



Researching Recipes, Cookbooks, and Menus

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):

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

| Materials | Vocabulary | Books |
|--|---|-------|
| <ul style="list-style-type: none"> <i>The Little Red Hen (Makes a Pizza)</i> cookbooks (with images of food) sample menus from a variety of restaurants sample recipes iPad, laptop, and/or iPhone recipe cards clipboards with paper writing utensils crayons child-made recipe books recipe card icons and images of cooking utensils (see Resource) adhesives | <p>cookbook: a book with recipes</p> <p>recipe: directions for cooking</p> <p>ingredients: things that are put together</p> <p>menu: list of choices</p> <p>chef: a person who cooks food</p> <p>research: to find information about something</p> <p>record: to save information</p> <p>procedure: how to do something</p> <p>utensil: tool</p> | |

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

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| 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 create your own cookbooks with your recipes . 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 recipes from your cookbooks to create a menu - a list of food choices - for our class celebration. How can you use your research to create your menus ?” | 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.