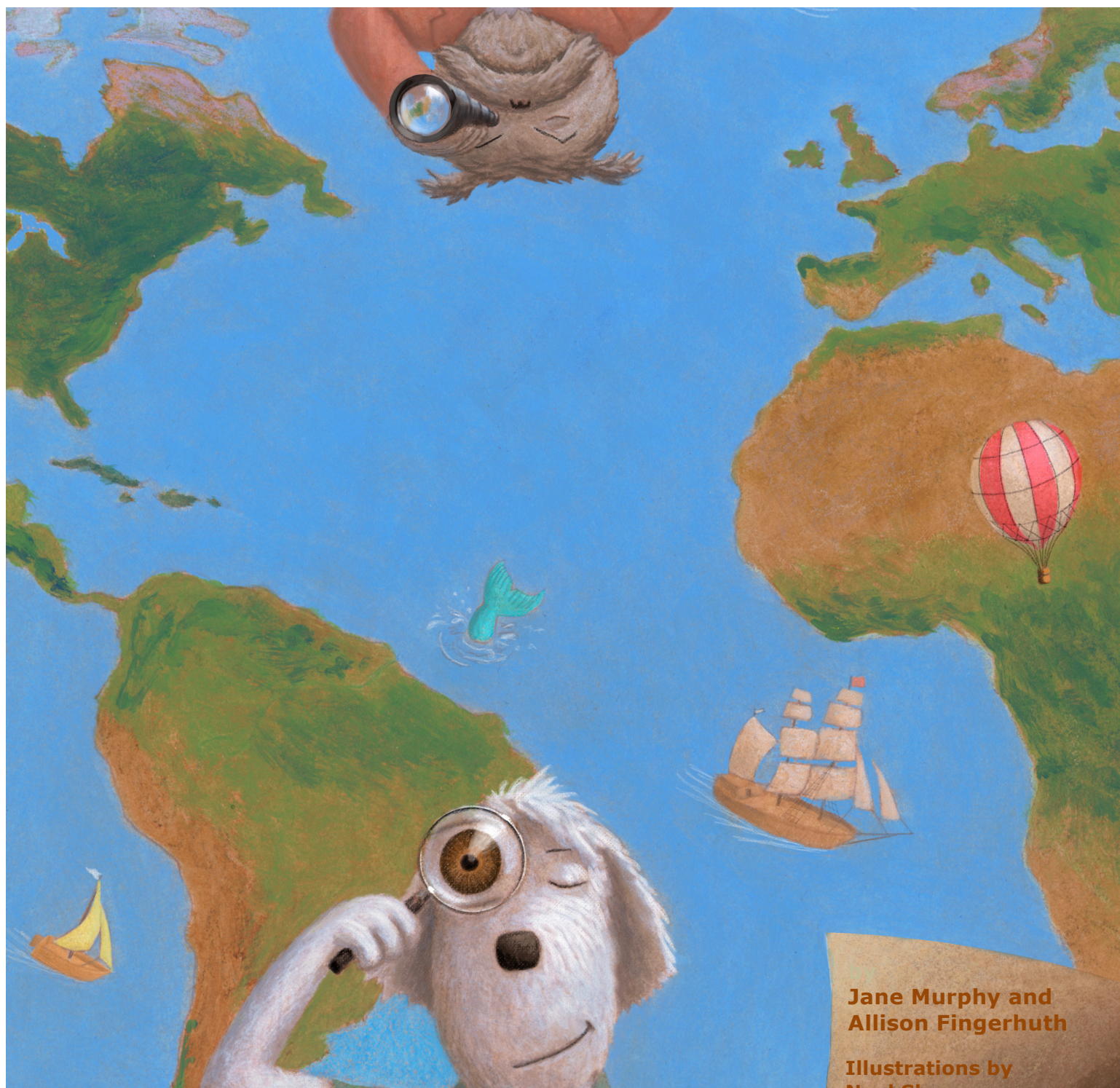


Pipper's Secret Ingredient

a Snoutz adventure 

A GUIDE FOR TEACHERS AND LIBRARIANS FOR KIDS AGES 8 AND UP





This Snoutz Adventure delivers a treasure of engaging learning opportunities to the classroom, the library, or to after school programs:

- A cast of captivating canine characters
- An antic caper across the globe full of sophisticated humor, tension and adventure
- A miserly mastiff and his bumbling flunky
- A pack of loyal friends and their BFF Pipper, food blogger, and world traveler

About the book

World traveler and food writer, Pipper, has writer's block. She's totally stumped as to where to go next and what to write about. While catching up over sushi dinner with her best friends, Pipper gets her inspiration—she will go in search of the secret ingredient to the perfect treat.

But watch out. Bull Bogus, President of the The Bogus Biscuit Company will stop at nothing to steal the ingredient from Pipper. He hires Bumbles Brug, a clumsy flunky, to trail her. Pipper's adventurous and frustrating search takes her from a sandstorm in an Egyptian desert, to the streets of Paris, to a mysterious escapade on the Orient-Express. Along the way, she meets an entertaining cast of characters. That's not all. Pipper moves on to New York and Katz's Delicatessen and ends her odyssey trekking up the Inca Trail to Machu Picchu. There, she shares her challenge with sage teacher, the Dolly Lhasa Apso.

Throughout her journey, Pipper enjoys a mix of calamity, culture, and food. In the end, Bogus' dog-eat-dog roguery winds up biting him in the tail. Pipper's astute listening and critical thinking prove their value once she returns home to her friends. It is there that she discovers the secret ingredient and a new fun-packed career that is better than a T-bone on a desert island after a romp in the waves.

About the authors Jane Murphy & Allison Fingerhuth

Jane is author of a variety of food, parenting and business books. As partner in KIDVIDZ special interest videos for children, she produced a line of award-winning videos for school age children. Jane is a professionally trained chef and was previously a partner in CHOW, a company that created food-related programming and materials for kids and families. Jane's been awarded grants from the National Endowment for the Humanities and Rockefeller Foundation/National Video Resources. She has served on the Tufts Children and Media Advisory Board, Grolier Publishing Advisory Board, and Harvard-Radcliffe Childcare Council. Jane speaks on the subjects of special market marketing, food writing and on topics about kids and food content.

Allison has over 15 years experience in creative and strategic marketing and licensing, product development, and client services. She has worked across multiple consumer product categories including educational publishing, packaged goods, children's television and food/entertainment. Allison also conceptualized and negotiated lucrative licensing deals in multiple product categories and managed the creation and development of several Nickelodeon award-winning consumer product lines. Allison is real life Pipper's (aka Lu's) mom and inspiration for the BowWOWbakery.



Pipper's Secret Ingredient is a content-rich adventure that suggests a wealth of learning activities. The experiences in this guide map to in-class curricula, afterschool enrichment programs, and library pursuits, such as reading groups. **The activities can be adapted for different age groups and venues.** Valuable skills are imbedded in the experiences outlined on these pages, including:

- conducting research
- collaborative learning
- story analysis
- writing for different genres (blog, interview, fiction)
- cooking skills and food literacy
- map reading
- vocabulary building
- presentation skills

The reading experience is extended into integrated/cross-curricular learning activities involving geography, history, writing and presentation, nutrition, math and science—all of which build on the book's content.

Pipper's work ethic, her curiosity, sociability, and sense of adventure drive her to learn about other cultures, historical events and personalities, and to travel to different places around the globe. Her encounters with a cast of colorful characters who work at a range of jobs lead her to discover the joy in creativity and innovation. Not a bad place to start spreading the rewards of learning and bring them home for the kids who meet her.

For questions or more information please contact us at:
info@snoutzadventures.com

Menu of Activities

Use the following activities as they are, or adapt them as appropriate for the ages and venue of your program (in class, at the library or after school).

Time Capsule Forecasting: A Pre-reading Preview

Talking points for discussion and some forecasting about the book

1. Time Capsule Forecasting
2. A Story Needs...
3. Sniffing Out New Words

Dig In: Story Analysis + Language Arts

Book discussion questions, writing activities, and group presentations

1. Book Discussion Questions
2. What Would You Do?
3. You're the Writer Now
4. Professionally Speaking

Romp the World: Geography and Social Studies

Research, planning, and creating a picture story of a place; developing a travel itinerary and fun with foreign words and making friends across the globe

1. Place Picture Stories
2. Create an Itinerary or Travel Brochure
3. Pen Pals

Sniff Around: A History Scavenger Hunt

Library and online digging are involved in a scavenger hunt with questions based on the places Pipper visits on her adventure.

1. Scavenger Hunt

Calculate This—Analyze That: Math and Science

Reading maps, figuring time differences, making measurement tangible, and designing with shapes

1. Mapping and Distance
2. Time Zones
3. Weights and Measures

Creative Juices: Art and Music

Archibald's inventiveness, Pipper's dreams, Beagle and Jack's songs, and Fetchwood itself inspire these activities.

1. Dog Gone Clever Inventions
2. Dream Pictures
3. Write a Delicious Rap Song
4. Create a Fetching Flag for Fetchwood

Tail Wagging Tastes: Cooking and Nutrition

Taste tests, recipe invention, and a little food literacy go into these cooking activities.

1. Winning Ingredient: Design-Thrill-Yumminess-Healthfulness
2. Taste Test
3. Smooth Smoothies/Crunchy Crunchies

Glossary

A selection of vocabulary words, foreign words and phrases, and cooking terms and dog language taken from the pages of the book and a vocabulary building activity.

1. Choose Your Words

Activity Sheets for Duplication +

1. Time Capsule Forecasting
2. Story Analysis
3. A History Scavenger Hunt
4. Map Key/Scale
5. Time Zones
6. Super Sniffer Award
7. Scavenger Hunt Answer Key

Time-capsule Forecasting: Pre-Reading Preview

Time Capsule Forecasting

Ask the group to look at the book's cover. Have them turn to a neighbor and, for a few minutes, share their predictions about the book, based on the questions below. Then, the adult asks one person from each pair to share their predictions. After listening to all the ideas, the group comes up with a group forecast, as the adult fills in the **Time Capsule Forecasting Page** for the group. The **Forecasting Page** will be referred to after they read the book and learn if they were on the mark.

- Who do you think Pipper is, and what do you think she does?
- Take a stab at who you think is the character with the spyglass and what he has to do with Pipper.
- Why do you suppose there's a map on the book's cover?
- What do you think the secret ingredient is for?

A Story Needs....

This pre-reading activity is an opportunity to get kids thinking about what is involved in creating a story. This activity may be more suited to slightly older kids (9 or 10). The adult can jump start discussion, suggesting one or two items from the list below. Use the blackboard or a large piece of paper at an easel or taped to the wall, and title the page: "A story needs...." Create a mind map* of the kids' answers. To get them thinking, ask them questions like:

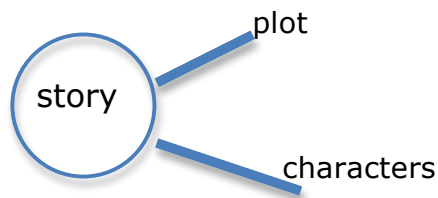
- What are the things an author needs to think about before actually writing a story? See how many of these elements they can think of, and who can come up with examples of these elements once they are identified.
 - Plot: the organization of events that will take place in the story
 - Characters: the people, animals or things who will be in the story
 - Theme: the main idea or meaning behind a story.
 - Setting: the physical time and place in which the story takes place
 - Narrative point of view: the point(s) of view from which the story is being told (e.g. first person, third person, different points of view)
 - Dialogue: the spoken words of the characters in the story.
- How can an author find answers and facts they may need to include in their story?
- What other things does the author have to consider in writing a story? For example:

Conflict/tension: what will happen that will create drama, suspense, mystery...

Dialog: do the spoken words the characters say to each other ring true to the way those characters would really talk?

Revision: A book is not finished after a first draft. An author must make several revisions to words, sentence structure and sometimes the whole storyline before a story is complete.

*A **mind map** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems, making decisions, and writing. (Wikipedia)



Sniff Out New Words

Pipper's Secret Ingredient is rich in language. There are lots of plays on words, metaphors and sophisticated words. Keep a log of words that are new to you.

Sniff Out The Dog Words. Find all the dog language you can in the story: metaphors (when something is compared to something else), puns, parts of speech like nouns, verbs and adjectives that are associated with dogs. Make a list to share. After reading, the group will share their lists and use the provided dog-related language in the Glossary in this Activity Guide to see how their lists compare.

Dig In: Story Analysis: Language Arts

Book Discussion Questions

Reference back to pre-reading "What a Story Needs..."

Give each kid their own **Story Analysis Sheet**. Encourage them to make notes, doodles, whatever during the discussion.

Character Development

How would you describe Pipper? What makes her unique? What do you think attracts different characters to her? How can you tell these things about her? How did Pipper change during the story? Who influenced her the most? How do you know?

Who do you think is the most interesting character? Why?

Who is the least interesting character? Why? What could the authors have done to make this character more dynamic?

Which character reminds you most of yourself? Why?

What do you think happens to Bull Bogus after the story? To Bumbles?

Attach a word to each of these characters that you think best describes him/her:

Sidney _____	Fifi Carniche _____	Bull Bogus _____
Hilda _____	Boris Borzoi _____	
Chance _____	Mr. Saluki _____	
Sophie _____	Dolly Lhasa Apso _____	
Archibald _____	M.C. Beagle _____	
Mitzi _____	Bumbles Brug _____	

What do you think makes a treat special?

If you ever toss and turn like Pipper, what do you do to help yourself fall asleep?

Plot/Structure

Why do you think the authors included Pipper's blog in the story?

Can you think of another way that the story could have been organized?

Did your curiosity build about the secret ingredient as Pipper traveled from one place to another? How did that happen? Why do you think it didn't happen?

What Would You Do?

Get in groups of three and brainstorm* the question your group is given. Get each group to record and write down everyone's ideas in the group. Then, gather together and call on one person from each group to share his/her group's ideas. Group discussion/presentation/brainstorming/expanding book concepts

* Explain that brainstorming is a way to generate lots of ideas and a variety of thinking. No idea is "wrong". All ideas are welcome (particularly unusual ideas), and it should be understood that ideas can be combined and improved upon.

Group #1:

Pipper was really stumped for an idea for her blog at the beginning of the book. Her writer's block was even keeping her from sleeping. Think of what can help cure writer's block.

Group #2:

A major theme of the story is about the importance of friendship. Make a list of the qualities that makes someone a good friend. What does friendship mean?

Group #3:

What could Mitzi have done to keep Bogus from sending Bumbles out on Pipper's trail if she hadn't bumped into Sidney? -or- As Pipper's friend, whom would you have suggested she meet to help her find the answer to the secret ingredient?

You're The Writer Now

A genre is a kind of writing. Poetry is a genre. So is science fiction and cookbook writing. Comic books are a genre. Even speeches (like Dolly's) are a kind of writing. Choose one of the following genres and create your own piece of writing in this genre.

A blog page

Write a short description of what your blog is about. Give your blog a title. Write the entry, which is a short piece on some topic related to the blog that you think your audience will be interested in learning about and responding to.

An interview

You are an arts and entertainment reporter for the *New York Daily Howl*. You are interviewing Beagle and Jack Russell at Katz's. Ask them questions about whatever you think will interest their fans. Write up the interview for your readers.

A fictional narrative that could go into a story

Create a new character—a new customer to the BowWOW bakery, a new resident of Fetchwood, a new friend for Pipper, a relative of one of the characters, whatever comes to your mind. Describe that character and how they would fit into the story.

Romp the World: Geography and Social Studies

Place Picture Stories

Before Pipper takes off on her journey, she gathers information about the people and places she will visit. This takes some research.

Divide the class into groups of three or four. Have each group choose one of the countries Pipper visits (Egypt, France, United States, Peru). Be sure all the countries are represented. Have them use books in the classroom or public library or go online for their research. Encourage them to make notes

or draw pictures about what they discover about their country (products, landmarks, dress and traditions, flag, food, etc.).

Then, gather everyone together, and provide them with magazines, brochures, and perhaps pictures printed off the Internet to use. Have each group create a collage that tells a story of their chosen country based on what they found in their searching.

Create An Itinerary or a Travel Brochure

After discussing with her friends about the places she would go and the canines she would meet, Pipper goes online to make all her travel arrangements.

Divide the kids into groups of three or four. Tell them they will each be going on a trip to a destination of their choosing. The challenge is to either design a Travel Brochure that offers important information and tourist highlights or to plan an itinerary. They can use classroom books, go online, or to the public library or get one or two people in their group to visit or call a travel agent, explaining the project.

First they should decide where in the world they would like to go. Then, it's time to get some answers to key questions about where they will be going.

- What time of year is the best time to visit?
- What types of accommodations are available? Hotel, camping, etc.
- What kind of clothing should one bring?
- What the best way to travel there? Train, plane, car, etc.
- What currency (the kind of money) is used there?
- What travel documents are needed? Passport, Visa, etc.
- What are the recommended sites to see?

Next, for those who choose to create an itinerary, have them determine when they would make their trip. Research flights (times; availability) and accommodations (availability; cost per night) and write up an itinerary. Pipper's itinerary to Cairo may have looked something like this:

October 10 – Depart Fetchwood Flying High Tail Airlines Flight #1 8:00 PM

October 10 – Connect JFK Airport (New York) Flight #2 6:30 PM

October 11 – Arrive Cairo Airport 11:15 AM

To be met by Mr. Saluki. Look for the sign with "Pipper" on it.

October 11 – Depart on Dessert Tour to Giza. (Camels and tents provided by Mr. Saluki.)

October 12 – Giza

October 13 – return to Cairo and fly out to Paris.

Pen Pals

Even though kids may not have the opportunity to travel all over the globe like Pipper, give them the opportunity to learn firsthand about other cultures using pen pals. You can check out www.surfnetkids.com/penpals.htm to learn

more about getting in contact with real pen pals, or have kids pretend that they are writing to a pen pal from one of the places that Pipper visits. Have them write their first letter to their pen pal. Ask them to include some interesting information about themselves such as where they live, what they like to do in their spare time; their favorite foods; etc. They should also be sure to ask their pen pal questions about what they'd like to learn about them

A History Scavenger Hunt *(see reward in Activity Sheets for Duplication)*

Divide the kids into groups of three or four. Send each group into the stacks and online with their own separate lists of queries for digging. Each group that answers all of its questions wins a Snoutz Award for excellent sniffing skills (see attached award and print).

Scavenger Hunt

Five groups/five lists of clues/answer key/award

Egypt/Giza

1. The temperature inside The Great Pyramid remains constant and is exactly the same as the earth's internal temperature. If you were inside the King's Chamber with Pipper and had a thermometer, what would it read in Fahrenheit degrees?
2. The great pyramids of Egypt are 3 miles away from where they were originally built. Why is that?
3. Ancient Egyptians believed that when the pharaoh died, he became Osiris, king of the dead. The new pharaoh became Horus, god of the heavens and protector of the sun god. This cycle was symbolized by the rising and setting of the sun. Some part of a dead pharaoh's spirit was believed to remain with his body. And it was thought that if the corpse did not have proper care, the former pharaoh would not be able to carry out his new duties as king of the dead. If this happened, the cycle would be broken and disaster would befall Egypt. To prevent such a catastrophe, each dead pharaoh was mummified, which preserved his body. What was the part of the dead pharaoh's spirit that remained with his body?
4. Makan is part of the Egyptian Centre for Culture and Art that presents traditional African music in Egypt. If you were to go there on a Wednesday, what healing ceremony would you see where the participants use powerful, drumming and chanting to get rid of demons and drive out disease?
5. Apparently, one of the best-kept secrets in Cairo is a tiny restaurant that serves spicy sandwiches, many of which are made with animal brains. Abdel-Aziz Mustafa Hamzah is the owner whose nickname is the name of the restaurant. What is it?
6. The Nile River flows north through the top half of Africa into which body of water?

Paris

1. If you go to the Ile de la Cite, near the Ile St. Louis where Fifi and Pipper enjoyed the cakes at La Charlotte, you will arrive at the great Cathedral of Notre Dame. Look up. What famous things on the roof look down on you?
2. What famous museum was originally a train station?
3. What place can you tour where it's believed that the spread of the Black Death plague occurred in the 14th century?
4. What was built in 1889 in Paris and was the tallest structure in the world at that time?
5. What is underneath the Palais Garnier, home to the National Opera in Paris?
6. What percent of Paris is covered in parks and gardens?

New York City

1. What is New York's lower east side known for (besides Katz's)?
2. Which President took his oath of office in New York City?
3. What did the first ticker tape parade celebrate?
4. There are dozens of statues scattered throughout Central Park. Many of them are dirty and stained by pollution and pigeons. Only one, the statue of Balto--a famous sled dog of the 1920s--has a nearly polished appearance, even after 80 years. What accounts for Balto's pristine appearance?
5. Bethesda Fountain is a favorite destination for visitors to Central Park. What is the name of the beautiful sculpture created by Emma Stebbins that sits atop it?
6. Which famous New York City landmark on Fifth Avenue has two large white marble lions guarding the entrance?

Machu Picchu

1. Why was Machu Picchu abandoned?
2. What architectural feature is Machu Picchu famous for?
3. Who was the American archeologist who discovered Machu Picchu?
4. What does Machu Picchu mean?
5. What was Machu Picchu used for?
6. What is the best-known portion of the Inca Road System?

Calculate This—Analyze That: Math and Science

Mapping and Distance

Talk about what a map is and what it allows people to do. Mention some of the kinds of maps there are: world maps, street maps, mall maps, amusement park maps, etc. Bring different examples if you can to pass around.

Discuss map keys and how they explain the signs on a map which symbolize different natural or man-made features—for example, a miniature blue tent on a map represents the location of a camping site. See what kind of list of map symbols the group can come up with that Pipper might have seen on a map of where she traveled in Egypt or Paris.

Now turn the group's attention to the scale on a map. Pass around the sample map key and map scales sheet (in this Guide). Be sure everyone is clear that a scale is a ratio that corresponds to distance on the ground.

Now, divide everyone into six groups. Pass around balls of string, scissors, paper and tape to each group. Using a globe and the string as a measure, have each group calculate the distance from the city where they are to each of the places Pipper visits on her search – Cairo, Paris, Istanbul, New York, Machu Picchu. Have them cut, tape and label each string for the destination it represents and answer: Which location is the farthest away from them? Which is the closest? See if they can figure out the total distance (in length of string) that Pipper traveled from Giza to Macchu Picchu. Come together and see if each group's strings match each others.

Time Zones

Ask students to find out the time difference between where they live to each of the locations that Pipper visits. Have them use the **Time Zone Clock Sheet** for this activity.

- After being stuck in a sandstorm, Pipper is in danger of missing her flight to Paris. She calls you, her loyal friend, from Egypt to rearrange her flight plan. If she calls you at 10 AM Egypt time, what time is it where you live?
- Imagine it's 2:30 PM in the afternoon in Paris when Fifi and Pipper are at Mimi's Hair Salon. What time would it be here if you decided to call and warn Pipper that Bumbles is the character having his nails painted green?
- Imagine it's 9:45 PM in the evening in Istanbul when the Orient-Express pulls into the station and Bumbles makes his escape. What time would it be where you live if you wanted to catch Bumbles as he jumps off the train?
- Imagine it's 4:30 PM where you live. You've just learned that Bumbles will walk into Katz's Deli in New York in 5 minutes. You call the ICP to tell them to nab Bumbles at _____ New York time at Katz's.
- It's 7:32 AM in the morning when the bird who you stole Pipper's phone along the Incan Trail sends you a strange message. What time is it where you live when this strange bird sends you the message?

Weights and Measures

Remember Pipper's story about La Tomatina Festival in Spain? Ninety thousand pounds of tossed tomatoes sounded pretty thrilling—and pretty messy. But how much is 90,000 pounds? Have kids investigate the weight of five everyday items and write them down on a piece of paper. Then have them calculate how many of that item makes up 90,000 pounds. For example, if someone weighs 90 pounds, how many of that person would it take to add up to 90,000? Or how many school buses; baseballs; bicycles; etc.?

Creative Juices: Art and Music

Dog Gone Clever Inventions

Archibald loves to invent things that make life easier. Ask kids to brainstorm (in groups of three or four) an invention that would make their own lives easier. Sketch it, if there is time. Or make a mind map with invention details. Present the inventions to the group.

Dream Pictures

Aren't dreams weird? You're in your bed, but you're also in your dream. There are a few times in the story where we are able to see into Pipper's dreams. Ask kids to draw a picture of one of their most memorable dreams and write a caption to describe what's going on in the dream.

Write a Delicious Rap Song

As Pipper was leaving Katz's Delicatessen, she heard M.C. Beagle rapping about his favorite deli.

A rap song can be written with music or without. The music is called several different names like Beat, Instrumental or Track. A typical rap song consists of approximately 80 lines of text, consisting of an intro, verses, choruses, and an outro.

Concentrate on something short and similar to what M.C. created. Ask kids to pick their favorite place to eat or favorite thing to eat, and make that the subject of their rap. Remember, an important part of rap, just like some poetry, is the rhyming lines. For example, if someone chooses sandwiches as her favorite food, she will want to describe in rhyming sentences what ingredients go into the sandwich.

Create a Fetching Flag for Fetchwood

Flags have been used for 4,000 years and in many circumstances, from special events to wars. The symbols designed into their fabric can be for decoration, for sending a message, or for identifying a person, a group, or a

country. Knights carried flags into battle because it was hard to know who they were covered in armor. Flags help soldiers tell friends from enemies in battle. On sad occasions, flags are flown at half-mast to honor the dead, and draped over the coffins of national heroes.

Many organizations or groups, like the Girl Scouts or the United Nations, have flags. The five circles of the Olympic flag represent the coming together of people from five continents in friendly competition. Peace is the message of the olive branches cradling the world in the flag of the United Nations. Some people, like a king or queen, have their very own personal flag. Sometimes it flies over any building or place where they are staying.

Today, every country in the world has a flag. Every state in the United States has a flag, too. The colors found in flags have special meanings:

Red—danger, revolution, bloodshed of war, courage, power

White—peace, surrender, truce

Orange—courage, sacrifice

Green—safety, land, youth, hope

Yellow—caution, gold

Blue—trustworthy, dependable and committed

Black—mourning, death

Provide each student a large piece of cardboard or construction paper and drawing implements: pens, pencils, crayons, markers, paints or Cray-pas. Ask them to create a flag for Fetchwood, Pipper's hometown. Perhaps, brainstorm together the types of symbols that may be appropriate for the Fetchwood flag—dogs, bones, etc. When all the flags have been completed, hang them around the room for decoration.

Tail-wagging Tastes: Cooking and Nutrition

Winning Ingredient:

Design—Thrill—Award-winning Yumminess—Healthfulness

Each of Pipper's friends has a different notion of what could be the secret ingredient to the perfect treat. Divide kids into four groups. Give each group one of these four activities to follow. Each person in each group will work on the secret ingredient of that particular group. Come together and share the outcomes next time you meet.

Archibald was convinced that design is the key ingredient to a perfect treat. Taking his notion as your inspiration, take a photo or draw a picture of a dish you prepare. It can be as simple as a plate of fruit and cheese, a sandwich, or the main attraction at dinner. Consider that most pictures of food that you see in magazines and books are designed by food stylists for the camera. They consider whether to use a table covering or not, which plate or serving item to use to display the food, how close/tight a shot of the food they want

and a list of other elements that will affect how attractive the food will look in the finished picture. Bring in what you've presented to share.

Hilda was certain that it's the thrill in a treat that's its secret to perfection. Make a tape recording or write down a description of the most thrilling thing you can remember eating. Be as specific as you can be about your feelings, senses, overall experience of downing the dish of your memories—even the circumstances surrounding when you ate it. Bring in your recording or written description to share.

Sidney felt that award-winning yumminess was a treat's ticket to success. Choose the fruit or the vegetable that you consider the most delicious. Have your group make a delicious list of everyone's choices. Give your teacher, librarian or after school director your list. Next time we meet, she will have a selection for everyone to taste and weigh in on. We'll vote on what everyone considers the yummiest vegetable and the yummiest fruit.

Chase and Mitzi are all about the healthfulness of a treat. Bring in the recipe (and samples if possible) of the healthiest thing you regularly enjoy eating. Tell us what is healthy about it. Consider the ingredients, the portion size, the nutrients, the freshness.

Jump start a discussion about healthy eating talking about Chance and Mitzi. Ask the group what they liked about these characters and what they imagine Chance and Mitzi might like to eat. Talk about what makes foods nutritious. Get the group to make a list (e.g. freshness, purity (no additives), fiber, vitamins etc.) Post the list.

Taste Test

Using a blindfold, have each kid take turns identifying familiar fruits and veggies, comparing flavors. E.g. have one person blind taste a plum and an apricot. Have them use words to distinguish the two. Choose sets of similar foods.

Smooth Smoothies/Crunchy Crunchies

Divide the group in half. Give each their respective recipe to make for the group. Tell them when they're finished, everyone can enjoy this "go-with" treat of a Yogurt Smoothie topped with Crunch Granola. Have them do the math to compute how much they will have to increase or decrease the amounts to accommodate the number of people in the group (including the supervising adult(s)).

Choose Your Fruit Smooth Smoothie

Makes enough for 4 regular glass servings or 8 juice glass servings

Bring your own taste buds to this simple recipe. All you need is a blender and a little imagination!

4 cups fresh fruit, cut into small chunks if necessary (choose from what's in season: apples, apricots, peaches, berries, etc.)
2 bananas
2 cups non-fat plain yogurt (the Greek variety is really thick and delish)
2 cups orange juice

Put all the ingredients in a blender puree until smooth.
Serve right away.

Granola Crunchy Crunchies

Preheat oven to 375°F

5 cups rolled oat flakes
3 cups mix of other flakes (any mix of wheat, rye, barley, flax)
1 teaspoon salt
2½ cups chopped nuts (almonds, hazelnuts, walnuts)
2 cups raisins (golden and/or regular) and dried cranberries
1 cup diced dried apricot (older kids can do the cutting while supervised or adult can provide already diced)
¾ to 1 cup honey
1 teaspoons salt

1. In a large mixing bowl, combine the flakes and nuts and salt.
2. In another large mixing bowl, combine the dried fruit. Set aside.
3. In a saucepan over medium high heat, warm the honey until it assumes a more liquid state. Be careful not to burn. Remove from flame and pour into the bowl with the grain mixture. Combine thoroughly.
4. On one or two large baking sheets or in two large baking pans, spread the grain mixture evenly. Bake in oven for 20 minutes. Be careful not to burn. Remove from oven. Using a spatula, turn the mixture gently in the pan to release any sticky bits from the pan before it starts to cool. Let cool for 10 to 20 minutes.
5. Spread the dried fruit mixture over the toasted flakes. Use a spatula or large mixing spoon to combine with the cooked mixture. Let totally cool and store in sealed jars, plastic containers or Ziploc bags.

Yield: 15 cups

***Glossary of words (*based on use in the story*)**

baffle – baf-fle [**baf**-ul]

to confuse, bewilder, or perplex (v)

blunder – blun-der [**bluhn**-der]

gross, stupid, or careless mistake (n) – or - to bungle; botch; to move or act blindly, stupidly or without direction (v)

bogus – bo-gus [**boh**-gus]

not genuine; counterfeit (adj)

churn – churn [churn]

to move or shake in agitation (v)

clamor – clam-or [**klam**-er]

loud or continued noise (n) – or - to utter noisily (v)

clutches – cluch-es [kluhch-es]

tight grip or hold; a hand, claw, paw, etc. when grasping (n)

complimentary – com·pli·men·ta·ry [kom-pluh-**men**-tuh-ree, -tree] as a gift or courtesy; expressing a compliment (adj)

devise – de-vise [dih-**vahyz**]

to form a plan (v)

feat – feat [feat]

a noteworthy or extraordinary act or achievement (n)

flask – flask [flask flahsk]

a bottle, usually of glass, having a rounded body and a narrow neck, used esp. in laboratory experimentation (n)

gnarled – gnarled [nahrlɪd]

bent; twisted (adj)

grill – grill [gril]

to subject to severe and persistent questioning (v)

groggy – grog-gy [**grog**-ee]

dazed or weakened from lack of sleep (adj)

hieroglyphics – hi·er·o·glyph·ics [hahy-er-uh-**glif**-iks, hahy-ruh-] figures, characters, code (n)

hound – hound [hound]

to urge someone to do something (v)

jostle – jos-tle [**jös**-uhl]

to bump, push, shove, brush against, or elbow roughly (v)

jowl – jowl [joul, johl]

jaw or cheek (n)

kimono – ki-mo-no [kuh-**moh**-nuh, -noh]

a loose, wide-sleeved robe, fastened at the waist with a wide sash (n)

lotus position – lo-tus [**loh**-tuhs]

a standard seated posture for yoga, with legs intertwined, left foot over right thigh, and right foot over left thigh (n)

majestic – ma-jes-tic [muh-**jēs**-tik]

stately; grand, possessing majesty (adj)

minaret – min-a-ret [min-uh-**ret**, **min**-uh-ret]

a lofty, often slender, tower or turret attached to a mosque, surrounded by one or more balconies (n)

mosque – mosque [mosk, mawsk]

a Muslim temple or place of public worship (n)
muddling – mud-dling [**muhd**-dling]
 to mix up in a confused or bungling manner; jumble (v)
paparazzi – pa-pa-raz-zi [pah-puh-**raht**-see; It. -raht-tsee] photographers who take candid pictures of celebrities for publication (n)
papyrus – pa-py-rus [puh-**pahy**-ruhs]
 material on which to write, prepared from thin strips of the pith of the papyrus plant (used by ancient Egyptians, Greeks and Romans) (n)
pharaoh – phar-aoh [**fair**-oh, **far**-oh, **fey**-roh]
 a title of an ancient Egyptian king (n)
pirouette –pir-ou-ette [pir-oo-**et**]
 a whirling about on one foot or on the points of the toes, as in ballet dancing (n) also to whirl, as on the toes (v)
puzzle – puz-zle [**puhz**-uhl]
 to ponder or study over some perplexing problem or matter (v)
quest – quest (kwest)
 a search or pursuit made in order to find or obtain something (n)
rousing – rous-ing [**rou**-zing] exciting; stirring (adj)
sarcophagus –sar-coph-a-gus [sahr-**kof**-uh-guhs]
 a stone coffin, esp. one with a sculpture, inscriptions, etc. (n)
saunter – saun-ter [**sawn**-ter, **sahn**-]
 to walk leisurely or ramble; stroll (v)
scoundrel – scoun-drel [**skoun**-druhl]
 an unprincipled, dishonorable character; villain (n)
sliver – sliv-er [**sliv**-er]
 a small, narrow piece or portion (n)
sphinx – sphinx [sfingks]
 a figure of an imaginary creature having the head of a man or an animal and the body of a lion; specifically the stone figure of this kind near the pyramids of Giza (n)
spittle – spit-tle [**spit**-l]
 saliva; spit (n)
tandem – **tan-dem** [**tan**-duhm]
 having seats, parts, etc., arranged one behind the other (adj)
tromp – tromp [tromp]
 to tramp or trample (v)
wedge – wedge [wedj]
 to force a way like a wedge (usually followed by *in*, *into*, *through*, etc.) (v)

*www.dictionary.com

Foreign terms

<i>Ahlan wa sahlan</i>	Egyptian	welcome
<i>Salam alekum</i>	Egyptian	peace be upon you
<i>Koosh</i>	camel command	lie down
<i>Hut Hut</i>	camel command	walk on

<i>A bientôt</i>	French	soon
<i>Au revoir</i>	French	goodbye
<i>Bienvenue</i>	French	welcome
<i>Bonjour</i>	French	hello/good day
<i>Bonne chance</i>	French	good luck
<i>Cherie Broussard</i>	French	dear
<i>Merci beaucoup</i>	French	thank you very much
<i>Mon dieu</i>	French	my god! My goodness!
<i>Petit Dejeuner</i>	French	breakfast
<i>Poumons</i>	French	lungs
<i>Quelle domage</i>	French	what a pity
<i>Tres jolie</i>	French	very pretty
<i>Voilà</i>	French	there

<i>Rada tebya videt</i>	<i>Russian</i>	<i>nice to see you</i>
<i>Spaseebo</i>	Russian	thank you

***Cooking/food terms**

anchovy – small, silvery fish from the Mediterranean usually filleted, salt0cured and canned in oil

baguette – a French bread that formed into a long, narrow cylindrical loaf. It usually has a crisp brown crust and light, chewy interior

borscht – originally from Russia and Poland, a soup made with fresh beets and served hot or cold

brie – one of the world’s great cheeses with a white rind and cream-colored, buttery-soft interior that should “ooze” when ripe

café au lait – French for coffee with milk. It usually consists of equal portions of scalded milk and coffee

chantilly – a French word referring to sweet or savory dishes that are prepared or served with whipped cream

charlotte russe – a classic molded dessert made of sponge cake, laldyfingers or buttered bread and filled with layers of fruit and custard of whipped cream that has been mixed with gelatin. It is served cold. It is said to have been created for the Russian Czar Alexander.

chickpeas – round, irregular-shaped, buff- colored legumes have a firm texture and mild, nutlike flavor, also known as garbanzo beans; the main ingredient in hummus.

dates – fruit that grows in clusters on the giant date palm and turn yellow, golden brown, black or mahogany red depending on the variety. Sugar content increases dramatically as they dry.

ginger – a plant from tropical and subtropical regions that's grown for its gnarled and bumpy root. It has a tan skin and a flesh that ranges in color from pale greenish yellow to ivory. The flavor is peppery and slightly sweet, while the aroma is pungent and spicy. This versatile root has long been a mainstay in Asian and Indian cooking and found its way early on into European foods as well. Fresh gingerroot can be grated, ground and slivered

and used to flavor many savory dishes. Europeans and most Americans use the dried ground form of ginger in baked goods.

guacamole – a Mexican specialty of mashed avocado mixed with lemon or lime juice and various seasonings (usually chili powder and red pepper). Sometimes, finely chopped tomato, green onion and cilantro are added.

haricot vert – French for “green string bean”

kebab – small chunks of meat, fish or shellfish that are marinated before being threaded on a skewer and grilled over coals. Ices of vegetables can also accompany the meat on the skewer.

kofta – a kind of kebab made of minced lamb meatballs with herbs, including parsley and mint, on a stick and grilled; popular in Iran and Turkey

lavender – a relative of mint, this aromatic plant has violet flowers and green or pale gray leaves. The leaves may be used to make herb tea (tisane)

parfait – ice cream layered with flavored syrup or fruit and whipped cream. It is often topped with whipped cream, nuts and sometimes a marachino cherry. A French parfait is a frozen custard dessert made with egg yolks, sugar, whipped cream and a flavoring such as fruit puree. In French, parfait means “perfect.”

pâté – French for “pie” ; generally refers to various elegant, well-seasoned ground-meat preparations which can be satiny-smooth and spreadable or, like country pâté , coarsely textured with meat chunks and peppercorns.

petit four – any of various bite-size iced and elaborately decorated cakes

piroghis (also pirogi) – a large Russian turnover, consisting of a pastry wrapping and various fillings such as meat, seafood, cheese and mushrooms; they can be baked or fried.

pomegranate – a fruit with a pink to red leathery skin; inside are hundreds of edible seeds packed in compartments separated by bitter membranes. The seeds have a sparkling sweet-tart flavor; can be eaten as is or pressed into juice or cooked down into a syrup.

quiche – a French dish originally from the northeast consisting of a pastry shell filled with a savory custard made of eggs, cream, seasonings and other ingredients such as onions, mushrooms, ham, shellfish or herbs.

salade nicoise – a salad originally from Nice in the south of France. The main ingredients include tomatoes, black olives, garlic and anchovies, plus French green beans (haricots verts) onions, tuna, and hard-cooked eggs.

soy sauce – a dark, salty sauce made from soybeans and roasted wheat or barley.

sushi – a Japanese specialty based on boiled rice flavored with a sweetened rice vinegar. Raw fish seasoned with wasabi and wrapped around or layered with this rice. There are many varieties, including salmon, crab, and tuna.

turnip – a root vegetable with a white skin and fwhite flesh and a purple-tinged top. They can be oven roasted or stir-fried; or they can be boiled or steamed, then mashed or pureed.

wasabi – a Japanese version of horseradish which comes from the root of an Asian plant. It is used to make into a green colored condiment that has a sharp, pungent, fiery flavor.

* *The New Food Lover's Companion*, Sharon Tyler Herbst, Barron's Educational Series, 1995

Dog-related language

chew on
digging
doggone
hightail
hounded
lap up
mongrel
panting
paw-sweaty
pooch
runt
scamper

Dog breeds included in book:

Beagle
Borzoi
Brug
Bull Mastiff
Carniche (French for poodle)
Chihuahua
Dachshund
Dalmatian
Doberman
Flanders
Golden Retriever
Jack Russell
Lhasa Apso
Old English Sheepdog
Saluki
Whippet

Choose Your Words

Ask the group to pick two words from the Glossary Words and try to use them during the day. Kids could learn 10 words/week!

Activity Sheets for Duplication +

- **Time Capsule Forecasting**
- **Story Analysis**
- **A History Scavenger Hunt**
- **My Food Log**
- **Map Key/Scale**
- **Time Zone Clock Sheet**
- **Super Sniffer Award**
- **Scavenger Hunt Answer Key**

Time-capsule Forecasting

Who do you think Pipper is, and what do you think she does?

Take a stab at who you think is the character with the spyglass and what he has to do with Pipper.

Why do you suppose there's a map on the book's cover?

What do you think the secret ingredient is for?

Story Analysis

Character Development

How would you describe Pipper? What makes her unique? What do you think attracts different characters to her? How can you tell these things about her?

How did Pipper change during the story? Who influenced her the most? How do you know?

Who do you think is the most interesting character? Why?

Who is the least interesting character? Why? What could the authors have done to make this character more dynamic?

Which character reminds you most of yourself? Why?

What do you think happens to Bull Bogus after the story? To Bumbles?

Attach a word to each of these characters that you think best describes them:

Sidney _____ Fifi Carniche _____ Bull Bogus _____

Hilda _____ Boris Borzoi _____

Chance _____ Mr. Saluki _____

Sophie _____ Dolly Lhasa Apso _____

Archibald _____ M.C. Beagle _____

Mitzi _____ Bumbles Brug _____

What do you think makes a treat special?

If you ever toss and turn like Pipper, what do you do to help yourself fall asleep?

Plot/Structure

Why do you think the authors included Pipper's blog in the story?
Can you think of another way that the story could have been organized?

Did your curiosity build about the secret ingredient as Pipper traveled from one place to another? How did that happen? Why do you think it didn't happen?

A History Scavenger Hunt

Egypt/Giza

6. The temperature inside The Great Pyramid remains constant and is exactly the same as the earth's internal temperature. If you were inside the King's Chamber with Pipper and had a thermometer, what would it read in Fahrenheit degrees?
7. The great pyramids of Egypt are 3 miles away from where they were originally built. Why is that?
8. Ancient Egyptians believed that when the pharaoh died, he became Osiris, king of the dead. The new pharaoh became Horus, god of the heavens and protector of the sun god. This cycle was symbolized by the rising and setting of the sun. Some part of a dead pharaoh's spirit was believed to remain with his body. And it was thought that if the corpse did not have proper care, the former pharaoh would not be able to carry out his new duties as king of the dead. If this happened, the cycle would be broken and disaster would befall Egypt. To prevent such a catastrophe, each dead pharaoh was mummified, which preserved his body. What was the part of the dead pharaoh's spirit that remained with his body?
9. Makan is part of the Egyptian Centre for Culture and Art that presents traditional African music in Egypt. If you were to go there on a Wednesday, what healing ceremony would you see where the participants use powerful, drumming and chanting to get rid of demons and drive out disease?
10. Apparently, one of the best kept secrets in Cairo is a tiny restaurant that serves spicy sandwiches, many of which are made with animal brains. Abdel-Aziz Mustafa Hamzah is the owner whose nickname is the name of the restaurant. What is it?
6. The Nile River flows north through the top half of Africa into which body of water?

Paris

7. If you go to the Ile de la Cite, near the Ile St. Louis where Fifi and Pipper enjoyed the cakes at La Charlotte, you will arrive at the great Cathedral of Notre Dame. Look up. What famous things on the roof look down on you?
8. What famous museum was originally a train station?
9. What place can you tour where it's believed that the spread of the Black Death plague occurred in the 14th century?
10. What was built in 1889 in Paris and was the tallest structure in the world at that time?
11. What is underneath the Palais Garnier, home to the National Opera in Paris?
12. What percent of Paris is covered in parks and gardens?

New York City

7. What is New York's lower east side known for (besides Katz's)?
8. Which President took his oath of office in New York City?
9. What did the first ticker tape parade celebrate?
10. There are dozens of statues scattered throughout Central Park. Many of them are dirty and stained by pollution and pigeons. Only one, the statue of Balto--a famous sled dog of the 1920s--has a nearly polished appearance, even after 80 years. What accounts for Balto's pristine appearance?
11. Bethesda Fountain is a favorite destination for visitors to Central Park. What is the name of the beautiful sculpture created by Emma Stebbins that sits atop it?
12. Which famous New York City landmark on Fifth Avenue has two large white marble lions guarding the entrance?

Machu Picchu

7. Why was Machu Picchu abandoned?
8. What architectural feature is Machu Picchu famous for?
9. Who was the American archeologist who discovered Machu Picchu?
10. What does Machu Picchu mean?
11. What was Machu Picchu used for?
12. What is the best known portion of the Inca Road System?

MAP KEY/SCALES



www.kidgeo.com

Map Scale

There are different kinds of scales.

One type is a verbal scale. So for example, one inch represents 16 miles.

Here it is implied that the one inch is on the map, and that one inch represents 16 miles on the ground. Verbal scales are commonly found on popular atlases and maps.

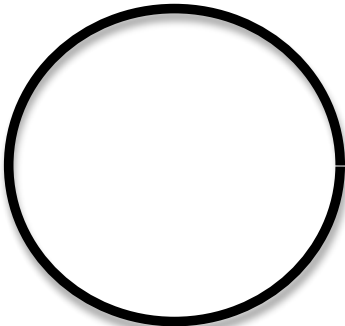
The second type of scale is a graphic scale, or bar scale. This shows directly on the map the corresponding ground distance. For example:

Scale of Miles

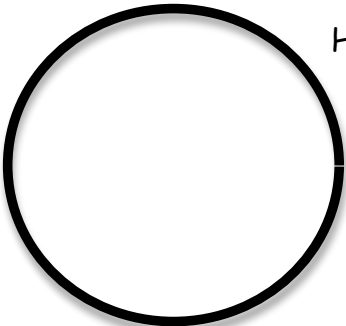


Time Zone Clock Sheet

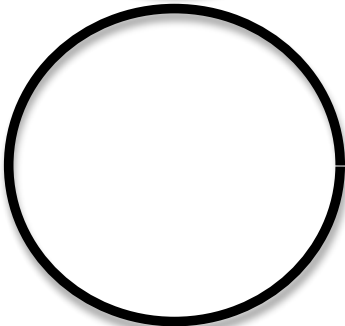
Paris



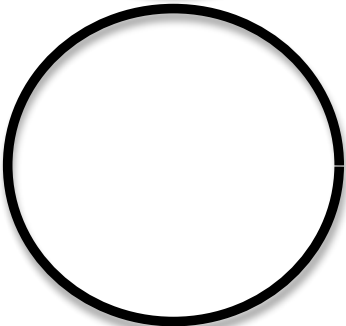
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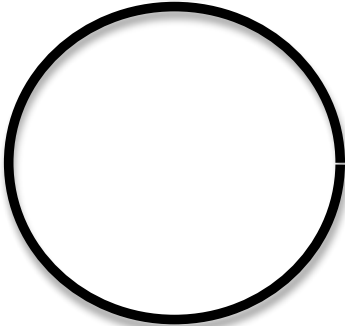
Istanbul



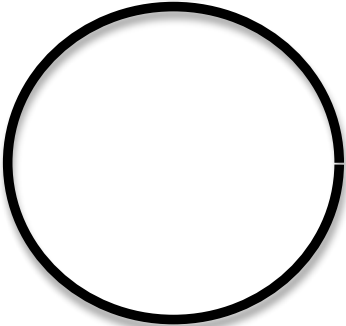
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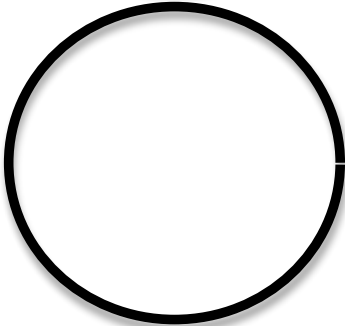
New
York



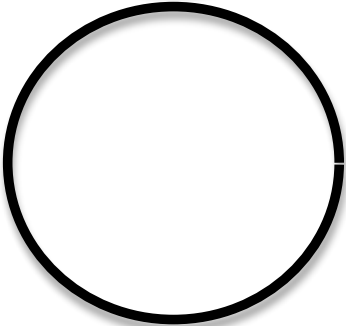
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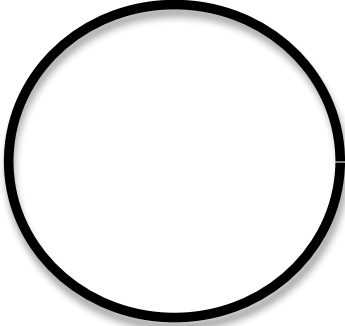
Giza



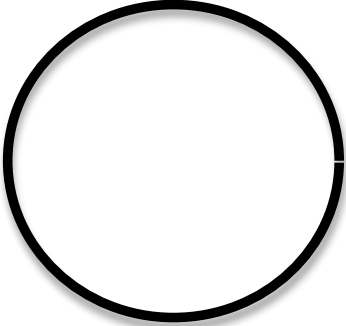
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Machu
Picchu



Here





SUPER SNIFFER AWARD

Congratulations

on your super sniffing skills!



Scavenger Hunt Answer key:

Giza/Egypt

1. 68 degrees F
2. That's how much the earth's surface has shifted in the last 4500 years.
3. Ka
4. Zar
5. Zizo
6. The Mediterranean Sea

Paris

1. Gargoyles
2. Musee d'Orsay
3. The sewers
4. Eiffel Tower
5. A subterranean lake
6. 30%

New York

1. A large immigrant community in the early 20th century.
2. George Washington
3. On October 29, 1886, there was a spontaneous celebration marking the dedication of the Statue of Liberty. New Yorkers gathered the leftover stock market ticker tape as confetti and began a New York City tradition.
4. Generations of visitors have pet it like a real dog
5. Angel of the Waters
6. The New York Public Library

Machu Picchu

1. No one really knows.
2. Perfect stonework, using no cement (mortar) between the stones. In fact, the work was so precise even a playing card won't fit between adjacent stones. And just think, all the building was done with stone tools—no electric power tools!
3. Hiram Bingham
4. Old mountain
5. It was a royal estate for the ruling Incas and several hundred servants.
6. The Inca Trail to Machu Picchu