



# Someone's in the Kitchen

## Purpose:

Children learn and practice ways they can help with preparing and serving food.

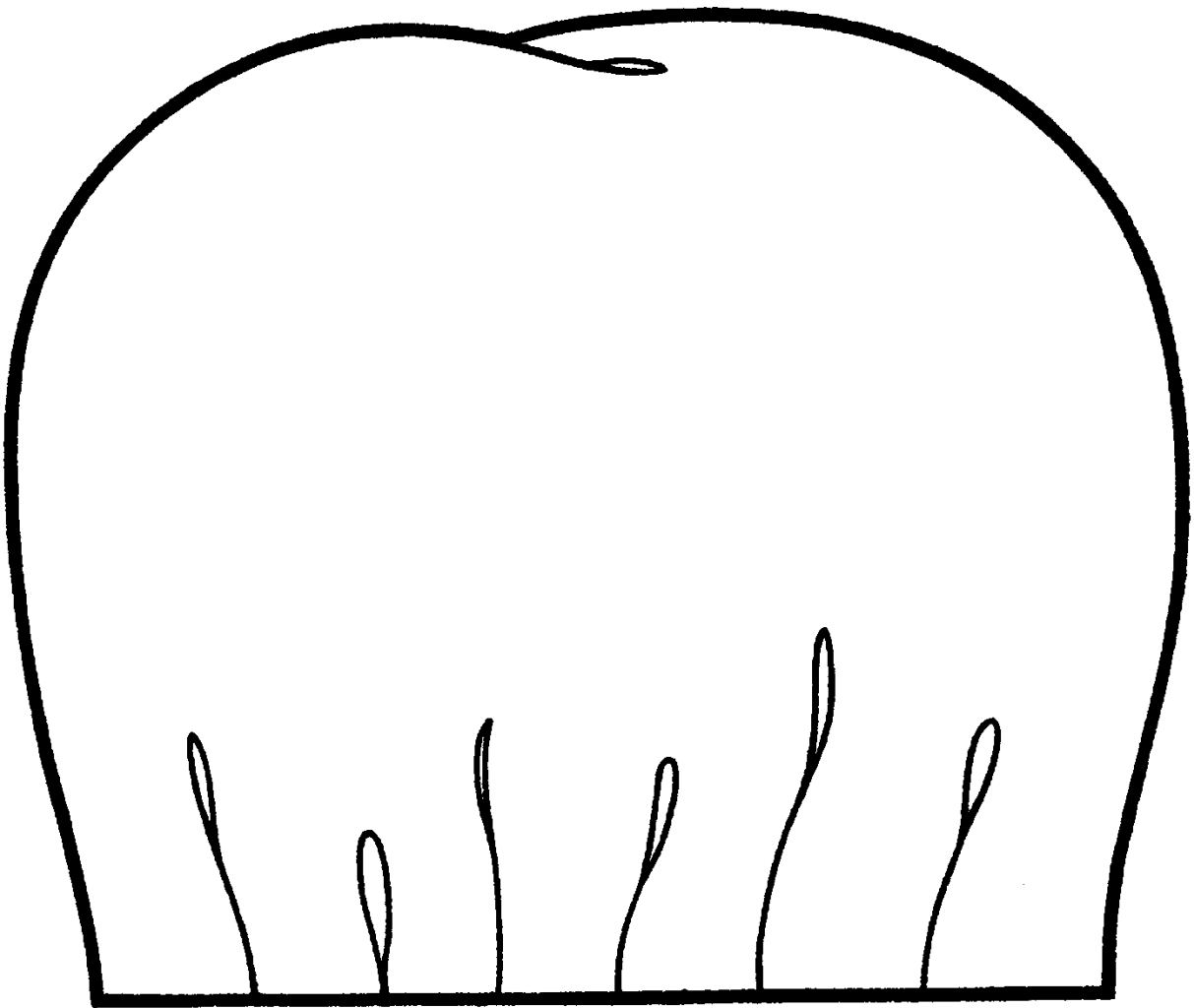
## Key Concepts:

- Keeping clean and staying safe are important when we are cooking.
- Cooking together is fun.
- There are many ways children can help in the kitchen with cooking, setting the table, and cleaning up.

## Supplies:

- Create a "Wonder Box" by covering a shoe box with bright paper and stickers. Fill with a variety of familiar kitchen utensils (*mixing spoon, slotted spoon, vegetable peeler, scraper, whisk, tongs, shredder, ice cream scoop, apple slicer, hot pad, spatula, measuring cups and spoons, etc.*).
- Create chef hats:  
Use white construction paper that is 9 X 12 inches in size. You will need 1½ pieces/child. Cut lengthwise strips 3 inches wide to form the hat bands. You will get 3 strips out of each piece of construction paper. You will need 2 strips for each hat.  
Photocopy or trace and cut out the hat tops using the pattern on next page. Attach the tops using glue, tape or staples. Write "CHEF Child's Name" on the front of each hat band. Tape or staple the two band sections together to fit on top of each child's head.
- "Smart Chef Rules": apron, chef hats, optional: hair net, sharp knife, sink, soap and towels, or wet wipes, dish cloths for wiping off cooking and eating surfaces
- "A Cooking Experience": ingredients for recipe selected, utensils and equipment needed for recipe selected, MyPlate poster, optional: recipe instructions drawn on poster board
- "A Cooking Tale": Choose a story from the "Suggested Stories" list, obtain from library

- “Kitchen Gadget Guessing Games”: kitchen utensils in Wonder Box
- “I Can Set the Table”: table; placemats with table-setting illustrated on them (check teacher supply catalogs or stores for ready-made), or make your own using plain paper placemats and markers; paper, plastic, or “real” plates, cups, silverware, napkins
- “Clean-up is Fun”: trash can for disposables; sink, water, dish soap, dish cloth for washables, wiping cloth for surfaces
- “A Kitchen Band”: recording cued to “Someone’s In the Kitchen”, kitchen utensils from Wonder Box
- Two puppets, puppet-size chef hats for puppets to wear



## Introduction: Assessment and Anticipation

**DO:** *Hold up utensil from Wonder Box.*

**SAY:** **What's this?**

**What is it used for?**

*Repeat for all utensils in the Wonder Box.*

**Who likes to help their mom or dad in the kitchen?**

**What do you like to do together?**

List of possible activities: Pour cereal, milk, juice; Put toast in toaster; Make sandwiches; Peel bananas; Shape burgers; Break eggs into bowl; Open packages; Measure ingredients; Pour ingredients; Mix ingredients; Work with dough; Tear lettuce; Toss salads; Snap beans, shuck corn; Wash vegetables; Chop soft foods; Grate cheese; Wash unbreakable dishes; Wipe counters; Set and clear the table; Throw things in trash

**Today we're going to learn all about cooking and practice some things you can try at home with your mom or dad. Does that sound like fun?**

## “Smart Chef Rules”

**SAY:** **What are you wearing on your heads?** *Point to chef hats.* **These are chef hats. We are going to be chefs today. What is a chef?**

**A chef is a very good cook. Smart chefs have kitchen rules. Let's learn some Smart Chef rules.**

**Our first rule is to keep clean. What's the first thing we do when we're getting ready to cook?**

**WASH OUR HANDS!**

**Even if they look real clean and we can't see any dirt on them?** *Hold up your hands.*

**Yes, that's right, even when we can't see dirt or germs we need to wash our hands really well. That helps keep us healthy. What if we're cooking and we blow our nose, or use the bathroom. Do we need to wash our hands again?**

We'll wash our hands right before we get ready to cook.

You can also put on an apron to keep your clothes clean. Does anyone have their own apron at home?

You should also tie your hair back if it's long to keep hair out of the food. Today we're each wearing a chef's hat.

It's also important to clean your table or counter top. Let's clean ours now.

Our second Smart Chef Rule is to stay safe.

Should we ever cook alone?

No. We should always have a grown-up to help us.

What this? *Hold up a small paring knife.*

Is it something safe to play with? Why not?

That's right, knives are very sharp and can cut us. If you need to cut something with a sharp knife, be sure a grown-up does it!

Are you allowed to take things out of the oven or take a pan off the stove?

No, it could burn you. Anytime you are cooking and using an appliance that gets hot, be sure a grown-up helps!

There are lots of things you can do in the kitchen without using sharp knives or hot things like stoves and frying pans -- those are for grown-ups.

What was our first Smart Chef Rule?

What do we need to do to keep clean?

**DO:** *Have everyone wash their hands in a sink or wash basin.*

## **“A Cooking Experience”**

**SAY:** **Now that we know to keep clean and stay safe, we're ready to cook!**

**DO:** *Select recipe(s) to prepare during class. Keep in mind your space, equipment available, length of class time, group size, and seasonal food buys and preferences. Recipes the children are most likely to use later at home are best.*

**SAY:** This is what we're going to make today.

**DO:** *Show the foods you will be using and have the children identify. Locate their food groups on a MyPlate poster if desired.*

**SAY:** Let me tell you how we're going to make it.

**DO:** *Describe the food preparation activities you have planned step-by-step. May want to write the recipe(s) out on poster board(s) using pictures and symbols so children can be more independent during food preparation activity. Plan to have the tasks broken down in small steps and allow one or two children to do each one so everyone gets a chance to do something. If the recipe is for a single serving item each child will be able to do every step.*

*See if the children know the names of all the equipment and utensils to be used and what they are for. After you have explained what will be done see if the children remember:*

**SAY:** What are we making today?  
What do we do first . . . ?  
Let's cook!!

## **“A Cooking Tale”**

If there is baking or cooking time to "fill," read a story about cooking from the “Suggested Stories” list at the end of the lesson. If the cooking experience is related to the book, may precede cooking with the story. If food is ready to eat immediately, delay reading until later in lesson, if desired.

## **“Kitchen Gadget Guessing Game”**

**SAY:** Let's play a game with the utensils in the Wonder Box. I'm going to lay them all out inside our circle and then give you clues about them, one at a time. See if you can name the utensil I'm describing . . .

See clues on next page...

- I would use this to peel a potato.
- This would be good for scooping fruit if I didn't want to get any of the juice.
- This is used to grate cheese.
- This utensil is used to whip eggs.
- You could use this to flip a pancake.
- What would you use to measure a little salt?
- What would you use to measure a lot of flour?
- These can be used to pick up something.
- What do we use to mix and stir?

Now let's see if you can remember the utensils if I take one away. I'm going to put just five utensils in the middle. The rest will go back in the Wonder Box. Look them over, remember which ones are out there. Now, cover your eyes and I'm going to put one of them into the Wonder Box.

**Open your eyes. Which one is missing?** *Hold up what they guessed.*

**What is this used for?** *Repeat several times, always starting with the same number of utensils in the center, alternating which five are used.*

## **"I Can Set the Table"**

**DO:** Clear off table if necessary and wipe clean.

**SAY:** **Who helps set the table at home?**

**Do you put anything on the table under your plates?**

**Sometimes we use tablecloths and sometimes we use placemats. Each of you will get a place mat.** *Pass out placemats.*

**What goes in the middle?** *Position the plate.*

**Who knows where the silverware goes?**

**Let's begin with the knife. Put it on the right side of your plate.** *Place knives.*

**Where does your spoon belong?** *Place spoons.*

**Does your fork belong on the same side or on the other side?** *Place forks.*

**Where does your cup go?** *Place cups.*

**Now we need to put our napkin somewhere. Would you like to fold it a pretty way?**

**Now that our table is all set, let's eat!!**

## **“Time to Eat!!”**

Once all the children and adults are seated at the table, begin eating. I desired, give thanks first.

While eating, discuss the colors, shapes, tastes, and sounds of the foods you are eating.

Talk about how healthy foods help us grow and keep us healthy. Discuss foods they help prepare at home and whether they plan to make what they made in class at home.

Allow adequate time to eat in a relaxed fashion.

## **“Clean-up is Fun”**

**SAY:** Should we leave our dishes on the table?

**How do we clean up?**

**What can we throw away?**

**What needs to be washed?**

**Who helps clean up at home?**

## **“A Kitchen Band”**

**DO:** *Use safe kitchen utensils for rhythm "instruments" by giving each child two utensils to bang together.*

**SAY:** While we sing our song, we're going to make music with our kitchen utensils. Each of you will get two.

**Kitchen band, keep your instruments quiet on your laps until I signal you to begin.**

**Ready? Now let's keep in rhythm with the music.**

## “Someone’s In the Kitchen”

(tune: "Someone's in the Kitchen with Dinah")

Someone's in the kitchen with mommy\*,

Someone's in the kitchen... it's me-e-e-e.

Someone's in the kitchen with mommy,

Havin' fun cookin' -- yippee!!

Fixin' breakfast in the morning,

Supper at night,

Lunch in the middle makes three-e-e-e.

I'm in the kitchen with mommy,

Havin' fun cookin' -- yippee!!

Song Lyrics: © 1991, B.J. Mayfield, MS, RDN Noteworthy Creations, Inc.

\*May substitute “daddy,” “grandma,” “teacher,” etc. as appropriate.

## “Friends Cook Together”

Puppet 1: *(singing a line from the song)* \_\_\_\_\_, wasn't that fun today . . . cooking at (name of your program) \_\_\_\_\_?

Puppet 2: Yeah! I love to cook! *(turns to kids)* Kids, did you like cooking today?

Puppet 1: \_\_\_\_\_ *(what you fixed in class)* really tasted great. I love \_\_\_\_\_.

I can't wait to show my mom and dad how to make it.

Puppet 2: *(to kids)* Are you going to make \_\_\_\_\_ at home?



Puppet 1: I really like helping my mom and dad in the kitchen. I even like to set the table and wash the dishes. *(turns to kids)* Do you?

## Closing and Commitment:

**SAY:** I'm glad you enjoyed cooking today.

**Let's see if you remember our Smart Chef Rules. What do you need to do first before you begin cooking?**

**Should you cook without a grown-up?**

**Should you use a sharp knife?**

**Should you touch an oven or stove or anything that might be hot?**

**Should you leave a mess, or clean up when you're finished?**

**Let's make a promise: I promise to be . . .**

*(raise one hand)*

**a clean . . .**

**safe . . .**

**and healthy cook!!**

*Handouts for parents and children are included at the end of the lesson.*

## SUGGESTED STORIES

- ***The Berenstain Bears COOK-IT!*** by Stan & Jan Berenstain  
Papa, Brother and Sister decide to make a surprise breakfast in bed for Mama. They plan, cook, and even clean together to make a special meal!
- ***Chicken Soup With Rice*** by Maurice Sendak  
Each month is gay, each season is nice, when eating chicken soup with rice. Take a trip through each month and see how good chicken soup with rice can be.
- ***Chop, Simmer, Season*** by Alexa Brandenburg  
Simple words and illustrations teach the youngest audience about cooking. Follow two chefs as they measure, mix, chop, for dinner at the Top Notch Restaurant.
- ***Dumpling Soup*** by Jama Kim Rattigan  
This year, for the first time, Marisa gets to help make dumplings for Grandma's soup. But, Marisa worries — will anyone eat her funny looking mandoo??

- ***Elliot Bakes a Cake*** by Andrea Beck  
 Join Elliot and his friends as they try to bake the perfect birthday cake for Lionel. They run into some problems, but with some creativity the cake is saved. Everyone can enjoy the birthday treat by following the recipe in the back.
- ***Hedgehog Bakes a Cake*** by Maryann Nacdonal  
 As Hedgehog starts to make a cake, his friends stop by, offering each a piece of advice for his project. See what Hedgehog does, and make his cake with the recipe in the back.
- ***Jake Baked the Cake*** by B.G. Hennessy  
 There's going to be a wedding and everyone is helping with the festive plans, but Jake has the biggest job of all . . . creating the magnificent cake.
- ***Miss Mabel's Table*** by Deborah Chandra  
 Miss Mabel's Table is a scrumptious mixture of counting, cumulative rhyme, and a whimsical recipe for pancakes.
- ***Pancakes for Breakfast*** by Thomas dePaola  
 A picture book that tells a delightful story of a woman's craving for pancakes. See how she gathers all the ingredients, even homemade syrup from the neighbor, only to discover her pets were as hungry for pancakes as she was.
- ***Scrambled Eggs Super!*** by Dr. Seuss  
 Learn of the exotic eggs that come from Long-Legger Kwong to Mr. Strooko Cuckoos and you'll also discover "Scrambled Eggs Super Dee-Dooper-dee-Booper, Special deluxe a-la-Peter T. Hooper!"
- ***Stone Soup*** by Kit Schorsch  
 This classic tale is told with the use of pictures to help even the youngest reader to follow along. Discover what it takes to make "Stone Soup."
- ***Tony's Bread*** by Thomas dePaola  
 Tony the baker dreams that one day he'll become the most famous baker in all of northern Italy!
- ***Who Put the Pepper in the Pot?*** by Joanna Cole  
 When rich Aunt Tootie comes to visit everyone was too busy doing chores to put the pepper in the pot of stew. Later, everyone added some pepper making for an interesting stew.

## RECIPES

### EGG-CHEESE SPREAD

6 hard boiled eggs

8 oz. grated Colby cheese

2 green onions

½ tsp salt

1½ cups mayonnaise or salad dressing

1 - 2 tsp. chopped parsley

Peel and chop eggs. Chop onions and tops. Add grated cheese, salt, and parsley. Mix together.

Add enough mayonnaise so mixture is moist and sticks together. Spread on crackers or bread (could be cut with cookie cutters).

### BUNNY SALAD

Lettuce leaves

Chilled canned pear halves

Cottage cheese

Sliced almonds

Maraschino cherry halves

Raisins

Wash lettuce leaves. For each serving, place a lettuce leaf on a plate. On top of lettuce, place one chilled pear half with inside facing down. The narrow end of the pear will be the bunny's face. Press into pear: 2 raisins for eyes, 2 almond slices for ears, 1 cherry half for nose, 1 spoonful (ice cream scoopful) of cottage cheese for tail.

### HEALTHY BANANA SPLIT

Bananas

Cottage cheese

Fruit, cut in bite-size pieces

Assorted sprinkles

For each serving use half a banana, peeled and cut lengthwise. Place pieces side-by-side in bottom of dish. Add to each bowl, scoop of cottage cheese and assorted fruit. Top as desired with assorted sprinkles.

## **CRUNCH BALLS**

- ¼ cup honey
- ¼ cup peanut butter
- ¼ cup powdered milk
- 2 cups KIX™ cereal

Heat honey and peanut butter until blended. Remove from heat. Add milk and cereal; mix and form into small balls. Makes about 2 dozen.

## **FRUIT PARFAITS**

- Instant pudding
- Milk

Fruit (two types, such as bananas and peaches)

Prepare pudding as directed on package. Cut fruit into pieces. Spoon 2 tablespoons pudding into each glass. Add layer of fruit. Add layer of pudding. Add another layer of fruit. Add final layer of pudding.

## **ENERGY SNACK**

- ½ cup honey
- ½ cup peanut butter
- 1 cup powdered milk

Mix all ingredients together in a bowl. Form a ball and mold like playdough to form small (¾ inch) balls. (Makes about 18.) Let stand a couple of hours until hardened (so will need to be taken home).

## **CEREAL BALLS**

- 1 12-ounce package butterscotch pieces
- ½ cup peanut butter
- 3 cups cereal

Heat butterscotch and peanut butter in a saucepan, until butterscotch is melted. Pour over cereal in a bowl and mix well. Drop from a teaspoon onto waxed paper.

## **STONE SOUP**

1 large, very clean stone  
3 large carrots  
2 onions  
1 can tomatoes, chopped  
1 can corn  
4 tsp instant beef bouillon  
4 cups water  
3 potatoes  
2 stalks celery  
1 can peas  
dash of salt

Heat water in a large pot. Add the stone. Peel and cut up carrots, potatoes, onions and celery. Boil these ingredients until soft (read the book "Stone Soup" while you wait). Add canned vegetables, bouillon and salt. Simmer another 10 minutes (clean-up, set the table, and sing the song while you wait). Remove the stone. Serve with crackers.

*(Only do this recipe if you have an hour for class.)*

## **CHICKEN SOUP WITH RICE**

2 cans chicken broth  
1 cup cooked rice  
1 cup chopped celery

Dilute chicken broth with 1 can water and heat in a pot. Add rice and celery. Simmer for about 10 minutes and serve in little cups. (Read "Chicken Soup with Rice" by Maurice Sendak while simmering.)

## SOMEONE'S IN THE KITCHEN

Parents and children can have a lot of fun cooking together. Cooking is a great way to learn about food and practice important skills like mixing, measuring, pouring and cutting. Even though it is easier as a parent to do everything ourselves, working in the kitchen builds a child's knowledge, skills, and self-esteem. Take the time to get your child involved the very next time you fix a meal or snack.

Emphasize two important concepts: Keeping CLEAN and staying SAFE. Simple hand washing is one of the best ways to prevent illness in the home, and especially, to prevent contamination of food. Sharp and hot objects should be off-limits to your child, but there are plenty of other things they can safely use in the kitchen.

When planning food preparation activities to do with your child, keep in mind their interests, capabilities, attention span, and level of independence. Food experiences are most successful if they are introduced when the child is ready. Observe what your child is doing and build on it. For example, a child who enjoys dumping and filling in the sandbox or bathtub will probably enjoy dumping ingredients that you have measured into a bowl. Children enjoy playing in water and don't think washing dishes is work; so provide a sink-full of warm, sudsy water and let them wash your "unbreakable" as you're cooking. Letting your child participate in meal planning, shopping, cooking, and clean-up not only provides them with a valuable lesson, you'll be getting some surprisingly good help!! And, like all of us, children get better with practice. So, be patient!

When you sing this song insert any name for mommy as appropriate:

### **"Someone's In the Kitchen"**

(tune: "Someone's in the Kitchen with Dinah")

**Someone's in the kitchen with mommy,  
Someone's in the kitchen... it's me-e-e-e.  
Someone's in the kitchen with mommy,  
Havin' fun cookin' -- yippee!!  
Fixin' breakfast in the morning,  
Supper at night,  
Lunch in the middle makes three-e-e-e.  
I'm in the kitchen with mommy,  
Havin' fun cookin' - - yippee!!**

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