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Resource ID#: 39993

Primary Type: Lesson Plan

# Cookie Cravings: How to Read and Understand a Recipe

This lesson begins with a read aloud of *The Gingerbread Man* By Eric Kimmel. After that, students will learn how to read a recipe for gingerbread men. They will discuss author's purpose and the genre of the writing. They will use sequencing words to aid in their understanding of the recipe. Students will answer who, what, when, why, and how questions about the nonfiction text during a guided reading lesson. Students will be assessed on their ability to read and comprehend a recipe by doing a "cold read" of a different recipe and answering comprehension questions.

## General Information

**Subject(s):** English Language Arts

**Grade Level(s):** 2

**Intended Audience:** [Educators](#)

**Instructional Time:** 2 Hour(s)

**Suggested Technology:** Document Camera, Computer for Presenter, Interactive Whiteboard

**Freely Available:** Yes

**Keywords:** recipe, nonfiction, reading comprehension, gingerbread, sequencing, winter holidays, author's purpose

**Instructional Component Type(s):** [Lesson Plan](#), [Unit/Lesson Sequence](#), [Worksheet](#)

**Instructional Design Framework(s):** [Direct Instruction](#)

**Resource Collection:** CPALMS Lesson Plan Development Initiative

## Lesson Content

**Lesson Plan Template:** General Lesson Plan

**Learning Objectives: What should students know and be able to do as a result of this lesson?**

**LAFS.2.RI.1.1**

Students will be able to answer who, what, where, when, and why questions about a recipe. Students will be able to support their answers with the text.

**LAFS.2.RI.2.6**

Students will be able to identify the author's purpose for writing a recipe. Students will be able to identify the type of writing as nonfiction.

**LAFS.2.RI.1.3**

Students will be able to answer questions about the technical procedures in a text. Students will be able to explain why following the steps in a text is important.

**Prior Knowledge: What prior knowledge should students have for this lesson?**

- Students need to have an understanding of sequence.
- Students need to know what an abbreviation is.
- Students need to know common abbreviations for measurements used in baking (ex: tsp). This can be taught before beginning the lesson or be incorporated into the lesson. I have chosen to incorporate it into the lesson.
- Students need to understand that author's write for different purposes.

**Guiding Questions: What are the guiding questions for this lesson?**

- Why do authors write recipes?
- What kind of writing is a recipe?
- Why is it a good idea to use a recipe when you cook or bake?

- When should you use a recipe?
- Why is it important to read a recipe carefully?
- What might happen if you left out a step when making the recipe?
- What might happen if you left out an ingredient?
- How do you know what ingredients you need to use?
- What helps you decide what order to complete the steps?
- Are there any words that help you know the sequence of the steps?
- Why is the title important ?

### **Teaching Phase: How will the teacher present the concept or skill to students?**

#### **The "Hook" and Activation of Prior Knowledge:**

##### **Day One (Whole Group)**

1. Read aloud the story The Gingerbread Man by Eric Kimmel. The ATOS level is 2.4. **The recipe we will be using for the lesson is found on the inside back cover of this book.**
2. Ask children if they have ever made a gingerbread man.
3. Ask children what they think they would need to use or do in order to make a gingerbread man.
4. Record responses.
5. Ask students what you just wrote down might be called (answer: a recipe).
6. Tell students that tomorrow they will be learning how to read a real recipe for gingerbread men.

#### **Introducing the Concept or Skill:**

##### **Day Two (Small Groups)**

7. Distribute copies of The Gingerbread Man to a small group of students who have been grouped by reading level.
8. Have students turn to the recipe on the back page.
9. Call on a student to read the title.
10. Ask the guiding question: Why is the title important?
11. Before beginning to read ask the guiding question: Why does an author write a recipe?
12. Ask the guiding question: What kind of writing is a recipe (fiction or nonfiction)?
13. Explain or clarify that a recipe is a type of nonfiction writing and its purpose is to teach us how to do (or cook) something.
14. Ask the guiding question: When might you want to use a recipe?
15. Return to the book. Ask students what they notice comes right after the title (the list of ingredients).
16. This is when I would take out examples of measuring cups and spoons and give students a chance to look at them and handle them. However, this can also be done prior to beginning the lesson.
17. Show students the abbreviation for teaspoon and how similar it is to a tablespoon.
18. Show them the difference in sizes between a tablespoon and teaspoon.
19. Ask students what might happen if you added a tablespoon of an ingredient instead of a teaspoon.
20. Read the list of ingredients.
21. Do a guided reading of the rest of the recipe. The ATOS level of The Gingerbread Man retold by Eric A. Kimmel is a 2.4. However, the recipe is around a 4.7 . (I feel this is fine for this lesson because you are guiding students through the reading and not expecting independence on this particular recipe. An acceptable ATOS for 2nd to 3rd grade is 2.75-5.15.)
22. Depending on the level of the group you are working with you can use different strategies for reading (choral reading, echo reading, "round robin" reading, or teacher read aloud while students track along).
23. Explain baking vocabulary that students may not be familiar with (cream, shortening, sift, greased ).
24. Ask students the guiding question: How do you know what order to do things in?
25. Ask students if the notice any sequencing words (then is used twice).
26. Ask students what sequencing words we could add to this recipe to help us understand the sequence.

### **Guided Practice: What activities or exercises will the students complete with teacher guidance?**

#### **Introducing the activity:**

##### **Day Three**

1. Review important points from yesterday. (What type of writing is a recipe? What is the author's purpose?)
2. Ask students the guiding question: Why is it important to read a recipe carefully?
3. Tell students that today they are going to answer questions about the recipe.
4. Pass out books.
5. Pass out wikki sticks, highlighting tape, or some other way of highlighting text without ruining the book.

6. Read the recipe again, using one of the strategies listed in day two.
7. Ask students what they think they need to do first when starting a recipe (answer: make sure you have all the ingredients)
8. Ask the question: What do you need to cream together? Have students find the answer and underline it with their wikki stick.
9. Once teachers have observed that all children have found the answer, call on a student to share the correct answer. Continue on this way with the following questions. This will give teachers a chance to see who may need extra support during the assessment or may need some extra help before taking the assessment.
  - Ask the question: How long do you need to chill the dough?
  - Ask: What do you need to do before you roll out the dough?
  - Ask: How long do the cookies bake?
  - Ask: What should you use to decorate the cookies?
  - Ask: How many eggs are in the recipe?
  - Ask: Why do you need to chill the dough?
  - What do you do last?
10. The next set of questions students will not be able to underline with wikki sticks.
  - Ask the guiding question: What might happen if you left out a step or ingredient? (For example: What might happen if you did not chill the dough or forgot to add the 2 cups of sugar ?)
  - Ask: Why do you have to flour the surface before rolling out the dough?
  - Ask: Do you think the author thinks you will like the gingerbread cookies? How can you tell? (answer: It says "Enjoy" at the end.)

**Student Actions during the activity:**

- Students are studying the recipe and underlining answers with wikki sticks.
- Students are orally answering comprehension questions.

**Teacher Actions during the activity:**

- The teacher is observing students as they find the answers in the text.
- The teacher is asking questions.
- The teaching is confirming correct answers and clarifying/explaining incorrect answers.

**Independent Practice: What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?**

**Introducing the activity:**

**Summative Assessment:**

**Day Four:**

1. Students will be given the attached recipe and comprehension questions to read and answer independently. The recipe will be for a different holiday treat, but it will follow the format of the previous recipe. The ATOS level (3.4) is lower, due to the independent nature of the task. [Reindeer cookie recipe comp..docx](#)
2. Students should be given a highlighter, marker, crayon, or colored pencils so they can find the answers in the recipe the way they did during group time.
3. Give students roughly 20 minutes to read and complete the worksheet.

**Expected Student Products and/or Performance:** Students will earn an 80% or higher on the worksheet.

**Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?**

**Lesson Review Activity (Teacher Guidance Required)**

- The closure activity could be the guided practice on Day 3, in the reading groups.
- If teachers feel students need more closure they could draw the steps of the recipe in the correct sequence and then orally present it to the teacher or the class.

**Summative Assessment**

**Assessment Activity**

1. Using what they learned during the guided practice, students will do a "cold read" of a recipe.
2. Students will answer comprehension questions about the recipe.
3. Pass out the papers.
4. Instruct students to read carefully and answer the questions.
5. Remind students to, when appropriate, go back to the text and underline where they found the answer.

**Comprehension test/Answer Key:** [Reindeer cookie recipe comp..docx](#)

See attached recipe and answer key. This recipe was adapted to reflect the same structure of the recipe for the guided reading. It is for reindeer cookies, as opposed to gingerbread men, but in keeping with the holiday theme. The ATOS level of the recipe is 3.4. This falls within the acceptable range for 2nd to 3rd grade students.

**Formative Assessment**

**Assessment Activity Steps**

**Activity One:**

1. Give students cut up sentence strips that tell how to do something in a certain order (this can be done in a small group). [Sentence Strips.docx](#)
2. Tell students they need to put the strips in the correct order.
3. Ask students to explain why they put the sentences in order the way they did.
4. Make and explain corrections as necessary.
5. Ask students what would happen if they didn't follow the correct order?

6. Explain the importance of sequence.
7. Brainstorm a list of words that help determine sequence: first, last, next, then, after that, before, finally.
8. Keep these words posted in the classroom.

#### **Activity Two:**

1. The teacher will provide students with familiar texts (both fiction and non-fiction) and question students on genre and author's purpose.
2. Students can work in pairs. Each pair of students can be given a familiar text to look through. These texts can come from a reading series, social studies or science text books, or favorite read alouds.
3. Give students about 10 minutes to look through the text together and decide if it is fiction or nonfiction and why the author wrote it.
4. Pairs can share their thoughts with the class.

\*\*Depending on your class's level of knowledge with author's purpose, you may want to brainstorm a list of possible author's purposes and have them choose from the list.

#### **Feedback to Students**

##### **Activity One:**

The teacher will observe students while they place strips in the correct/incorrect order and listen to them explain their answers.

##### **Activity Two:**

The teacher will listen to students' responses and correct and explain as necessary.

##### **Use of performance data:**

##### **Activity One:**

The teacher will explain and correct as needed. If needed, students will be given more opportunities to practice putting different sentence strips in order. For students having a severe degree of difficulty with this teachers may want to use pictures and have them explain the sequence orally.

##### **Activity Two:**

The teacher will listen to the responses and correct and explain as necessary. The teacher can continue to aid in students' understanding by continuing to ask the above questions with all the texts they read leading up to the lesson.

### **Accommodations & Recommendations**

#### **Accommodations:**

- Group students by reading level for the small group lessons. Students who struggle can be read aloud to.
- Find a recipe with a lower reading level for struggling students.
- Preview any difficult vocabulary for below-level readers before they begin the independent test.
- Reduce the number of answer choices.

#### **Extensions:**

- All students could bring in a favorite recipe from home. These could be compiled into a recipe book for parents. It could be taken home as a holiday gift.
- Students could write their own recipes, following the format of the one in *The Gingerbread Man*. These could be "real" or "silly" recipes.
- If possible, students could follow recipe and make gingerbread men.
- Advanced students could compare another recipe for gingerbread and compare and contrast the two recipes.

**Suggested Technology:** Document Camera, Computer for Presenter, Interactive Whiteboard

#### **Special Materials Needed:**

- There is no special technology for this lesson.
- Teachers can use a white board, chart paper, activeboard, or overhead projector to record responses on day one.

#### **Support Materials List:**

- Copies of the book *The Gingerbread Man Retold* by Eric Kimmel
- Copies of the 2nd recipe used for the final assessment [Reindeer cookie recipe comp..docx](#)
- Copies of the sentence [stripsSentence Strips.docx](#)

#### **Further Recommendations:**

- Do this lesson during the holidays, after reading *The Gingerbread Man*.
- Eat some gingerbread men during this lesson
- Split children into groups by reading level
- Before doing this lesson, do a sequencing lesson with the actual story *The Gingerbread Man*. After the teacher reads it aloud, students could draw pictures of what happens in the story and write sentences about the pictures. Sentences could use sequencing words such as first, next, then, and finally. This would give students even more practice with sequence before starting the lesson. It would also tie together fiction and nonfiction texts.

### **Additional Information/Instructions**

**By Author/Submitter**

This is a great lesson to use during the winter holidays!

## Source and Access Information

**Contributed by:** Noelle Karcz

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**District/Organization of Contributor(s):** Sarasota

**Is this Resource freely Available?** Yes

**Access Privileges:** Public

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## Aligned Standards

Name	Description
<a href="#">LAFS.2.RI.1.1:</a>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<a href="#">LAFS.2.RI.1.3:</a>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<a href="#">LAFS.2.RI.2.6:</a>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.