

Recipe Reading: Pasta and Boiling Water

Focus Lesson: Recipe Reading

Materials:

Pasta recipe
 Variety of pasta boxes (at least 5-6 types)
 Writer's Notebooks
Strega Nona by Tomie dePaola
 Pencils
 Pens

Grade: 3

Time: 40 minutes

Pairs with lesson plan: Pasta and Why Does Water Boil?

***Common Core Standards:**

CCSS.ELA-LITERACY.RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-LITERACY.W.3.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Thinking Skill:

Revising and editing
 Reading a recipe

Objective:

Students will read a recipe and understand the sections and directions.
 Students will use the writing they did previously to recount the beginning of a story.
 With teacher assistance, students will revise and edit their writing.

Connection:

Yesterday we started reading the story *Strega Nona* by Tomie dePaola. Who can tell me what kind of food Strega Nona cooked? (pasta)

Different types of pasta can take longer to cook. Examine directions on a variety of pasta boxes. Examine 5-6 types of pasta. Explain why different pastas have different cooking times (thickness of pasta). Examine different varieties of pasta and learn their Italian names (example: fusilli means "little spindle" and farfalle means "butterfly"), but first have children brainstorm possible names for the differently shaped pasta.

We also learned yesterday that pasta needs boiling water to cook, and we got to see what water looks like when it's boiling. Let's look at a simple pasta recipe to see what happens to the pasta *after* you boil it.

Explicit Instruction:

Bring up the Food Network website on Smart Board or other presentation. Read through with students, pointing out the different sections a recipe has such as cook time, materials, and instructions. Remind students that the more water you start with, the longer it will take to boil.

Talk about one simple buttered recipe and discuss how the pasta is cooked, strained, put in a bowl, and tossed with butter, maybe salt and pepper.

Now that we've seen how pasta can be cooked, let's see what happens to Big Anthony now that he has started cooking pasta from Strega Nona's pasta pot!

But first ask the students to describe *their* favorite pasta.

Finish reading the story with students.

Guided Practice:

At the end of the story Big Anthony has to eat all the pasta that he cooked! Why do you think Strega Nona made him do this?

Guide the students to understanding what a "moral" or lesson means, and how Big Anthony learned his lesson from this experience.

The author does not tell us in words how Big Anthony is feeling at the end of the story, so how can we figure that out? (illustrations, our knowledge of eating too much and what that feels like).

Independent Practice:

Now that we have finished the story we are going to write about it in our Writer's Notebooks.

Writer's Notebook prompts: What was the lesson that Big Anthony learned? How do you think he felt by the end of the story? What was your favorite part of the story? Your favorite illustration? Describe Strega Nona. Describe your favorite pasta recipe.

Write/pull up slide of prompt on the board so students can refer back to it as they are writing.

Reflection – Group Share:

Have students raise their hands when they have finished writing and have a mini-conference with them about their work-perhaps suggesting small edits to their writing, or extending their entry by asking context questions. They might draw a picture of their favorite pasta dish.

Reading list:

Strega Nona by Tomie de Paola

Buttered Pasta Recipe <http://www.foodnetwork.com/recipes/food-network-kitchens/buttered-pasta-for-children-recipe.html>

Teacher Note: If Writer's Notebooks are not used, students can complete the assignment on plain lined paper and hand it in.