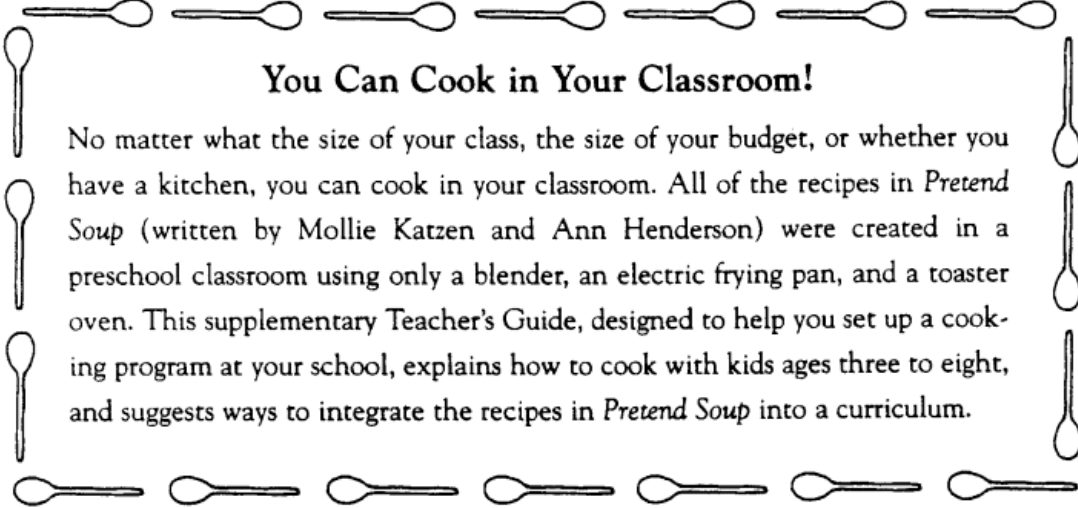


# PRETEND SOUP

AND OTHER REAL RECIPES

## A GUIDE FOR TEACHERS

BY  
ANN HENDERSON

A decorative border made of spoons surrounds the central text. The top and bottom edges consist of a horizontal row of seven spoons. The left and right edges consist of a vertical column of three spoons.

### You Can Cook in Your Classroom!

No matter what the size of your class, the size of your budget, or whether you have a kitchen, you can cook in your classroom. All of the recipes in *Pretend Soup* (written by Mollie Katzen and Ann Henderson) were created in a preschool classroom using only a blender, an electric frying pan, and a toaster oven. This supplementary Teacher's Guide, designed to help you set up a cooking program at your school, explains how to cook with kids ages three to eight, and suggests ways to integrate the recipes in *Pretend Soup* into a curriculum.



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## Why Cook with Your Kids?

First, because kids love it. Think of cooking from a child's point of view. When they play, they often imitate the adult world; when they cook, they are actually part of it! Doing a traditionally adult activity gives children a lot of self-confidence. Secondly, cooking is fun! It's a hands-on, tactile activity that creates a delicious result and a nice sense of accomplishment.

Teachers know that children learn best when they are actively involved in something they care about. Cooking fits the bill. As children follow the recipes in *Pretend Soup*, they build language and reading skills. When they count out or measure ingredients, they learn math. When they cut vegetables or stir, they develop hand-eye coordination and strengthen their small motor skills. Watching batter turn into a pancake can be a fundamental science lesson. Waiting for the timer to ring as muffins cook helps develop a concrete understanding of time. And the interpersonal skills young cooks learn are important, too: as children cook together in the classroom, they develop patience, learn how to take turns, and recognize the value of following through on complicated tasks. And they learn all these things by doing something they truly enjoy.

## How to Set Up a Cooking Program in Your School

### ***Cooking Equipment***

Here are the basic tools for a classroom cooking program. With them, your class will be able to make all of the recipes in *Pretend Soup*. You don't need all of these tools to start—but it's simpler for the teacher to have a set of school supplies rather than dragging them from home for each cooking session.

Even if you are lucky enough to have a kitchen in your school site, consider using an electric frying pan rather than a stove. It's much safer and easier for kids to use and can be set up at child level.

1 electric frying pan	1 large cookie sheet	6 pie tins
1 blender	1 ladle	serrated dinner knives (or firm plastic picnic knives)
1 toaster oven	1 spatula	6 small cutting boards
1 dishpan (for dirty dishes)	1 can opener	1 spoon per child (for cooking and stirring)
2 pot holders	1 rolling pin	2 plastic cereal bowls per child (margarine tubs work well)
1 grounded extension cord outlet covers (for electrical outlets when not in use)	1 wire whisk	1 cup, plate, fork, and spoon per child (for eating)
1 small fire extinguisher	1 large wooden spoon	muffin tins
1 timer	4 sets measuring spoons	paper cupcake liners
2 small pitchers	2 sets measuring cups (dry)	napkins
2 hand-held citrus juicers	2 plastic measuring cups (liquid)	1 set salt and pepper shakers
ice cube trays	1 cheese grater	
1 basting brush	2 large plastic or metal bowls	
	2 medium plastic or metal bowls	

## Make Cooking a Family Affair

Before you start, let parents know about your new cooking program. Be sure to ask them about any food allergies or religious restrictions related to food that their children may have. If you need to get equipment, send out a wish list asking for donations. Encourage volunteers. In my class we have a “cooking parent” who donates the food every week and several parents who come in and help us cook. You can also send home recipes that were made in school and photographs or even videos of their children cooking!

## How Cooking in the Classroom Actually Works

The most successful format for cooking with young children (ages three to eight) is to let each child cook a single portion of the recipe by themselves. This allows kids to get a lot of experience measuring and following directions, lets them work at their own pace, and gives the teacher a chance to work one-on-one with each child. Most of the recipes in *Pretend Soup* are easily adapted to single-portion classroom use.

You don't need a kitchen to cook in—actually it is more appropriate to use tables in your classroom that are at the children's level. Pick a spot that is separate from other busy activities and near an electrical outlet. Ideally you should have three tables, (one large one for prep and assembly, one for cooking, and one for eating) but two tables are adequate.

Set up your prep and cooking tables so they resemble an assembly line. Moving from left to right, place each picture recipe step on the table with the tools and food needed to complete that step in front. (I like putting the recipe cards on stands for easier viewing and more room.) Children move down the line completing one step at a time. The setup for Chocolate Banana Shake (page 82) would look like this:



Another option is to work in small groups of approximately six children per instructor. The kids can each be in charge of one step, taking turns, until the recipe is finished. (In this case the picture recipe steps can be displayed on a large poster board.) This works well for cooking projects in which the ingredients can all be combined into one cooking pot and then shared (such as Oatmeal Surprise, page 78, and Noodle Soup, page 58.) Cooking in groups builds social skills and encourages children to practice the cooperative learning skills they will be expected to master later in school.

### **Using Pretend Soup in the Classroom**

The recipes in *Pretend Soup* were originally developed in a preschool classroom and then adapted for home use. Changing them back for use in the classroom is easy.

- **Adjust portion size:** In order for each child to cook an individual portion, the following recipes in *Pretend Soup* need to be adjusted to single-portion amounts: Popovers (page 26); Green Spaghetti (page 30); Pretend Soup (page 34); Noodle Pudding (page 38); Blueberry Pancakes (page 42); Zucchini Moons (page 46); Noodle Soup (page 58); Salad Bar (page 62); Carrot Pennies (page 66); Hide and Seek Muffins (page 70); French Toast (page 74); Oatmeal Surprise (page 78); Bright Pink Fruit Dip (page 90); Pizza! (page 86).
- **Enlarge the picture recipe squares:** The pictures in the book are too small for classroom use. Redraw each step on a separate sheet of paper large enough for all of the children to see. (Be sure that the drawings reflect single-portion measurements. You will find two examples of this in the *Recipes* section of this guide.) Simple bold illustrations work best. Black and white drawings are fine.

### **Time to Cook**

Now you are ready to cook with your class. Be sure to allow enough time for kids to work (and eat) at their own pace. If you are working with a tight classroom schedule, remember that a cooking project can be repeated over several days until everyone has a turn. You can save time by preparing ingredients and gathering together all your tools ahead of time.

### **Choosing a Recipe**

Start with simple recipes and introduce only one new skill or concept at a time. Don't be afraid to repeat projects—this gives kids a chance to gain competency and master techniques.

### **Setup**

When setting up for a cooking project, use a tray in front of each recipe step card to hold cooking equipment. This helps children to focus on each step and to put things back in the right place.

**Dry ingredients:** Put flour, salt, and sugar in big bowls. Fill the bowls generously so kids can fill measuring cups and spoons easily. Provide Popsicle sticks or rulers to level off the flour (kids love doing this).

**Liquids:** When using measuring spoons, fill bowls generously with the liquids and bend the measuring spoons' handles so they look like little ladles. This makes them very easy for the young cooks to handle. When measuring liquid ingredients into a plastic measuring cup, put a piece of colored tape at the desired measurement. The rule is: Stop pouring when you get to the top of the tape. Put the liquids to be measured in a little pitcher. Place the taped measuring cup on a pie pan and let the kids pour away. The pie pan will catch any spills.

### **Teacher-Child Ratio**

With preschoolers, try to have a minimum of two adults supervising the cooking activity: one to help kids get started and supervise the general flow and another to supervise the actual cooking part of the project. Older children may need only one adult helper.

### **Taking Turns**

For a child, waiting can be the toughest part of the cooking experience. Imagine you've won a million dollars in the lottery. You have the ticket but can't cash it in till tomorrow. The way you'd feel that night is close to the way preschoolers feel as they wait to cook. And the younger they are, the harder it is to wait. Plan with your class the methods you will use for taking turns and discuss them prior to each cooking project. It may help to work from a preplanned list and put kids that have the hardest time waiting first in line. Post the waiting list so everyone can see it and let kids cross off their names when they finish. Children need a lot of reassurance that their turn will come. Here are some suggestions to ease the anxiety: Be patient, and explain in simple language what will happen: "It's hard to wait sometimes isn't it? Let's look at the list; you're after Tommy. I'll call you when it's your turn." Redirect the child to another activity. Sometimes it helps if they can sit nearby and watch. With a consistent method of handling turns and a little experience your kids will come to have faith in the process and waiting will be a lot easier for them.

### **Spills**

Children may get upset when they spill things, so let them know that it's okay—that's what sponges are for. If the spill is serious, take a break and help the child clean it up. Always help the cook get started again once order is restored.

### **Cleanup**

Your cooking project isn't finished until the kids have helped clean up! This provides a natural closure for the cooking session and is a valuable life skill. In the most

ideal of settings, you can have a “clean-up table” with a tub of soapy water and a sponge, a tub for rinsing, and a drying rack. (Note: To prevent the spread of illness, dishes always need to be rewashed by an adult.) If this isn’t possible, simplify with a tub for dirty dishes and a waste can placed adjacent to the cooking table. Put picture cards on each to remind kids what goes where.

## Safety Tips

- ❑ Always read the “Cooking Hints and Safety Tips” section of each recipe in *Pretend Soup* before beginning to cook.
- ❑ Everyone (adults included) should wash hands before starting.
- ❑ Short sleeves are best. No one should wear loose clothes that could get caught in food or the blender.
- ❑ Keep a fire extinguisher handy, and know how to use it. Use salt or baking soda to put out small flames. If anyone’s clothing should catch fire, the rule is: Stop, drop, and roll! (Children should know this for fire safety in general.)
- ❑ Discuss safety in simple, clear terms, especially when a task could be dangerous. For example: “We are turning on the heat now. The pan will get very hot, and could burn you if you touch it.” Younger children will need frequent reminders.
- ❑ Keep the handles of pots and pans pointed toward the back of the work area and away from the edge.
- ❑ The only knives a child should ever use are serrated dinner knives and strong plastic picnic knives—and only with close supervision. Put a piece of colored tape on the handle of the knife. The rule is: Hand stays on the tape. Watch carefully, and remind children not to slice the fingers that are holding the food.
- ❑ Using a cutting board helps kids focus and provides a good surface for cutting. Always precut food before giving it to your young cooks. Fruit should be cut in manageable pieces. Vegetables are much easier to cut when they are quartered lengthwise (zucchini) or cut in strips (red pepper and celery) or slightly steamed before handling (potatoes and carrots).
- ❑ It’s best to leave blenders or food processors unplugged when not in use. Explain to the children before and during each use that the blades are very sharp and should never be touched. It’s okay to let children push the buttons if an adult supervises, but only adults should add or remove food from a blender or food processor.
- ❑ To prevent choking, always have kids sit down while eating. The American Red Cross’s Community Education Department has free posters illustrating CPR and the Heimlich maneuver. Put one up in your classroom where the adults can see it.
- ❑ Make sure the children don’t share eating utensils. Wash (or rewash) all dishes in a dishwasher or in hot soapy water followed by a dip in a bleach solution of ¼ cup bleach to 1 gallon water to prevent the spread of germs. An adult should be responsible for all final washing.

## Integrating Cooking into the Curriculum

When cooking is integrated into the curriculum it becomes an even more powerful learning tool. In my classroom we cook at least once a week. Sometimes I choose a cooking project to enhance a particular theme we are working on, sometimes my theme comes from a specific recipe (cooking Quesadillas, page 18, can lead to lessons on Mexico), and sometimes I create a recipe with a specific learning goal in mind. (For example, Number Salad was developed to strengthen counting skills.) I love to use literature to enhance a cooking project and I develop recipes from books children love. Cooking encourages food literacy and provides a natural platform for teaching children about nutrition and science. It brings home ideas to children in a way that is very powerful and is a great way to encourage kids to discuss their cultural backgrounds.

Here are some ways to integrate cooking themes throughout your classroom:

- **Read books that relate to your cooking projects.** Use music, movement, records, and song.
- **Take field trips.** Go to a farm, a store, a bakery, a restaurant, a market. Have people with special skills come to your class and talk.
- **Talk and listen.** Your class will get a lot more out of a cooking project if the adults encourage discussion and explain what is happening. How did you make this? What do you like best? Why is the butter getting small? What's happening now? Introduce and use new cooking vocabulary over the year.
- **Write it down.** Write down kids' ideas and comments about cooking. Leave recipe cards on display for children to read. Older kids can illustrate and write their own recipe cards. Make charts and graphs that relate to your cooking project. (For example, we usually do a graph of our favorite fruit when we make fruit salad.)
- **Use pictorial recipes in other ways.** Using pictures and simple language to define tasks can be extended to other areas. Science experiments, carpentry, art, and animal care can all be enhanced with pictorial directions.
- **Use cooking tools in other areas.** Give kids lots of "noncooking" opportunities to work with cooking tools. Here's some ideas for centers:

**Waterplay:** Turkey basters, funnels, plastic measuring cups, measuring spoons, ladles, and pitchers. Use egg beaters and whisks with liquid soap. Wash plastic fruit or dishes with scrub brushes.

**Play-Doh and clay:** Plastic knives and forks, garlic presses, pizza cutters, rolling pins, ravioli rollers, cookie cutters, muffin pans, and potato mashers.

**Dramatic play:** Rotate these props into your house area: cooking tools and props from many cultural traditions, plastic lemon juicer, pots and pans, steamer, wooden spoons, pancake turner, cake rack, cake and pie pans, plastic measuring cups, measuring spoons, flour, sugar, and tea canisters, coffee pot, aprons, cookbooks, etc.

**Tactile table:** Your tactile table can be filled with much more than just sand. In my class we rotate sand with cornmeal, wheat kernels, confetti, chocolate hulls, bird seed, and sometimes just plain mud. Measuring cups and spoons, ladles, funnels and syrup bottles, multisized containers, and Popsicle sticks (for “leveling off”) all give kids further opportunities to master cooking techniques.

- **Grow a garden.** It’s a wonderful thing to eat food you’ve grown yourself! Kids learn so much when they garden. They learn how plants grow and what makes them thrive. They learn about ecology and insects. They learn patience and responsibility. Consider bringing gardening into your program. Or if you don’t have a garden plot, use wine barrels—they are inexpensive and portable. You can even grow herbs in your classroom.

## Recipes

The recipes for Oatmeal Surprise and Pizza! have been adjusted for classroom use and expanded to show how to effectively integrate cooking into the curriculum. For the rest of the recipes in *Pretend Soup*, I have suggested an occasional hint and some great books—but it’s up to you to bring together the recipe and your class.

### Pizza! Recipe

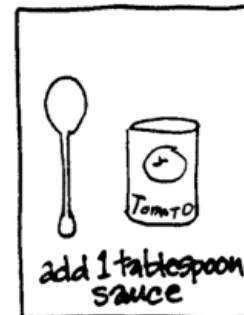
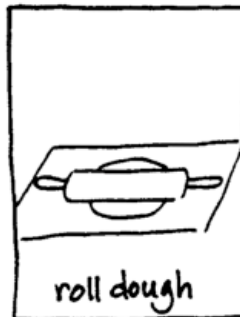
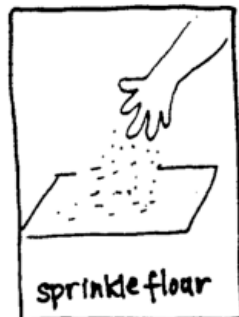
(*Pretend Soup*, page 86)

In the classroom, I suggest using *defrosted* frozen biscuit dough for the Pizza! dough, one biscuit-worth of dough per child.

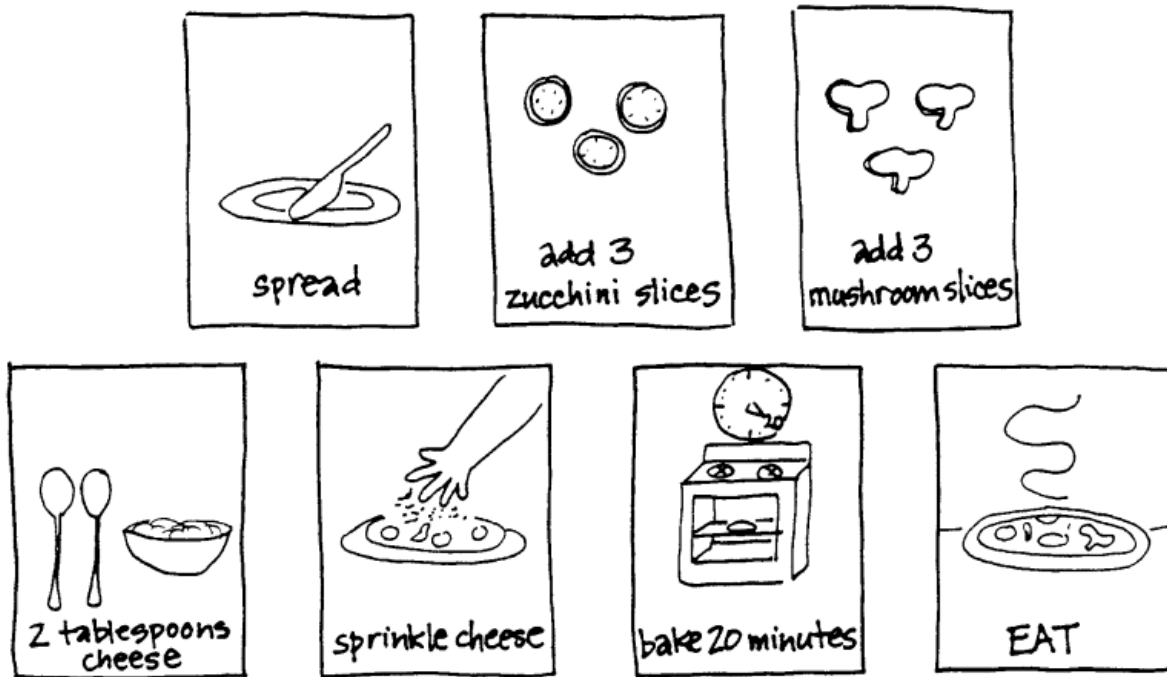
#### INDIVIDUAL PORTION

*a little flour for rolling out dough*  
*1 tablespoon sauce*  
*3 zucchini slices*

*3 mushroom slices*  
*2 tablespoons cheese*







**Dramatic play:** Set up a pizza shop in your house area with the following props: pizza boxes (our local Domino's donated a stack to us), order pads and pens, telephone, menus, cash register, play money, aprons, chef hats, rolling pin, play pizza, tables with table clothes, napkins, etc. As a group let the children decide on a name for the shop. Older kids can make signs and menus. Provide some structured time where children take turns being waiters, chefs, and patrons. Waiters take orders and count money, patrons order and pay, chefs design the menu and "cook." The older your class, the more you can integrate complex math activities into the play: counting money, giving change, etc. Be sure to include lots of opportunities for free play with these props.

**Movement:** Pizza Toss is a messy but incredibly fun game. Let kids do this one at a time (and make sure they wear a smock). Put a clean sheet down on the ground. Have a bowl of flour for kids to dust their hands with and then let them throw *defrosted* frozen pizza dough in the air. (Just like Curious George!) Let them experiment trying to stretch the dough. Kids learn about centrifugal force and gravity and develop motor skills while they have fun.

**Tactile play:** Use plastic pizza cutters and make pizzas out of multicolored Play-Doh. For a unique variation on the Play-Doh theme, have kids mix flour and water in large trays. The flour becomes glutinous and sticky.

**Art:** Make pizza collages with cardboard circles for the "dough," glue mixed with orange food coloring for the "sauce," shredded packing material for grated "cheese," and whatever your imagination suggests for toppings!

**Field trips:** Visit a pizza store or have a pizza delivered.

**Science:** Explore where the different ingredients for pizza come from. Bring in wheat stalks (you can get these at florists) for the kids to look at and touch. Grind your own flour in an old fashioned table mill. Make pizza sauce from fresh tomatoes. Find out how cheese is made.

**Math:** A lot of math learning can occur through dramatic play. Use the book *Eating Fractions* (see below) to focus on math. Laminated pizzas made out of construction paper and cut into pieces can teach fractions. (Store in a pizza box to make the activity extra fun.) Create a sorting game using small, medium, and large paper pizzas. Make a memory game with pictures of pizza ingredients cut from magazines.

**Reading and language:** Once again your dramatic play area provides loads of opportunities for learning. Use pictorial menus in your "pizza shop." Have kids write their name in a "reservation" book when they are acting as customers. Have them write stories about their favorite kind of pizza. Expand the activity by asking questions: What kind of pizza would the Cookie Monster make? What kind of pizza would Oscar the Grouch make? (Read *Oscar's Rotten Birthday* by Dan Elliot to inspire the kids.)

#### RECOMMENDED READING

*Curious George and the Pizza*, by Margret Rey (Houghton Mifflin, 1988)

*Eating Fractions*, by Bruce McMillan (Scholastic, 1991)

*How Pizza Came to Queens*, by Dayal Kaur Khalsa, (C. N. Potter, 1989)

## Oatmeal Surprise

(*Pretend Soup*, page 78)

#### INDIVIDUAL PORTION

$\frac{1}{2}$  cup oatmeal

1 cup water

1 shake salt (optional)

$\frac{1}{4}$  cup applesauce

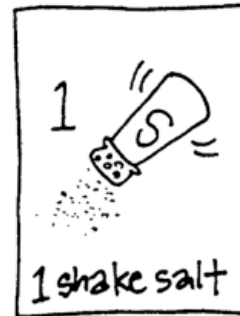
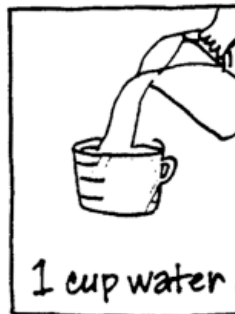
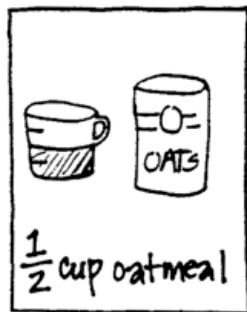
1 shake cinnamon

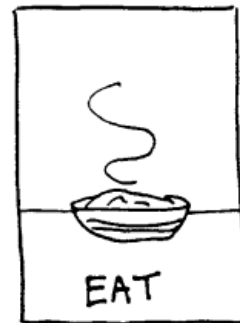
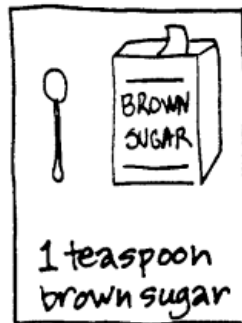
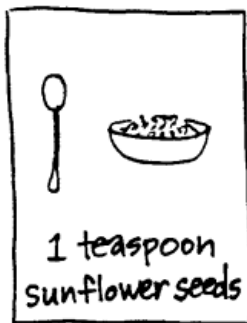
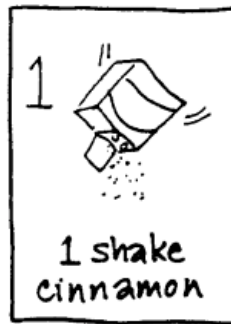
1 tablespoon raisins

1 teaspoon sunflower seeds

1 teaspoon brown sugar

**Hints:** Simplify this recipe for the classroom by adding all of the ingredients together before you cook. Or save the brown sugar for last so your kids can watch it melt into hot cereal.





Oatmeal Surprise is a natural lead-in to *Goldilocks and the Three Bears*. It is fun to start a unit with this classic and then lead your class on a quest to find out about real bears.

**Dramatic play:** Let the children take turns acting out the story. Offer simple props: one oatmeal can, one big cooking pot, three bowls, three wooden spoons, three chairs, and a simple costume for each character: one hat (daddy bear), one bonnet (for mama), one teddy bear (for baby), and a blond wig (for Goldilocks). Leave props in the dramatic play area so kids can explore by themselves later.

Make The Three Bears Museum. Divide a bulletin board into three sections devoted to Baby, Mama, and Papa. Tell your class that you have lots of other things from the Three Bears' house—bring a set of small, medium, and large items every day and let kids figure out what belongs to whom (shirts, pants, toys, books, shoes, socks, underwear, toothbrushes, etc.). Put the items in the "Museum" after you have discussed them at group time. *Have fun.* What other "artifacts" could you add? Goldilocks's report card with a poor grade in citizenship? Baby Bear's own Teddy Bear? A letter from Papa Bear to the oatmeal store? An actual piece from the notorious Broken Chair? Let the children write their own stories and letters and contribute ideas.

**Reading and language:** There are many versions of *Goldilocks and the Three Bears* from traditional (Jan Brett) to tongue in cheek (James Marshall) to satire (Marilyn Tolhurst). Read many versions to your class. Compare and contrast.

Make sequence cards for children to use as they retell the story. Have your class write a letter of apology from Baby Bear to Goldilocks (or vice versa). Start a Real/Pretend Chart contrasting the fictional three bears and real bears. (For example, the three bears ate oatmeal; real bears eat fish. The three bears slept on beds; real bear sleep in caves.) Expand the chart as you learn more about bears.

**Math:** *Goldilocks and the Three Bears* offers lots of opportunities for exploring sequencing, matching, and making sets. Let kids sort cards with all of the story elements that come in sets of three: chairs, bowls, spoons, beds, bears, etc. You can play memory, lotto, sorting, and sequencing games.

A large grizzly or polar bear can grow up to nine feet tall and weigh over 1,000 pounds. Mark a nine-foot measure on your wall to represent a real bear. Have children measure their own height, then graph and compare their heights to that of a bear. Extend this activity by marking the tape with the different stages of a bear's life: eight inches at birth, two feet at six months, etc.

**Science:** Bears are amazing animals. Try contrasting the polar bear with brown and black bears. Here are some ideas for hands-on learning:

Fill milk cartons with water and freeze. Put these giant ice cubes in your water table and add water. These are the Arctic ice floes. Add plastic polar bears.

To demonstrate how polar bears keep warm, fill a large plastic Ziploc bag with shortening, place another bag inside and push the shortening so it makes a "glove." Use duct tape to seal the top of the two bags together. Fill a bucket with ice and water. Let children put their hand in a plain plastic bag and then in the ice bucket—count how long it takes to get cold. Now try the plastic bag filled with shortening—measure how long it takes this time. The shortening is like the three-inch layer of fat that polar bears have under their fur. Try other insulation (fur, wall insulation, packing material.) Make a graph of how long it takes for the children to feel the cold with the different forms of insulation.

Find out how brown bears' heavy fur keeps them warm by piling blankets on top of children. How many layers until they feel warm?

Brown and black bears often live in caves or hollow trees. Make caves for your classroom out of large boxes. Let kids paint them black inside and a woodsy color outside. This project can go on for days. Use the caves in your dramatic play area. Add stuffed bears so kids can be bear parents.

Eat real bear food. Bears are mostly meat eaters. However, during the spring and summer they vary their diet with vegetables, fruit, and nuts. Let your class taste foods that bears actually eat. For polar bears, the children can try seaweed (Japanese nori), eggs, and berries. Brown and black bears eat salmon, honey, berries, and nuts.

**Art:** Make paw stamps by cutting the shape of a bear's paw and claws out of soft craft foam or Styrofoam meat trays. Glue forms onto wood and let the children ink and print.

Extend your study of bears by making bear costumes. In my preschool this takes place over several days. Make headbands with ears, body suits out of large grocery bags, and paws out of heavy paper with a hole for the foot to slip through. Let children paint the costumes white (for polar bears) or brown and black (for North American bears). Follow up with face painting to complete the look.

#### RECOMMENDED READING

- Amazing Bears*, by Theresa Greenaway (Knopf, 1992)  
*Baby Bears and How They Grow*, by Jane Heath Buxton (National Geographic Society, 1986)  
*Bear in Mind: A Book of Bear Poems*, by Bobbye Goldstein (Viking Kestrel, 1989)  
*Bears: A First Discovery Book*, by Gallimard Jeunesse and Laura Bour (Scholastic, 1992)  
*Goldilocks and the Three Bears*, by Jan Brett (Dodd, Mead, 1987)  
*The Magic Porridge Pot*, by Paul Galdone (Seabury Press, 1976)  
*The Polar Bear on Ice*, by Martin Banks and Oxford Scientific Films (Gareth Stevens, 1989)  
*Polar Bear Cubs*, by Downs Matthews (Simon and Schuster, 1989)  
*Somebody and the 3 Blairs*, by Marilyn Torhurst (Orchard, 1991)  
*The Three Little Bears*, by James Marshall (Dial Books for Young Readers, 1988)  
*We're Going on a Bear Hunt*, by Michael Rosen (Margaret K. McElderry, 1989)

### **More Ways to Learn with *Pretend Soup***

#### **Quesadillas (page 18)**

- Arroz con Leche: Popular Songs and Themes from Latin America*, by Lulu Deacre and Elana Paz (Scholastic, 1989)  
*The Moon Was at a Fiesta*, by Matthew Gollub (Tambourine, 1994)  
*Too Many Tamales*, by Gary Soto (Putnam, 1992)  
*Tortillas Para Mama and Other Nursery Rhymes/Spanish and English*, by Barbara Cooney (Holt, 1981)

#### **Bagel Faces (page 22)**

- Faces*, by Barbara Brenner (Dutton, 1970)  
*On Monday When It Rained*, by Cheryl Kachenmeister (Houghton Mifflin, 1989)  
*Toasted Bagels*, by Joyce Zarins (Coward-McCann, 1988)

#### **Popovers (page 26)**

- In the Night Kitchen*, by Maurice Sendak (Harper and Row, 1970)

#### **Green Spaghetti (page 30)**

- Maria Mazuretti Loves Spaghetti*, by Robert Koybashi (Knopf, 1991)

*Daddy Makes the Best Spaghetti*, by Anna Grossnickle Hines (Clarion, 1986)

*On Top of Spaghetti*, by Tom Glacer (Doubleday, 1982)

*Spaghetti for Susie*, by Peta Coplans (Houghton Mifflin, 1983)

**Hints:** Sometimes the small portions don't blend well in the food processor. Try waiting till several kids have put their ingredients in the food processor before blending. Divide portions back into bowls when finished. Before you cook spaghetti—break it in half. It makes it easier for kids to handle.

#### **Pretend Soup (page 34)**

*The First Strawberries: A Cherokee Story*, by Joseph Bruchac (Dial Books for Young Readers, 1994)

*Honeybee's Busy Day*, by Richard Fowler (Harcourt Brace Jovanovich, 1994)

#### **Noodle Pudding (page 38)**

*Strega Nona*, by Tomie De Paola (Simon and Schuster, 1989)

#### **Blueberry Pancakes (page 42)**

*Blueberries for Sal*, by Robert McCloskey (Viking, 1948)

*Johnny Cake Ho*, by Ruth Sawyer (Viking, 1967)

*Pancakes for Breakfast*, by Tomie De Paola (Harcourt Brace Jovanovich, 1978)

*Pancakes, Pancakes*, by Eric Carle (Knopf, 1970)

*Wolf's Chicken Soup*, by Keiko Kasza (Putnam, 1987)

#### **Zucchini Moons (page 46)**

*Marcella and the Moon*, by Laura Jane Coats (Macmillan, 1986)

*Mooncake*, by Frank Asch (Prentice Hall, 1983)

*Please Get the Moon for Me*, by Eric Carle (Picture Book Studio, 1991)

#### **Homemade Lemon-Lime Soda Pop (page 50)**

*Everybody Has a Body: Science from Head to Toe*, by Robert E. Rockwell, Robert A. Williams, and Elizabeth A. Sherwood (Gryphon House, 1992)

*The Five Senses: Taste*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, 1985)

*My Five Senses*, by Alike (Crowell, 1962)

#### **Number Salad (page 54)**

*Fruit: A First Discovery Book*, by Gallimard Jeunesse, Claude Delafosse, C. Millet, and D. Millet (Scholastic, 1989)

*The Very Hungry Caterpillar*, by Eric Carle (Putnam, 1981)

#### **Noodle Soup (page 58)**

*Burgoo Stew*, by Susan Patron (Orchard, 1991)

*Chicken Soup with Rice*, by Maurice Sendak (Harper and Row, 1962)  
*Little Bear*, by Else Holmelund Minarik (Harper and Row, 1957)  
*Stone Soup*, by Marcia Brown (Scribner, 1947)  
*Tomato Soup*, by Thacher Hurd (Crown, 1992)

**Salad Bar (page 62)**

*Pea Patch Jig*, by Thacher Hurd (Crown, 1986)  
*Tales of Peter Rabbit*, by Beatrix Potter (Modern Publishing, 1990)

**Carrot Pennies (page 66)**

*The Carrot Seed*, by Ruth Krauss (Harper and Row, 1945)  
*Let's Make Rabbits: A Fable*, by Leo Lionni (Pantheon, 1982)

**Hide and Seek Muffins (page 70)**

*If You Give a Moose a Muffin*, by Laura Numeroff (HarperCollins, 1991)  
*The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*, by Don Wood  
and Audrey Wood (Child's Play International, 1984)  
*Two Good Friends*, by Judy Delton (Crown, 1974)

**Hints:** If you are cooking in a small toaster oven and your muffin tin doesn't fit—  
use foil muffin liners. They will hold their shape (sort of). If all else fails—send home  
with a parent and enjoy the next day.

**French Toast (page 74)**

*Bread, Bread, Bread*, by Ann Morris (Lothrop, Lee and Shepard, 1989)

**Chocolate-Banana Shake (page 82)**

*The Bar of Chocolate: See How It's Made Series*, illustrated by Michael Ricketts  
(Modern Curriculum Press, 1983)

**Bright Pink Fruit Dip (page 90)**

*Samuel Todd's Book of Great Colors*, by E. L. Konigsberg (Atheneum, 1990)

CURRICULUM GUIDES

*Cook and Learn Pictorial Single Portion Recipes: A Children's Cookbook*, by Beverly  
Veitch and Thelma Harms (Addison-Wesley, 1981)

The "bible" of early childhood cooking.

*Creative Food Experiences for Children*, by Mary Goodwin and Gerry Pollen (Center for  
Science in the Public Interest, 1980)

*Cultural Awareness for Young Children*, by Earldene McNeill, Judy Allen, and Velma  
Schmidt (The Learning Tree, 1981)

Multicultural curriculum for children ages three to six. The best around!

*Everybody Has a Body*, by Robert E. Rockwell, Robert A. Williams, and Elizabeth A. Sherwood (Gryphon House, 1992)  
*Incredible Edible Science*, by Tina L. Seeling (Freeman, 1994)  
*Learning from Cooking Experiences: A Teachers Guide to Accompany Cook and Learn*, by Thelma Harmes (Addison-Wesley, 1981)

ADDITIONAL CHILDREN'S BOOKS WITH THEMES RELATING TO FOOD

*Bread and Jam for Francis*, by Russell Hoban (Harper and Row, 1964)  
*The Cake That Mack Ate*, by Rose Robart (Atlantic Monthly Press, 1986)  
*The Doorbell Rang*, by Pat Hutchins (Greenwillow, 1986)  
*Eating the Alphabet: Fruits and Vegetables from A to Z*, by Lois Ehlert (Harcourt Brace Jovanovich, 1989)  
*Everybody Cooks Rice*, by Norah Dooley (Carolrhoda, 1991)  
*Everyone Poops*, by Taro Gomi (Kane Miller, 1993). A simple, straightforward book that every preschooler will find fascinating.  
*The Five Senses Series: Smell, Hearing, Taste, Touch, Sight*, by Maria Rius, J. M. Parramon, and J. J. Puig (Barron's Educational Series, 1985)  
*The Giant Jam Sandwich*, by John Vernon Lord (Houghton Mifflin, 1973)  
*Growing Vegetable Soup*, by Lois Elhart (Harcourt Brace Jovanovich, 1987)  
*How My Parents Learned to Eat*, by Ina R. Friedman (Houghton Mifflin, 1994)  
*Jake Baked the Cake*, by Barbara Hennessy (Viking Penguin, 1990)  
*The Little Red Hen*, by Paul Galdone (Scholastic, 1973)  
*Lunch*, by Denise Fleming (Holt, 1992)  
*Peanut Butter and Jelly*, by Nadine Westcott (Dutton, 1987)  
*People*, by Peter Spier (Doubleday, 1979)  
*The Popcorn Book*, by Tomie De Paola (Holiday House, 1978)  
*Pots and Pans*, by Anne Rockwell (Macmillan, 1993)  
*Outside Inn*, by George Ella Lyon (Orchard, 1991).  
A great book about "pretending" to cook in the outdoors.  
*See How It's Made Series: The Loaf of Bread; The Bar of Chocolate; The Rice Farmer; The Tomato; The Orange; Rice* (Modern Curriculum Press, various dates)  
*Thunder Cake*, by Patricia Polacco (Philomel, 1990)  
*Today Is Monday*, by Eric Carle (Philomel, 1993)

*Dear Teachers,*

*Thanks for trying Pretend Soup in your classroom. I'd love to hear how you and your kids are doing! Write to me and share your ideas: Ann Henderson, c/o Tricycle Press Author Mail, P.O. Box 7123, Berkeley, CA 94707.*