**PROGRAM OVERVIEW**

The Cookie Curriculum is a yearlong program that covers a wide range of objectives, including math, reading, science and social studies. The program was developed for a class of 12 TMH/EMH students in grades 6-8. Most of these students function on a first to second grade level with some students functioning at a pre-k level and some on a 3rd or 4th grade level. I have used it with as many as 16 students, although it becomes difficult with that many students. It can be adapted for higher functioning ESE students with access to a kitchen, using a shorter time span. The facilities needed to teach this program are a full kitchen with an oven, refrigerator and a sink. Most EMH/TMH classrooms have these facilities in the room or they have access to one.

The Cookie Curriculum is important for my students because it allows the students ample time to practice and learn skills. It also allows the students to see why these skills are important and useful in the real world. The students run a classroom business by making and selling chocolate chip cookies to faculty members. They make the dough, bake the cookies, package the cookies, deliver the cookies, and count the money they have made.

All of these activities take place simultaneously, which is hectic, but lots of learning takes place. My students have learned to read fractions, measure volume, stay on task and so may other skills. Before I began teaching this program, my students had a difficult time reading fractions. Usually at best, they would read ½ as one / two, or twelve. My present students will ask each other, give me the ½ measuring cup, or correct each other when they choose the wrong measuring utensil using the correct name!

This is an incredible experience and self esteem boost for an EMH child. Overall, this program gives my students the success they need to realize they can achieve things and have abilities that are important in the world. This program allows my students to contribute to the world they live in by providing a service, and that makes all the difference!

**LESSON PLAN TITLES**

- Volume Measurement
- School Map Treasure Hunt
- Baking Vocabulary: You can read it!

**MATERIALS**

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

**ABOUT THE DEVELOPER**

Elizabeth Phillips has been teaching Mentally Handicapped students for 16 years. This is her eighth year teaching at Sleepy Hill Middle School. She graduated from the University of South Florida and will be returning this year to begin work on her Master’s degree. She is also National Board Certified.

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For further information contact...

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Lakeland, FL 33810
(863) 853-2234
Elizabeth.phillips@polk-fl.net
**SUBJECTS COVERED**

Functional academics (math)

**GRADES**

Six - Eight

**OBJECTIVES**

1. Student will use the correct measuring cup for each task.
2. Students will measure correctly, filling the cup, and then leveling the excess.

**SUNSHINE STATE STANDARDS**

CL.B.3.Su.1 – applies mathematical concepts and processes to solve problems

**MATERIALS**

- 5 pounds of flour
- 24 pounds of colored sand (different colors)
- plastic water bottle (.5 liter size) per student
- 4 three-cup containers
- 12 sets of measuring cups
- 12 flower pots (about 2 cups each)
- 1 package of flower seeds
- bag of potting soil

**DIRECTIONS**

1. Review reading the fractions ¼ and ½.
2. Identify as a class reasons why it is important to measure correctly (so the recipe turns out right, to keep food from being too salty or too sweet)
3. Demonstrate how to measure correctly by spooning some flour into a measuring cup, then leveling it off with a butter knife.
4. Let each student have a turn in front of the class.
5. Explain the different measuring station around the classroom.
   a. Station 1: Students will use a 1-cup measuring cup to measure 2 cups of dirt into a 2-cup flowerpot. After measuring, they may plant a seed in the dirt to take home.
   b. Station 2: Students will use a ½ measuring cup to measure flour into a 3-cup container while keeping count of how many ½ cups it takes to fill the container.
   c. Station 3: Students will use the ¼ measuring cup to measure colored sand into the plastic water bottle, making a layered colorful design. (After making the design, pour a layer of white glue over the sand to hole the sand in place)
6. Students will work at each station to complete the tasks in groups of 4.
7. After all stations have been completed, discuss the following questions:
   a. How many ½ cups did it take to fill the container with flour?
   b. What are the steps to measuring correctly?
   c. Why do you think it took so many measuring cups to fill the jar or vase?

**EVALUATION/ASSESSMENT**

Assess students as you circulate the room while the students work on the different stations:

1. Does the student measure independently, with support, with step-by-step directions, or with physical assistance?
2. Did the student have a full pot of soil without overflowing at station 1?
3. Did the students arrive at the correct answer for station 2?
4. Are the layers in the jar or vase equivalent to each other?
**SUBJECTS COVERED**
Functional academics (reading)

**GRADES**
Six - Eight

**OBJECTIVES**
1. Students will locate rooms on a school map.
2. Student travels in the correct direction once out of the classroom
3. Student locates the correct building
4. Students will use a school map to locate classrooms in the school.

**SUNSHINE STATE STANDARDS**
CL.B.1.Su.2 – interprets and uses oral, print, or visual information for specified purposes – with guidance and support.

**MATERIALS**
• a copy of the school map for each student
• vizcam or overhead copy of the school map and overhead projector
• small treats – 5 per student

**DIRECTIONS**
1. Show a picture of the school map on the vizcam or overhead projector.
2. Show how to hold the map correctly with the layout of the school.
3. Point out major areas of the school (courtyard, parking lot, track, office, cafeteria)
4. Show that each building is numbered a certain way (400 building rooms all begin with 4, 500 building classrooms all begin with 5, etc)
5. Take a tour of the campus, each student carrying their own map. Be sure that all students carry the map correctly, aligned with the buildings on the campus.
   a. Point out the building numbers on each building.
   b. Show that there are 2 sides to each building.
   c. Point out identifiable rooms and traits of buildings (chorus room is in building 800, office is in building 100, 6th graders are in building 500, etc)
6. Back in the classroom, divide students into small groups (2-3 students per group)
7. Give each group a room number to locate, tell them if they find the correct classroom, they will be given a small treat (set up rooms ahead of time with teachers that may have planning during the activity and wouldn’t mind helping out)
8. Let each group go out to locate the room with a volunteer (if you do not have volunteers available, let the groups take turns taking the groups)
9. Give each group up to 5 different rooms to locate, returning to the classroom each time.

**EVALUATION/ASSESSMENT**
• Rubric
• 4-independent
• 3-supported
• 2-step by step directions
• 1-physical assistance
• 0-no attempt
• NO-no opportunity
Lesson Plan No 3: Baking Vocabulary – You Can Read It!

**SUBJECTS COVERED**
Functional academics – reading

**GRADES**
Six - Eight

**OBJECTIVES**
Students will be able to identify vocabulary words used in the chocolate chip recipes.

**SUNSHINE STATE STANDARDS**
CL.B.1.Su.1 – Identifies and locates oral, print, or visual information for specified purposes – with guidance and support.

**MATERIALS**
flash cards with vocabulary words

**DIRECTIONS**
1. Teach 5 new words per day.
2. Review words learned on previous days by having each student read all words and asking for sentences for each word.
3. Using vizcan, show each card to the class. Tell the word, use it in a sentence, and define it.
4. Have students read word as a group, and then ask for a sentence using the word. Call on every student to give a sentence or definition for the word.
5. Repeat with each new word, reviewing other words with the class after each new word is introduced.
6. Pass out paper to the class and fold into 8 sections. Students will write one word in each section and illustrate it.

**EVALUATION/ASSESSMENT**
Review the papers with word and pictures to see if students understand the words.

★ ★ ★
**Chocolate Chip Cookies**

- Heat oven to 350

- 3/4 cup of sugar
- 3/4 cup of brown sugar

- 2 1/2 cups of flour
- 1 teaspoon salt
- 1 teaspoon baking soda

- 2 sticks of margarine
- 2 eggs

- Mix the dry ingredients
- Add chocolate chips
- Mix again
- Stir
- Bake cookies for 11 minutes
# Materials Budget

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**Teacher’s Name**: Elizabeth Phillips  
**School**: Sleepy Hill Middle School

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