

*Fun and Resources for
07-29-2020*



9 Buttermilk Scones

Prep time: 20 minutes

Cooking time: 20 minutes

Makes: 9 scones



Ingredients

- 1 cup **whole-wheat flour** or use **all-purpose flour**
- $\frac{3}{4}$ cup **all-purpose flour**
- $\frac{1}{2}$ cup **sugar**
- 1 teaspoon **baking powder**
- $\frac{1}{2}$ teaspoon **baking soda**
- $\frac{1}{4}$ teaspoon **salt**
- 1 cup **dried fruit** like raisins, cranberries or bits of apricot or mango
- $\frac{1}{4}$ cup **margarine** or **butter**, melted
- $\frac{2}{3}$ cup **buttermilk**

Directions

1. Preheat oven to 400 degrees F.
2. Combine the flours, sugar, baking powder, baking soda and salt in a medium bowl. Mix well.
3. Add the dried fruit and mix lightly.
4. In a small bowl, combine the melted margarine or butter and buttermilk.
5. Add the liquids to the dry ingredients and mix gently.
6. On a greased baking sheet, spoon the dough into 9 equal mounds.
7. Bake until golden brown, 18 to 20 minutes.
8. Serve hot or at room temperature.

Make Buttermilk at Home

Put 1 Tablespoon of lemon juice or vinegar in a liquid measuring cup. Fill to the 1-cup line with milk. Stir and let sit to thicken slightly.

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Variations

- ✦ Sprinkle with cinnamon before baking.
- ✦ Add $1\frac{1}{2}$ teaspoons of grated lemon or orange zest (grate the outer colored part of the peel).



Nutrition Facts

9 servings per container
Serving size 1 scone (79g)

Amount per serving
Calories 230

		% Daily Value*	
Total Fat	6g		8%
Saturated Fat	3.5g		18%
Trans Fat	0g		
Cholesterol	15mg		5%
Sodium	270mg		12%
Total Carbohydrate	42g		15%
Dietary Fiber	3g		11%
Total Sugars	20g		
Includes 5g Added Sugars			10%
Protein	5g		

Vitamin D	0mcg	0%	Calcium	58mg	4%
Iron	2mg	10%	Potassium	180mg	4%
Vitamin A	46mcg	5%	Vitamin C	0mg	0%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

If I Was There



Create-to-Learn
Family Projects™
Animated Videos



Introduction

When stories are personally relevant, children are better able to figure out how to distinguish fact from fiction. In this project, children will create personal figurines (small sculptures or puppets that represent themselves) and illustrate scenes from a story. With the help of their figurines, children will imagine, “What if I was there?” to spark new, personal adventures.

LEARNING OBJECTIVES

Children will:

- use SEEK to “read” paintings, photographs, and book illustrations to inspire original stories and original art;
- create a personal sculpture to use as a character in original stories inspired by art;
- identify and create story settings; and
- distinguish non-fiction from fiction.

Vocabulary

sculpture	role	original	scene
figurine	fiction	setting	backdrop
character	non-fiction	plot	

Essential Questions

- How does art inspire stories?
- Why is the setting important when creating a story?
- How can imagining yourself in a piece of artwork be a powerful way to inspire a new story about the art?
- How do fiction and non-fiction stories differ?

Guiding Questions

- Which works of art will you use to inspire your original art? Why did you select that art—the scene, characters, tone, or setting?
- How will you create a figurine or puppet that represents you?
- How does putting yourself into the setting make an imaginary story feel relevant?
- How could adding a new character to a setting change a non-fiction story into fiction?
- What happens when an author or illustrator becomes part of a story?



Supplies

- Sculpture or Figurine Materials (Model Magic® or if sculpting material is not available substitute cardboard or firm paper)
- Paper (recycled gift wrap or other colored papers)
- Crayola® Markers or Crayons
- Crayola® Blunt Tip scissors
- Crayola® Glue or Tape

Prepare

Select works of art, photographs, or book illustrations to use as inspiration for stories.

Applying SEEK to this video and lesson



SEE:

What is the setting of this artwork? What details in the artwork give you information about where and when this scene occurred and the main characters who are in it?

EVIDENCE:

What clues support your observations? Can you determine the season, location, or time of day? Does this work of art represent something real or imaginary? How do you know?

EXPLAIN:

What do you think inspired the artist to create this work of art?

KNOW:

What do you know about this artwork? What additional information do you want to know?

SEEK™

SEE

What do you see?

EVIDENCE

Why do you say that?
What is the evidence?

EXPLAIN

What decisions did the
artist make? Why?

KNOW

What do you know?
What else do you want
to know?



- Use the SEEK™ questions plus more of your own to talk about the selected paintings, photographs, or book illustrations. What is seen in the images?
- Ask children to select one of the works of art to use as a setting for an original story. Ask them to describe the setting. Who might live here? What is happening in the scene? What else might happen?
- Talk about some story ideas inspired by what they see in the art.

- Have children create their own illustrations to bring the stories they imagine to life.
- Each child will create a personal figurine or personal likeness puppet that can become a story character.
- They will then pretend to enter the settings they drew and create new stories that include their personal sculptures.
- Ask children to begin their stories with the line, "If I was there..."



- Help children decide on an audience for their presentation. They might decide to use art supplies to create audience member figurines or they might present to their toy animals, action figures, or family members.

- Help children create a presentation space where their illustrations can be backdrops for telling their stories. Encourage children to move their figurines in front of the backdrop images, as if the figurines or puppets were telling the stories.



- After their presentation, talk about the difference between imaginary stories called fiction and real or fact-based stories called non-fiction. What elements of their story were imaginary? Which were real or fact-based?
- Ask children how putting themselves into the scene changed the stories. Why did this happen?

- Encourage children to think about other changes they might make in the stories as they make new versions. What additional scenes and characters might they add?



- Encourage children to connect how their personal experiences and illustrations influenced the stories.

- Ask children to think about how authors and illustrators weave known information into stories.

For Younger Children

- Read picture books with children and talk about the illustrations that present story settings. Ask them to imagine being part of one of the illustrations. Read the book *Katie's Picture Show* by James Mayhew about a girl named Katie who is visiting the National Gallery in London. While her grandmother naps, Katie has exciting adventures as she "jumps into" several works of art.
- Take pictures of children around the home or yard. Use the photographs to help young children remember the details in a setting as they create stories about their day.

For Older Children

- Challenge children to put themselves into famous moments in history, such as dates of great discoveries or moments in historical figures' lives. Have them create radio shows, theatre dramas, or news reports from the personal perspective of having experienced the event.
- Challenge children to focus on a scientific discovery. How would they report on the discovery of penicillin or a Moon landing? How can they use their own powers of curiosity and observation to build a story around an important event?



Child Reflections

- Which pictures provided the best settings for the new stories?
- How do you tell if a story is fiction or non-fiction?
- When you tell this story again how could you do it differently? Why is it important to demonstrate flexible thinking and be open to trying new ways of presenting?



Adult Reflections

- How did children select art for the first part of the activity? What insights did they gain throughout the project that could inform their selection criteria next time they do this project?
- What did you notice about children's abilities to create, present, and respond to feedback about their stories? How did you help them connect the discussions around settings and characters to the artwork and the stories?
- What additional questions did children come up with as they became familiar with using SEEK to "read" art?
- How did this project inspire conversations that led to deeper understanding that not everything we hear is real or fact-based?



STANDARDS AND SKILL DEVELOPMENT

Standards help educators and families address areas that children should understand and be able to do. This video and project address the following standards:

LANGUAGE ARTS

- Describe people, places, things, and events with relevant details to express ideas and feelings clearly.
- Use drawings or other visual displays to provide details to stories.
- With guidance and support from adults, recall information from experiences to generate questions and create connections.

MATHEMATICS

- Make sense of problems and persevere in solving them.
- Use appropriate tools strategically.

SCIENCE

- Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- Ask questions, observe, and gather information about a situation.

VISUAL ARTS

- Identify places where art may be displayed or saved.
- Use art vocabulary to describe choices while creating art.
- Present and talk about the ideas in artistic work.
- Create art that represents realistic and imaginary environments.

THEATRE ARTS

- Imagine how a character or puppet moves to support the story.

Positive Parenting



ZERO TO THREE
Early connections last a lifetime

Positive parenting describes a set of parental behaviors that foster a child's capacity to **love, trust, explore and learn**. The goal of positive parenting is to help parents guide their children's healthy development in the context of the family's culture. Key elements of positive parenting include the ability to:

Understand or imagine the **child's point of view**, especially during challenging moments.



Respond with interest and **sensitivity** to the child's cues.



Recognize that **parenting can be stressful** and missteps are a natural part of child-rearing.



Recognize and **celebrate** the child's strengths, abilities, and capacity to learn and develop.



Provide consistent, **age-appropriate guidelines** and limits for child behavior.



Work toward a **balance** of meeting parental needs and child needs.



Delight in **moments of connection** with the child;



Recognize and **regulate their own feelings** and behaviors before they respond to the child.



Seek help, support or additional information on parenting **when needed.**



STAFF NOTES

EVEN BABIES NEED ACTIVE PLAY

Why Is This Important?

- Many parents are surprised to learn that babies need to move and be active as part of healthy growth and development.
- Parents often want ideas about how to be active with infants in developmentally appropriate ways.

Talking Points About Active Play with Infants

- Being active helps babies learn and reach important milestones like sitting up and crawling.
- Give your baby plenty of chances to stretch. A play-mat with toys suspended above him will give him the opportunity to kick and reach.
- Bouncers, strollers, and baby carriers are great for letting you get things done, but time in them doesn't count as active time for your baby. Make sure he gets time to roll, crawl, sit up, and stand every day.
- Give your young baby plenty of supervised "tummy time"! This helps his muscles get stronger and gets him ready to sit up and crawl.
- Did you know? A 3- to 4-month-old baby will push down if you hold him in a standing position. Make this a fun bonding time for you and your baby, and help him stand and sit over and over again until he's tired.
- Play some music and dance with baby in your arms.
- Try teaching him peekaboo and patty-cake—games like this will help him develop motor skills.



SODIUM MYTHS and FACTS for Kids



SCIENCE SUPPORTS REDUCING CHILDREN'S SODIUM INTAKES

The science is clear... our kids eat more sodium than what is safe and recommended.^{1,2} Schools can play an important role in helping our kids get and stay healthy. As part of the effort to bring sodium to moderate levels for our kids, the U.S. Department of Agriculture (USDA) established sodium limits for school meals, which are being carried out in three gradual phases until the 2022-2023 school year.³



MYTH #1 vs FACT!

The only health issues associated with too much sodium are problems like high blood pressure and heart disease – problems for adults, not kids.

Science strongly supports the link between less sodium intake and healthier lives – even in children and teens.⁴



For example, kids who eat high sodium diets are about 35% more likely to have elevated blood pressure than kids who eat lower sodium diets.⁵ And, the rate of high blood pressure is increasing in American children.⁶ In addition to heart health, sodium impacts bone, brain, stomach, and kidney health.⁷



MYTH #2 vs FACT!

Scientific evidence to support a decrease in sodium for school meals is inconclusive.

There has been a lot of noise about some sodium studies, leading to confusion and helping efforts to undermine nutrition standards for school meals.



A large body of scientific research indicates that lowering sodium intake lowers blood pressure in adults and children.⁸



MYTH #3 vs FACT!

It is impossible for schools to meet USDA's sodium limits.

More than 99% of schools are successfully meeting the updated meal standards.⁹ Some schools are already meeting the USDA's 2017 targets. Many companies already offer foods that meet the target limits set by the USDA.¹⁰



A variety of methods exist that can help reduce sodium in foods¹¹, and modelling suggests that some newly developed ingredients could make a big impact.¹²



MYTH #4 vs FACT!

Kids won't like the taste of foods lower in sodium and, as a result, will eat less of these foods, robbing them of the beneficial nutrients they provide.

Replacing nutrient-poor, high-sodium foods with healthier foods could improve overall consumption of other beneficial nutrients.



Gradually lowering the sodium content in foods can decrease kids' (and adults') taste for salty food over time.¹³

To find out more about the Healthy, Hunger-Free Kids Act, visit: heart.org/schoolmeals
To find out more about sodium reduction, visit: heart.org/sodium

¹ Institute of Medicine (IOM). 2004. Dietary Reference Intakes for Water, Potassium, Sodium, Chloride, and Sulfate. Washington, DC: The National Academies Press. ² U.S. Department of Agriculture, Agricultural Research Service. 2012. Nutrient Intakes from Food: Mean Amounts Consumed per Individual, by Gender and Age, What We Eat in America, NHANES 2009-2010. Available: www.ars.usda.gov/bhnrc/rlng. ³ USDA. Final Rule "Nutrition Standards in the National School Lunch and School Breakfast Programs (1/25/12)". Accessed online 8/14/15 at: <http://www.fns.usda.gov/sites/default/files/sodium.pdf> ⁴ Appel et al. Reducing Sodium Intake in Children: A Public Health Investment. *Journal of Clinical Hypertension*. 2015; 1-6. ⁵ Roemer et al. Childhood blood pressure trends and risk factors for high blood pressure: The NHANES experience 1998-2008. *Hypertension*. 2013; 62:247-254. ⁶ Lloyd-Jones et al. Defining and Setting National Goals for Cardiovascular Health Promotion and Disease Reduction: The American Heart Association's Strategic Impact Goal through 2020 and Beyond. *Circulation*. 2010 Feb 2; 121(4):586-613. ⁷ Appel et al. The importance of population-wide sodium reduction as a means to prevent cardiovascular disease and stroke: A call to action from the American Heart Association. *Circulation*. 2011; 123(10):1138-43. ⁸ Whelton et al. Sodium, blood pressure, and cardiovascular disease: Further evidence supporting the American Heart Association sodium reduction recommendations. *Circulation*. 2012; 126:2880-2889. ⁹ http://www.fns.usda.gov/sites/default/files/cv/SFAcnc_FY1604.pdf ¹⁰ National Alliance for Nutrition and Activity. Mission: Possible Companies Can Meet USDA's New Sodium Limits for School Meals. Accessed online 8/14/2014: <http://cspinet.org/new/pdf/NHANES20Sodium%20products%20that%20meet%20new%20guidelines%20Oct%2014.pdf> ¹¹ Antman et al. Stakeholder discussion to reduce population-wide sodium intake and decrease sodium in the food supply. A conference report from the American Heart Association sodium conference 2013 planning group. *Circulation*. 2014. ¹² Agarwal et al. Sodium Intake Status in United States and Potential Reduction Modeling: an IHANES 2007-2010 analysis. *Food Science and Nutrition*. 2015. DOI: 10.1002/fsn3.248 ¹³ IOM. 2010. Strategies to Reduce Sodium Intake in the United States. Washington, DC: The National Academies Press.