Lesson Plan by Christa Hunter

Lesson: Cooking Cranberry Pudding (Cooking)

Grade: 5

Length: 90 minutes

Academic Standards: (Math)

5.5.5 Understand and use the smaller and larger units for measuring weight (ounce, gram, and ton) and their relationship to pounds and kilograms. Example: How many ounces are in a pound?

5.5.6 Compare temperatures in Celsius and Fahrenheit, knowing that the freezing point of water is 0°C and 32°F and that the boiling point is 100°C and 212°F. Example: What is the Fahrenheit equivalent of 50°C? Explain your answer.

Performance Objective:
- Students will complete a worksheet on measuring weight with a score of at least 80%.
- Students will compare and contrast Celsius and Fahrenheit using a Venn Diagram, with at least two bullet points in each circle.

Assessment: Students will be graded on the worksheet completed and the Venn Diagram turned in.

Advanced Preparation by Teacher:
- Gather ingredients necessary to make cranberry pudding
- Write out instructions largely on poster board
- Make worksheet with various conversions for temperatures and measuring weights
- Provide a Venn Diagram
- Provide several books about George Washington for students to read while waiting for pudding to finish (Gardner’s Linguistic)

Procedure: (Introduction) We have been talking a lot about George Washington and his role in the Proclamation of 1763, but have you ever wondered what his life at home was? George lived with his wife, Martha, in Mount Vernon. George and his wife loved entertaining and would often have guests over for extravagant meals at their estate. While there is no archival evidence of particular recipes George Washington enjoyed, there are a number of excellent books which highlight colonial favorites or recipes made with ingredients available in colonial times.

Step-by-Step Plan:

1. So today, we are going to make Cranberry Pudding! (Gardner’s Bodily-Kinesthetic) I have provided the instructions and ingredients on this poster that I will hang up on the board. (Gardner’s Visual-Spatial) I have also created jobs for everyone to do.

2. (Recipe below)

   Cranberry Pudding (serves 6 to 8)
   - 2 eggs, beaten
   - 2 tablespoons sugar
   - Pinch salt
   - 1/2 cup molasses
   - 2 teaspoons baking soda
   - 1/3 cup boiling water
   - 1 1/2 cups sifted flour
   - 1 1/2 cups cranberries, cut in half

   Follow the instructions on the poster to mix the ingredients together and bake the pudding.
Combine eggs, sugar, salt and molasses. In a separate container, put 2 teaspoons of soda in 1/3 cup boiling water. (Gardner’s Logical-Mathematical) Add to egg mixture. Stir in flour and cranberries. Steam in a buttered rice steamer for 1 1/2 hours. Serve warm with the following sauce. (http://petri.house.gov/gw003.htm)

3. While the pudding is steaming, we will go over some conversions that are handy when cooking! (See worksheets attached) Why is important to be able to translate an ounce into a pound? Or vice versa? What are some other measurements used when cooking? (Bloom’s Application) What about temperatures? How do we measure temperature? (Bloom’s Knowledge) What is another way to measure temperature? (Now I will provide information about both Celsius and Fahrenheit)

4. At this time students will complete the worksheet about conversions. How are they similar? How are they different? (Bloom’s Analysis) They will also do a Venn Diagram of Celsius and Fahrenheit temperatures.

5. Let's talk more about George Washington. Why do you think he and wife, Martha, liked to entertain? What role did Washington play in the French and Indian War?

6. The pudding is complete and it’s time to taste our little treat! While we eat it, let’s review some of the things we discussed today. When cooking, what are some things to keep in mind? (Bloom’s Knowledge) What about temperature?

7. Tomorrow, we will start to put everything that we have learned into a timeline.

Adaptations/Enrichments:
To take this further, I could have students actually take temperatures of things and then convert temperature from Fahrenheit to Celsius. I could also have them measure items and convert the weight from ounces to pounds to grams, etc. For students who are struggling, I will make sure to assign a job while cooking that is something I can help with or that they assist me with. I will make sure if they aren’t able to handle the food, that they take part in the cleanup or setup.

Self-Reflection:
Did the lesson accomplish a hands-on experience for all? Did I include everyone and make everyone feel like they were a part of the process? Could I have prepared the cranberry pudding beforehand, so the students had less to do in the classroom? Should I have incorporated a writing activity into this so students could discuss the cooking process they took part in?
Venn Diagram

Name________________________________________

Celsius                      Fahrenheit


Name__________________________________

When changing from smaller to larger units, the number of units will __?__

When changing from larger to smaller units, the number of units will __?__

Apply what you learned to complete these metric conversions:

7 meters(m) = _____ kilometers(km)   85 Liters(L) = _____ kiloliters(kL)
2.3 L = ______ milliliters(mL)  
3.2 kilograms(kg) = ______ grams(g)

1750 g = _____ kg  
250 centimeters(cm) = ______ m

What is the best metric unit to measure how much something weighs?

What is the best metric unit to measure a person's height?

What is the best metric unit to measure the amount of water in a bathtub?