



Lunch Money - Places to go things to see!"
March 20 and 21, 2012
Trustees Theater

LUNCH MONEY “PLACES TO GO, THINGS TO SEE!”

Lunch Money brings the indie-rock experience to young audiences with an energetic salute to the stuff of childhood: roller coasters, giant cookies and getting dizzy. This trio “artfully treads the line between alt-kids and just plain alternative” [Nick Jr. Family Magazine] and this year their song “It Only Takes One Night to Make a Balloon Your Friend” topped the charts on XM/Sirius children’s radio. The band delivers a high-energy show that aims to get children dancing, thinking and laughing.

Lunch Money began in 2003 when singer/guitarist Molly Ledford (The Verna Cannon - Cargo/Headhunter) decided to try her hand at bringing the live music experience to young audiences. She enlisted fellow Verna Cannon bandmate Jay Barry (drums) and multi-instrumentalist J.P. Stephens (bass, mandolin, harmonica) to form Lunch Money, the name chosen to honor that first taste of childhood independence and power. Focusing her writing, which had been described as “full of memories left in a shoebox in the dusty corners of your brain” (Spin.com), on the stuff of childhood, Molly soon accumulated a new catalog of songs about such things as wishing for a pet dog, getting up the nerve to ride a roller coaster, and twirling around in rain and sun beneath an umbrella.

Welcome from the SMF Education Director:

We are thrilled to present Lunch Money at the Trustees Theater as part of the In-Theater Music Series sponsored by Gulfstream Aerospace Corporation. This series features grade-appropriate performances by renowned musicians and educators. A variety of musical genres complement school curriculum and demonstrate the dynamic relationship between the performing arts and history, literature, and world cultures.

In this document, you will find educational activities designed to enhance learning before and after the performance. This study guide meets Georgia’s Performance Standards (GPS) and has been carefully crafted by a team of local educators.

Below you will find the links to activities for each particular grade. If you wish to access a complete list of GA Performance Standards for all grades and subjects, visit: <http://www.georgiastandards.org>

Thank you for attending the 2012 Savannah Music Festival. We hope this experience will improve your student’s creativity, teamwork and self-expression!

Sincerely,

Ricardo Ochoa
Director of Education & Production

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Savannah Music Festival Study Guide

Overview

Lunch Money: Places to Go, Things to See!

Lunch Money, an indie rock band based in Columbia, South Carolina, brings the indie rock experience to family audiences with an energetic, musical salute to the stuff of childhood: blowing bubbles, friendship, giant cookies and getting dizzy. Lunch Money songs are in regular rotation on SiriusXM Radio, and the band has played numerous venues and festivals around the United States, including The Orlando Repertory Theatre (Orlando, FL), Symphony Space (New York, NY), World Cafe Live (Philadelphia, PA) Austin City Limits Festival (Austin, TX) and Lollapalooza (Chicago, IL).

Lunch Money began in 2003 when singer/guitarist Molly Ledford (The Verna Cannon - Cargo/Headhunter) decided to try her hand at bringing the live music experience to young audiences. She chose the name Lunch Money to honor that first taste of childhood independence and power. Her writing style, which had been described as "full of memories left in a shoebox in the dusty corners of your brain" (Spin.com), was a natural match for the stuff of childhood, and Molly soon accumulated a new catalog of songs about such things as wishing for a pet dog, getting up the nerve to ride a roller coaster, and twirling around in rain and sun beneath an umbrella.

Lunch Money's second album *Dizzy* was reviewed on NPR's "All Things Considered" and their most recent collection of songs *Original Friend* made several Top Ten lists for 2011, including Time Out New York Kids (magazine) and Cool Mom Picks (website).

For more information, visit lunchmoneymusic.com.

Teachers are invited to access audio stream of Lunch Money songs for use in the classroom prior to the performance:

<http://www.savannahmusicfestival.org/2010/gulfstream-music-education-series/lunch-money.php>
or email molly@lunchmoneymusic.com for free album download links.



About the Artist

Lunch Money, a 4-piece band featuring guitars, drums and trombone, will perform original songs and take the audience on an imaginary trip to fun destinations. As children “travel” to places like a zoo and an amusement park, the band will engage the audience in participation and emphasize the power of imagination. The show ends with a celebration of the library, where many more imaginative adventures await.

Set List

Original Friend
Getaway Car
Everybody’s Coming to the Zoo
Are You a Rabbit?
Silly Reflection
Roller Coaster
Caboose
Cookie As Big as My Head
Tricycle
You and Me and a Bottle of Bubbles
Come Over to My Dollhouse
Tiny Dinosaurs
Yes, We Have Rhythm
I Love My Library

SAVANNAH MUSIC FESTIVAL - Gulfstream Education Music Series
CONCERT ETIQUETTE

A live music performance can be very exciting. All of the people involved in the production, both cast and crew, work very hard to be sure they give a great performance. It is the job of the audience members to help the performers give their best performance possible. The audience can do this by practicing the rules of concert etiquette.

- Follow the directions of your teachers and the M.C. prior to the performance.
- Arrive at the theater early. Doors open at 10:00 AM. Performance begins sharply at 11:00 AM.
- Visit the restroom before the performance begins.
- If you have a cell phone please turn it off. If it must be on, put it on vibrate.
- Pay attention to announcements that are made prior to, and after, the show.
- Don't speak during the performance...whispering is still speaking, so only in an emergency.
- Do not take pictures during the performance. It can be very distracting to the performers and can cause a mishap.
- Remain in your seat for the entire performance. It is rude to get up in the middle of a quiet moment...rude to the performers and your fellow audience members.
- Do not eat or drink in the theater. If you must have a cough drop, or something of that nature, do not make noise with the wrapper.
- Do not put your feet up on the seats or balcony and do not kick the seat in front of you.
- Don't put or throw anything on the stage.
- Do laugh when the performance is funny.
- Do applaud when it is appropriate during the performance.
- Do applaud when the performance is over...this tells the performers and crew that you appreciate their work.
- Stand and applaud if you really thought the show was great.
- Stay seated until your school is called after the performance.

Pre-K activity #1: “Yes, We Have Rhythm!”

Georgia Performance Standards covered:

PEK.2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

PEK5.1: Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Follows simple directions for basic games and activities.

Objective: Students will help create a dance for the song “Yes, We Have Rhythm” and perform it as a group in the classroom.

Materials: The song “Yes, We Have Rhythm” from the album *Silly Reflection* (see page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers.

Procedure:

1. Listen to the song “Yes, We Have Rhythm” with the class, asking students to pay attention to words in the song having to do with movement.
2. Ask students to recall movement in the song and to suggest dance moves, especially for the chorus:

Slap the mosquito
Do it a little higher
Watch a little tennis
Try on the pants that shrank in the dryer
Walk to school
Wave to the people who live on your street,
Singing, “I’ve had rhythm since before I was born.
I learned it from a heartbeat.”

3. Lead the class in deciding the official dance moves for the song.
4. Play the song again and go through the dance moves together.

Assessment: Repeat daily until we see you at the Savannah Music Festival!

Pre-K Activity #2: “Caboose”

Georgia Performance Standards covered:

SSKE1: The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor and teacher).

Objective: Students will be able to describe the roles of the train conductor, the engineer, the locomotive, and the caboose.

Materials: The song “Caboose” from the album *Silly Reflection* (see Page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; copy of the picture book *Freight Train* by Donald Crews (or other appropriate train-related picture book); red hat or jacket (optional); engineer cap (optional); whistle (optional); paper, pencils.

Procedure:

1. Read *Freight Train* or other train-related picture book to the class.
2. Talk about the parts of the train.
3. Listen to the song “Caboose” together and ask the class to listen for information about parts of the train, details about the appearance of the caboose, and roles of the conductor and engineer.
4. Note that the locomotive is first and the caboose is last. The engineer drives the train, but the conductor signals that all is safe to start.

Assessment: Have students take turns forming a train to travel around the room to the “Caboose” song.

- a. The student representing the last “car” of the train (caboose) should wear the red hat or jacket or piece of red paper taped to his/her shirt.
- b. The first car (locomotive) should wear the engineer cap or striped paper.
- c. The cars in between can wear papers with drawings of their imagined cargo (such as a car of toys, a car of rocks, a car of cows).
- d. Let the caboose signal (using a whistle or a shout) when it is time for the train to move forward.

Kindergarten Activity #1: “I Love My Library”

Georgia Performance Standard covered:

SSKE1: The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).

Objective: Students will be able to talk about their local library (name of nearest branch, hours of operation, number of items allowed for check out, minimum age for library card, daily fines on overdue items) and will practice being librarians for each other.

Materials: The song “I Love My Library” from the album *Dizzy* (see Page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; school media center; promotional materials from local branch library.

Procedure:

1. Ask the students to raise their hands if they have their own library card, if they’ve visited their county library this month and if they have a favorite book or author.
2. Ask the students to talk about the librarians at their local library and at their school library.
 - a. Have they talked to the librarian about books?
 - b. Has the librarian helped pick out books they might like?
3. Listen to the song “I Love My Library” together.
4. Using the promotional materials from a local branch as a guide, ask students questions about the community library.
 - a. What days of the week is it open?
 - b. How late does it stay open?
 - c. Do they have storytimes or other programs for kindergarteners?
 - d. How many books can you check out at one time?
 - e. How old do you have to be to get your own library card?
 - f. What is the official name for a library customer (a “patron”)?
 - g. How long do you get to keep a library book before you have to bring it back?
 - h. If you are late, how much money do you owe?
 - i. Besides books, what other sorts of things can you check out from the library?
5. Explain that people go to college and graduate school in order to become librarians. They are the people who know the most about their libraries, and they can help you find what you need when you go there. Don’t be shy about asking!

Continue

6. On your next visit to the school media center, divide the students into pairs and ask each child to select a book for their partner. Each student should ask the partner about what kind of books he/she likes: silly books? sweet books? books with animals in them? books with drawings? books with photographs? picture books? chapter books? Once the students know what their partners like, they can browse with these ideas in mind and select a special book for them.

7. BONUS activity: listen carefully to the end of "I Love My Library." Can you figure out any of the books mentioned? [answer: picture books referenced include *Frog and Toad Are Friends*, *George and Martha*, *Freight Train*, *The Snowy Day*, *Caps for Sale*, and *Where the Wild Things Are*]

8. You can also explore more child-to-child book recommendations at Children's Choices: <http://www.reading.org/Libraries/Choices/cc2011.pdf>

Assessment: Ask students to talk about what books they picked for their classmates and why.

Kindergarten Activity #2: “Silly Reflection”

Georgia Performance Standard covered:

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works: Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.

Objective: Students will explore reflective surfaces around the school to determine what sort of reflections they produce.

Materials: The song “Silly Reflection” from the album *Silly Reflection* (see Page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; a mirror; spoons; other reflective surfaces available on school grounds, such as a puddle, the side of a car, etc.; reference website: <http://www.brainpopjr.com/science/energy/light/grownups.weml>

Procedure:

[In preparation for this activity, read about light and reflections, such as on this website: <http://www.brainpopjr.com/science/energy/light/grownups.weml>]

1. Listen to the song “Silly Reflection” with the class.
2. Ask students to recall where they have seen their reflections.
3. Have students take turn looking into a mirror to notice that any writing on their shirts is backwards in the reflection.
4. Pass around spoons. Have students look at their face reflected in the spoon. Now what’s different?
5. Take the class on a walk around school grounds, stopping at predetermined spots to look at and analyze their reflections.
6. Discuss the way the qualities of the surface create different, and often very silly, reflections.
7. Remind children that there are fun house mirrors all around them!

Assessment: Ask students to talk about the silly reflections and normal reflections they saw and explain what factors caused the silliness.

First Grade Activity #1: “Tricycle”

Georgia Performance Standards covered:

ELA1R6: The student uses a variety of strategies to understand and gain meaning from grade-level text. The student makes connections between texts and/or personal experiences.

ELA1W2: The student writes in a variety of genres, including narrative, informational, persuasive and response to literature. The student will write a narrative that begins to capture a reader’s interest by writing a personal story.

Objective: Students will write a personal story about an object in their family that has been “handed-down.”

Materials: The song “Tricycle” from the album *Silly Reflection* (see page 1 of study guide for streaming and/or downloading options); “hand-me-down” item from home to show the class (optional); boombox or computer with speakers; pens or pencils; paper

Procedure:

1. Listen to the song “Tricycle” with the students.
2. Ask the students to recall details about the tricycle from the song.
3. Discuss with students how the song is about “hand-me-downs.”
4. Describe to the class a hand-me-down item from your own life (if possible, bring in the item to show).
4. Have students think about an item in their lives that used to belong to another family member.
5. Have students write about that item.
 - a. Are they happy to have it?
 - b. Do they like that it belonged to someone else?
 - c. Does it make them feel close to that person?
 - d. Have any marks been left on the item by previous owners (such as dents and stickers on the tricycle)?
 - e. Do those marks tell the history of the item?

Assessment: Ask students to draw a picture of that item and share with the class. Invite students to bring in their items from home to show the next day.

First Grade Activity #2: “Tiny Dinosaurs”

Georgia Performance Standards covered:

M1M1: Students will compare and/or order the length, height, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.

S1L1: Students will investigate the characteristics and basic needs of plants and animals. Compare and describe various animals—appearance, motion, growth, basic needs.

Objective: Students will be able to compare the size of a “tiny” dinosaur to that of larger dinosaurs in relation to other observable objects in the classroom or on the school grounds.

Materials: The song “Tiny Dinosaurs” from the album Dizzy (see page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; website <http://www.kidsdinosaurs.com/>; tape measure; crayons, paper

Procedure:

1. Listen to the song “Tiny Dinosaurs” with the students (make sure to roar!).
2. Talk with the class about dinosaurs and how big they were. Discuss how there were, in addition to large dinosaurs, also very small ones.
3. Go to <http://www.kidsdinosaurs.com/> to learn about the measurements of the two “tiny” dinosaurs mentioned in the song: Compsognathus is listed under the category “Small Meat-Eater” and Microceratops is listed under the category “Horned Dinosaur”). The measurements of the dinosaurs are listed in the right column once you have clicked on the dinosaurs name.
4. Use a measuring tape to demonstrate the height of each tiny dinosaur to the class. Select an object in the classroom of approximately the same size for reference.
5. Ask the students if they can name any other dinosaurs (or suggest a few from the website). Use <http://www.kidsdinosaurs.com/> to find out the height of these other dinosaurs. Use a measuring tape to demonstrate their height to the class and find objects in the classroom or on the school grounds to approximate their size.
6. Place a “tiny” dinosaur-sized object next to another dinosaur-sized object to compare the two.

Assessment: Have students compare their own height to that of a “tiny” dinosaur (using dinosaur-sized classroom object for reference) and draw a “self-portrait with tiny dinosaur.”

Second Grade Activity #1: “Come Over to My Dollhouse”

Georgia Performance Standard covered:

ELA2W2: The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. Begins to write fantasy/imaginary stories.

Objective: Students will write an imaginative story featuring dolls and/or action figures.

Materials: The song “Come Over to My Dollhouse” from the album *Original Friend* (see page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; pencils; crayons or markers; paper.

Procedure:

1. Listen to the song “Come Over to My Dollhouse” together.
2. Discuss what’s happening in the song. Why are all of these characters together? What are the action figures doing? What are the dolls doing? Does it sound like fun? When you play at home, how do these characters behave? Do you share toys with your brothers and sisters?
3. Ask students to write a story about a party in the dollhouse, starring their favorite characters. Do superheroes come to the party? Do fashion dolls come to the party? What’s the occasion? What games do they play? What food do they serve? What music do they listen to? Where does the party take place - at a dollhouse or in an action figure playset? Does anything funny happen at the party?
4. Ask students to draw a picture and/or party invitation to go along with their story.

Assessment: Invite students to share their stories and illustrations with the class. Create a display of them on a bulletin board.

Second Grade Activity #2: “You and Me and a Bottle of Bubbles”

Georgia Performance Standards covered:

S2P1: Students will investigate the properties of matter and changes that occur in objects.

Objective: Students will create their own bubble soap and explore the properties of bubbles.

Materials: The song “You and Me and a Bottle of Bubbles” from the album *Original Friend* (see page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; plastic cups; distilled water; Dawn dish soap; bubble wands; glycerin (optional); a few pairs of inexpensive winter gloves (optional).

Procedure:

[Note: this is a 2-day project]

Day One:

1. Listen to the song “You and Me and a Bottle of Bubbles” together.
2. Talk about how you are going to share the fun of bubbles together and also learn about the properties of bubbles.
3. Pass out material for making bubble soap. If you have glycerin, your bubbles will be stronger.
4. Lead class (in small groups) in making several cups of bubble solution, according to the recipe found at <http://www.stevespanglerscience.com/experiment/bouncing-bubbles>.
4. Set the bubble soap aside for the next day. Explain that it will give the bonds in the solution time to strengthen.

Day Two:

1. If possible, share this Discovery Channel video with your class:

<http://www.youtube.com/watch?v=eV6Wh-KX3bY>

If your classroom is not equipped for group viewing of this video, watch it by yourself prior to class and explain to the class the properties of bubbles:

1. they act as prisms, refracting light
 2. they want to be round
 3. they want to be wet
2. Lead the class in blowing bubbles and observing these qualities. Look for rainbow colors in the bubbles, watch as bubbles shift from oblong shapes back into round as they are blown, and demonstrate how wet hands can penetrate bubble surfaces without popping them.
 3. [optional] If you were able to acquire glycerin for your bubble soap and some of those cheap winter gloves (usually sold for \$1 at places like Target), follow the instructions on <http://www.stevespanglerscience.com/experiment/bouncing-bubbles> and bounce your bubbles.

Continue

4. Play “You and Me and a Bottle of Bubbles” again while allowing the class to blow bubbles and observe them.

Assessment: Ask students to talk about what they learned about bubbles and demonstrate these ideas with actual bubbles.

Third Grade Activity #1: “Everybody’s Coming to the Zoo”

Georgia Performance Standard covered:

S3L1: Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

ELA3C1: The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student uses resources (encyclopedias, Internet, books) to research and share information about a topic.

Objective: Students will research the native animals and habitats of a particular continent and will design a plan for a zoo based around that continent.

Materials: The song “Everybody’s Coming to the Zoo” from the album *Dizzy* (see Page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; a selection of nonfiction library books about the continents and/or internet access for students; paper; crayons or markers.

Procedure:

1. Listen to the song “Everybody’s Coming to the Zoo” together as a class.
2. Explain that they are going to design a zoo.
3. Divide students into groups - one group per continent.
4. Have students look through books and/or search the internet to find out what animals are native to their assigned continent.
5. Have each group come up with a name for their zoo and work together to draw a visitor map showing the various exhibits.
6. The map should include the name of the animal, a drawing of the animal, and a description of the animal’s habitat.

Assessment: Let each group take turns presenting about their zoo to the class.

For extra fun: Ask each group to select a student to play the spokesperson/zookeeper and the other students to portray representative animals from the zoo. The zookeeper can be like Jack Hanna, describing the wildlife on exhibit. Lots of good dramatic opportunities!

Third Grade Activity #2: “Are You a Rabbit?”

Georgia Performance Standard covered:

ELA3R2: The student acquires and uses grade-level words to communicate effectively. The student identifies the meaning of common idioms and figurative phrases and incorporates them into oral and written language.

Objective: Students will identify the use of metaphor in song lyrics and will write their own poem using metaphor.

Materials: The song “Are You a Rabbit?” from the album *Dizzy* (see Page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; paper, pens or pencils.

Procedure:

1. Listen to the song “Are You a Rabbit?” together, asking the class to identify the type of figurative language used throughout the song (metaphor).
2. Talk about examples of metaphor in the lyrics and how the use of metaphor helps to create mental images for the reader/listener.
3. Ask students to convey some of the same ideas without the use of metaphor or other figurative language, such as

Are you a pop tart jumping out of the toaster
Do you wear rocket shoes or loafers
Are you the 4th of July whenever you have soda pop?

Do you go bananas or do you go pears?
Are you a zig-zag or are you a square?
Are you a handshake or are you a karate chop?

(Results could sound something like, “Are you really excited? Or are you not so excited?”)

4. Have students write their own poem using metaphor to get across their own personality traits.

Assessment: Invite students to read and even act out their poems for the class.

Fourth Grade Activity #1: “A Cookie As Big As My Head”

Georgia Performance Standard covered:

ELA4W2: The student produces a persuasive essay that a. engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. States a clear position. c. Supports a position with relevant evidence. d. Excludes extraneous details and inappropriate information. e. Creates an organizing structure appropriate to a specific purpose, audience, and context. f. Provides a sense of closure to the writing.

Objective: Students will write a persuasive poem or essay to a parent.

Materials: The song “A Cookie As Big As My Head” from the album *Dizzy* (see Page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; paper, pens or pencils.

Procedure:

1. Listen to the song “A Cookie As Big As My Head” together.
2. Talk about the song as a persuasive piece of writing. What does the author want you to do? What are her arguments? What techniques does she use with her listener? Is it a convincing argument? Would you give her a cookie as big as her head? Why or why not?
3. Have students write their own persuasive poem or essay requesting permission from a parent for something outlandish. Encourage students to include humor and charm.

Assessment: Have students take turns reading their compositions to the class.

Fourth Grade Activity #2: “A Cookie As Big As My Head”

Georgia Performance Standards covered:

M4P1: Students will solve problems (using appropriate technology).

Objective: Students will use measurement to create (paper) cookies as big as their heads and analyze their circumference, area and imaginary calorie count.

Materials: The song “A Cookie As Big As My Head” from the album *Dizzy* (see Page 1 of study guide for streaming and/or downloading options); boombox or computer with speakers; heavy paper or light cardboard; crayons or markers; scissors; compasses, tape measures; store-bought chocolate chip cookies with nutritional information provided on package - enough cookies for each student to have one (optional).

Procedure:

1. Listen to the song “A Cookie As Big As My Head” together as a class.
2. Have students work in pairs to gather measurements of each other’s faces (height and width).
3. Have students use their measurements and a compass to craft a paper “cookie” as big as their head (cut out and decorate to represent favorite cookie ingredients: what is YOUR cookie policy when it comes to the perfect cookie?).
4. Have students calculate the circumference and area of their cookies and write that information on the back.

BONUS ACTIVITY:

5. Pass out a store-bought chocolate chip cookie to each student and provide the nutritional (such as number of calories) information for that cookie on the board.
6. Ask students to measure the store-bought cookie and determine its area. Have students estimate how many calories their own head-sized “cookie” would have based on comparing the area of the real and paper cookie using a proportion.

Assessment: Have students bring the “cookies” to the show and hold them in front of their faces during the cookie song!