

# Fruit Muffins

## What You Do



**Materials:** muffin pan; baking cup liners; large bowl; whisk; measuring cups; chart paper; markers

### Ingredients

- 2 c. all-purpose flour
- 1¼ c. sugar
- 2 t. baking powder
- ½ t. salt
- ½ c. butter, softened
- 2 eggs
- ¼ c. milk
- 1 c. blueberries
- 1 c. apples, diced
- 1 c. strawberries, diced

### Directions

Preheat oven at 375 degrees. Fill the muffin pan with paper liners. Add butter and sugar to a large bowl and mix together well. Add the flour, baking powder, salt, and milk until smooth. Fill each muffin cup halfway and then top with 2 T. of fruit.

1. **Write the recipe on a sheet of chart paper, numbering each step in the directions. Prepare all the materials and dice the fruit prior to starting the activity.**

2. **Ask the children to wash their hands and invite them to join you in a cooking activity. Read the recipe with the children and talk about each step of the directions.**

“The oven is already preheated and the muffin pans are ready, so let’s read the directions to see what we need to do first. It says, ‘add butter and sugar to a large bowl.’ Let’s look at the ingredients list to see how much butter and sugar we need to add.”

3. **Offer each child an opportunity to measure, mix, scoop, stir, or pour as you make the batter for the muffins and fill the muffin cups. Use measurement vocabulary as you work.**

“Sophia, can you find the teaspoon that says one half? Look at how one half is written on the recipe chart. That is what it will look like. Now can you measure out ½ t. of salt and add it to the bowl?”

4. **After baking, talk with the children about the process of making muffins. As the children eat their muffins, talk about the fruit each of them chose and what the muffins taste like.**

“Do you remember what we did first to make the muffins?”

“Which fruit did you choose for your muffin? What does it taste like?”

## Teaching Sequence

YELLOW	<b>Give the child a specific task to measure ingredients. Talk about each step, and point out the words and pictures on the recipe.</b> “Here are the directions that tell us how to make the muffins. The first step is to add the butter and sugar to a bowl. Can you help me with that? We need the bigger cup to measure. Which of these is bigger?”
YELLOW	<b>As you read the directions, talk about the various units of measurement.</b> “We need two cups of flour. We have big measuring cups and small measuring spoons. Which do you think we should use?”
GREEN	
GREEN	<b>Have the child measure out the ingredients. Ask him to look at the amounts and compare them.</b> “We measured one cup of flour two times. That means both cups are equal. Now you can add them to the bowl.”
BLUE	
BLUE	<b>Offer the child two or three choices of measuring tools for each step. Read the recipe together, and prompt the child to choose the correct measuring tool.</b> “Now we need one cup of flour. Here are the measuring cups and spoons. This one says ⅓ cup, here is a 1/2 cup, and here is 1 cup. Which do you think would be best to use?”
PURPLE	
PURPLE	<b>Provide minimal assistance while the child follows the recipe. Ask the child to describe each step while measuring and adding ingredients to the bowl.</b> “Now that you’ve measured the sugar, what you will you do next?”

# M90

## Cooking

### Primary Objective 22

#### Compares and measures

##### a. Measures objects

Related Objectives: 1b, 2c, 3a, 7a, 8b, 9a, 11a, 17a, 20a, 28

### Including All Children

- Prepare the batter at a table or area where children can see and participate.
- Use measuring tools with large-grip handles and clearly marked measurement labels.
- Program a child’s communication device with each step in the recipe.
- Be aware of any food allergies among the children. Substitute ingredients as needed.
- Provide extras of each ingredient for the children to touch and explore.
- Use self-talk to describe the color, texture, size, or smell of the ingredients.\*\*
- As you are explaining, use words in English as well as the child’s home language. \*\*

### Questions to Guide Your Observations

- Which measuring devices did the child use? (22a)
- Did the child understand the purpose of the recipe and refer to it? (17a)
- How did the child manipulate and use the tools? (7a)

### Related LearningGames®

- 119. Two-Step Directions

## Objective 14

**Uses symbols and images to represent something not present**

**b. Engages in sociodramatic play**

Related Objectives: 3a, 8b, 9a, 16a, 17a, 20a, 20c, 22b

## What You Do

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- 1. Hold your arms out to make a big circle and say, “Look at this big mixing bowl! Can you help me make a cake?”**
- 2. Invite the children to add ingredients to the bowl, e.g., two eggs, a pinch of salt, etc.**
- 3. Put the cake in the oven to bake and say, “Our cake needs to bake for [10] seconds. Can you help me count to [10]?”**
- 4. When the cake is done, discuss how good it smells and tastes as you pretend to eat it.**

- **Count to a larger number or count down to when the cake is done.**
- **Ask the children to think of different things you can make in your big mixing bowl.**
- **Invite children to bake a crazy cake with silly ingredients, e.g., two sneakers, one cup of sand, a pinch of sawdust, etc.**
- **Add complexity by making all the imaginary ingredients start with the same letter, e.g., oatmeal, orange, oil, etc.**
- **Provide numeral cards for children to identify as they add that many ingredients, e.g., Ask, “How many cups of flour? Roland said he drew the 5 card, so five cups of flour. Let’s count them out, one, two, three...”**