



Specific Curriculum Outcomes

Performance Indicators

NOTES:

Attitude Outcome Statements

Encourage students to:

- appreciate the importance of accuracy [GCO 4]

Cross-Curricular Connections

Art

Students will be expected to:

- explore a range of art materials, processes, and vocabulary to develop art making skills [1.3.4]

English Language Arts

Students will be expected to:

- communicate information and ideas effectively and clearly, and to respond personally and critically [GCO 2]
- use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, and learnings; and to use their imaginations [GCO 8]

Getting Organized

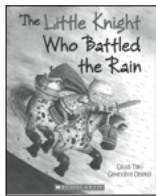
Components	Materials	Before You Begin	Vocabulary
• Science Card 8 • <i>The Little Knight Who Battled the Rain</i> (Read Aloud, Unit 1) • Science Card 9 • IWB Activity 6 • BLM <i>Recipe Card</i> Literacy Place: • <i>Mr. Fix-It</i> (Guided Reading, Level K)	• package of gelatin dessert mix • electric kettle • several large clear bowls • measuring cups and spoons • stirring tools • ingredients, containers, and tools to make a variety of items that come with instructions (e.g., orange juice or lemonade from concentrate, chocolate milk, pudding or custard, chip dip, or brownies, cake, and cookies) • flour, salt, cold and hot water, food colouring, saucepan or bowl, whisk or rotary beater	• Set out a large clear bowl, a whisk or fork, a measuring cup, and the package of gelatin dessert mix. Fill the electric kettle with water and identify the closest outlet. • Arrange for an Elder or an Indigenous Knowledge Keeper to visit the class to discuss traditional recipes and, if possible, to demonstrate making a recipe.	• recipe • ingredient

Safety

- You may choose to have students wear aprons and/or gloves while they are combining liquids and solids.

ACTIVATE

Useful Mixtures



Ask students to recall aloud some of the mixtures they created in *How Do Liquids and Solids Change When We Mix Them?* (see pages 39–43). Record the mixtures on chart paper or the IWB. Then ask students to identify the mixtures that are useful in some way (e.g., instant coffee, drink mix, expanded soil discs).

Display Science Card 8 and ask students to identify useful mixtures of liquids and solids being used in the illustrations (brushing teeth—toothpaste and water, washing the dog—shampoo and water, cooking—vegetables and broth, cleaning—cleaning agents and water, painting—watercolour paints and water). Provide prompts such as:

- What activities do you see?
- Who is using a mixture of liquids and solids?
- How are these mixtures useful?

Revisit *The Little Knight Who Battled the Rain* (Read Aloud, Unit 1) and discuss what useful mixture the Little Knight created to help save the people of his village (chocolate cake).

Then display Science Card 9 and ask students to identify the foods and drinks that are made by mixing liquids and solids (hot chocolate, pancakes, beaver tails pastry, soup, chili, coffee, poutine, and hotdogs). Ask:

- What foods and drinks do you see?
- Who is using a mixture of liquids and solids?
- How are these mixtures useful?

Challenge students to find the large images within the illustration.

CONNECT

Gelatin Dessert

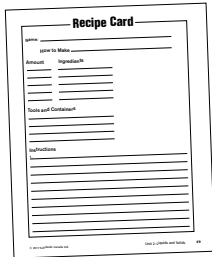
IWB Activity:

- Students can identify items needed to make several different recipes using Activity 6: *What's cooking?* (see the Teacher's Website).



Display a package of gelatin dessert mix and show students where the instructions are. Explain that, to make a mixture of liquids and solids turn out the way we want, we must combine the correct amount of each substance. Instructions, or recipes, tell us what liquids and solids to combine, and what amounts to use.

Modelling how to follow the instructions on the package and measure accurately, make the gelatin dessert for students, using a large clear bowl and a whisk or spoon. At various stages, stop and ask for students' observations of the liquid (hot water) and the solid (gelatin powder), including their taste, texture, and colour. Make sure students are observing the changes that occur in each substance as it is mixed with the other. Invite students to record any new questions on the I Wonder Wall.



Recipe Cards

Tell students they are going to put together a class recipe book. Add the words “recipe” and “ingredient” to the Word Wall and review their definitions with students. Provide ingredients, containers, and tools to make a variety of items that come with instructions on the package (e.g., orange juice/lemonade from concentrate, chocolate milk made with cocoa powder or chocolate syrup, instant pudding/custard, chip dip). If you have access to an oven, items can also include brownies, cakes, and cookies.

Have small groups of students choose one item and read the instructions on the package. They can then gather any necessary containers, tools, and other ingredients. Each group will fill out BLM *Recipe Card* while making the food item. Encourage groups to add drawings to their BLM. As students work, remind them how important it is to follow the package instructions and to measure accurately.

Note: This activity may require a volunteer to provide supervision and assistance as needed.

Traditional Recipes

Invite an Elder or Indigenous Knowledge Keeper to visit the class and discuss traditional recipes for making foods such as Bannock or Caribou Stew. If possible, the visitor can demonstrate making the recipe and students can record it on BLM *Recipe Card*.

CONSOLIDATE

Recipe Book

Bring students back together and have them share their completed BLM *Recipe Cards*. Then have the class discuss and decide how to sort and order the cards to create a recipe book (e.g., “just add water” items followed by “just add milk” items; simplest to most complicated; breakfast to lunch to dinner to dessert). Once the order has been decided, students can gather the BLM *Recipe Cards*, make a Table of Contents and front and back covers. Multiple copies can be made for students to take home.

EXPLORE MORE

Flour Finger Paint

With students’ assistance, prepare a batch of finger paint using the following recipe. Invite students to share why they think this is a useful mixture. When the paint is ready to use, have students create small paintings of their favourite food recipe.

Recipe for Flour Finger Paint:

- 1 cup flour
- 1 tablespoon salt
- 1 $\frac{1}{4}$ cup hot water
- 1 $\frac{1}{2}$ cup cold water
- food colouring

Combine flour and salt in a saucepan or bowl and add cold water. Beat with a whisk or rotary beater until smooth. Add hot water and boil until mixture is thick. Beat until smooth. Keep in refrigerator and add food colouring as needed.



Literacy Place Connection:

Read or revisit *Mr. Fix-It* (Guided Reading, Level K). Prompts for discussion could include:

- Once Mr. Fix-It had fixed the broken lamp, what liquids did he combine?
- Why was it important for him to mix the paint colours?

Discuss whether this mixture resulted in a reversible or irreversible change.

Recipe Card

Name: _____

How to Make _____

Amount

Ingredients

Tools and Containers

Instructions

1.