

# CULTURAL CUISINE

## Lesson Plan

### Paper Macarons

Lesson Plan for *Macarons*

Grade 2

#### Objective

To help students recall details from a text about macaron flavors and create a new flavor of their own.

#### Things Needed

- *Macarons* book
- Access to the “Macarons” page on the Pop! website:  
<https://popbooksonline/cultural-cuisine/macarons>
- Colorful construction paper, including some that is white or cream
- Scissors
- Glue
- Markers and/or crayons

#### Before the Activity

Cut the white construction paper into 1-inch strips. There should be at least one strip for every student. Set out the craft supplies on a long table. Open the “Macarons” web page in your internet browser and pull up the “Explore Links” tab. Click on the link for “Hotel Indigo: The Macaron Flavor Spectrum.” This image can also be found here:

<https://belong.hotelindigo.com/wp-content/uploads/2017/02/macarons-infographic.jpg?l487038389>

#### Activity

Today, macarons come in many different flavors. But that was not always the case. The *Macarons* book describes how macarons have changed over time. Read this book aloud. Then ask students the following questions:

- What was the original flavor of macaron cookies? (Answer: The cookies were almond flavored, and they didn’t have a filling.)
- What are other flavors the book mentions? (Answers: raspberry, lemon, chocolate, and vanilla)



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Next, pull up “The Macaron Flavor Spectrum” web page. Explain that this infographic shows many different kinds of macarons. The image shows various macaron flavors in four different categories: classic, sweet, avant-garde, and tangy. The flavor examples from the book are classic ones. Lemon and raspberry are examples of tangy flavors. Chocolate and vanilla are examples of sweet flavors. The word *avant-garde* means something that is new or experimental. So, flavors in this group tend to be more unusual or surprising. Chefs often work to come up with flavors that people would not expect in a cookie. Ask students to list flavors from the website they would not have expected as a cookie flavor (Sample Answers: rose petal, violets, liquorice, earl grey tea, green tea, passionfruit and basil, etc.).

Ask students to imagine they are chefs. Invite them to create a new avant-garde flavor of macaron. Students will make paper macarons to show their flavors. The colored construction paper will be used to create the cookies. The 1-inch slips will be used as the filling. Students can use the markers or crayons to change the color of the filling or to add decorative toppings to their cookies. And they can choose colors of paper that match the flavors of their macarons.

Once students have the supplies they need, instruct them to fold the construction paper in half the short way and draw a circle near the open side of the paper. This circle should be big enough that students will have room to write a few sentences inside it. Then, students should cut out the circle. Because the paper is folded, they will end up with two circles of the same size. On one of the circles, students should write the following information:

- the student’s name
- the flavor of the cookies
- the flavor of the filling

Next, students should take the 1-inch strip and fold the long edges to the center to create a flap on each side. The two flaps will be used to glue the strip to the cookie circles. Students should curl the strip into a ring and attach the cookie circle without the writing on the top, and the cookie circle with the writing on the bottom. Have students make sure that the information can be read once the paper macarons have been assembled.

Give students several minutes to color and assemble their cookies. Then, have students turn to the person next to them and take turns describing their macaron flavors. Finally, display all the cookies around the classroom for students to see.

### **Evaluation**

Were students able to answer the questions about details from the book? Were they able to create their own macaron flavor and share it with a partner?



**Standards**

This lesson plan may be used to address the Common Core State Standards' reading standards for informational texts, grade 2 (RI 2.1), and speaking and listening standards, grade 2 (SL 2.1).

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