

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

5+

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.

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Cooking

Make a Recipe

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Science skills

*Children learn about observation, prediction and cause and effect.
They also develop fine motor skills.*

Materials

Large mixing bowl
Paper
Precut paper shapes of measuring cups and spoons, for the younger children

Readily available regular baking ingredients
Pens

What to do

The idea here is first to have the children “create” recipes and then to make a “real” recipe. This will show the children how important precision and proportion of ingredients is in cooking, as well as the different effects of ingredients

1. At circle time, talk about recipes, ingredients and baking. Ask the children to think about something they would like to cook and about what types of ingredients the recipe requires.
2. Let them write or dictate their recipes on paper using words and pictures, such as ingredients, measuring cups and teaspoons. For young children, you can cut out magazine pictures of ingredients for them to choose from and paste on their paper.
3. With the children, pick one of the recipes to make together as a group.
4. Follow the steps the children have put in the recipe. Help them read the ingredients and directions and mix the ingredients in a bowl.
5. During the whole process, talk about the function of each ingredient, how it changes the mixture, what would happen if you added more or less flour, etc.
6. One part the children might find difficult is predicting the baking time. You could help them by setting a timer to their predicted time, pulling out the baked item and asking them if it seems done or what they think should be done next.
7. Another day, pick a recipe from a cookbook, read it with the children and follow the steps to bake the product.

More to do

Dramatic play: Provide play utensils for cooking and baking in this center.

Language: During circle time or other quiet indoor play time, work on a book of recipes for your school and place it in the book room.

Sand and water table: Water-table play can be used to experience and experiment with measuring cups and amounts (use words such as more, less, ingredient, liquid, solid, etc.) On a warm day, do this in a sandbox.

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