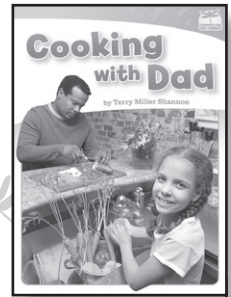


Cooking with Dad

by Terry Miller Shannon



Overview

In this book, a young girl and her father make pizza bagels. Vivid photographs and a simple first-person narrative convey the message that preparing a tasty, nutritious meal is fun. (Big idea: People take care of themselves by eating good food.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- making inferences. 

It supports the following **non-fiction strategies**:

- using photos to get information
- using procedural words such as first, next, then, now, and finally to convey steps in a procedure
- using a flow diagram.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *energy, good food, grow, healthy*
- Content words – *bagels, bike, carrots, cheese, cucumber, hands, ingredients, lunch, oven, pan, pizza, sauce, soap, stomach, timer, vegetables, water*
- High-frequency words – *get, make, our, put, some, them, then, too, with*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (*healthy food*), which expands on pages 10 and 11 of the anchor book *Taking Care of Yourself*
 - preview question on the back cover
 - procedural words – *first, then, now, next, finally, last*
 - step-by-step action photographs
 - flow diagram
- Word study:
 - initial consonant blends – “gr-”, “st-”
 - final consonant blend – “-st”
 - digraph sounds – “th”, “sh”, “ch”
 - contractions – *I’m, it’s*
- Speech marks
- Exclamation marks
- Descriptive language – “*My stomach is rumbling*”
- Dialogue



Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 10 and 11 of the anchor book.

Talk about healthy foods and how we prepare them.

- *What are some healthy foods?*
- *What could you have for lunch at home?*
- *What cooking do you like to help with?*

ELL support

As the ELL students begin using more complex language, they may use incorrect grammar, vocabulary, or verb forms. It's important to help them expand their ideas and model complete sentences while also supporting their attempts.

Introducing the book

Front cover – Discuss the photograph. *Who do you think the people are? What are they doing? What might they be making? Read aloud the title.*

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Taking Care of Yourself*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Listen as the students read aloud the title. Discuss the photograph. *What extra information does this photograph give us? What might the girl be doing? Remind the students about the vegetables on the front cover. What kind of meal might they be making?*

The first reading

INF **Pages 2 and 3 – (Making inferences)** Point to the photograph on page 3. What word does the author use to show they are starting something? (first) *Why are they washing their hands first? What can you tell about the girl from the text and the photographs? Why does she like cooking with her dad?* (working together happily, reaching for cooking equipment, smiling)

MC **Pages 4 and 5 – (Making connections)** Discuss the photographs. *What are they doing now? What word describes the foods we use when we cook something?* (ingredients) *What ingredients are they using? Which word on page 4 shows that they are moving to the next step? (next) Which word on page 5 shows they are moving onto the third step? (then) How have they divided the jobs? Why?*

MC **Pages 6 and 7 – (Making connections)** Discuss the photographs. *What are they doing now? Which word on page 6 shows that they are ready to begin the next step? (now) (Making inferences) How do you think they feel about their lunch? How do you know?* (smiling, the words “tastes really good”) *Which sentence on page 7 states that they have finished making bagels? (It's time to bake!)*

MC **Pages 8 and 9 – (Making connections)** *Which word shows that they are going to make something extra? (too) Discuss the photographs. How have they divided the jobs? Why? Why might Dad say “we need some vegetables, too”? What are the girl's favourite vegetables?*

MC **Pages 10 and 11 – (Making connections)** Discuss the photographs and the vegetables. Point out the capital letters in “DING!” *What is this telling us? (pizza is ready) (Making inferences) What does the girl mean when she says, “This looks healthy”? How have they divided the jobs? Do you notice a pattern?* (Dad is making sure she is safe – he cuts, puts things in the oven) *Which word on page 11 shows that they have come to the last step in making lunch? (finally) Find the sentence that shows that they have finished cooking. (“At last, it's time to eat!”)*

INF **Page 12** – *What does the diagram show? What do the numbers and arrows mean? Is the diagram easy to follow? Have the students discuss what is happening at each step. Explain that these are the steps of a procedure. Emphasise words such as first, next, then, now, and finally. Would you like to try these bagels? Why/why not? What other healthy foods could you add?*

Vocabulary activity

Focus word: energy (page 2)

1. Turn to page 2. Read *Energy helps me do things like ride my bike*.
2. Say “energy” with me.
3. Explain that energy describes how much “get up and go” you have. Another word for “energy” is “power.” We need energy to be active. Good food gives you energy. The girl in this book needs energy so she can ride her bike. Explain that all living things need energy, including plants and animals. Without energy, our bodies don’t work well.
4. Tell the students that it isn’t just living things that need energy or power. Use the analogy of a car. It needs energy, such as petrol, to work. Without food (fuel), the human body can’t work well. Give some examples that show how energy can be used in other contexts.
 - *When we are tired, we say we have run out of energy.*
 - *Before my basketball game, I feel excited and full of energy.*
 - *Different kinds of food give us different amounts of energy. A healthy pizza bagel gives long-lasting energy.*
5. Place a long piece of string on the floor. Explain that one end represents the greatest amount of energy and the other represents the least. Have the students move to the spot that they think represents the amount of energy they would need to do the following activities:
 - ride a bike
 - read a book
 - run a race
 - sleep
 - walk to school.Have them discuss their choices with one another. Prompt: “[Riding a bike] would use the [most] energy because [it is hard work].” Add other activities that are meaningful to the students.
6. *What is the word we’ve been learning that means “power” and “get up and go”? Say the word with me.*

ELL activity

Language objective: Deepening understanding of procedural words

1. Ask the students to turn to page 12. *What do these pictures show? What do the arrows show?* Encourage the students to explain that the pictures show the steps the girl and her dad followed and that the arrows tell us the order they did things.

2. Ask the students to turn to a partner and tell him or her what the girl and her dad did to make pizza bagels. Listen for any procedural words such as first, next, then, now, finally.
3. As a group, share what the girl and her dad did. *What did they do first?* Listen to the students’ answers and then repeat their answers modelling complete sentences that include the procedural words. Ask the students to repeat the sentences as a group. “First, we washed our hands. Next, we got the pizza sauce.” Write the sentences on the board.
4. Reread the sentences together. Ask the students to leave their books open on page 12 so they can see the pictures as they read the sentences on the board. Release your voice support when they read the procedural words to assess their use of this vocabulary.
5. As an extra challenge, the text could be made into a cloze paragraph. Erase the procedural words and ask the students to read each sentence. Listen and assess their use of the missing words.

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and that they pronounce it correctly.

2. Stop and learn

a. Decoding/word attack activities

Practising onset and rime

- Write “grow” on the board. Have the students say it with you.
- Ask them to identify the letters “ow”. Note that this sound makes a long vowel letter “o”.
- Have the students think of other words that rhyme with “grow”. Use these to build a word family on the board. (“thr-”, “sn-”, “cr-”, “fl-”, “r-”, “sh-”, “m-”, “bl-”, “b-”, “l-”, “s-”, “t-”, “kn-”)

Practising adding “ing” to words that end with “e”

- Write “I can make pizza” on the board. Underline “make”. Have the students read the sentence aloud.
- Explain that you want to write “I am making pizza”. Write the sentence on the board with a space for “making”. (“I am _____ pizza.”)
- *How do you spell “making”?*

- Discuss taking away “e” before adding “ing”.
- Practise with other words from the book, such as “bake”, “taste”, and “take”.

BLM – Practising writing word endings

The students can practise writing the word ending “ing” – dropping the final “e” and adding “ing”. They can write the correct words in the spaces provided, then draw a picture beside one of the sentences.

b. Comprehension activities

Discuss how the words and photographs tell us about healthy eating. *How do we know that the girl enjoyed cooking with her dad?* Explain that the book shows that preparing and eating healthy foods can be fun. *How does the book tell us about safety in the kitchen?* (Dad was making sure she was safe. He did the jobs that might be too hard, such as cutting vegetables with a sharp knife.)

BLM – Using procedural words to show a sequence

The students can cut out and paste the procedural words and the captions in the correct order. They can make the flow chart on a separate sheet of paper. Please note that the words “next”, “then”, and “now” don’t necessarily have to be used in any order.

c. Writing activities

Have the students write:

- a recipe for pizzas bagels with different toppings
- safety rules for cooking
- an invitation to a pizza party
- a list of healthy foods
- action words that describe cooking (chop, cut, stir, mix). The students could draw pictures of the actions.

3. Suggestions for further activities

- Find out about foods that have long-lasting energy.
- Visit a pizza restaurant or a fruit and vegetable market.
- Make a collage of a pizza.