

# Cooking

is omitted. Keep the batches separated (by time or location) in the oven and on their cooling racks before moving them to the plates labeled with the index cards.

3. Give each child a "control" sugar cookie and ask the class to describe its taste, color, texture and smell. Record the responses in the appropriate areas of the chart. Repeat this step using the "no sugar" and "no leavening" cookies.
4. Ask the children to guess which of the three cookies would be the most popular with other children and to explain why.
5. Conduct a blind taste test, using volunteers from another class. Graph the results to determine whether your class's guess was correct. Discuss the outcome. Remember to point out that recipes are generally the result of experimentation!

## More to do

**Language:** Encourage the children to brainstorm words to describe the taste, texture and smell of the cookies.

## Related book

*The Doorbell Rang* by Pat Hutchins

Marji E. Gold-Vukson, West Lafayette, IN

## Cooking Up Science in the Kitchen

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### Science skills

*In a delicious experiment, the children observe, discuss and use fine motor skills.*

## Materials

Instant pudding mix  
Mixing bowl  
Hand eggbeater

Milk  
Measuring cup

## What to do

1. Explain to your class how heat, cold and friction change the way food looks, tastes and feels. Ask the children to think of examples.
2. In two or more groups, the children stand around the table(s). Explain that they are going to help make pudding and that they will be observing many changes. Let them tell you what they do see before you get started (powdered mix, liquid milk).
3. Have the children guess what will happen when the two ingredients are mixed together, when the two ingredients are beaten together and when the finished mixture is chilled.
4. Follow the package directions on the pudding mix. Encourage the children to take turns mixing the pudding with the hand eggbeater.
5. Explain that the movement of the beater blades is causing the two ingredients to blend together, an example of friction.

6. Discuss the changes in the mixture and then chill the mixture. Observe, describe, eat and enjoy!

### More to do

**More science:** Apples, pineapples and pears are easy to dry. Show your class prunes/plums, raisins/grapes, dried apricots and fresh ones. Discuss what has taken place with the dried fruit. Place the dry fruit in water over night. Observe and discuss what has taken place. ■ Use heavy cream to make butter. Put the cream into clear plastic or glass containers with secure lids and ask the children to shake vigorously. Remove the lid to observe the various stages as the cream turns into butter.

■ Lois McEwan, Levittown, NY

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## Cooking Up More Science in the Kitchen

### Science skills

*Children use all their senses to observe, and they make predictions and inferences.*

### Materials

One dozen eggs, or enough to feed your class	Bowl
Whisk	Butter
Electric frying pan	Chart paper and marker

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### What to do

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1. Set up an electric frying pan in a safe area out of the children's reach but where they can observe. Supervise closely.
2. Ask the children to take turns cracking open the eggs and whisking them into the bowl. Observe and discuss appearance.
3. Coat the pan lightly with butter. Explain how the heat has turned the solid fat into a liquid.
4. Encourage the children to hypothesize what will happen to the eggs when they hit the hot pan. Write down their theories.
5. Cook the eggs. Observe the changes taking place. Compare the actual results with the children's hypotheses.

### More to do

**More science:** Using extreme caution and supervising the activity closely, heat plain water in the electric frying pan. Place a thermometer in the water. At what temperature will it boil? What happens to the water if you let it boil for a long time? Discuss steam and evaporation. ■ Use the boiling water to make instant gelatin, such as Jell-O. Let the children observe how the hot water dissolves the Jell-O. Chill the mixture overnight. Observe and discuss the changes that have taken place. ■ Make ice cubes.

■ Lois McEwan, Levittown, NY