

## Recipe Sequencing

**Overview:** Students participate in a cooking activity that requires following a three-step recipe.

**Procedure:**

1. Provide students with an illustrated recipe and the materials needed for making a peanut butter and jelly sandwich.
2. Go through the steps of the recipe with the students, being explicit with the descriptive sequence word for each step as you assemble the sandwich: “First” Place bread on plate. “Next” spread peanut butter and jelly on bread. “Last” put bread together.
3. Have student independently assemble sandwich using proper steps, indicating what they will do first, then, and next.
4. Present student with picture cards illustrating the recipe steps need to assemble the PB&J sandwich (you may put a distractor image in as well).
5. Have student assemble the recipe cards(labeled with text) in proper order to complete the sandwich, using a chronological framework.

**ASOL Covered in this Activity:**

**4E--CN1c:** identify the chronological structure of a text (first, then, next).

**Extension Idea:** Have students use pictures to sequence the process of tying a shoe, or story board cards illustrating what happens first, then, and next in a familiar non-fiction text.

**4E--CN1a:** use details from the nonfiction text to retell what the text says.

**Extension Idea:** Using Smartboard, or iPad, create a list of detail words related to a familiar nonfiction text. Have students circle or highlight detail words (include distractors) that relate to the text and retell it based upon these words.

**4E--CN1d:** interpret information presented visually and orally.

**Extension Idea:** Have students follow the proper sequence of recipes presented to them in both a visual and oral fashion.

**Materials Needed:** Teacher-made or commercially purchased illustrated recipes, non-fiction texts, storyboarding materials (paper, Velcro), Smartboard or interactive whiteboard

**Instructional Setting:** Classroom

**Community Connections and/or Peer Interaction:** Take students on a field trip to a community business such as a pizzeria where they can follow written sequenced directions to complete a task – such as folding boxes.

**Functional Activity/Routine:**

Sequencing routines and identifying the proper order to complete tasks is an integral part to many functional/routine activities including: school transitions, cooking, self-care procedures, etc.

**Strategies to Collect Evidence:**

Simple checklists can be used to collect data related to a student’s ability to sequence a text. These can illustrate if a student is consistently having trouble remembering a certain step in the process.

Individually completed recipe assignments can be photographed or videotaped to highlight what is happening in a chronological order.

**Specific Options for Differentiating this Activity:**

Allow students who are non-verbal to sequence their recipe with a communication board or AAC device.

Use audio recipe directions for students with visual impairments.

For students who may not be food motivated or have eating restrictions, focus sequencing instruction on a self-care task (such as brushing teeth or tying shoes).

Have students build a Lego project in teams, with one student reading the directions of what to do (“first”, “then”, “next”) to another student who does the assembly.