



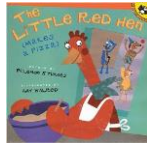
Researching Recipes, & Cookbooks



Library
and
Listening

Standards:

ELA.SL.CC.PS.1 - 3
ELA.SL.PKI.PS.1 - 3
ELA.IT.S.PS.1 - 3
ELA.IT.I.PS.1 - 2
ELA.IT.LTC.PS.1
ELA.RF.PC.PS.1 - 1c



Materials:

- *The Little Red Hen Makes a Pizza*
- cookbooks
- sample recipes

Vocabulary:

- Cookbook
- recipe: directions for cooking
- ingredient: things that are mixed together
- chef: a person who cooks food
- research: to find information about something
- record: to save information
- procedure: how to do something
- Utensil: tool

Preparation:

Add a variety of cookbooks and recipes

Intro to Centers:

"In *The Little Red Hen Makes a Pizza*, the hen **baked** a delicious pizza! What do you notice?"

"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**."

"Today in Library and Listening, you can **research**--find information about--**recipes** in **cookbooks**. A **cookbook** is a collection of **recipes**."

Show illustration.
Children respond.

Show sample recipes.

Show cookbook(s).

During Centers:

Guide children to notice the elements of recipes, i.e., ingredients, procedure, etc. Emphasize sequential language/ ordinal numbers, i.e., *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, i.e., bookmarked websites.

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

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, e.g., Hen (pizza), Matthew or Tilly (lemonade).

Thinking & 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 process.

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