

## Read to Cook

### Overview:

Food is always a motivation, so why not use it for instruction? In this activity, students use cooking to learn reading.

### Procedure:

- 1) Explain to students that you will be cooking a recipe in class together and enjoying it when finished.
- 2) Have students brainstorm favorite foods together and create a list together.
- 3) Have students vote for their favorite recipe to make. (or two if working in different groups)
- 4) You will need to buy the food in advance, so this will need a few days.
- 5) Once food is bought, bring supplies to class and break students into groups or cook together.
- 6) Students then practice reading through the recipe (echo, choral, etc.) to learn unknown words/items.
- 7) Students then are instructed to read each part of the recipe and prompting is provided to complete all the steps with real food.
- 8) Once the food is made students enjoy eating their creation!

### ASOL Covered in this Activity:

**3E--RW 1b:** The student will apply letter name and letter-sound knowledge when decoding words.

**Extension Idea:** Students are applying letter-sound knowledge when reading the recipe, even for small CVC words. The words could be recorded that the student decodes independently.

**3E--RW 1d:** The student will identify the beginning sound of familiar words beginning with a single consonant sound.

**Extension Idea:** As students read the recipe the teacher could ask what the word begins with and record the word and if the student independently identified the sound or not.

**3E--RW 2a:** The student will use newly acquired vocabulary drawn from reading and other content areas.

**Extension Idea:** Students are learning new vocabulary during cooking, such as pour, stir, combine, etc. Demonstrate what these words mean before cooking and then have them show you what it means while cooking. Notes can be recorded as to how the students used the vocabulary and what prompting was needed.

**3E--RW 2b:** The student will demonstrate understanding of the meaning of newly acquired vocabulary.

**Extension Idea:** Students are learning new vocabulary during cooking, such as pour, stir, combine, etc. Demonstrate what these words mean before cooking and then have them show you what it means while cooking. Notes can be recorded as to how the students used the vocabulary and what prompting was needed.

**3E--RW 5c:** The student will recognize 40 or more written words.

**Extension Idea:** The teacher could write the recipe and again record what words students know how to read independently when reading through the recipe.

**3E--RW 5d:** The student will read text comprised of familiar words to support comprehension. Read familiar text with purpose and understanding.

**Extension Idea:** Students could identify why they are reading a recipe (to know how to make the food). The recipe could be rewritten by the teacher using more familiar words for students to understand.

**4E--RW 1a:** The student will apply letter-sound knowledge by using first letter plus context to identify unfamiliar words.

**Extension Idea:** Teachers could record words read by students independently and what corrections they made based on context.

**4E--RW 1b:** The student will decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes)

**Extension Idea:** The words read by the student independently could be recorded or highlighted in the recipe.

**4E--CN 1d:** The student will interpret information presented visually and orally.

**Extension Idea:** Pictures could be included with the recipe and students could identify what the pictures represent as related to the recipe.

**4E--CN 1c:** The student will identify the chronological structure of a text (first, then, next).

**Extension Idea:** Students could identify what happens first, next, and last during the making of the recipe, or afterwards by cutting up the recipe and ordering the steps.

**5E--RW 1b:** The student will apply phonics and word analysis skills in decoding words by decoding two-syllable words.

**Extension Idea:** Teachers could record words students decoded throughout the recipe that are two syllables.

**5E--RW 1c:** The student will read more than 20 common high-frequency words.

**Extension ideas:** Teachers could record high frequency words within the recipe that students read independently. (Example: the, a, in)

**Materials Needed:**

- Chart paper, whiteboard, etc. for brainstorming and writing utensil
- recipe
- food for recipe
- cooking utensils (bowls, spoons, measuring cups, measuring spoons, etc.)
- oven or stove
- refrigerator
- paper plates, bowls, napkins, and cups
- eating utensils (plastic spoons, knives, forks)
- oven mitts and pot holders
- gloves
- dish soap
- hand soap
- towels

**Instructional Setting:**

Classroom kitchen or cafeteria kitchen

**Community Connections and/or Peer Interaction:**

- Peers could work in groups together cooking a recipe with adult supervision.
- Older peers could read recipe aloud while younger peers complete the steps with prompting.
- Students could take a trip to the grocery store as an outing to buy the supplies for the recipe, after making the list in class.

**Functional Activity/Routine:**

- Classroom procedures could be written and read with pictures (just like the recipe). For example, hand washing routine and/or equipment safety information.
- Recipes could be written for school lunches (simple ones like peanut butter and jelly sandwiches) and made for lunch.
- Cooking and buying food is a functional activity in itself.

**Strategies to Collect Evidence:**

- Pictures of the students making the recipes along with anecdotal records of what prompts and support were used.
- Lists of words read independently and how this related to a particular ASOL.

**Specific Options for Differentiating this Activity:**

- Students may need adaptive kitchen tools for measuring and eating.
- Students may also need pictures with their words in the recipes to follow the procedure due to low readability.
- Echo reading could be used for students that have low readability.
- To vote students could raise their hand or point to pictures/words of a field of choices for recipes.