

Standard Connection: ELA.RL.PK4.9 ELA.SL.PK4.6 M.CC.PK4.1 M.CC.PK4.2 S.PS.PK4.3b SS.FC.PK4.6b PD.FM.PK4.4 PD.SHS.PK4.6

Enduring Understanding(s):

- A friend is someone we care for and want to spend time with.
- Friends like to do things together and enjoy each other's company.

Essential Question(s):

restaurants

How do you relate and communicate your thoughts, feelings, and needs to others?

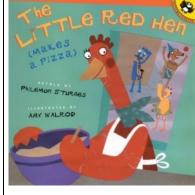
Cookbooks, and Menus

Materials Vocabulary **Books** cookbook: a book with recipes The Little Red Hen (Makes a Pizza) recipe: directions for cooking cookbooks (with images of food) ingredients: things that are sample recipes clipboards with paper put together menu: list of choices writing utensils chef: a person who cooks food child-made recipe books research: to find information recipe card icons and images of

about something

cooking utensils (see Resource) record: to save information adhesives procedure: how to do something sample menus from a variety of

utensil: tool



| Intro to Centers | | | | | | |
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| Preparation: Set up materials | | | | | | |
| Week 1:Week 2:Place The Little Red Hen (Makes a Pizza) inAsk families and the school community to share recipesWeek 3:Week 4:Library and Listening with clipboards and writing utensils.or cookbooks to add to Library and Listening.Add cookbooks created by children.Add sample menus. | | | | ooks Add sample | | |
| WEEK 1 | Week 1: "In The Little Red Hen (Makes a Pizza), the hen baked a delicious pizza! What do you notice?" | | | Show illustration. Children respond. | | |
| | "Sometimes people use a <i>recipe</i> when they are preparing a meal. A <i>recipe</i> lists the <i>ingredients</i> - the things you <i>combine</i> , or put together, to <i>create</i> your food. <i>Recipes</i> also describe how much of an <i>ingredient</i> you need, how long you should cook the food, and if you need any special kitchen <i>utensils</i> ." | | Show sample recipes. | | | |
| | "Today in Library and Listening, you can <i>research</i> - find information about - <i>recipes</i> in <i>cookbooks</i> . A <i>cookbook</i> is a collection of <i>recipes</i> . You can draw pictures and write words to <i>record</i> your <i>research</i> ." | | Show cookbook(s). | | | |



| WEEK 2 | Week 2: "Today in Library and Listening, you can continue researching recipes in cookbooks." | Show cookbook(s). | | | |
|--------|---|---|--|--|--|
| | "A chef - a person who cooks - might create a cookbook with their special recipes . What information can you find in a recipe ?" | Hold up samples of children's research. | | | |
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| WEEK 3 | Week 3: "Today in Library and Listening, there are blank books for you to <i>create</i> your own <i>cookbooks</i> with your <i>recipes</i> . What information should you include?" | Show materials. Children respond. | | | |
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| WEEK 4 | Week 4: "In <i>The Little Red Hen (Makes a Pizza)</i> , the hen invited her friends over to share the pizza she baked. Today in Library and Listening, you can use the <i>recipes</i> from your <i>cookbooks</i> to <i>create</i> a <i>menu</i> - a <i>list</i> of food choices - for our class celebration. How can you use your <i>research</i> to <i>create</i> your <i>menus</i> ?" | Children respond. | | | |

During Centers:

Week 1: Guide children to notice the elements of recipes (ingredients, procedure, etc.). Emphasize sequential language/ordinal numbers (*first, second, third*). Support children in writing letters, words, and numbers from recipes. In addition to books, encourage children to do research on the internet (bookmarked websites).

Week 2: Compare and contrast how a cookbook is similar to or different from expert books, using children's *How To* books in Unit 1.

Week 3: Support children in creating their cookbooks. Encourage children to create collaborative cookbooks.

Week 4: Support children in creating collaborative menus for the class celebration.

Guiding Questions During Centers:

- How do you prepare the food you eat at home?
- What are the tools or utensils that chefs use when they are cooking?
- How are tools used to measure ingredients?
- How could a recipe, cookbook, and/or menu be helpful to the characters in the Read Alouds (Hen/pizza, Matthew or Tilly/lemonade).



Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

Provocation:

Speak to the cafeteria manager about a "behind-the-scenes" tour of where food is prepared. Invite experts (family members who work in restaurants) to the classroom for children to interview.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of writing materials and paper to meet students' fine motor needs for making cookbooks/menus.

