

# Teacher's Guide for Ask

October 2014

## Tricky Treats

*This guide was prepared by Betty Lou Askin, a retired educator who lives in Toronto, Ontario.*

### Objectives:

1. To learn about the procedures in cookie making and the reasons for the chemical reactions.
2. To learn about the impact of color in veggies and fruit.
3. To learn about potential food sources that other people in the world enjoy.

### Pre-reading:

- A. Let the students predict what they think might be included in this issue of ASK based on the title.
- B. Ask them what they think is happening on the cover.
- C. View the Contents pages and discuss the illustrations and the article titles.
- D. Ask the students to prepare a **KWL Chart**, What I Know, What I Want to Know and What I Learned. Start by recording the students' responses for the first two columns of the chart. Add information to the chart after reading each article.

### Scoops:

#### The Bird Who Cried Wolf

- Where does a drongo live?
- Why do other creatures listen for the drongo?
- Explain why the drongo can be a liar.
- Tell why the drongo is tricky.

#### Heave Ho!

- How were huge statues and stones moved in ancient Egypt?

#### Loud Mouth

- Explain how the Gardiner's Seychelles frog hears.

#### Inspectacles

- Explain how humans and most animals see depth.
- Why are the praying mantis' eyes different?
- Describe the experiment the scientists are conducting on praying mantis.

Ask the students to find other science "scoops" when they read media or when they watch television news/shows. Create a bulletin board to post their findings.

#### Nestor's Dock

- What do these words mean - molecular, gastronomy, infused, reduction, milled, aerated?
- Explain the types of equipment that was used.
- Create some food dishes such as Lonna produced.

## **The Secret Life of Cookies**

Suggestions for reading this article:

- Use the Read-Aloud Method with this article. Read through once. On the second reading, stop and discuss the information that is provided.
- Who are "molecular chefs"?
- What has chef Clair developed?
- What are molecules?
- The students might like to make cookies as a group if the facilities will allow.
- Looking at "Customize Your Cookie", which cookie would you choose? Explain your choice.

## **A Rainbow of Food**

Questions to consider:

1. Define- pigments, carotene and chlorophyll?
2. Tell what pigments do for plants.
3. Explain why pigments help us choose our food.
4. Explain why plants change color.
5. Explain why red is a good color for plants.
6. What is carotene?
7. Why is orange a good color for veggies?
8. How do fruit sellers change the color of oranges?
9. Why is yellow a good color for fruit?
10. Do you think that squirrels and mice have good food discretion? Explain your answer.
11. Why don't you see blue French fries?
12. Explain why the ice-pop makers have a problem with red.
13. Explain why the blue raspberry helps the ice-pop industry.
14. What is the purpose of chlorophyll?
15. Why do trees change color?
16. Explain the history of carrots.
17. Why do you think that you should choose colourful veggies and fruit?

Persuasive Writing:

- Ask the students to write a paragraph both explaining and trying to convince people why it is important to eat vegetables and fruit, but most important to eat colourful ones.

Art Work:

- Ask the students to create posters depicting the value of colourful fruits and vegetables.

## **Green Eggs**

- Follow the instructions as indicated on pages 27-28.
- Why does red cabbage juice have a trick?
- Why would a chicken lay a green egg?

## **Cheese Please**

Vocabulary: halloumi, processed, bacteria, protein, pasteurized, rennet, whey, curds, enzyme and brine.

Questions to consider:

1. What is cheese?
2. Are bacteria good for you? Explain your answer.
3. Why is milk pasteurized?
4. Tell why some cheese makers like using raw milk.
5. Explain the use of a starter.
6. Describe how the starter works in the cheese-making process.
7. Why is rennet added?
8. Why do the curds and whey need to separate?
9. Tell why a press is used.
10. Why is halloumi cheese different from other types of cheese?
11. Explain why a brine is used.

Informational Writing:

- Ask the students to write a paragraph explaining the cheese-making process.

## **Bug Bites**

There are 10 sections on page 27. Use the Read-Aloud Method and let the students read this article.

Questions to consider:

1. Why is bug eating an old habit?
2. Why do you think that people are eating bugs today?
3. Make a list of where edible bugs are provided around the world.
4. Explain why grasshoppers are more nutritional than ground beef.
5. Describe why grasshoppers are more economical than cows.
6. What is a "cockroach of the sea"?
7. Explain why this creature was not popular.
8. Explain why bugs have a bad reputation.
9. Explain why peoples' tastes vary around the world.
10. Explain why bugs may be in the North American diet at some point in the future.

Interview:

- Ask the students to develop an interview format. They could interview each other, with one as the interviewer. The second student could be a person who eats bugs in his or her diet.
- Prepare an interview with David George Gordon.

Persuasive Writing:

- Have the students develop a paragraph explaining why it would be a positive move to include bugs in their diet.

## **Jimmy the Bug**

- Explain why someone faints.
- What factors can cause someone to faint?

**Marvin and Friends**

- Tell why each friend added his or her particular ingredient.
- In your opinion describe Plush's reaction to her cookies.

**Culminating Activities:**

- Complete the **KWL Chart** if it was used during the reading of this magazine. The final section of the chart could be completed now if not done after each article.
- Choose five things from this magazine that you have learned about. Pretend that you are going to share this new knowledge with someone who has not read this issue of the magazine. Write a short paragraph about each of your chosen topics using information found in the articles.