

# EAT TOGETHER

## COOK-A-DOODLE-DOO! STORYTELLING

# EAT BETTER



<b>TARGET AUDIENCE</b>	Grades 1 & 2															
<b>ESTIMATED TIME</b>	Part One 25 minutes Part Two 25 minutes															
<b>NUTRITION EDUCATION LEARNING OBJECTIVE</b>	By the end of this activity, students will be able to: <ul style="list-style-type: none"> <li>• Access prior knowledge and build background about cooking,</li> <li>• Orally use new words related to cooking,</li> <li>• Identify ways they could help prepare family meals at home,</li> <li>• Write a recipe.</li> </ul>															
<b>CURRICULUM INTEGRATION</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Communication</li> </ul>															
<b>EALR/GLE INTEGRATION</b>	<table border="0"> <tr> <td>Communication</td> <td>1.1</td> <td>Uses listening and observation skills and strategies to focus.</td> </tr> <tr> <td rowspan="2">Reading</td> <td>1.3</td> <td>Build vocabulary through wide reading.</td> </tr> <tr> <td>2.1</td> <td>Demonstrate evidence of reading comprehension.</td> </tr> <tr> <td rowspan="3">Writing</td> <td>3.1</td> <td>Read to learn new information.</td> </tr> <tr> <td>2.2</td> <td>Writes for different purposes.</td> </tr> <tr> <td>2.2.1</td> <td>Writes to explain how to do something.</td> </tr> </table>	Communication	1.1	Uses listening and observation skills and strategies to focus.	Reading	1.3	Build vocabulary through wide reading.	2.1	Demonstrate evidence of reading comprehension.	Writing	3.1	Read to learn new information.	2.2	Writes for different purposes.	2.2.1	Writes to explain how to do something.
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<b>CLASSROOM SKILLS</b>	<ul style="list-style-type: none"> <li>• Listening and following directions.</li> <li>• Sequencing.</li> </ul>															
<b>BASIC NUTRITION CONCEPTS</b>	<ul style="list-style-type: none"> <li>• The process of preparing family meals involves many tasks.</li> <li>• There are many types of cooking supplies that help us in the kitchen.</li> <li>• Recipes help us prepare new foods to try.</li> </ul>															
<b>SUPPLIES</b> ☑ Provided with lesson	<ul style="list-style-type: none"> <li>• Book: Cook-A-Doodle-Do! ☑</li> <li>• Book: The Little Red Hen (optional)</li> <li>• Laminated picture cards and word cards ☑</li> <li>• Picture card sequencing guide ☑</li> <li>• Pocket chart</li> <li>• A children's cookbook (optional)</li> <li>• Recipe template ☑</li> </ul>															
<b>ACTIVITY TASKS</b>	See reverse.															
<b>SOURCE</b>	Carolyn A. Lee, MS, RD															
<b>SA SUBMITTED BY</b>	Family Meals Work Group															

## **Cook-A-Doodle-Do! Storytelling (Grades 1 & 2)**

### **Part One**

1. Distribute the 22 laminated picture cards to students in preparation for reading the story. They should be seated on the carpet. Tell them that all the pictures will be part of the story you are going to read about cooking something special. Have students talk with a partner about what they think their picture is. Some will be obvious, others not. After students have had time to share with each other, tell them that they are to listen to the story carefully and when they see their picture come up in the story, to raise their card.
2. Introduce the book, "Cook-A-Doodle-Do!" If students are familiar with the story "The Little Red Hen," have that available as it is referenced in the book. Ask students how many of them have helped cook at home. Ask for a few examples of what foods have been prepared. Has anyone ever seen someone use a cookbook? Why did they use it? (Having an actual cookbook available to show will also be helpful.)
3. Begin reading the book. As the items in the pictures come up in the story, have students bring them forward and place in a pocket chart. Keep them in order of how the story is read. Refer to the Picture Card Sequencing Guide to confirm the order that pictures should be brought forward.

### **Part Two**

1. Show the story cover again and refer students to the laminated picture cards on the pocket chart. Distribute the 22 laminated word cards that correspond to the picture cards. Give students time to sound out the word they have been given and decide which picture it goes with. Have them work in pairs if they need help. Now review the story using the laminated word and picture cards together. As you point to the pictures in the review, have students bring up the corresponding word cards.
2. Talk about how the characters in the story read through the cookbook directions in order to prepare the shortcake. Not all food preparation requires the use of a cookbook. However, when we want to try a new food, cookbooks can be helpful (show real cookbook, if available). Discuss the parts of a recipe - title, ingredients, directions. Encourage students to ask their families what things they can do in the kitchen to help prepare family meals. Before a meal reaches the table, many tasks need to be completed. Students can help in this process. Do one recipe as an example by placing the recipe template on the document camera.
3. Dismiss students to their desks. Distribute the recipe template. Ask students to write a simple recipe for something they are familiar with or a new food item they would like to make. Familiar recipe examples: peanut butter sandwich, quesadilla, fruit salad. The laminated picture cards and word cards may assist students in their writings.
4. When recipes are completed, students may share with the class. Encourage students to discuss their recipe ideas with their family members.

### **Extension Activities**

- Plan a healthy meal by combining the recipe ideas of several students.
- Select a healthy recipe from a cookbook and prepare as a class.
- Show the story cover again and refer students to the laminated picture cards on the pocket chart.

# Recipe for

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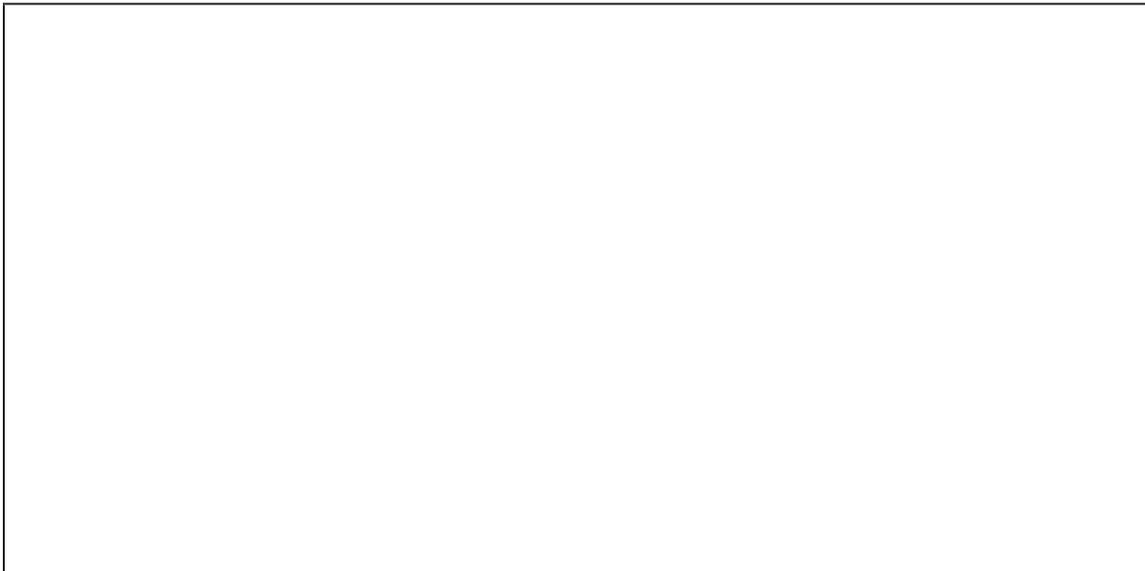
by: \_\_\_\_\_

## Ingredients:

- 1.
- 2.
- 3.
- 4.
- 5.

## Directions:

- 1.
- 2.
- 3.



This is what my recipe should look like when it is finished.

