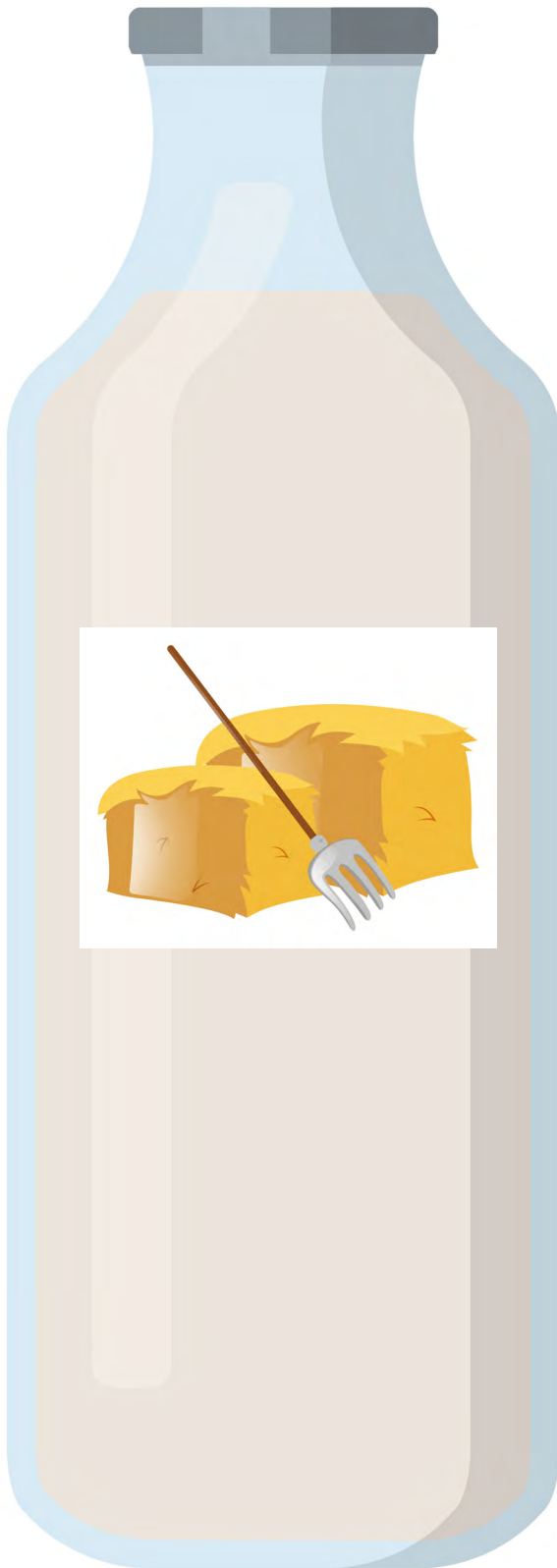
A DAIRY YUMMY TREAT



A DAIRY YUMMY TREAT



A DAIRY YUMMY TREAT



BREAKFAST BASICS



kitchen
SKILLS

Children will learn to beat a mixture using a whisk.

Materials

- ❑ Book: *From Wheat to Bread* by Stacy Taus-Bolstad
- ❑ Chart Paper & Markers
- ❑ Farm to Table Match-Up Cards*

*Included in Books for Cooks



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Breakfast This or That?

Read *From Wheat to Bread* by Stacy Taus-Bolstad

Let's Cook: French Toast

Get Active: Farm to Table Match-Up

Closing: 4-H Home Connections Letter



KEY VOCABULARY

BEAT

to make a mixture smooth with fast, regular motion using a wire whisk, spoon, hand beater, or mixer

WHISK

a cooking tool made of curved wire and used to stir or beat things (such as eggs, whipping cream, etc.)

DIP

to put something into a liquid and pull it out again quickly

COAT

to cover something or someone with a thin layer of something

Ingredients & Supplies

- Ingredients
 - Eggs
 - Nonfat or Low-fat Milk
 - Ground Cinnamon or Nutmeg
 - Oil (Canola or Vegetable)
 - Day-old Whole Wheat Bread
 - Syrup, Applesauce, or Fresh Fruit Slices
- Supplies
 - Bowls
 - Whisk
 - Fork or Tongs
 - Spatulas
 - Cutting Boards
 - Child-safe Knives
 - Tableware
- Appliances Needed
 - Electric Skillet or Stove





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Have the group sit in a circle. Begin by asking: What is breakfast? Breakfast is the first meal of the day. There are certain foods that people think of when they hear the word breakfast. What are some of the foods that you like to eat for breakfast? Allow time for sharing and record breakfast foods on chart paper.

We will play a game to see what breakfast foods our group likes to eat. Because all of us are different, we like different foods, which is fine.

Have all of the children line up in a straight line facing you. (Line up like a train.) Explain that you will name two foods. Depending on which food they like more, they will step either to the left or right. Choose foods from the following list or add foods previously recorded on the chart paper.

Step Left

- ☐ Orange Juice
- ☐ Sausage Patties
- ☐ Pancakes
- ☐ Scrambled Eggs
- ☐ Hashbrowns
- ☐ Maple Syrup
- ☐ Cold Cereal

Step Right

- ☐ Chocolate Milk
- ☐ Bacon
- ☐ Waffles
- ☐ Fried Eggs
- ☐ Fried Potatoes
- ☐ Peanut Butter
- ☐ Oatmeal



READ ALOUD

Read *From Wheat to Bread* by Stacy Taus-Bolstad.

BEFORE

Introduce the book *From Wheat to Bread* by Stacy Taus-Bolstad and ask the following questions:

What do you think this book might be about?

We just talked about breakfast foods, what are some ways bread is used in breakfast meals?

DURING

While reading, define new vocabulary in the book.

Vocabulary might include combine, dough, kernels, kneads, and yeast.

Ask the children:

Have you ever seen a wheat field? If so, where? Share that not much wheat is grown in Iowa. The states with the largest areas of wheat are Kansas, North Dakota, Montana, Texas, and Oklahoma.

What foods have you helped make with flour?

AFTER

Hold a discussion about the book.

What did you learn about how bread is made? What surprised you? What is your favorite way to eat bread?

As a group, list as many breakfast foods as you can think of that are made with wheat.

Ideas include bread/toast, muffins, pancakes, French toast, cereal, and cereal bars.

Share that today everyone will get to assist in making French toast using bread made from wheat.

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.





LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. Define the key vocabulary as you review the recipe.



Make the French Toast recipe from Spend Smart. Eat Smart. ® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/french-toast/>.

1. Use a **whisk** to **beat** 4 eggs, 1 cup nonfat or low-fat milk, and ½ teaspoon ground cinnamon or nutmeg together. Use a bowl large and flat enough to lay a slice of bread in.
2. Heat 1 tablespoon canola or vegetable oil in a skillet over medium-high heat.
3. **Dip** day-old whole wheat bread slices one at a time into the egg mixture. Turn to **coat** both sides.
4. Place in the hot skillet. Brown each side for about 2-3 minutes.
5. Serve hot with syrup, applesauce, or fresh fruit.

Tip: Skillets and oil can get very hot. Tell the children the safe places to place their arms and hands when flipping the French Toast.



Then, bring the group back together for a brief discussion. Questions may include:

What food ingredients were in our French Toast?

Where did they come from?

What did you enjoy about making the French Toast?

What was challenging about making the French Toast?

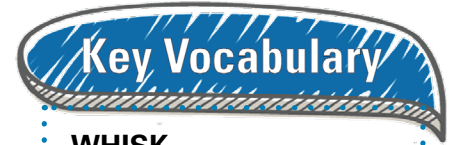
As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What other breakfast foods would you like to learn to make?

What are some other foods you might need to beat with a whisk?



WHISK

a cooking tool made of curved wire and used to stir or beat things (such as eggs, whipping cream, etc.)

BEAT

to make a mixture smooth with fast, regular motion using a wire whisk, spoon, hand beater, or mixer

DIP

to put something into a liquid and pull it out again quickly

COAT

to cover something or someone with a thin layer of something





GET ACTIVE

Farm to Table Match-Up

Today we learned that French toast starts as a field of wheat. In this game we are going to match the breakfast food source with the food product. Each child will be given a card with either a food source (animal or plant) or a food. The children must create teams based on cards that match. For example, the egg card will be matched with the chicken card.

Pass out the food cards and have the children find their matches. Then, bring children back together and see how they did at identifying where their food comes from.



CLOSING

Ask children to share one thing they learned today about where breakfast food comes from. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned how to use a whisk, where breakfast foods come from, and how to dip and coat foods. Clover Kids learned about where foods come from and whisking, dipping, and coating food by:

- Reading *From Wheat to Bread* by Stacy Taus-Bolstad
- Making French Toast
- Playing Farm to Table Match-Up



AT HOME

- As a family, make French Toast using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/french-toast/>.
- Practice whisking, dipping, and coating ingredients by asking your child to assist you in cooking meals.
- As a family, switch things up and eat breakfast foods for other meals.



DIG DEEPER

- Read *Maple Syrup from the Sugarhouse* by Laurie Lazzaro Knowlton.
- Check out The American Farm Project at <http://www.myamericanfarm.org/>. The American Farm Bureau Foundation for Agriculture created this website full of fun educational games designed to grow awareness about the impact and importance of American Agriculture.
- Visit a local farmer's market, orchard, or farm and explore foods made and grown locally.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Where did the food on your plate come from? Discuss each of the foods you are eating and where those foods originated from.
- What are your favorite foods to eat for breakfast?
- What new breakfast foods could we try?

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

BREAKFAST BASICS



BREAKFAST BASICS



BREAKFAST BASICS



BREAKFAST BASICS



BREAKFAST BASICS



EYE GROW POTATOES



kitchen
SKILLS

Children will learn how to chop,
peel and dice foods.

Materials

- ☐ Book: *Two Old Potatoes and Me* by John Coy
- ☐ Chart Paper & Markers
- ☐ Stuffed Toy Potato
- ☐ Eye Pictures*

*Included in Books for Cooks



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Types of Eyes

Read *Two Old Potatoes and Me* by John Coy

Let's Cook: Healthy Hashbrowns

Get Active: Hot Potato

Closing: 4-H Home Connections Letter



KEY VOCABULARY

CHOP

to cut (something) into pieces by hitting it with the sharp edge of an ax, knife, etc.

DICE

to cut (food) into small cubes

PEEL

to remove the skin from (a fruit, vegetable, etc.)

BLOSSOM

to produce flowers

Ingredients & Supplies

- Ingredients
 - Black Pepper
 - Oil
 - Baked Potatoes
 - Onion
 - Carrot
 - Garlic Cloves
 - Salt
- Supplies
 - Child Safe Knives
 - Bowls
 - Cutting Board
 - Peeler
 - Measuring Spoons
 - Measuring Cups
 - Spatula
 - Tableware
- Appliances Needed
 - Electric Skillet





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Have the group sit in a circle and explain that today we will look at some pictures that all have something in common. Pass around the pictures of the eye of a hurricane, human eyes, animal eyes, the eye of a needle, and a potato eye. Ask the following questions:

Describe each picture and what they are called?

Are there any pictures you need help identifying?

What do all of the pictures have in common?

Explain that all pictures have the 'eye' in common. Discuss how people usually only think of 'seeing' eyes when they use the word eye. Hold up each picture and correctly identify each one for the whole group. Lastly, hold up the eye of the potato and explain that today our book will feature the eye of a potato.



READ ALOUD

Read *Two Old Potatoes and Me* by John Coy.

BEFORE

Introduce the book *Two Old Potatoes and Me* by John Coy and ask the following questions:

What kind of plant do you think is growing up the side of the book? Look at the words two and old. What do you think they are made out of?

In our pictures, we saw the eye of the potato. Do you see anything on the cover that resembles the picture?

What do you think the book might be about?

DURING

Ask the children:

Why do you think the dad told his son not to throw the old potatoes in the trash?

What did they do to prepare the garden for planting?

In the book, it mentions that the flowers blossomed. Do you know what it means to **blossom**? Blossom means to produce flowers.

How did they harvest the potatoes?

AFTER

Hold a discussion about the book.

Did you know it takes one whole summer for potatoes to grow?

What other vegetables grow underground and have a plant above ground?

What foods are made from potatoes? On chart paper, create a list as a group.

Share that today, everyone will get a chance to make a recipe that uses potatoes!

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

BLOSSOM

to produce flowers





LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, define the vocabulary words **chop**, **peel**, and **dice**.



Make the Healthy Hash Browns recipe from Spend Smart. Eat Smart. ® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/healthy-hash-browns/>.

1. Dice 4 cups of baked potatoes, leaving the skins on.
2. Peel and chop 1 onion (about 1 cup.)
3. Peel and chop 1 medium carrot (about ½ cup.)
4. Heat 1 tablespoon oil in a deep 12" skillet over medium heat.
5. Add the potatoes, onion, carrot, and ½ teaspoon garlic powder (optional) when the oil is hot. Cook for about 5 minutes or until the bottom is golden brown. Flip or stir and continue cooking for a few minutes.
6. Season with salt and pepper.



Then, bring the group back together for a brief discussion. Questions may include:

Why do you think we peeled the carrots? What other foods do you peel before eating?

Have you ever had hashbrowns at home? If so, how did you make them?

Did you know hashbrowns can be made with many different ingredients?

Which vegetable was the hardest to chop? Sometimes the consistency of an item can make it easier or harder to chop or dice.

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What is your favorite food made from potatoes?

Have you ever thought about growing potatoes at home?

Did you know you can grow potatoes in a bucket if you do not have a garden?

Helpful Hint

This recipe calls for baked potatoes. Remember to bake them before the lesson.

Key Vocabulary

CHOP

to cut (something) into pieces by hitting it with the sharp edge of an ax, knife, etc.

PEEL

to remove the skin from (a fruit, vegetable, etc.)

DICE

to cut (food) into small cubes





GET ACTIVE

Hot Potato Hot Potato

Have the group sit in one big circle. Explain that you are going to play a game called Hot Potato! Show the group a stuffed toy potato. Explain that once the music starts, the potato will quickly pass around the circle. When the music stops, the person holding the potato gets to shout Hot Potato, Hot Potato. That child then gets to pick a place for the potato to start and repeat the instructions above. The game can be played as long as time allows.



CLOSING

Ask children to share one thing they learned today about how potatoes grow. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned about potatoes and how to chop and dice vegetables. Clover Kids learned about potatoes and vegetable preparation by:

- Reading *Two Old Potatoes and Me* by John Coy
- Making Homemade Healthy Hash Browns
- Playing Hot Potato



AT HOME

- Practice peeling and chopping vegetables by asking your child to assist you in cooking meals.
- As a family, make Mashed Sweet Potatoes using the recipe from Spend Smart. Eat Smart. ® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/mashed-sweet-potatoes/>.
- Grow your own potatoes. If you don't have a garden, you can use a bucket or a grow bag designed for growing potatoes.



DIG DEEPER

- Read *The Vegetables We Eat* by Gail Gibbons.
- Watch a video from the SciShow Kids to learn how to grow potatoes, found at <https://www.youtube.com/watch?v=5spUhmGneGw>
- Watch a video from Bee Bright on how potatoes are harvested, found at <https://www.youtube.com/watch?v=tICSQh6-X6g>



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Go around the table and have everyone share their favorite food made from potatoes.
- What is your favorite vegetable to eat that is grown underground?
- Can you name different types of eyes other than the eye of a potato?

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

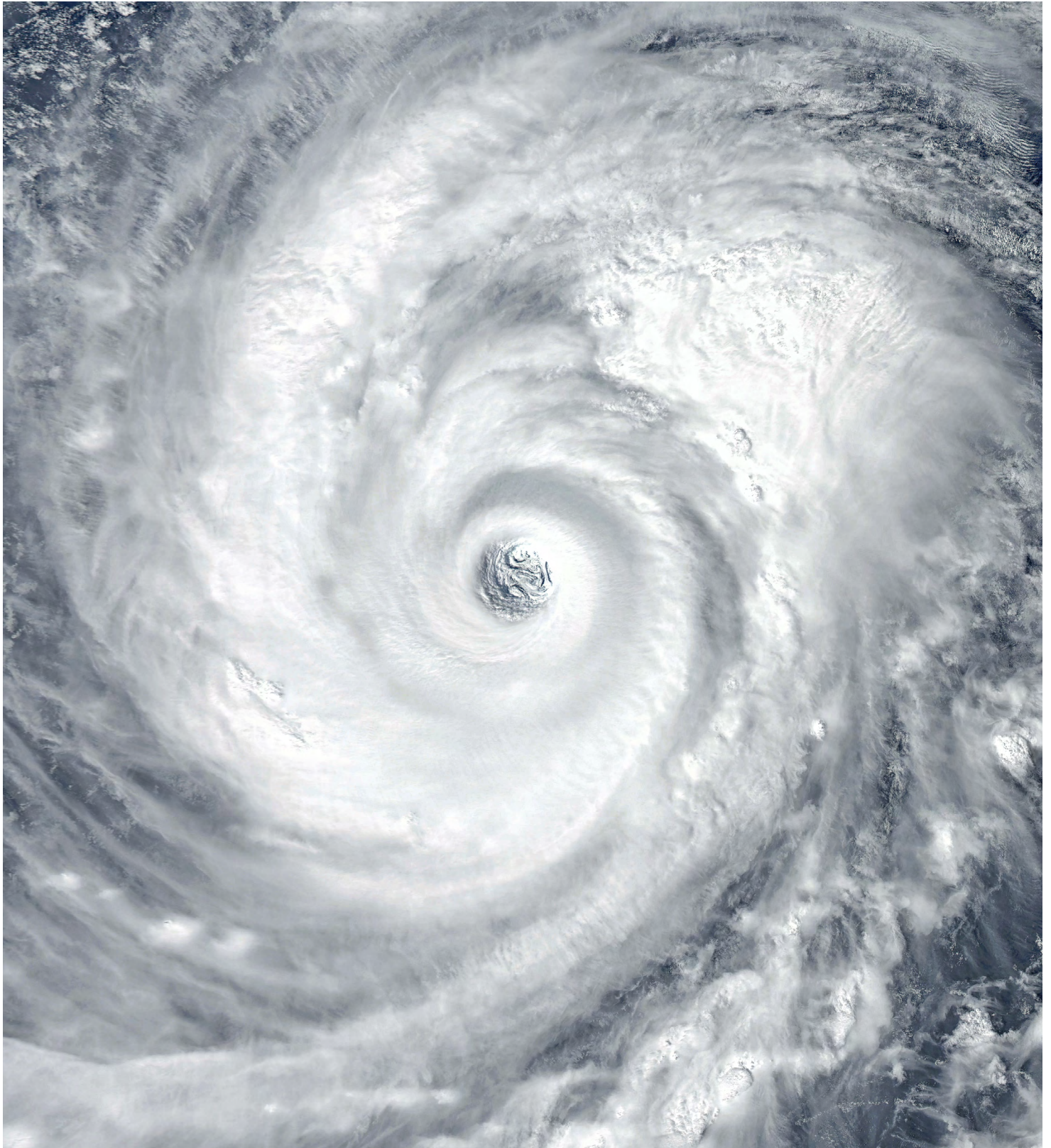
Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

EYE PHOTOS



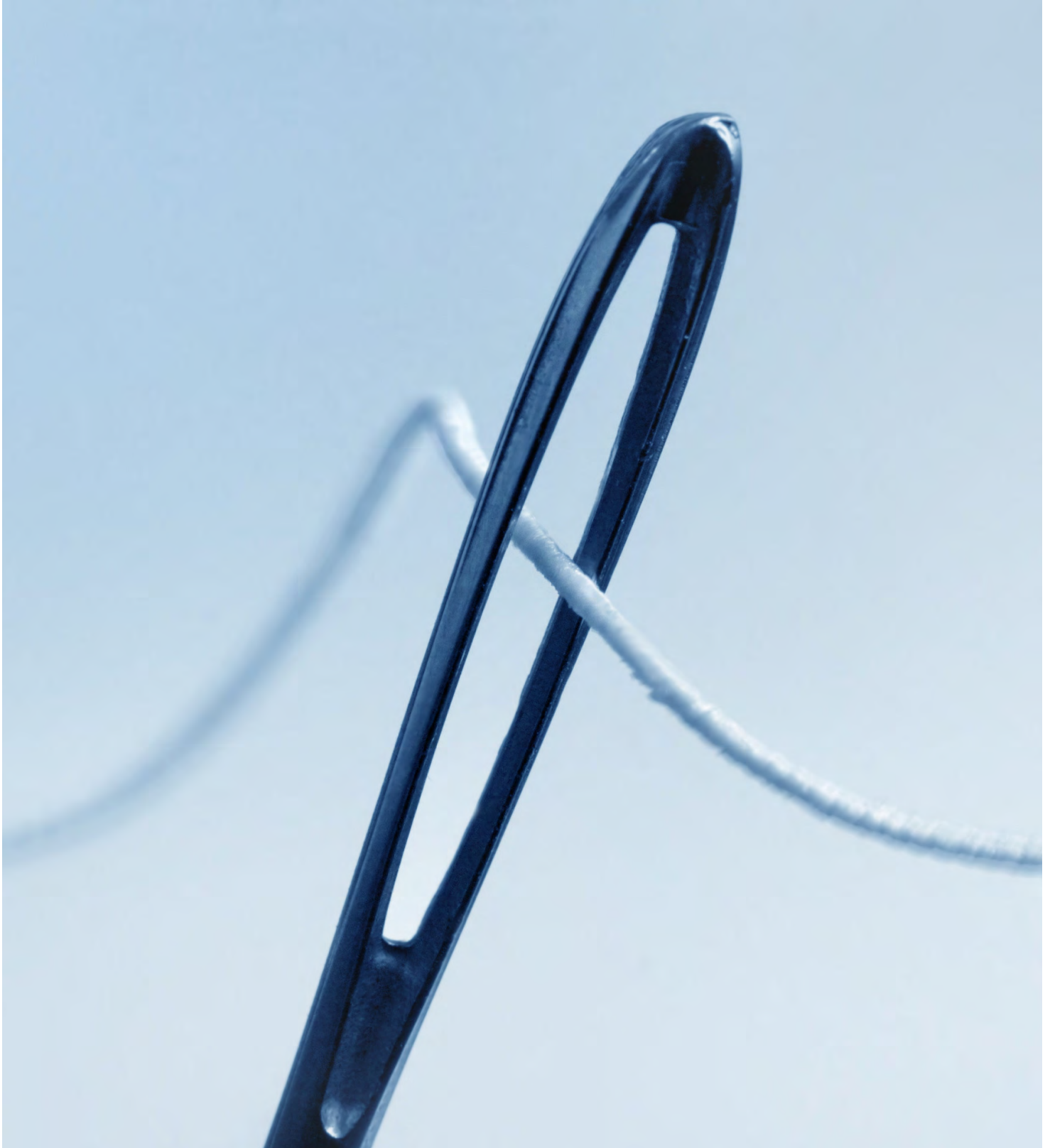
EYE PHOTOS



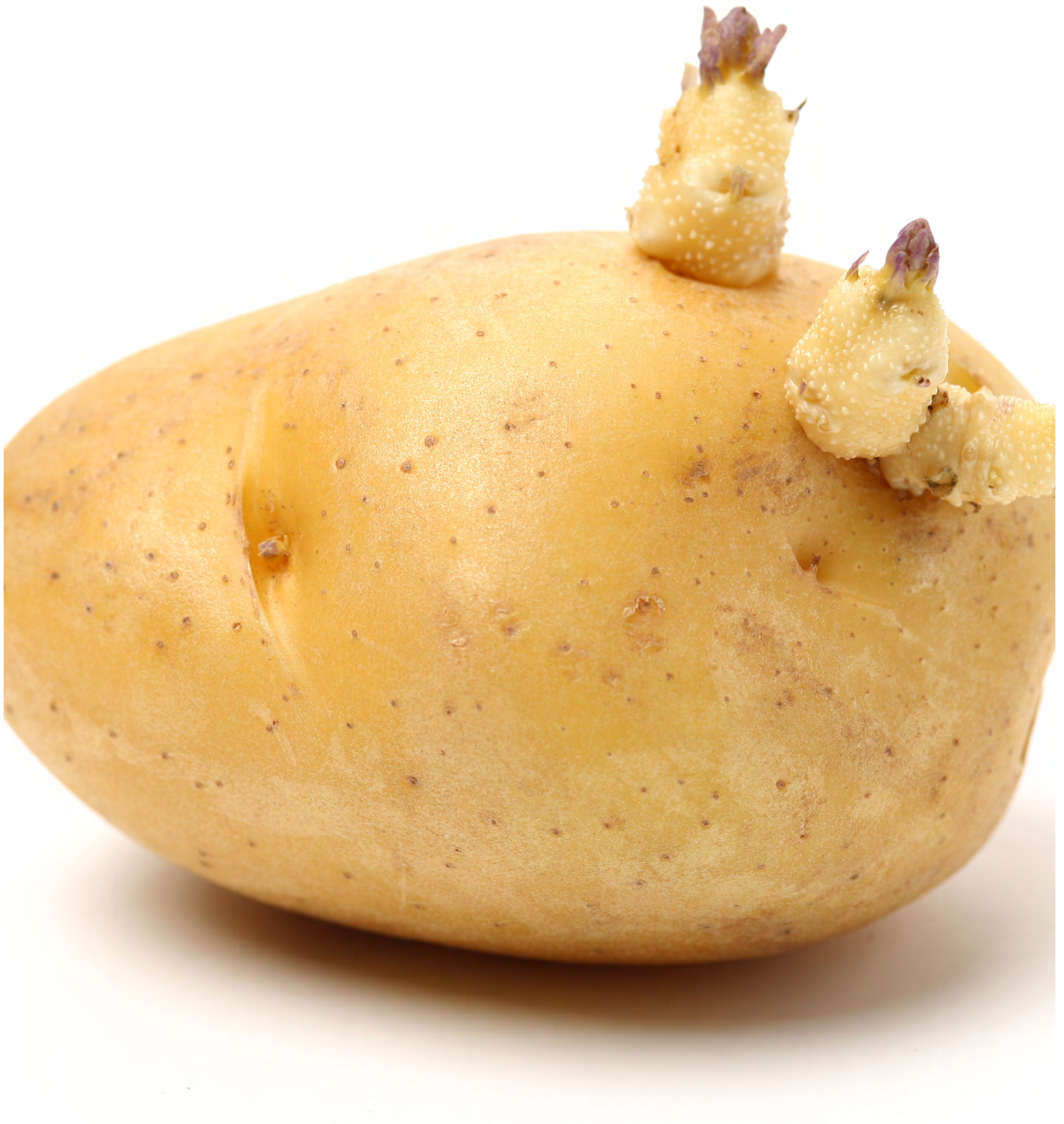
EYE PHOTOS



EYE PHOTOS



EYE PHOTOS



FABULOUS FRIENDS & FOODIES



kitchen
SKILLS

Children learn knife safety and proper techniques for chopping and dicing fresh produce.



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Flamingo Food

Read *The Foodie Flamingo* by Vanessa Howl

Let's Cook: Salsa Fresca

Get Active: Flamingo Freeze Tag

Closing: 4-H Home Connections Letter



KEY VOCABULARY

CHOP

to cut food into pieces

DICE

to cut food into small cubes

FOODIE

a person who enjoys and cares about food very much

HERB

a plant or a part of a plant that is used to give flavor to food

Materials

- ☐ Book: *The Foodie Flamingo* by Vanessa Howl
 - ☐ Chart Paper & Markers
 - ☐ Baby Flamingo Picture*
 - ☐ Adult Flamingo Picture*
 - ☐ My Plate Poster*
 - ☐ Chart Paper
 - ☐ Writing Utensil
- *Included in *Books for Cooks*

Ingredients & Supplies

- Ingredients
 - Tomatoes
 - Onion
 - Pepper
 - Minced Garlic
 - Black Pepper
 - Salt
 - Lime Juice
 - Tortilla Chips
- Supplies
 - Child Safety Knives
 - Cutting Board
 - Measuring Spoons
 - Tableware
- Appliances Needed
 - Optional: Blender
 - Bike





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Begin by showing the picture of the baby flamingo. Ask the children to guess the animal. If they guess right, ask them to explain how they know it is a flamingo. If they do not know, tell them it is a baby flamingo. Ask the group what kinds of food they think baby flamingos eat? List the flamingo foods on chart paper. Explain that baby flamingos are born with gray and white feathers, not pink. As they grow up and start eating shrimp, other shellfish, and algae, their feathers naturally turn pink because of a pigment called carotenoids found in their food.

Today we are going to read a fun book about a flamingo that loves food!



READ ALOUD

Read *The Foodie Flamingo* by Vanessa Howl.

BEFORE

Introduce the book *The Foodie Flamingo* by Vanessa Howl and ask the following questions:

What do you think this book might be about?

What does it mean to be a **foodie**? A foodie is someone who enjoys and cares about food very much.

What do you notice on the cover of the book?

DURING

Throughout the book, ask the group to identify cooking techniques and terms. Create a list on chart paper. Examples include blanching, boiling, herbs, sauce, chopped, chilled, steamed, sautéed, savory, spicy, smooth, and sweet.

Ask the Children:

What kinds of food do you **chop**? Chop means to cut food into pieces. Share that dicing is another way to cut foods, but when you **dice** food, you cut it into small cubes.

Do you know of any other herbs? An **herb** is a plant or a part of a plant that is used to give flavor to food.

AFTER

Hold a discussion about the book.

Why did Frankie name her restaurant The Rainbow Flamingo?

Turn to a partner and share about a time you were brave and tried a new food.

At the end of the book, the author, Vanessa Howl, included tips for how to be a foodie. Share the list with the group and ask the children to give a thumbs up if they have tried the ideas.

Flamingo's diet of shrimp, shellfish, and algae provides all the nutrients they need to be healthy. Humans must eat a variety of foods from the five major food groups to receive different nutrients and promote good health. Review the MyPlate poster and discuss the importance of eating well-balanced meals that include food from all five food groups.

Share that everyone will get to practice being a foodie today by making salsa as Frankie did in the book!

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

FOODIE

a person who enjoys and cares about food very much

CHOP

to cut food into pieces

DICE

to cut food into small cubes

HERB

a plant or part of a plant that is used to give flavor to food





LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, make sure you define the key vocabulary.



Make the Salsa Fresca recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/salsa-fresca/>.

Provide children with child-safe knives and cutting boards. Before beginning, demonstrate proper techniques for chopping and dicing produce. Knife skill tips and pictures can be found in the front of this curriculum.

Salsa Fresca

1. Wash and dry all fresh produce before preparation.
2. Chop 4 medium tomatoes.
3. Dice 1 medium onion.
4. Dice 1 pepper.
5. Mince 3 cloves of garlic.
Substitute 1 1/2 teaspoons of garlic powder for the minced garlic.
6. Measure 1/8 teaspoon of ground black pepper.
7. Measure 1/2 teaspoon of salt.
8. Measure 3 tablespoons of lime juice.
9. Stir together all ingredients in a medium bowl.
10. Serve immediately with tortilla chips or cover tightly and store in the fridge.

Bell peppers, banana peppers, and pimientos are good choices for mild salsa. Add minced cilantro if desired.



Then, bring the group back together for a brief discussion. Questions may include:

What did you like about making salsa?

What was difficult about making salsa?

Have you ever had salsa that was made with different ingredients? What was in the salsa? Examples include peach, mango, black beans, corn, etc.

Is there anything you would add or take away from this recipe? Why?

Show the My Plate poster and ask the children to identify which food group was used in today's recipe, include tortilla chips.

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.

Helpful Hint

If time allows, children can make their own chips following the Baked Tortilla Chips recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/baked-tortilla-chips/>.

Helpful Hint

You may extend this lesson by utilizing a Bike Blender to have the children blend the salsa. If time allows, you could make a fruit salsa recipe such as peach and have the children compare and contrast flavors in the two salsas.





Ask the children:

What food items will you chop or dice with a grownup at home? What are the knife safety skills you will use when chopping or dicing?

How can you practice being a foodie?

How can you get all the nutrients you need to grow healthy and strong?



GET ACTIVE

Flamingo Freeze Tag

Begin by showing a picture of the adult flamingo. Have the children stand on one leg and bend their other leg like a flamingo. Next, divide the children into two teams. One team will be the “foodies,” and the other will be the “flamingos.” The foodies will start as the taggers. When the flamingos get tagged, they must stand like a flamingo until another team member unfreezes them. Time each round and alternate roles between foodies and flamingos, so all children have a chance to be a tagger and a runner.



CLOSING

Ask children to share one thing they learned today about being a foodie and knife safety when chopping ingredients. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned about chopping ingredients, eating a variety of healthy foods, and what it means to be a foodie. Clover Kids learned about foodies, flamingos, and chopping food by:

- Reading *The Foodie Flamingo* by Vanessa Howl
- Making Salsa Fresca
- Playing Flamingo Freeze Tag



AT HOME

- Practice dicing and chopping ingredients by asking your child to assist you in cooking meals.
- As a family, make Mango Salsa using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/mango-salsa/>.
- As a family, write out your meal plan for the week and include at least one new meal.



DIG DEEPER

- Check out <https://www.myplate.gov/> for more tools, resources, and recipes to help your family incorporate a variety of fruits, vegetables, grains, protein foods, and dairy into meals.
- Create an “Eat the Rainbow” chart. Make a color chart that includes red, orange, yellow, green, blue & purple, white, black, and brown. Work together to list a few healthy food options for each color. Hang the chart in the kitchen to remind everyone to eat a variety of healthy foods each day.
- Read *Try It! How Frieda Caplan Changed the Way We Eat* by Mara Rockliff.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Take turns being a foodie! Close your eyes and smell the food on your plate. Describe what you smell. Next, take a bite and then describe what you taste.
- Brainstorm ideas for new and adventurous foods to try as a family.

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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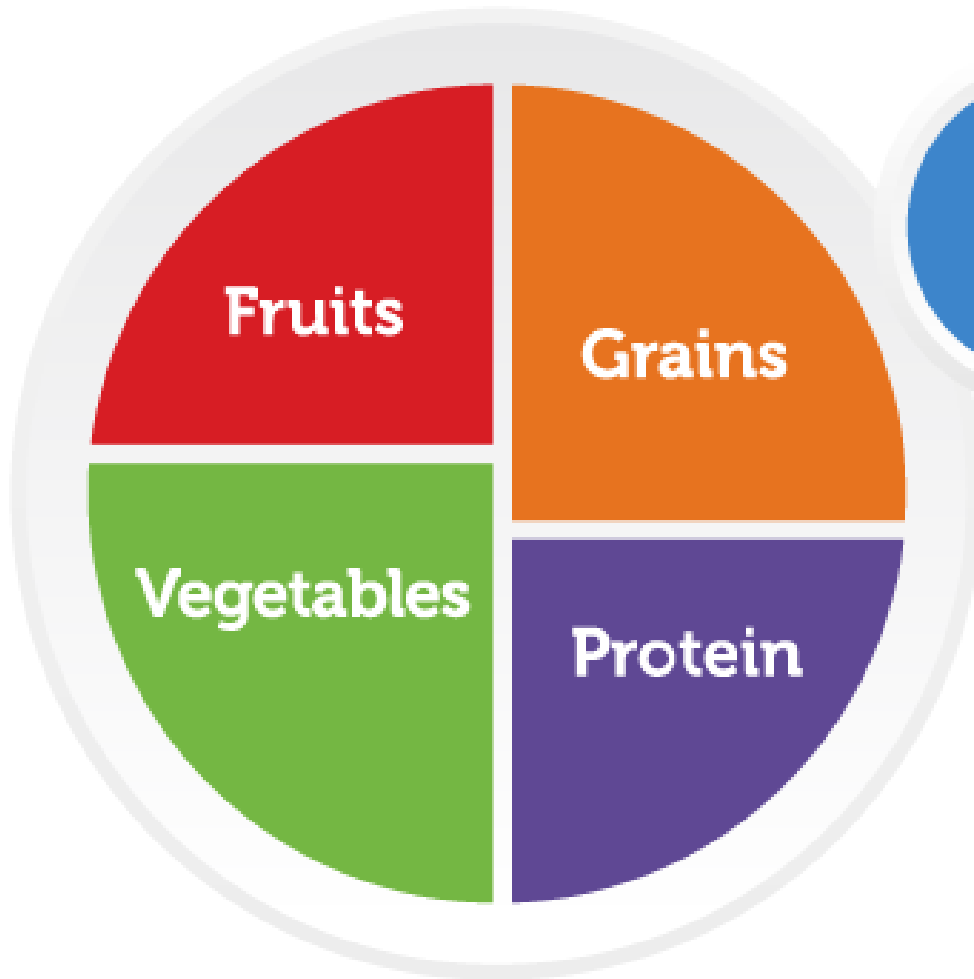
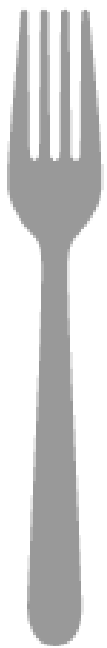
FABULOUS FRIENDS & FOODIES



FABULOUS FRIENDS & FOODIES



FABULOUS FRIENDS & FOODIES



MyPlate.gov



FARM FRENZY



kitchen
SKILLS

Children will learn how to cut fruit and squeeze fruit to make juice.

Materials

- ☐ Book: *Right this Very Minute* by Lisl H. Detlefsen
 - ☐ Chart Paper & Markers
 - ☐ Photo of an Orange Tree*
- *Included in Books for Cooks



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Harvesting Oranges

Read *Right This Very Minute* by Lisl H. Detlefsen

Let's Cook: Splendid Fruit Salad

Get Active: Farmer Frenzy

Closing: 4-H Home Connections Letter



KEY VOCABULARY

CITRUS

a juicy fruit (such as an orange, grapefruit, or lemon) that has a thick skin and that comes from a tree or shrub that grows in warm areas

GROVE

a group of trees that produce fruit or nuts

ORCHARD

a place where people grow fruit trees

PATCH

a small area of land where a particular fruit or vegetable grows

SQUEEZE

to press something firmly, especially from all sides, to change its shape, reduce its size, or remove liquid from it

Ingredients & Supplies

- Ingredients
 - Frozen Orange Juice Concentrate or Freshly Squeezed Orange Juice
 - Apples
 - Oranges
 - Bananas
- Supplies
 - Cutting boards
 - Safety Knives
 - Citrus Press/Squeezer
 - Measuring Cups
 - Bowls
 - Spatulas
 - Measuring Spoons
 - Large Spoons
 - Tableware





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Have the group sit in a circle. Show the children an orange. Ask the following questions:

What is this? An orange.

Where do oranges grow? On trees. Show the group a picture of an orange tree.

How do we get oranges? Encourage children to think beyond buying them at the grocery store. Share oranges aren't grown in Iowa because our winters are too cold.

Ask if anyone knows how oranges are harvested. Explain that workers handpick the oranges off the trees. They have special bags to put the oranges in when picking them. The workers will use ladders to reach the taller branches of the tree. When the bags are full, workers dump them in large tubs or baskets. When those tubs or baskets are full, a special vehicle will pick up the tubs or baskets and carry the fruit to where the oranges are packaged.

Have you ever thought about how we get all the food we eat? Today we are going to read a fun book that takes a look at where foods come from.



READ ALOUD

Read *Right This Very Minute* by Lisl H. Detlefsen.

BEFORE

Introduce the book *Right This Very Minute* by Lisl H. Detlefsen and ask the following questions:

What do you think this book might be about?

How long is a minute? Have the children count out a minute.

What do you think might be happening right this minute?

DURING

While reading the book, ask the group to identify the foods and where they come from.

Keep track of the various foods by creating a chart listing the food from the book and where it came from.

Example:

Orange Juice – Citrus Grove (Orange)

Pancake – Wheat Farm (Wheat)

Syrup – Sugarbush (Maple Trees)

Ask the children:

What is a **citrus grove**?

Why doesn't the farmer want the cranberries in the marsh to freeze?

What might happen if the soil in the peanut field is too dry?

What other fruits besides apples might grow in an **orchard**?

(peaches, pears, plums, cherries, etc.)

What is crop rotation?

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

CITRUS

a juicy fruit (such as an orange, grapefruit, or lemon) that has a thick skin and that comes from a tree or shrub that grows in warm areas

GROVE

a group of trees that produce fruit or nuts

ORCHARD

a place where people grow fruit trees





Hold a discussion about the book.

- Did you know where all the foods came from?
- What was a new food source that you learned about?
- What things do farmers and growers need to think about when growing or raising crops and animals?
- What is the difference between a **patch** and a field?
- Who do we need to grow or raise our food?
- Who do we need to cook our food?

Share that today, everyone will assist in making a delicious salad using some of the foods mentioned in the book.



LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group.

Recipe Substitute: Have the children **squeeze** fresh orange juice instead of the frozen orange juice concentrate for this recipe.



Make the Splendid Fruit Salad recipe from Spend Smart. Eat Smart. ® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/splendid-fruit-salad/>.

1. Measure 3 tablespoons of fresh squeezed orange juice or frozen juice concentrate into the bowl.
2. Wash and dice 2 medium apples and place them in the bowl.
3. Peel and slice 1 orange and 1 banana.
4. Mix fruit with juice by stirring.
5. Serve immediately or store in the refrigerator for up to 3 days.

Tips: Add other fruits as desired: watermelon, grapes, cantaloupe, etc.



Then, bring the group back together for a brief discussion. Questions may include:

- What foods were in our Splendid Fruit Salad?
 - Where did the bananas come from? The sticker on fresh fruit often tells you where it was grown.
 - Where did the other fruit in the salad come from?
 - What did you enjoy about preparing the Splendid Fruit Salad?
 - What was challenging about preparing the Splendid Fruit Salad?
- As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



PATCH

a small area of land where a particular fruit or vegetable grows



SQUEEZE

to press something firmly, especially from all sides, to change its shape, reduce its size, or remove liquid from it





Ask the children:

What are some other fruits you could add to your salad?

How can we eat more foods that are grown locally?



GET ACTIVE

Farmer Frenzy

Divide the children into 4 groups. Assign each group one of the following foods: Oranges, Wheat, Cattle, or Eggs. Send each group to a separate corner of the room or space.

Choose two children to be the farmers. The farmers need to harvest the foods by calling out one of the food groups. The group called will run to the opposite corner of the space. The farmers will try to tag as many children (foods) as possible before they reach the opposite corner. The tagged children will become farmers. The farmers then call another group of foods to run to their opposite corner. The game continues until all the foods have been harvested.

To add to the fun, the farmers can call "Farmer Frenzy," all foods must run to their opposite corners. Farmers may also call two foods to run at a time.



CLOSING

Ask children to share one thing they learned today about where their food comes from. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned where foods come from and how to squeeze fruit to get juice. Clover Kids learned about the importance of where foods come from and how to squeeze fruit by:

- Reading *Right This Very Minute* by Lisl H. Detlefsen
- Making Splendid Fruit Salad
- Playing Farmer Frenzy



AT HOME

- Investigate where foods come from by reading labels to find places of origin and what ingredients are in your food.
- As a family, make a Whole Meal Salad using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/whole-meal-salad/>.



DIG DEEPER

- Read *How Did That Get in My Lunchbox: The Story of Food* by Chris Butterworth
- Explore how food is raised and grown by watching videos sponsored by National Ag in the Classroom, found at <https://agclassroom.org/student/virtual/>.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Go around the table and have each person share where they think one of the foods they are eating came from.
- If you could grow or raise a food, which one would it be and why?

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

FARM FRENZY



FAST FLIPPING



kitchen
SKILLS

Children will learn how to flip pancakes with a spatula.



AGENDA



Pledges and Announcements

Cooking-Literacy Activities

Fridge or Freezer Activity

Read *Lady Pancake and Sir French Toast: Mission Defrostable* by Josh Funk

Let's Cook: Oatmeal Pancakes

Get Active: Blueberry in the Bucket

Closing: 4-H Home Connections Letter



KEY VOCABULARY

DEFROST

to warm something that is frozen until it is no longer frozen

SPATULA

a kitchen tool that has a handle that is bent upward, and a wide, thin blade used for lifting and turning foods on a hot surface

SUBSTITUTE

to use something in place of something else

Materials

- ☐ Book: *Lady Pancake and Sir French Toast: Mission Defrostable* by Josh Funk
- ☐ Chart Paper & Markers
- ☐ Writing Utensil
- ☐ Refrigerator Image
- ☐ Freezer Image
- ☐ Food Image Cards
- ☐ Blue Foam Balls
- ☐ Plastic Buckets
- ☐ Spatulas

Ingredients & Supplies

- Ingredients
 - Pancake Mix (Requires Only Water)
 - Oatmeal
 - Water
 - Optional: Apples, Canned Peaches, Strawberries, Bananas, Blueberries
 - Nonstick Cooking Spray
- Supplies
 - Mixing Bowl
 - Measuring Cups
 - Measuring Spoons
 - Whisk
 - Rubber Spatula
 - Skillet
 - Tableware
- Appliances Needed
 - Stove or Griddle





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Before the meeting, print an image of a refrigerator, a freezer, and several images of foods stored in a refrigerator or freezer. To begin, place the refrigerator and freezer images where they are visible to all. Hide each food image card around your meeting space. Split the group into teams of two. Instruct each team to work together to find one food image. Then have them return to their spot and quietly discuss whether the food is stored in the refrigerator or freezer. Once everyone has found a food image and discussed it, have them place it next to either the refrigerator or freezer image. Bring the group back together and have each team share their food, where they placed it, and why they selected the refrigerator or freezer.



READ ALOUD

Read *Lady Pancake and Sir French Toast: Mission Defrostable* by Josh Funk.

BEFORE

Introduce the book *Lady Pancake and Sir French Toast: Mission Defrostable* by Josh Funk and ask the following questions:

What do you think this book might be about?

What does it mean to **defrost**? Defrost means to warm something frozen until it is no longer frozen.

What do you notice about the characters on the cover?

DURING

While reading, pause and ask the children if they have tried foods in the story.

Define new vocabulary in the book. Words you may want to define include devised, scheme, assistance, seize, culprit, malice, and monocle.

AFTER

Hold a discussion about the book.

What was the problem in the story?

How was it solved?

At the end of the book Baron von Waffle, Sir French Toast, and Lady Pancake invite Empress Asparagus down to the fridge with them.

Why do you think they would do this after she captured them?

Have you ever helped someone on a mission? What steps did you take? How did it turn out?

Share that everyone will get to make delicious food from the book, a pancake, today!

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

DEFROST

to warm something that is frozen until it is no longer frozen





LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, make sure you define the key vocabulary.



Make the Oatmeal Pancakes recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/oatmeal-pancakes/>.

1. Follow the recipe on the pancake mix, except **substitute** oatmeal for $\frac{1}{2}$ the quantity of pancake mix (i.e., $\frac{1}{2}$ cup pancake mix and $\frac{1}{2}$ cup oatmeal).
2. Stir in the quantity of water called for on the package (i.e., $\frac{3}{4}$ cup).
3. Gently stir in the optional ingredients, if desired. Optional ingredients include chopped apples, canned peaches, strawberries, mashed bananas, blueberries, canned pumpkin, etc. If needed, add more water.
4. Make pancakes as directed on the package. Use a $\frac{1}{4}$ cup measure to make three-inch pancakes.
5. Use a **spatula** to flip the pancakes once bubbles form on the surface.

Tip: Pancakes can be frozen in freezer bags, then reheated in the microwave or the toaster when a quick breakfast is needed.



Then, bring the group back together for a brief discussion. Questions may include:

How are these pancakes similar or different from other pancakes you have had?

What did you like about cooking pancakes?

What was difficult?

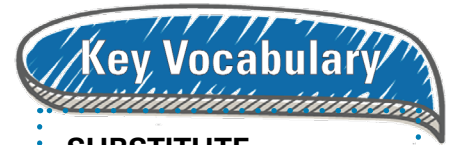
As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What other ingredients could you add to the pancakes?

What other foods do you use a spatula with when cooking? Do you flip the food, or is the spatula used another way?



SUBSTITUTE

to use something in place of something else

SPATULA

a kitchen tool that has a handle that is bent upward, and a wide, thin blade used for lifting and turning foods on a hot surface





GET ACTIVE

Blueberry in the Bucket

Have children partner up. Each pair will need one bucket, one spatula, and one “blueberry” represented by a blue foam ball. Have the children start standing two feet away from each other. One child will have the spatula and “blueberry,” and the other will have the bucket. The child with the spatula will place the “blueberry” on the spatula and toss it into the bucket their partner is holding. Once the blueberry has made it into the bucket, the children will switch materials and repeat. Once each child tosses the blueberry in the bucket, have each child take a step back and try again. Increase the distance between children for as long as you want to play the game.



CLOSING

Ask children to share one thing they learned today about using a spatula and storing food in the fridge and freezer. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned how to solve problems and flip food with a spatula. Clover Kids learned about problem-solving and using a spatula by:

- Reading *Lady Pancake and Sir French Toast: Mission Defrostable* by Josh Funk
- Making Oatmeal Pancakes
- Playing Blueberry in the Bucket



AT HOME

- Practice using a spatula by inviting your child to help you prepare meals.
- As a family, make Whole Wheat Pumpkin Pancakes using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach found at <https://spendsmart.extension.iastate.edu/recipe/whole-wheat-pumpkin-pancakes/>
- Read other books in the *Lady Pancake & Sir French Toast* series by Josh Funk



DIG DEEPER

- Plan a mission to complete as a family and assign tasks for each family member. The mission could be as simple as cleaning the house or grocery shopping or more complex as choosing where to go on vacation.
- Visit the U.S. Food & Drug Administration website to learn about proper temperatures for food storage and safe methods to defrost food, found at <https://www.fda.gov/food/buy-store-serve-safe-food/refrigerator-thermometers-cold-facts-about-food-safety>.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- While eating together, talk about your tasks throughout the day and how and if they were resolved.
- Go around the table and have each person share their favorite food in the freezer and their favorite food in the refrigerator.
- As a family, brainstorm as many foods as possible that you use a spatula for cooking.

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

LET'S TACO BOUT SPICES



kitchen
SKILLS

Children learn how spices and seasonings enhance flavor.



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Popcorn Seasoning Taste Test

Read *Dragons Love Tacos* by Adam Rubin

Let's Cook: Tacos

Get Active: Spicy Taco

Closing: 4-H Home Connections Letter



KEY VOCABULARY

SPICES

a substance that is used in cooking to add flavor to food and that comes from a dried plant and is usually a powder or seed

FLAVOR

a good or appealing taste

SEASONING

a substance (such as salt, pepper, a spice, or an herb) that is used to add flavor to food

Materials

- ☐ Book: *Dragons Love Tacos* by Adam Rubin
- ☐ Chart Paper & Markers
- ☐ Popcorn
- ☐ Popcorn Seasoning Sheet*
- ☐ Hot Air Popcorn Popper
- ☐ Variety of Popcorn Seasonings
- ☐ Small Cups
- ☐ Plush Taco Toy

*Included in *Books for Cooks*

Ingredients & Supplies

- Taco Seasoning Mix
Ingredients:
Dried Minced Onion, Chili Powder, Cornstarch, Crushed Red Pepper, Garlic Powder, Dried Oregano, Ground Cumin
- Taco Ingredients: Taco Shells, Ground Beef or Turkey, Variety of Toppings, Sour Cream, Salsa
- Taco Seasoning Mix
Supplies:
Measuring Cups, Mixing Bowl, Mixing Spoon, Portion Cups with Lids
- Taco Supplies:
Pan, Spatula, Strainer, Cutting Board, Knives, Tableware
- Appliances Needed:
Stove





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Ask the children to stand in a circle. Toss a plush taco toy around the circle and have the children take turns sharing their name and their favorite food to eat at a party (pizza, ice cream, cake, tacos, etc.). Depending on the size of the group/time, children can be split into two smaller groups.

One popular party food is popcorn. Share that everyone will get to try popcorn with **seasoning** on it today. Ask the group what they know about seasonings. Share that a **spice** is a substance used in cooking to add **flavor** to food that comes from a dried plant and is usually a powder or seed. Seasoning is a substance (such as salt, pepper, spice, or an herb) used to flavor food.

Provide children with a few small cups of air-popped popcorn and a variety of seasonings to test on their popcorn. Seasoning ideas include cinnamon, sugar, garlic, parmesan, salt, oregano, ranch seasoning, and taco seasoning. Refer to the Popcorn Seasoning sheet for additional ideas. Discuss how the seasonings changed the flavor of the plain popcorn and take a poll of which seasoning or seasoning combination was everyone's favorite. Talk about other foods people season or add flavor to, like various types of meat, chips, crackers, popcorn, etc.



READ ALOUD

Read *Dragons Love Tacos* by Adam Rubin.



BEFORE Introduce the book *Dragons Love Tacos* by Adam Rubin and ask the following questions:

- What do you think this book might be about?
- What do you notice about the pictures on the cover?
- Why do you think dragons love tacos?



DURING Throughout the book, ask the group to identify different toppings the dragons add to their tacos. Examples include lettuce, cheese, and salsa which is NOT spicy.

Ask the children:

- What do you think will happen if the dragons eat spicy salsa?
- What are some other toppings the dragons could add to their tacos?
- What other kinds of parties could the dragons eat tacos at? Are tacos only a party food?



AFTER Hold a discussion about the book.

At the end of the book, the dragons help to rebuild the house. Have you ever helped rebuild something you accidentally broke? What did you do? Why did you decide to help?

Share that everyone will get to make their own amazing tacos with a homemade taco seasoning today!

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

SEASONING

a substance (such as salt, pepper, a spice, or an herb) that is used to add flavor to food

SPICES

a substance (such as pepper or nutmeg) that is used in cooking to add flavor to food and that comes from a dried plant and is usually a powder or seed

FLAVOR

a good or appealing taste





LET'S COOK

Facilitators note: *Anytime you cook with children, you must be aware of any allergies or food restrictions.*

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, make sure you define the key vocabulary.



Make the Taco Seasoning Mix recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/taco-seasoning-mix/>.

1. In a mixing bowl, combine $\frac{1}{4}$ cup of dried minced onion, 2 tablespoons of chili powder, 1 tablespoon of cornstarch, 1 tablespoon of crushed dried red pepper, 1 tablespoon of garlic powder, 1 tablespoon of dried oregano, and 1 tablespoon of ground cumin.
2. Mix well.

Tacos

1. Prepare ground beef or turkey ahead of time or with the group using the Taco Seasoning Mix from Spend Smart. Eat Smart. ® by ISU Extension and Outreach.
2. Place children in small groups to cut and prepare the taco toppings and meat.
3. Create an assembly line of all the ingredients and toppings. Have the children go through the line and add each desired topping to their taco.

Tips: Store taco seasoning in a container with a tight-fitting lid and seal tightly. Provide each child with seasoning mix in one portion cup with a lid to take home.

Place a label on the cup that states:

"Taco Seasoning

Store in a cool, dry place for up to one year.

Stir or shake well before each use.

2 tablespoons per pound of ground meat."



Then, bring the group back together for a brief discussion. Questions may include:

What did you like about making your own seasoning?

How do these tacos taste compared to ones you've had before?

Do you think taco seasoning bought at the store has different ingredients than our recipe? Why or why not?

Look at a store-bought packet of taco seasoning and compare the ingredients to the Spend Smart. Eat Smart. Taco Seasoning Mix recipe.

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.





Ask the children:

How do the different spices used today affect the taste of food?

What other foods would you like to add spices or seasonings to?

Have you ever thought that a food was spicy or too hot? Did everyone else agree with you? Why do some people like spicy foods and others don't?



GET ACTIVE

Spicy Taco

Arrange the players in a circle and toss a plush taco toy to each other while party music plays. The player holding the “spicy taco” when the music stops must run around the outside of the circle once and return to their spot. Once they return to their spot, everyone shouts “SPICY TACO” in unison, and the music begins again. If the player holding the “spicy taco” has already run when the music stops, they should toss it to someone who hasn't run yet.

Optional: Add a twist to the game by having any player who drops the spicy taco also run around the outside of the circle once.



CLOSING

Ask children to share one thing they learned today about seasonings and spices. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned about spices and seasonings. Clover Kids learned about making food more flavorful by:

- Reading *Dragons Love Tacos* by Adam Rubin
- Making Taco Seasoning Mix
- Playing Spicy Taco



AT HOME

- Practice adding more flavor to food by making seasonings at home or trying new combinations of seasonings.
- As a family, make Tasty Taco Rice Salad using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/tasty-taco-rice-salad/>.
- While eating together, talk about the different smells and tastes and what spices could be added or taken out next time.



DIG DEEPER

- Read *The Spice Alphabet Book: Herbs, Spices, and Other Natural Flavors* by Jerry Pollotta. Then explore your spice cabinet to see what new seasoning combinations you can make at home!
- Read *Kalamata's Kitchen* by Sarah Thomas and discuss how different countries use different spices. Visit <https://www.kalamataskitchen.com/> to take a Taste Bud Pledge.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- What are some foods that people flavor by adding spices and seasonings?
- Go around the table and have everyone share their favorite spice or seasoning.
- If you could invent a new type of taco, what would it be? What toppings would you use?

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

LET'S TACO BOUT SPICES

To make flavored popcorn, start with freshly popped corn.

For every 4 cups of popped corn, stir in 1 tablespoon melted butter or margarine and 1/8 teaspoon salt (salt is optional).

Then add additional seasonings, as indicated, for each type of popcorn described below.

Note: because some seasonings are naturally salty or buttery, some directions will reduce or omit the salt or butter.

CHEESE CORN (2 SERVINGS)

Stir in 1/2 cup (2 ounces) of finely shredded Cheddar cheese (at room temperature) per 4 cups of buttered popcorn.

CURRY CORN (2 SERVINGS)

Add an Indian dimension with a light sprinkling of curry powder; add 1/2 to 3/4 teaspoon per 4 cups of buttered, salted popcorn.

CURRY MIX (2 SERVINGS)

1 teaspoon curry powder, 3/4 teaspoon turmeric, 3/4 teaspoon ginger, and a pinch of cayenne pepper per 4 cups of buttered popcorn.

HOT CORN (2 SERVINGS)

For true fire eaters, shake 1/2 teaspoon chili powder and 1/4 teaspoon dried crushed red pepper over 4 cups buttered, salted popcorn. Make sure you have plenty of liquid refreshments on hand!

ITALIAN POPCORN (2 SERVINGS)

Add 2 tablespoons melted butter per 4 cups popped corn, but omit salt. Stir in 1/4 cup grated Parmesan cheese, 1 tablespoon dried whole oregano, and 1/2 teaspoon garlic salt.

NUTCORN (3 SERVINGS)

Toss about 1 cup of your favorite unsalted nuts into 4 cups of buttered, salted popcorn. Any variety of nuts to equal 1 cup works well, too. If salted nuts are used, omit salt in popcorn.

PIZZA MIX (2 SERVINGS)

2 tablespoons grated Parmesan cheese, 1 teaspoon Italian seasoning, crushed, 1/2 teaspoon onion powder, and 1/2 teaspoon garlic powder per 4 cups popcorn.

SWEET CORN (2 SERVINGS)

Add 2 tablespoons of melted butter per 4 cups of popped corn, but omit salt. Combine 2 teaspoons sugar and 1/4 teaspoon ground cinnamon, and toss with buttered popcorn.

VANILLA CORN (2 SERVINGS)

Stir 1/2 to 1 teaspoon vanilla extract into melted butter before tossing it with 4 cups salted popcorn. Then toss popcorn with the vanilla butter mixture. For variations, check your spice shelf. You might enjoy peppermint extract, rum flavoring, or maple flavoring.

CAJUN-STYLE (2 SERVINGS)

Seasoning mix: 2 teaspoons Paprika, 1/2 teaspoon red pepper, 1/2 teaspoon white pepper, 1/2 teaspoon black pepper, 1/2 teaspoon onion powder, 1/4 teaspoon oregano, 1/4 teaspoon thyme, and 1/8 teaspoon celery seed. This makes 4 teaspoons of seasoning mix. To use, combine 1 teaspoon of the mix with 1/2 teaspoon of additional onion powder and add to the 4 cups of buttered popcorn.



NOTHING IS IM-PASTA-BLE



kitchen
SKILLS

Children learn the proper
technique for boiling pasta.



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Pasta Matching Game

Read *The Great Pasta Escape* by Miranda Paul

Let's Cook: Pasta and Meatballs

Get Active: Spaghetti & Meatballs

Closing: 4-H Home Connections Letter



KEY VOCABULARY

AL DENTE

cooked but still firm

BOIL

to heat a liquid so that bubbles are formed and rise to the top

COLANDER

a bowl that has many small holes and that is used for washing or draining food

WHOLE WHEAT

made from wheat from which no part (such as the bran) has been removed

Materials

- ☐ Book: *The Great Pasta Escape* by Miranda Paul
- ☐ Chart Paper & Markers
- ☐ Uncooked Pasta or Pasta Pictures
- ☐ Hula Hoops
- ☐ Yellow Pool Noodles
- ☐ Red Foam Balls or Balloons

Ingredients & Supplies

- Ingredients
 - Pasta
 - Sauce
 - Sweet Chili Sauce
 - Whole Wheat Bread Crumbs
 - Eggs
 - Ground Meat
- Supplies
 - Pot
 - Colander
 - Measuring Cups
 - Large Stirring Spoon
 - Fork
 - Large Mixing Bowl
 - Baking Sheet
 - Nonstick Cooking Spray
 - Tableware
- Appliances Needed
 - Stove or Portable Cooktop
 - Oven





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Begin by asking the children to share what they know about pasta. Have them describe its characteristics, how it is cooked, eaten, and what it looks like. Write and draw their descriptions on a piece of chart paper. Allow children to draw noodle shapes. Explain that there are many pasta and noodle shapes, and different shapes are for different sauces. Show the group a variety of pasta and tell them the name of each type of noodle, the type of sauce it is paired with, or how it is prepared. If real noodles are unavailable, use pictures of different types of pasta.

Share that angel hair and spaghetti noodles look very similar, but angel hair pasta is much thinner and pairs best with light sauces. Flat pasta pairs best with cream sauces, but tomato-based sauces stick best to round pasta. Some noodles, like elbow pasta, have holes so the sauce can go inside. Other noodles have ridges and appear bumpy. Ravioli and tortellini pasta are both stuffed shells, but ravioli is typically square, and tortellini is ring or circle shaped.

Now we are going to read a silly book about pasta! I want you to count how many different types of pasta are in today's story.



READ ALOUD

Read *The Great Pasta Escape* by Miranda Paul.



BEFORE

Introduce the book *The Great Pasta Escape* by Miranda Paul and ask the following questions:

What do you think this book might be about?

What does it mean to escape?

Why do you think the pasta wants to escape?



DURING

Throughout the book, have children point out the different kinds of pasta. List the pasta characters on chart paper.

Ask the children:

What problem does the pasta have?

How do you think they might solve their problem?



AFTER

Hold a discussion about the book.

At the end of the book, the noodles are having fun, and their sign says, "geniuses at work." Who are the geniuses? Why?

What kind of work are they doing?

What do you think happened at the factory after the noodles left?

Turn to a partner and share a time you created a plan to solve a problem?

What was your plan? Did you need help? Did your plan work?

Review the list of pasta characters from the book. Read each type of pasta and have children raise their hands if they have ever eaten that pasta. Make tallies next to each type of pasta and then discuss which pasta is the most popular.

Share that everyone will get to make delicious pasta with meatballs today!



4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.



LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, make sure you define the key vocabulary.



Make the Meatball recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/meatballs/>.

Prepare pasta as directed on the package and serve with the sauce of your choice and meatballs.

1. Preheat the oven to 350°F. Spray a baking sheet with nonstick cooking spray.
2. In a large bowl, mix ¼ cup sweet chili sauce, ½ cup **whole wheat** bread crumbs, and 1 egg with a fork until well combined.
3. Add 1 pound of lean ground meat (beef, pork, or turkey) and stir until completely combined.
4. Shape mixture into 25 balls and place in evenly spaced rows on the baking sheet.
5. Bake for 15-20 minutes or until the internal temperature reaches 160°F.
6. While meatballs bake, cook pasta of your choice following the directions on the package. As you cook pasta, define the key vocabulary words **al dente**, **boil**, and **colander**.
7. Serve pasta with a sauce of your choice and meatballs.

Tip: Use ketchup, barbecue sauce, or tomato sauce instead of the sweet chili sauce.



Then, bring the group back together for a brief discussion. Questions may include:

What did you learn today about cooking pasta?

What was easy about making meatballs? What was difficult?

What do you prefer to eat on your pasta?

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What other types of pasta might pair well with meatballs?

What kind of pasta dish would you like to make at home?

Helpful Hint

Have children practice rolling balls with play-dough before making meatballs. Discuss the goal of rolling balls of similar size.

Key Vocabulary

WHOLE WHEAT

made from wheat from which no part (such as the bran) has been removed

AL DENTE

cooked but still firm

BOIL

to heat a liquid so that bubbles are formed and rise to the top

COLANDER

a bowl that has many small holes and that is used for washing or draining food





GET ACTIVE

Spaghetti & Meatballs

Split the group into two teams: team noodle and team meatball. Scatter hula hoops on the ground at least 5 feet away from each other. Place one red ball or balloon representing a meatball in each hula hoop representing a plate. Give each child on the team noodle a yellow pool noodle. Explain that to play Spaghetti and Meatballs, the children on team noodle will run around the designated area and use their pool noodles to hit the “meatballs” off the “plates.” The children on team noodle can only touch the meatballs and plates with their noodles. Team meatball can then retrieve the red balls or balloons and place them on an empty plate.

A timer is set for five minutes. At the end of the round, count if there are more meatballs on or off plates. Reset the plates and meatballs between rounds. Play at least two rounds, so everyone has a turn to be on team noodle and team meatball.

Before playing the game, remind the children that the pool noodles are only to touch the balls or balloons, not other players.



CLOSING

Ask children to share one thing they learned today about pasta. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned about different pasta shapes and how to cook pasta. Clover Kids learned about pasta shapes and how to cook pasta by:

- Reading *The Great Pasta Escape* by Miranda Paul
- Making Pasta and Meatballs
- Playing Spaghetti & Meatballs



AT HOME

- Practice boiling pasta by asking your child to join you in preparing meals.
- As a family, make Stuffed Pasta Shells using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/easy-stuffed-pasta-shells/>.
- Try new pasta shapes and recipes!



DIG DEEPER

- Read *The Pasta Family* by Cory & Laureen Tilson
- Watch this video from PBS Kids to learn how to make homemade pasta, <https://www.youtube.com/watch?v=JeXoiJpVAak>.
- Visit the USDA MyPlate website to learn about grains, <https://www.myplate.gov/eat-healthy/grains>.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Go around the table and have everyone name their favorite kind of pasta and what sauce they like with it.
- While eating together, discuss a pasta shape you would create if you created your own and what sauce you would pair with your pasta.

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

PB&J, YAY!



kitchen
SKILLS

Children will learn to mash
and blend foods to change the
consistency.

Materials

- ☐ Book: *PB&J Hooray!* by Janet Nolan
 - ☐ Chart Paper & Markers
 - ☐ PB&J Relay Cards*
- *Included in Books for Cooks



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Exciting Expressions and Words

Read *PB&J Hooray!* by Janet Nolan

Let's Cook: Peanut Butter Balls

Get Active: Yay for PB&J Relay

Closing: 4-H Home Connections Letter



KEY VOCABULARY

EXPRESSION

the way someone's face looks that shows emotions and feelings

BLEND

to mix things thoroughly and usually with good results

CONSISTENCY

the quality of being thick, firm, smooth, etc.

Ingredients & Supplies

- Ingredients
 - Great Northern Beans
 - Honey
 - Vanilla
 - Peanut Butter
 - Quick Cooking Oats
- Supplies
 - Fork
 - Bowl
 - Tableware





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

What kind of **expression** does your face make when you are excited? Turn to the person next to you and show them your excited face. Model your excited face for the group. Now think about words or phrases that you say when you are excited. Together let's create a list of words that show excitement. Allow youth to write their words on the list and read through the list together as a group, saying the words with expression.

The book we will read today has an excitement word in the title! Our book today is called PB&J Hooray! Say it with me, PB&J Hooray! Isn't it fun to say the title with excitement?



READ ALOUD

Read *PB&J Hooray!* by Janet Nolan.



BEFORE

Introduce the book *PB&J Hooray!* by Janet Nolan and ask the following questions:

What do you think this book might be about?

What do you like about peanut butter and jelly?

Wow, a lot is going on with the cover of this book. Share something you notice in the pictures.



DURING

Ask the children:

Where do you think food comes from?

Where do you think the truck drivers get the food?

Have you ever been to a bakery before? Do you recall the smell?

Did you know that peanuts grow underground? How do you think they are harvested?



AFTER

Hold a discussion about the book.

Were you surprised to learn that a peanut butter and jelly sandwich starts with a seed?

What crops were needed to make peanut butter? What is needed to make jelly?

Do you recall the process food goes through before landing on your kitchen table? Seeds, crops, harvest, truck drivers, factories and bakeries, truck drivers, grocery store, and then home!

Share that today, everyone will get a chance to make a healthy treat out of peanut butter!

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

EXPRESSION

the way someone's face looks that shows emotions and feelings





LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group.



Make the Peanut Butter Balls recipe from Spend Smart. Eat Smart. ® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/peanut-butter-balls/>.

1. Mash 1 15-ounce can of great northern beans with a fork in a bowl until smooth.
2. Add 1/3 cup honey and 1 tablespoon vanilla. Stir.
3. Add 1 1/4 cups peanut butter. Stir until **blended**.
4. Stir in 1 1/2 cups quick cooking oats.
5. Wash hands. Use a tablespoon to scoop up some of the peanut butter mixture. Shape the mixture into balls (makes 50 balls).
6. Store leftover balls in an airtight container in the refrigerator.



Then, bring the group back together for a brief discussion. Questions may include:

Did you know that you can mash beans to change their **consistency**? Consistency is the quality of being thick, firm, smooth, etc.

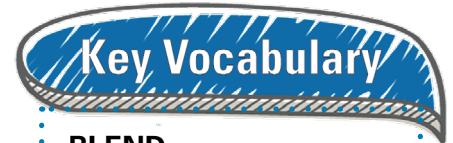
Can you taste the individual ingredients when you eat a peanut butter ball or does the taste change when combined?

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What recipe could you make at home to use the new skills you learned today? Think about the foods you are served that might use a masher or blender.



BLEND

to mix things thoroughly and usually with good result

CONSISTENCY

the quality of being thick, firm, smooth, etc.





GET ACTIVE

Yay for PB&J Relay

Begin by breaking the group into teams of four. Explain that each group will create a peanut butter and jelly sandwich. The sandwich will consist of four layers. The sandwich has to be created in this order. First, a piece of bread, then a layer of peanut butter, a splat of jelly, and finally, another piece of bread. The first person will run down and grab a piece out of the bucket. If it's the correct piece, they will bring it back. If it's the incorrect piece, they will put it back in the bucket and run back to tag the next person in line. After a whole sandwich is complete, yell out YAY FOR PB&J!



CLOSING

Ask children to share one thing they learned today about how peanut butter and jelly are made. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned how peanut butter and jelly are made and how to mash or blend foods to change the consistency. Clover Kids learned about peanut butter, jelly and changing consistency by:

- Reading *PB&J Hooray!* by Janet Nolan
- Making Peanut Butter Balls
- Playing a PB&J Relay



AT HOME

- Practice blending ingredients together to make a new consistency of food.
- As a family, make Peanut Butter Banana Smoothies using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach found at <https://spendsmart.extension.iastate.edu/recipe/peanut-butter-banana-smoothie/>.
- With your Clover Kid, talk about how many foods start from a seed.



DIG DEEPER

- Read *Peanut Butter and Jelly: A Play Rhyme* by Nadine Bernard Westcott.
- Watch a video from the Food Network on how peanut butter is made, found at <https://www.youtube.com/watch?v=QhYrO6sdARw>.
- Visit a vineyard to see how grapes are grown.



TABLE TALK

While eating your next family meal, ask your child the questions below to find out more about what they learned at Clover Kids!

- Ask what ingredients were used to make peanut butter balls. You may be surprised to learn great northern beans were included in the recipe! As a family, discuss other ways to include healthy ingredients in delicious treats.
- Clover Kids learned about expressions while reading *PB&J Hooray!* by Janet Nolan. Go around the table, taking turns giving expression words and having someone at the table show the expression that matches the word.

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

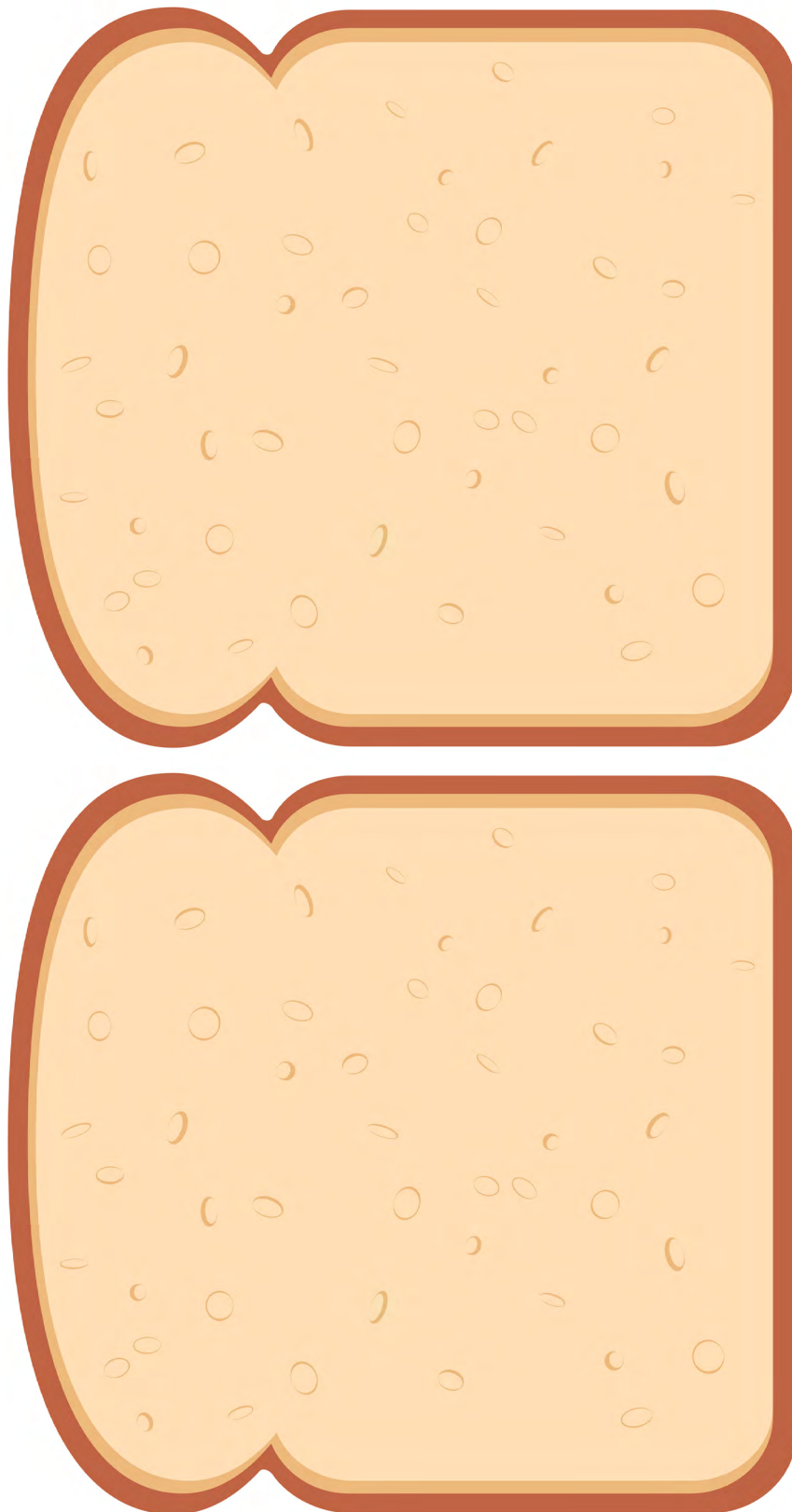
Your Clover Kids Leader

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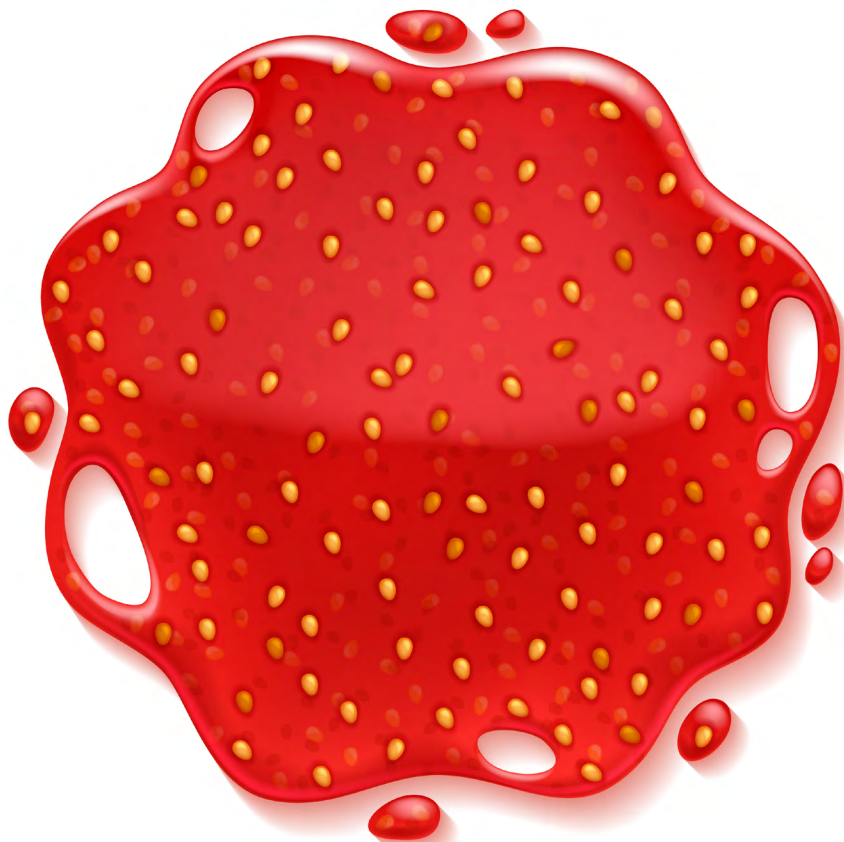


IOWA STATE UNIVERSITY
Extension and Outreach

PB&J, YAY!



PB&J, YAY!



SECRET INGREDIENT



Children learn the importance of following directions when baking.

Materials

- ☐ Book: *Lily and the Yucky Cookies* by Sean Covey
- ☐ Chart Paper & Markers
- ☐ Baking Soda
- ☐ Baking Powder
- ☐ White Vinegar

AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Baking Soda Experiment

Read *Lily and the Yucky Cookies* by Sean Covey

Let's Cook: Chocolate Surprise Cupcakes

Get Active: Baker Says

Closing: 4-H Home Connections Letter

KEY VOCABULARY

SUBSTITUTE

to replace something or someone else

BEAT

to stir or mix in a forceful way

BATTER

a mixture of different ingredients (such as flour, sugar, eggs, and oil) that is cooked and eaten

BAKE

to make (food, such as bread and cake) by preparing a dough, batter, etc., and cooking it in an oven

Ingredients & Supplies

- Ingredients
 - Nonstick Cooking Spray
 - Pumpkin
 - Chocolate Cake Mix
 - Eggs
 - Apple Juice
 - Chopped Walnuts
- Supplies
 - Cupcake Tin
 - Large Mixing Bowl
 - Liquid Measuring Cups
 - Dry Measuring Cups
 - Whisk or Mixer
 - Toothpicks
 - Oven Mitt
 - Cooling Rack
 - Tableware
- Appliances Needed
 - Oven





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Begin by introducing the common baking ingredients of baking soda and baking powder. Explain that even though they sound and look somewhat similar, they do different things when used for baking. When mixed with certain ingredients that are known as acids, baking soda becomes bubbly and allows food to rise, like a fluffy cookie. Some ingredients that are acids include buttermilk, chocolate, brown sugar, or fruit juice. Baking powder can also help make food fluffy or rise. But does not have to be mixed with ingredients that are acids.

Next, perform an experiment to show the chemical reaction.

1. Add some baking soda to a container.
2. Pour vinegar on top of baking soda.
3. Watch how the reaction sizzles and bubbles.

Use a sheet of chart paper to discuss, explain, and describe what happened. Then repeat with the baking powder. After both experiments, have a conversation about the similarities and differences between the two reactions.

Ask the children:

How do you think a recipe might change if you used baking powder instead of baking soda?

Do you think that the taste would be affected?



READ ALOUD

Read *Lily and the Yucky Cookies* by Sean Covey.



BEFORE Introduce the book *Lily and the Yucky Cookies* by Sean Covey and ask the following questions:

- What do you think this book might be about?
- Why do you think the cookies will be yucky?
- What do you notice about Lily on the cover on the book?



DURING Ask the children:

- What do you like to do on a rainy day?
- What do you think went wrong with Lily's cookies?
- Have you ever followed a baking recipe? What did you bake?
- Have you ever done something too fast and made a mistake? What happened?



AFTER Hold a discussion about the book.

- At the end of the book the author, Sean Covey wrote, "the secret ingredient is listening" what do you think that means?
- Do you think that only applies to baking cookies?
- What are some other tasks that require you to listen and follow directions?
- Share that today, everyone will get to practice following directions by making chocolate surprise cupcakes!



4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.



LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, make sure you define the key vocabulary.



Make the Chocolate Surprise Cupcakes recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/chocolate-surprise-cupcakes/>.

1. Preheat the oven to 350° F.
2. Spray the cupcake tins with nonstick cooking spray.
3. Combine 1 can (15 ounces) of pumpkin, 1 box (15.25 ounces) of chocolate cake mix, 3 eggs, and ½ cup (4 ounces) of apple juice in a large mixing bowl. During this step note which ingredients in the cake mix are being **substituted** for different ingredients in the recipe.
4. **Beat batter** well. Fill cupcake tins 2/3 full of batter. Sprinkle walnuts on top (optional).
5. **Bake** according to package directions for cupcakes (about 20 minutes).
6. Cupcakes are done when a toothpick inserted into center comes out clean.
7. Let cool on rack for 5-10 minutes. Remove from tin and serve.

Tip: 1/3 measuring cup works well to scoop batter into cupcake tin.



Then, bring the group back together for a brief discussion. Questions may include:

How are these cupcakes similar to cupcakes you have eaten before?

How are these cupcakes different than cupcakes you have eaten before?

Why do you think people substitute ingredients in recipes? Reasons include, to make the recipe healthier, change the flavor, or to use ingredients on hand.

What did you enjoy about making this recipe? What was challenging?

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What other substitutes would you add to this recipe?

Have you ever substituted ingredients in other recipes? What did you use? Why?

How do you think the cupcakes would turn out if you didn't follow the recipe?

Key Vocabulary

SUBSTITUTE

to replace something or someone else

BEAT

to stir or mix in a forceful way

BATTER

a mixture of different ingredients (such as flour, sugar, eggs, and oil) that is cooked and eaten

BAKE

to make (food, such as bread and cake) by preparing a dough, batter, etc., and cooking it in an oven





GET ACTIVE

Baker Says

Choose one person to be the “baker.” The other children gather around the baker, who gives instructions by saying, “baker says...” then tells the others to perform a baking related action. For example, “Baker says mix with a whisk.” or “Baker says run in place to the store to get eggs.” Each child must perform the action. If the baker leaves out “baker says” before giving instruction, the round is over, and the job of “baker” is taken over by someone else. Make sure to time the rounds so that each child gets a chance to be the “baker.”



CLOSING

Ask children to share one thing they learned today about following baking instructions. Share any reminders with the group.

Helpful Hint

Before the game, brainstorm a list of baking actions for the children to call out.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned about baking and how important it is to follow directions. Clover Kids learned about the importance of following directions, especially when baking, by:

- Reading *Lily and the Yucky Cookies* by Sean Covey
- Making Chocolate Surprise Cupcakes
- Playing Baker Says



AT HOME

- Practice following directions in a recipe by inviting your child to help you when cooking or baking and then walk them through each step of the recipe.
- As a family, bake Apple Cinnamon Bread using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/apple-cinnamon-bread/>.



DIG DEEPER

- Read *Froggy Bakes a Cake* by Jonathan London
- Explore other cooking and baking substitutes with this Iowa State University Extension and Outreach Recipe Basics guide, <https://store.extension.iastate.edu/product/12944>.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Go around the table and have each person share about directions they followed throughout the day.
- If you could only have one baked treat for the rest of your life, what would it be?

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

SILLY SANDWICH



kitchen
SKILLS

Children learn about yeast and why it is needed when baking bread.

Materials

- ☐ Book: *Hannah's Tall Order: An A-to-Z Sandwich* by Linda Vander Heyden
 - ☐ Chart Paper & Markers
 - ☐ Sandwich Spelling Sheet*
- *Included in Books for Cooks



AGENDA

Pledges and Announcements

Cooking-Literacy Activities

ABC Picnic

Read *Hannah's Tall Order: An A-to-Z Sandwich* by Linda Vander Heyden

Let's Cook: No Knead Whole Wheat Bread

Get Active: Sandwich Spelling

Closing: 4-H Home Connections Letter



KEY VOCABULARY

KNEAD

to work the dough, usually by hand, to develop the glutens in the flour

YEAST

a type of fungus that is used in baking to help make dough rise

INSTANT

a very short period of time

LOAF

an amount of bread that has been baked in a long, round, or square shape

Ingredients & Supplies

- Ingredients
 - Nonfat Milk
 - Apple or Orange Juice
 - Honey
 - Salt
 - Instant Yeast
 - Whole Wheat Flour
 - All Purpose White Flour
 - Cooking Spray
- Supplies
 - 8.5 x 4.5 Loaf Pan
 - Large Mixing Bowl
 - Mixing Spoon
 - Liquid Measuring Cups
 - Dry Measuring Cups
 - Measuring Spoons
 - Kitchen Towel
 - Bread Knife
 - Tableware
- Appliances Needed
 - Oven





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Gather the group and sit in a circle. Let them know you will play ABC Picnic, a memory game. To begin, say the line, “I’m going on a picnic, and I’m going to bring.” Then add something that begins with the letter A, such as apples: “I’m going on a picnic, and I’m going to bring apples.” Then repeat the line. Have the next player repeat the first line with the item added to the end. Then they will add something that begins with the letter B: “I’m going on a picnic, and I’m going to bring apples and bananas.” Continue repeating the items that came before and adding new items until the end of the alphabet is reached.



READ ALOUD

Read *Hannah’s Tall Order: An A-to-Z Sandwich* by Linda Vander Heyden.



BEFORE

Introduce the book *Hannah’s Tall Order: An A-to-Z Sandwich* by Linda Vander Heyden and ask the following questions:

What do you think this book might be about?

What do you think it means to have a “tall” order?

Do you think Hannah’s sandwich will really have letters on it?

What might be on it?



DURING

Throughout the book, ask the group to identify ingredients on Hannah’s sandwich that they have never heard of before.

Examples include figs, quinoa, ugli fruit, and xouba fish.

Ask the children:

What do you think will happen once all ingredients have been added?

Why do you think Hannah wants all of these foods on her sandwich?

What ingredients would you use instead?

How would you feel if you worked really hard to make someone a sandwich and then they told you just to put it all back?



AFTER

Hold a discussion about the book.

What do you think about Hannah’s A-Z sandwich? Would you like all of those ingredients on your sandwich?

Hannah put many different ingredients on her sandwich, and she may have used some foods you don’t like, but it is important not to yuck someone’s yum. What do you think it means if someone says, “Don’t yuck my yum?” It means, “Do not say that food I like tastes bad.” It is important to respect that everyone enjoys different foods! And you never know, if you try it, you might like it too!

If you yuck someone’s yum, how do you think that makes them feel? Has that ever happened to you? Now you know what to say if someone makes fun of something you are eating, “Don’t yuck my yum!”

Share that today, we are making whole wheat bread, and everyone will get to build their very own sandwich using foods they like!

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Helpful Hint

Help facilitation and memory by having everyone say, “I’m going on a picnic, and I’m going to bring _____” before each turn. Some difficult letters, such as Q and X, might need to be skipped or brainstormed together.





LET'S COOK

Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking.

Post today's recipe on chart paper and read it to the group. As you review the recipe, make sure you define the key vocabulary.



Make the No Knead Whole Wheat Bread recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/no-knead-whole-wheat-bread/>.

1. Grease the sides and bottom of an 8 1/2" x 4 1/2" **loaf** pan with cooking spray.
2. Combine 1 1/4 cup (10 ounces) lukewarm nonfat milk, 1/4 cup (2 ounces) orange or apple juice, and 3 tablespoons of honey in a large bowl.
3. Add the remaining ingredients: 1 teaspoon salt, 1 packet of **instant yeast** (about 2 1/4 teaspoons), 2 cups whole wheat flour, and 1 1/4 cups all-purpose white flour. Beat vigorously for 3 minutes. The dough will be very thick. Scoop the dough into the prepared pan. Explain that some breads require that you **knead** the dough. That means work it with your hands. Today's bread recipe is for no-knead bread, so it does not have to be kneaded or worked by hand.
4. Cover the pan with a clean towel. Let the dough rise in a warm place for 45-75 minutes until almost doubled in size. Time varies according to room temperature.
5. Preheat the oven to 350° F when the dough is almost doubled.
6. Remove towel and bake bread for about 30 minutes. The dough will pull away from the sides of the pan when the bread is done. Let bread cool 30 minutes before slicing.
7. Offer a variety of sandwich toppings and condiments for children to build their own sandwiches.



Then, bring the group back together for a brief discussion. Questions may include:

What did you notice about baking bread? What did you see? What did you smell?

Is this how you thought bread was made? If not, how did you think it was made?

How is this bread different than other bread you have had before?

As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.

Helpful Hint

This recipe requires rising time and takes about three hours from start to finish. If time does not allow for this, make a few batches that are ready to bake with the children beforehand.

Key Vocabulary

LOAF

an amount of bread that has been baked in a long, round, or square shape

INSTANT

a very short period of time

YEAST

a type of fungus that is used in baking to help make dough rise

KNEAD

to work the dough, usually by hand, to develop the glutes in the flour





Ask the children:

What is the job of yeast in baking?

What other foods do you think are made with yeast?

If you made bread again, what would you do differently? For example, different loaf shapes, types of bread, or ingredients.



GET ACTIVE

Sandwich Spelling

As a group, brainstorm a list of ingredients in a sandwich. List ingredients on chart paper. For example, peanut butter and jelly sandwich: bread, peanut butter, jelly. Then select one or two ingredients and use the provided Sandwich Spelling sheet to spell and exercise each letter of each ingredient. Repeat this activity for as many ingredients as you would like to exercise.



CLOSING

Ask children to share one thing they learned today about baking bread. Share any reminders with the group.

Helpful Hint

Enlarge and laminate the provided Sandwich Spelling sheet and post it for your group to follow along.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned the role yeast plays in baking bread. Clover Kids learned about baking bread by:

- Reading *Hannah's Tall Order: An A-to-Z Sandwich* by Linda Vander Heyden
- Making No Knead Whole Wheat Bread
- Exercising Sandwich Spelling



AT HOME

- Visit the National 4-H website to learn how to make bread in a bag, <https://4-h.org/about/blog/inspire-kids-to-do-bread-in-a-bag/>.
- As a family, make Banana Oatmeal Bread using the recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/banana-oatmeal-bread-2/>. Compare this kind of bread to bread made with yeast. How are they similar? How are they different? What kind of bread do you prefer?
- Read *From Wheat to Bread* by Stacy Taus-Bolstad.



DIG DEEPER

- Visit a local bakery or grocery store and make a list of the different types of breads.
- Check out a publication from Spend Smart. Eat Smart.® by ISU Extension and Outreach that highlights the importance of grains and how to shop for the best buys in bread, cereal, and grain products, <https://store.extension.iastate.edu/product/12915>.
- Try the Getting a Rise from Yeast experiment from Virginia Cooperative Extension, <https://ext.vt.edu/4h-youth/4-h-at-home.html>.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Select a sandwich or bread-related category and then go around the table, having each person name a food that fits in the category. Categories could include types of bread, sandwich toppings, recipes that use bread, etc.
- What ingredients would go on your perfect sandwich and why?

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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IOWA STATE UNIVERSITY
Extension and Outreach

SILLY SANDWICH

A 10 JUMPING JACKS

B 15 HIGH KICKS

C 3 STAR JUMPS

D 10 ARM CIRCLES

E 15 BUTT KICKS

F 5 PUSH UPS

G 10 SIDE LUNGES

H 10 SQUATS

I 10 LUNGES

J 10 CRUNCHES

K 10 TOE TOUCHES

L 10 SKIPS IN PLACE

M 5 SKY TOUCHES

N 10 FRONT KICKS

O 10 SIDE KICKS

P 15 BUTT KICKS

Q 5 STAR JUMPS

R 10 ARM CIRCLES

S 5 PUSH UPS

T 15 HIGH KNEES

U 10 LUNGES

V 10 CRUNCHES

W 10 JUMPING JACKS

X 5 SQUAT JUMPS

Y 10 SIDE LUNGES

Z 10 FRONT KICKS



WHAT'S YOUR BEEF?



kitchen
SKILLS

Children learn where beef comes from and important practices for safely preparing and cooking beef.

Materials

- ☐ Book: *My Family's Beef Farm* by Katie Olthoff
- ☐ Chart Paper & Markers

Ingredients & Supplies

- Ingredients
 - Ground Beef
 - Onion
 - Celery
 - Green or Red Pepper
 - Water
 - Tomato Ketchup
 - Prepared Mustard
 - Sugar
 - Whole Wheat Buns
 - Margarine
- Supplies
 - Skillet
 - Spatula
 - Measuring Cups & Spoons
 - Colander
 - Tableware
- Appliances Needed
 - Stovetop or Electric Skillet

AGENDA

Pledges and Announcements

Cooking-Literacy Activities

Who's Snackin'?

Read *My Family's Beef Farm* by Katie Olthoff

Let's Cook: Sloppy Joes

Get Active: Cross-Contamination Chaos

Closing: 4-H Home Connections Letter

KEY VOCABULARY

PASTURE

a grassy, fenced-in field where livestock can eat and live

RUMINANTS

animals that can eat grass, including cattle, goats, and sheep

BEEF

meat from cattle

CONTAMINATION

to make (something) dangerous, dirty, or impure by adding something harmful or undesirable to it





PLEDGES AND ANNOUNCEMENTS

We encourage you to begin your Clover Kids meeting by reciting the Pledge of Allegiance, followed by the 4-H Pledge, when appropriate.



COOKING-LITERACY ACTIVITIES

Before the meeting, collect five boxes that can be closed. Place hay or grass in one box. Place a beef product for human consumption, such as a meat stick, in a second box. In the remaining three boxes, place other types of animal food. Examples might be dry dog food, wet cat food, or birdseed.

Gather the group in a circle and share that today you will play a game called 'Who's Snackin'. Explain that you have five mystery boxes that contain a food item, and it is their job to guess who eats the food in each box.

Hold up the first box and ask for a child to volunteer to reach in and describe what they feel. As the volunteer describes what they feel in the box, record the description on chart paper. Then call on children to guess who eats that food. Give clues as needed. Continue asking for volunteers until the food items in all five mystery boxes have been described by touch only and guesses have been recorded for each box. Open the boxes and show the group the food items inside. Discuss if they guessed correctly.

Hold up the box of grass or hay and share that one type of animal that eats this food is cattle. Share that you will be reading a book explaining the special type of stomach cattle have so they can eat grass or hay.



READ ALOUD

Read *My Family's Beef Farm* by Katie Olthoff. Before showing the book cover, ask the group what animal **beef** comes from. Cattle!

BEFORE

Introduce the book *My Family's Beef Farm* by Katie Olthoff and ask the following questions:

Do you know anyone who lives on a beef farm? Who?

What do you think happens on a beef farm?

What are some foods made from cattle?

DURING

Throughout the book, review the following vocabulary:

Livestock – farm animals, including cattle, hogs, sheep, goats, poultry, and others

Pasture – a grassy, fenced-in field where livestock can eat and live

Calf – a cow's baby

Ruminants – animals that can eat grass, including cattle, goats, and sheep

Explain that ruminants have four compartments in their stomach that helps cattle digest the grass. Review the chart on page 11.

Highlight the different jobs involved in the beef industry on page 22 and ask the group if they know anyone with one of the jobs. Who do they know?

Ask if they would like to do one of those jobs when they grow up? If so, why?

4-H Pledge

I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service, and my health to better living, for my club, my community, my country, and my world.

Key Vocabulary

BEEF

meat from cattle

PASTURE

a grassy, fenced-in field where livestock can eat and live

RUMINANTS

animals that can eat grass, including cattle, goats, and sheep





Hold a discussion about the book.

What chores need to be done on a beef farm?

What are some of the by-products that come from cattle? A by-product is produced during the production or destruction of something else. Review the list of cattle by-products on the last page.

What is your favorite food made with beef?

The Children in this book love a messy meal with a funny name, Sloppy Joes! Today, we are going to make delicious Sloppy Joes.



LET'S COOK

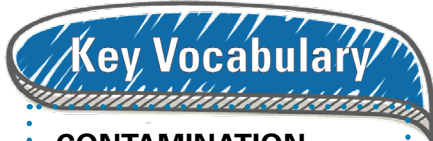
Facilitators note: Anytime you cook with children, you must be aware of any allergies or food restrictions.

Review the kitchen safety poster in front of this curriculum and have children wash their hands before cooking. Discuss extra precautions needed when cooking raw meats such as ground beef. Precautions include preventing cross-contamination by separating raw meat from other foods, washing hands and surfaces often, and using clean cutting boards. Share that it is also important to cook meat until it reaches food-safe temperatures. Ground beef must be cooked until it reaches 160°F.

Post today's recipe on chart paper and read it to the group. As you review the recipe, make sure you define the key vocabulary.



Make the Sloppy Joes recipe from Spend Smart. Eat Smart.® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/sloppy-joes/>.



Key Vocabulary

CONTAMINATION

to make (something)
dangerous, dirty, or impure
by adding something
harmful or undesirable to it

1. Combine 1 pound ground beef, ½ medium onion chopped (about ½ cup), ½ cup chopped celery, and ½ cup chopped green or red pepper in a medium skillet. Add ¼ cup of water.
2. Cook over medium-low heat for 15 minutes. Stir as needed. Cook until the beef mixture reaches at least 160°F.
3. Put the ground beef mixture in a colander set over a bowl. Pat mixture with paper towels and rinse with warm water to remove fat.
4. Return to skillet. Add ½ cup ketchup, 1 tablespoon prepared mustard and 1 teaspoon sugar. Heat 5-10 minutes on low heat.
5. Toast buns in an oven broiler, toaster oven, or skillet. To use a skillet, spread buns with margarine and place face side down in the skillet. Cook over medium heat for 1-2 minutes.
6. Prepare sandwiches by putting ½ cup of meat mixture on the bottom of each bun and cover with the top of the bun.

Tips: Do not pour grease down the drain. Let grease harden, then put it in the trash.



Then, bring the group back together for a brief discussion. Questions may include:

What did you like about making Sloppy Joes?

What was challenging about making Sloppy Joes?

Why is it important to wash your hands and surfaces often when cooking with meat products like beef?



As a group, complete a Taste Test Results chart. Create a chart with the recipe's name at the top and three columns using chart paper. Label the columns: Tried It, Liked It, Loved It. Give each child a sticker dot to cast their vote. After all the votes have been cast, discuss the results with the group.



Ask the children:

What other foods require separate cutting boards and preparation?

What meal would you like to make at home using beef?



GET ACTIVE

Cross-Contamination Chaos

Bring the group together and ask who remembers how to prevent cross-contamination when cooking. Responses might include separating raw meat from other foods, washing hands and surfaces often, and using clean cutting boards. Tell the group that they will be playing a game called Cross-Contamination Chaos.

Start by identifying the play area that all players must stay within. Select a child to represent the raw meat product. All other players represent a vegetable. Once the raw meat comes in contact with a vegetable, that player has become contaminated, and the players must link arms or hold hands. Any vegetable tagged by the meat is now considered contaminated. Once the contamination has spread to four players, they will split into two pairs and continue to try to catch other players. Each pair forms a group of four and will split into two new pairs. The game continues until the last person is contaminated.

For an added challenge, introduce safety sponges to the game. Any vegetable who is holding a safety sponge is considered safe from contamination. Players cannot hold on to a sponge longer than ten seconds before they must toss it to another vegetable.



CLOSING

Ask children to share one thing they learned today about safely preparing and cooking beef. Share any reminders with the group.

Home Connections

Remember to send home or email the 4-H Home Connections Letter to extend the learning and fun!





DEAR CLOVER KIDS PARENTS AND GUARDIANS,

Today at Clover Kids, we learned where beef comes from and how to safely prepare and cook beef. Clover Kids learned about beef by:

- Reading *My Family's Beef Farm* by Katie Olthoff
- Making Sloppy Joes
- Playing Cross-Contamination Chaos



AT HOME

- Encourage safe meat preparation and cooking skills by inviting your child to cook with you. While cooking meat, discuss the importance of preventing cross-contamination by separating raw meat from other foods, washing hands and surfaces often, and using clean cutting boards. It is also important to cook meat until it reaches food-safe temperatures.
- As a family, make Meatloaf using the recipe from Spend Smart. Eat Smart. ® by ISU Extension and Outreach, found at <https://spendsmart.extension.iastate.edu/recipe/meatloaf/>.
- Read *Cows and Their Calves* by Margaret Hall.



DIG DEEPER

- Visit the [FoodSafety.gov](https://www.foodsafety.gov/food-safety-charts/safe-minimum-internal-temperatures) website to review safe cooking temperatures for meats, found at <https://www.foodsafety.gov/food-safety-charts/safe-minimum-internal-temperatures>.
- Learn about an Iowa Cattle Farm by watching a video from the Iowa Beef Council, <https://www.youtube.com/watch?v=MyDYAzSh5TQ>.



TABLE TALK

While eating your next family meal, ask your child the questions below to learn more about what they learned at Clover Kids!

- Go around the table and have each person share something they know about cattle.
- As you eat meat as a part of your meal, help your child identify which animal the meat comes from.

Thank you for being a part of Clover Kids today! We look forward to seeing you at our next meeting.

Sincerely,

Your Clover Kids Leader

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