

**Lesson Plan:** Watch me Whip, Watch me Cook!

**Room Requirements & Arrangement:** Open space (if desk or chairs are in the way, these are to be moved to the walls of the room to create open space)

**Content Area & Arts Discipline:** ELA non-fiction writing in combination with literal and abstract in dance as well the use of "source" material in both

**Overview of the Lesson:** Using the dance elements of literal and abstract to discuss the difference between fiction and non-fiction writing. Specifically, the topic of "cooking" and reading recipes will be used to explore the idea of replication and interpretation associated with these concepts.

**Materials/Equipment:** CD (Tigger Benford), recipes from a kid's cookbook (4 different recipes) and a list of "ways to cook" (18 copies)

**School:** St. Anthony Catholic Elementary School, Madison, MS

**Grade Level:** 5<sup>th</sup> & 6<sup>th</sup> Grade (Mrs. Middleton)

**Date Lesson Created:** September 2017

**Proposed Time Frame:** 45 minutes

**Lesson Author:** Julie White

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### **Big Ideas & Learning Objectives**

1. The student will be able to verbally articulate the difference between non-fiction and fiction writing. --
2. The student will be able to both verbally articulate and demonstrate through movement, the difference between abstract and literal and give several examples of each (pictures, writing, movement, etc.).
3. The student will understand how a "source" can be used to generate movement that can then be sequenced into a "dance" or "movement phrase".
4. The student will work creatively, collaboratively, and respectfully with a small group of their peers to create a literal and abstracted movement to represent an assigned way of cooking.

### **Procedures**

**Affective Hook:** "Who likes to eat? Who likes to cook? What foods can you cook well? What advice can you give about how to cook well?"

**Introduction:** "In cooking, it is important to pay attention to the details, yes? If a measurement is off, or you combine or cook ingredients incorrectly, or worse, leave something out, your meal will not taste good! Reading is similar. In non-fiction as well as fiction writing, it is important to notice the parts, or the ingredients, in the story as well as how they work together to communicate what they are sharing."

**Relevance:** "In reading comprehension, it is important to identify the difference between non-fiction and fiction. In dance, it is important to define the difference between a literal and abstract movement. In both reading and dance, how you share things is sometimes as important as what you share and knowing the "source" can help us do both of these clearly."

### ***Introduction of Participation Expectations***

"This is a special kind of class. You need to give me your full attention and do your best to watch me as I teach. In a movement class, you follow-the-leader and what you see me do as much as you listen to what I am saying and follow spoken directions. You also want to be spatially aware and respectful of those around you. Keep your body to yourself and stay safe in your movement above all else – there is no room for horseplay if we are going to get to everything that we have planned! We will be working together in teams for part of this class, which is important to know how to do well, and I will be asking for volunteers to help me be leaders and demonstrators as well. I always choose students who are paying attention and eager to try things. Make it clear to me if this is you from the beginning of class so I notice you and ask you to help me teach! Finally, we have a special "cue" for attention in class because we are moving a lot. Doing a hand signal doesn't work. (Model call-and-response and have students practice it several times). Any questions? Now we are ready to go."

### ***Warm-up: BrainDance***

"Follow my lead but feel free to explore. We will be moving in all different kinds of ways in the warm-up. Do your best to do everything clearly. We will do the warm-up in place."

Breath – Tactile (Touch) – Core/Distal (Expand/Contract) – Head/Tail (Bobblehead, move the parts of the spine) – Upper/Lower (arms and legs separately) – Right/Left (sides of the body and alternating) – Cross Lateral (hand to opposite knee, lunging if preferred) – Vestibular (spin, jump to a stop, shake it out, breath and do the left OR tip side to side and settle in the middle then breathe).

***Discussion:*** "This warm-up was done to focus our energy and wake-up our bodies. It is also a way for you to see that we can "move" in class without worrying about "learning to dance". We are doing things we already know how to do and will keep using movements like this throughout class today."

### ***Review of Concept: Cooking? Cooking!***

The teacher will ask the class to define non-fiction writing (focuses on facts, real events, and real people) and share their latest story on cooking. She will then ask students to define and give examples for abstract and literal. She will then draw parallels between non-fiction and literal and fiction writing and abstracting something. Finally, she will define abstract and literal movement in dance (example: being an actual tree vs. being a leaf blowing in the wind attached to the tree).

### ***Introduction of Concept: Using Movement to Tell A Story...Literally!***

The teacher will ask for a volunteer to share a "topic" that has a lot of facts associated with it (Example: "school"). The teacher will then ask the students to list out some parts that are associated with this topic (Example: recess, lunch, snack, science). The teacher will ask for volunteers (reviewing the requirements for being a teacher's assistant in this way if need be) to offer a "literal" movement for one of the things listed. The students will then combine these literal movements into a movement sequence or a simple "dance" about "school" that they "perform" together. The teacher will explain that the class just used a source (school) to create a dance using literal movement.

### ***Development of Concept: Exploring How to Cook***

The students will create both literal and abstract movements for the following words that represent the different ways one can cook: fold, boil, knead, stir, mix, etc. As a collective, the teacher and the students will work to come up with three different ways to show each word abstractly. The students will try each of these for each word. The teacher will reiterate the many ways a student can abstract a movement (do the movement in one body part, the whole body, change the quality of the movement, etc.).

### ***Culmination of Concept: Dancing a Recipe with a Side of Abstraction***

The students will be put into small groups (3 – 5 people) and given a word representing a way to cook (example: grade, slice, steam, whip, melt) and be asked to show this word literally (one movement) and abstractly (three movements). They will be given three minutes to create, sequence, memorize, and get ready to perform these for the class. Each group will share what they have created and the “audience” will give feedback on what movements they thought were creative and how clear the movements were in representing the assigned actions.

Time allowing, each group would then be given a recipe. The students would choose three items from the recipe’s “list” of ingredients and create shapes or movements that show these “literally”. The group would then select three words from the recipe’s description of how to cook this meal and create an abstract movement for each of them. The group would then combine the literal (ingredient) and abstract (cooking directions) together into a dance about “cooking” using a recipe (non-fiction writing) as its source. To add challenge to this, students could also:

- Add in the element of speed to represent cooking (induction and conduction involved...the movement is done faster the “hotter” something gets)
- Create a shape that represents the “finished dish” at the end (i.e. a brownie) once the recipe is danced
- Add in “size” (specifically whether a movement is big or small) based on the measurements of each ingredient. For example, if  $\frac{1}{2}$  cup of flour is used, the student can only use half their body in their movement OR they do a smaller movement to represent it. If the measurement is large (10 eggs), the student can do their movements very big (in size) or repeat their movement that many times (10) before moving on to the next part of the dance.

### ***Closure***

“Today we reviewed non-fiction writing and specifically the topic of cooking. We used movement to dance “how to cook” and to learn how to dance something literally and abstractly. When you get home, share what you did with your parents and when they make dinner tonight, help them to “dance” a word in the recipe with you. Remember that paying attention to the details can help you to use these as a “source” for creating (whether in the writing of a story or the making of a dance).”

## Things to Know Before You Begin

It can sometimes be confusing to understand all the words for different ways to prepare and cook foods in a recipe. Here is a reference guide to help.

**Bake**—to cook something inside the oven, using the heat from the bottom

**Batter**—a mixture made from ingredients like sugar, eggs, flour, and water that is used to make cakes, cookies, and pancakes

**Beat**—to mix hard with a spoon, fork, whisk, or electric mixer

**Blend**—to mix foods together until smooth

**Boil**—to cook in a liquid until bubbles appear or until a liquid reaches its boiling point (water boils at 212 degrees Fahrenheit/100 degrees Celsius). *Note:* Water cannot get hotter than its boiling point, it can only make steam faster.

**Broil**—to put food under the broiler part of the oven, where the heat source is on top of the food

**Brown**—to cook at low to medium heat until foods turn brown

**Chill**—to refrigerate food until it is cold

**Chop**—to cut food into small pieces with a knife, blender, or food processor

**Cool**—to let the food sit at room temperature until it is no longer hot

**Cream**—to mix ingredients like sugar, butter, and eggs together until they are smooth and creamy

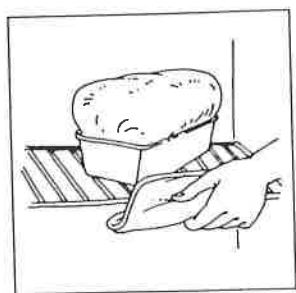
**Dice**—to chop food into small, square (like dice), even-sized pieces

**Drain**—to pour off a liquid in which the food has been cooked or stored

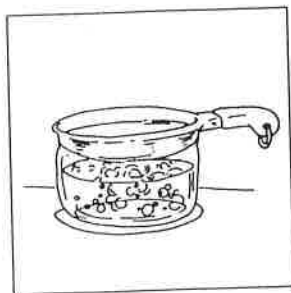
**Drizzle**—to sprinkle drops of liquid, like chocolate syrup or an icing, lightly over the top of something like cookies, or a cake

**Fold**—to gently combine ingredients together from top to bottom until they are just mixed together

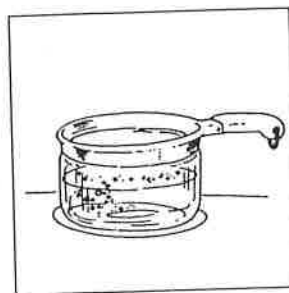
Figure 1-1 Common cooking methods



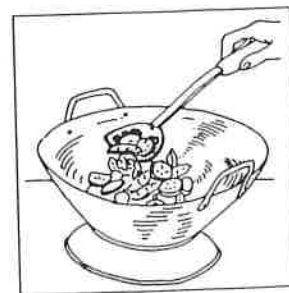
Bake



Boil



Simmer



Stir-Fry



## Let's Get Cooking



**Grate**—to shred food into tiny pieces with a shredder, blender, or food processor

**Grease**—to rub a baking pan or a dish with butter, margarine, or oil so food cooked on it won't stick (Canned cooking spray will work, too.)

**Knead**—to fold, press, and turn dough to make it the right consistency

**Mince**—to cut food into very small pieces

**Mix**—to stir two or more ingredients together until they are evenly combined

**Preheat**—to turn the oven on to the desired temperature and let it heat up before using it for cooking

**Puree**—to mix in a blender or food processor until food is smooth and has the consistency of applesauce or a milkshake

**Sauté**—to cook food on the stovetop in a skillet with a little liquid or oil

**Simmer**—to cook over low heat until the food almost boils

**Slice**—to cut food into even-sized pieces

**Stir**—to continuously mix food with a spoon

**Stir-fry**—to cook food on the stovetop in a very hot pan while stirring constantly

**Steam**—to put food over a pan of boiling water so the steam can cook it

**Whip**—to beat rapidly with a whisk, electric mixer, or an eggbeater

## ✂ Creamy Corn Chowder

This hearty soup makes a cozy meal on a cold day.

► Difficulty: Hard



Makes 6 servings

- |  |                                      |
|--|--------------------------------------|
| 1 Tbsp. oil                              | ¼ tsp. pepper                        |
| 1 onion, finely chopped                  | 2 (15¼ -ounce) cans corn,<br>drained |
| 3 medium potatoes, peeled<br>and chopped | 2 cups milk                          |
| 2 cups water                             | 2 Tbsp. butter or margarine          |
| ½ tsp. salt                              | 2 Tbsp. cornstarch                   |

1. In a large saucepan, heat the oil over medium heat.
2. Add the onion and cook for about 5 minutes, stirring frequently.
3. Add the potatoes, water, salt, and pepper.
4. Turn up the heat until the mixture begins to boil.
5. When the soup starts to boil, reduce it to a simmer and continue to cook for about 20 minutes, or until the potatoes are tender.
6. In a separate bowl mix the cornstarch with a little warm water to avoid clumps.
7. Add the corn, milk, and butter, and stir in the cornstarch to help thicken the soup.
8. Continue simmering for another 20 minutes, stirring occasionally.

Cool slightly before serving. Try your chowder with a salad, Down-Home Cornbread (page 86), and fruit for a complete meal.

### Is It Done Yet?

To test potatoes for doneness, insert a fork into a few different ones. If the fork goes in easily, they are done.

Know  
the  
Basics

The **ABCs** of  
Kitchen Safety and Fun ...  
**K**keep counters clean.

### Neatness Counts

Cornbread is pretty easy to make, but it involves a lot of ingredients, and a lot of dishes. Remember to do the following:

- **Wipe counters clean while working.** Put dirty dishes in the sink to keep them away from the clean ones.
- **Put ingredients away when you have finished with them.** Also, be sure to turn off all appliances when you're done, too.



### Did You Know...



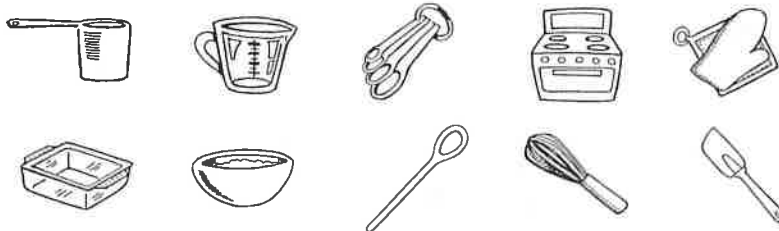
### Food Trivia

Hush Puppies, a great traditional food from the South, got its name when pieces of fried cornmeal batter were fed to dogs that begged for food. Owners would then say, "now hush puppy."

## \*Down-Home Cornbread

Cornbread is an old favorite, and still soooo good!

► Difficulty: Medium



Makes 16 pieces of cornbread

- |                       |                        |
|-----------------------|------------------------|
| ¾ cup cornmeal        | ½ tsp. salt            |
| 1½ cups flour         | 1 egg                  |
| 1 cup sugar           | ½ cup warm water       |
| 2 Tbsp. milk          | 4 Tbsp. butter, melted |
| 1 Tbsp. baking powder |                        |

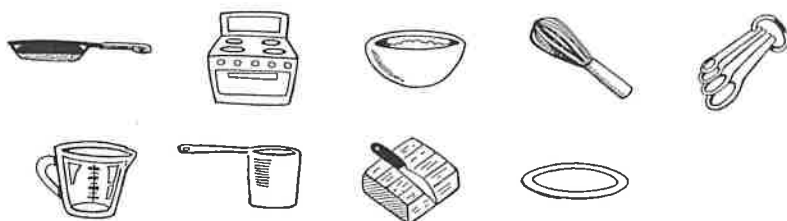
1. Preheat the oven to 400 degrees. Spray an 8"-square pan with cooking spray.
2. In a large bowl, combine the cornmeal, flour, sugar, milk, baking powder, and salt.
3. In another bowl, beat the egg.
4. Add the water and melted butter to the egg, and mix well.
5. Combine the two mixtures and blend together.
6. Pour the cornbread batter into the prepared baking pan, using a rubber spatula to clear the batter from the bowl.
7. Bake 20–25 minutes, or until golden brown.

The mild taste of cornbread goes very well with creamy but flavorful soup like Tasty Tomato Soup (page 59), or Chili in No Time (page 61).

## ★ Parmesan Chicken Fingers

This simple dish is just like store-bought and fast food chicken fingers, only better for you.

► Difficulty: Hard



Makes 4 servings

2 boneless, skinless chicken breasts	¼ cup grated Parmesan cheese
1 egg, beaten	2 Tbsp. flour
¼ cup milk	½ tsp. salt
1 Tbsp. oil	¼ tsp. pepper
1 Tbsp. water	2 Tbsp. oil
½ cup bread crumbs	

1. Cut the chicken breasts into slices or chunks, and set aside in a large bowl.
2. In a small bowl, combine the beaten egg, milk, 1 Tbsp. of oil, and water.
3. Pour over the chicken.
4. In a flat pie plate, combine the bread crumbs, Parmesan cheese, flour, salt, and pepper. Mix together.
5. Remove the chicken fingers from the liquid mixture and dip into the bread crumb mixture, coating evenly.
6. Set the chicken fingers out onto a plate or a sheet of waxed paper.
7. In a large skillet, heat 2 Tbsp. of oil.
8. Cook the chicken fingers in the hot oil until they are lightly browned, turning and flipping chicken fingers as necessary until they are fully cooked.

For a Saturday lunch or an easy dinner, have a bowl of Tasty Tomato Soup (page 59) or Creamy Corn Chowder (page 57).

### Just Right

To test for doneness, cut open one of the chicken fingers to make sure the chicken is white on the inside. If there is any pink, the chicken is not fully cooked and needs to cook for a few minutes more.

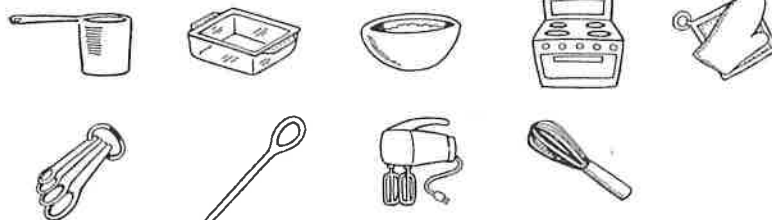
Know  
the  
Basics



## ✦ World's Best Brownies

You will receive so many compliments for these brownies, because everyone loves them.

► Difficulty: Hard



Makes 1½ dozen brownies

- |   |                                  |
|---|----------------------------------|
| 1 cup flour                                 | 3 eggs, lightly beaten           |
| 1½ cups sugar                               | ½ tsp. vanilla                   |
| ¾ cup unsweetened cocoa                     | ¼ cup semi-sweet chocolate chips |
| ½ cup brown sugar                           | ¼ cup white chocolate chips      |
| ½ tsp. salt                                 | ½ cup chopped nuts, optional     |
| ½ cup (1 stick) butter or margarine, melted |                                  |

### Is It Done Yet?

To test for doneness, insert a toothpick into the center of the brownies. If the toothpick comes out clean, the brownies are done. If there is batter on the toothpick, the brownies need to cook another 1–2 minutes. Then, test again with a clean toothpick.

Know the Basics

### Did You Know...



#### Food Trivia

In 1900, sugar sold for \$.04/pound. Today it sells for more than 10 times that amount.

1. Preheat the oven to 350 degrees. Spray a 9"-square pan with cooking spray.
2. In a large bowl using an electric mixer, combine the flour, sugar, cocoa, brown sugar, and salt.
3. Melt the butter in a small saucepan over low heat.
4. Add the melted butter, eggs, and vanilla to the sugar mixture. Mix well.
5. Fold in the semi-sweet and white chocolate chips, and nuts (if desired).
6. Pour the batter into the prepared pan.
7. Bake for 30–35 minutes, or until done.

Cool before cutting, and serve with cold milk.