

SUPPORTING ACTIVITIES

FOR GRADE 3 BOOK: *THE MYSTERIOUS INGREDIENT*

Once the read-aloud story is over, there is a whole series of activities for your class. Guide your students through these interactive and cross-curricular activities to enhance and build on what they learned from the book.



Health Education

Food literacy, food exploration and cooking



Science

Exploring living things, the environment and physical science



English Language Arts

Speaking, listening, reading, viewing, writing and representing



Mathematics

Number sense, measurement, estimating quantities, multiplication, division and problem-solving



Visual Arts

Exploring skills and materials



Social Studies

Community, cooperative work and exploring family and culture

The following activities, intended for Grade 3 students, are designed to complement the book's emphasis on cooking together, food traditions and the Mi'kmaw culture as well as support the various learning outcomes mentioned above.



Any mention of page numbers refers to the flipbook.

ACTIVITY 1



LET'S CREATE A COOKBOOK!

Nadine's grandmother's bannock recipe was a big hit with her friends at the sleepover. Emma, Robin and Colin learned a bit about Nadine's Mi'kmaw culture through this recipe that has been passed down from generation to generation in her family. You too can learn about family traditions through recipes! Let's make a cookbook filled with your class's favourite family recipes.

Supplies

- Class set of **Appendix A** available at teachnutrition.ca/book3, which includes the following:
 - *Interview Guide*
 - *My Family's Recipe* template
 - *Favourite Recipes from Our Class!* cookbook cover
- Various art supplies



Tech: Instead of creating a printed cookbook, have students make a digital cookbook.

Teacher's note

Give each student an *Interview Guide* and ask them to complete it by interviewing a family member (parent, guardian, grandparent, aunt, uncle, sibling, etc.). The next step is to transfer that information onto the *My Family's Recipe* template, which will be used in the final class cookbook. Create the cover for the cookbook, by either using the cookbook cover provided or by having each student make their own.

Make enough copies of each recipe and of the cover (if applicable) so that each student can assemble a cookbook and bring it home.



Social Studies extended learning (social engagement):

Have the cookbook bound and ask the students to develop an action plan to sell the cookbook to raise money that can be donated to an organization or charity of their choice.



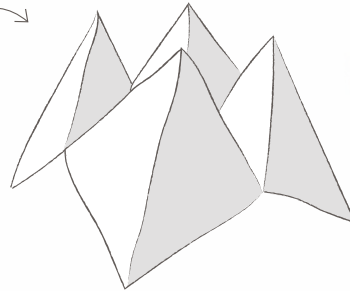


FORTUNE-TELLER READING COMPREHENSION

You have just read the story of Nadine, her friends and their fun sleepover! Now it's your turn to have some fun with your classmates and see which details you understood about the story.

Supplies

- Class set of the *Fortune-Teller Reading Comprehension* template available at teachnutrition.ca/book3 (look for **Appendix B**)
- Class set of scissors
- Coloured pencils/markers



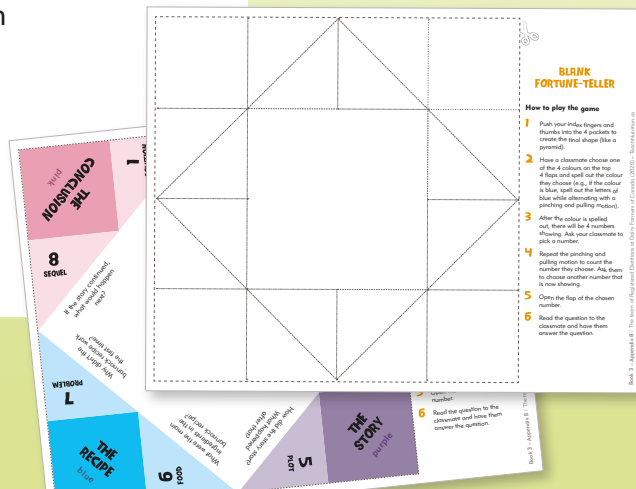
Teacher's note

This activity uses a fortune-teller as a fun way for students to explore the story's main themes. Help the students follow the instructions on the printed template to create their fortune-tellers. Then pair students and ask them to take turns asking and answering the questions.

English Language Arts extended learning (comprehension):

Give students the *Blank Fortune-Teller* template (**Appendix B**) and have them develop their own reading comprehension questions and answers.

Suggestion: To help students complete their blank fortune-teller, project the image of the completed fortune-teller in Appendix B.





CLASS RECIPE—BANNOCK

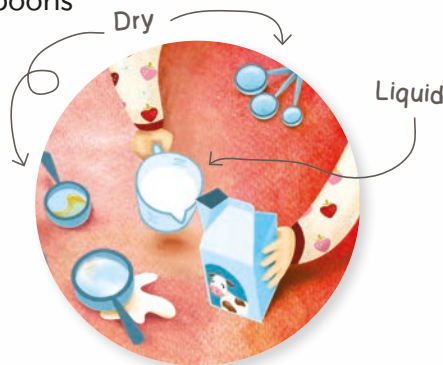
Let's make bannock patties as a class to give you the opportunity to try it just like Emma, Colin and Robin did at Nadine's sleepover.

HISTORY OF BANNOCK

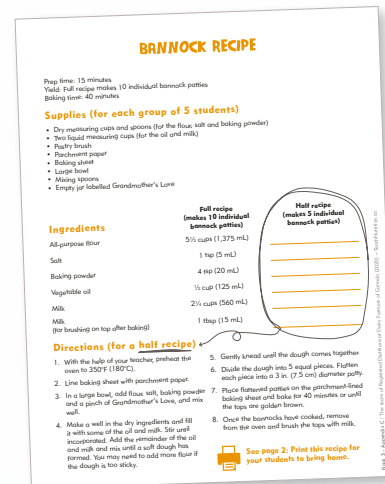
Prior to contact with Europeans, many Indigenous nations made a variety of breads based on ingredients such as corn, ground cattail roots, sunflower seeds, bracken rhizomes and a variety of other plants. These breads could be baked in earth ovens, in cooking pits or on rocks. After contact with Europeans, wheat flour gradually replaced other ingredients. For the Mi'kmaq, bannock is known as *luskinikn* (loo-skin-e-gen) and is made with flour, lard or butter, salt, water or milk; some recipes also use berries, baking powder or sugar. *Luskinikn* was traditionally cooked in the ground, but today it is usually baked in an oven or on the stove top until golden brown. Many Mi'kmaq people eat *luskinikn* with butter, molasses or jam, but other toppings can be used.

Supplies (for each group of 5 students)

- *Bannock Recipe* available at teachnutrition.ca/book3 (look for **Appendix C**)
- Dry measuring cups and spoons (for the flour, salt and baking powder)
- Two liquid measuring cups (for the oil and milk)
- Pastry brush
- Parchment paper
- Baking sheet
- Large bowl
- Mixing spoons
- Empty jar labelled *Grandmother's Love*



Check out activity #4 *My Bannock Breakfast* as a nice add-on or continuation of this activity.



Teacher's note

Break students into groups of 5. Give each group a copy of the *Bannock Recipe* (**Appendix C**). Ask them to divide the recipe in half, which will make 5 individual bannock patties.

Then, preheat the oven to 350°F (180°C). Provide students with the supplies and ingredients to make the recipe. Once baked, the class can enjoy their bannock patties.

Halving the recipe is an easy way to show how math is often used in things we do every day, like cooking.

Prior to the cooking activity, take time to introduce and talk about food safety with students (see article on food safety available at teachnutrition.ca/foodsafety).

Classroom cooking isn't as daunting as it seems! To get tips on cooking in the classroom and how to involve students, visit teachnutrition.ca/cookingintheclassroom.



Mathematics extended learning (measurements and estimating volume):



This is a good time to explain measurements typically used when baking and cooking and to learn the equivalents between metric (mL and L) and imperial (tsp, tbsp and cups). Have students complete the *Converting Cooking Measurements* activity at teachnutrition.ca/book3 (look for **Appendix D**).



Provide a variety of common containers (milk cartons, yogurt containers, water bottles, etc.) and ask students to estimate their volume using measurements typically used when baking and cooking (e.g., How many cups can fit in a milk carton? How many tablespoons can fit in a water bottle?).

CONVERTING COOKING MEASUREMENTS

Sometimes the measurements in recipe instructions are in imperial (cups, tablespoons, etc.), sometimes in metric (litres, millilitres, etc.). There may be times when you don't have the measuring cups and spoons you need. That is why understanding what measurements are equal between imperial and metric is a helpful skill to have when cooking and baking.

Imperial	Metric
4 cups	= 1 litre
1 cup	= 250 millilitres
1/2 cup	= 125 millilitres
1/3 cup	= 80 millilitres
1/4 cup	= 60 millilitres
1 tablespoon	= 15 millilitres
1 teaspoon	= 5 millilitres

Using the chart, answer the questions below:

1. A recipe is asking for 1 tablespoon of baking soda, but the only measuring tool you have on hand is a teaspoon. How many teaspoons of baking soda will you need?
2. A recipe is asking for a 1/4 cup of flour, but the only measuring tool you have on hand is a tablespoon. How many tablespoons of flour will you need?
3. A recipe is asking for 500 millilitres of milk, but the only measuring tool you have on hand is a cup. How many cups of milk will you need?
4. A recipe is asking for a 1/3 cup of oatmeal, but the only measuring tool you have on hand is a teaspoon. How many teaspoons will you need?
5. A recipe is asking for 1 litre of water to be added to a pot, but the only measuring tool you have on hand is a 1/2 cup. How many 1/2 cups of water will you need?

Book 3 - Appendix D / The Mission of Registered Dietitians at Dairy Farmers of Canada (2020) - TeachNutrition.ca



ACTIVITY 4



MY BANNOCK BREAKFAST

In the story, everyone likes their bannock a different way at breakfast. Colin likes his with apples and cheese, while Emma likes hers with yogurt, tomatoes and chives. Nadine's brother, David, likes his with a cold glass of milk! How do you think you would like your bannock?

Teacher's note

Brainstorm nutritious foods that could be eaten with bannock for breakfast. Then divide students into small groups, asking them to draw their bannock breakfast and present it to their group.

Once students have finished creating their bannock breakfast, invite them to investigate where the foods they chose come from: which ones can be grown/produced in their province or in Canada and which foods are imported from outside of Canada.

See the *Teacher's Did You Know* section for more information about Canadian milk.



Science extended learning (exploring soils and plant growth):

Experiment with different soils by growing chives in the classroom. Have your students plant seeds in several different potting mixes (with/without sand, manure, bone meal, etc.) and place the planters in different spots in the classroom (full sun, partial shade, etc.). Ask the students to keep a journal of the plants' progress and monitor things like which soils and conditions produce taller plants or quicker growth.



Looking for more information on the history of bannock and how it was traditionally eaten? Refer to activity #3 for more information or research this as a class.





LEARNING ABOUT MI'KMAW CULTURE—BASKET MAKING

Nadine and her family are Mi'kmaq. Basket making has been a part of the Mi'kmaq way of life since before the arrival of Europeans. There are many types of baskets: some are made from birch bark with decorative etchings or quill work, while others are made from maple or more traditionally ash or black ash. Mi'kmaq people made work baskets for things like fishing, picking apples, harvesting vegetables and carrying supplies. Basket making was also a form of survival as a source of income. The Mi'kmaq sold these baskets to settlers and tourists to their lands. Fancy baskets, which are a type of ash basket, included additional decorative weavings along with a rim made of sweetgrass.

Supplies

- Construction paper (different colours)
- Scissors
- Glue
- Rulers

Teacher's note

With the help of the above information and additional research, lead a class discussion about basket making as a traditional Mi'kmaq art. Ask students to make their own basket using construction paper. To find instructions and videos on basket weaving, we suggest you search online using keywords like "construction paper" and "basket weaving."

Suggestion: Invite a Mi'kmaq artisan to visit the class to showcase their work and teach a session on basket making.



Mathematics extended learning (real-life application):

Have students list the ingredients they would need to put in their basket to make bannock (refer to page 13 for the recipe) and then have them calculate the total cost of the ingredients.



Social Studies extended learning (Mi'kmaq language):

Mi'kmaq was the first language in many parts of the Maritimes. Print a class set of the *Mi'kmaq Language* activity available at teachnutrition.ca/book3 (look for **Appendix E**) or project it in front of the class. As a class, review and practise pronouncing the words. To extend the learning, hold a class discussion about the languages spoken in your community, province and Canada.



Social Studies extended learning (exploring different cultures):

Discuss traditional foods from cultures around the world. Ask students if they can identify foods they eat at home that may be traditional for their family or culture.

TEACHER'S DID YOU KNOW SECTION

This section provides background information for teachers and is not designed to be read out loud to students. We've included it to provide context and a foundation to enhance classroom discussions with your students.

Food skills development for children

In today's world, there seem to be fewer opportunities for children to learn basic food skills. Historically, food skills were learned at home, but we know that the transfer of food skills between generations (like from Nadine's grandmother to Nadine) is not as common anymore. There are many reasons for this, but a few that come to mind are an increase in a reliance on pre-prepared foods and competing time demands of life in general. As for in the school system, in the past, home economics courses were often standard, but this has changed in the current school system. A way you can integrate basic food skills development into your classroom is through cooking activities.

Cooking in the classroom—all the right ingredients for blending curriculums!

Cooking in the classroom can be a great hands-on way to engage a student's creativity and curiosity, but also a way to achieve various curriculum outcomes such as:

- **Mathematics:** Measurements, fractions, multiplication, division
- **Health Education:** Personal food choices, personal hygiene, food safety, food skills (how to chop, knead, scoop, mix, use equipment), social skills (working together, sharing, manners, respecting individual preferences/tastes)
- **Social Studies:** Cultural foods, family traditions, historical and modern recipes, changing food trends, where foods come from
- **English Language Arts:** Reading a recipe, following steps
- **Visual Arts:** Having fun with food, creating shapes or designs when cooking
- **Science:** The processes of baking and cooking, understanding why and how ingredients work in a recipe

So, get messy, get creative and have fun cooking in the classroom!

To get tips on cooking in the classroom and how to involve students, visit:

teachnutrition.ca/cookingintheclassroom.



Always fresh, always local, always in-season: Canadian milk

Why buy local?

One of the extended learnings from activity #4 *My Bannock Breakfast* gives your class the opportunity to investigate where food comes from. Learning about food origins is one way to allow children to connect to their food, and, by extension, to their community, especially if food is sourced locally.

Consciously choosing to buy Canadian foods is a wonderful way to support farmers and food processors in your community, your province and your country. Canada produces many nutritious and delicious foods, some seasonally and some year-round. One Canadian product you can be certain is local and fresh year-round is Canadian milk.

How do you spot 100% Canadian milk and milk products?

Want to make sure the dairy products you buy come from Canadian farms and support Canadian farmers? Dairy Farmers of Canada made that easy by developing a blue cow logo that dairy processors can choose to put on product packaging. This lets consumers easily identify products made with 100% Canadian milk and/or milk ingredients.

When you choose Canadian milk and milk products, you're supporting local farmers and local food producers (like cheese and yogurt makers). Did you know that the Canadian milk you buy most likely comes from a dairy farm in your province? It only takes about 48 hours for it to get from the farm to the processor to your local grocery store.

Why choose milk products with the blue cow logo?

Canada has strict standards for producing milk and they are among the highest standards in the world. These standards outline how dairy farmers take care of their animals as well as the safety and quality requirements for milk. Did you know that Canadian milk is tested to ensure that it does not contain antibiotics and is produced without artificial growth hormones? Canadian dairy farmers are also proud of what they are doing to improve the sustainability of their farms and the milk they produce. Every day, dairy farmers are actively reducing their footprint and adopting responsible farming practices to use fewer resources to produce milk. With this commitment, we can conserve our natural resources and protect the ability of future generations to provide high-quality, sustainable, and nutritious milk for Canadians.

