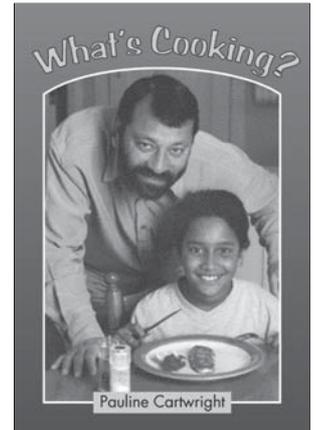


# What's Cooking?

by Pauline Cartwright



## Book Summary

In this book, the students are the cooks. There are simple recipes for treats like crispy cookies, mini pizzas, and chocolate pudding. Following the recipes will help students understand how heat cooks food in different ways.

## Features of the Book

- Recipe book format
- Specialized language – *digest, convection, broil*
- Abbreviations – *tsp., tbsp.*
- Photographic sequences
- Step-by-step explanations
- Additional information in “hot tips” boxes and bulleted lists
- Labeled diagrams
- The humor in the chapter headings

## Purpose

*What's Cooking?* can be used to introduce and reinforce the following skills:

- S** exploring language specific to the recipe book format;
- S** reading and writing procedural text;
- S** locating information using a contents page and an index
- S** using text as a model for students' own writing;
- S** summarizing a piece of text using the main points.

## The Guided Reading Lesson

- S** Exploring language specific to the recipe book format
- S** Reading and writing procedural text
- S** Locating information using a contents page and an index

## Introducing the text

Look at the cover of the book together and discuss the title and the photograph.

– *Can you predict what this book will be about?*

Read the blurb on the back cover together and discuss whether this additional information allows the students to make a more accurate prediction.

Ask the students if they ever help with the cooking at home.

– *Do you enjoy cooking?*

– *Do you have a favorite recipe?*

Encourage the students to share their experiences. Write any specific cooking vocabulary on the board and continue to add to the list throughout the lesson.

Look at the contents page and discuss whether the chapter headings offer clues to the book's content.

– *How else could you find out if a word or topic is in the book?*

Preview and discuss the use of the index and its layout and features.

## Reading and discussing the text

Ask the students to read chapter 1 independently.

- *Can you find three different ways that food cooks?*

Ask them to mark the places with sticky notes.

When the students have finished reading, discuss and clarify “convection,” “conduction,” and “radiation.” Ask the students to make links between these processes and how they have seen food cooked at home.



Preview chapter 2 and clarify any of the subheadings.

- *What do you notice about the instructions on page thirteen?*
- *Why are there numbers beside each step of the recipe?*
- *What would happen if you didn't follow the steps in order?*

Ask the students to read the chapter independently. They could note one new safety tip they have learned from the chapter to share when everyone has finished reading.

Check comprehension by asking the students for an oral retelling of the steps in the recipe. Encourage the use of language such as “first” and “next.”

- *Did you tell the steps in the correct order?*
- *Did you leave out any of the steps?*
- *What were the safety tips for this recipe?*

Ask the students to read the rest of the book independently. Set some purpose-setting questions, such as:

- *What did you notice that was the same about each chapter?*
- *Did that help you to read and understand more easily?*

## Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

### **S** Using text as a model for students' own writing

 Suggest that each student contributes their favorite recipe for a class recipe book. They can use the text in the book as a model for writing and setting out their recipes. Encourage:

- the use of appropriate abbreviations
- numbered, step-by-step explanations
- correct terms from the list you have compiled.

The students could set out the recipes using the blackline master on page 84 and publish the book to share with friends and family.

### **S** Summarizing a piece of text using the main points

In the book, information is summarized in labeled diagrams and bulleted lists. Discuss these and then ask the students to choose a chapter and reread it. Ask them to mark the main points in the running text and come back to these for discussion.

- *How would you summarize the important parts of this chapter?*
- *Could you use a diagram? Why/why not?*

