**Pre-K Professional Learning Program Lesson Plan**

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| **Content Area:** | **Literacy: Writing** |
| **Lesson Title:**  | **Preschool Recipe Cards** |
| **Time Frame/Lesson Length:** | 10-15 mins  |
| **Lesson Setting:**  | This lesson will work best at a small group table or on a classroom rug with clipboards available to students. |
| **Grouping of Students** | Small groups of 4-5 students are recommended for teaching this lesson. Students should be grouped homogeneously (similar ability levels) regarding writing ability. The option of heterogenous (different ability levels) groups is also available to provide peer modeling among students. |

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| **Lesson Objective:** | Children will draw, dictate and practice emergent writing to create a recipe including quantity amounts. Student-Friendly: I can construct a recipe to add to our kitchen area. |
| **Aligned Standard(s):****(TN-ELDS)** | *PK.RL.IKI.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.* *PKW.TTP.1**With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.*  |
| **Assessment Method:**  | Teacher will assess student vocabulary understanding and creativity through observation. The teacher will assess student performance by using the Write Start! Writing Assessment developed by Deborah Wells Rowe and Sandra J. Wilson, at Vanderbilt University. This assessment can be found [online](https://edutoolbox.org/rasp/4747?route=toolkit/list/6198/0). The teacher will use the writing assessment to find a student’s current level of writing and help students progress within the developmental writing sequence. |

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| **Background Knowledge** | * Teacher should read the book, *Little Chef*, during large group reading time prior to this small group activity along with other materials that a relative to creating a recipe.
* Prior to this lesson, students have been exposed to developmentally appropriate instruction. For more information on writing instruction, view the Ayers Institute [model lesson video](https://www.edutoolbox.org/rasp/4760) on writing opportunities in a pre-K classroom.
* Children seem to find the kitchen area a fun place to explore, create and demonstrate culinary techniques they have encountered from previous experiences either at home or some other location. Using this prior knowledge, the teacher will be able to assist the student in constructing a recipe that reflects their desire to create a dish that would be enjoyable for others to experience in the classroom kitchen center.
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| **Intentional Vocabulary:** | Ingredients, amount, more, less, size, spoons, cups, grocery store, kitchen, recipe, pour |
| **Materials Needed:** | * White cardstock, markers, colored pencils, or other writing tools and materials.
* *Little Chef* by Matt Stine & Elisabeth Weinberg
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| **Considerations for Learning:***possible challenges, management issues, and safety considerations* | Student-created recipes may not be edible or appropriate for consumption. It is important that students understand that their recipe will not actually be baked in the classroom. This will help prevent possible behavior challenges that could occur after creation of recipe. Students will likely be on varying levels of writing ability. Celebrate each learner’s writing abilities and push them to succeed based upon their zone of proximal development. Students may need help with creating a message to write, offer ideas to them to help them form a message. Students may need help returning attention to the task at hand or staying on topic. |

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| **Lesson Procedures and Questioning** |
| **Lesson Section** | **Detailed Procedure***[Sample teacher script is in italics]* | **Questioning Sequence** |
| **Introduction:** | Show the book and review some of the pages from *Little Chef* to remind the students about some of storyline and how that will relate to this activity. *Today you are going to be the author and illustrator of your own recipe cards to add to the kitchen center.* | Knowledge and comprehension questions are recommended for the introduction.* *What does the author do?*
* *What does the illustrator do?*
* *What is the name of the little chef?*
* *What do we mean by the word ingredients? What are some examples?*
* *Where can you get ingredients for your recipe?*
* *In the story, who is coming over for dinner?*
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| **Exploration:** | Students will gather materials needed to begin the illustration part of this activity while the teacher assists individual students with the writing process of the ingredients and steps needed to complete the recipe. The teacher should serve as a facilitator during the exploration time. The teacher should ask students questions about their ingredients and recipe. The teacher should remind students to participate in emergent writing using classroom writing procedures. If a student takes a long time creatingpictures but has no words, encouragethem to stop and write words before coming back to their pictures. If a student rushes through and claims they are finished, encourage them to add more details. Ask students to read their recipes to you as they beginto finish writing. | Application and analysis questions are recommended for the exploration. * *What type of recipe will you create?*
* *How much \_\_\_\_\_\_\_\_\_\_ will you need?*
* *How will you measure your ingredients?*
* *What are the steps to your recipe?*
* *How will you mix your ingredients?*
* *How will you cook your ingredients?*
* *Tell me about your writing.*
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| **Closing:** | Students will have the opportunity to share their ideas and talk about what they have created. Cards can be laminated and added to the kitchen area for pretend play use or turned into a cook book to be used in the classroom as documentation. | Creation and evaluation questions are recommended for the closing. * *What are some ways that the recipe you have created can be used?*
* *What are some other recipes that can be made from the ingredients that were used?*
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| **Opportunities for Differentiation:** | Offer assistance to writers based upon their different levels of development, such as helping emergent writers to sound out words or simply helping students to form a message to write. For more information on developmentally appropriate writing instruction, view the Ayers Institute's writing opportunities video on the Early Childhood tools webpage. Celebrate and accept all children’s writing as meaningful. If students are struggling with ideas for a recipe, the teacher can provide images or pretend food items to the students to help them brainstorm a recipe idea. If students need an additional challenge, the teacher could provide new types of food to expose students to new vocabulary and experiential knowledge.  |
| **Extending the Learning:** | Place student recipe cards in kitchen area. Encourage students to explore ideas at home and create recipes with their families. Have students bring in some of their family’s favorite recipes to share with the class. Plan a family potluck where students and families bring in cultural foods to share with school community.  |

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| **Appendices:** |
| Examples of created recipe cards. These recipe cards were created with all teacher writing and student illustration. It is recommended that the teacher encourages students to write their own writing before a teacher provides any teacher writing.  |

 